



THE NEWSLETTER OF THE

Cohen Center for Holocaust Studies

KEENE STATE COLLEGE • 229 MAIN STREET • KEENE, NEW HAMPSHIRE • WWW.KEENE.EDU/CCHS

"To Remember...and to Teach"



"Holocaust Education: Context is Everything"

I am very proud of the growing number of trained, skilled, and dedicated teachers who are committing themselves to Holocaust education in New Hampshire. New courses in Holocaust studies are being offered in Portsmouth, Swanzey, and now Gorham. The Center proudly serves as a resource and support system in this important effort. Its mission is to motivate students to confront their own humanity in order to recognize an ethical responsibility to respond to prejudice and hatred. How do we make that confrontation valid?

Context is everything. Students live in a culture where they believe – rightly or wrongly – that they have the power to shape their individualized destinies. They operate in a "just" world in which good things happen to good people. Complicating this is a growing culture of victimization. Victimhood, on any level, often becomes a status symbol. How does one comprehend the Shoah when feeling the "victim" of a "bad hair day"? When yellow stars were used in a recent classroom simulation to help students appreciate the power of a symbol, one student responded that the exercise "implied that Judaism was superior to other religions." The remark illustrates the complexity of teaching the Holocaust. People think within the framework of self-interest. This mindset cannot begin to approach the truth of the Holocaust. Victimhood cannot be used as our vehicle to teach this difficult subject. Comparing suffering – we are all victims of *something* – gets us nowhere and makes the Holocaust "just another bad story."

Teaching that the Holocaust was "wrong" should not be our sole objective, only a starting point.

"The Holocaust is not a 'Jewish issue'; it's a 'human issue,'" explained Prof. Charles Hildebrandt, the founder of the Holocaust Center at Keene State College. In our search for meaning, we must remember that the moral dimensions of the Holocaust are not as self-evident as we would hope. Stereotypes persist. What may seem an "obvious" lesson may not always translate as such to students. The Holocaust is not "just another story." To properly contextualize the Jewish experience, we must first teach the history of anti-Judaism and antisemitism. We must also humanize Jewish life by portraying its richness and diversity in prewar Europe. If we simply portray Jews as "victims" or view them through the lens of the perpetrator, we risk perpetuating entrenched stereotypes.

Teaching about individual decision-making must also be done in context. We should teach the social and historic contexts in which decisions were made. The fact that German Jews made up less than one percent of Germany's 1933 population is impor-

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"Gurs: The Brief History of a French Concentration Camp"

Dr. Thomas Durnford, professor of modern languages at Keene State College, will provide the keynote presentation as part of this year's Charles Hildebrandt Holocaust Studies Award program (see "Forthcoming Events"). An important colleague to Professors Lawrence Benaquist and William Sullivan in the vast research devoted to the forthcoming film *A Volunteer for Justice: The Martha Sharp Story*, Professor Durnford will focus his talk on the history of Gurs, a crucial if little-known World War II concentration camp in southern France.

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tant. Who would stand out (and up) in those days? Why? How? When? Such questions have meaning only within a historical framework. We must confront the realization that decisions made during the Nazi era, though not always rational, were reasoned and calculated. Individual responses were often based on careful deliberations. This is the why simulations are problematic. No matter how genuine the motivation, a simulation often trivializes the complexity of an event. We can never “know” what it was like. We can never “be” Anne Frank. We cannot recreate the historic tensions and realities experienced in the 1940s. A seed of understanding may come from a simulation, but the experience itself will be oversimplified to make it viable in the classroom.

We need to shorten the gap between history and today by forcing students to confront what Auschwitz-Birkenau actually implies for *humanity*. We must allow students to confront the accumulation of historical evidence and synthesize it into a thoughtful reflection. In *Making Sense of the Holocaust*, Simone Schweber argues that the “tightropes [of interpretation] are worth walking” and talking about. We must allow for open discussion after our lessons to discover that students actually “learned.”

Our goal is not to “comprehend” the horror of this tragedy. We cannot. Instead, students must learn to reassess what they *think* they understand about the Holocaust and themselves. We should undermine their secure sense of distance (social and moral) by challenging them to look beyond themselves and discuss moral obligations openly and in detail. What is the “meaning” of the Holocaust? There is no singular answer. Today we can approach and even visit Auschwitz. Still, we will never “be” in Auschwitz.

– Tom White, Educational
Outreach Coordinator

A Student's Voice



“An endeavor to bring hope for the future. . .”

by Sierra Faist, KSC Class of 2006

As an undergraduate, American female living in the modern collegiate environment of socialization and constant entertainment, I often find myself wondering what becomes of the education we receive after our four, five, or even eight years of study. We are often reminded that our college education has as much to do with what we learn outside the classroom as what we study *in* that space. As I think seriously about my future career as an educator and historian, I am reminded of the lectures, discussions, arguments, and debates that now form the framework of how I see myself in the future.

My involvement in the Holocaust Studies minor at Keene State College began during my sophomore year. At this time I came to realize that there was much more that the campus had to offer a student such as myself. I soon realized that my education could, indeed, move beyond the structured four walls of a classroom. I attended lectures, workshops, and readings sponsored by the Cohen Center for Holocaust Studies, both at Keene State College and in the City of Keene, New Hampshire. I grew to appreciate that I was an extremely lucky student to have such resources literally at my doorstep. As my education and involvement in the minor evolved, I found myself making connections from the Holocaust to other courses, to news articles, and in interactions with peers.

Upon reflecting on a few courses that I have taken as part of the minor – Philosophy of the Holocaust, Sociology of the Holocaust, 19th-Century Germany, and Social Psychology – I truly believe that they have helped me become a better student, peer, leader, and educator. Study of the Holocaust – although acquainting students with despair, anguish, death, and hatred – has the remarkable capability of teaching us hope, life, and renewal. This is what I’ll endeavor to bring into my classroom in the future – an honest look at the past, together with answers and hope for the future.

Darfur are desperate for what Rene Girard, a Catholic philosopher, calls our “disruptive empathy.” Please take a moment to visit www.keene.edu/cchs to see what you can do.

News from the Jewish Foundation for the Righteous

A new JFR poster series about rescue, *Traits that Transcend*, is now available. This excellent series, which effectively illustrates traits for students to emulate, is available for loan from the Cohen Center, or it can be purchased at the JFR website, www.jfr.org.

Two teachers have been selected to receive CCHS scholarships to attend the 2006 JFR Summer Institute (June 25–29 at Columbia University): Margie Potash, Shrewsbury (Mass.) High School, and Diane Bush, Jaffrey-Rindge (N.H.) Middle School.

And two CCHS Fellows will travel to Eastern Europe this summer with the JFR: Jim Trill, Pioneer Valley Regional School, Northfield, Mass., and Steve Streeter, Monadnock Regional High School, Swanzey, N.H.

2006 Summer Institute, July 9–15

Applications are now being accepted for the 2006 residential Summer Institute on the Holocaust. This is an intensive, residential, one-week institute offering interdisciplinary, graduate-level lectures on the Holocaust, and group discussions on applying the lessons of the Holocaust to the classroom. The registration fee is \$125 for New Hampshire teachers and \$150 for out-of-state teachers. The fee includes room and board at Keene State College and texts. This year’s keynote speaker will be Sibylle Sarah Niemoeller von Sell, widow of Pastor Martin Niemoeller – Hitler’s only personal prisoner. The application deadline is Friday, April 14. More information and an application may be found at www.keene.edu/cchs/summerinst.cfm.

Kristallnacht Remembrance 2006

Anna Rosmus from Passau, Germany, who as a teenager discovered her hometown’s concealed Nazi past, has enthusiastically accepted our initiation to keynote the 2006 Kristallnacht Remembrance, scheduled for Thursday evening, Nov. 9.

CCHS Resources for Teachers

For a list of free presentations for the classroom, visit www.keene.edu/cchs/presentations.cfm.

Antisemitism

Your continued vigilance and public reaction are needed to confront the growing tide of antisemitism. Speak out to honor the memories of those who perished. Do not turn away from those who need our solidarity.

2005–06 Educational Outreach Activities

- 9/1: Portsmouth High School: Antisemitism
- 9/8: Keene High School: Darfur
- 9/9: Keene High School: Darfur
- 9/19: Keene High School: Judaism and anti-Judaism
- 9/20: Keene High School: Darfur
- 10/2: Brookline, N.H., UUC: The Nazi Conscience
- 10/5–6: Keene High School: *Europa, Europa*
- 10/11: KSC, teacher education: Teaching the Holocaust
- 10/18: KSC, teacher education: Holocaust curriculum
- 10/26: Vermont Community College visits CCHS
- 10/27–28: Keene High School: Darfur
- 11/3: NHCSS Conference, Manchester: Antisemitism and Terrorism
- 11/18: CCHS workshop series: Antisemitism – The Longest Hatred
- 11/24: Keene Rotary: Kristallnacht Remembrance
- 11/29: Nashua High South: Elie Wiesel
- 12/13: Merrimack Valley High: The Shoah 1941–45
- 12/20: Hudson Memorial School: Curriculum consultation and Anne Frank
- 1/11: Keene High School: Darfur
- 1/13: CCHS workshop series: Anne Frank: Hope in the Shadow of the Holocaust with author Spring Herman
- 1/20: Conval High School: Rise of the Nazis
- 1/25: Hopkinton Middle/High School – Darfur and “Telling Their Stories”
- 1/30: Portsmouth High: History of Anti-Judaism and Antisemitism
- 2/2: Conant High: History of Anti-Judaism and Antisemitism
- 2/7: Keene Lions Club: “What is the Cohen Center?”
- 2/10: CCHS workshop series: Gender Roles during the Holocaust with Dr. Thomas Kuehne, the Strassler Family Professor in the Study of Holocaust History at Clark University
- 2/14: Keene High School: “The History of Judaism and Anti-Judaism”
- 3/8: Keene State College: Teaching the Holocaust
- 3/14: NERC Conference, Boston: Teaching the Holocaust
- 3/16: Borders Books: Elie Wiesel’s *Night*
- 3/22: Kearsarge Middle School
- 3/29: Kearsarge High School: “A History of Antisemitism” and “Sudan: Crisis in Darfur”
- 7/9–15: KSC: Summer Institute on the Holocaust for Teachers

Book Review

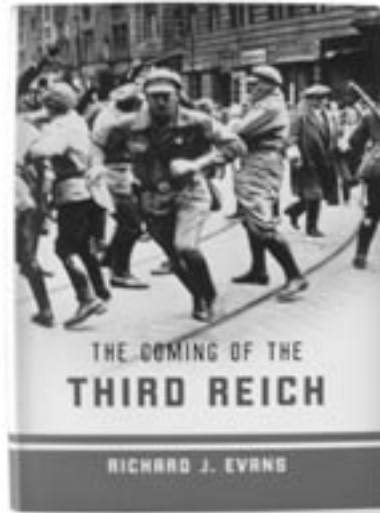
Evans, Richard J. *The Coming of the Third Reich*. New York: Penguin Press, 2004.

One could fill a library with scholarship treating modern Germany, the Third Reich, Adolf Hitler, and the Holocaust. The Nazi experience has come to be seen as the most significant event of the last century. No historian is likely to relate that complex and troubled history better than Richard Evans. *The Coming of the Third Reich* is the first of a projected three-volume treatment of Nazi Germany (volume two, *The Third Reich in Power*, was recently published; *The Third Reich at War* should appear within a year).

Evans begins his story with a quick overview of Bismarck's persecution of Catholics and the new Social Democratic Party, noting how this behavior accustomed Germans to the idea that a government might legitimately curtail civil liberties by designating an entire category of the population "enemies of the Reich." Readers will learn of the emergence of small extremist political parties in the 1890s, many of which argued that Bismarck's creation was incomplete: Millions of ethnic Germans, mostly in Austria-Hungary, lived outside the Reich. Such extremist parties did not limit their rhetoric to German expansion. Made up largely of lower-middle class groups increasingly disenfranchised by rapid industrialization and urbanization, they found Germany's small Jewish minority an easy scapegoat for their economic, social, and political woes. Nevertheless, Evans notes, these "were still minority strands of thought before 1914."

Evans appropriately argues that Germany's defeat in World War I had a disastrous impact on the country. The terms of the Versailles Treaty embittered most Germans, and the inflation induced by the new republican government to maintain full employment – more than to pay reparations – eventually catapulted into the debilitating hyperinflation of 1923. The inflation fragmented the already troubled middle classes while the resultant currency stabilization induced widespread unemployment. Such economic dislocation helped propel a cult of violence, perhaps the worst legacy of the First World War, which saw uniformed paramilitary squads killing one another in Germany's streets throughout much of the Weimar Republic's history. Not surprisingly, those political parties that had supported the Republic remained a parliamentary minority after 1920. Nazism, a product of the "cauldron of war and revolution," would not have emerged without the war, Evans declares.

But if the Weimar Republic suffered from a traumatic birth, Evans is clear that this did not alone doom it. Indeed, as late as the parliamentary elections of 1928, the Nazi Party received



only 2.6 percent of the popular vote. If the legacy of war threatened the fragile institutions of the Republic, it was the Great Depression that destroyed them. So divided were the parties on how to address the economic crisis that, from 1930 until the regime's collapse, chancellors were forced to govern on the basis of emergency powers granted by President Hindenburg. Meanwhile, many "average Germans," frightened by the rising specter of communism, deserted their traditional political homes and gravitated to the Nazis. Still, even in January 1933, this did not make Hitler's appointment a foregone conclusion; indeed, the Nazis had lost two million votes in the last parliamentary election of November 1932. It required a powerful, if naive, clique of conservative elements to "enlist" the Nazis in their effort to reinstitute some form of authoritarian rule.

The final 150 pages of Evans' book expertly analyze the sad and terrifying process by which the Nazis consolidated their hold on power in the few months following Hitler's appointment. For those who know little about this subject, the last two chapters of this expertly written and precisely researched synthesis will prove riveting. No better introduction is now available.

– C. Paul Vincent

Forthcoming Events

9th Annual Charles Hildebrandt Holocaust Studies Awards Program/Yom HaShoah Commemoration
Monday, April 10, 2006, 7:30 p.m.

Featuring Prof. Thomas Durnford, Modern Languages,
Keene State College
Redfern Arts Center, Keene State College

2006 Summer Institute on the Holocaust
Sunday, July 9, to Saturday, July 15, 2006

Keene State College (call 603-358-2746 or email twhite@keene.edu)

9th Annual Holocaust Memorial Lecture
Monday, September 18, 2006, 7:30 p.m.

Wolf Kahn, artist and refugee from Nazi Germany
"Growing Up Privileged, and Jewish, under Hitler"
Mabel Brown Room, Student Center, Keene State College

Annual Kristallnacht Remembrance
Thursday, November 9, 2006, 7 p.m.

Featuring Anna Rosmus of Passau, Germany
Charles Larracey Auditorium, Keene Middle School

Interview with a Cohen Center Fellow

by Tom White

Linda Minickiello teaches English at Monadnock Regional High School in Swanzey, N.H. Very active in the Center's outreach since its beginning, Linda is a graduate of the 2004 week-long Cohen Center Summer Institute for teachers and the 2005 Jewish Foundation for the Righteous Summer Institute in New York City. Along with her colleague, CCHS Fellow Steve Streeter, Linda has created a new multidisciplinary course on the Holocaust. She has been a fixture at Cohen Center events and workshops and has developed excellent lessons and approaches to the complex study of the Holocaust. We are extremely proud to feature this dynamic and dedicated teacher.



Why is Holocaust education important?

At the very least there is the responsibility to learn about human history, isn't there? I suppose you'd call it historical literacy, the ability to accurately define and put an event in context with its faces and places. Holocaust education isn't intended to frighten but to teach students about the elements of persecution and power. This means lots of questions about the ethics, responsibilities, and actions of individuals and groups, as well as the consequences for a particular course of action or inaction.

Students find that there aren't any easy answers, but they're willing to examine their own views and explore the power they wield as individuals. There is a poster in my classroom that reads, "What is popular isn't always right. What is right isn't always popular." I want them to consider how this dynamic was at work during the Holocaust as well in as their own lives. Let's help them recognize the conditions which made the Holocaust possible. Let's teach them to be proactive rather than reactive. It's a lesson in critical thinking and conscious living.

How did you become interested in Holocaust Studies?

I became interested in the Holocaust after reading the Diary of Anne Frank in junior high. It didn't take long for me to realize that I had no understanding of the world in which it was written, so I spent time poking around the school library, asking questions and signing out books. After that, I don't

recall studying the Holocaust in any depth until I enrolled in Dr. Vincent's Second World War class. One look at Christopher Browning's *Ordinary Men* and Primo Levi's *Survival in Auschwitz*, and I was off and running again; however, this time I had somewhere to run for help, and that somewhere was the Center.

I explored the possibility of attending the Summer Institute but shied away for fear of being the least knowledgeable individual in the room, opting instead for the safety of pursuing my certificate of advanced graduate standing. I should have been excited, yet the application to the CAGS program remained unmailed for weeks. Then came the phone call. You: "Hi, this is Tom White. I don't have your application for the summer institute." Me: "Right, I didn't give you one." You: "Would you like to?" I couldn't tear up the CAGS application fast enough.

How has your connection with the Cohen Center benefited you as a classroom teacher?

The Center is one-stop shopping. Whatever you want is there. If you want teacher training, check out the Educator's Friday Workshop Series and the Summer Institute. The diversity of topics and the presence of skilled presenters, who understand the importance of sharing their expertise, serve to strengthen and round out an individual teacher's knowledge. These are days to come together, to study and to share. Any teacher will tell you that days such as these are at a premium.

The Center also supports teachers by assisting in the development of age-appropriate curriculum and sound instructional practices. To that end, the Center offers its website, print and electronic collections, and human resources (that's you, Tom!). Our class has just started the U.S. Holocaust Memorial Museum's Pre-War European Jewish Life Photo Project. The availability of relevant and reliable resources is essential to its success, and through the Center we have exactly what we need.

Invitations to and participation in community events, such as the Kristallnacht Remembrance and the Annual Memorial Lecture, provide powerful learning experiences for teachers and students. It was at the N.H. Humanities Council's annual dinner that I met Elie Wiesel. It was a moment in time that I will never forget.

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Great partnerships have been forged thanks to the efforts of the Center.

Explain your connection with the Jewish Foundation for the Righteous and why it is such an important part of what we do.

I just mentioned great partnerships, and this is one of them.

As one of the JFR's Centers of Excellence, the Cohen Center advances the educational experiences of teachers by nominating them for participation in the JFR's Summer Institute at Columbia University. I had the good fortune of attending the Institute last summer.

The JFR and the Center are on the same page when it comes to teacher and student education. Both place great emphasis on a multidimensional approach for a more complete understanding of the complexities that characterize the Holocaust. For the JFR, special emphasis is placed on introducing teachers to the topic of rescue.

The JFR expands our experience by providing educational materials and additional learning and travel experiences beyond the Summer Institute. I think the greatest achievement of the JFR is to bring together educators from around the world to listen to noted scholars and discuss how best to bring what we've learned to our students. It's a humbling prospect.

From the Center Out

News from Outreach Coordinator Tom White

"In the end, we will remember not the words of our enemies, but the silence of our friends." – Martin Luther King Jr.

It gives me pleasure to report on the continued growth and diversity of our outreach program. Prof. Thomas Kuehne, Strassler Family Chair in the Study of Holocaust History at Clark University, wrapped up our 2005–06 workshop series with a well-attended presentation, "Male Bonding and Mass Murder: The Germans and the Holocaust." A diverse group of KSC faculty and secondary-school teachers discussed the power of the "myth of comradeship" against the backdrop of Hitler's 1923 statement "There are two means to make people stick together: common ideals and common crime." Dr. Kuehne convincingly argued that Nazi Germany's focus on this myth undermined the country's traditional Western moral framework, based upon individual conscience, providing a new ideal for national belonging and a catalyst for genocidal action.

Highlights from Our Teaching Fellows

Judi Lundh has taught the Holocaust Unit at Memorial Middle School in Laconia for the past 20 years. She covers many well-known works, such as *Night*, *The Devil's Arithmetic*, and *Number the Stars*. In addition, she focuses on the story of Sobibor, Poland, and, with assistance from the U.S. Holocaust Memorial Museum, she hosted a visit by Thomas Blatt, who portrays Toivi in the film *Sobibor*. Two years from retirement, Judi hopes to find a colleague to "carry the torch" for Holocaust studies at Memorial.

Jim Trill, a 9th-grade teacher at Pioneer Valley Regional School in Northfield, Mass., is both a CCHS Fellow and a graduate of the summer program of the Jewish Foundation for the Righteous (he was also featured in the Center's Fall 2005 Newsletter). From early March through April, he instructs Holocaust Studies as part of his 9th-grade World History Social Studies curriculum. He hopes to culminate this year's studies with a student-centered event for the public, sometime in early May. In class, Jim uses *To Kill a Mockingbird* as a starting point for discussing the rise of fascism in Germany in the 1930s. After reading some of Sholom Aleichem's Tevye pieces, students also study *Night*. They also view clips from the films *Paragraph 175* and *Confessions of a Hitler Youth*.

Rob Hamel, who teaches at Gorham High School, is working to raise awareness among his students and the public at large about what is going on in Darfur, Sudan. Students are conducting research, writing letters to U.S. Representatives, and holding three 10-to-15-minute information presentations – one at Gorham High, one at neighboring Berlin High, and one in the evening for the public. After each of the presentations, students are asking attendees to add their signatures to the letters going to Congress. They intend to write to the two local newspapers to get announcements of their work – or, better yet, press coverage – in the papers.

Darfur Presentations

"Sudan: Crisis in Darfur" is a free presentation for schools as well as civic and religious groups. Background context and current realities are covered, together with ideas for action. Please contact Tom White at twhite@keene.edu or 603-358-2746. The people of

Faculty Commentary



Report from Literature of the Holocaust

by Nona Fienberg, KSC Dean of Arts and Humanities and Professor of English

When I spent the first week of January in Jerusalem with my husband Lorne, we dedicated our most challenging and rewarding day to Yad Vashem, the Jewish people's memorial to the murdered Six Million. On that bright and sunny Thursday, we spent our time inside, exploring Moshe Safdie's stunning new Holocaust History Museum (see www1.yadvashem.org/new_museum/architecture.html). We listened to the voices of those who tried to alert the world, unheeded. We sang along with the recorded resistance songs of the Palmach. We read the documents in Ringleblum's staggering Oneg Shabbat record of the Warsaw Ghetto, excavated from milk cans where Jews saved the evidence of Nazi atrocities and Jewish resilience. We saw the faces of survivor after survivor, videotaped to tell their story. And we wept at the little doll left behind by a young child murdered in the Łódź ghetto. Then we stepped out onto a balcony flooded with light shining on the hills of Jerusalem.

This semester I am bringing that experience into my Literature of the Holocaust course. When we discuss Ida Fink's *A Scrap of Time and Other Stories*, or Jurek Becker's *Jacob the Liar*,

we consider how these brilliant authors, both Holocaust survivors, help us to redefine heroism, to shatter our preconceptions about the nature of resistance, to bring back from the ruins the shards and scraps and fragments of the vibrant culture of Jews, and to reconstruct the world that was lost. So we view Chagall's visions of Vitebsk. We listen to Klezmer music, to Mahler's First Symphony, and to Schoenberg's "A Survivor from Warsaw." We read Sholom Aleichem and the tales of Chelm. We remember.

But we also encounter and contemplate the silence and resonance of a poem like this one by another survivor, Dan Pagis:

Written in Pencil in the Sealed Railway-Car

here in this carload
i am eve
with abel my son
if you see my other son
cain son of man
tell him that i

When you visit the Holocaust History Museum at Yad Vashem in Jerusalem, as you turn the last corner, you will see Pagis' poem inscribed in white letters on the dark wall. In Jerusalem, as in my course on the Literature of the Holocaust, we prepare ourselves to understand its power and to answer its call. For me, there is no greater art, no more profound responsibility than "To remember ... and to teach."

HOLOCAUST MEMORIAL LECTURER

"Growing Up Privileged, and Jewish, in Nazi Germany"

The Cohen Center is proud to host American painter Wolf Kahn as its Holocaust Memorial Lecturer this September (see "Forthcoming Events"). Wolf Kahn was born in Stuttgart, Germany, in 1927, the son of musician and Stuttgart Symphony Orchestra conductor Emil Kahn and a mother who would die in a sanatorium when he was five. Sent to Frankfurt at three years of age to live with his grandmother, he fled Nazi Germany in 1939 – soon after the *Kristallnacht* pogrom of November 1938 – to live as an eleven-year-old refugee in England. In 1940 Kahn moved to the United States to join his father, two brothers, and a sister who had already settled in New York City. He became a student

at New York's High School of Music and Art in New York City. After serving in the U.S. Navy, Kahn used the G.I. Bill to study with the well-known teacher and abstract expressionist Hans Hofmann, becoming Hofmann's studio assistant. He later joined other former Hofmann students to form The Hansa, a cooperative gallery. Kahn's highly regarded landscapes are characterized as "pure constructions of color and light," evoking "a world of timeless beauty." He has had a major gallery show annually in New York City for the past 50 years, and his work is featured in the collections of major museums throughout Europe and the United States. Please join us for this ninth in our series of annual lectures.



Cohen Center for Holocaust Studies

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From Jan Cohen, Chair of the Development Committee

To Our Valued Supporters,

Thank you for your generous response to the December Annual Fund letter. Your gifts have been encouraging and are greatly appreciated. We have added 55 new donors to our Honor Roll, and any contributions received by June 30 will be recognized in the Fall newsletter. Your donations support our mission and will help us expand our reach.

Tom White, the Educational Outreach Coordinator, has been able to visit more schools this year, which translates into more students reached, including several who have participated in more than one presentation, thereby reinforcing our message.

The activities of the Cohen Center continue to expand, with more Keene State students from a variety of majors such as graphic arts and sociology participating. We have also served as a vital support link for faculty research into histories not yet told – such as the heroic rescues by Martha and Waitstill Sharp, who were recently recognized as Righteous Among the Nations by the Yad Vashem Holocaust Memorial in Jerusalem. Your support has helped all this happen.

I hope many of you were able to attend Peter Hayes's delivery of the 8th Holocaust Memorial Lecture in September and the Kristallnacht Remembrance in November. At Kristallnacht, you heard a small section of "Kaddish," the oratorio being composed by Larry

Siegel for the 25th anniversary of the Center in 2008. Please stay tuned; this will be a world premiere event.

This year's trip to the U.S. Holocaust Memorial Museum is scheduled for March 24-26. The bus is full, and, thanks to your support, we are able to accommodate all students who wished to go. Bruce LeVine Mellion, KSC '69, and his wife Linda are hosting lunch for the entire party on the way down to Washington. Thank you to the Mellions!

As CCHS donor Gary Tochtermann said, "The reflections of your students [on their trip to the USHMM] reminded me of our trip to Poland and tour of Auschwitz – as your students said, the reality is difficult to grasp even a year later....Congratulations on the important work the Cohen Center is doing."

You are an integral part of the success of the Center. You enable us to achieve our mission – to remember ... and to teach. As we move toward even more teaching opportunities, we continue to reach out to our donors, both sustaining and new. Thank you for your invaluable support.

Warmly,

Jan Cohen

Chair, Development Committee