



## Cohen Center for Holocaust Studies

KEENE STATE COLLEGE  
229 MAIN STREET  
KEENE, NEW HAMPSHIRE  
03435-3201

### Join the Work of the Cohen Center

As noted on page one, a committee met throughout the fall of 2004 to discuss the expanding work of the Cohen Center. The ideas generated by this body include focusing efforts to involve more schools in the Center's outreach programs, increasing the Center's visibility throughout the region, and offering special lectures and discussions for the public in communities statewide. You are beginning to see the results of this effort with this expanded newsletter.

Although Keene State College remains committed to the Center's daily operations, the development of our resource collection and our educational programming (including outreach) remain costly endeavors outside the scope of College support. Thus, the Center is instituting a systematic program of finding and recognizing friends who can assist in expanding its financial capacity.

**Your contribution represents your commitment to the mission of the Cohen Center for Holocaust Studies** and to the opportunities that stand before us. We invite you to join the Center at the giving level where you feel most comfortable, knowing that your assistance will help us as we continue *to Remember...and to Teach*. Information on assisting the Center may be found at our web page [www.keene.edu/cchs](http://www.keene.edu/cchs). Thank you for your support.



2002 Hildebrandt Award participants Allissa Szymcik, Ashley Rand, and Logan Gabriel.

### Forthcoming Events

#### 8th Annual Charles Hildebrandt Holocaust Studies Awards Program

Featuring Dr. Kevin Spicer, Stonehill College  
**Monday, April 18, 2005, 7:30 p.m.**  
Alumni Recital Hall, Redfern Arts Center, Keene State College

#### 8th Annual Holocaust Memorial Lecture

Dr. Peter Hayes, Northwestern University  
"German Corporate Complicity in the Holocaust"  
**Monday, Sept. 26, 2005, 7:30 p.m.**  
Mabel Brown Room, Young Student Center, Keene State College

#### 9th Annual Holocaust Memorial Lecture

Wolf Kahn, artist and refugee from Nazi Germany  
"Growing up Privileged, and Jewish, under Hitler"  
**September 2006** (date and location yet to be set)



THE NEWSLETTER OF THE

# Cohen Center for Holocaust Studies

KEENE STATE COLLEGE • 229 MAIN STREET • KEENE, NEW HAMPSHIRE • [WWW.KEENE.EDU/CCHS](http://WWW.KEENE.EDU/CCHS)

## *"To Remember...and to Teach"*

### A New Look, Some New Ideas, and Kevin Spicer

by C. Paul Vincent, Director

A major change in the look of the Cohen Center's Newsletter requires some explanation. During the Fall 2004 semester, an ad hoc development committee, facilitated by Carolyn Benthien, met on several occasions to discuss the Center's long-term future. Although many of the committee's dreams are not quickly achievable – that's one reason they're "dreams" – a significant revamping of the newsletter seemed within reach. At any rate, we've chosen to increase the newsletter's size – from four to either six or eight pages – thereby allowing for larger type (we know that some of you were relying on magnifying glasses to read this biannual publication) and the use of more photography. We hope that you like the result.

In addition to more photographs and a larger typeface, you'll notice a few other differences in this edition. First, together with such time-honored features as a book review and Tom White's educational-outreach report, we aim to include periodic spotlight features on both Holocaust Studies students and faculty, along with an in-depth report on the educational efforts of a teacher in the field. In this issue you'll find the reflections of Andreas Lawrence, a Keene State College senior who'll graduate this spring with a minor in Holocaust Studies, a personal piece by Dr. Susan Herman, a professor of management who is currently instructing the minor's "Women and the Holocaust" course, and an interview with Glenda McFadden, one of the Center's "Master Teachers" (Glenda is a regular participant in Tom's quarterly workshops and, under Cohen Center sponsorship, has participated in some of the educational offerings of the Jewish Foundation for the Righteous).

#### The Mission Statement

*The Cohen Center for Holocaust Studies at Keene State College is a non-sectarian organization dedicated to teaching the facts and lessons of the Holocaust, motivating successive generations to recognize and respond to prejudice and hatred.*

#### The Vision Statement

*The Cohen Center for Holocaust Studies at Keene State College will lead in teaching and preserving the moral legacy of the victims of Nazi Germany. The Center challenges individuals to confront the responsibilities of their own humanity in order to respond effectively to intolerance and injustice.*

The fall meetings of the development committee also resulted in some tweaking of the Center's mission statement and the creation of a new vision statement.

There's a general understanding that such statements are not written in stone but are necessary for an organization to more thoroughly understand its purpose. As time passes these statements will certainly evolve.

Please make note of this year's **Charles Hildebrandt Holocaust Studies Awards** event on April 18 (see the Center's schedule on p. 8). This is the event at which we spotlight the efforts of both students and members of the wider community to come to grips with the Holocaust through art, dance, music, poetry, essays, or historical research. History has shown this presentation can be both poignant and stunning. We're fortunate to have **Professor Kevin Spicer** of Stonehill College joining us for the Hildebrandt Awards. Dr. Spicer, whose research focuses on the Catholic Church and Nazi Germany, is scheduled to address the topic "Serving God and Hitler: German Catholic Priests and the Nazi Party." We hope that you'll be able to attend.

## In Their Own Words

**"***In Their Own Words*," a new project of the Cohen Center, collects memories of the Holocaust from residents of New Hampshire, Vermont, and northwest Massachusetts, or others with a connection to the Center. The following is excerpted from a personal history by Ingeborg Hüttig of Einbeck, Germany, who visited the Cohen Center in 2004 to attend the Center's Summer Institute. Her entire essay appears on the Cohen Center web site at [www.keene.edu/cchs/ownwords.cfm](http://www.keene.edu/cchs/ownwords.cfm). If you would like to send a memory of the Holocaust to the Center, please contact Thomas White at [twhite@keene.edu](mailto:twhite@keene.edu) or 603-358-2746.

by Ingeborg Hüttig

My mother had married my father in 1937 and I was born in 1939.

As my father was a baker and ran a big bakery together with two of my mother's brothers, my mother was very busy working in the shop and in her household, including the preparation of meals for lunch for everybody working in the bakery. All this gave her convincing excuses not to take part in the NS Frauenschaft meetings, especially after my father had to go to war.

My grandmother died in 1942, and it was hard to convince Aunt Ilse not to take part in the funeral for her own security. Strehlen was a small town where people remembered well that she was Jewish. She had always been a very self-confident woman, and it must have been hard for her to consider carefully the potential risks of her actions and to submit to the restricting and threatening Nazi rules.



At that time the couple lived in Breslau, a big city, where people were relatively anonymous. Being a Social Democrat, Uncle Hermann was arrested one day in 1943 or 1944 for political reasons. He was sent to a concentration camp or forced labor camp in the middle of Germany, close to the town of Nordhausen. There he had to work in the Dora mine, where the Nazis had Hitler's miraculous V2 weapon built by the prisoners. Thank God my uncle survived, but he did not talk to the family about that time.

For the Christian partner of a Jewish/Christian married couple the Nazi officials offered the possibility of divorce. Meanwhile Aunt Ilse lived alone in the apartment always afraid of the noise of heavy boots coming upstairs to catch her. In autumn 1944 she was arrested and taken to a collecting point, a camp still in town or close to it, where the Jews were taken before they were sent to concentration camps.

Fortunately my aunt had somehow managed to inform her husband's eldest brother who lived in the same city.

Immediately this man came to the collecting point, managed to talk to the officer in charge, negotiated with him and succeeded in getting Aunt Ilse free. Nobody knew what the motives of this Nazi officer were to let her go, perhaps a sudden friendly frame of mind.

For my aunt it was a wonder as well as for all of us, but she could rely on nobody if she was taken there again.

From that moment on she knew she could no longer stay in her flat in Breslau. So she asked my mother if she could come to live with us. I don't know if my mother hesitated for a minute in consideration of the risks she was going to take for all of us. But she agreed.

*If you would like to send a memory of the Holocaust to the Center, please contact Thomas White.*

## From the Center Out

News from Outreach Coordinator Tom White



Professor Martin Rumscheidt with Tom White at the CCHS Fellows Seminar, January 28, 2005

*"The absence of clarity is the beginning of complicity."*

– Omer Bartov

### JFR SUMMER INSTITUTE

I am very pleased to announce that two teachers affiliated with the Cohen Center have been selected to attend the Jewish Foundation for the Righteous Summer Institute at Columbia University in New York City. We congratulate James Trill of Pioneer Valley Regional School, Northfield, Mass., and Linda Minickiello of Monadnock Regional High School, Swanzey, N.H., as we watch our connection to the JFR grow. Past recipients of this scholarship include Marjorie Margolis of Conant High School, Steven Streeter of Monadnock High School, and Glenda McFadden of Nashua Catholic Regional Jr. High School. James and Linda also received the first small grant for CCHS Summer Institute fellows to implement a program at their schools; Linda and Steve have just had their Holocaust Studies elective approved at Monadnock Regional.

### TELLING THEIR STORIES – A WORKSHOP FOR EDUCATORS

Using the new David DeArville film *Telling Their Stories: New Hampshire Holocaust Survivors Speak Out*, the Cohen Center will discuss the film and how to use it in the classroom. Teachers will receive a VHS version of the film as well as a teacher's guide and packet. Recommended for teachers of grades 7-12,

the workshops are scheduled for 9 a.m.-2 p.m., with lunch provided. The registration fee is \$50.

April 14, 2005: Manchester, N.H.

April 19, 2005: Plymouth State University

Please make out your check to "Cohen Center for Holocaust Studies" and mail it to Thomas White, Coordinator of Educational Outreach, Cohen Center, Keene State College, 229 Main Street, Keene, NH 03435-3201. Contact Tom White at [twhite@keene.edu](mailto:twhite@keene.edu) or 603-358-2746 with any questions.

### GORHAM HIGH VISITS THE CENTER

On January 14, Rob Hamel's English class from Gorham High School visited the Center to explore the topic of resistance. The students learned about the concept, watched the recently acquired film "Resistance: Untold Stories of Jewish Partisans," conducted research, and presented their findings.

Students told us:

*"What stands out in my mind...are the pictures of all the children and families. They show that it was just ordinary people just like you and me that were sent to the concentration camps."* – Chris Drouin

*"I especially liked how you kept drilling into our heads that they were normal people like you and me."* – Melinda Beaulieu

*"...I liked what I presented on Emanuel Ringelblum...I very much liked learning about resistance acts...[it] has piqued my interest."*

– Jessica Clark

### WINTER SEMINAR

On January 28, we conducted our first seminar for CCHS Fellows who have attended either a JFR or Cohen Center summer institute. Dr. Martin Rumscheidt was the keynote speaker. Topics included classroom use of the PBS series "Auschwitz: Inside the Nazi State," the link between Nazi Germany and modern terrorism, pedagogical issues, and the expanding role of teachers in helping the Center address its mission. It was a wonderful reunion that reinforced both the multi-disciplinary nature of our studies and the quality of teachers currently working with the Cohen Center. It was a day full of hope.

**From Dr. Martin Rumscheidt:** "I would like to tell you all what an incredibly good day it was for me to be among you and to share with you in your labors as teachers of the Holocaust. The warmth with which you received me, the attentiveness with which you listened to me and responded, the challenge and affirmation you gave me and, above all perhaps, the renewed energy and confidence you instilled in me – all this and more makes me profoundly grateful to you. I now have you all as companions, indeed, I would say guardian angels, on my way. I shall remember my time with you for long and hold you in my thoughts. Let me assure you that I accompany you all on your journey in this important commitment you and I share together."

### PERMANENT EXHIBIT: SPRINGFIELD, MASS.

An excellent way to introduce your students to the Nazi period and the Holocaust is the permanent exhibit "A Reason to Remember: Roth, Germany 1933-1942," at the Hatikvah Holocaust Education Center in Springfield, Mass. This accessible display incorporates many of the themes necessary to build an initial understanding about what happened in Germany and during the Holocaust. The exhibit is open Mon.-Thurs., 9 a.m.-4 p.m.; Friday, 9 a.m.-2 p.m.; and Sun., 10 a.m.-4 p.m. For more details or to ask about a visit, please contact Rabbi Robert Sternberg, the executive director, at 413-734-7701 or director@hatikvah-center.org, or check their web site: www.hatikvah-center.org.

– Tom White, Coordinator of Educational Outreach

## Student Profile



### 'Not simply six million...'

*A student reflects on the Holocaust Studies minor*

by **Andreas Lawrence,**  
KSC Class of 2005

When I arrived at Keene State College three and a half years ago, I was pleased to find that the school offered several courses related to the Holocaust and would soon offer a Holocaust Studies minor. Because I am a German, the Holocaust has a deeply personal meaning that has followed me throughout my life. I have often looked into the faces of older family members and wondered what role they may have played in the suffering inflicted by the German people. Although I take some pride in my heritage, when I think about the events surrounding the Holocaust, I am forced to reflect on the darkest aspects of my nation's character and its behavior toward other human beings. When I was growing up, there were moments when I believed that I was a bad person because I was a German. I came to realize, however, that hatred and prejudice are not inherited – they are learned. With this in mind, I wanted to know how the Holocaust could have happened.

Although my study of modern German history stretches back several years, the courses that I have taken at Keene State have greatly broadened my understanding of both the Holocaust and humanity. I have come to believe that history is not merely the study of dates and places, but it must include people and their motivations in order to gain a meaningful understanding of the events of our world. My work at KSC has taught me a valuable lesson about understanding the destruction caused by the Holocaust: It was not simply six million, but rather six million people, families, hopes, dreams, and ideas that perished. The only "crime" was being Jewish.

After graduating from KSC this spring, I plan to pursue graduate work in psychology. While I do not know exactly where that road will lead me, I can underscore one goal: to do everything I can to help eliminate prejudice wherever I encounter it. I have always believed that human beings are instinctively good; however, as long as there are people in this world, there will be violence and death due to hatred. If people learn how to recognize hatred before it evolves into violence, perhaps we can prevent another Holocaust.

## Faculty Profile

### What the Holocaust Means to Me

by **Susan Herman, Professor of Management**

The Holocaust resonates with me as a Jew and as an educator. First, I was born in 1942 in Boston, rather than in Berlin or Warsaw. This accident of fate spared me, since as a young Jewish child in Europe I would certainly have perished. I have often fantasized the scene of my mother, holding my hand, coming from the hideous train ride toward the selection desk. Without me, she might have been spared for a few weeks or months of slave labor, but, holding my hand, she would have perished with me. I take the Holocaust personally. I consider not only what would have happened to me, but also how I would have behaved. How courageous am I? Would I have resisted? Turned away? Sacrificed for others?

The Holocaust is personal to me as a Jew. And as an educator, a citizen of the world, I know that the hatred, narrow-mindedness, prejudice, indifference, power differences, and injustice that fueled the Holocaust continue to fuel other atrocities. Genocides have occurred recently in Bosnia, Sudan, Rwanda, and elsewhere. Women and children are sold into slavery, young boys are forcibly conscripted into militia units,



and the world is mainly indifferent. We pour out our hearts and pocketbooks for victims of natural disasters like the recent tsunami, but barely register the victims of human cruelty.

We have the opportunity to test ourselves in the 21st century. Studying the Holocaust is looking at our past as a way of understanding our present, and of modifying our future. I am particularly proud of our beloved colleague, Charles Hildebrandt, for his courage and conviction in establishing the Cohen Center for Holocaust Studies, of KSC for supporting and housing the Center, and for the College's vision in establishing the Holocaust Studies minor. I have been on the Center's advisory board since it was established, and my commitment to Keene State College is strengthened by my involvement with the CCHS's excellent faculty, staff, and dedicated volunteers who live the Center's mission. Our only hope for making a better world is to remember, and to teach.

### SOME OF THE COURSES IN KEENE STATE'S HOLOCAUST STUDIES MINOR

- ENGLISH 252**  
Literature of the Holocaust: Helen Frink/Nona Fienberg
- ENGLISH 260**  
The Bible as Literature: Michael Haines
- FILM 352**  
Film and the Holocaust: Larry Benaquist
- HISTORY/HOLOCAUST STUDIES 252**  
The Holocaust: Paul Vincent
- HISTORY 253**  
The Second World War: Paul Vincent
- HISTORY 351**  
Nineteenth-Century Germany: Paul Vincent
- HISTORY 353**  
Nazi Germany and the Holocaust: Paul Vincent

- HOLOCAUST STUDIES 254**  
Women and the Holocaust: Susan Herman
- INDEPENDENT STUDIES/ARTS & HUMANITIES 290**  
Introduction to Judaism: Micah Becker-Klein
- PHILOSOPHY 220**  
Ethics: Sander Lee
- PHILOSOPHY 313**  
Philosophy and the Holocaust: Sander Lee
- PSYCHOLOGY 221**  
Social Psychology: Therese Seibert
- SOCIOLOGY/HOLOCAUST STUDIES 326**  
Sociology of the Holocaust: Therese Seibert
- SOCIOLOGY 327**  
Sociology of Genocide: Therese Seibert

# Interview

**Glenda McFadden**, who teaches theology at Nashua Catholic Junior High School, has been involved in Holocaust studies for some years. A 1999 graduate of the summer institute offered by the national educational organization Facing History and Ourselves, Glenda became involved in Tom White's quarterly Holocaust Educators' Workshops at the Cohen Center in 2003-04. At Tom's recommendation, she received an Alfred Lerner Fellowship in June 2004 to attend the one-week summer institute at Columbia University sponsored by the Jewish Foundation for the Righteous (JFR). A few weeks later, she was off on the JFR's two-week study tour of Holocaust sites in Poland and Germany. Prof. Robert-Jan van Pelt expertly led the tour. Tom recently spoke with Glenda about her work:

## How have the JFR experiences impacted you and your teaching?

**Glenda:** The JFR has broadened my Holocaust educational view. I have been exposed to many different aspects of the Holocaust: business, law, sociology, psychology, and even photography. When I was in Europe, Robert-Jan van Pelt would tell us to look up, open our eyes, and be cognizant of what we were seeing. More importantly, he implored us to explore what we could *not* see. That statement stuck with me. Holocaust education has so many layers and we need to have a willingness to uncover those layers to further our understanding of this terrible event. Holocaust studies involve various disciplines, and there is no hierarchy of importance among those disciplines. We all need our areas of expertise to uncover the lessons of the Holocaust, and we need to be a diverse group doing it together. The JFR has transformed me as a person and as an educator. I have come to value the young people that I teach. Their vibrancy and sense of righteousness motivate me to stay committed to teaching them about the Holocaust. Their responses are so honest. I truly believe that our discussions have a life-changing impact on some of these students.

## How has the Cohen Center for Holocaust Studies been useful to you?

**Glenda:** How is it not useful? The Cohen Center has a great resource library. It offers easy access to videos and books. Your Friday workshops are terrific avenues for teacher education and camaraderie. I've attended events with dynamic speakers such



Francis Nowiak, resister, with Glenda McFadden in Cracow, Poland, summer 2004.

*'Exploring the concepts of rescue and resistance are very important for middle-school students....It's all about planting seed.'*

as Nechama Tec and Martin Rumscheidt. You've assisted me in planning and evaluating curricula, and in offering to come to my school for workshops. One valuable lesson you've taught me is to lift up the Jewish people. I now teach my students about Jewish life before the *Shoah*. I share with them Jewish life through art, music, literature, and film. I want them to truly realize what was lost.

## What other lessons do you try to bring to the attention of your students?

**Glenda:** I want my students to explore the concept of courage. I credit a colleague for articulating the following thought on courage and personal beliefs: You shouldn't stand up for something simply because you believe in it. After all, didn't the Nazis stand up for something they believed in? Stand up for something because it is the rightful and truthful thing to do. Moreover, students need to realize that there are consequences for such rightful actions. Exploring the concepts of rescue and resistance are very important for middle-school students. Finally, if my goal is to transform my students, then I need to prepare them to be called to action. I want them to know about organizations like Amnesty International and various web sites where they can be educated about genocide alerts. I bring my students to the computer lab at the end of my teaching unit and we visit such web sites. It's all about planting seed.

# Book Review

*'Pointless to swim against the stream'*

**Hayes, Peter.** *From Cooperation to Complicity: Degussa in the Third Reich*. New York: Cambridge University Press, 2004.

Anyone interested in ethics – not merely “business ethics” – should read Peter Hayes's new book. *From Cooperation to Complicity* expertly scrutinizes the frailty of “ordinary men” – in this case, ordinary businessmen – when encountering intimidation, perceived opportunity, patriotic pressure, and even selfless professional concern.

Hayes, whose 1987 study *Industry and Ideology: IG Farben in the Nazi Era* was also published by Cambridge University Press, expertly recreates the process by which the leadership of a single chemical corporation, Degussa (Deutsche Gold- und Silber-Scheideanstalt), “adapted to then increasingly identified with and/or promoted the Nazi regime's programs,” up to and including at least indirect support for the Third Reich's worst crimes. Hayes details the incremental moral corruption of otherwise honorable executives, who expropriate Jewish property (so-called Aryanization), employ forced and slave labor, refine stolen gold and silver, and supply, through a subsidiary firm, the gas used to murder hundreds of thousands of innocent people at Auschwitz and Maidanek.

The process is frightening. In reference to the apparent ease by which the firm profited from the vulnerability of Jewish businessmen in the early phases of Aryanization, Hayes quotes the 1937 comment of Fritz Roessler, a long-term member of Degussa's supervisory board: “It is pointless to swim against the stream.” The remark might have originated with any of Roessler's colleagues – perhaps with most of his counterparts in other German industries (especially those whose technological underpinnings made them useful to the regime).

Hayes finds that Degussa actually profited very little from Nazi racial policy. At one point, when detailing Nazi Germany's plundering of gold and silver in occupied Europe, he notes how “the horrors of the Holocaust have tended . . . to ob-



scure a central reality concerning the Third Reich's pillaging: the quantities extracted from non-Jews vastly exceeded those taken from Jews.” Indeed, whether focused on the looting of gold, the barbarous exploitation of slave labor, or the sale of Zyklon-B for use in gas chambers, the monetary benefit accruing to Degussa and its subsidiaries was surprisingly small. “Shocking as it is to say,” Hayes writes, “the idea that Degussa made a fortune by providing the means to murder the European Jews is fatuous.” The finding

is apt to be of cold comfort to the company's current managers, who commissioned Hayes to research and write this book.

Among Hayes' most ennobling attributes is his determination to hold his own judgment, allowing the facts to speak for themselves. In his introduction he warns readers to think “outside the box” of their current circumstances and perspective, lest they fall victim “to another sort of moral error. . . . Decency entails not only the ability to evaluate and draw conclusions from past conduct, but also humility before the human realities it illustrates.” Yet, there is a point when Hayes acknowledges that Degussa's conduct no longer warrants such restraint. In concluding a chapter entitled “Precious Metals for the Reich,” he damns the actions of Degussa's directors in one of the book's most trenchant passages:

[R]ather than offer the historically tenable but legally vulnerable defense that Degussa's leaders had entered into complicity with Nazi brutality out of myopia and self-centeredness and realized only gradually the depths of what they were abetting, the firm took the steadfast position [after the war] that it had not been complicit at all. As perhaps during the events in question themselves, Degussa's stance conformed to the sarcastic German expression that “what must not be cannot be.”

It is this vexing postwar refusal to accept complicity in the crimes of the Third Reich that leaves the reader of this book so troubled.

– C. Paul Vincent, Director