

REPORT OF THE
NEW JERSEY COMMISSION
ON
HOLOCAUST EDUCATION
TO

Governor Christine Todd Whitman

The State Legislature

And

Commissioner David Hespe

June, 2000

**REPORT OF THE NEW JERSEY COMMISSION
ON HOLOCAUST EDUCATION**

TO

GOVERNOR CHRISTINE TODD WHITMAN

THE STATE LEGISLATURE

AND

**DAVID HESPE
COMMISSIONER OF EDUCATION**

PRESENTED BY

**STEVEN SOME
CHAIRMAN
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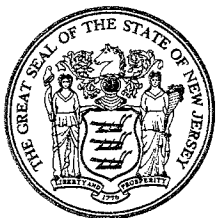
DR. PAUL B. WINKLER, EXECUTIVE DIRECTOR

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NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION

JUNE, 2000

Report is in OCR



State of New Jersey

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June 22, 2000

The Honorable Christine Todd Whitman
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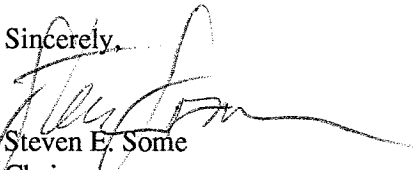
Dear Governor Whitman,

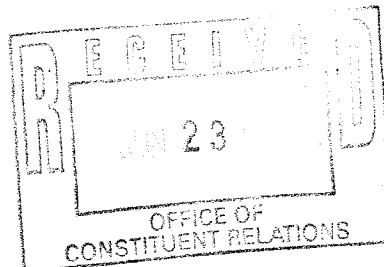
History's lessons cannot properly be interpreted unless we instill in our students the wisdom to recognize evil and malevolence toward our fellow man. Only through a thorough understanding of the atrocities committed during the Holocaust can the students of today thwart those despicable leaders who would commit genocide.

For the past several years, the members of the New Jersey Commission on Holocaust Education have worked tirelessly to complete an all-encompassing body of work that details how and why Holocaust education should be taught to our children. The report includes an historical background on the Council/Commission and an overview of Holocaust studies; an evolution and description of the current curriculum and proposed revision; surveys and assessment instruments, programs; plans; initiatives and workshops; a sampling of comments from students and educators showing evidence of growth and understanding of the subject matter; as well as the commission's goals for the twenty-first century. To that end, the report provides ample subject matter to help educators disseminate information about the Holocaust so that they are better prepared to teach their students. It will prove an excellent compendium on any course in Holocaust education and instruction.

The Commission would be remiss if it did not acknowledge the role you have played in this project. An undertaking of this size and import is usually met with many differences of opinion among elected officials. Through your good graces, you have extended the Commission the trust and freedom needed to produce a substantive guide on Holocaust Education. As such, I am of the firm belief that this report will serve as an illustrative road map in steering our children toward true understanding.

Sincerely,


Steven E. Some
Chairman



Remember

Remembrance is Continuing the Resistance

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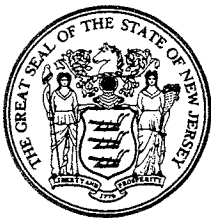
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June, 2000

Dear Governor Whitman, Members of the Legislature and Commissioner Hespe:

The following report chronicles the activities in New Jersey, under your leadership, since the passage in the Spring of 1994 of the Holocaust/genocide mandate legislation.

This report includes an historical background on the Council/Commission and an overview of Holocaust studies; an evolution and description of the current curriculum and proposed revision; surveys and assessment instruments, programs; plans; initiatives and workshops; a sampling of comments from students and educators showing evidence of growth and understanding of the subject matter; as well as, the Commission's goals for the twenty-first century.

On behalf of the past chairs, Mr. Gerald Flanzbaum (1982-1991), Mr. Murray Laulicht (1991-1994) and all present and past members, I would like to take this opportunity to thank you for your major role in helping to make this mandate a reality.

Sincerely,

Steven E. Some, Chairman (1994-present)
New Jersey Commission on Holocaust Education

Remember

Remembrance is Continuing the Resistance

SIX YEAR ASSESSMENT OF HOLOCAUST/GENOCIDE EDUCATION IN NEW JERSEY 1994 - 2000

This period of time was determined as it coincided with the passage of the Holocaust/genocide mandate in the Spring of 1994.

INTRODUCTION

NEW JERSEY HOLOCAUST/GENOCIDE EDUCATION 1974 - 2000

OVERVIEW

Holocaust education in New Jersey began in 1974 through a cooperative effort between the New Jersey Department of Education and two local school districts (Vineland and Teaneck). In the Summer of 1976, the New Jersey Department of Education commissioned the staff of the two high school districts to jointly write a curriculum guide and anthology for students that could serve as a basis for instruction on the Holocaust in New Jersey. The next phase of Holocaust education began in 1982, when New Jersey Governor Thomas Kean created the New Jersey Advisory Council on Holocaust Education, by an executive order. The core mission of the New Jersey Advisory Council on Holocaust Education was to be carried out through recommendations to the Commissioner of Education to facilitate and implement Holocaust education objectives through programs and curricula in the schools of New Jersey. The advisory council was further charged with creating an awareness of the subject among the general public. In 1990, the council initiated efforts to make the council a permanent state entity. Therefore, in June 1991, Governor Florio signed legislation creating a permanent Commission on Holocaust Education. In the Spring of 1994, New Jersey Governor Christine Todd Whitman signed into law a bill that required the inclusion of instruction on the Holocaust and genocide into the elementary and high school curriculum of every public school district in the state. The New Jersey Commission on Holocaust Education developed and disseminated to every school district a copy of a recommended curriculum for elementary grades (K-8) and secondary grades (9-12). In 1996, the commission authorized its curriculum and education committee to design a comprehensive survey for the purpose of determining the degree to which the Holocaust and genocide mandate had been implemented in New Jersey.

The following report is in relation to the activities and results that have occurred since the passage of the Holocaust/genocide mandate in the Spring of 1994.

The chronology of events include:

1994/1995	Preparation for implementation of the mandate Curriculum and proficiencies development In-service with districts “What Does The Mandate Mean?” District Decisions Regarding Implementation Procedures
1995/1996	In-service education for teachers School district implementation
1997	Continued in-service Development of survey regarding implementation
1997/1998	Data collection and analysis Continuation of in-service
1998/1999	In-service continuation Decisions regarding survey Development of assessment instruments for classroom
2000 and beyond	Continuation of ongoing programs for students and ongoing in-service for teachers; participation in international forums; new partnerships; development of new assessment tools.

The major delimitation of the report is in regard to specific actual student growth, understandings and knowledge regarding the topic of the Holocaust and genocide.

THE HISTORY OF HOLOCAUST EDUCATION IN NEW JERSEY

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

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

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

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

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

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

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

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

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

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

NEW JERSEY ADVISORY COUNCIL ON HOLOCAUST EDUCATION

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

a strong interest in studying the Holocaust, a fact he had disclosed in many speeches and articles.

Governor Kean invited a group of educators, survivors, and legislators to meet and discuss the creation of a Holocaust Council. From these discussions a Holocaust Council was proposed through an executive order that was issued in 1982 by Governor Kean to create New Jersey Advisory Council on Holocaust Education. This executive order which created the New Jersey Advisory Council was the first of its kind in the USA, thus, making New Jersey a leader in Holocaust education in the nation. Through the efforts of key legislators, an appropriation from the State was given to the Council (\$125,000) for its efforts. It is felt by many that the signing of the executive order was a major step toward making New Jersey a leader in Holocaust education. The governor appointed Gerald Flanzbaum as the Chairman of the Holocaust Council who continued to lead the organization for 10 years. Through the efforts of key legislators, an appropriation from the state was given to the Council for its efforts. A staff was assigned by the New Jersey Department of Education to coordinate the recommendations of the Council. Dr. Lillian White Stephens represented the New Jersey Department of Education and Dr. Paul Winkler was appointed the Executive Director of the Council. During the next ten years, executive orders were signed annually by Governors Kean and Florio. Each governor appointed community representatives to the Council. The Council's first series of meetings in 1981 set the tone for the coordinated efforts. Four major goals and a core mission were established.

THE NEW JERSEY ADVISORY COUNCIL ON HOLOCAUST EDUCATION CORE MISSION

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

NEW JERSEY ADVISORY COUNCIL ON HOLOCAUST EDUCATION COMMITTEES:

Curriculum Implementation Committee

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

Materials and Resources Committee

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

Human Resources Committee

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

Awareness Committee

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

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

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

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

Dr. Paul Winkler, Executive Director of the Advisory Council, organized various teacher-training seminars, which began in 1984. Dr. Winkler arranged study seminars for the consultants who studied with prominent Holocaust historians. It was during the next two years that annual summer seminars to train consultants were conducted at Ramapo College, Trenton State College and at Brookdale College. The purposes of these annual summer consultant training seminars was to train consultants and make them available to train and assist others in the state. Approximately one hundred consultants became part of the statewide educational effort. These educators developed and identified Holocaust teaching materials and curriculums that were placed in appropriate facilities in the state. As early as 1980, the Council sent one or two individuals to study at Yad Vashem each year, Israel's Holocaust Remembrance Center. A number of colleges also sent

individuals. These participants became part of the consultant team available to assist districts. This practice started by the Council was continued by the Commission and still exists. The creation and existence of the Holocaust education consultants remains a unique feature and the foundation that assists in the implementation of the mandate.

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

CREATION OF DEMONSTRATION SITES

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

FUNDING OF HOLOCAUST CENTERS

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

CREATION OF ASSOCIATION OF NEW JERSEY HOLOCAUST ORGANIZATIONS

In October 1995, the Holocaust resource centers and sites throughout the state created an Association of New Jersey Holocaust Organizations (ANJHO). The primary purpose of this organization is to coordinate activities, workshops, seminars and conferences. ANJHO develops a calendar of the statewide Holocaust/genocide programs. The organization provides communication among the many centers and sites through its newsletter. **To date, there are twenty-one such centers located in institutions of higher education and Federations.**

HOLOCAUST ADVISORY COUNCIL SURVEY OF NEW JERSEY SCHOOL DISTRICTS

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

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

HOLOCAUST ADVISORY COUNCIL RECOMMENDED CURRICULUM FOR GRADES K-12

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

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

A PERMANENT COMMISSION ON HOLOCAUST EDUCATION IS CREATED **(THE NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION)**

IN 1990, THE COUNCIL INITIATED EFFORTS TO MAKE THE COUNCIL A PERMANENT STATE ENTITY. THIS EFFORT TOOK ONE YEAR. IN JUNE 1991, GOVERNOR FLORIO SIGNED LEGISLATION ESTABLISHING UNDER NEW JERSEY LAW A PERMANENT COMMISSION ON HOLOCAUST EDUCATION. THE GOVERNOR APPOINTED MURRAY LAULICHT THE CHAIRMAN OF THE NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION. DR. PAUL WINKLER WAS APPOINTED AS EXECUTIVE DIRECTOR OF THE NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION. DR. WINKLER'S OFFICE WAS LOCATED IN THE DEPARTMENT OF EDUCATION IN TRENTON. THERE WOULD BE TWENTY MEMBERS APPOINTED TO THE COMMISSION. THE GOVERNOR APPOINTED THIRTEEN MEMBERS AND THE LEGISLATIVE LEADERS APPOINTED SIX MEMBERS TO THE COMMISSION. THERE WERE FOUR COMMITTEES ESTABLISHED AS FOLLOWS: CURRICULUM AND EDUCATION; MATERIALS AND HUMAN RESOURCES; GOVERNMENT LIAISON AND COMMEMORATION; AND AWARENESS. A FIFTH COMMITTEE, INTERFAITH RELATIONS, WAS ESTABLISHED IN 1998.

NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION **MISSION STATEMENT**

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

Curriculum and Education Committee

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

Materials and Human Resources Committee

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

Government Liaison and Commemoration Committee

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

Awareness Committee

The purpose of the Awareness Committee is to advise the general public, the Governor, the Legislature and the Commissioner of Education of the Commission's findings and recommendations; to facilitate the inclusion of Holocaust studies and special programs incorporating the study of Holocaust and genocide in the state education system.

Interfaith Relations Committee

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

THE HOLOCAUST/GENOCIDE EDUCATION MANDATE

Beginning in 1993, the Commission members discussed and debated both the merits and potential challenges of mandating Holocaust/genocide education in public schools. The decision to pursue the legislative mandate followed intensive discussions and debates over the course of the year. The primary issues in the debate were centered on the importance of learning about the Holocaust/genocide both for our students and teachers. Some educators felt that it is difficult to mandate knowledge, skills, motivation and commitment of the teacher. Between 1993 and the present, the goals were re-established, and the primary efforts continued.

In 1993, under the leadership of Chairman Murray Laulicht, the Commission began discussion regarding the question of mandating Holocaust education. After much debate by the Commission itself and the legislature, a bill mandating Holocaust education was presented to Governor Whitman. The bill mandating Holocaust/Genocide Education for all students in kindergarten through grade 12 was signed into law in the Spring of 1994.

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

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

COMMISSION RECOMMENDED CURRICULUM MATERIALS FOR NEW JERSEY SCHOOL DISTRICTS

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

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

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

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

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

Various groups expressed interest in attempting to influence the recommended curriculum materials. In response to this concern, the Commission has adopted a set of procedures and guidelines that must be satisfied to achieve its formal endorsement of materials. The major criteria that have been established are:

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

The Commission activities of the 1995-1996 school year were focused on assisting local school districts in their efforts to implement the mandate. These activities consisted of teacher-training workshops; seminars and conferences; dissemination

of materials and other resources; direct consultation with school districts; and provide funding by the legislature to support these activities. The Commission, in cooperation with demonstration sites and resource centers, sponsors and coordinates the teacher-training workshops, seminars and conferences.

STAFF DEVELOPMENT AND TEACHER TRAINING

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

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

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

The Commission has established a respected working relationship with all the mega-museums of the Holocaust in the United States: the Simon Wiesenthal Museum of

¹ "51 Years Later: Evaluating Holocaust Education."

² Sara J. Bloomfield, "Learning from the Holocaust." *NJCW Journal*, Winter, 1998/1999. P. 10.

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

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

ANNUAL SUMMER SEMINAR ABROAD FOR NEW JERSEY EDUCATORS

Since the Summer of 1995, the New Jersey Commission on Holocaust Education has sponsored a special seminar for educators. Participants visit some of the most important sites related to the Holocaust in Europe: Germany, the Czech Republic, Poland and Israel. The educational mission begins its tour at Wannsee, Germany, which was the place where the "Final Solution," was implemented on January 20, 1942. The group continues to various sites in Poland where the death camps are located. In Israel, the group visits Yad Vashem where they study with Israeli teachers. This proved to be a moving and enlightening experience for the teachers and others attending and it was decided to make it an annual event. **To date over 120 educators have attended this educational seminar**, which was highlighted in a New Jersey Public Television documentary about the educators who participated in the 1996 mission.

COMMISSION SPONSORED 1996 INTERNATIONAL CONFERENCE

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

This conference featured many sessions:

I. Evaluation of Formal Holocaust Education in Schools

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

II. Evaluation of Informal Holocaust Education in Museums

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

III. Effect of Media on Teaching the Holocaust

- Evaluating the Impact of Survivors' Testimony on Students

Margaret Weiss Crouch presented a status survey about the Holocaust in Undergraduate Education at the International Conference on Evaluating Holocaust Education. This study included colleges and universities that were accredited by the Middle States Association of Colleges and Schools in 1994. The states accredited by this association were Delaware, the District of Columbia, Maryland, New Jersey, New York and Pennsylvania. It was interesting to note that New Jersey had nine universities and colleges that had courses specifically dealing with the Holocaust. New Jersey reported the highest percentage of courses (38%) derived from nine of its twenty-four surveyed institutions.³

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

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

³ A Status Survey: *The Holocaust in Undergraduate Education* by Margaret Weiss Crouch

accomplish certain educational goals we cannot mandate what matters. Creative thinking, motivation, commitment and skills are required to make changes.

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

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

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

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

COMMISSION SPONSORED 1999 INTERNATIONAL CONFERENCE

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

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

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

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

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

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

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

HOLOCAUST ART EXHIBITIONS IN NEW JERSEY MUSEUMS

Five New Jersey museums hosted major exhibitions on the Holocaust. These exhibitions were held from January 10, 1999 to July 31, 1999. By attending these New

Jersey school districts statewide were provided opportunities to fulfill a legislative mandate for schools to make teaching about the consequences of prejudice a priority and to include instruction on the Holocaust and genocides in their curriculums.

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

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

The planned exhibit sites were:

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

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

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

THEATER PRODUCTIONS

There have been various educational and cultural productions developed in New Jersey which are available to school districts to enable them to have a multimedia approach to teaching about the Holocaust and genocide. Some of these include *Act I Productions*; the *George Street Playhouse* and *The Pushcart Players*. A team of

published and distributed in November 1997, to schools not only in New Jersey but throughout the United States.

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

IMPORTANCE OF FIRST-PERSON AND EYEWITNESS ACCOUNTS

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

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

ANNUAL STATE COMMEMORATIONS

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

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

These commemoration programs have given the Council and now the Commission visibility and recognition.

SURVEY OF NEW JERSEY SCHOOL DISTRICTS

As a result of the 1994 mandate, Holocaust and genocide studies were to be included in the instruction of the elementary and high school curriculum of every public school district in the State of New Jersey. In 1997, the New Jersey Commission on Holocaust Education disseminated a copy of each of the recommended curriculum guides for elementary and secondary grades to all 611 New Jersey school districts.

Assessment is needed to determine how successful and effective our courses of study and instruction have been in achieving the goals and objectives of the curriculum. Therefore, after the completion of the 1997-1998 academic year, the Curriculum and Education Committee of the Commission prepared a survey that was distributed to all New Jersey school districts. This was done in order to determine the successes and needs by local school districts after the first year of implementing the Holocaust mandate and using the recommended materials.⁴ The results of the survey assisted the Commission in addressing identified needs as they relate to curricula, strategies for implementation and staff development.⁵ The New Jersey Department of Education in September of 1997, with a return deadline of October 15, 1997 disseminated the Holocaust curriculum mandate survey to all public school districts in the State of New Jersey. The survey results were tabulated and the survey analysis was completed and published in 1998, and therefore, is considered to be the 1998 survey. **The general purpose of the survey conducted in public and non-public schools was to ascertain the current status of Holocaust and genocide education in New Jersey, as a result of the mandate legislation.**

SPECIFICALLY THE 1998 SURVEY WAS DESIGNED TO COLLECT DATA ON THE FOLLOWING TOPICS:

A. Implementation of the Mandate:

1. Grade levels in which districts implemented the mandate.
2. Whether the subject was taught as a special subject or unit in existing courses.
3. The amount of time devoted to the subject.
4. Specific courses in which the subject was taught.
5. Impact of the mandate (i.e. effectiveness, student/teacher/community response).

B. Curriculum:

1. Use and effectiveness of the Commission's recommended materials.
2. Use of other materials.
3. The amount of time devoted to the subject.
4. Library/media center collections on the Holocaust/genocide.
5. Availability of the curriculum guides to teachers.
6. Genocide other than the Holocaust included in the curriculum.

⁴ *Holocaust Curriculum Mandate Survey*

⁵ *Holocaust Curriculum Mandate Survey Results*

C. Teacher-Training/Staff Development

1. Adequacy of teacher background in the content of the Holocaust and genocide, and related teaching strategies.
2. The need for staff development in the content and/or teaching strategies on the subject.
3. Willingness of districts to send teachers to training programs on the subject.
4. Identification of potential teacher-trainers in New Jersey school districts.
5. The characteristics of effective workshops.

THE FOLLOWING INFORMATION INCLUDES: THE SURVEY; THE RESULTS; CONCLUSIONS AND RECOMMENDATIONS AND SPECIFIC QUESTION DETAILS.

1. *Holocaust and genocide are formally included in our district's curriculum in the following grades:*

K	1	2	3	4	5	6	7	8	9	10	11	12
46%	49%	50%	52%	55%	61%	63%	59%	65%	39%	36%	42%	37%

Results:

It is important to note that the Holocaust/genocide are formally taught in all the grades. In grades 1-4 about 50% of the school districts formally include the subject. The highest numbers are found in the middle school grades 5-8; with grades 6 and 8, where it is formally taught, having the highest numbers. There is a drop in the high school grades 9-12 where about 38% of the districts formally included the subject in the curriculum; with grade 11 having the highest numbers.

Conclusions:

It appears that the middle schools have given the greatest response to the mandate by formally including the subject in their district's social studies curriculum. It appears that the high schools have a lower response because social studies is a three-year required course and the mandate may not be included each year.

Recommendation:

It would be interesting to investigate how high school districts formally include Holocaust/genocide in their curriculum. Is it taught primarily as an elective course?

2. *Holocaust and genocide are taught as a required course.*

K-3	4-6	7-9	10-12
3%	5%	6%	3%

Holocaust and genocide are taught as an elective course.

K-3	4-6	7-9	10-12
0%	0%	3%	7%

- As a required course 9% of all grades.
- As an elective course 7% of all grades.
- As a unit in an existing course 80% of all grades.
- Other, 24% of all grades.

Results:

Holocaust and genocide are taught as a required course in the middle school, with grades 7-9 having the highest percentage (6%) of the school districts. However, the highest percentage of districts that teach the Holocaust and genocide as an elective course is in high school grades 10-12 (7%).

It is interesting to note that the Holocaust and genocide are taught as a unit in an existing course for 80% of all grades.

Of the 24% of the districts that responded to (d) "other,"

- 25 districts indicated that the Holocaust and genocide were integrated throughout the year in all grades.
- Holocaust and genocide were infused into the social studies curriculum in 14 districts.

3. Average time devoted to Holocaust and genocide education.

a. Days

K-3	4-6	7-9	10-12
1.5	1.6	1.32	.75

b. Weeks

K-3	4-6	7-9	10-12
1 day or $\frac{1}{4}$ week	4 days or $\frac{3}{4}$ week	8 days=1wk +1 day	4 days or $\frac{3}{4}$ weeks

c. Semesters

K-2	4-6	7-9	10-12
0	.02	.04 = $\frac{1}{2}$ week	.06 = 1 week

d. Year

K-2	4-6	7-9	10-12
.02	.02	.01	.001

e. Other

Of the 28% of school districts responding to (e) "other,"

- 20 districts indicated that the amount of time devoted to Holocaust and genocide education was integrated throughout the year.
- 14 districts responded that the amount of time devoted to Holocaust/genocide education varies throughout the grades.

Results:

It appears that the middle school grades K-6 are teaching the Holocaust and genocide more days per week and the middle school grades 7-9 are teaching it for more weeks (1 week and 1 day). However, the high school grades 10-12 teach it for a longer period in the semester. Throughout the year elementary grades K-6 teach Holocaust/genocide for a longer period of time.

4. In which of the following courses are the Holocaust and genocide taught?

World History	US History	Social Studies	English	*Other = 40%
K-3 = 0	K-3 = 0	K-3 = 32%	K-3=8%	Elect. 23%
4-6 = 9%	4-6 = 8%	*4-6 = 18%	4-6 = 18%	Reading 14%
*7-9 = 34%	7-9 = 21%	*7-9 = 29%	*7-9 = 29%	Health 13%
10-12 = 10%	*10-12 = 43%	10-12 = 9%	10-12 = 15%	Lang. Art 9%

Results:

The various courses that most often included the teaching of the Holocaust and genocide education appear on the chart preceded by a star (*). There are also a variety of subjects at different grade levels that include the Holocaust/genocide in the curriculum.

Conclusions:

The middle school grades 7-9 are offering the largest number of courses where Holocaust/genocide are taught.

- World History (34%); Social Studies (45%); English (29%).
- US History is the primary subject for inclusion (43%) in grades 10-12.
- Social Studies had (47%) in grades 6-9.

Recommendations:

These results support the findings of question #2 in section A which did not indicate that the Holocaust and genocide are integrated and infused in the curriculum of 43% to 47% of the districts.

e. Other**Results:**

It is interesting to note that 40% of the school districts responded to question (e) "other." Of these districts, 23% teach the Holocaust/genocide as an elective; 14 % teach these subjects in reading; 13% teach these subjects in health; and 9% include the Holocaust and genocide in language arts.

Conclusions:

22 subject areas were identified in question (e) "other" where Holocaust and genocide are being taught by 40% of the school districts responding to this question.

Recommendations:

The title "health" seemed to be an ambiguous title. It did, however, bring a response by the districts of 13% inclusion and this is significant.

The directions for the next section of the survey required the circling of the appropriate responses using the following key:

SA= Strongly Agree

A = Agree

NS = Not Sure

D = Disagree

SD = Strongly Disagree

A. Implementation of the mandate.

5. The Holocaust/genocide mandate resulted in a more effective treatment of the subject in our district.

SA	A	NS	D	SD
24%	60%	11%	5%	.5%

Results:

The Holocaust/genocide mandate has resulted in more effective treatment of the subject by 84% of the reporting school districts. The survey shows that 11% of the districts were not sure if the mandate resulted in a more effective treatment of the subject in their districts. Of the districts surveyed, 5.5% responded that the mandate resulted in a more effective treatment of the subject.

Conclusions:

Since 16.5% of the responding school districts were not sure or disagreed with the statement that the mandate has resulted in a more effective treatment of the subject, we must ask if that if the subject was already being taught, or whether the districts did not endorse the mandate.

Recommendations:

We should try to find out if the 16.5% school districts need help introducing the mandate by sensitizing these districts to the importance of teaching the subject or whether the subject is already being taught effectively. If the districts are already teaching the subject effectively they should be recognized for their pioneering efforts.

6. The response by students to the Holocaust and genocide has been positive.

SA	A	NS	D	SD
24%	65%	11%	.3%	0

Results:

The exceptionally high response of 89% of the school districts surveyed indicates that there has been a positive response of the students to the Holocaust and genocide education.

Conclusions:

The high response of 89% of the students surveyed who studied the subject, is very encouraging. Only 11% of the school districts surveyed were not sure if the study of the Holocaust and genocide was having a positive effect on their students. It is encouraging that there was a very low percent (.3%) of districts surveyed that responded negatively. Their response was that they did not think that studying the Holocaust and genocide had a positive effect on their students.

Recommendations:

Make certain that students and teachers have the same perspective on what is a positive response to studying the subject. Also make certain that the teacher presents the materials in a positive manner and that the students are evaluated by measuring devices (tests, quizzes, questionnaires) to assess their responses to information.

7. Response by teachers to implementation of the mandate.

SA	A	NS	D	SD
22%	67%	10%	2%	0

Results:

The response provided by 89% of the school districts surveyed indicated that the implementation of the mandate has gotten a positive response by the teachers; 10% of the school districts surveyed were not certain that the implementation of the mandate has been positive; and 2% of the districts indicated that their teachers did not respond in a positive way to the mandate.

Conclusions:

It might be difficult for districts to evaluate how parents feel about the implementation of the mandate, therefore, these findings might indicate the impression the school districts have of how the parents have reacted to the mandate.

Recommendations:

There is clearly a need for the Commission to encourage school districts to communicate with and include the parents when there are in-service days; sensitivity workshops; and teacher-training seminars about teaching the Holocaust/genocide. The parents should have the opportunity to become better informed about the subject. Parental support is necessary to make the information relevant to their children.

9. Community response to implementation of the mandate.

SA	A	NS	D	SD
13%	44%	43%	0	0

Results:

The districts that completed the survey indicated that 57% of the community has had a positive response to the implementation of the mandate and that 43% of the surveyed districts were not sure about the community response to the implementation.

Conclusions:

57% of the districts completing the survey thought their community had a positive response to the implementation of the mandate. The remainder of the districts (43%) were not sure what the community response meant.

Recommendations:

There is a need to develop a better educational relationship with the community and the school districts that are implementing the mandate. Community support is necessary. New methods and programs need to be developed by the demonstration sites to assist the school districts how to better inform and include the community.

B. Curriculum

1. *Our district has used the elementary curriculum guide recommended by the Commission: Caring Makes A Difference, K-8.*

YES	NO
83%	17%

Results:

83% of the school districts that responded to the survey are using the elementary curriculum guide recommended by the Commission: "Caring Makes A Difference, K-8."

Conclusions:

83% of the school districts are familiar with and using the recommended elementary curriculum guide.

Recommendations:

We must find out if the 17% of the districts not using the materials are familiar with the elementary curriculum guide recommended by the Commission. We should also find out if they have chosen other materials, and if so, what these materials are.

- After question # 3, there is a section that includes a list of other basic materials that are used in the classroom, perhaps these materials should be included in the recommended curriculum.
- Perhaps it would also be beneficial to contact the school districts responding to the survey to see if they have lessons designed by their teachers which should be included in a revised edition of the curriculum for grades K-8.

2. *District response to the curriculum guide.*

SA	A	NS	D	SD
33%	62%	3%	2%	0%

Results:

95% of the school districts surveyed found that the elementary guide: "Caring Makes A Difference," to be very helpful. Only 3% were not sure and 2% did not agree that the curriculum was helpful.

Conclusions:

Apparently 95% of the districts have found that the elementary curriculum materials are very helpful. This response was exceptionally high.

Recommendations:

Find out what materials are used in the classroom. Also find out the district recommendations, since this information would be important when updating and revising the curriculum materials.

3. *A list of other basic materials used in the classroom will be included with the survey results.*

4. *Our district has used the secondary curriculum guide recommended by the Commission.*

YES	NO
72%	28%

Results:

72% of the school districts surveyed are using the secondary curriculum guide recommended by the Commission: "The Holocaust and Genocide: The Betrayal of Mankind, Grades 7-12." Only 28% of the teachers are not using the recommended secondary curriculum materials.

Conclusions:

72% of the districts are familiar with and are using the recommended high school curriculum guide. There are many other materials available for teaching Holocaust/genocide at the high school level and it is encouraging to see that 72% of the districts are using the recommended guide.

Recommendations:

We should find out if the 28% districts not using the recommended materials in their curriculum are familiar with the high school guide recommended by the Commission. We should also find out why they have chosen other materials and what these materials are. (See question #6).

5. Usefulness of guide to districts.

SA	A	NS	D	SD
34%	60%	6%	.4%	0

Results:

94% of the school districts surveyed found the secondary guide to be very helpful. Only 6% were not sure if it was helpful.

Conclusions:

94% of the school districts using the secondary curriculum materials have found them to be very helpful. This is an exceptionally high number.

Recommendations:

Although it is important to constantly update and improve the curriculum guide, it would be useful to know why a few districts (6%) were not sure that the materials were helpful. It would be helpful to find out if the person completing the survey was not sure how the teachers felt about the guide.

*6. A list of other basic secondary materials used in the classroom will be included with the findings of this survey.**7. The recommended curriculum presented a sound rationale.*

SA	A	NS	D	SD
31%	66%	3%	.6%	0

Results:

97% of the districts surveyed agree that both recommended curricula presented have a sound rationale, therefore, only 3% of the districts are not sure if the rationale for both curricula are sound.

Conclusions:

This is one of the highest percentages of any response in the survey. 97% of the school districts have agreed that the recommended curriculum guides presented by the commission have a sound rationale.

Recommendations:

None at this time, due to the overwhelming positive response to the curriculum guides.

8. *The goals and objectives were clearly articulated.*

SA	A	NS	D	SD
31%	67%	2%	.3%	0

Results:

98% of the participants who represented 390 school districts found the goals and objectives clearly articulated. Only 2% were not sure if they were clearly articulated.

Conclusions:

The education committee of the New Jersey Commission on Holocaust Education and the writers of the recommended curricula should feel very proud of their accomplishments.

Recommendations:

None, since there was an almost perfect response of 98%.

9. *The units are logically organized.*

SA	A	NS	D	SD
29%	67%	2%	.3%	0

Results:

According to 96% of the school districts responding to the survey, the units of curriculum materials are logically organized; 3% were not sure and .3% disagreed.

Conclusions:

This high score reflects the dedication and sincere efforts of the writers who designed and suggested the curriculum guides.

Recommendations:

None, since 96% of the participating districts felt that the units were logically organized.

10. *The activities suggested offer an appropriate variety from which to choose.*

SA	A	NS	D	SD
26%	69%	4%	.6%	0

Results:

95% of the districts surveyed felt that there was an appropriate variety of school activities suggested; 4% of the participants were not sure if the activities suggested offer an appropriate variety; and .6% don't agree.

Conclusions:

Since such a high percentage felt that the activities suggested offered an appropriate variety, there may not be a need to make any additions to the guides.

11. *The activities allow for meeting a diversity of student learning styles and/or multiple intelligence.*

SA	A	NS	D	SD
19%	70%	9%	2%	0

Results:

89% of school districts felt that the activities allow for meeting a diversity of learning styles. However, 9% of the responding districts were not sure if the activities allowed for the diversity of learning styles and 2% did not agree.

Conclusions:

89% of the responding districts felt that the activities presented in the guides allow for a diversity of student learning styles and/or multiple intelligence.

Recommendations:

Although the curricula activities are meeting the needs of the students with a diversity of learning styles, we should include lesson plans for special education students in the curriculum guides.

12. The introductions to the units are clearly written and helpful.

SA	A	NS	D	SD
20%	69%	9%	2%	0

Results:

96% of the districts found that the introductions to the units were clear and helpful; 3% were not sure and .6% disagreed.

Conclusions:

96% of the districts surveyed agreed that the introductory units to the guides were clearly written and helpful.

Recommendations:

The findings were so positive that there are no recommendations.

13. The teaching strategies suggested were a sufficient variety to meet the needs of the students.

SA	A	NS	D	SD
20%	69%	9%	2%	0

Results:

89% of the districts surveyed agreed that the variety of teaching strategies was sufficient to meet the needs of their students; 9% of the districts were not sure and 2% disagreed.

Conclusions:

There are similarities between the findings of this question and question # 11 regarding activities that meet the needs of students including those with diversified learning styles and/or intelligence.

Recommendations:

The results indicate that strategies and activities suggested by the curriculum guides were of sufficient variety to meet the needs of the students. However, we might consider and include the needs of the special education students.

14. Our library/media specialists have enhanced their collections on topics related to the Holocaust and genocide.

SA	A	NS	D	SD
33%	55%	10%	3%	.6%

Results:

According to the school districts, 88% of the library/media specialists have enhanced their Holocaust/genocide collections; 10% were not sure and 3.6 % disagreed.

Conclusions:

88% of the districts feel that library/media specialists responding have enhanced their collections and are better able to support the teaching of this topic; 10% of the respondents were not sure if their library/media collections had been enhanced. Perhaps these districts are not using the commission's resources to enhance the subject.

Recommendations:

Since the library/media specialists seem to be assisting their districts by providing the necessary materials for teaching the Holocaust/genocide, when there is a follow-up to the districts perhaps it could be recommended that they contact the resources committee for guide bibliographies.

15. The curriculum guide recommended by the Commission have been disseminated to all teachers in the district.

SA	A	NS	D	SD
25%	44%	15%	14%	2%

Results:

The participants of the survey indicated that 69% of the teachers in their district have received the guides; 15% were not sure if the guides had been disseminated in their district and 16% disagreed that the guides had been disseminated to teachers in their district.

Conclusions:

It appears that only 69% of the teachers have received the necessary recommended guides in their districts. It is not certain whether this indicates that the 69% of the teachers who are teaching the subjects are receiving the materials, or whether 64% of all the teachers in the district have received the guides.

Recommendations:

It is imperative for teachers who are teaching the subjects to have the necessary teaching guides and materials. We cannot accurately assume that only 69% have received them. Therefore, this question is flawed by the word "all" which adversely affected the results, and they are therefore invalid.

16. Check each of the topics listed that are included in your treatment of genocide other than the Holocaust.

African-American	Native-American	Irish Famine	Cambodian Genocide	Armenian Genocide	Ukrainian Famine
93%	90%	65%	45%	43%	24%

Results:

93% of the districts are teaching African-American history and 90% are teaching about the Native-American experience. The Irish Famine is taught by 65% of the districts. The Cambodian Genocide is included by 45% and the Armenian Genocide is taught by 43% of the districts. The Ukrainian Famine is included by 24% of the teachers. There are 28 other topics, which are listed and enclosed with the findings.

C. Teacher-Training/Staff Development

1. *Teachers in our district have an adequate background in the content of the Holocaust and genocide.*

SA	A	NS	D	SD
12%	54%	19%	14%	.8%

Results:

Of the districts responding 66% of their teachers had an adequate background in the content of the Holocaust and genocide; 19 % were not sure if they had an adequate background and 14.8% disagreed that the teachers had an adequate background in the content of these subjects.

Conclusions:

66% of the districts felt that their teachers had an adequate background in the content of the Holocaust and genocide. However, 19% were not sure if they had an adequate background. We must find out if this means that the term, "adequate" is confusing to the districts, and whether 14.8% disagree with the statement because they do not have an "adequate" background.

Recommendations:

Since the results indicate that 66% of the teachers feel confident in teaching the subjects, perhaps the 14.8% who do not have an "adequate" background do not have a sufficient historical overview. Therefore, the Commission should continue to encourage the demonstration sites and resource centers to offer various teacher-training workshops and experiences throughout the year.

2. *Teachers in our district have an adequate background in the teaching strategies required to teach this subject.*

SA	A	NS	D	SD
13%	57%	18%	12%	.3%

Results:

70% of the school districts surveyed felt that the teachers in their district have an adequate background in the teaching strategies; 18% were not sure and 12.3% of the

districts disagree and stated that the teachers do not have an adequate background in the teaching strategies that are required to teach this subject.

Conclusions:

70% of the teachers surveyed had an adequate background in the teaching strategies required to teach the subject, and 18% were not sure. Does this mean that the 18% who were not sure do not have the adequate background and/or they don't have the adequate teaching strategies? Since 12.3% of the districts disagree with the statement they do not have an adequate background in the teaching strategies required to teach this subject. Perhaps there is a relationship between questions #1 and #2. It is necessary to have an adequate background in the content of this subject to understand the teaching strategies needed to teach the subject correctly.

Recommendations:

Although 70% of the school districts felt they have adequate teaching strategies for teaching this subject, there are 30% who are not sure or do not feel prepared because they lack an adequate background in the teaching strategies. The Commission should encourage the resource centers and demonstration sites to offer various workshops throughout the year that include content and teaching strategies.

3. Teachers have a need for additional staff development in the content of the Holocaust and genocide.

SA	A	NS	D	SD
13%	53%	14%	18%	2%

Results:

66% of the school districts surveyed who felt that there was a need for additional staff development in the content of the Holocaust and genocide; 14% were not sure and 20% disagreed that there is a need for additional staff development in the area of content of this subject in their districts.

Conclusions:

66% or 2/3 of the school districts feel that there is a need to have additional staff development in the content of the Holocaust and genocide.

Recommendations:

It is necessary to sensitize teachers of all districts to the need for teaching the Holocaust and genocide. Since the subject is often taught in a team approach with inter-disciplinary subjects, staff development in the content of the subject is essential. The demonstration sites and resource centers should contact the various school districts in their area and invite them to visit their sites or centers as well as assist the districts in planning workshops that would assist in staff development.

4. Teachers have a need for additional staff development in the teaching strategies required to teach the subject.

SA	A	NS	D	SD
15%	45%	15%	23%	2%

Results:

60% of the school districts surveyed felt that the teachers have a need for additional staff development in the teaching strategies required to teach the subject; 15% were not sure and 25% or $\frac{1}{4}$ of the districts felt that there is not a need for additional staff development in the area of teaching strategies.

Conclusions:

Only 60% or $\frac{3}{5}$ of the school districts felt that teachers need additional staff development in the teaching strategies. Therefore, 25% or $\frac{1}{4}$ felt that there was no need for additional staff development in the teaching strategies.

Recommendations:

It is necessary to have not only the necessary content for teaching the Holocaust and genocide, but also the necessary teaching strategies for teaching the subject correctly. The above two reinforce each other and should be part of staff development. Perhaps the traditional training workshops are not sufficient and the Commission should investigate other options and new ways for presenting staff development and workshops that include teaching strategies.

5. *The district will send teachers to training programs on teaching the Holocaust and genocide sponsored by the New Jersey Commission on Holocaust Education.*

SA	A	NS	D	SD
28%	43%	24%	4%	1%

Results:

71% of the districts surveyed will send teachers to training programs for teaching the subject; 24% were not sure and 5% did not feel that they should send teachers for training programs.

Conclusions:

71% of the school districts felt that their districts would send teachers to the training programs sponsored by the commission. This is a consistent response with questions # 3 and #4. However, 24% or approximately $\frac{1}{4}$ of the districts were not sure if they would send teachers to the programs; 5% of the districts would not send teachers to the training programs. We should find out the reasoning behind this response.

Recommendations:

Since 71% of the districts agreed that they would send teachers for training, workshops for training the teachers in the subject of Holocaust and genocide should be announced in advance by the demonstration sites and resource centers throughout the state. All workshops should include evaluations so that the commission can assess if there is a need to improve or change the training programs to meet the needs of the districts.

6. *Our district has staff members who are available to provide training in the subject to other districts.*

YES	NO
31%	70%

Results:

Apparently 31% or approximately 1/3 of the districts have staff members who are available to provide teacher training to other districts. Therefore, 70% do not have staff members to provide teacher training in this subject.

Conclusions:

31% or approximately 1/3 of the school districts have teachers who are available to provide teacher training to other districts. This indicates that there are about 126 districts that have teachers that are a good resource for other school districts.

Recommendations:

It would be very useful to identify the 126 districts and the names of their teachers who are available to provide teaching the subject to other districts. These teachers are a valuable resource for the commission in assisting in teacher-training workshops for the 70% of the districts that need additional staff development.

7. *The most effective workshops are those that provide teachers with rationale, goals, objectives for Holocaust and genocide education, but focus upon and demonstrate specific training strategies and concrete materials that can be used.*

SA	A	NS	D	SD
62%	36%	2%	1%	0

Results:

98% of the participants felt that the most effective workshops provided rationale, goals and objectives plus teaching strategies and materials. Only 3% did not feel this was effective in workshops

Conclusions:

To have 98% of the school districts respond positively to this statement is an indication that effective workshops provide teachers with rationale, goals, and specific teaching strategies and concrete subject materials.

Recommendations:

Since 98% of the districts considered the rationale, goals, and objectives to be the correct formula for effective workshops, the commission consultants need to include the rationale, objectives, goals, specific strategies and concrete materials in their staff development workshops.

8. *Our library/media collections provide adequate resources for teachers.*

SA	A	NS	D	SD
22%	50%	15%	11%	2%

Results:

72% of the school districts surveyed provide the necessary library/media collections and resources for the teachers; 15% were not sure and 13% disagreed that their districts provided adequate library/media resources for teachers.

Conclusions:

This statement is related to questions #14 of section B, where 88% of the library/media specialists have enhanced their collections on topics related to the subject. If we compare

the responses to these statements, it appears that the library/media specialists might have enhanced their collections by 13% and more than 10% of the districts felt that they did not provide adequate resources for the teachers. Therefore, these collections might not be sufficient resources for the teachers.

Recommendations:

It might be beneficial for the Resource Committee of the Commission to design a suggested library/media resource guide to accompany the recommended state endorsed curricula materials. These guides should be included in workshops for the library/media specialists in the school districts provided by the Commission consultants.

GENERAL CONCLUSIONS FROM THE SURVEY RESULTS.

1. **Reporting school districts have implemented the Holocaust mandate.** They have included it in various grade levels in the elementary (K-8) and the high school (9-12) levels. The data does not reveal at how many grade levels each of the reporting districts include the subject. Inclusion of the subject in the middle grades appears to be more prevalent than at the primary or high school level; although more time is devoted to the subject at the high school level.
2. **The vast majority of districts include the subject as a unit in existing courses,** with some offering it as a separate course (9%), or as an elective (7%). It should be noted that it is assumed that schools that offer the subject as an elective must also have it included in their required curriculum in order to meet the mandate.
3. **It is perceived that the mandate resulted in a more effective treatment of the subject.**
4. **The response of students, teachers, parents and communities to the implementation of the mandate has been positive.**
5. **The overwhelming majority of reporting districts indicated that teachers are using the curriculum materials recommended by the Commission, and have found them to be helpful.** Specifically, districts gave very positive evaluations to the rationale; organization of the units; variety of activities that enable teachers to meet a diversity of learning styles and multiple intelligence of students; clarity of the unit introductions and the variety of teaching strategies suggested.
6. **Library and media specialists have enhanced their collections on topics related to the Holocaust and genocide.** This was reported to be the case in 88% of the responding districts.
7. No conclusions can be drawn regarding the dissemination of curriculum guides to teachers due to a flaw in the survey question that asked whether the curriculum guides were "disseminated to all teachers." Since it would be appropriate to disseminate the guides only to those teachers who teach the subject, the responses to this question were difficult to interpret. For example, 31% of the responding districts chose "unsure," "disagree," or "strongly disagree," for this question. However, each of the districts may have disseminated the guide only to those teachers who teach the subject.
8. Districts reported the inclusion of the following genocide in their curricula: African-American Experience (93%); Native-American Experience (90%); Irish Famine (65%); Cambodian Genocide (45%); Armenian Genocide (43%); and Ukrainian Atrocity (24%). Thus, a range of genocides is included by a significant number of

districts. No data was collected to determine where these subjects are included in the curricula, the amount of time devoted to them, or whether their inclusion was a result of the mandate.

9. A significant percentage of districts reported the inadequacy of teacher background in the content of the Holocaust and genocide, and of the related training strategies. Majority of reporting districts indicated a need for staff development in both the content and teaching strategies related to the subject, and a willingness to send teachers to workshops for training sponsored by the Commission. Also, 31% of the reporting districts indicated that they have teachers who are available to provide training in the subject to teachers in other districts.
10. **Districts favor workshops that provide teachers with the rationale, goals and objectives for Holocaust and genocide education, but they focus upon, and demonstrate, specific teaching strategies and concrete materials that can be easily used in the classroom.**

LIMITATIONS OF THE SURVEY

1. One survey was completed for each district. The results reflect the information processed by the person completing the survey and his/her perceptions. An actual survey of all teachers may have resulted in different findings.
2. The surveys were self-reporting. It was not required that the person who responded provide hard data to support the responses. Thus, respondents were trusted to report district practices relative to the mandate, accurately.
3. A few of the questions on the survey were open to interpretation. Thus, the validity of results was adversely affected on these questions.
4. There was no way to accurately determine the effectiveness of instruction on the Holocaust and genocide as a result of this survey.
5. While the percentage of districts that responded to the survey was 66%; it is not possible to know how the overall results would have been affected if all districts' data were included.

MAJOR FINDINGS

The 1998 survey conducted in the public and non-public schools to determine the extent of Holocaust/genocide education in New Jersey as a result of the mandate legislation resulted in some of the findings listed as follows:

- **Reporting school districts have implemented Holocaust and genocide curricula at the elementary (K-8), and high school (9-12) levels, in accordance with the mandate.** More time is devoted to this subject at high school levels, where the subject was more likely to have been included in the curriculum before the mandate. However, **the mandate had the greatest impact at the elementary/middle school level (grades K-8), where strong support was reported at every level.**
- The subject is taught most frequently at the elementary and middle school level as a part of social studies courses that are required of all students. At the high school level, the subject is taught as units within required world history and United States history and English courses, and as an elective in some instances. (It is assumed that schools offering the Holocaust as an elective must also include it in required courses in order to meet the mandate).
- **It is perceived that the mandate resulted in a more effective treatment of the subject.**
- The response of students, teachers, parents and communities to the implementation of the mandate has been positive.
- **The overwhelming majority of reporting districts indicated that teachers are using the curriculum materials that were created and recommended by the Commission, and have found them to be helpful. Specifically, districts gave very positive evaluations to the rationale; organization of units; variety of activities that enable teachers to meet a diversity of learning styles and multiple intelligence of students; clarity of the unit introductions; and the variety of teaching strategies.**
- Library and media specialists have enhanced their collections on topics related to the Holocaust and genocide. This was reported to be the case by 88% of the reporting districts.
- **Districts reported the inclusion of the following genocide in their curricula: African-American (slavery); Native-American; Great Irish Famine; Cambodian Genocide; Armenian Genocide; and Ukrainian Atrocities. Thus, a range of genocide is included by a significant number of districts.**
- A significant percentage of districts reported the inadequacy of teacher background in the content of the Holocaust and genocide, and of the related teaching strategies. A

majority of districts indicated a need for staff development in both the content and teaching strategies, and a willingness to send teachers to workshops sponsored by the Commission. We also learned that one third of the reporting districts have teachers who are available to provide training to teachers in other districts on the subject.

- Districts favor workshops that provide teachers with the rationale, goals, and objectives for Holocaust and genocide education, but that focus upon and demonstrate, specific teaching strategies and concrete materials that can be easily used in the classroom.

The survey findings indicate that as a result of the mandate survey, 95% of New Jersey school districts have found the recommended elementary curriculum guide and the high school curriculum guide to be helpful. The New Jersey Commission on Holocaust Education Curriculum and its Education Committee members have recommended the high school curriculum guide, *the Holocaust and Genocide: The Betrayal of Mankind*, (Grades 7-12) be revised and updated by a team of writers. The second edition will reflect the New Jersey Core Curriculum Content Standards and the application of technology and the Internet for the teaching of Holocaust/genocide.

Thus, the survey accomplished its purpose: it provided information that indicated that excellent progress has been made in implementing the mandate to include instruction on the Holocaust and genocide in the elementary and high school curriculum; and has revealed areas in which additional assistance is needed to further improve the quality of instruction on this subject.

**RECOMMENDATIONS
AS A RESULT OF
HOLOCAUST CURRICULUM MANDATE SURVEY**

1. Since the highest percentage of districts that teach Holocaust and genocide as an elective course are in grades 10-12, it would be important to investigate the assumption they also have it included in their required Social Studies curriculum in order to meet the mandate.
2. There are a variety of courses in which the Holocaust and genocide are taught. It would be beneficial to make a random request of different grade levels, in various school districts to preview their curriculum materials. It would also be beneficial to see what was included in the "health" curriculum question.
3. **A very high percentage of school districts indicated that there has been a positive response by the students to the Holocaust and genocide educational program.** We should determine if students and teachers have the same perspective on what is meant by a positive response to studying Holocaust/genocide. Students should be evaluated to assess how they are responding to the curriculum, therefore, assessment tools need to be developed.
4. Approximately half of the school districts that completed this survey felt that the parents had a positive response to the mandate. Therefore, it might have been difficult for the districts to evaluate parental response to the implementation of the mandate. It would be imperative for the Commission to encourage school districts to communicate with and include the parents when there are in-service days, teacher-training workshops and seminars about teaching Holocaust/genocide. Parental support is necessary to make the information relevant and meaningful to their children.
5. **There appears to be a need to develop better educational awareness with the community and the school districts implementing the mandate.** More than half of the districts completing this survey felt that their community had a positive response to the mandate. It is evident that community support is necessary. New methods and programs need to be developed by the demonstration sites and Holocaust centers to assist the school districts to better inform and include the community.
6. **It is very encouraging to know that the school districts have found one recommended elementary curriculum guide (95%) and high school curriculum guide (94%) to be very helpful.** It is advisable to review and update the guides periodically because materials become obsolete and are no longer in print. It would be beneficial to have an additional supplement for both guides, which would include

successful lessons, and recommended materials that are presently being presented by teachers, in the classrooms of New Jersey.

7. The question regarding the dissemination of the guides by the Commission to "all" teachers in the district is flawed. Therefore, the districts who returned this survey should be reminded by the Commission that the guides need to be disseminated to the educators who are teaching the Holocaust and genocide. If these educators need an extra guide they should contact the Commission.
8. It is important to note that approximately one-third of the districts felt that their teachers did not have an adequate background in the content of the Holocaust and genocide. It appears that approximately one-third of the school districts felt that the teachers in their district do not have adequate teaching strategies for teaching this subject. Therefore a majority of the school districts felt that there is a need for additional staff development in content and teaching strategies needed to teach this subject. Since more than two-thirds of the districts are willing to send teachers to training programs sponsored by the Commission, **the demonstration sites, and resource centers, should be encouraged to continue offering these educational workshops throughout the state.**
9. The training programs sponsored by the Commission and offered by the consultants of the demonstration sites, and resource centers should include rationale, goals, and objectives for Holocaust and genocide education. However, the need to include the presentation of concrete materials and specific training strategies that can be utilized by the teachers in their classrooms is also imperative.
10. Approximately one-third of the reporting school districts felt that they have staff members who are available to provide training in this subject to other districts. These teachers are a valuable resource for the Commission in assisting in teacher-training workshops for the more than two-thirds of the school districts that need additional staff development. The Commission should compile the names of these potential presenters and disseminate the information to all districts.
11. Although almost all of the school districts felt that their library/media specialists have enhanced their Holocaust/genocide collections, it would be beneficial for the Resources Committee of the Commission to encourage the districts to obtain the suggested bibliography materials for both guides.
12. Program and training opportunities for teachers dealing with special populations need to be developed and presented in the areas of: special needs students, bilingual and limited English speaking students and culturally diverse populations.

The Commission is addressing these identified areas. Since more than half of school districts felt that it is difficult to evaluate parental response to the implementation of the mandate, it is important to include parents in educational workshops and seminars about

Holocaust and genocide education. From the survey results it was also discovered that more than half of the school districts felt that there is a need for more educational awareness made available by the school districts to the community.

Another recommendation to the Commission was the need to develop materials and workshops for teachers of the special needs student population. Therefore, workshops and materials for teaching about the Holocaust and genocide are being prepared for bilingual and special education students. In fact, a positive outcome has been an education mission to Poland and the Czech Republic which fosters experiential learning through visits to various concentration camp sites, under the instructional guidance of a noted Holocaust studies scholar. A teacher in Bergen County (Midland Park High School) organized the trip in 1998. The two-week education mission to Eastern Europe included non-hearing impaired and hearing impaired secondary students, thus promoting an appreciation for diversity, a theme that is central to Holocaust education. The program is in its third year.

Of the schools districts surveyed, 30% felt that their teachers did not have an adequate background in the content area of the Holocaust. Therefore, the Federation Centers, demonstration sites and resource centers will continue to design workshops, seminars and courses for educators.

ACTIVITIES AS A RESULT OF THE SURVEY

As a result of the findings more effort went into parent and community awareness and a major art exhibition was exhibited in five galleries in New Jersey featuring contemporary artists of the Holocaust during the 1998/1999 school year.

New curriculum regarding the following are being developed and/or disseminated to the schools:

- Nazi/Hitler Mystification**
- Mormon Expulsion in the US**
- Gay and Lesbian Experience**
- Role of the Jehovah's Witnesses under Nazi Rule**
- The Italian Experience during World War II**
- African-American Experience during the time of slavery**
- The Greek Islands during World War II**
- The Nanking Massacre**
- Japanese Internment Camps**

Currently the elementary and secondary curriculum is being revised and a projected date of September 2001 is scheduled. The other major study and development area is in the area of assessment. It is projected that during the 2000/2001 school year material will be provided to teachers to assist them in assessing the level of achievement and growth of their students in Holocaust/genocide education.

In 1999-2000, it is the goal of the Commission to design evaluation instruments to assess what the students are learning about the topic of Holocaust/genocide in their classrooms. According to the mandate survey, currently, 89% of New Jersey school districts indicate that there has been a positive response by the students to Holocaust/genocide studies.

Recommendations for the Holocaust Curriculum Mandate Survey have been instrumental in helping the Commission's Curriculum and Education Committee identify areas that school districts have indicated as needs.

ASSESSMENT FINDINGS

THIS SECTION OF THE REPORT DEMONSTRATES THAT THE CORE MISSION OF THE NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION AND THE HOLOCAUST/GENOCIDE MANDATE BOTH LEGISLATED BY THE NEW JERSEY SENATE AND ASSEMBLY AND SIGNED BY THE GOVERNOR HAVE BEEN FULLY ACCOMPLISHED OR ARE IN THE PROCESS OF IMPLEMENTATION. THE FOLLOWING APPROACHES HAVE BEEN UTILIZED TO ACHIEVE THESE ACCOMPLISHMENTS:

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

THE CORE MISSION WAS ACCOMPLISHED THROUGH THE FOLLOWING NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION COMMITTEES THAT HAVE FULFILLED THEIR CHARGE SUCCESSFULLY AS FOLLOWS:

The Curriculum and Education Committee successfully fulfills its purpose on a continual basis through the following:

- facilitating the development, review, dissemination and evaluation of the recommended curriculum on the Holocaust and genocide;
- recommending appropriate teacher education programs to ensure effective implementation of Holocaust and genocide curricula;
- surveying the teaching of the Holocaust in public and non-public schools;
- reporting the committee's findings to the Commission.

The Materials and Human Resources Committee successfully fulfills its purpose on a continual basis through the following:

- inventorying those Holocaust memorials, exhibits, and resources (print/media) that could be incorporated into the curriculum;
- compiling a roster of individual volunteers to share their knowledge of the Holocaust in classrooms, seminars and at workshops.

The Government Liaison and Commemoration Committee successfully fulfills its purpose on a continual basis through the following:

- coordinating designated events including the state of New Jersey Holocaust observances on a state level;
- interacting with other governmental agencies and personnel in the support of the Commission;

The Awareness Committee successfully fulfills its purpose on a continual basis through the following:

- advising the public, the Governor, the Legislature, and the New Jersey Commissioner of Education, of the Commission's findings and recommendations;
- facilitating the inclusion of Holocaust studies and special programs;
- incorporating the study of the Holocaust and genocide in the educational system of New Jersey

The Interfaith Relations Committee successfully fulfills its purpose on a continual basis through the following:

- enhancing the relationships between the Commission and the religious institutions of New Jersey;
- recommending special projects and inter-religious speakers at Holocaust commemorative events.

RESOURCE CENTERS AND DEMONSTRATION SITES HAVE ASSISTED IN MEETING THE LEGISLATION BY:

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

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

1. Teacher workshops such as the ones held at the Resource Centers.
2. District in-service days on Holocaust and genocide education, usually held by centers upon request.

3. The providing of survivor speakers by Holocaust Centers for assembly and classroom programs in New Jersey schools.
4. The Demonstration Site programs have encouraged teacher and school initiative at a grass-roots level.
5. The availability of an increasingly wide array of age-appropriate textual and other materials for use in the classroom. It should be noted that the Commission often provides these materials.
6. Increased access to the Internet with its growing number of quality Holocaust and genocide studies sites.
7. Media attention paid to the Holocaust and other genocides due to Commission programs related to the mandate.

EVIDENCE OF STUDENT AND STAFF GROWTH

The following sample comments, observations and poetry provided by the students of New Jersey and their teachers demonstrate the positive impact that the Holocaust/genocide mandate has made on the students and educators of New Jersey.

(The following writing examples of sixth grade students, is a collection of persuasive-argumentative writing that specifically addressed the impact of the Holocaust mandate)

“Why would anyone not want to teach about the Holocaust? Maybe because some people say it didn’t happen, which is, of course, not true, because you can learn to do the addition to figure out the number of deaths. You can look at the numbers tattooed on the Jewish survivors’ arms. People died simply because of their religion. They did not commit a crime, they did nothing wrong, they just happened to be Jewish, and Hitler wanted to destroy the Jewish population in Europe. Teaching about the Holocaust is taking another step toward peace on earth because it helps people to realize what can happen when one person decides he doesn’t like a race of people. Teaching about the Holocaust helps us to know that racism is wrong, and that everybody deserves a chance to live.”

“I think that we can prevent WWII if we can live our lives without prejudice. We need to follow a rule we have known since kindergarten: treat others like you want to be treated. Students should learn to treat other people with respect and should know what could happen if they don’t. They should know that if we treat others with the common respect that every human being deserves, we can get through life and hear all the voices that we might otherwise have missed.”

“I believe we should learn about the Holocaust. People in Bosnia are being killed because of their religion, and so we must learn about the Holocaust, and what happens when people decided they don’t like other people just because of their religion. Some people also don’t like other people whose skin is a different color from theirs. Over fifty years ago, Jackie Robinson was the first African-American to play in baseball’s major leagues. He was ridiculed because he was black. But here’s the catch, he was a great baseball player! And just three years ago, Tiger Woods, a young black man who some people say, is the best golfer ever, was not allowed to play on an all-white golf course. So, although the Holocaust occurred over fifty years ago, you can see that similar acts of hatred are still happening today. **To make sure that students understand how acts of hatred change peoples lives a law was passed in New Jersey in 1994** that says, all students, K-12 must study issues relating to the Holocaust as part of their Social Studies curriculum. To make sure that the Holocaust doesn’t happen again, we need to listen, to George Santayana, who said, ‘those who do not remember the past are doomed to repeat it.’ **Remembering the past will hopefully keep us from repeating hatred at it finest.**”

(From a seventh grade teacher and her students)

“Holocaust and genocide education is an integral part of our curriculum. Not only does it teach the children about the dangers of intolerance, prejudice and silence, but it also helps students understand the value of our voices and voting power. **I have witnessed dramatic changes in the attitudes and actions of my students; they have created a more loving and caring classroom environment and are not afraid to speak up when something is wrong.** Because of our human rights lessons, which have emerged from our Holocaust and genocide studies, my students know me on a deeper level enabling them to communicate more effectively. Furthermore, my students are growing in their critical thinking skills due to the sensitive nature of our discussions regarding human rights’ violations.”

“The Holocaust program is an essential part of school education. Without it we wouldn’t know how segregation and hatred leads to genocide, or mass killing. Twenty-five years from now, we students will be running the country. How could we learn from our past if it’s not taught to us? For this reason and many more, I think the Holocaust program is something that the upcoming generation should be taught.”

“I think that the Holocaust is something terrible that should never have happened. It was a time in history that I think people try to forget about. I believe that we have to face that it happened and try to learn about it. Children and adults need to learn and understand what it is and why it happened so that it never occurs again. Everyone needs to understand that discrimination is wrong and, nothing, should ever become so severe that all those Jewish people or people of any religion should have to die. Something that immoral should never have happened in this world.”

“The Holocaust is a meaningful subject to learn. It teaches about history and the things that went wrong. People should learn about these wrong-doings and know not to do them again.”

“I think learning about the Holocaust and genocide is really important. I feel this way because with all of the hate going around we need to realize how much of an impact it has on people.”

(From a middle school teacher and his 11 year old students)

“I teach Holocaust/prejudice reduction through an interdisciplinary study. We read the novel Number the Stars as our vehicle to social studies, science and math. There are so many teachable moments in the classroom, on the playground, in the hallway to address the subject of respect. I have witnessed a measurable difference in the climate of my classroom, my school and my district as a result of the teachings.”

“I think it is important to learn about the Holocaust to make us non-prejudiced children.”

"I think it's important to learn about the Holocaust. We need to know what happened to prevent it from happening again."

"We need to know what happened in the Holocaust so we don't grow up prejudiced."

"I think it is important to learn about the Holocaust because sometimes history repeats itself. It is a lesson on how hatred can hurt people."

(From a special education teacher)

"The value of Holocaust education is evidenced by the changes it affects in student behavior. Teacher after teacher has commented on the difference they have noticed in their students as a result of Holocaust education. They report that the children are more understanding of others; more tolerant of differences; more likely to stand up for others; and less likely to fight with each other."

(From a middle school teacher)

"Frightening shots of hysterical teenagers running from a school building kept flashing across television screens. Two teenage boys had declared war on their peers. An African-American boy was killed because of the color of his skin; one brave girl responded positively when asked if she believed in God and then was shot; others were guilty of being "jocks" and deserved to die. What could possibly have fostered such irrational hatred? Over the next several weeks blame would be placed on the movie industry, violent video games, even neglectful parents. However, the question should not be what causes such extreme, violent actions, but what can be done to prevent them from happening. The only answer is education."

Students often think that the Holocaust, other genocides such as the one in Cambodia, and atrocities committed against American blacks during the struggle for civil rights are ancient history and have no relevance to their lives. Unfortunately, the same insidious hatred that festered and grew until six million Jews and five million other "unacceptables" had been murdered in Europe during the 1930's and 1940's was alive at Columbine High School. People are taught prejudice. If we are to save our children, it is imperative that we teach them tolerance."

(From middle school teachers and their students)

"Through the study of the Holocaust, students can develop a greater understanding of what can happen when any society allows prejudice, discrimination, stereotyping and racism to be accepted and to ultimately lead to mass murder. Through our study of the Holocaust, we can teach children to celebrate the diversity among them and to realize what can happen as a result of hatred for people who may be different from them. It helps children to understand the importance of speaking up for injustices they may feel or see happening to others. It helps them to understand that each one of them can really

make a difference in the lives of others and most importantly this study can make an everlasting change in their lives and in the lives of others.”

“We need to be aware so it won’t happen again. Hate and prejudice exist today so it applies to all of us.”

“I learned that you have to care for other people not just for yourself. If you don’t do that you will become prejudice. Then we will have another Holocaust. We have to learn from our mistakes and we will not have another situation like that. We must keep telling our children about what happened so they will learn not to do the same thing.”

“In my opinion this unit taught me that breaking down racial boundaries helps us advance into a better world. All the technology in the world is worthless without peace. If we can’t get along there is no hope, and that is what is important to me. The other most important thing that I learned was that there is strength in numbers. Now when I see discrimination I will try to gather others and confront the monster face to face and expect the same for me. This is what the people failed to do in Nazi Germany.”

“Holocaust/genocide education has raised the consciousness of the students about the dangers of prejudice and intolerance of differences among people. By studying the examples of inhumane treatment of groups in the past, we hope to instill in students the concepts of human dignity and rights to apply to all people.”

“Since the Holocaust mandate, I have noticed that students 1) are aware of the Holocaust and genocide, 2) are more morally indignant than previously, 3) are using geography when talking about the Holocaust, 4) are verbally expressing strong opinions against racism and prejudice. Outside of school there is much more information available. Even bookstores are aware of the mandate.”

(From a high school teacher and her students)

“The Holocaust Demonstration Site and Holocaust Curriculum in our classes, Holocaust I and Prejudice Reduction have been very successful. Students learn about tolerance, racism, World War II history, and righteous persons and survivors. Students at our high school leave this program with a greater appreciation and understanding of the courage, the horrific activities, why we remember, and the effects of discrimination-past, present, and future.”

“It is important to learn about the Holocaust and other genocides because it makes us aware of what went on in the world and, if we don’t remember, it could happen again. This class educates us and makes us realize the evils of the world.”

“While taking this class, I learned just how far hate can go. Hate is something that should never be taken as a joke and should always be taken seriously.”

“I feel it is important for high school students to study the Holocaust and the many other genocides that have occurred in our history because we need to make people aware of hate, racism, prejudice and anti-Semitism that are present in our communities, country and the world around us. Hopefully, classes like our Holocaust class can make a difference in our world today and someday rid the world of hate.”

“The Holocaust is a very important issue in my eyes. I think it should be taught everywhere possible. I now that I have learned a lot from this experience. If everyone was taught about this, I think the world would be a better place.”

“I think you should teach the Holocaust because people should hear how Hitler turned the Germany army into mindless zombies that killed Jews, and other people who were different. I think people should know about the death camps. People in the Holocaust were innocent people being killed for their race etc. I think if teachers don’t teach the Holocaust, the kids are missing out on a valuable concept.”

“I think the Holocaust should be taught so that people realize that it was not a joke. Hitler brainwashed people with words. I think most people don’t even know what the Holocaust was. It should be taught.”

(Resource Center Director)

“As Director and co-Director for 14 years, I believe the New Jersey Holocaust/genocide mandate and resulting curriculum materials is a valuable tool for teachers. Each year we hold workshops for teachers. The strong desire for teachers to find materials to reduce prejudice of all types in the classroom is quite apparent. In a usual K-8 workshop (fall or spring) we are always increasing the number of attendees because they literally plead to attend. It is quite evident there is a hungering for curriculum information. I’ve also noticed, on the other hand, a hesitation on the part of some teachers to confront prejudice in themselves and in the classroom. These workshops can go a long way in enabling teachers to understand the nature of prejudice and allow them to share their feelings and concerns with others. Finally, the workshops give teachers who are interested in the area an opportunity to feel they are not alone in their incorporating prejudice reduction and social justice issues in their classroom.”

(Resource Center Director)

“Since the establishment of our Holocaust/genocide center in 1995 we have held five conferences which provided information and resources to assist teachers in meeting the mandate for Holocaust education. Each of these conferences has been well attended with an average attendance of 50 teachers, librarians and administrators. We have continued this year with a lecture series, ‘Thinking about the Holocaust as the Century Ends.’ In addition, the Holocaust education collection provides K-12 instructional materials for pre-service and in-service teachers. All students in the teacher education program at the University are given an introduction to Holocaust education mandate and the resources

available to them. Students and faculty are referred to this collection frequently to meet the need for instructional materials on prejudice reduction and diversity awareness.”

(Resource Center Director)

“The Resource Center has helped implement the mandate by being a pioneer in individual outreach programs in prejudice reduction through the lessons of the Holocaust. The Director, a child survivor of the Holocaust, has been designing presentations on the victims, perpetrators, bystanders and rescuers as well as the hidden children of Western civilization’s darkest hour, to suit the needs of individual teachers or departments in schools, colleges and universities throughout the state.”

(Resource Center Director)

“Over the years, many of our programs have been designed for elementary, middle school, and high school teachers who are mandated by the state to include Holocaust and genocide material. The programs included, ‘Teaching the Holocaust and Genocide in Secondary Schools’ (1995-1996); ‘Teaching Genocide and the Holocaust to Diverse Student Populations’ (1996-1997); ‘Teaching the Holocaust and Genocide Through Literature’ (1997-1998); and ‘Teaching about the Holocaust and Genocide Through Film, Videos, and CD-ROMs’ (1998-1999). These programs received excellent evaluations and featured a number of prominent Holocaust scholars and educators.”

(Resource Center Director)

“The Holocaust Resource Center has accomplished the mandate through its various lecture programs, oral history collections and extensive teacher education courses. We have sponsored the number 2-3 credit tuition free courses (Teaching the Holocaust, Teaching Prejudice Reduction) to over 1000 educators in New Jersey.”

(Resource Center Director)

“Each year we sponsor drama for our county schools. We have workshops for students entering our writing and art contests. Different schools present their writings at our annual Kristallnacht program. We present a one-day student teacher colloquium which has attracted as many as 500-600 students. This year we will offer our Second Annual Summer Teacher Training Institute: Holocaust, Genocide, and Prejudice Reduction Education. Each year we send a teacher to study in Israel. For the past several years we’ve been sending three teachers, all expenses paid, to Yad Vashem and co-sponsor with a local college a teacher as the Pope John XXIII scholar to Yad Vashem. The center’s more than two dozen programs are open and free to students, teachers and the public.”

(From a teacher of the deaf presenting high school student's reflections on their trip to the sites of the Holocaust)

"Every day we learn new lessons. As we grow we develop our identities, question our beliefs, and wonder about the future. However, it is rare to be given the opportunity to capture these lessons in such an exceptionally unique atmosphere. For me, the Holocaust study mission enhanced my awareness and gave me the power to understand and tolerate."

"Maybe if everyone saw the sights I was exposed to, their compassion and sincerity would be altered. The Holocaust will remain in my heart forever. I hope the lessons will change the world."

"Being perfect is an impossible attribute because all people possess strengths and weaknesses even if the weaknesses are not recognized. The danger in trying to implement the concept of perfection was demonstrated in the actions of the Nazi Regime. **The lesson we all must learn from this is that to take extreme actions to eliminate others is inhumane.**"

"The children asked, 'why must I die?' The prisoners asked, 'why must I work?' The Jews asked, 'why is my religion the wrong one?' As everyone worked thinking this terror would soon be over, people were dying by the thousands. **This has taught me to respect others and be proud of my religion.**"

The above quote was followed by this poem.

To the millions who were killed
and who are being killed,
To the remaining fragment of Holocaust survivors
who still have hope
To everyone who has suffered prejudice
and died from hate
May God have mercy on your souls
May the children never feel the kind of tears that you cried
Always have faith.

(A sampling of fifth grade poetry inspired by reading Daniel's Story)

Remembering

Screaming, shooting crying
Guards shoving people into camps
Splintery, wooden clogs on tired feet
Gas Chambers
Death all around
Killing, sickness
Disgusting, watery nettle soup
Using the bathroom holes
Overflowing ditches of waste
Uncleansed, stinking bodies
Burning flesh
Sadness about dying
Loneliness: missing mothers, fathers, sisters, brothers
Brief happiness if anyone survives

Never Shall I Forget

Screaming and crying
Hungry bellies
Cold, lice-filled beds
Broken hearts
Skinny bodies
Death all around
Wounds
Horrid nettle soups
Skimpy piece of bread
Bodies unbathed
Undeserving people being cremated
Overflowing ditches
Sorrow
Loneliness
Missing mothers and fathers

Downhill

Screaming

Shouting

Crying

Hearts are touched with broken faith

Jews furious with the Nazis but unable to do anything

Disgusting nettle soup

Nasty taste of stale bread

Horrible stench of dirty bodies

Terrible odor of gun powder

Sad, furious, depressed, angry, traumatized people

Never Forget

Praying

People frantically shouting in search of family

Gum, cigarettes, candy thrown by the Allies

Families clenching hands

People longing for families

People as thin as skeletons

The renewed taste of rich food

Leftover stench of burnt bodies

Happiness when finding relatives

Finally, mourning about family members lost

**A SAMPLING OF STUDENT/TEACHER WORKSHOPS PRESENTED
TO MEET THE HOLOCAUST/GENOCIDE MANDATE**

(Workshops for teachers and students have been conducted by the network of Holocaust Centers and the Holocaust Commission since 1975 servicing over 15,000 students and staff).

- Propaganda Workshops
- Hate on the Internet
- Understanding Hitler
- German-American Relationships
- Exploring Holocaust/genocide Education Through the Arts
(Music and Dance Theater)
- Psychological Aspects of the Holocaust
- Implementing the New Jersey Holocaust/genocide Mandate - Curriculum Strategies
- Use of Curriculum Materials
- Demonstration of Instructional Techniques on the Holocaust/genocide
- Prejudice Reduction and its Relationship to the Holocaust and genocide
- Workshops on other genocide
 - Armenian Genocide
 - Native American during westward expansion
 - Irish Famine – relationship to genocide
 - Cambodian – Pol Pot regime
- Effects of the Bystander
- Workshop for Special Education and Bilingual Education Teachers
- Literature on the Holocaust
- Resistance
- Fighting the Deniers
- The Role and Fate of the Gypsies (Roma Population)
- Major Speakers/Writers (New Books)
- Hidden Children
- Swiss Gold/Art/Insurance – Collaboration
- Heroes and Their Role

COMMISSION GOALS FOR THE TWENTY-FIRST CENTURY

**THE NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION
ASSESSMENT OF THE COMMISSION ACTIVITIES FOR THE PAST SIX
YEARS (1994-2000), INDICATES THAT THE CORE MISSION AND MANDATE
ARE BEING FOLLOWED SUCCESSFULLY. IT IS THE GOAL OF THE
COMMISSION TO CONTINUE THE ONGOING SUCCESSFUL PROGRAMS
AND TO ADD TO THESE PROGRAMS. THE CONTINUED SUCCESS OF THE
COMMISSION AND THE MANDATED PROGRAMS WILL BE MONITORED
CLOSELY THROUGH EVALUATION INSTRUMENTS AND CONSTANT
DEVELOPMENT OF NEW PROGRAMS.**

In order to enhance the successful pattern of the past, the Commission will continue to do the following:

1. Complete revision of the curriculum guides
2. Be aware of necessary additions and changes to curriculum and programs whenever necessary.
3. Continue present teacher-training and expand training programs as needed.
4. Expand the role of Resource Centers and Demonstration Sites.
5. Continue state commemorations:
 - Kristallnacht (Night of the Broken Glass)
 - Yom Hashoah (Holocaust Remembrance)
6. Continue sponsorship of international conferences.
7. Continue partnerships with organizations, governments and others.
8. Continue support for the arts.
9. Continue the annual summer seminar to Europe and Israel.
10. Continue the annual trip to the US Holocaust Memorial Museum in Washington, DC.
11. Continue survey analysis and evaluation.
12. Continue and expand Internet education:
 - Fight hate on the Internet
 - Expand ways to teach

13. Support new projects:
 - Teacher-training institutes for New Jersey districts
14. Cooperative international ventures:
 - New Jersey as leader and model for world communities
15. Continue conference attendance.

PROPOSED ACTIVITIES

NEW PROGRAMS AND PROJECTS

- **LONG TERM ASSESSMENT**-Longitudinal Study.
- **ASSESSMENT**-Evaluation Techniques for the Classroom Teacher.
- **DEVELOPMENT**-Grants for Program Implementation.
- **TEACHING OF THE HOLOCAUST**-After the Survivors.
- **DEVELOPMENT OF PROGRAMS TO MEET EMERGING ACTIVITIES**-
(i.e. stolen art; insurance; relationship with Christianity).
- **A PROPOSED PILOT FOR A COUNTY-WIDE THREE-YEAR PROGRAM**
under the auspices of the New Jersey Commission on Holocaust Education in collaboration with the Bergen County Special Services School District with Bergen County as the pilot county. One of the goals of the Institute's three-year cycle is to develop "turn-key" trainers who can assume primary responsibility for the broad-based expansion. This effort will have the critical support and expertise of the Bergen County Special Services District working together with the staff of the New Jersey Commission on Holocaust Education.
- **UTILIZATION OF THE ARTS TO TEACH HOLOCAUST/GENOCIDE EDUCATION**

OVERVIEW OF HOLOCAUST STUDIES IN NEW JERSEY

This report presents a chronology of Holocaust and genocide studies in New Jersey beginning in 1974 to the present.

- ◆ 1974, Vineland and Teaneck High Schools had first course in Holocaust studies in the United States, entitled, *The Conscience of Man*, created by Richard Flaim, Harry Furman, Ken Turbertini, Edwin Reynolds and John Shupak.
- ◆ 1982, The New Jersey Advisory Council on Holocaust Education was created. (It was the first council in the nation with an appointed commissioner and executive director. New Jersey was the first state in the nation to create a cadre of consultants known as turn-key teacher trainers. These master teachers became the trainers of other educators who were interested in teaching the subject of Holocaust/genocide).
- ◆ 1983, New Jersey was the first state in the nation to have a state observance at the New Jersey capital for Holocaust Remembrance on Yom Hashoah.
- ◆ 1983, The State of New Jersey was the first state to prepare and distribute a survey to its schools to assess the current status of Holocaust and genocide education in the public schools of the state.
- ◆ 1985, The first Yom Hashoah commemoration at the New Jersey capital.
- ◆ 1990, *Caring Makes a Difference* (Developer and Editor, Peppy Margolis) an elementary curriculum (K-8) was published. (It was the first guide for elementary teachers and students on teaching prejudice reduction, cultural diversity and Holocaust/genocide education in the United States.)
- ◆ 1990, New Jersey was the first state in the nation to provide both elementary and high school curricula materials as well as curriculum materials and workshops for the teaching of the Holocaust/genocide to Hispanic children and children with learning disabilities, including the deaf.
- ◆ 1995, The first Kristallnacht commemoration at the New Jersey capital.
- ◆ 1996, New Jersey created its own Association of Holocaust Centers and Sites. (The establishment of the demonstration sites, resource centers and Federation centers was the first of its kind in the nation. The cooperative efforts of the various sites have not been duplicated in any other state in the nation).
- ◆ 1996, The Commission co-sponsored the first International Conference on Evaluating Holocaust Education.

- ◆ 1997-1998, The Commission prepared and distributed a survey to assess the current status of Holocaust education in New Jersey public schools.
- ◆ 1998, The Commission introduced a program on Hate on the Internet.
- ◆ 1999, The Commission co-sponsored an International Conference at Princeton University, "Germany, Jews, and the Future of Memory."
- ◆ 1999, Statewide Holocaust art exhibitions.
- ◆ 1999, New assessment instruments and curriculum revision.
- 2000, The Commission's chairman, Steven E. Some (Chair since 1994), was chosen by the US Department of State to join a 23 member US delegation to an International Holocaust Conference in Sweden. The delegation included such distinguished members as US Ambassador Bindenagle and Deputy Secretary of State Stuart Eizenstadt. The New Jersey Commission was hailed as a leader and role model in Holocaust Education by the world community and was chosen to help an International Task Force on curriculum matters. This task force consists of six nations and their mission is to find a way to institutionalize the teaching of the Holocaust. Mr. Some pledged the full cooperation of the Commission and its staff. **Steven Some stated that we have three things in this order 1) the commission; 2) the curriculum; 3) the mandate. By using these three things we should be able to make it a priority to work to combat the many acts of hatred around the world by helping the international task force. In New Jersey, the Commission should continue confronting matters of conscience in the classroom using the Commission, the curriculum and the mandate.**
- ◆ 2000, Implementation of new programs, plans, projects and initiatives.

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