

ANNUAL REPORT

SUBMITTED BY:

**THE NEW JERSEY COMMISSION
ON HOLOCAUST EDUCATION**

TO THE:

GOVERNOR AND LEGISLATURE

SEPTEMBER 2007

**NEW JERSEY
HOLOCAUST/GENOCIDE EDUCATION
1975 – 2007**

INTRODUCTION

Holocaust education in New Jersey began in 1973 through a cooperative effort between the New Jersey Department of Education and two local school districts. In the summer of 1978, the New Jersey Department of Education commissioned the staff of the two high school districts to jointly write a curriculum guide and anthology for students that could serve as a basis for instruction on the Holocaust in New Jersey. The next phase of Holocaust education began in 1982, when New Jersey Governor Thomas Kean created the New Jersey Advisory Council on Holocaust Education, by an executive order. The core mission of the New Jersey Advisory Council on Holocaust Education was to be carried out through recommendations to the Commissioner of Education to facilitate and implement Holocaust education objectives through programs and curricula in the schools of New Jersey. The advisory council was further charged with creating an awareness of the subject among the general public. In 1990, the council initiated efforts to make the council a permanent state entity. Therefore, in June 1991, Governor Florio signed legislation creating a permanent Commission on Holocaust Education. In the spring of 1994, New Jersey Governor Christine Todd Whitman signed into law a bill that required the inclusion of instruction on the Holocaust and genocide into the elementary and high school curriculum of every public school district in the state. The New Jersey Commission on Holocaust Education developed and disseminated to every school district a copy of a recommended curriculum for elementary grades (K-8) and secondary grades (9-12). In 1996, the commission authorized its curriculum and education committee to design a comprehensive survey for the purpose of determining the degree to which the Holocaust and genocide mandate had been implemented in New Jersey. The following report is in relation to the activities and results that have occurred since the passage of the Holocaust/genocide mandate in the spring of 1994. The chronology of events includes:

- 1975:** The school districts of Teaneck and Vineland begin to study about and develop curriculum “Man’s Inhumanity to Man” (A Holocaust/Genocide Curriculum). Department of Education agrees to support districts efforts in development of the curriculum and workshop presentations.
- 1976 – 1982:** With the support of the Department of Education the curriculum was developed and workshops presented around the state with the assistance of the ADL of New Jersey. State Board of Education recommends inclusion of Holocaust genocide studies in the schools of New Jersey. Dr. Deborah Wolfe made the motion which was seconded by Maud Dahme and passed unanimously.
- 1982:** Governor Thomas Kean announces intent to create a New Jersey Holocaust Council which is the first in the country and was made official on October 7, 1982. A survey is conducted regarding Holocaust/genocide studies in the schools of New Jersey.

1982 – 1991: Holocaust Council operates for 10 years under a yearly executive order signed by Governors Kean and Florio. Holocaust/Genocide Centers begin to emerge joining those already operational. (Brookdale Community College, Ramapo College, JCC of Metro West, Seton Hall University and Trenton {TCNJ} State College.

1991: Legislation is introduced, passed and signed by Governor Florio at Rider University during a Holocaust seminar in June, 1991 establishing a permanent Commission on Holocaust Education.

1991 – 1994: A revised and new curriculum (K-8 and 9-12) is developed building on the original Teaneck/Vineland model and is presented in workshops and seminars throughout the state. A special legislative appropriation is provided to present to every school a curriculum guide for grades K-8 and 9-12. Additional guides are developed for the Armenian, Cambodian, Ukrainian and Native American genocides and for the Irish Famine Atrocity.

1994: After years of deliberation by the Commission and almost 12 months of hearings, compromises and debates, legislation is passed mandating the teaching of Holocaust and Genocide education in all public schools of New Jersey. (Over the years all private and parochial schools have incorporated the studies in their curriculum)

1995 -2000: A third version of the curriculum is developed, presented in workshops and distributed to all schools. This time the organization of the guides was for K-4, 5-8 and 9-12 grades. A survey was conducted to ascertain level of compliance with mandate. A master's thesis on the topic was also completed in cooperation with the Commission.

The Department of State requested New Jersey to work with the government of Lithuania to implement education about their history during 1933 – 1945.

Commission members and selected teachers throughout the state worked with Scholastic Magazine to produce two special editions which are still in use today; "The Holocaust" and "Understanding Hate".

2000 – 2007: The network of Holocaust Centers continues to educate teachers and provide leadership in field of Holocaust/genocide education. A new organization, the Council of Holocaust Educators (CHE) is formed to provide the opportunity for teaching to communicate with each other. A survey was conducted as part of doctoral dissertation on Holocaust/genocide education. A school survey was conducted in 2006 to begin to assess the depth of Holocaust/genocide studies.

Formal networking with other Holocaust and related organizations has aided the Commission in its effort to meet the mandate education, specifically with Facing History and Ourselves, United States Holocaust Memorial Museum, Kids Bridge of New Jersey, Heritage Museum in New York, and Yad Vashem in Israel.

1991 – 2007: Every year the Commission coordinates a statewide Yom HaShoah and Krystallnacht commemoration and coordinates a seminar for educators to the infamous sites of the Holocaust.

THE HISTORY OF HOLOCAUST EDUCATION IN NEW JERSEY

New Jersey is nationally and internationally respected for its pioneer efforts in Holocaust education, and since the pioneer days New Jersey has become a leader in the field in the United States and in the world. Coordinated Holocaust education efforts began in New Jersey in 1974. Prior to that date some teachers, a few Jewish federations, a small number of college professors, survivors, and others were educating students and the public, in their own area of expertise and within their scope of responsibility and geographic area. There was no coordination, and this level of activity was similar to much that was happening nationally and internationally. The International Gathering of Holocaust Survivors and the inception of a coordinated effort in New Jersey occurred at about the same time (1973/1974).

In April of 1978, the movie *Holocaust* appeared on national television. This film served as a powerful catalyst for expanding Holocaust education in our nation's schools. In public schools, colleges, universities, temples and churches, *Holocaust* was the topic of the week. This movie was viewed by approximately 120 million Americans, or 50% of the population. According to the leaders of the American Jewish Committee (AJC), the movie, *Holocaust*, has been without question the most effective dramatization yet presented on national television of the meaning of the Holocaust for the whole of mankind.

It appears that the Holocaust was rapidly becoming institutionalized in American society. Only five months after *Holocaust* was televised, President Jimmy Carter established the Carter Commission. The purpose of the commission was to establish a national memorial and museum to honor the memory of the victims of the Holocaust.

THE FIRST NEW JERSEY HIGH SCHOOL HOLOCAUST CURRICULUM; HOLOCAUST AND GENOCIDE; A SEARCH FOR CONSCIENCE

Now that there was a public awareness of the Holocaust, there were numerous inquiries in New Jersey at the state and local levels regarding the obvious absence of this subject from the curriculum in the state schools. Individuals from two school districts, one in northern New Jersey (Teaneck) and one in southern New Jersey (Vineland) met at a school conference and discovered that each was exploring efforts in the area of Holocaust education. They approached the New Jersey Department of Education, in the summer of 1978, in order to obtain a few thousand dollars of federal money (Title III, Innovative Grants) to develop a curriculum.

The New Jersey Department of Education commissioned the staff of these two high school districts to jointly write a curriculum guide and anthology for students that could serve as a basis for instruction on the Holocaust in New Jersey. Their task, which was to develop curriculum materials and training programs, was completed in about four months and a series of state-wide workshops were organized to present the material. The Vineland curriculum materials on the Holocaust were edited by Richard Flaim, Harry Furman, and Ken Tubertini. They had created the first school course on the Holocaust in the United States. The course was entitled *The Conscience of Man*. The Teaneck district incorporated units on the Holocaust within their existing courses. Ed Reynolds and John Shupak coordinated the educational process in the Teaneck district. Both Teaneck and Vineland were multi-ethnic and multi-racial communities. The educational materials designed in both communities were well received by the high school students.

After several years of development and field testing, the materials were published by the Anti-Defamation League (ADL), in New York in 1983, entitled, *The Holocaust and Genocide: A Search for Conscience*. This guide and anthology became the basis of many new instructional units on the Holocaust throughout New Jersey and throughout the USA.

Included in the curriculum guide were the following units of study:

- The Nature of Human Behavior
- Views of Prejudice and Genocide
- The Rise of Nazism in Germany
- From Persecution to Mass Murder: 1933-1945
- Resistance and Intervention
- Related Issues of Conscience and Moral Responsibility

Prior to the publication of the Anti-Defamation League's, *The Holocaust and Genocide: A Search for Conscience*, a number of organizations were approached for the purpose of soliciting their assistance to introduce the idea of Holocaust education to school district decision makers, and to get these leaders to allow their staffs to attend meetings. Six statewide meetings were coordinated by the New Jersey Anti-Defamation League and were attended by approximately 1,000 participants, predominantly Jewish and mostly from high schools. The two districts that implemented the curriculum in their systems and the New Jersey Department of Education continued to collaborate in the coordination of workshops. This activity lasted for about five years until 1981, when the next major phase of Holocaust Education began in New Jersey.

NEW JERSEY ADVISORY COUNCIL ON HOLOCAUST EDUCATION

This next phase of Holocaust education began when Thomas Kean was elected Governor and took office in January of 1981. Governor Kean's father was a US Congressman who gave early support to Israel and even earlier had been one of the few Congresspeople to protest the ban on Jewish immigration to the US from Nazi Germany. The Governor had a strong interest in studying the Holocaust, a fact he had disclosed in many speeches and articles.

Governor Kean invited a group of educators, survivors, and legislators to meet and discuss the creation of a Holocaust council. From these discussions a Holocaust Council was proposed through an executive order that was issued in 1982 by Governor Kean to create New Jersey Advisory Council on Holocaust Education. This executive order which created the New Jersey Advisory Council was the first of its kind in the USA, thus, making New Jersey a leader in Holocaust education in the nation. Through the efforts of key legislators, an appropriation from the State was given to the Council (\$125,000) for its efforts. It is felt by many that the signing of the executive order was a major step toward making New Jersey a leader in Holocaust education. The governor appointed Gerald Flanzbaum as the Chairman of the Holocaust Council. Through the efforts of key legislators, an appropriation from the state was given to the Council for its efforts. A staff was assigned by the New Jersey Department of Education to coordinate the recommendations of the Council. Dr. Lillian White Stephens represented the New Jersey Department of Education and Dr. Paul Winkler was appointed the executive director of the Council. During the next ten years, executive orders were signed annually by Governors Kean, Florio, and Whitman. Each governor appointed community representatives to the Council. The Council's first series of meetings in 1981 set the tone for the coordinated efforts. Four major goals and a core mission were established.

THE NEW JERSEY ADVISORY COUNCIL ON HOLOCAUST EDUCATION **CORE MISSION**

The New Jersey Advisory Council on Holocaust Education, through recommendations to the New Jersey Commissioner of Education, was to facilitate and implement Holocaust education objectives through programs and curricula in the schools in New Jersey. The Advisory Council was furthered charged with creating an awareness of the subject among the general public.

NEW JERSEY ADVISORY COUNCIL ON HOLOCAUST EDUCATION **COMMITTEES**

Curriculum Implementation Committee

To develop a series of potential Holocaust education objectives and recommend methods for implementing these objectives in the schools. The primary activity was a survey of the schools to ascertain the level of activity regarding Holocaust education.

Materials and Resources Committee

A list of educational materials that were then available to meet the objectives recommended for Holocaust education was compiled evaluated and annotated.

Human Resources Committee

An annotated and descriptive listing of "experts" and survivors available to implement Holocaust education objectives in the schools was compiled. A recommended list of available training programs was prepared.

Awareness Committee

Awareness activities were implemented to highlight the activities of the advisory council to the general public and to keep the governor, chancellor and commissioner informed. In addition an effort was made to create an awareness and interest among school board members, parent groups, professional organizations, schools staffs and the general community toward introducing and implementing Holocaust curricula and/or programs in their local schools.

NEW JERSEY ADVISORY COUNCIL ON HOLOCAUST EDUCATION GENERAL CHARGE; GOALS AND TRAINING OBJECTIVES

The general charge of the council was to promote the teaching of the Holocaust and genocide in New Jersey's schools through the dissemination of materials and other resources and through various teacher-training activities. One of the greatest accomplishments of the advisory council was the sponsorship of numerous teacher-training workshops, seminars and courses throughout the state.

One of the goals of the council was to train consultants who were called turn-key trainers. These trainers would facilitate the training of other teachers in the school districts of New Jersey. This goal was a priority. Hundreds of public school teachers, college and university professors gradually developed a level of expertise in the subject and methodologies that enabled them to provide effective training to other teachers.

Dr. Paul B. Winkler, Executive Director of the Advisory Council, organized various teacher-training seminars, which began in 1984. Dr. Winkler arranged study seminars for the consultants who studied with prominent Holocaust historians. It was during the next two years that annual summer seminars to train consultants were conducted at Ramapo College, Trenton State College and at Brookdale College, to train consultants. The purpose of these annual summer consultant training seminars was to train consultants and make them available to train and assist others in the state. Approximately one hundred consultants became part of the statewide educational effort. These educators developed and identified Holocaust teaching materials and curriculums that were placed in appropriate facilities in the state. As early as 1980, the Council sent one or two individuals to study at Yad Vashem each year, Israel's Holocaust Remembrance Center. A number of colleges also sent individuals. These participants became part of the consultant team available to assist districts. This practice started by the Council was continued by the Commission and still exists. The creation and existence of the Holocaust education consultants remains a unique feature and the foundation that assists in the implementation of the mandate.

The Council invited various groups and individuals to participate in the newly organized structure. Therefore, fourteen colleges and universities and three Jewish federations agreed to participate in the statewide Holocaust effort. Each group operated independently and cooperatively, which was a major factor in the success of New Jersey's mandate efforts.

CREATION OF DEMONSTRATION SITES AND HOLOCAUST RESOURCE CENTERS

The New Jersey Department of Education supported the Advisory Council's recommendation to create demonstration sites for Holocaust education at numerous high schools in the state. A grant program was established in 1985, whereby the classroom demonstration sites could be funded wherever successful classroom instruction in the Holocaust was occurring, and where others could visit and observe. In 1985, there were fourteen original demonstration sites, which included the two original school districts of Teaneck and Vineland. These sites were often the schools in which the consultants taught. The teaching strategies included interdisciplinary courses where the teaching strategies included an infusion program, full courses, special programs, and other forms of education about the Holocaust through art, music, literature and history. These demonstration sites served as places for teachers in the state to visit, observe classes, discuss curriculum and share resources. The demonstration sites also offered outreach services to their districts.

Grants were also made available to Holocaust centers, located in institutions of higher learning. Holocaust education and resource centers were established at fourteen colleges and universities in different regions of the state, and more than 15,000 people received half day to five day training programs. The purpose of these centers was to provide materials, consultations, resources and training to educators. There were three federations who supported the Holocaust educational efforts by establishing Holocaust resource centers. These centers promoted Holocaust education through courses, materials, workshops, seminars and conferences. It is interesting to note that at this time, in contrast to the early programs, the participants represented all races and religious denominations, and many came from elementary as well as secondary levels and from teaching areas as diverse as art and psychology. Together, the demonstration sites and the Holocaust education centers helped to take growing numbers of teachers beyond the awareness level to that of knowledge, expertise and commitment to the educational goals and objectives established by the Council.

HOLOCAUST ADVISORY COUNCIL SURVEY OF NEW JERSEY SCHOOL DISTRICTS

During the spring of 1983, a survey in the form of a questionnaire was initiated by the Council to determine the future direction of Holocaust education in the state. The questionnaire was sent to 589 school districts and 625 private schools. Based on 47 % returns from the public schools and 11% from the non-public schools, the results of the survey indicated the following:

133, 856 students were receiving some type of Holocaust/genocide instruction from 1,827 teachers through 1,576 different courses that were being offered, ranging from K-12 grade levels. The greatest emphasis was on 11th grade American history. Both private and public schools showed a need for more curriculum guides in both the elementary and middle school grade levels. Then, in order of priority, more speakers, clearinghouse services from the state, other assistance such as posters, displays, exhibits and in-service workshops and seminars, were requested.

HOLOCAUST ADVISORY COUNCIL RECOMMENDED CURRICULA FOR GRADES K-12

In 1985, the New Jersey State Board of Education adopted a resolution that encouraged school districts to include instruction on the Holocaust curriculum. Therefore, it was necessary to provide the suggested curriculum materials for all grades (K-12).

The original curriculum for secondary schools, *the Holocaust and Genocide; A Search for Conscience* that had been developed in the 1970's was updated. There was a need for an elementary curriculum. *Caring Makes a Difference*, was written in 1990 for grades K-8. The Council made a decision not to recommend or suggest only one approach, or one set of materials such as the curriculum guides, but rather to give the school districts the freedom to choose the educational materials that were best for them. The direction was an eclectic one, with outreach activities constantly being offered. These outreach activities would continue to be offered by the Council to the school districts, demonstration sites and resource centers and a series of workshops were conducted for faculty at institutions of higher learning.

A PERMANENT COMMISSION ON HOLOCAUST EDUCATION IS CREATED

In 1990, the Council initiated efforts to make the Council a permanent state entity. This effort took one year and, therefore, in June 1991, Governor Florio signed legislation establishing under New Jersey law a permanent Commission on Holocaust Education. The governor appointed Murray Laulicht the Chairman of the New Jersey Commission on Holocaust Education. Dr. Paul Winkler was appointed as Executive Director of the New Jersey Commission on Holocaust Education. Dr. Winkler's office was located in the Department of Education in Trenton. There would be twenty members appointed to the Commission. The governor appointed thirteen members and the legislative leaders appointed six members to the Commission. There were four committees established as follows: Curriculum and Education; Materials and Human Resources; Government Liaison and Commemoration; and Awareness.

NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION MISSION STATEMENT

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the state of New Jersey. On a continual basis the Commission shall survey the status of Holocaust education; design, encourage and promote the implementation of Holocaust and genocide education and awareness programs in New Jersey; and coordinate designated events that will promote appropriate memorialization of the Holocaust on a regular basis throughout the state. The commission will provide assistance and advice to the public and private schools, and will meet with county and local officials and other interested public and private organizations to assist with planning courses of study on the Holocaust. The core mission will be accomplished through implementing and evaluating the following New Jersey Commission on Holocaust Education committees:

In 2006 the following committees were established.

Awards:

Criteria and procedures for awards were developed for the following:

Hela Young – Community
Sr. Rose Thering – Educator
Maud Dahme – Upstander (student or teacher)

Assessment:

This committee worked on the formulation of a new assessment tool to measure the effectiveness of Holocaust education in New Jersey Public Schools.

Survey:

The survey instrument that was used was sent out to all school districts in New Jersey. The responses were then tabulated and analyzed and the results of the survey analysis are contained in the body of this report.

Previously the following Committees were in existence:

Curriculum and Education Committee:

The purpose of the Curriculum and Education Committee is to facilitate the development, review, dissemination and evaluation of recommended curriculum on the Holocaust and genocide, and to recommend appropriate teacher education programs to ensure effective implementation of Holocaust and genocide curricula. The committee will survey the teaching of the Holocaust in public and non-public schools, and report its findings to the Commission.

Materials and Human Resources Committee:

The purpose of this committee is to inventory those Holocaust memorials, exhibits, and resources (print/media) that could be incorporated into the curriculum; and to compile a roster of individual volunteers to share their knowledge of the Holocaust in classrooms, seminars and workshops.

Government Liaison and Commemoration Committee:

The purpose of this committee is to coordinate designated events including the official State of New Jersey Holocaust observance on a state level, and to interact with other governmental agencies and personnel in support of the Commission.

Awareness Committee:

The purpose of the Awareness Committee is to advise the general public, the governor, the legislature and the New Jersey Commissioner of Education of the Commission's findings and recommendations, and to facilitate the inclusion of Holocaust studies and special programs incorporating the study of Holocaust and genocide in the educational system of New Jersey.

Interfaith Relations Committee:

The purpose of the Interfaith Relations Committee is to enhance the relationships between the Commission and the religious institutions of New Jersey. This task will be accomplished through special projects and inter-religious speakers at Holocaust commemorative events.

THE HOLOCAUST EDUCATION MANDATE

Beginning in 1991, the Commission members discussed and debated both the merits and potential challenges of mandating Holocaust education in public schools. The decision to pursue the legislative mandate followed intensive discussions and debates over the course of the year. The primary issues in the debate were centered on the importance of learning about the Holocaust both for our students and teachers. Some educators felt that it is difficult to mandate knowledge, skills, motivation and commitment of the teacher. Between 1991 and the present, the goals were re-established, and the primary efforts continued.

In 1993, under the leadership of Chairman, Murray Laulicht and the Executive Director, Dr. Paul Winkler, the Commission decided to pursue a legislative mandate. They lobbied key legislators and secured support of the legislature. The Assembly Speaker, Chuck Haytaian presented the legislative mandate bill to the governor. The law was enacted and signed by Governor Christine Todd Whitman, on April 7, 1994.¹ Steven Some was appointed as the new Commission Chairman.

During the 1994-1995 school year, proficiencies for grades K-12 were developed, relating to the teaching of the Holocaust and a curriculum to meet the deficiencies was completed during the summer of 1995. A series of workshops in the spring of 1995 were conducted in all areas of the state to introduce educators to, and to assist them in developing strategies to meet the mandated legislation. In May of 1996, the State Board of Education adopted the New Jersey Core Curriculum Content Standards that each school district is required to implement and assess. The standards included outcomes related to the Holocaust. Activities in the 1995-1996 school year included assisting local school districts in their implementation plan. These activities consisted of teacher training programs, direct consultation and the development of a guide to agencies and resources to assist educators.

¹ Appendix 1: State of New Jersey Act 35 of Title 18A , Mandating Holocaust Education

The Commission responded to the need to provide updated curricula for the teaching of the subject. The Commission's Curriculum and Education Committee worked with a group of consultants and curriculum writers for two years to design two sets of curriculum materials on the Holocaust and genocide based upon goals and objectives approved by the Commission. The materials, *The Holocaust and Genocide: The Betrayal of Mankind grades (7-12)*; and *The Holocaust and Genocide: Caring Makes a Difference, grades (K-8)*, were disseminated in 1996 to all schools in New Jersey.

COMMISSION RECOMMENDED CURRICULUM MATERIALS FOR NEW JERSEY SCHOOL DISTRICTS

Although the New Jersey Commission on Holocaust Education recommends materials that it has created and endorses, the State of New Jersey does not mandate a specific or particular curriculum. However, the mandate does require the inclusion of instruction on the Holocaust in the school curriculum. Therefore, the school districts have the freedom to choose materials, goals, objectives and methodologies that they believe will lead to effective instructive instruction on the subject.

Since there is a great deal of discretion left to each school district to design curricula on the Holocaust and genocide, there is little uniformity of curriculum or methods of instruction among the school districts in New Jersey. However, the Commission believes that commitment occurs when educators are empowered to design their own curriculum.

The Commission recommends and/or endorses curriculum materials, in addition to the Holocaust, on various historical events, which are considered to be genocides. The challenge, which is inherent in the legislative mandate, is to teach the Holocaust and genocide. The Commission has included in its curriculum and endorsements, materials on numerous events that have violated human rights through atrocities and genocide.

In the fall, of 1996, the Commission endorsed other curricula, which may be used in the study of genocide (which was part of the mandate). This curriculum included the Great Irish Famine, the Armenian Experience, the Cambodian and Native American Genocide, and the African-American Experience during the time of slavery, along with the Ukrainian atrocity by the Russians.

In an effort to include these various courses of study about genocide along with the Holocaust, it creates the issue about the *comparisons and contrasts*, which should not dilute the importance and uniqueness of the Holocaust and the similar universal issues that are found in genocide.

Various interest groups have expressed interest in attempting to influence the recommended curriculum materials. In response to this concern, the commission has adopted a set of procedures and guidelines that must be satisfied to achieve its formal endorsement of materials.

The major criteria that have been established are:

- The materials must reflect historical integrity
- The materials must be pedagogically sound
- The results of field tests and/or evaluations must be provided that are independent of the developers and creators of the curriculum.

The Commission activities of the 1995-1996 school year were focused on assisting local school districts in their efforts to implement the mandate. These activities consisted of teacher-training workshops; seminars and conferences; dissemination of materials and other resources; direct consultation with school districts; and provide funding by the legislature to support these activities. The Commission, in cooperation with demonstration sites and education centers, sponsors and coordinates the teacher-training workshops, seminars and conferences.

CREATION OF ASSOCIATION OF NEW JERSEY HOLOCAUST ORGANIZATIONS

In October 1995, the Holocaust resource centers and sites throughout the state created an Association of New Jersey Holocaust Organizations (ANJHO). The primary purpose of this organization is to coordinate activities, workshops, seminars and conferences. ANJHO develops a calendar of the statewide Holocaust/genocide programs. The organization provides communication among the many centers and sites through its newsletter. To date, there are thirty such centers and the number is growing rapidly.

RESOURCE CENTERS

North

CENTER NAME
College of St. Elizabeth
Drew University
Fairleigh Dickinson University
Kean University
Montclair State University
Ramapo College
Seton Hall University
William Paterson University
UJF Holocaust Council of Metro West
Holocaust Resource of Greater Clifton/Passaic
Learning Resource Center - North
Learning Resource Center - Northern Satellite

Central

CENTER NAME
Brookdale Community College
Burlington County College
Kean University
Learning Resource Center - Central
Mercer County Holocaust/Genocide Resource Center
Middlesex County College
Ocean County Community College
Raritan Valley Community College
Rider University
Rutgers University

South

CENTER NAME
Camden County College
Cumberland County College Holocaust/genocide Resource Center
Goodwin Holocaust Museum and Education Center of the Delaware Valley
Learning Resource Center - South
Mt. Holly Holocaust Learning Center
Richard Stockton College of NJ
Salem Peace Center
Salem County Community College
The Sam Azeez Museum of Jewish Heritage

For a current list of resource and learning centers, federation centers and demonstration sites see Appendix A.

STAFF DEVELOPMENT AND TEACHER TRAINING

One of the most important challenges that the Commission faces, as a result of the mandate, is to provide intensive staff development to teachers in Holocaust and genocide education. The workshops include the necessary historical background in the content of the Holocaust. Many workshops, seminars and conferences are being offered by high school and elementary school demonstration centers which provide local educators an opportunity to learn from their colleagues who have developed successful educational programs. The New Jersey Commission on Holocaust Education is represented annually, in November, at the New Jersey Teachers' Convention in Atlantic City. Curriculum materials, educational materials and a calendar of workshops, programs and events are displayed with an exhibit of the Commission's activities and history.

The colleges and universities of New Jersey including Seton Hall University, Kean University and Richard Stockton College of New Jersey, offer courses in a Masters Program. Rutgers University offers teacher-training courses in teaching the Holocaust and genocide. Both Seton Hall University and Rider University offer classes and workshops on the Holocaust and the response of the churches. Annual Holocaust/genocide commemorations, seminars, programs and workshops, are offered for educators by all the resource centers.

The United Jewish Federation of Metro West (UJF of Metro West) conducted a Jewish population study in 1998. The UJF of Metro West community includes four counties: Essex, Morris, Sussex and Warren. There were four areas of interest in the survey. In the category of Jewish identity, the highest percentages of the 1,446 people interviewed gave the highest value to Holocaust education: 88% answered that, "teaching the next generation about the Holocaust;" 85% responded to the need to be "teaching children about the Holocaust."² These findings compare with a 1997 public opinion survey taken by the United States Holocaust Memorial Museum. This survey revealed that: 80% of Americans think that the Holocaust is extremely important in teaching the lessons of this history; and 83% insist that the Holocaust is relevant to today's situation, and we should keep learning about it.³ Therefore, it can be concluded that the conscientious and dedicated efforts of the Commission are responding to the educational needs regarding Holocaust and genocide education in the State of New Jersey.

The Commission has established a respected working relationship with all the megamuseums of the Holocaust in the United States: the Simon Wiesenthal Museum of Tolerance; the United States Holocaust Memorial Museum; and Museum of Jewish Heritage-A Living Memorial to the Holocaust. There are two organizations which have conducted teacher-training and workshops for teachers of New Jersey: Facing History and Ourselves; and the World of Difference Program by the Anti-Defamation League (ADL). As a member of the Association of Holocaust Organizations, the Commission has a working relationship with many national and international organizations.

MAJOR ACTIVITIES

Yad Vashem:

Since 1984, the Council and now, the Commission, have sponsored twenty master teachers with scholarships to study in the Yad Vashem summer program in Israel. Other organizations and colleges, such as Brookdale Community College, have sent 38 New Jersey teachers for summer study at Yad Vashem and to the Israel Fellowship Program in Holocaust and Jewish Resistance at Ghetto Fighters House. Seven teachers from New Jersey have participated in the Mandel Fellowships Program, which is offered by the United States Memorial Museum. These master teachers have become consultants and provide teacher training for the various workshops and seminars offered by the commission.

² "51 Years Later: Evaluating Holocaust Education."

³ Sara J, Bloomfield, "Learning from the Holocaust." *NJCW Journal*, Winter, 1998/1999. P. 10.

Annual Summer Seminar Abroad for New Jersey Educators:

Since the summer of 1995, the New Jersey Commission on Holocaust Education has sponsored a special seminar for educators. Participants visit some of the most important sites related to the Holocaust in Europe: Germany, the Czech Republic, Poland and Israel. The educational mission begins its tour at Wannsee, Germany, which was the place where the “Final Solution,” was implemented on January 20, 1942. The group continues to various sites in Poland where the death camps are located. In Israel, the group visits Yad Vashem where they study with Israeli teachers. This proved to be a moving and enlightening experience for the teachers and others attending and it was decided to make it an annual event. To date, hundreds of educators have attended this educational seminar, which was highlighted in a New Jersey Public Television documentary about the educators who participated in the 1996 mission.

Commission Sponsored 1996 International Conference:

In May 1996, the New Jersey Commission on Holocaust Education and the United Federation of Metro West co-sponsored a three day international conference: *51 Years Later: Evaluating Holocaust Education*. Scholars from the USA, Germany, the Netherlands and Israel came to the Parsippany Hilton to present papers which attempted to address the question, “Can We Assess What the Student is Learning About the Holocaust?”

This conference featured many sessions:

- I. Evaluation of Formal Holocaust Education in Schools
 - Examples of Methods and Tools Used in Holocaust Education Today
 - Evaluating Teaching Quality
 - Assessing Holocaust Learning Success
 - Status Quo of Holocaust Textbooks and Curricula
 - Evaluating Holocaust Curricula: Guidelines and Suggestions

- II. Evaluation of Informal Holocaust Education in Museums
 - Assessing the Educational Impact on Visitors to the Holocaust Institutions and Memorial Sites of the Holocaust Museums
 - Educational Impact on Groups of Students Visiting Museums and Memorial Sites
 - Use of Computer Technology in Holocaust Education

- III. Effect of Media on Teaching the Holocaust
 - Evaluating the Impact of Survivors’ Testimony on Students

Margaret Weiss Crouch presented a status survey about the Holocaust in Undergraduate Education at the International Conference on Evaluating Holocaust Education. This study included colleges and universities that were accredited by the Middle States Association of Colleges and Schools in 1994. The states accredited by this association were Delaware, the District of Columbia, Maryland, New Jersey, New York and Pennsylvania. It was interesting to note that New Jersey had nine universities and colleges that had courses specifically dealing with the Holocaust. New Jersey reported the highest percentage of courses (38%) derived from nine of its twenty-four surveyed institutions.⁴

The most important challenge and question that was presented by this international conference was: *How can we assess what our students are learning so that we can best help them to understand the importance and relevance of this difficult subject?* It is necessary to understand the dilemma presented by studying the uniqueness of the event and universal issues of the Holocaust that make the event relevant to the lives of students today.

Having mandated the teaching of the Holocaust and genocide in New Jersey schools, we are facing the challenges created by having a mandate. Richard Flaim (commission member) quotes Michael Fullan, Dean of the Faculty of Education at the University of Toronto, who says that, "You can't mandate what matters." Fullan agrees that mandates are important to set policies, establish standards and monitor performance. However, to accomplish certain educational goals we cannot mandate what matters. Creative thinking, motivation, commitment and skills are required to make changes.

Fullan's philosophy reminds the Commission members that more is needed than a mandate to make Holocaust/genocide education effective in every school in the state. One of the most important challenges that we face is helping our students to understand the complex nature of this subject; to understand the uniqueness of the Holocaust which has universal implications for the students as they try to make this event relevant to their lives today.

The Commission has found that taking high school students on class trips to the museums as a culmination of studying the history of the Holocaust has been very meaningful. New Jersey schools are fortunate that they have access to two major museums, the US Holocaust Memorial Museum in Washington, DC, and the Museum of Jewish Heritage-A Living Memorial to the Holocaust, in New York City. New Jersey has its own Holocaust Museum in the Educational Center of the Delaware Valley at the Weinberg Jewish Community Center in Cherry Hill, New Jersey.

Some of the New Jersey high school classes have been engaged in an e-mail study experience with students in Germany, which was sponsored by the Korber Foundation of Hamburg, Germany. There have also been e-mail student study exchanges with students in Israel.

The Commission invited a group of Lithuanian teachers come to New Jersey and become familiar with the Commission's Curriculum which they now use in their classrooms to teach students in Lithuania about the Holocaust and genocide. The United Jewish Federation of MetroWest was instrumental in helping to make this a reality.

⁴ A Status Survey: *The Holocaust in Undergraduate Education* by Margaret Weiss Crouch

The New Jersey Commission on Holocaust Education has established working relationships with numerous international organizations which include: Yad Vashem, Nes Ammim and Ghetto Fighters House in Israel; Wannsee Memorial Center and the Korber Foundation in Germany. The Commission invites international agencies and organizations that teach about the Holocaust to participate in workshops and seminars.

Commission Sponsored 1999 International Conference:

The New Jersey Commission on Holocaust Education co-sponsored a three-day international conference with Princeton University, the American Jewish Committee and the Federal Republic of Germany. The conference, "*Germany, Jews, and the Future of Memory*," featured prominent scholars and political figures from the US, Germany, Canada and Israel. The president of Princeton University, Harold Shapiro; the Ambassador of the Federal Republic of Germany, Jurgen Chrobog; the Vice Chair of the United States Holocaust Memorial and Museum, Washington, DC, Ruth Mandel; and the Chairman of the New Jersey Commission on Holocaust Education, Steven Some gave welcoming remarks. Several thousand people attended this world class event held at Princeton University in April, 1999. The New Jersey Commission on Holocaust Education was represented on the Conference Steering Committee by Chairman Steven Some, Executive Director Dr. Paul Winkler and Dr. Joan Rivitz, the conference coordinator.

The general topic of the conference was to explore the evolving relations between Germany and Jews, both in Germany itself and in the United States, as the 20th century was drawing to a close. While the issue of the Holocaust remained central to the topic, the question posed was the memory of the Holocaust itself and how the burden of this memory remains an active force in shaping the cultural and emotional perceptions of the present generations through a variety of means both public and private, collective and individual. There were three aims in mind:

- 1) **Ways of remembering:** An investigation of the current status of memory and memorialization, as institutionalized in monuments, museums, and other public representations.
- 2) **The performance of memory:** A consideration of the effects of the media, particularly film, in shaping public opinions and attitudes.
- 3) **Jewish life in Germany today:** A confrontation of misperceptions and stereotypes about the state of Jewish communities and the variety of Jewish experiences available in Germany today, without oversimplification and one-sided assessments.

These three themes were interwoven throughout the program, which culminated in the panel discussion that was dedicated to considering the state of German-Jewish relations today from multiple points of view.

The participants in the conference were selected to achieve a cross-section of opinions and expertise. Therefore, the conference steering committee turned to historians and other scholars, authors, critics, architects, and public figures, from Germany and United States, Canada and Israel, whom they thought could contribute substantially to panels and discussions.

A film series was shown at the university, and led up to the conference. Prior to and during the conference there was a photography exhibit (Jews, Germany, Memory: A Contemporary Portrait) by Edward Serotta available to educators and students from around the state.

As a result of this conference, the New Jersey Commission on Holocaust Education and the Federal Republic of Germany have forged strong ties and there is an ongoing relationship that is beneficial to the students and educators of the state of New Jersey as well as those in Germany.

Commission Sponsored 2003 Conference – The Role of the Roman Catholic Church During the Period of the Holocaust:

The Holocaust is one of the most difficult topics that a teacher will face in a classroom. Grounded in issues of unprecedented violence and persecution, this difficulty is exacerbated by the religious elements that under-pin the Holocaust. From the public school teachers' perspective, the subject of God and religion is something that is not dealt with in the classroom. From the parochial school side, the magnitude of the atrocities committed is not something that is studied in religion class. How does a teacher (both public and parochial) properly teach the religious dimensions of the Holocaust? This was the question posed to a committee of scholars, educators, and clerics, both Christian and Jewish, assembled by Dr. Paul Winkler and Dr. Joan Rivitz of the New Jersey Commission on Holocaust Education.

After many months of discussion, the committee outlined a program for the study of religion and the Holocaust. First, the committee agreed that the question of religion and the Holocaust was a topic that spanned the gamut of Christian denominations. Thus it was determined that multiple conferences must be held, each dealing with a different branch of the Christian tradition. In light of the recent discussion of the Popes and the Holocaust, as well as the number of documents that the Catholic Church has produced about the Holocaust, the topic for the first conference, held in June 2003, was "The Catholic Church and the Holocaust."

In an attempt to deal with the question of how to teach religion and the Holocaust, the committee developed a program that would be comprised of multiple conferences, each of which would have two components: education and reflection. The education portion of the conference would consist of lectures by noted scholars of the Holocaust and Christianity. In the reflection portion of the conference, the participant-teachers would be asked to tackle a series of questions posed by the organizing committee.

For the June 2003 conference the state was divided in half, (a northern portion-from the top of the state to Trenton and southern portion-from Trenton to southern state line) with each conference attended by both public and parochial school teachers. For the north, the first day of the workshop was spent at the Museum of Jewish Heritage in lower Manhattan. Following a tour of the Museum, the teachers participated in a specially structured program by the Museum staff. The program was concluded with two lectures: the first a history of anti-Semitism by the Rev. Lawrence Frizzell of Seton Hall University and the second on the structure of the Catholic Church by Dr. Dianne Traflet of the School of Theology at Seton Hall University.

After the lecture the teachers were divided into nine discussion groups, with a facilitator guiding each group. For the remainder of the day each group tackled one of the nine questions posed by the organizing committee. The day concluded with a report on the results of each group discussion. A similar agenda was followed in the southern portion of the State. On the first day which was held at the Cherry Hill Federation, the teacher-participants heard a lecture on the Catholic Church and the Holocaust by Rev. Dr. Joseph Devlin of LaSalle University.

On the second day the participants from the southern part of the state participated in the program at the Museum of Jewish Heritage. Those attending from the north spent the second day at Seton Hall University. They participated in group discussion that was centered on the question of the role of the Church during the Holocaust and heard lectures given by Sister Rose Thering and Father John Morley on the subject.

A booklet meant to serve as a teachers' guide would be developed out of this first set of conferences. Members of the organizing committee were asked to develop the one of the nine questions that were posed to the teacher-participants at the June conference. Each question is dealt with in three parts. The first is an overview of the question. Here the essayist is asked to define difficult or unique terms and to provide a historical background to the points raised in the question. Also, some insight is given into the question itself. Why did the committee choose this question? Why is it worded as it is?

The second part of each essay dealt with the classroom application of the question in a manner appropriate for all students when possible. Questions were modified so that the lesson may still be taught in a meaningful manner to all students. Ideas and techniques were provided on how the questions may be used for study. This was intended to aide the teacher by giving the teacher the ability to find suggestions for both preparation and presentation of the material in the classroom. Each essay concluded with a resources section. Bibliographies are provided for further study of the material.

The resulting booklet was intended as a basic teacher resource guide. The committee attempted to compile some materials for the teacher, both public and parochial, who is faced with the task of teaching about the relationship between religion and the Holocaust. The following is a list of the questions:

1. What are the differing views regarding the role of the Catholic Church during the Holocaust?
2. What are some of the positive and negative activities that were carried out by the church/Pope/clergy?
3. Who were some of the heroes and some of the pathetic figures who played a role during that period?
4. What are some of the reasons the church did or did not participate in rescue activities?
5. How can the role of the church during the Holocaust be discussed in the classroom without it reflecting on the total church then and now?
6. How do we deal with the question, "Where was God during the Holocaust"?
7. How do we deal with the issues of forgiveness?
8. How does one critique current literature on the topic of the Holocaust and religion?

9. How did anti-Semitism arise and what role did it play in the Holocaust? What could we do to avoid racial and religious prejudice in our generation and in the future?

(Definitions of ecclesiastical terms were included as a reference)

Holocaust Art Exhibitions in New Jersey Museums:

New Jersey museums hosted major exhibitions on the Holocaust. These exhibitions were held from January 10, 1999 to the present. By attending these New Jersey school districts statewide were provided opportunities to fulfill a legislative mandate for schools to make teaching about the consequences of prejudice a priority and to include instruction on the Holocaust and genocides in their curriculums.

Dr. Paul Winkler, Executor Director of the New Jersey Commission on Holocaust Education stated at a Commission meeting on February 25, 1999, "Developing a strong sense of tolerance and learning from history's lessons of the Holocaust and forms of genocide is important to all students, particularly to those who live in our culturally diverse state. We hope that educators will be able to take advantage of these exhibitions and build them into their school activities to teach their children about the Holocaust."

The Commission joined with the New Jersey School of the Arts to co-sponsor exhibitions of contemporary works of art on the Holocaust during 1999.

The planned exhibit sites were:

- New Jersey State Museum, Trenton
- Brookdale Community College Art Gallery, Lincroft
- Stedman Art Gallery, Rutgers-Camden Campus
- Mason Gross School of the Arts, Rutgers-New Brunswick
- The Newark Museum, Newark

Works for the various exhibits were designed and created by artists who have exhibited their works in major national and international museums. Artist from New Jersey are: Miriam Beerman, Deborah Teicholz, Arie Galles, Judith Brodsky, Philip Orenstein, Jacob Landau and the late Ben Shahn. The artists use a wide variety of media and materials such as: cast metal and wood sculpture; painting; drawing; video; photography; plastic and metal objects and mixed media.

In addition to these exhibitions that were presented in the five museums located throughout the State of New Jersey, the New Jersey State Museum simultaneously hosted a traveling exhibition, titled, "Witness and Legacy: Contemporary Art About the Holocaust." According to Dr. Laura Felleman Fattal, Director, New Jersey School of the Arts, "This exhibit highlighted a broad spectrum of artists' work attempting to answer pivotal philosophical and aesthetic questions on memory, experience and personal creativity."

Projects and exhibits on the subject of the Holocaust and genocide are ongoing and will continue in the future. Many of these projects and exhibits are in collaboration with others.

Theater Productions:

There have been various educational and cultural productions developed in New Jersey which are available to school districts to enable them to have a multimedia approach to teaching about the Holocaust and genocide. Some of these include *Act I Productions*; *the George Street Playhouse* and *The Pushcart Players*. A team of Commission appointed consultants has worked with *Scholastic Magazine* to design an excellent teaching tool about the Holocaust for middle school students, which was published and distributed in November 1997, to schools not only in New Jersey but throughout the United States.

Over the years a number of major statewide programs have been held, such as the presentation of a children's opera "*Brundibar*" (originally staged and performed in Terezin Concentration Camp in Poland), and a new play "*Wallenberg*."

Many theater productions are in collaboration with others. The play, *Dear Esther*, is the story of Esther Raab a resistance fighter and inmate of Sobibor Concentration Camp. Esther Raab is the mother of Marvin Raab a Commission Member. Performances of this play have been given for students in New Jersey Public Schools. Some of these performances were held at the Holocaust Centers, including Stockton and Kean. This play is an inspiration for our students and Esther Raab is a role model especially for young women.

Importance of First-Person and Eyewitness Accounts:

The Commission supports the use of survivor testimony and eyewitness accounts in the classroom. Many resource centers have conducted various interviews well before the Spielberg's, *Survivors of the Shoah Visual History Project*. Kean University, with the support of the Yale Oral History Project, has a library of oral testimonies. Dr. Bernard Weinstein, a professor at Kean University, conducted numerous interviews with survivors and liberators living in New Jersey.

Many of these survivors and liberators are speaking in the public schools of New Jersey. Several centers provide speaker bureaus for schools and organizations. Since this is the most effective source of information about any historic event, teachers are encouraged to provide students with opportunities to interact with survivors, liberators and other people whose lives were affected by the Holocaust. It is urgent that we respond to this need now because the opportunity to have survivors present their oral testimonies in the classroom is limited. The survivors and the liberators will vanish in the very near future and the tapes and films of their eyewitness accounts will be the primary teacher tools in the next century.

Annual State Commemorations:

In recognition of the importance of remembrance, preservation and transmitting the memory of the survivors, the New Jersey Commission on Holocaust Education encouraged the New Jersey Legislature to establish, in 1983, an annual commemoration of Yom Hashoah, during the Week of Remembrance in May.

The first official commemoration of Kristallnacht, the Night of the Broken Glass, was on November 9, 1995 when the legislature passed the bill. "Never again. The first official Kristallnacht commemoration in New Jersey will send an ecumenical message of peace of hope throughout the state so that all New Jerseyans will know that bigotry has no place in modern society." Senate Majority Leader John O. Bennett made this statement in the New Jersey Senate when signing the Kristallnacht Memorial Bill, S-2015.

These commemoration programs have given the Council and now the Commission great pride and much visibility.

THE IMPORTANCE OF SURVIVOR STUDENT PROJECTS

Imagine, Holocaust survivors attending their own special senior prom, participating in a high school graduation program, sitting for a personalized portrait, participating in an adoption program, a writing seminar a Bar/Bat Mitzvah ceremony and lunch program. These are a few of the activities Holocaust survivors and students participated in during the past school year (2004/05) that they were denied during their own teenage years.

About 1½ years ago, the New Jersey Commission on Holocaust Education made a decision to actively support, encourage and initiate activities that would bring students and survivors together in meaningful, personal and educational settings. As stated by Commission Chairperson, Philip Kirschner, "when students interact closely with a survivor, the level of caring, learning and understanding is unmatched and the lesson will impact the students all their lives in a positive way".

The state network of Holocaust Centers and concerned individuals in New Jersey were contacted about the decision and commitment of the Commission to encourage this activity, and as a result, many of the activities listed were initiated and implemented.

The plan for the future is to present these ideas to schools and Holocaust Centers for replication and or initiation of new ideas.

Each of the activities listed below allowed students to interact with the survivors in very meaningful experiences.

Survivor Prom:

Mary Vasquez, a teacher at Millburn Middle School, and Barbara Wind of the Metro West Federation Holocaust Resource Center initiated the idea after the survivors commented that they never participated in their senior high school dance. The activity was a cooperative endeavor of the students, survivors, community, school and Holocaust Center. Students and survivors worked together on all committees and details in planning the dance under the guidance of the teacher Ms. Vasquez. The prom was held at a local catering hall and was attended by over 250 survivors and guests.

Certificate Program:

This program was a cooperative program between the Atlantic County Technical High School and the Holocaust Resource Center of the Richard Stockton College of New Jersey. Survivors received certificates of accomplishment for work in their chosen field. Prior to their receiving the awards survivors were paired with students who were learning similar fields to the survivor's life experiences. The students and survivor developed closer relationships through the activities which included lunches, classroom and work settings and culminated in the graduation ceremony. Some of the fields represented included:

- Photo Journalist/Newspaper Columnist/Artist/Educator
- Chicken Farmer/Hotel Owner and Operator
- Hotel and Restaurant Owner/Operator and Wig Maker
- Interior Decorator/Court Room Interpreter/Educator/Author
- Wholesale Merchandise (dry goods) Owner
- Home Furnishings and Gift Store Owner
- Medical Secretary/Author/Speaker
- Jeweler

Lunch Programs:

This was a cooperative project of the Jewish Family Service Café Europa Program and survivors in their areas. Students were invited to the lunch program and actively engaged in conversation during lunch. Many of the conversations led to survivors attending the student's classes and follow-up conversations.

Survivor Anthologies:

Students of the West Windsor School District journalism classes were grouped with survivors for the purpose of hearing and writing their stories. The activity continued over six months with individual discussions and many follow-up activities. The student's writings of the survivor's stories and their own reflections were put together in a bound edition which was distributed at a culminating activity.

Portraits:

Ms. Doreen Wertz of the Howell Township High School initiated an idea to pair her art students with survivors for the purpose of drawing their portraits. After an initial meeting where much conversation occurred, the students began the work of doing the portraits which concluded with a program where the portraits were unveiled, the stories of the survivor's were presented in written form and a video production of the process was presented.

Adopt A Survivor:

A project designed and initiated by Irving Roth who stated the following objectives of the experience:

The objective of this program is to transfer the life experiences of a Holocaust survivor to a student by taking a joint journey through the life of the survivor. By this personal journey the student becomes one with the survivor absorbing his life, spirit and soul. He will be able to represent the survivor and tell his story with accuracy and feeling to any audience for at least another half century.

This project was initiated in many areas of the state and has paired up hundreds of survivors with students who promise to tell the survivors stories in the year 2045 (100th anniversary of liberation). The activities provide opportunity for the students to really get to know the survivor on a very personal level. Many have included visitation to homes, coming together for celebrations and general discussions.

Bar/Bat Mitzvah Programs:

This activity has been conducted by many synagogues with the survivor in their area to introduce a survivor who did not participate in their own Bar/Bat Mitzvah with a soon to be Bar/Bat Mitzvah student. It also took the form of a Bar/Bat Mitzvah being combined with a Holocaust victim whose birth date is the same as the young person being Bar/Bat Mitzvahed.

Future Activities Include:

Computer training – This project will pair students with small groups of survivors to learn about the computer but to specifically track families, names, towns, etc. through the United States Holocaust Memorial Museum research files.

SURVEY OF NEW JERSEY SCHOOL DISTRICTS

Beginning in 1983, the Commission conducted surveys of the public school districts including the parochial and private schools. They also participated in a Masters and Doctoral study of Holocaust/Genocide education.

A summary of results follows with a complete report of the 2006 survey.

1983: The overwhelming response from the districts and parochial schools was for the need to provide teacher training and materials for classroom use.

1996: A high percentage of respondents indicated the need for support in the middle and elementary levels. Holocaust/genocide education was taught at the high school levels in a variety of ways including separate courses, infused and memorial programs. Over 50% of the respondents indicated parents knew and supported the mandate.

1998: One third of the respondents still indicated a need for teacher training and about 90% of the respondents indicated they were knowledgeable of the curriculum materials made available by the commission. There was a high response to the positive reaction of students to the education in Holocaust/genocide studies. Holocaust/genocide programs in subjects other than Social Studies/History began to emerge.

2003: (Doctoral Study) 58% of the respondents indicated an acceptable level of learning by the students when compared to a pre-developed acceptability level. The range from high to low of acceptability was determined by level of other variables such as time on task, materials available and teacher training.

2006: K-12th grades indicated their levels of compliance from acceptance of others to specific content at high levels. All schools indicated high levels of teaching about the Holocaust/genocide and prejudice reduction. It was also indicated that the network of Holocaust Centers and the CHE were a very important component of implementation.

**MONITORING COMPLIANCE
Holocaust/Genocide Education Mandate
Title 18A Chapter 35 (New Jersey Statutes)**

2006

New Jersey State law requires instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The New Jersey Social Studies Core Curriculum Standards (N.J.S.A.6A:8) also indicate that the issues of Holocaust, genocide, and related issues of prejudice, bias and discrimination be included in the curriculum. The purpose of surveys is to determine the extent to which these requirements are being met in all New Jersey public schools. For the past 20 years the Commission has been using instruments to measure and monitor the progress of Holocaust education in the New Jersey public schools. The most recent survey (2007) is the following:

I. Instruction

Indicate with a check, the grade levels in which these subjects are taught:

Grade/ Topic	K	1	2	3	4	5	6	7	8	9	10	11	12
Holocaust	55	61	71	117	194	295	318	295	359	205	165	263	190
Other Genocides	23	24	33	60	108	158	208	247	292	216	213	234	187
Prejudice Reduction	414	424	434	436	448	446	421	402	403	249	246	250	226

II. Topics included in the curriculum:

Indicate below with a checkmark (✓) which specific topics are taught in your Holocaust/genocide education program at both elementary and secondary levels.

Topic	K - 4	5 - 8	9 - 12
Nature of Human Behavior	326	401	254
Prejudice and Discrimination	237	497	272
Nazism/Hitler	86	443	276
Genocide - General	99	444	275
Resistance and Intervention	216	415	261
Conscience and Moral Responsibility	375	476	267
Scapegoating	240	420	253
Stereotyping	369	489	271
Acceptance and Respect for Diversity	445	496	272
The Bystanders	234	387	226
Hate	304	449	262
Denial & Deniers of the Holocaust	32	305	242
Free Speech	322	469	266
Bullying	461	497	243
Specific Genocides: (See List)			
Other Topics: (See List)			

III. Resources:

Please check (✓) all appropriate responses below regarding resources your school utilizes in educating students in the area of Holocaust/genocide or related topics.

Resources	K - 4	5 - 8	9 - 12
NEW JERSEY HOLOCAUST COMMISSION GUIDES:			
Holocaust and Genocide (K – 4)	265	65	7
Holocaust and Genocide (5 – 8)	25	377	26
Holocaust and Genocide (9 - 12)	6	44	238
The Hitler Legacy: A Dilemma of Hate Speech	5	69	131
The Great Irish Famine	23	96	135
The Right to Live: American Indian Genocide Curriculum			
The Armenian Genocide: The Forgotten Genocide	30	109	107
The Forced Famine in Ukraine	2	28	77
The Killing Fields of Cambodia	4	49	116
NJ Commission on Holocaust Education	62	124	86
New Jersey Holocaust Resource Centers			
Check the Center which is mostly used by your District:			
<i>Brookdale Community College</i>	35	66	59
<i>Burlington County College</i>	6	7	6
<i>Camden County Com. College</i>	14	32	19
<i>Drew University</i>	8	27	32
<i>Fairleigh Dickinson University</i>	4	18	12
<i>Kean University</i>	26	53	60
<i>Mercer County Holocaust Center</i>	4	6	9
<i>Middlesex County College</i>	3	8	9
<i>Ramapo College</i>	11	25	27
<i>Raritan Valley Com. College</i>	10	35	26

Richard Stockton College of NJ	33	65	37
Rider University	8	15	26
Rutgers University	18	45	50
Salem Peace Center	4	5	4
Seton Hall University	12	18	15
William Paterson University	15	33	22
UJF Holocaust Council of Metro West	7	23	12
Goodwin Holocaust Mus. & Ed.Ctr. of Del. Valley	2	16	8
Resource of Greater Clifton/Passaic	1	8	7
Facing History and Ourselves	15	54	80
United States Holocaust Memorial Museum	33	184	156
Shoah Foundation	8	42	33
Southern Poverty Law Center	42	98	91
Simon Wiesenthal Center	10	57	52
Anti-Defamation League	45	102	87
Other (List)			

**THE ABOVE DATA IS SUPPORTED WITH DETAILED ANALYSIS BY SCHOOL,
ORGANIZATIONAL TYPE AND COUNTY**

THE FOLLOWING SECTIONS (IV – VII) were provided to school districts for their responses and these responses are part of the final analysis.

IV. Training: (354 indicate some level of training)

Does your district have personnel with specific training in Holocaust/genocide and related education? Approximately how many trained? _____

	Highly Trained				Limited Training				No Training			
	10	9	8	7	6	5	4	3	2	1	0	
9 - 12												
5 - 8												
K - 4												

(Check one number for each grade grouping)

Are you interested in professional development for your school personnel?

Yes 585

No 12

If yes, please specify the grade level(s) and content areas in which there is a need.

V. Scheduling

Elementary Education (K – 4) & (5 – 8)

For each grade report the following information regarding Holocaust/genocide education and/or related topics. (Bias, prejudice, bullying, character education)

Scheduling Format: F = throughout the year; H = half of the year; Q = quarter of the year; O = instruction with another configuration; N = Not offered; NA = grade not in school
Type of instruction: I = Integrated into existing course(s) or subjects; S = Separate course(s)
Offering: R = Required of all students or E = Offered to students as an elective

	K	1	2	3	4	5	6	7	8
Scheduling format code (see codes above)									
Type of Instruction (see codes above)									
Offerings (see codes above)									

Secondary Education (9 – 12)

For each grade report the following information regarding Holocaust/genocide education.

Scheduling Format: F = throughout the year; H = half of the year; Q = quarter of the year; O = instruction with another configuration; N = Not offered; NA = grade not in school
Type of instruction: I = Integrated into existing course(s) or subjects; S = Separate course(s)
Offerings: R – Required of all students or E – Offered to students as an elective

	9	10	11	11 AP	12	12 AP
Scheduling Format (see codes above)						
Type of Instruction (see codes above)						
Offerings (see codes above)						

There were many variations to question V.

VI. Available Supplementary Course Instruction

	Colleges or Univ.	Non-Public Institutions	Other Districts
A. Instruction at other institutions: Does your district grant course credit to students who take Holocaust/genocide courses at colleges or universities, private schools, or schools in other public school districts? Report “No” if your school and/or district does not currently have a specific policy allowing such granting of credit.	386	347	353
B. Distance Learning: Does your staff regularly and systemically utilize distance learning as a tool for instruction and/or allow students to take entire Holocaust/genocide courses via distance learning?	64	353	0

VII. Extracurricular Activities in Holocaust/Genocide Education:

Report below the number of students participating in the listed extracurricular activities.

Activity	# of Students	Activity
International Club(s)		140
Diversity Group		127
Future Teachers		60
Other Activities (List)		123

SURVEY RESPONSES PREPARED BY:

Name _____

Title _____

Phone #: _____ E-mail Address: _____

District: _____ County: _____

K 1 2 3 4 5 6 7 8 9 10 11 12
Grades in District
(Circle all that apply)

FINDINGS

The body of this report shows that the legislated core mission of the New Jersey Commission on Holocaust Education has been accomplished completely on a continual basis through the following means:

- the promotion of Holocaust education in all New Jersey schools;
- surveys of the status of Holocaust education;
- design, encouragement and promotion of the implementation of Holocaust and genocide education and awareness programs in New Jersey;
- coordination of designated events that promote appropriate memorialization of the Holocaust on a regular basis throughout the state;
- providing assistance and advice to the public and private schools;
- meeting with county and state officials and other interested public and private organizations to assist with planning courses of study on the Holocaust.

The core mission was accomplished through the New Jersey Commission on Holocaust Education committees that have fulfilled their charge successfully.

Resource Centers and Demonstration Sites have helped the Commission fulfill its core mission. From the perspective of higher education, the New Jersey Holocaust Education Mandate seems to be having the desired effect. There is a noticeable trend among students coming to the colleges and universities to be both knowledgeable about and interested in Holocaust and genocide studies than was previously the case. Upon questioning these students about the origin of their awareness, they mention the instruction they received in high school, usually from one particular teacher following the mandate.

Programs and initiatives of the Holocaust Resource Centers and the Commission have contributed to the above change as follows:

1. Teacher workshops such as the ones held at the Resource Centers.
2. District in-service days on Holocaust and genocide education, usually held by centers upon request.
3. The providing of survivor speakers by Holocaust Centers for assembly and classroom programs in New Jersey schools.
4. The Demonstration Site programs have encouraged teacher and school initiative at a grass-roots level.
5. The availability of an increasingly wide array of age-appropriate textual and other materials for use in the classroom. It should be noted that the Commission often provides these materials.
6. Increased access to the internet with its growing number of quality Holocaust and genocide studies sites.
7. Media attention paid to the Holocaust and other genocides due to Commission programs related to the mandate.

A major strategy, which assisted New Jersey in becoming a leader in Holocaust Education, was that of coordination. Some other keys to success included the identification of grass roots individuals currently involved in Holocaust education, and the support of persons in decision-making areas to help the effort. The major obstacles to success would be the stripping away of power and responsibility from the many groups and organizations that wish to become partners in the effort.

COMMISSION GOALS FOR THE FUTURE

THE NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION ASSESSMENT OF THE COMMISSION ACTIVITIES FOR THE YEARS (1995-2007), INDICATES THAT THE CORE MISSION AND MANDATE ARE BEING FOLLOWED SUCCESSFULLY. IT IS THE GOAL OF THE COMMISSION TO CONTINUE THE ONGOING SUCCESSFUL PROGRAMS AND TO ADD TO THESE PROGRAMS. THE CONTINUED SUCCESS OF THE COMMISSION AND THE MANDATED PROGRAMS WILL BE MONITORED CLOSELY THROUGH EVALUATION INSTRUMENTS AND CONSTANT DEVELOPMENT OF NEW PROGRAMS.

In order to continue in the successful manner of the past, the Commission will do the following:

1. Continually revise the current curriculum.
2. Develop new guides as the situation indicates. (ex. Darfur)
3. Continue present teacher-training and expand training programs as needed.
4. Expand the role of Resource Centers and Demonstration Sites.
5. Continue state commemorations:
 - Kristallnacht (Night of the Broken Glass)
 - Yom Hashoah (Holocaust Remembrance)
6. Continue sponsorship of international conferences.
7. Continue partnerships with organizations, governments and others.
8. Continue support for the arts as a means to educate about the Holocaust/genocide.
9. Continue the annual summer seminar for educators to Europe and Israel whenever possible.
10. Continue the annual trip to the US Holocaust Memorial Museum in Washington, DC.
11. Continue survey analysis and evaluation.
12. Continue and expand internet education:
 - Fight hate on the internet
 - Expand ways to teach
13. Support new projects:
 - Teacher-training institutes for New Jersey districts
14. Cooperative international ventures:
 - New Jersey as leader and model for world communities.
15. Conference attendance must be studied.
16. Assessment of student achievement
17. Future Planning when survivors are not available for classes
18. Continue efforts to bring students and survivors together

THIS REPORT OUTLINES THE PROGRESS OF THE NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION AND FOLLOWS THE SUCCESS OF THE HOLOCAUST MANDATE AND THE COMMISSION'S SUCCESSFUL PROGRAMS WHICH IMPLEMENT THE MANDATE IN NEW JERSEY SCHOOLS. NEW JERSEY HAS ALWAYS BEEN AND CONTINUES TO BE A LEADER AND MODEL IN HOLOCAUST EDUCATION FOR THE NATION AND THE WORLD.

FEATURE STORY

Survivor/Student Activities

Mr. Philip Kirschner, Esq., Chairman

**New Jersey Commission on Holocaust Education and President New Jersey
Business and Industry Association**

Dr. Paul B. Winkler, Executive Director

New Jersey Commission on Holocaust Education

Imagine, Holocaust survivors attending their own special senior prom, participating in a high school graduation program, sitting for a personalized portrait, participating in an adoption program, a writing seminar a Bar/Bat Mitzvah ceremony and lunch program. These are a few of the activities Holocaust survivors and students participated in during the past school year (2004/05) that they were denied during their own teenage years.

About 1½ years ago, the New Jersey Commission on Holocaust Education made a decision to actively support, encourage and initiate activities that would bring students and survivors together in meaningful, personal and educational settings. As stated by Commission Chairperson, Philip Kirschner, “when students interact closely with a survivor, the level of caring, learning and understanding is unmatched and the lesson will impact the students all their lives in a positive way”.

The state network of Holocaust Centers and concerned individuals in New Jersey were contacted about the decision and commitment of the Commission to encourage this activity, and as a result, many of the activities listed were initiated and implemented.

The plan for the future is to present these ideas to schools and Holocaust Centers for replication and or initiation of new ideas.

Each of the activities listed below allowed students to interact with the survivors in very meaningful experiences.

Survivor Prom:

Mary Vasquez, a teacher at Millburn Middle School, and Barbara Wind of the Metro West Federation Holocaust Resource Center initiated the idea after the survivors commented that they never participated in their senior high school dance. The activity was a cooperative endeavor of the students, survivors, community, school and Holocaust Center. Students and survivors worked together on all committees and details in planning the dance under the guidance of the teacher Ms. Vasquez. The prom was held at a local catering hall and was attended by over 250 survivors and guests.

Adopt A Survivor:

A project designed and initiated by Irving Roth who stated the following objectives of the experience:

The objective of this program is to transfer the life experiences of a Holocaust survivor to a student by taking a joint journey through the life of the survivor. By this personal journey the student becomes one with the survivor absorbing his life, spirit and soul. He will be able to represent the survivor and tell his story with accuracy and feeling to any audience for at least another half century.

This project was initiated in many areas of the state and has paired up hundreds of survivors with students who promise to tell the survivors stories in the year 2045 (100th anniversary of liberation). The activities provide opportunity for the students to really get to know the survivor on a very personal level. Many have included visitation to homes, coming together for celebrations and general discussions.

Bar/Bat Mitzvah Programs:

This activity has been conducted by many synagogues with the survivor in their area to introduce a survivor who did not participate in their own Bar/Bat Mitzvah with a soon to be Bar/Bat Mitzvah student. It also took the form of a Bar/Bat Mitzvah being combined with a Holocaust victim whose birth date is the same as the young person being Bar/Bat Mitzvahed.

Future Activities Include:

Computer training – This project will pair students with small groups of survivors to learn about the computer but to specifically track families, names, towns, etc. through the United States Holocaust Memorial Museum research files.

Anyone with questions or interested in initiating any of the activities described and/or implementing new ideas, should contact:

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