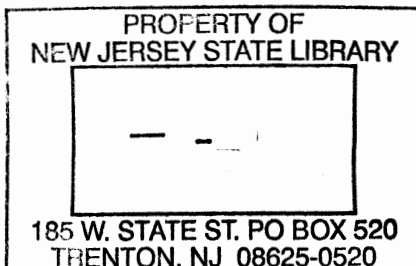




REPORT OF THE
NEW JERSEY ADVISORY COUNCIL
ON
HOLOCAUST EDUCATION
TO

Governor Thomas H. Kean
and
Commissioner Saul Cooperman



January 1984

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and

Dr. Saul Cooperman
Commissioner of Education

Presented by

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January 1984

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I. INTRODUCTION

On October 6, 1982, at ceremonies dedicating the Holocaust Resource Center at Kean College in Union, New Jersey, Governor Thomas H. Kean announced the signing of an Executive Order creating a New Jersey Advisory Council on Holocaust Education to advise and assist in implementing Holocaust Education courses in the State's schools.(1)

"It is desirous," the Order notes, "to educate our citizens about the events leading up to the Holocaust and about the organization and facilities that were created and used purposefully for the systematic destruction of human beings."

This we must do because:

"during the period 1933-1945, six million Jews and millions of other Europeans were murdered in Nazi concentration camps as part of a carefully orchestrated program of cultural, social and political genocide known as the Holocaust; and... All people should remember the horrible atrocities committed at that time and other times in man's history in the name of bigotry and tyranny and, therefore, should continually rededicate themselves to the principles of human rights and equal protection under the laws of a democratic society."

The order further acknowledged the assistance provided by the New Jersey State Department of Education to the Vineland-Teaneck social studies staff in developing the curriculum entitled, The Holocaust and Genocide: A Search for Conscience, which had already been adopted by other school districts in the state.

In addition to outlining the general responsibilities of the Advisory Council, the order stated that the Council would comprise a Chairperson to be appointed by the Governor, the Commissioner of Education and the Chancellor of Higher Education as ex-officio members, and other persons to be named. The Council was charged with preparing a report for the Governor regarding its findings and with offering recommendations to "facilitate the inclusion of the Holocaust in public education."

This report has been prepared in response to the Governor's charge. It summarizes:

- background information regarding Holocaust activities within the state prior to the creation of the Council, including the development of the Vineland-Teaneck curriculum.
- the work of the Advisory Council: its steering committee and 3 council meetings.

(1)

See Appendix A for copy of the Executive Order, p. 38

- the four working committees: their composition, objectives and activities.
- the recommendations of each committee and of the Council.
- the survey report on the status of Holocaust education in the schools of New Jersey, with overall recommendations.
- statewide accomplishments in Holocaust-Genocide education over the last five years.

The Appendix provides copies of documents relating to the Advisory Council's activities: the Governor's Executive Order; the objectives of the Holocaust curriculum, Holocaust and Genocide: A Search for Conscience; minutes of the general Advisory Council meetings of April 20 and October 6, 1983; and the Questionnaire on Holocaust-Genocide Studies.

The final recommendations of the Advisory Council and its committees are contained in Section IV, pages 16-24. These recommendations were drawn up in accordance with the Governor's charge.

II. BACKGROUND ACTIVITIES IN NEW JERSEY

Prior to the Department's involvement in developing a Holocaust-Genocide curriculum in 1978, such studies were being taught by individual teachers scattered throughout the state. Several school districts, such as Vineland and Teaneck, had organized a curriculum, but the subject was largely left to the creative imagination of individual teachers. Curricula had been established in other areas in the nation, such as Philadelphia, New York City, Great Barrington and Brookline in Massachusetts, Baltimore and Pittsburgh.

The rationale for teaching the lessons of the Holocaust can best be expressed by Haim Ginott's letter in his book Teacher and Child:

Dear Teacher:

I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by LEARNED engineers

Children poisoned by EDUCATED physicians

Infants killed by TRAINED nurses

Women and babies shot and burned by HIGH SCHOOL and COLLEGE graduates

So I am suspicious of education.

My request is: Help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. Reading, writing and arithmetic are important only if they serve to make our children more humane. (2)

Prompting the need for such scattered development activities was the lack of textual information and knowledge. Despite the fact that Hitler's orders resulted in the mass murders of six million Jews, five million non-Jews, and the deaths of 50 million persons, traditional treatment of the Holocaust in high school textbooks was extremely superficial. Two studies presented in October, 1979 at the Second National Conference on Teaching about Genocide and the Holocaust in Secondary School, sponsored by the National Council for the Social Studies and the Anti-Defamation League, indicated the grave deficiency in existing texts regarding the subject, the lack of knowledge among teachers as well as students, and the scant emphasis placed on moral-ethical issues.

(2)

Haim G. Ginott, Teacher and Child. New York: Macmillan, 1972, p. 317.

Dr. Glenn Pate of the University of Arizona found among 47 available textbooks on U.S. History that: 27 had either nothing on the Holocaust or genocide or at most one line; only five mentioned the terms; none had both terms; none included the terms in the index; and median coverage was five sentences. Dr. Robert Wuthnow of Princeton University, in his study "What People Know About the Holocaust and Where They Got Their Information," indicated that: of 1100 respondents, few knew of the Holocaust; those who did received their information from television; all felt that it could happen again because Americans would obey orders. He concluded that, with youngsters conditioned to violence on television and in our society, more emphasis should be placed on historical events and moral values.

Students' needs identified by the five high school teachers who developed the New Jersey Holocaust Genocide Program confirmed these studies. They found that: students had little or no knowledge of the Holocaust or genocide; students needed more training in the consequences of bigotry and personal decision-making; students needed better curriculum materials which included the horrors of the period to facilitate cognitive-moral development; and finally, students needed to learn to make rational moral judgments in determining the future direction of our society. In short, the lessons of the past must be understood to avoid their repetition.

Both Teaneck and Vineland began their joint involvement in the State project in 1975, although the staffs in both schools had been teaching about the Holocaust and genocide as far back as 1966, in courses of American History II, Modern European History and World History. Their combined efforts were promoted by Ms. Joann Lipshires of the New Jersey Education Association and Ms. Judith Herschlag Muffs of the Anti-Defamation League. Although 125 miles apart, both school districts contained dedicated, talented teachers and supportive administrators, clergy and community people.

The following summer, the teachers developed curriculum guides and collections of readings, and Holocaust education became a requirement as units in American and world history programs in both Vineland and Teaneck. In addition, Harry Furman of Vineland developed a one-semester course for juniors and seniors entitled, "The Conscience of Man," an elective which still attracts significant student enrollment.

In the summer of 1978 and through the following school year, with funds provided by the State Department of Education (\$42,000 from Commissioner Burke's Discretionary Fund), the teachers and supervisors of both districts combined their best course elements to develop a comprehensive new curriculum. It was supported because the Department recognized its responsibility to provide a much-needed background in historical genocide to the students so that they in turn can make rational and moral judgments in determining the future direction of our society.

The five teachers who developed the program were the initial catalysts together with Dr. Carl Swanson of the State Department of Education, Mr. Norman Goldman of the New Jersey Education Association and Dr. Paul Winkler, then of EIC-South. Dr. Lillian White-Stevens of the State Department was assigned to work with the Vineland-Teaneck staff as Project Director, with support provided by Dr. Paul Winkler of the State Department and Mr. Jeffrey Maas, Dr. Eleanor Blumenberg, and Ms. Judith Muffs of the Anti-Defamation League.

The course entitled The Holocaust and Genocide: A Search for Conscience was actually developed during 1978 and 1979, and successfully pilot tested in the classrooms of both Teaneck and Vineland in the winter and spring of 1980. The principal authors are Richard Flaim, social studies supervisor; Harry Furman and Kenneth Tubertini, social studies teachers of Vineland; and Edwin Reynolds, social studies supervisor and John Chupak, social studies teacher, of Teaneck. Despite oft trying times, the success of the project was due to the commitment of these dedicated people who were deeply involved in developing, testing and disseminating the program.

Requests for information were answered, workshops were conducted, both inside and outside the state, stories were written by major newspapers such as The New York Times, The Star Ledger and The Philadelphia Inquirer, and television reports were carried about what was happening in the classrooms. However, hate mail began to arrive from all over the nation, all consistent in their anonymity, their obscene language and their blatant anti-Semitism. These letters became an instructional tool in the classroom and a potent reminder that the topic was not an isolated incident in Germany so many years ago, but a reality which can erupt today. In contrast, encouraging mail came from survivors, liberators of the concentration camps, and supporters of the program. The inaccuracy of many adverse comments prompted the public statements that "the curriculum is not 'Jewish'; rather, it focuses upon the Armenian genocide, the Cambodian atrocities, the plight of the American Indians, and many other historic examples of genocide -- as well as the Holocaust. The student bodies of Teaneck and Vineland are less than one-third Jewish.(3) The five member curriculum development team consists of one Roman Catholic, one Methodist, one Morman, one Presbyterian Elder, and one Jewish teacher!"

The Holocaust and Genocide: A Search for Conscience consists of An Anthology for Students and A Curriculum Guide (for teachers), published by the Anti-Defamation League in New York City. The course is innovative, comprehensive and multidisciplinary, designed to enable teachers in grades 9 through 12 to improve the teaching of historical and contemporary issues related to genocide in general and the Nazi Holocaust in particular. Comprising six units, it emphasizes what events happened, why they happened, and how they could have been prevented. The titles of the units indicate their broad range:

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

The six units may be incorporated individually into an existing history, literature, art, or sociology class, or may be combined into a complete one-semester elective course. Both methods are currently in use. Each unit contains performance objectives, classroom-tested materials and activities, teaching strategies, vocabulary lists, probe questions, bibliographies, and

(3) Vineland's student body is less than 5% Jewish.

source readings. The Anthology contains relevant sections in literature, poetry, art, and music -- all coded for various student reading levels. Every reading, every teaching strategy, every media resource and every suggestion was individually field tested and used successfully in the classroom by at least one member of the team.

To date, the Vineland-Teaneck team has trained approximately 1,000 teachers in New Jersey and approximately 500 on the East Coast, through workshops from Maine to Washington, D.C., and in graduate courses such as at Kean and Ramapo Colleges. A workshop was also scheduled in San Francisco in November, 1983. It has also been learned that the Netherlands government has translated the text into its native language for widespread use by the children of Holland. Richard Flaim and Edwin Reynolds were also honored by appointment to the New Jersey Advisory Council on Holocaust Education, the first of its kind anywhere in the United States.

III. ADVISORY COUNCIL ACTIVITIES

A. Appointment of the Advisory Council by Governor Kean

In announcing the creation of the Advisory Council on Holocaust Education, at the dedication of Kean College's Holocaust Resource Center, Governor Kean delivered this memorable brief address:

This is a day which I welcome. Today we fulfill a promise which I made several months ago, at the Temple Sholom in Plainfield, when the first curriculum for Holocaust Education was presented to me.

On the occasion, I pledged to appoint a commission to further Holocaust Education in our public schools. Today I am proud to say that I have signed an executive order creating the New Jersey Advisory Council on Holocaust Education. Its members will work together with the Department of Education, the Anti-Defamation League, the New Jersey Education Association and the New Jersey Council for Social Studies, who will coordinate learning about the Holocaust.

Central to the council's efforts is a curriculum which has already had marked success in several New Jersey schools, called "The Holocaust and Genocide: A Search for Conscience."

I believe that the Holocaust has terrible yet necessary lessons for all of us today. We must understand, we must know, that the potential for great evil and hatred lies with mankind. Yet there is also a great capacity for good in every human being.

Last night, I attended a dinner to commemorate Raoul Wallenberg, a hero who took upon himself the duty of saving many Jews and others from the death camps. He was a man who succeeded in his search for conscience.

Mr. Wallenberg was there when the Holocaust was in motion. He was able to prevent much suffering through his own efforts, as did many other heroes, known and unknown. Forty years later, we cannot prevent the suffering of the victims of the Holocaust. We can remember. We can learn. We can try to understand, and through that understanding prevent further suffering. It is our duty.

Francois Mauriac, a Frenchman, gave the following account of the visit of a young Israeli journalist, some years after the end of the war:

"It is not always the events we have been directly involved in that affect us most. I confided to my young visitor that nothing I had seen during these somber years had left so deep a mark upon me as those trainloads of Jewish children standing at Austerlitz station. Yet I did not even see them myself! My wife described them to me, her voice still filled with horror."

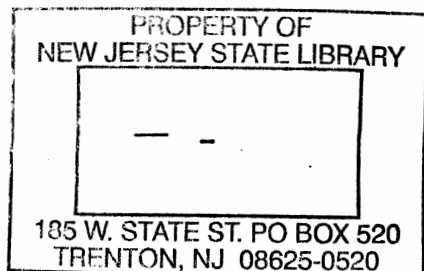
The young journalist was Elie Weisel, who had been one of those children. The story is told in the introduction to Night, Mr. Weisel's own testament to the memory of the Holocaust, in which he declared, "Never shall I forget that night... Never shall I forget that smoke... Never shall I forget the little faces of the children... Never shall I forget these things."

I tell you the story in the belief that we can see, although we cannot re-enter the past. We cannot undo the past. We cannot rescue the victims of past horror. In our search for conscience, we owe those victims and all other innocent sufferers our pledge to remember... Not only to remember, but to act upon the lessons gathered from our memories.

Mauriac found that the most horrifying outrage in the book Night was "The death of God in the soul of a child." I hope that Holocaust Education will help our children to find their own consciences, however they choose to reach them. I hope that it will help prevent future outrages against the innocent. I hope that our new Council and our new curriculum will help us reach those ends, and put an end to bigotry, cruelty and indifference. I believe they will.

Remember the faces of the children.

The members appointed to the Council include survivors, children of survivors, resisters, historians, clergymen of different faiths, Polish survivors, teachers, university professors, doctors, lawyers, a college president, an Armenian -- in short, representatives of New Jersey populations regardless of religious affiliations. They include the following:



Gerald A. Flanzbaum, Chairman
Feliks S. Bruks
Maud Dahme
Dr. John T. Farinella
Dr. Vera King Farris
Margit Feldman
Jeanette Friedman-Sieradski
(resigned during the year)
Richard F. Flaim
Dr. Mary Glynn
Dr. Sandra O. Gold
Norman Goldman
Sanford Lloyd Hollander
Luna Kaufman
Dr. Edward Knight
Helmut Krueger

Gary Kulhanjian
Jacqueline Levine
Casimir Lichnowski
Jeffrey Maas
Rabbi Bennett Miller
Rabbi Fred Neulander
Murray Pantirer
Edwin W. Reynolds
Dr. David B. Rosenberg
Rabbi Joseph Rudavsky
Simon Schwartz
Barbara Summers Steinberg
Rabbi Pinchas M. Teitz
Dr. Rose Thering, O.P.
Shelly M. Zeiger

Ex-Officio

Dr. Saul Cooperman
Commissioner of Education

Dr. T. Edward Hollander
Chancellor, Higher Education

The Council members were to serve for two years. Three Department of Education staff members were asked to serve as liaison to the Council:

Ms. Esther Dinerman
Dr. Lillian White-Stevens
Dr. Paul Winkler

Part way through the first year, Ms. Dinerman resigned from the Department; and Jeanette Friedman-Sieradski resigned from the Council, to be replaced by Gary Kulhanjian, a social studies teacher of Armenian extraction, at Piscataway High School. Dr. White-Stevens served as secretary for the Council.

B. Meetings of the Executive Steering Committee

Gerald Flanzbaum, Chairman of the Advisory Council, immediately upon its formation, appointed chairpersons for four working committees:

Awareness (and publicity)	- Maud Dahme
Curriculum Implementation	- Richard Flaim and Sanford Hollander
Materials Resources	- Jeanette Friedman-Sieradski
Human Resources	- Luna Kaufman

He then called together the chairpersons, other keypersons, and State Department liaison staff who met on December 16, 1982 as a steering committee to:

- develop the mission and goal statement for the Advisory Council;
- develop the goals, objectives and timelines for each of the committees, with assignments of Council members to respective committees.

- set agenda for the first general Council meeting to be held on January 12, 1983.

What emerged from this meeting were clear definitions of the Council's core mission and overall committee objectives:

Core Mission

The major purpose of the Advisory Council on Holocaust Education, through recommendations to the commissioner of Education, is to facilitate and implement Holocaust Education objectives by way of programs and curricula in the schools of New Jersey. The Advisory Council is further charged with creating an awareness of the subject in the general public.

Committee Objectives

Curriculum Implementation

To develop a series of potential Holocaust Education objectives and recommended methods to implement the objectives in the schools. A primary activity is to survey the schools to discover the level of activity regarding Holocaust Education.

Materials and Resources

To compile an evaluated annotated listing of educational materials currently available to meet the objectives recommended for Holocaust Education.

Human Resources

To compile an annotated and descriptive listing of "experts" available to implement Holocaust Education objectives in the schools and to recommend available training programs.

Awareness

To highlight the activities of the Advisory Council to the general public and to keep the Governor, Chancellor and Commissioner informed.

To create an awareness and interest among school board members, parent groups, professional organizations, school staff and the general community toward introducing and implementing Holocaust curricula and/or programs in their local schools.

These objectives have guided the Council's activities.

Two major points of difference were debated, with recommendations for approval by Council at their meetings on January 12th:

1. that the term "Holocaust" include "Genocide" as well.
2. that the Council, which was created as the "New Jersey Advisory Council on Holocaust Education in the Public Schools," include nonpublic schools also.

The Executive Steering Committee met again on June 23, 1983 to assess accomplishments of the Council to date and to plan the second year activities in both committee work and in Council meetings:

- All committees were to present their final recommendations with strategies for implementation.
- Final results of the survey were to be presented.

C. The Four Working Committees

All Council members were assigned to the four committees with some serving on several committees. Their assignments, as revised, are as follows:

1. Composition:

Curriculum Implementation

Sanford Lloyd Hollander) - Co-chair
Richard F. Flaim)
Edwin Reynolds)

Dr. John Farinella
Feliks Bruks
Rabbi Fred Neulander
Dr. Vera King Farris
Dr. David B. Rosenberg
Gary Kulhanjian

Dr. Sandra Gold
Norman Goldman
Sister Rose Thering
Barbara Summers Steinberg
Rabbi Pinchas Teitz

Materials Resources

Jeffrey Maas - Chair

Feliks Bruks
Dr. Sandra Gold
Casimir Lichnowski
Rabbi Fred Neulander

Rabbi Joseph Rudavsky
Helmut Krueger
Barbara Summers Steinberg

Human Resources

Luna Kaufman - Chair

Simon Schwartz
Dr. Mary Glynn
Jacqueline Levine

Sister Rose Thering
Casimir Lichnowski
Murray Pantirer
Margit Feldman

Awareness

Maud Dahme - Chair

Rabbi Bennett Miller
Feliks Bruks
Dr. Edward Knight

Jeffrey Maas
Simon Schwartz
Shelley M. Zeiger
Casimir Lichnowski

2. Planned Objectives and Activities:

The Council has functioned through the four committees. During the first Council meeting, held on January 12 to discuss and approve the mission statement and committee objectives, members of the Council separated into their respective committees to develop objectives and strategies for accomplishing the goals defined by their chairpersons at the steering committee meeting and accepted by the Council.

Listed below are summaries of each committee's interpretation of its basic charge, and its intended activities to complete the charge. The decisions made at this time served as guides for their future activities.

Curriculum Implementation Committee

The broad charges of the Committee are: to develop a series of potential Holocaust education objectives; to recommend methods to implement the objectives in the schools; and to survey the schools of New Jersey to determine the current status of Holocaust education. Activities accomplished include the following:

- A list of potential unit goals and performance objectives on Holocaust education, developed and field-tested by the New Jersey Department of Education's Holocaust education project, was reviewed and revised. (4)
- Recommended methods to implement Holocaust objectives include:
 - . State Board of Education resolution;
 - . State Department of Education recommendation to school districts;
 - . Presentation/dissemination at County Superintendent's roundtables or regional roundtables;
 - . Involvement of professional organizations through journals, conferences, workshops, etc. These include: NJEA, School Boards, Principals and Supervisors Association, Association of School Administrators, Association of Supervision and Curriculum Development, New Jersey Council for the Social Studies, Anti-Defamation League, New Jersey Council of Holocaust Professors, and colleges/universities.

The first three items were approved by the Committee, with discussion continued on item #4, involving coordinated efforts with such organizations.

(4)

See Appendix B, page 41.

- The survey and cover letter developed by Lillian White-Stevens were reviewed with recommendations made for change. The questionnaire will be mailed to public and nonpublic schools in New Jersey to determine the current status of Holocaust/Genocide education.

Materials Resources Committee

The basic charge is "to compile an evaluated annotated listing of educational materials currently available to meet the objectives recommended for Holocaust Education." The committee discussed sources of available materials and curricula, and decided to emphasize curricula for elementary and junior high school grades, since the New Jersey-sponsored curriculum, Holocaust and Genocide: A Search for Conscience, applies primarily to the secondary levels.

Human Resources Committee

The basic charge is "to compile an annotated and descriptive listing of 'experts' available to implement Holocaust Education objectives in the schools and to recommend available training programs." The committee discussed the human resources that must be explored to accomplish the task; and identified 10 categories of resource persons:

1. survivors
2. liberators
3. second generation persons
4. social scientists
5. historians
6. prosecutors of Nazi war criminals
7. artists (fine arts, music, literature)
8. community leaders - those capable of addressing the moral and ethical dimensions
9. teacher training personnel
10. volunteers

Activities should include the following developments:

- A training component to enable volunteers to present effectively the case for Holocaust/Genocide studies to the various educational and community groups.
- An oral-history component with testimony taken from experts.
- An interview and screening process in order to establish first-hand impressions of these experts and to define their particular use. Effective strategies must be developed to compile such a reservoir of potential experts.

Awareness Committee

The basic charge to the Committee is to create an awareness of the Council and its activities among all educational and community groups and to encourage the introduction and implementation of Holocaust/Genocide studies in the schools. It was decided to attempt the following:

- to keep abreast of all activities of the other committees and to work closely with their chairmen.
- to develop, as initial contacts, letters of introduction expressing the goals of the Council and of the committees.
- to plan the strategy for implementing the curriculum in all schools in New Jersey.
- to compile complete data on Council activities for future dissemination.
- to publicize the Council's work through media announcements and personal presentations to educators.

The Committees met again before each of the Council meetings which were held April 20 and October 6, 1983, to determine and assess strategies, and make their final recommendations. These are outlined below under Section IV - Summary of Activities and Recommendations of the Committees.

D. Council Meetings

Three Council meetings provided the forums for presentations of committee activities; discussion, revision and approval of recommendations; and general sharing of information. Summary of proceedings follows.

- January 12, 1983 at the Archives Room, State Library, Trenton.
 - . Review of core mission and committee objectives as determined by the executive committee.
 - . Approval of inclusion of Genocide and nonpublic schools in Council's activities.
 - . Reports from committee chairpersons on intended activities.
 - . Addresses by Governor Kean and Commissioner Cooperman.
 - . First meeting of the four individual committees to establish intended activities.
- April 20, 1983 at Brookdale Community College, Lincroft. (5)
 - . Summary of the outreach activities of Brookdale Community College's Center for Holocaust Studies, presented by its Director, Dr. Seymour Siegler.
 - . Update of Council activities and discussion of Committee reports primarily received.

(5)

See Appendix C for minutes of meeting, p. 44

- . Report by Lillian White-Stevens on preliminary results of the survey of Holocaust education in the New Jersey schools; and its value in identifying district needs and creating an awareness of the subject. Not all responses were in as yet.
- . Special report by Sarah Lachs of the Jewish Community Relations Council of Central New Jersey in Union County and its three-part educational program, now also in Essex, Warren and Middlesex counties, which uses facilitators, survivors and second generation persons who address students at their schools.

- October 6, 1983 at Seton Hall University. (6)

The meeting marked the first anniversary of the Advisory Council's creation. The four committees had met in advance to summarize activities and finalize their recommendations.

- . Report on final results of the survey of Holocaust-Genocide studies conducted in the spring and summer of 1983. (See below Section V. - Survey of Status of Holocaust-Genocide Studies.)
- . Committee final reports and recommendations given, discussed, revised and accepted. (See below Section IV. -Recommendations of the Four Committees.)
- . General council recommendations discussed.

(6)

See Appendix D for Minutes of Meeting, p. 49

IV. SUMMARY OF ACTIVITIES ACCOMPLISHED AND
RECOMMENDATIONS -- OF COMMITTEES AND OF COUNCIL

CURRICULUM IMPLEMENTATION COMMITTEE

Activities Completed to Meet Objectives.

- The survey of Holocaust studies in the state was completed (full report below, Section V).
- The recommended educational objectives were drawn up, amended, approved by the general Council and adopted. (See Appendix B, p. 41).
- Recommendations for implementing the objectives were formulated, revised and approved by the Council.

Recommendations for Holocaust-Genocide Curriculum Implementation.

- A. The Holocaust-Genocide project must be viewed as a growing, living project, capable of continuing development and adaptation. It could embrace other programs in addition to the Vineland-Teaneck curriculum. It encourages teachers to develop and submit recommendations for improvement.
- B. Three types of presentations can be made to alert or train the educational and/or secular community:
 - 1. Awareness programs - comprising brief presentations (up to 1 hour).
 - 2. Teacher training - comprising 3-5 hours. (Could be part of inservice).
 - 3. Seminar courses - comprising approximately 4 1/2 days, possibly with granting of graduate credit, as incentives.
- C. Suggested methods for approach to teachers and possible recruitment, statewide, include the following:
 - 1. Through institutions of higher learning, at both the under-graduate and graduate levels.
 - 2. Through professional associations, such as NJEA, Phi Delta Kappa, Association for Supervision and Curriculum Development, Secondary School Principals Association, Council for the Social Studies, etc.
 - 3. Through the County Superintendents (at their round-table meetings) and the Regional Curriculum Service Units.
 - 4. Through local and state School Board Associations.
 - 5. Through establishment of a Speakers Bureau.

6. Through a Newsletter to be issued at periodic intervals.
 7. Through community groups, by getting them interested and involved.
 8. Through invitational conferences, held periodically and covering the state. (These can also serve as sharing conferences.)
- D. Pilot programs can be established in various sections of the state which can serve as visitation sites where interested educators and lay persons can come and see Holocaust-Genocide studies in implementation; and which can possibly offer inservice training to teachers in the area. Turnkey trainers, needed for widespread implementation, can well be associated with such pilot programs.
- To be effective, incentives must be provided, such as:
- reimbursement for materials and supplies, staff time, teacher training time.
 - inservice for teachers (free of charge for the district).
 - academic credit for teachers.
 - recognition for district and staff members.
- E. Some provision for evaluation or follow-up of program implementations must be made to assess periodically the impact of statewide efforts to expand implementation and their effectiveness.
- F. Recommendations of the Curriculum Implementation Committee must be integrated with those of the committees on Awareness, Human Resources, and Materials Resources.
- G. Funding is needed for a coordinator and materials for: awareness, sharing conference; basic training; in-depth training; and pilot programs.

Attached is a matrix which tersely presents the persons (who), the methods (how), and the resources (what) needed for expanding Holocaust-Genocide studies in the state.

	<u>Awareness</u>	<u>Professional Motivation</u>	<u>Training Basic and In-Depth</u>
WHO	Community groups Citizen groups Service groups Educators	School boards (and individuals) Professional associations County Superintendents Regional Curriculum Service Units Educators Teacher training institutions Publishing companies	Teachers Administrators College teachers

HOW	Meetings Speakers Bureau Articles - professional and secular Interviews	Workshops and conferences Meetings Articles Students/speakers Publicity Demonstrations	Pilot programs Training workshops Inservice College curriculum Developer-Demonstrator sites Sharing conferences

WHAT	Material resources Human resources	Materials to be stored in the Learning Resource Centers	Material resources Human resources Turnkey trainers

MATERIALS RESOURCES COMMITTEE

Activities Completed to Meet Objectives.

- The original task of compiling "an evaluated annotated listing of educational materials currently available to meet the objectives of Holocaust Education" was felt to be duplicative of efforts already existing. Highly recommended is the recently published 67-page volume, The Holocaust in Books and Films: A Selected, Annotated List, by Judith Muffs of the Center for Studies on the Holocaust of the Anti-Defamation League. This listing plus the bibliography included in the Holocaust curriculum is fairly complete. Other publications representing different concerns and communities known to committee members were to be submitted for inclusion at a later date. A copy of the volume was given to each member.
- Contact was made with leading organizations and experts in the field of Holocaust Education, and their input is reflected in the committee recommendations.
- Recommendations for use of the materials were formulated and approved by the Council.

Recommendations for Use of the Materials.

1. Each high school, public and nonpublic, should develop a core library of Holocaust-Genocide materials to serve as an essential nucleus.
 - a. This core library should be periodically reviewed and annually augmented by new materials as these become available.
 - b. Annotated listings could be made available through the State Department of Education, both in the development and in the update of such core libraries.
2. The Regional Curriculum Service Units (RCSU) can assist as follows:
 - a. Each of the RCSUs should contain an expanded Holocaust-Genocide library to augment the core libraries of the high schools, especially in areas of audio-visual materials, cassettes on oral histories of survivors, liberators, etc., and display materials.
 - b. At the RCSU level, a staff person should be trained in Holocaust-Genocide studies, to serve as a resource for providing assistance to local schools as needed, especially in materials selection and acquisition.

3. Each County Superintendent's office should use its Audio-visual Aid Commission to expand audio-visual materials on Holocaust-Genocide studies.
4. The Department of Education could equip a mobile van(s) to serve as a travelling resource center in bringing audio-visual, printed and display materials to local schools for educational use. (This method is used successfully in other states (e.g. New York) and in other programs in New Jersey (e.g. the Nutrition Education Training program)).
5. Institutions of higher education should develop within their libraries material resources in Holocaust-Genocide education.
6. The State Department of Education should develop a repository of Holocaust-Genocide materials at several central locations, such as the State Library in Trenton and the Rutgers University library.

HUMAN RESOURCES COMMITTEE

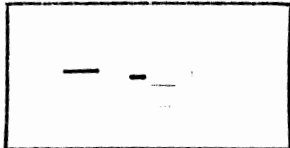
Activities Completed to Meet Objectives.

- An interview and screening process was developed to determine suitability of presenters for specific audiences, and to compile a reservoir of potential experts.
- Recommendations were formulated and approved by Council.

Recommendations

1. A directory should be compiled containing names of speakers listed by categories according to areas of expertise as indicated in the questionnaire. This directory should be distributed to schools.
 - Lists of prospective candidates to be obtained from Institutions of Higher Education and from the State Department of Education.
 - Statement of goals along with questionnaire, request for biography and authorization form for listing shall be forwarded to prospective candidates for listing.
 - Only those replying to all the above and giving a signed release shall be listed.
2. The book should contain recommended data to be supplied by teachers to speakers, according to the attached form. These data will enable the speaker to prepare for his/her presentation.

PROPERTY OF
NEW JERSEY STATE LIBRARY



185 W. STATE ST. PO BOX 520
TRENTON, NJ 08625-0520

ADVISORY COUNCIL ON HOLOCAUST EDUCATION
HUMAN RESOURCE COMMITTEE QUESTIONNAIRE

Please include my name in the Department Directory _____

1. NAME _____

ADDRESS _____

2. Check the category or categories which best describe your expertise:

- | | |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> Survivor | <input type="checkbox"/> Artists (fine arts, music,
literacy) |
| <input type="checkbox"/> Liberators | <input type="checkbox"/> Community leaders dealing
with moral and ethical
issues. |
| <input type="checkbox"/> Second generation person | <input type="checkbox"/> Teacher trainers for
Holocaust studies. |
| <input type="checkbox"/> Social scientists | <input type="checkbox"/> Other volunteers |
| <input type="checkbox"/> Historians | |
| <input type="checkbox"/> Those involved in the
prosecution of Nazi war
criminals. | |

3. What groups or organizations have you addressed? List the subject matter you covered?

4. Are you available to speak without an honorarium? _____

5. If not, what is your fee? _____

6. Please attach resume/biography.

I authorize my name to be used for listing in the Directory of Holocaust Speakers and agree to serve as a speaker/resource person.

(Signature)

(Date)

TEACHERS QUESTIONNAIRE

In order to be most effective in meeting with the students, please respond to the following questions:

1. Grade: _____

2. Number of Students: _____

3. Age Group: _____

4. Extent of background on the Holocaust: _____

5. Audio visual materials used: _____

6. Outside speakers and topics: _____

7. History covered: _____

8. Ethnic background of students: _____

9. Socio-economic background of students: _____

Name of Respondent _____

School _____

Address _____

AWARENESS COMMITTEE

Activities Completed to Meet Objectives.

- A. Developed initial news release (widely distributed press).
- B. Made presentations to:
 - County Superintendent's Roundtable, 3/9/83
 - State Board of Education, 4/6/83
 - Board of Higher Education, 5/20/83
 - Hudson County School Boards, 5/13/83
 - Somerset County School Administrators, 6/17/83
 - Mercer County School Administrators, 6/23/83
 - Essex County School Administrators, 10/21/83
 - Wide assortment of meetings -- schools, inservice workshops, lay and religious meetings, given by committee, Council and State staff members.
- C. Develop news release for October 6th meeting.
- D. Will develop news release on the survey results.

Recommendations for Implementation

- That the legislature establish a permanent commission, legislatively endowed, as a follow-up to the Advisory Council, to oversee the implementation of the recommendations of the Council.
- That materials emanating from the Council's work be packaged and school districts be made aware of their availability and of the final recommendations of the Advisory Council.
- That a resolution be approved by the Commissioner supporting and encouraging Holocaust/Genocide education in the state.
- That the recommendations made by the Curriculum Implementation Committee be carried out.
- That the results of the Holocaust/Genocide survey conducted in the Spring of 1983 be given statewide publicity.
- That the state establish permanently a Holocaust/Genocide Observance Week.

ADVISORY COUNCIL RECOMMENDATIONS

In addition to approving Committee recommendations, the general Council raised these points.

- There must be some continuation of the Council's work, lest its activities during its duration be in vain. Its work could be permanentized through the establishment of an overseeing committee.

- Its work must be supported by the State Department of Education.
- The state should institutionalize a day or week of remembrance.
- The Council (or subsequent Committee) should develop methods of lobbying.
- Funding is necessary, to provide teacher training, inservice workshops and technical assistance.
- Teacher training could be accomplished at three regional training centers.

V. SURVEY OF HOLOCAUST-GENOCIDE STUDIES IN NEW JERSEY
SPRING 1983

The survey was initiated for two reasons: first, the charge from the Governor; second, the need for future direction of efforts which must be based on the current status.

A. Summary:

Questionnaire was sent to 589 operating school districts and 625 nonpublic schools. Based on 47% returns from the public schools and 11% from the nonpublic, the survey indicates:

- 133,856 students are, at any given time, receiving some form of Holocaust-Genocide instruction from 1,827 teachers through 1,576 different course offerings, ranging from K-12 grade levels.
- Greatest emphasis is in 11th grade American History.
- Greatest identified need at both public and nonpublic schools is: first, for the curriculum guides, at both the elementary and junior high school levels; then, in order, for speakers; for clearinghouse services from the state; for other assistance such as posters, displays and exhibits; and, finally, for inservice assistance.

B. Procedures

The Governor's Executive Order creating the Advisory Council assigned it the responsibility "to survey and inventory the extent of Holocaust education presently being taught in the school systems of the state." Accordingly, staff from the Curriculum Implementation Committee and from the Department of Education developed a survey instrument comprising seven questions (7). With two introductory letters, from Commissioner Saul Cooperman and Council Chairman, Gerald Flanzbaum, the questionnaire was sent to 589 operating public school districts and to 625 nonpublic schools, a total of 1,214 schools and districts. The nonpublic schools included:

523	Catholic schools (through the Diocesan offices)
49	Independent schools (through the Assoc. of Independent Schools)
6	Friends schools
7	Episcopal schools
10	Lutheran schools
7	Adventist schools
23	Jewish schools

Of the 1,214 sent, 347 (29%) were returned, including three adult schools and two vocational schools. These were divided into two groups:

Public	-	278	of the 589	(47%)
Nonpublic	-	69	of the 625	(11%)

(7)

See Appendix E for survey instrument, pp. 51-53.

The low percentage of returns from the nonpublic sector may be due to the fact that the questionnaire was sent in late Spring, several months after the public sector was contacted, and may not have reached all schools, especially the nonpublic high schools.

Question 1 asked whether the district/school had provisions for Holocaust/Genocide studies, and if so, how many teachers and students were involved.

Each of the above two groups was subdivided into two groups: those who have Holocaust/Genocide studies and those who do not. (In examining comments in Question 7, some schools which had indicated no studies, really did have some relevant activity such as required term reports on the subject, or posters and displays, and were listed as positive rather than negative.) Four groupings resulted:

Of the 278 public returns, 204 (73%) have some form of H/G studies
74 (27%) have no H/G studies

Of the 69 nonpublic returns, 54 (78%) have H/G studies
15 (22%) have no H/G studies

We assume that schools with H/G studies would tend to reply to the questionnaire. The small number of nonpublic replies may indicate that implementation there is not too large. However, most of these returns are from elementary schools, where World History and European History do not predominate. In fact, several commented that such studies are more appropriate for the secondary level. In the public schools, a greater proportion of high schools was represented, with corresponding greater emphasis on subject areas where H/G could be presented.

The following table lists the total involvement of teachers and students, both public and nonpublic, by school levels, from all 347 returns.

Total Involvement(8)

	<u>Public</u>		<u>Nonpublic</u>	
	<u>Teachers</u>	<u>Students</u>	<u>Teachers</u>	<u>Students</u>
Elementary	213	6,016	76	2,454
Middle (Junior)	439	34,166	29	1,026
High School	992	85,191	78	5,003
Total	1,644	125,373	183	8,483

TOTALS: Teachers - 1,827
Students - 133,856

(8)

These figures are the best approximation since several returns indicated "yes," with specifications such as "in all 8th grade social studies;" so state records on course offerings and grade enrollments were consulted.

Question 2 concerns the subject area where such instruction takes place.

The following table lists the subject areas and grade levels of H/G instruction in the public schools.

Public Schools (204 responses)

	<u>Subject Area</u>	<u>Grade</u>												
		(6) K	(8) 1	(10) 2	(13) 3	(18) 4	(41) 5	(54) 6	(108) 7	(161) 8	(117) 9	(147) 10	(238) 11	(241) 12
273	Social Studies	2	3	3	5	7	20	21	48	66	25	23	28	22
129	World History	—	—	—	—	—	—	3	8	10	45	24	19	20
92	European History	—	—	—	—	—	1	3	6	7	9	20	20	20
251	American History					1	3	2	15	38	5	41	91	55
58	Psychology	—	—	—	—	—	—	—	1	1	2	4	22	28
104	Sociology	—	—	—	—	—	—	—	1	2	4	13	38	46
126	Literature	1	1	1	3	5	7	12	19	25	13	10	15	14
20	Art	1	1	1	1	1	2	3	1	1	1	1	3	3
21	Music	1	1	1	1	1	3	2	1	2	2	2	2	2
17	Ethics	1	1	1	1	1	1	1	2	3	—	1	2	2
86	Other (specify)	—	1	1	2	2	4	7	6	6	11	8	15	23

"Others" included courses labelled:

- English, or Honors English
- Civics
- War and Peace
- Current Events
- Human Relations
- American Government
- Advanced Law
- Guidance
- Humanities
- Minority Cultures
- World Cultures
- U.S. in International Relations
- Global Issues
- Philosophy
- Gifted and Talented

Note the heavy response in the high school level, where H/G studies were more likely to be included in history and literature courses.

Analysis of the 204 responses in the public schools indicates the following implementations:

	<u>Implementations</u>
Greatest number of classes:	
11th grade American History	91
8th grade Social Studies	66
12th grade American History	55
7th grade Social Studies	48
12th grade Sociology	46
9th grade World History	45
General subject areas, in descending order:	
Social Studies (augmented by the elementary levels)	273
American History	251
World History	129
Literature (Anne Frank)	126
Sociology	104
European History	92
Other (Note areas listed above)	86
Psychology	58
Music	21
Art	20
Ethics	<u>17</u>
Total subject implementations	1,177
By grade levels, in descending order:	
11th grade	255
12th grade	241
8th grade (American History and Literature)	161
10th grade	147
9th grade	117
7th grade	108
6th grade	54
5th grade	41
4th grade	18
3rd grade	13
2nd grade	8
1st grade	8
Kindergarten	<u>6</u>
Total grade level implementation	1,177

The same tabulation was conducted for the nonpublic schools.

The following table lists the subject areas and grade levels of H/G instruction in the nonpublic schools. Responses were primarily from the elementary schools.

Nonpublic Schools (54 responses)

Subject Area	Grade												
	(12)	(11)	(10)	(9)	(8)	(7)	(6)	(5)	(4)	(3)	(2)	(1)	(K)
114 Social Studies	2	5	6	8	9	10	15	15	21	3	4	7	9
21 World History						1	3	2	4	7	1	1	2
19 European History					-	1	3	3	4	4	2	2	
39 American History	1	1	1	1	1	3	3	4	6	-	2	13	3
10 Psychology												6	4
4 Sociology												1	3
44 Literature	1	1	2	2	3	4	5	5	8	2	2	4	5
12 Art	1	1	1	1	1	2	1	2	2				
13 Music	1	1	1	1	1	1	2	3	2				
19 Ethics	1	2	2	2	2	2	1	1	1	-	2	2	1
65 Religion, Theology, Morality	1	3	4	3	5	5	6	7	8	4	7	6	6
39 Other - Science, Current Events, etc.	4	4	4	4	4	4	5	4	4	-	-	1	1

Analysis of the 54 responses in the nonpublic schools indicates the following implementations:

	<u>Implementation</u>
Greatest number of classes:	8th grade Social Studies 21
	(6th grade Social Studies 15)
	(7th grade Social Studies 15)
	*11th grade American History 13
	5th grade Social Studies 10
	4th grade Social Studies 9

* This high figure is surprising in light of the preponderance of nonpublic returns from elementary schools.

General subject areas, in descending order

Social Studies (primarily elementary)	114
**Religion, Morality, Theology	65
Literature	44
(American History	39)
(Other science, current events, etc.	39)
World History	21
European History	19
Ethics	19
Music	13
Art	12
Psychology	10
Sociology	<u>4</u>
Total subject implementations	399

** This subject, extensive in the nonpublic school, was not mentioned in the public schools.

By grade levels, in descending order

8th grade	59
7th grade	46
11th grade	43
6th grade	42
12th grade	36
5th grade	32
4th grade	26
(10th grade	22)
(3rd grade	22)
2nd grade	21
9th grade	20
1st grade	18
Kindergarten	<u>12</u>
Total	399

Question 3 concerned the treatment of H/G as a course or as a unit in an existing course. This question seemed to confuse many, since the term "unit" was not clear.

- The only public school treating the subject in a special course is the Vineland High School. (We subsequently learned that Ocean Township High School also has a course.)
- Most schools include discussion of the subject in the areas of World History, European History or American History, in accordance with other related events.
- Some schools had students write papers dealing with the Holocaust, as a term assignment.
- In parochial schools, the subject was discussed as the occasion arose, with "no set curriculum."

Question 4 asked whether schools that had developed resources would share them with the State Department of Education for distribution to other interested school districts in the state.

All who had developed materials expressed a willingness, even a "delight" to share, in comments such as "would be glad to help," "can I lend assistance to the Department's efforts."

Question 5 asked about district plans to introduce a unit or course in H/G studies. The following replies are recorded:

Public schools: Of those schools already implementing (204):

10 planned further expansion in 1983-84
11 planned further expansion in 1984-85
2 planned further expansion at some later date

- some expressed uncertainty
- several expressed desire to institute a full semester course (e.g. Ramapo Hills Regional)
- several wanted full units rather than cursory and casual mention as an aside to Social Studies, World War II, American History, etc.
- several wanted to expand into other areas, such as literature, humanities, ethics, etc. One indicated "strong interest in developing an interdisciplinary unit."

Of the 74 public schools with no current implementation:

5 planned to implement units in 1983-84
14 planned to implement units in 1984-85
9 planned to implement at some later time

Some comments:

- they are studying it now.
- school board has it under consideration.
- will include it in future social studies revision.
- need assistance.
- need elementary curriculum or middle school curriculum.
- will put it in at 7th and 8th grade levels.
- must have the need for it substantiated first.
- the questionnaire aroused their interest.

46 don't want it, though many wanted assistance in curriculum guides, speakers, posters, or displays (see Question 6).

Several of the non-implementers said there were no formal courses, but the topics are included at appropriate times, especially in Social Studies, Sociology, English, History of Western Civilization, or study of War World II.

Many of the elementary schools said there was no place for it in the elementary level.

The same analysis was made of the nonpublic schools as follows:

Nonpublic schools: Of the 54 schools already implementing:

5 planned further expansion in 1983-84
5 planned further expansion in 1984-85
1 planned further expansion at some later date.
43 planned no further expansion as a unit or course, because passing mention or in-depth discussion takes place in Social Studies, Religion, U.S. History, European History, English, Current Events, Science.

Of the 15 nonpublic schools with no implementation:

2 planned to implement units in 1983-84
1 planned to implement units in 1984-85
2 planned to begin at some later date
10 planned no implementation, though 2 didn't know.

Some comments:

- Several needed curriculum assistance on the 7th and 8th grade levels.
- Several needed assistance on the elementary level.
- "Would appreciate your help"
"Anything you can offer"
"Would be willing to begin a program with your help"

Question 6, most important for the Council, identifies school needs, indicating where help can be provided. It asked what assistance or information was needed in the following areas: inservice, curriculum, speakers, clearinghouse service, other.

Four tabulations appear below, all indicating need in the same priority: curriculum, speakers, clearinghouse services, other assistance and finally inservice.

Public: Of the 204 public school districts already implementing some form of H/G studies, 170 required assistance in the following areas, with 33 indicating no need for any assistance:

56 for inservice
131 for curriculum guides, especially at the elementary and junior high levels.
91 for speakers
89 for clearinghouse services
75 for other assistance, especially in displays, posters, exhibits and filmstrips.

Of the 74 public schools not involved at present, 45 desired assistance, with 29 indicating no need for assistance. The following areas were cited:

- 21 for inservice
- 38 for curriculum guides, especially at the 7th and 8th grade levels.
- 20 for speakers
- 19 for clearinghouse services
- 17 for other assistance (especially posters, displays, exhibits)
- 29 for no assistance

Comments of the non-involved group:

- plenty of time at the junior high and senior high school level
- "slowly moving into the insertion of these topics as an enhancement to existing units"
- "upper grades are given research assignments in Holocaust; lower grades have introduced the topic in their classes."
- "this is a good step on the State level."
- "because of problems in anti-semitism, we're hosting a conference on Holocaust"
- "we're evaluating the subject in order to increase the material for the curriculum."
- response of three Vo-Tech schools indicated that the subject belongs in a regular curriculum.

Nonpublic: Of the 54 nonpublic schools already implementing some form of H/C studies, 42 required assistance in the following areas, with 12 indicating no need for any assistance:

- 14 for inservice
- 35 for curriculum, especially in elementary and middle school areas
- 23 for speakers
- 22 for clearinghouse service
- 19 for other assistance, especially displays, posters, exhibits and audiovisuals

Of the 15 nonpublic schools not involved at present, 11 still wanted assistance in the following areas, with 4 indicating no assistance needs:

- 3 for inservice (one school, St. James H.S., checked that 3 times)
- 9 for curriculum
- 6 for speakers
- 6 for clearinghouse service
- 5 for other assistance

Question 7 allowed room for comments. These were varied and interesting, and are too numerous for inclusion. Brief summaries of these remarks include the following:

- Positive answers indicated great willingness to comment on the impact of the survey upon their consciousness; favorable reactions to the State Department of Education's work; and tremendous desire and need for assistance.

- Many cited reasons for their involvement, such as:
 - . great assistance and motivation they received from Brookdale Community College; attendance at Brookdale's conferences and colloquia inspired them to emphasize Holocaust-Genocide in their curricula. This shows the value of college outreach programs.
 - . the inspiration and training provided by the Vineland-Teaneck staff at workshops sponsored by the State Department of Education and held at the Educational Improvement Centers.
 - . the courses for graduate teachers taken with Dr. Preil at Kean College, or with Dr. Rudavsky at Ramapo College.
 - . anti-Semitic or anti-Catholic incidents, such as in Union or at Delbarton (a Catholic high school).
- Many sent in supplementary material, such as: outlines of their own developed curriculum; statements on what their courses contained; bibliographies which they had compiled; newspaper articles on their work.
- Many requested the survey results when completed.

Conclusions:

- We may assume that schools which had no Holocaust-Genocide activities would be more likely not to answer the survey questionnaire. However, the surveys were sent to the nonpublic schools in late May and early June, at which time activities may have ceased and the survey not answered. The nonpublic high schools should be contacted again.
- The survey pointed out areas of greatest need in the schools: primarily for curriculum guides, especially at the elementary and middle school level; for good speakers; for services from the State Department of Education; and for posters, displays, exhibits and films. Even schools with no implementations and with no intentions for implementation in the near future indicated the need (or desire) for posters and exhibits.
- A travelling van, recommended by the Materials Resources Committee of the Advisory Council, might prove a strong motivational force for the non-implementers to start some activity;
- The influence of Holocaust-Genocide movements in the state was widely noted. These include:
 - The courses given at state colleges and universities
 - The Holocaust resource centers located at seven institutions of higher learning;

- The community outreach programs such as lectures and colloquia provided by Kean College and Brookdale Community College;
- The workshops provided in previous years by the state, presented by the Vineland-Teaneck staff who authored the curriculum "Holocaust and Genocide: A Search for Conscience;"
- The work of the Holocaust Council of New Jersey Professors;
- The work of the National Diffusion Network in providing for local districts outstanding programs from other states such as "Facing History and Ourselves" from Brookline, Massachusetts; and
- The survey itself which several respondents acknowledged as raising their consciousness to implement some form of program.

IV. NEW JERSEY'S ACCOMPLISHMENTS IN HOLOCAUST- GENOCIDE STUDIES

Over the last five years, activities simultaneously undertaken by various agencies have thrust New Jersey into a leadership position in the nation in the field of Holocaust-Genocide studies. At the Ninth Annual Conference of the Philadelphia Coordinating Council on the Holocaust and the National Institute on the Holocaust (October 1983), this fact was impressed upon our state's representatives who attended: five from colleges, two from a secondary school, and one from the State Department of Education.

It is appropriate to review the accomplishments in New Jersey over the last five years.

The Vineland-Teaneck staff members, under the sponsorship of the State Department of Education, developed the program, The Holocaust and Genocide: A Search for Conscience, in two volumes, An Anthology for Students and A Curriculum Guide for Teachers. Published by the Anti-Defamation League in New York, the books are now available as texts for educators, and will be advertised and disseminated on a national scale. It is interesting to note that the Netherlands had them translated into its native language, for use by its own students.

Their dedicated members, Richard Flaim, Harry Furman and Kenneth Tubertini of Vineland, and Edwin Reynolds and John Chupak of Teaneck, have trained approximately 1,000 teachers in New Jersey and 500 on the East Coast, through workshops funded primarily by the Department of Education, by various community organizations, and by their own out-of-pocket funds, and through graduate courses given at Kean and Ramapo colleges. They have made presentations from Maine to Washington, D.C., and now have penetrated the West Coast with presentations in San Francisco in November 1983, under the auspices of the National Council for the Social Studies.

The Advisory Council expresses its deep gratitude to them and to the Vineland and Teaneck district administrators and school board members who have encouraged their significant contributions to Holocaust-Genocide studies.

Although no survey of higher institutions has been taken, 19 colleges and universities have been identified as having Holocaust-Genocide courses, with resource centers established at seven of them. Seton Hall University has been a pioneer in such activities, under the leadership of Sister Rose Thering. The community outreach by colleges through public lectures, colloquia and activities for school students has been almost phenomenal, especially by Brookdale Community College, and Kean and Ramapo Colleges.

A Holocaust Council of New Jersey Professors was established in 1980, based at Rider College, where educators meet and share information. It has provided outstanding programs, with a yearly conference held in November at the NJEA conventions. Publications by their members, such as Dr. Alfred Nissman, Dr. Marvin Goldstein, Dr. Eva Fleischner, Dr. Rose Thering, and Dr. Lillian White-Stevens have been distributed widely, with positive impact upon Holocaust-Genocide studies.

The New Jersey Advisory Council, together with staff from the State Department of Education, has given presentations throughout the state; has identified materials and human resources; has proposed recommendations for extending Holocaust-Genocide education statewide; has conducted the survey to assess the current status of Holocaust-Genocide studies within the state's public and nonpublic schools; and has generally assisted in raising the consciousness of educators, community groups, and secular and religious organizations regarding the imperatives of students' learning the lessons of the Holocaust. As Edwin Reynolds of Teaneck wrote in a paper for publication by the New Jersey Principals and Supervisors Association:

"The Council is important; it is a precedent in the United States which has already prompted enquiries from other states -- California, Pennsylvania, Ohio, New Hampshire, to date. The work of the Council is underway; the educational objectives have been constructed and will be recommended to the Commissioner in the fall; dissemination strategies are being explored; a wide range of curricula and materials is being reviewed; human resources are being contacted; and the Council is providing an awareness of the importance of sound Holocaust and Genocide studies in the schools. A dream is becoming a reality!"

Such aspirations and educational imperatives are now recognized nationally. The Carnegie Foundation Report on Secondary Education in America, entitled High School, written by Ernest Boyer, Commissioner of Education under President Carter, acknowledges the necessity of studying Western Civilization and the inclusion of the Holocaust therein:

Through a study of Western Civilization, students can come to understand more fully the organization of human communities, from tribes to city-states and ultimately to our contemporary nation-states, with their distinctive languages, cultures, and world views. Such a course will enable students to gain a sense of humility as well as personal enlightenment as they examine historical and literary works, from The Egyptian Book of the Dead to Plato's Republic to Cicero's Orations to Shakespeare's King Lear, to name a few.

Such a course, when well presented, will record moments of high achievement as well as dark chapters in our history. The Holocaust, for example, needs to remain a part of our shared remembrance of human failure and the capacity that exists for the destruction of human life and dignity. Students need to face the enduring strengths and fragile conditions that exist in our contemporary society and become fully aware of the web that we call civilization and how easily it can be torn asunder. (pp. 102-103)

STATE OF NEW JERSEY
Executive Department

EXECUTIVE ORDER NO. 17

WHEREAS, during the period 1933-1945, six million Jews and millions of other Europeans were murdered in Nazi concentration camps as part of a carefully orchestrated program of cultural, social and political genocide known as the Holocaust; and

WHEREAS, all people should remember the horrible atrocities committed at that time and other times in man's history in the name of bigotry and tyranny and, therefore, should continually rededicate themselves to the principles of human rights and equal protection under the laws of a democratic society; and

WHEREAS, it is desirous to educate our citizens about the events leading up to the Holocaust and about the organization and facilities that were created and used purposefully for the systematic destruction of human beings; and

WHEREAS, it is the policy of the State of New Jersey that Holocaust History is the proper concern of all people, particularly students enrolled in the high schools and colleges supported by the State of New Jersey; and

WHEREAS, the New Jersey Department of Education in conjunction with the Anti-Defamation League of B'rith, the New Jersey Education Association, and the New Jersey Council for Social Studies, has developed a curriculum entitled "The Holocaust and Genocide: a Search for Conscience", said curriculum having been implemented into courses of study on a trial basis in Vineland and Teaneck and, subsequently, in other communities; and

WHEREAS, programs, workshops, institutes, seminars, and other teacher training activities for the study of the Holocaust have taken place during the past four years at various high schools and colleges in the State of New Jersey; and

WHEREAS, it is desirous to create a state level, organized body which will cooperate with the Department of Education in the implementation of Holocaust education in the public schools:

NOW, THEREFORE, I, THOMAS H. KEAN, Governor of the State of New Jersey, by virtue of the authority vested in me by the Constitution and Statutes of this State, do hereby ORDER AND DIRECT:

1. There is hereby created a New Jersey Advisory Council on Holocaust Education in the public schools (The Advisory Council). The Advisory Council shall be composed of a Chairperson to be appointed by the Governor, The Commissioner of Education - ex-officio, the Chancellor of Higher Education - ex-officio and such other persons as may be appointed by the Governor. The members shall serve without compensation.

2. The Advisory Council shall have the following responsibilities and duties:

- a. To draw upon its collective knowledge and experience and provide assistance and advice to the Commissioner of Education with respect to the implementation of Holocaust education in the public schools of the State of New Jersey;
- b. To meet with county and local school officials and other interested public and private organizations, in order to assist with the coordination or modification of existing or forthcoming courses of study dealing with the subject of the Holocaust;
- c. To survey and inventory the extent of Holocaust education presently being taught in the school systems of the State and to inventory those Holocaust memorials, exhibits, and resources which could be incorporated in courses of study at various locations throughout the State;
- d. To compile a roster of individual volunteers who are willing to share their knowledge and experience in classrooms, seminars, and workshops on the subject of the Holocaust. Said volunteers may be survivors of the Holocaust, liberators of concentration camps, scholars, clergymen, community relations professionals, and other persons who, by virtue of their experience or interest, have acquired personal or academic knowledge of the Holocaust and who are willing to share that knowledge with students and teachers;
- e. To prepare a report for the Governor, regarding their findings and recommendations may facilitate the inclusion of the Holocaust in public education.

3 (a) The Advisory Council is authorized to call upon any department, office division or agency of the State to supply such data, program reports, and other information, personnel and assistance as it deems necessary to discharge its responsibilities under this Order.

(b) All departments and agencies are authorized and directed, to the extent possible and not inconsistent with law, to cooperate with the Advisory Council and to furnish it with such information, personnel, and assistance as may be necessary to accomplish the purposes of this Order.

4. The Advisory Council should meet at the call of the chairperson.
5. The Advisory Council shall receive administrative staff support from the Department of Education.
6. This Order shall take effect immediately.



GIVEN, under my hand and seal
this 5th day of October,
one thousand nine hundred
and eighty-two and of the
Independence of the United
States the two hundredth
and seventh.

Handwritten signature of J. H. Kean in cursive script.

GOVERNOR

Attest:

Handwritten signature of the Chief Counsel to the Governor in cursive script.

Chief Counsel to the Governor

CURRICULUM IMPLEMENTATION COMMITTEE

RECOMMENDED EDUCATIONAL OBJECTIVESUNIT I: HUMAN NATURE AND BEHAVIOR

Unit Goal: There are many theories about human nature and behavior.

Performance Objectives:

1. The student will compare and contrast animal and human behavior.
2. Given anthropological findings, the student will interpret human behavior.
3. The student will discuss his/her interpretation of human behavior.
4. The student will differentiate between human nature and human behavior.
5. Given some of the basic theories of human behavior, the student will draw preliminary conclusions about human nature.
6. The student will identify examples of human nature reflected in art, literature, music, film, and personal experiences.
7. The student will analyze the human behaviors of obedience, conformity, silence, courage, integrity, and martyrdom.
8. The student will state and support generalizations about human nature.

UNIT II: VIEWS OF PREJUDICE, SCAPEGOATING, AND DISCRIMINATION

Unit Goal: History has demonstrated that genocide may be the outcome of prejudice, scapegoating, and discrimination.

Performance Objectives:

1. The student will determine the causes of prejudice, scapegoating, and discrimination.
2. The student will define the concept of genocide.
3. The student will cite historic examples of genocide among varied populations.
4. The student will reassess his/her generalizations about human nature in light of historic examples of genocide.
5. The student will examine the history of anti-Semitism from ancient times to 1933.

UNIT III: THE RISE OF NAZISM IN GERMANY

Unit Goal: A variety of global and domestic conditions led to the emergence of the Nazi Party and Nazi ideology in Germany

Performance Objectives:

1. The student will explain Germany's rise to power in the 19th and 20th centuries.
2. The student will assess the influence of the Versailles Treaty upon the rise of Adolf Hitler and the Nazi Party.
3. The student will analyze domestic and world-wide conditions which impinged upon Germany after World War I.
4. The student will investigate the reasons for the decline of the Weimar Republic.
5. The student will determine how Nazi philosophy and government appealed to certain aspects of human nature.
6. The student will state and support generalizations about the reasons for the rise of the Nazi state.

UNIT IV: FROM PERSECUTION TO MASS MURDER

Unit Goal: The implementation of the Nazi philosophy resulted in the rise of a totalitarian state, and, in its wake, a policy of mass murder.

Performance Objectives:

1. The student will examine Nazi policies in the years immediately following their rise to power.
2. The student will describe life in Nazi Germany.
3. The student will investigate the escalation of Nazi persecution policies.
4. The student will discuss the conforming and defiant responses to the persecution policies by people under Nazi domination.
5. The student will reassess his/her generalizations about human nature in light of the events in Nazi Germany.

UNIT V: RESISTANCE AND INTERVENTION

Unit Goal: Although much of the world was reluctant to become involved, there was local and worldwide Jewish and non-Jewish resistance to the Holocaust.

Performance Objectives:

1. On a continuum from active to passive, the student will analyze the degree of Jewish resistance to the Holocaust.
2. On a continuum from active to passive, the student will analyze the levels of resistance to the Holocaust by non-Jewish people in Germany and in the occupied territories.

3. On a continuum from active to passive, the student will assess the world response to the Holocaust.
4. The student will reassess his/her generalizations about human nature in light of the local and worldwide responses to the Holocaust.

UNIT VI: RELATED ISSUES OF CONSCIENCE AND MORAL RESPONSIBILITY

Unit Goal: Human beings are confronted by moral dilemmas and issues of conscience. The Holocaust remains a moral issue which forces humans to be ever vigilant and alert to destructive movements which promote anti-human values.

Performance Objectives, Historical:

1. The student will differentiate between crime and war crimes.
2. The student will assess the effectiveness of the Nuremberg War Crimes Tribunal in adjudicating the crime of genocide.
3. The student will discuss issues which were not resolved by the Nuremberg War Crimes Tribunal.
4. The student will assess the relationship between the Holocaust and the development of the State of Israel.

Performance Objectives, Moral and Philosophical:

5. The student will examine related contemporary issues of conscience and moral responsibility.
6. The student will investigate examples of decision-making in which people seek to behave as ethical human beings.
7. The student will assess the implications of the Holocaust for the present and the future.
8. The student will assess the implications of the Holocaust for their understanding of human nature.
9. Given recent incidents of anti-Semitism, the student will assess the moral and philosophical implications of those acts for American society.
10. Given diverse philosophical positions about the causes and events of the Holocaust, the student will discuss individual and collective responsibility for that event.



State of New Jersey

DEPARTMENT OF EDUCATION

229 WEST STATE STREET
CN 500
TRENTON, NEW JERSEY 08625

May 6, 1983

TO: All Members of the Governor's Advisory Council on Holocaust Education

RE: Minutes of the Meeting of the Advisory Council on Holocaust Education, held April 20, 1983, at Brookdale Community College, Center for Holocaust Studies

Following a buffet lunch provided by Brookdale Community College, the second meeting at the Advisory Council was convened by Chairman Gerald Flanzbaum. Dr. Seymour Siegler, director of the Center for Holocaust Studies at Brookdale, greeted the group, describing briefly the activities of Brookdale Community College in the area of Holocaust studies: distributing posters to interested schools, organizations, community groups; teacher training; conducting public seminars in the fall and spring; establishing at the local schools writing contests about the Holocaust, (with more than 100 pieces of work received to date).

Announcements and Reports:

- Feliks Bruks has been elected President of the National Association of Polish-Russian Prisoners.
- Other states are interested in establishing an Advisory Council on Holocaust Education, as New Jersey has, with inquiries received from California, Ohio and New Hampshire.
- Jeanette Friedman-Sieradski chaired a workshop on Holocaust Curriculum and Education at the Gathering of Holocaust Survivors in Washington, D.C. She has letters from Senators Frank Lautenberg, Bill Bradley, and Congressman Robert Torricelli, supporting the work of the Advisory Council.
- Luna Kaufman spoke of the work of the Human Resources Committee, raising the question of screening applicants, criteria to use, and who does the screening.
- Gerald Flanzbaum cited Shoah Magazine, indicating their desire for comments on their work and subscriptions to the magazine.

- Norman Goldman, N.J.E.A., raised the question of fiscal support from other agencies.
- Gerry Flanzbaum noted that anti-semitic filth is our greatest competition. He also mentioned that Ed Reynolds and Richard Flaim have been asked to present their curriculum in San Francisco in November at the National Convention of the Association of Social Studies Teachers.

Committee Reports

Awareness Committee. Report was presented by Jeffrey Maas, in Maud Dahme's absence. (She was snowed in!)

- Gave an update of the meeting held on April 9.
- Discussed press releases
- Maud made presentations at the Commissioner's meeting of County Superintendents, and at the State Board of Education. She will present the Council's work and philosophy at the Board of Higher Education and at the Round-Table meetings of the County Superintendents.
- The work of other committees should be integrated with the work of the Awareness Committee.
- The Committee suggested that the entire Council hold their next meeting at Kean College on October 6 to commemorate the date of its appointment by Governor Kean.

Material Resources Committee: Jeannette Friedman-Sieradski:

- Discussed committee meeting at her home, providing details. (Minutes were sent previously)
- Related her experiences in Washington, D.C., not only her panel's presentation but also her meeting with Senator Lautenberg, who gave his support of the Council.

Human Resources Committee: Luna Kaufman:

- Listed the 10 categories of resource people identified by the committee as:

Survivors
Liberators
Second Generation of survivors
Social scientists
Historians
Prosecutors of criminals
Artists
Community leaders
Teacher training personnel
Volunteers

- Emphasized the screening of applicants/volunteers

Curriculum Implementation Committee. Richard Flaim reported on:

- Revised objectives of the Curriculum Committee
- Use of the survey to set direction for implementing curriculum
- Writing a series of articles on the process of designing and implementing curriculum
- Implementation strategies. He emphasized that we develop a broad base of organizational support, making presentations at organization conferences. His committee recommended that financial assistance be secured to assure success.
- The committee will meet again in early summer to finalize recommendations.
- He mentioned that Edwin Reynolds is running as Vice-President of the National Council for the Social Studies. Election ensures his becoming president of the association the following year.

Lillian White-Stevens reported on preliminary results of the survey of Holocaust education in the New Jersey schools:

- Of 167 surveys returned from the public schools, 114 schools stated they are teaching some aspect of the Holocaust, 53 are not teaching it.
- Of these 167 schools (or districts), 768 teachers are involved and 52,023 students. These estimates are low because many forms gave no numbers.
- The subject area most involved is 11th grade American History, followed by 9th grade World History.
- Incidence of teaching is highest in 11th grade, with general implementation occurring in 5th grade.
- A detailed report will be provided at the completion of the survey.

The value of the survey:

- It identifies the real needs of the school district.
- It creates an awareness of the subject, with possible pressure on the school district to teach it.
- The results of the survey will be published in journals of professional organizations to heighten awareness.

Rabbi Teitz requested information on the school comments that appeared on the survey form.

Other points brought out in the discussion:

1. Teachers need to be trained to teach the subject. It was suggested that there be three regional training centers at which this could be done.
2. Some incentives should be provided to districts to train teachers, such as, providing free of charge materials, staff training, and consultant services

Special Report by Sarah Lachs of the Jewish Community Relations Council of Central New Jersey in Union County. Her program, which is now also in Essex, Warren and Middlesex counties, began 3 years ago as a 3-part educational program, comprising:

- Five Facilitators - laypersons with educational background - to lay the historical groundwork through speeches and slides;
- Four survivors who follow the facilitator, to personalize the experiences for the children; and
- Eight second generation members who address the students on how their parents' experiences affected them.

It's impact: - 1st year - 900 students; 2nd year - 1000 students; this year 2500 students. Rahway does a 6-week unit

The Jewish Federation has provided assistance through bibliography lists for teachers, books for students, and study guides. Most calls for their services occur in grades 7th, 8th, 11th and 12th.

The question of funding came up: It was felt they must be acquired on a Foundation basis. Gerry wrote to Dr. Saul Cooperman requesting an allocation from his discretionary funds. He stressed that monies are needed for two major purposes: committee planning, and teacher training. All committees should consider monies needed in both categories.

Other topics mentioned

- There are now three 2nd generation groups, with a fourth currently in formation.
- The county library system is an excellent resource.
- Plans for subsequent meetings include a June meeting with chairmen of the committees, and an October meeting for the Council.
- Rabbi Rudavsky spoke of his course at Ramapo College to be held the last week of June.
- Rabbi Teitz stressed our obligations:

- Our objective is to make sure everybody knows what happened.
- We must describe the uniqueness of the Holocaust.
- Who was guilty? We all were - universal guilt.
- Nations were dehumanized, with one million innocent children tortured and murdered.
- All our problems are a result of the Holocaust.
- We must decide on a philosophy, an objective.

The meeting ended at 4:00 p.m., with plans to have committee chairpersons meet in June to discuss the suggestions and strategies delineated by the Council.

LW-S/ckb/JmW01M



State of New Jersey

DEPARTMENT OF EDUCATION

225 WEST STATE STREET

CN 500

TRENTON, NEW JERSEY 08625

November 1, 1983

TO: Members of the Governor's Advisory Council on Holocaust Education

RE: General Advisory Council Meeting, held October 6, 1983 at Seton Hall University; 18 persons present.

The meeting was convened by Chairman Gerald Flanzbaum at 10:20 a.m. The chairman:

- acknowledged the loss that morning of Cardinal Cook of New York.
- stated that this meeting marks the first anniversary of the founding of the New Jersey Advisory Council on Holocaust Education.
- read a section from the report of the Carnegie Foundation for the Advancement of Teaching, entitled High School, which recommends that the study of the Holocaust be included within a Western Civilization course mandated for all students, as follows:

(Western Civilization), when well presented, will record moments of high achievement as well as dark chapters in our history. The Holocaust, for example, needs to remain a part of our shared remembrance of human failure and the capacity that exists for the destruction of human life and dignity. Students need to face the enduring strengths and fragile conditions that exist in our contemporary society and become fully aware of the web that we call civilization and how easily it can be torn asunder.

- read letters exchanged between Commissioner Cooperman of the Department of Education and himself regarding staff assigned to Holocaust work; discussion ensued thereon.
- raised questions and handled discussions regarding the Council's activities within the two years allotted to our work of augmenting Holocaust-Genocide studies in the schools of New Jersey.

Dr. White-Stevens reported on the results of the survey of H-G studies, conducted in the spring and summer of 1983. The full report will be included within the final report of the Council. In brief, the survey indicated (based on 47% of public school returns and 11% of the nonpublic): 133,856 students are receiving some form of H-G instruction from 1,827 teachers through 1576 different course offerings, ranging from K-12 grade levels, with greatest emphasis in 11th grade American History. The greatest identified need at both the elementary and junior high school levels within both public and nonpublic schools is for curriculum guides and speakers, followed by clearinghouse

services from the state, other assistance - such as posters, displays, exhibits - and, finally, for inservice assistance. It was suggested (by Dr. Gold) that all schools which responded to the survey should be listed in the final report.

Reports and recommendations of the four committees were then given: by Richard Flaim for the Curriculum Committee; by Luna Kaufman for the Human Resources Committee; by Jeffrey Maas of the Materials Resources Committee; and by Maud Dahme of the Awareness Committee. Discussion followed. Points raised in the discussion:

- There must be some continuation of the Council's work, lest its activities during its duration go to naught and be in vain. The Council's work could be permanentized through the establishment of a committee.
- There must be some degree of support at the State Department of Education
- The Council should recommend that the state institutionalize a day (or week) of remembrance.
- The Council (or subsequent Committee) should develop methods of lobbying.
- The final report must stress the funding factor - its necessity.

Luncheon was announced, provided through courtesy of Seton Hall University; Chairman Flanzbaum expressed the thanks of the Council to Sister Rose Thering and Seton Hall University. Random discussion continued throughout lunch.

Lillian White-Stevens



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
EN 800
TRENTON, N. J. 08625

OFFICE OF THE COMMISSIONER

February 25, 1983

Dear Colleague:

On October 6, 1982, Governor Kean created, through Executive Order No. 17, the New Jersey Advisory Council on Holocaust Education. Its charge is:

The major purpose of the Advisory Council on Holocaust Education, through recommendations to the Commissioner of Education, is to facilitate and implement Holocaust Education objectives by way of programs and curricula in the schools of New Jersey. The Advisory Council is further charged with creating an awareness of the subject in the general public.

To fulfill its charge, the Council is conducting a survey, enclosed with this letter, to determine how widespread Holocaust and Genocide education is conducted within our schools. As a member of the Council, I have reviewed the survey instrument and endorse its purpose.

I ask for your cooperation and support in this worthwhile endeavor; and I thank you for taking the time and effort to complete the form and return it to the Chairman of the Council, Mr. Gerald Flanzbaum at 55 Mountain Boulevard, P.O. Box 4253, Warren, New Jersey 07060.

Sincerely,

Saul Cooperman
Commissioner

Enclosure



ADVISORY COUNCIL ON HOLOCAUST EDUCATION

225 WEST STATE STREET
TRENTON, NEW JERSEY 08625

February 28, 1983

THOMAS H. KEAN
GOVERNOR

DR. SAUL COOPERMAN
COMMISSIONER OF EDUCATION

DR. T. EDWARD HOLLANDER
CHANCELLOR HIGHER EDUCATION

GERALD A. FLANZBAUM
CHAIRMAN

ADVISORY COUNCIL

FELIKS S. BRUKS

MAUD DAHME

DR. JOHN T. FARINELLA

DR. VERA KING FARRIS

MARGIT FELDMAN

JEANETTE FRIEDMAN-SIERADASKI

RICHARD F. FLAIM

DR. MARY GLYNN

DR. SANDRA O. GOLD

NORMAN GOLDMAN

SANFORD LLOYD HOLLANDER

LUNA KAUFMAN

DR. EDWARD KNIGHT

HELMUT KRUEGER

JACQUELINE LEVINE

CASIMIR LICHNOWSKI

JFFREY MAAS

RABBI BENNETT MILLER

RABBI FRED NEULANDER

MURRAY PANTIRER

EDWIN W. REYNOLDS

DR. DAVID B. ROSENBERG

RABBI JOSEPH RUDAVSKY

SIMON SCHWARTZ

BARBARA SUMMERS STEINBERG

RABBI PINCHAS M. TEITZ

DR. ROSE THERING, O.P.

SHELLEY M. ZEIGER

TO: Chief School Administrators
New Jersey Public Schools

Chief School Administrators
New Jersey Nonpublic Schools

The New Jersey Advisory Council on Holocaust Education, created by Governor Kean to further Holocaust and Genocide education in the schools of New Jersey, needs to determine the extent to which these areas are being addressed in the schools. We ask your cooperation.

Holocaust and Genocide studies may be conducted in many disciplines: Social Studies (including World History, European History, American History, Psychology and Sociology), Literature, Art, Music or Ethics; and may include related topics such as: bigotry, prejudice, anti-religious, anti-racial, violence and vandalism, neo-Naziism, the Klu-Klux-Klan, literature, art and music from the concentration camps, issues of conscience and moral responsibility; and the like.

To secure an accurate picture, we ask you to confer with your staff, complete the attached questionnaire, and return it by March 28th to:

Mr. Gerald Flanzbaum
55 Mountain Boulevard
P.O. Box 4253
Warren, New Jersey 07060

Thank you for your assistance. We would appreciate a response to enable us to assess accurately the extent of Holocaust/Genocide studies in our state.

Sincerely,

Gerald A. Flanzbaum
Chairman
N.J. Advisory Council for
Holocaust Studies

GAF/LWS/cbc

Enclosure

Questionnaire on Holocaust/Genocide Studies

County _____
 District/School _____
 Chief School Administrator _____

1. Does your district/school have provisions in its curriculum for studies in Holocaust and Genocide?

Holocaust Yes _____ No _____
 Genocide Yes _____ No _____

-If you have responded No, skip to No. 5.

-If you have responded Yes, please enter the number of schools in which such studies are conducted, and number of teachers and students involved

	Teachers Involved	Pupils Involved
elementary		
middle or junior		
high schools		
adult schools		
Total		

-Please list the titles of curriculum guides being used. (Use separate sheets if additional space is needed.)

2. In the matrix below, check the subject area where such instruction take place.

<u>Subject Area</u>	<u>Grade</u>												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Social Studies													
World History													
European History													
American History													
Psychology													
Sociology													
Literature													
Art													
Music													
Ethics													
Other (specify)													

3. At the secondary level, is the Holocaust alone treated as a course or as a unit in an existing course?

course _____ unit _____

4. If your district/school has developed resources on Holocaust and Genocide studies, would you be willing to share them with the State Department of Education for dissemination to other interested school districts in the state?

yes _____ No _____

5. Is your district/school planning to introduce a unit or course in Holocaust/Genocide in 1983-4 _____, 1984-5 _____, Other _____

6. In order to implement Holocaust and Genocide studies in the future, would you desire assistance and or information in any of the following areas?

- _____ Inservice training
- _____ Curriculum guide
- _____ Speakers
- _____ Clearinghouse service from the State Dep't. of Education
- _____ Other (e.g. displays, posters, exhibits) Please specify.

7. Please provide any comments you may have on the survey.
