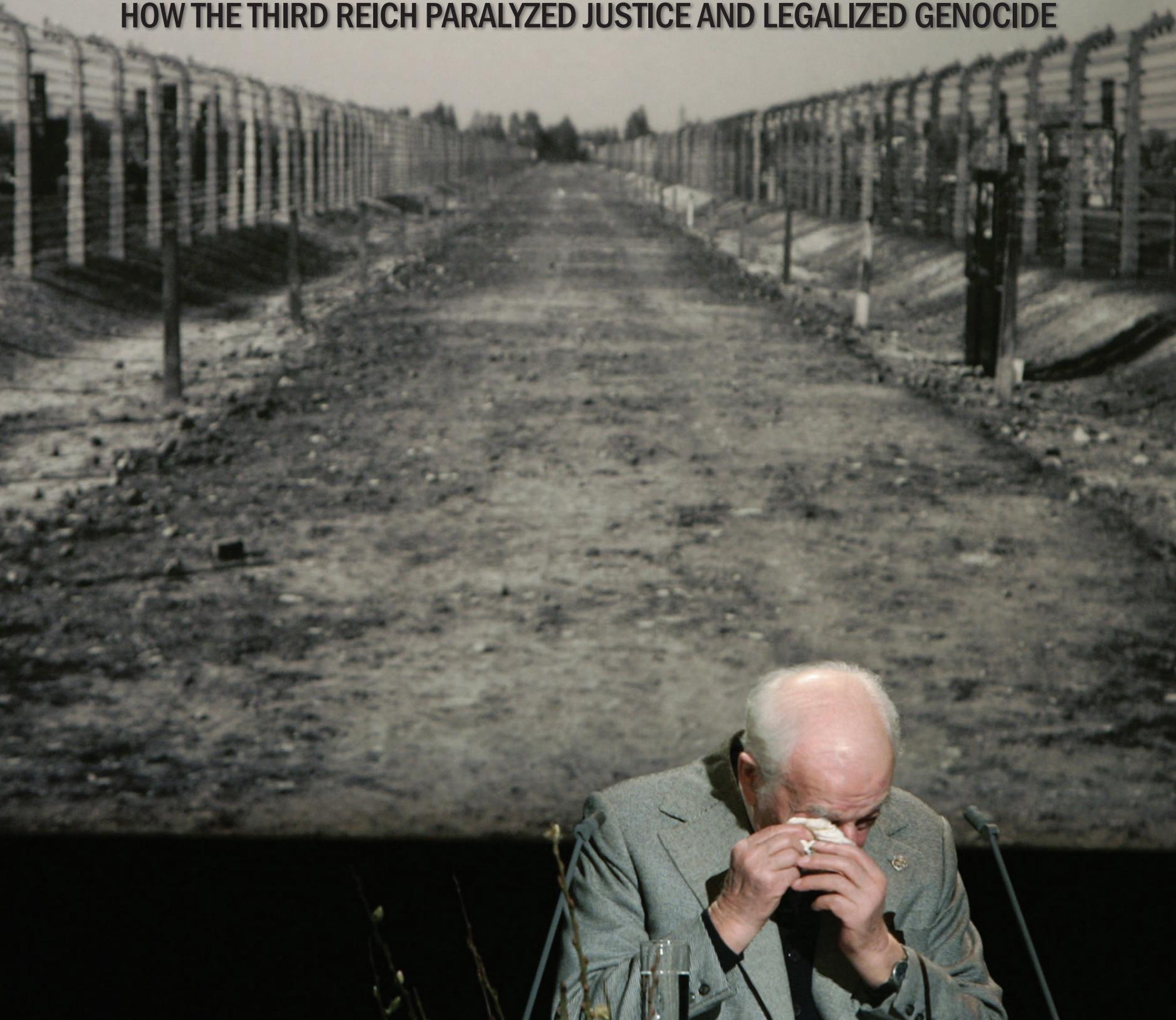


A SPECIAL SUPPLEMENT FROM THE COLUMBIA HOLOCAUST EDUCATION COMMISSION • SUNDAY, APRIL 12, 2015 • VOLUME 2

Holocaust Remembered

HOW THE THIRD REICH PARALYZED JUSTICE AND LEGALIZED GENOCIDE



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Send us your story!

We invite those with experiences from the Holocaust to send their stories (500 words or fewer), along with three to four original photographs, to Barry Abels, barrya@jewishcolumbia.org.

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Is it happening again?

By Lilly Filler

Imagine a time when civilized European nations witness thousands of their Jewish citizens fleeing to other countries for safety. Children are being separated from their parents or slaughtered in their schools. Anti-Semitism is on the rise, with mobs desecrating synagogues and Jewish businesses. Terror is the order of the day, and the terrorists (zealots) are doing a skillful job in spreading their messages of hate, intolerance, and destruction. The backdrop for these terrorists is economic and social poverty, disenchantment, and misguided charismatic religious and political leaders. What year could this be? Is it 1938, 1943, or 2015? Is history repeating itself? I ask you to consider the facts.



We have a mantra associated with the discussion of the Holocaust: “Never again.” And yet we are witnessing very similar circumstances and political upheaval to the time of the Holocaust.

What I describe above is our world today: Jews fleeing France, Boko Haram kidnapping or massacring children, ISIS beheading their captives and showing it around the world.

To say “never again” feels disingenuous. We are not heeding these words – this is the state of affairs in the world today.

This is the second annual edition of the “Holocaust Remembered” supplement. The Columbia Holocaust Education Commission, a volunteer group, is proud to work with The State newspaper to help bring this information to all of the Midlands.

This edition is focused on trying to understand how a democratic European society allowed the



THE STATE FILE PHOTO

dismantlement of its constitution, the development and passage of prejudicial laws against a targeted community, and the implementation of mass imprisonment, torture, slavery, and murder of 6 million Jews – 11 million people total.

If it happened then, could it not happen today? The study of the Holocaust is imperative if we want to prevent repetition of the past. This is how our children will learn the lessons of history.

We are lucky to have, in our community, a touching Holocaust Memorial in Memorial Park on Gadsden Street. This memorial was dedicated on June 6, 2001, and lists South Carolina’s Holocaust survivors and liberators. It educates the uninformed through an abbreviated timeline and a gripping pictorial etching depicting scenes from the Holocaust.

Please take a visit, sit on the benches that bear the quotes of survivors and a liberator, and take in the enormity of what this represents.

The Columbia Holocaust Education Commission is committed to informing the public about the Holocaust through our website, grants, “Holocaust Remembered” exhibit, and this publication, offering teachers resources for this topic. We have developed a “Speaker’s Bureau” that will provide a knowledgeable speaker on the Holocaust to come to your event/classroom site. Please contact Cheryl Nail at the Columbia Jewish Community Center at cheryl@jewishcolumbia.org or call her at 803-787-2023, ext 211. To teach our children, we must prepare our teachers. We hope that the lessons in this supplement and the resources provided will help do that.

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On the cover

Kurt Julius Goldstein, who survived the Nazi concentration camp Auschwitz, wipes away tears as he stands in front of a photo showing a walkway at Auschwitz. Goldstein was a speaker during a commemoration of the International Auschwitz Committee marking the 60th anniversary of the camp’s liberation on Jan. 25, 2005.

PHOTO BY MARKUS SCHREIBER • AP

How the courts failed Germany

By S.C. Chief Justice Jean Toal
and Ashley Robertson

“The dagger of the assassin
was concealed beneath
the robe of the jurist.”

TELFORD TAYLOR

American Military Tribunal prosecutor
Jurists' Trial, Nuremberg, Germany, 1947

The racist and anti-Semitic ideology of the Nazi dictatorship is generally well known. Less understood, however, is the role that German judges played in the Nazi descent into madness. Indeed, the role of the legal profession and the actions of judges – a group which, conceivably, could have challenged Hitler's authority and the authenticity of the Nazi regime – were critical in perpetrating the Nazi agenda.

Beginning in approximately 1933, and with the support – or at least acquiescence – of the German judiciary, the Nazi leadership enacted laws restricting political freedoms and civil rights which gradually transformed the nation from a democracy into a dictatorship. The courts not only upheld these laws, but interpreted them broadly, thus facilitating rather than hindering the Nazis' ability to carry out their program of persecution and murder.

For example, after Nazi leaders enacted the so-called Nuremberg Race laws, which were the cornerstone of the legalized persecution of Jews in Germany, the Nazis left it to the courts to render a final interpretation of the laws. When the courts accepted and broadly applied the race laws in subsequent opinions infused with Nazi ideology, they not only explicitly conferred legitimacy on the Nazis' racial discrimination and persecution practices, but bolstered Nazi power through the established legal framework.

The German legal documents from the times – some of which were initially classified as state secrets – reveal the complexity of the courts' role in the Nazi regime. Defining offenses and legal determinations vaguely en-



AP FILE PHOTOS

abled judges to retain the pretense of judicial independence while also issuing verdicts that satisfied Nazi authorities. Judges remained under a constant threat of removal from office, and therefore were in no way free from the overwhelming pressure of Nazi oversight.

A reminder of Nazi control over every aspect of the political and judicial system came in October 1942, when judges received the first in a series of "Letters to All Judges." The letters declared guidelines for sentencing and presented the Nazi position on political questions and on the legal interpretation of Nazi laws, as well as pressured judges to choose the path of least resistance and de-

cide cases according to the examples set forth in the letters.

After 12 years of submission to the Nazi regime, in 1947, an American military tribunal tried members of the German judiciary in what came to be known as the Jurists' Trial. Surviving high-ranking jurists were accused of "judicial murder and other atrocities, which they committed by destroying laws and justice in Germany and then utilizing the emptied forms of legal process for the persecution, enslavement, and extermination on the large scale."

Beyond obtaining guilty verdicts against the jurists, the military tribunal made a



▲ South Carolina Chief Justice Jean Toal speaks during a court proceeding in June 2014.

◀ Hundreds of anti-Semitic posters, such as this one in Greifenberg, Germany, had been hung by August 1935. The sign reads, "Germans don't buy in Jewish shops."

more general statement condemning the use of the German legal system to carry out the Nazi agenda, and in doing so, attempted to, at least nominally, right some of the legal wrongs of the era.

While some of the perpetrators faced justice, unfortunately, the damage done by the failure of the German court system to halt the Nazis' climb to power and its assistance in the Nazi program of persecution and extermination could never be undone.

Jean Hoefer Toal is chief justice of the South Carolina Supreme Court. Ashley Robertson is an attorney who serves as Toal's law clerk.

Defining the indescribable

'HOLOCAUST' AND ITS MEANING

By F.K. Clementi

As soon as World War II ended, in 1945, masses of people were on the move: city dwellers who had sought refuge from the bombardments in the countryside, escapees, evacuees, displaced people of all sorts, resistance fighters as well as soldiers from all fronts were boarding trains, ships, horse-pulled carts, or simply walking dreadful distances, eager to be home and return to normality. And there were the Jews, 68 percent fewer than five years earlier. Liberated from death camps, labor camps, ghettos, and hideouts, Jews often had no home to return to: Now their priority was to look for relatives and friends who had survived the war.

But to be precise, the Jews did not simply survive "the war" like other Europeans. Their situation was far different and far worse than the already-horrific combat in which tens of millions of people all over the world found themselves between 1939 and 1945. Over continental Europe there had been a war within the war, one that at first had no name and therefore was not acknowledged as such for a while. Today, we treat this distinct event separately from its World War II context, and we use for it a distinct name: the Holocaust.

By the word "Holocaust," we signify the process of extermination of the Jews blueprinted by the German Government led by Adolf Hitler. The US Holocaust Memorial Museum in Washington defines it as "the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators."

The concerted attack on the life of the Jews was ignited by time-tested anti-Semitic ideologies, legalized by the state, institutionally organized, and implemented piecemeal with the direct and indirect help of millions of collaborators through escalating steps: restrictions on Jews' rights, expulsion from public life (prohibition to practice certain professions, attend school, sit on park benches, etc.), citizenship revocation, stigmatization,



This 1942 photo of the killing of Jews at Ivanhorod, Ukraine, was intercepted by members of the Polish resistance.

intimidation, requisitions, expropriations, physical violence, detention in labor camps, relocation into deadly arm-guarded ghettos, small-scale and mass executions, deportation and murder in the death camps.

Struggle to define

When in 1919 Hitler wrote of an "unswervingly ... removal of the Jews altogether" as the only solution to the existential threat they allegedly represented to Germany and the world, it is not clear whether he meant mass deportation and relocation of the Jews, or permanent removal by murder. By January 1942, the Nazis' intentions left no room for ambiguity: The extermination of all Jews was the "Final Solution" to Germany's "Jewish question."

The word "Holocaust" evokes visions of gas chambers, human-burning ovens, and mass graves overfilled with contorted naked bodies of dead Jews. One place has become its universal symbol: Auschwitz. Yet no single image, eyewitness narration, location, documentation, description, definition can adequately encompass the events' enormity and complexity.

Even how to properly designate this specific genocide is not straightforward. Should we limit the use of the label "Holocaust" to the massacres in the camps and at mass executions? Should it include the whole chronological length of the persecutions – acts of intimidations, public humiliations, etc. that started as early as 1933 – before these turned into acts of annihilation? Should

the fate of all the groups designated by the Nazis for extermination (Roma-Sinti gypsies, homosexuals, targets of the euthanasia program, etc.) be included under this term? Does the term apply exclusively to the extermination of the Jews during World War II, or should it define all future genocides for which the Jewish one establishes an archetypal model?

People engaged in the study and preservation of Holocaust memory know that answers to such questions are central as we strive for accuracy and truth in our mission as teachers and transmitters of this tragic legacy.

Language is tightly bonded to the ethical

See INDESCRIBABLE • page 23

The Nuremberg race laws

By Leah Greenberg Davis

Nuremberg. For most, the word conjures up memories of a post war world. Seldom associated with Nuremberg are the hundreds of laws that were passed that laid the groundwork for Hitler's systematic destruction of the European Jews. Hitler's persecution and dismantling of the Jewish people did not happen over night. Between 1933 and 1939, over 400 laws were passed that impacted German Jews.¹

Rise of racial science

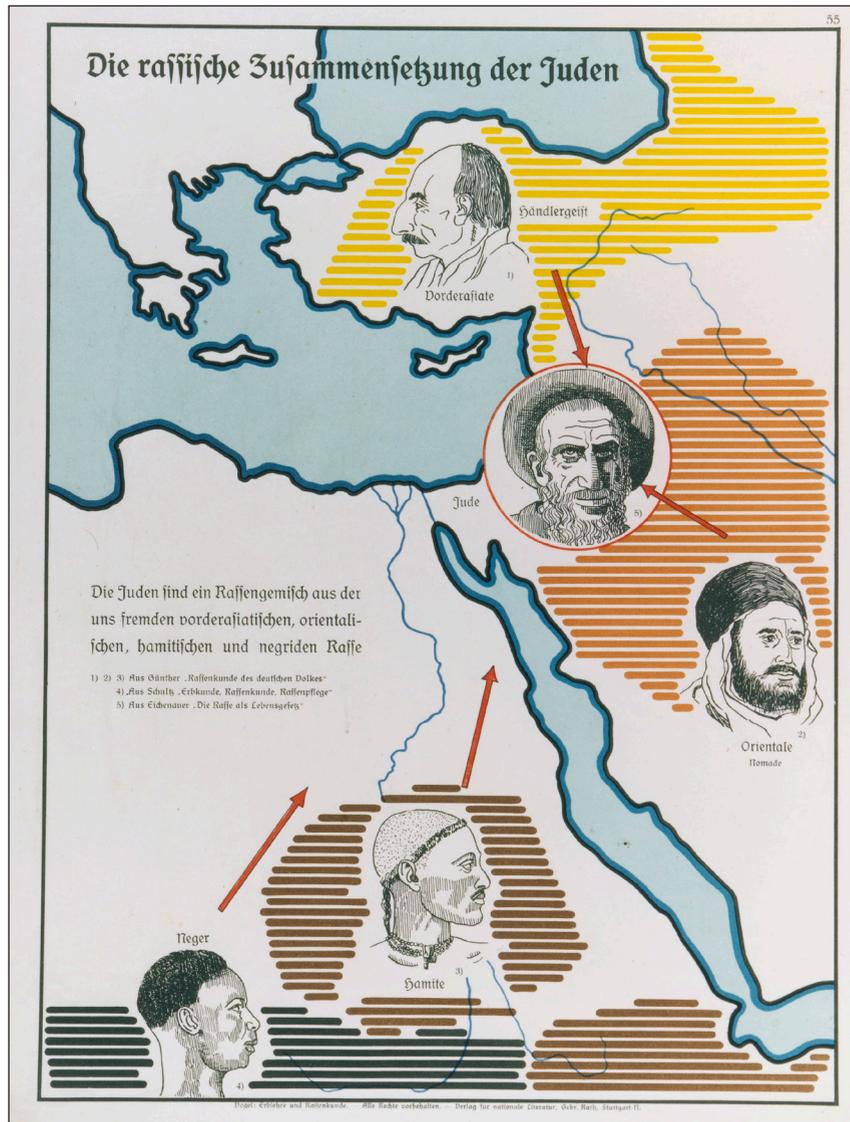
After the Germans were defeated in World War I, Hitler played into a general feeling of inadequacy among the German public. Germans were eager to see a strong Germany rise again. Hitler was obsessed with the idea of a pure "Aryan" race. In his book *Mein Kampf*, which translates to *My Struggle* in German, Hitler wrote that the "state must set race in the center of all life. It must take care to keep it pure."²

Hitler used the Jews as a scapegoat, arguing that Germany needed to rid their society of any people that weren't "pure."

Under Hitler's regime, "racial sciences" became an academic subject. A twenty-five year old doctoral student wrote these horrifying words as part of his "studies" in 1936: "Only a racially valuable person has a right to exist in the community. A racially inferior or harmful individual must be eliminated."³

Hitler was appointed Reich Chancellor on January 30, 1933 and by April, he had already begun to implement laws removing Jews from various aspects of society.

While the Nuremberg laws were not the first laws passed isolating the Jews, they significantly codified Hitler's distorted racial theories embodied in *Mein Kampf*. Moreover, as opposed to many of Hitler's edicts, these laws were passed by the German legislature, the Reichstag.⁴



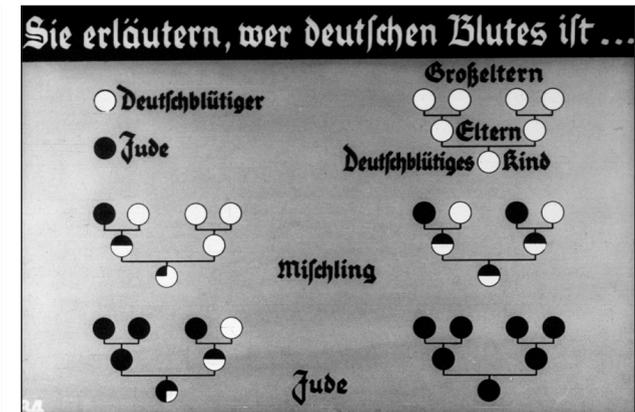
UNITED STATES HOLOCAUST MEMORIAL MUSEUM PHOTOS

Passage of two laws

In 1935, the Nazi party elite held their annual meeting in Nuremberg, which was ironically titled the "Congress of Freedom."⁵ On Sept. 15, two laws were passed that forever changed the course of Jewish history in Europe.⁶ The first was called the Reich Citizenship Law. This law provided, *inter alia*, that "a Reich citizen is a subject of the state who is of German or related blood, and proves by his conduct that

he is willing and fit to faithfully serve the German people and the Reich."⁷ Moreover, a "Reich citizen is the sole bearer of full political rights in accordance with the law."⁸

The second law was called the "Law for Protection of German Blood and German Honor of September 15, 1935."⁹ This law was "moved by the understanding that purity of German blood is the essential condition for the continued existence of the German people..."¹⁰ It prohibited marriages between Jews



▲ A Nazi propaganda slide from a Hitler Youth educational presentation entitled "Germany Overcomes Jewry" reads across the top, "They explain who is of German blood."

◀ The German text on a eugenics poster entitled "The racial composition of Jews" reads, "The Jews are a mixture of alien Near Eastern, oriental, Hamite and Negro races."

Citizenship Law as legal justification, Hitler instituted the "First Regulation to the Reich Citizenship Law of November 14, 1935."¹³ A "full" Jew was someone who had three Jewish grandparents "who were full Jews by race."¹⁴ The law also defined people as partly Jewish or "mischlings" if they had two Jewish grandparents and met several other conditions. Those who had one Jewish grandparent were ultimately considered Jewish and denied German citizenship.¹⁵ Even those who had converted to Christianity were considered "racially" Jewish under the Nuremberg laws.¹⁶

German Jews in 1933 never would have envisioned that they would be excommunicated from society and ultimately mass murdered. They were an integral part of Germany – they were doctors, musicians, lawyers, writers, shopkeepers and friends. These laws created the foundation for Hitler's ability to turn an entire country against the Jewish people.

and German citizens, as well as "extra marital relations" between Jews and Germans.¹¹ It also excluded women under the age of 45 from working in Jewish households and provided that Jews could not "fly the Reich or national flag or display Reich colors."¹²

Who is Jewish?

The question of who exactly was Jewish remained open. What if someone had converted from Judaism to another religion? Using the Reich

¹ Holocaust Encyclopedia: Antisemitic Legislation 1933-1939. United States Holocaust Memorial Museum, 20 June 2014. Web. 29 December 2014. ² Berenbaum, Michael. *The World Must Know*. Washington, D.C.: Johns Hopkins University Press, 2006. Print. p. 27. ³ Gilbert, Martin. *The Holocaust: A History of the Jews of Europe During the Second World War*. New York: Holt, Rinehart and Winston, 1985. Print. p. 50. ⁴ Yahil, Leni. *The Holocaust: The Fate of European Jewry*. New York: Oxford University Press, 1990. Print. p. 68. ⁵ Id. ⁶ Holocaust Encyclopedia: Translation: Nuremberg Race Laws. United States Holocaust Memorial Museum, 20 June 2014. Web. 30 December 2014. ⁷ Id. ⁸ Id. ⁹ Id. ¹⁰ Id. ¹¹ Id. ¹² Id. ¹³ Yahil at 72. ¹⁴ Id. at 72-73. ¹⁵ Berenbaum at 30. ¹⁶ Id.

The seizure of absolute power

By Jack Swerling

In 1992, my son Bryan and I took a trip to Germany, Austria and Hungary. On the outskirts of Munich, we visited the Dachau Concentration Camp. In the main building as one enters the Camp, I found a document that read as follows:

DECREE OF THE REICH PRESIDENT FOR THE PROTECTION OF THE PEOPLE AND THE STATE

Article I

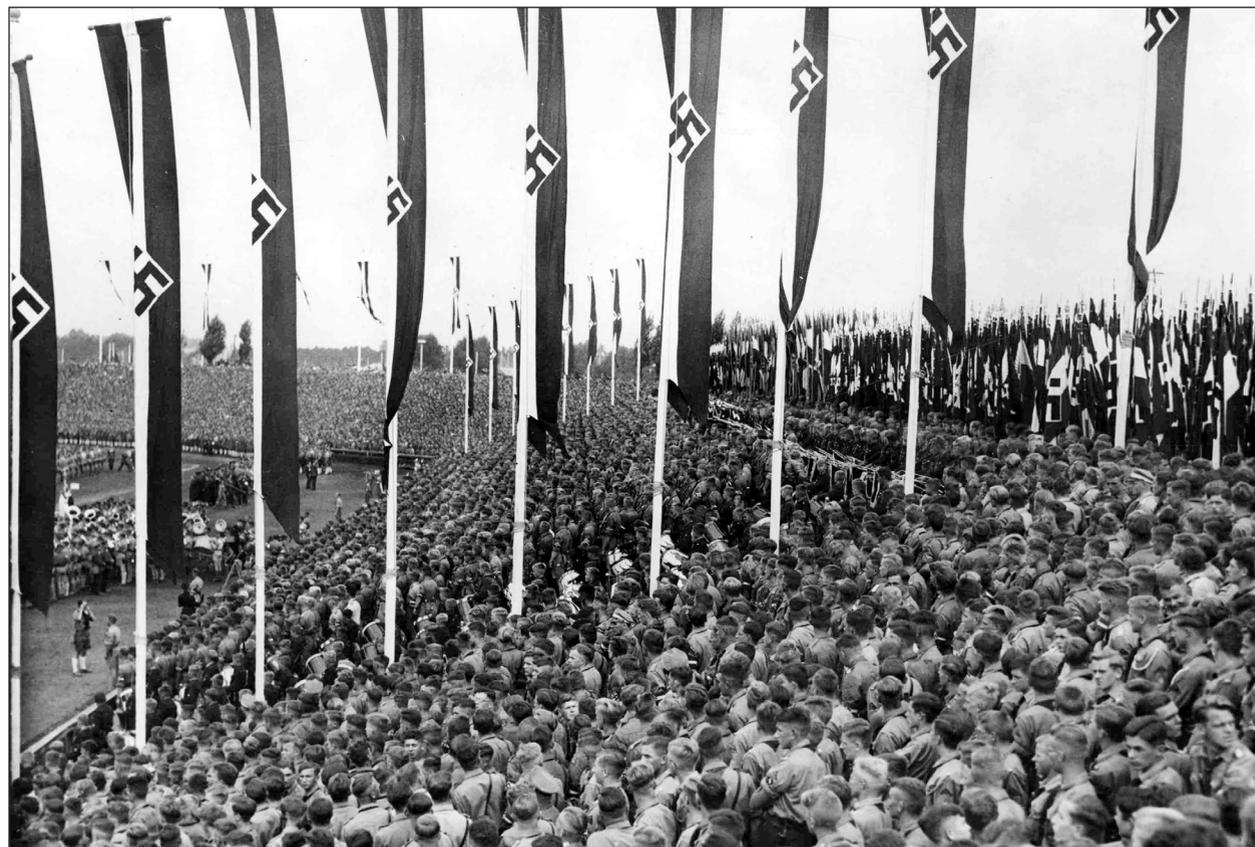
Sections 114, 115, 117, 118, 123, 124 and 153 of the Constitution of the German Reich are suspended until further notice. Therefore, restrictions on personal liberty, on the right of free expression of opinion, including freedom of the press, on the right of assembly and the right of association, and violations of the privacy of postal, telegraphic, and telephonic communications, warrants for house searches, orders for confiscations, as well as restrictions on property, are permissible beyond the legal limits otherwise prescribed.

This Decree was signed by Reich President Paul von Hindenburg and Reich Chancellor Adolf Hitler on February 28, 1933.

The entire experience had a significant effect on me, not only because I am Jewish, but also because I realized what lawyers and judges can help preserve if we are vigilant and bold and what can happen if we are not.

Rising power, shrinking rights

Hitler was appointed Chancellor by von Hindenburg on January 30, 1933. Within 30 days, he was successful in suspending many of the rights that people had under the German Constitution. Within a short period of time, Hitler was then able to seize control of the legislative process, the police and the courts. Once he gained control of these institutions, nothing and no one could stop him from having total control of Germany. It took 12 years, a world war and the deaths of millions of people before the nightmare ended.



AP FILE PHOTOS

A large crowd listens to speeches at a National Socialist Party rally in Nuremberg, Germany, in 1935.

Hitler immediately expanded the powers of the police. The Gestapo investigated political opposition and the Kripo was in charge of investigation of all other criminal activity. The Gestapo used "protective custody" which allowed them to arrest and incarcerate indefinitely and without charges, any individual who was suspected of being dangerous to the security of the Reich. Political opponents and later, Jews, were placed in "protective custody" in prisons and concentration camps. The Kripo used "preventive custody". They arrested and incarcerated individuals who were perceived to be a threat to the public order. People



Young Nazis ride in a truck encouraging people to vote "yes" to elect Adolf Hitler president in Berlin on Aug. 19, 1934. The next day, legislation was passed requiring all state officials – including members of the judiciary – to swear loyalty to Hitler.

arrested by the Gestapo or the Kripo were not allowed legal representatives, a right of appeal, or any judicial review.

Hitler then seized control of the legislative process. On March 24, 1933, the Reichstag (Parliament) passed the Enabling Act which allowed Hitler to enact laws without the approval of the legislature. Hitler accomplished this through “protective detention” when he jailed 81 Communists and 26 Social Democratic representatives, thus denying them their right to vote on the Enabling Act, and through intimidation of the remaining non-Nazi Party representatives, by having SS troops in the Reichstag when the vote was taken.

As for the judiciary, Hitler eliminated any possible judicial review of acts of the Nazi regime. When one of the defendants accused of setting the Reichstag fire of February 27, 1933 was acquitted, Hitler took jurisdiction of political crimes away from the Supreme Court and in its place he established a People’s Court made up of Nazi judges. When von Hindenburg died in August, 1934, Hitler designated himself as Fuhrer (The Leader). On August 20, 1934, legislation was passed requiring all state officials, including members of the judiciary, to swear loyalty, not to the German Constitution, but to the Fuhrer himself.

Judicial control

Much of what Hitler was able to do in Germany was due to his control of the judiciary. Although there were efforts by many judges to maintain their judicial independence, through legislation and eventual acquiescence, judges did not stand in the way of Hitler’s master plan. In 1941, with no legal or legislative impediments in their way, Hitler and Heinrich Himmler, head of the SS, issued orders that began deporting Jews to concentration camps, leading to the implementation of the “Final Solution” – the systematic murder of millions of Jews.

At the end of the war there were a series of trials in Nuremberg conducted by the International Military Tribunal. One of those trials was to become known as the “Jurist” trial where prosecutors and judges were accused of “judicial murder and other atrocities, which they committed by destroying



YAD VASHEM PHOTO ARCHIVES - AP FILE PHOTO

Jewish women and children deported from Hungary line up on the selection platform in May 1944 at Auschwitz in Nazi-occupied Poland. In 1941, with no legal or legislative impediments, Adolf Hitler and Heinrich Himmler, head of the SS, ordered Jews deported to concentration camps, leading to systematic murder of millions of Jews.

law and justice in Germany and then utilizing the emptied forms of legal process for persecution, enslavement, and extermination on a large scale”. One of the notorious Nazi judges was Dr. Oswald Rothaug, who presided over the Nuremberg Special Court. Justice Rothaug was found guilty and sentenced to life in prison. In referring to one particular case Rothaug presided over where a sentence of death was imposed, the Tribunal stated “one undisputed fact is sufficient to establish this case as being an act in furtherance of the Nazi program to persecute and exterminate Jews ... Katzenberger (the defendant) was tried and executed only because he was a Jew ... The Defendant Rothaug was the knowing and willing instrument in that program of persecution and extermination.”

The perfect storm

Hitler could not have seized control of the legislature, the police and the judiciary without first capturing the hearts and minds of the German People, which enabled him to rise to power as the Reich Chancellor. He was a demagogue, who through his passionate oratory skills, rallied the people against what was perceived to be the very foundation of Germany’s post WW I misery – Jews, Communists and the terms of peace imposed on Germany by the allies.

The seizure of absolute power is certainly not unique to Germany. It has happened in other countries and it can happen again. In our own country, there are some politicians and members of the public who are unhappy with and criticize our system of justice and the rights afforded us under our

own Constitution. These people have been successful, on occasion, in having our congress and state legislatures pass laws that erode our rights and give the government more opportunity to intrude on our privacy. The public should understand that it is not someone else’s rights that are affected – it is their own. Once our rights are lessened, it is difficult, if not impossible to restore them. One of the lessons to be learned from Hitler’s seizure of power, and any erosion of our own rights, is that the public must be vigilant, vocal and oppose attempts by extremists on either side of the political spectrum to limit our rights in any way. It would be wise to remember the words of Edmund Burke who said “all tyranny needs to gain a foothold is for people of good conscience to remain silent.”

A daring rescue of the sacred Torah

By Irene Gruen Jablon

I am writing this article about my father, Leo Gruen (aka Leo Gruenebaum.) Although he was always reluctant to discuss his past in Germany during the years of the Nazi regime, I found a newspaper article about his heroism written in 1948 that I am proud to share with everyone today.

Leo, one of 8 children, was born January 28, 1891. He lived in Buergel, Germany, as did his entire family. Buergel is a suburb of Offenbach, and the Gruenebaums dated back there to the 12th century. By the fall of 1938, the Jewish population of Buergel had all but disappeared. My dad was among the few who remained, continuing to work in his family business. He was a manufacturer of type cases for printing presses for many of the German newspapers. He was also the president of his synagogue before its destruction. As the tempo of anti-Semitic persecution continued to rise, my father had a sense of impending doom. His concern grew for the Torahs in the synagogue.

Torah scrolls are the five books of Moses, handwritten in Hebrew and read every Sabbath and on Jewish Holidays. These Torahs, in the Buergel Synagogue, were over 200 years old. One of the hand-painted linen sashes that tied one of the six scrolls was donated by one of my father's ancestors on the birth of a child in their family. My father realized that to hide anything from the Nazis could mean going to a concentration camp or the firing squad. He had already spent



▲ Leo Gruen

time in jail and in a work camp for speaking out against the political situation. Nevertheless, my father felt it important to save the precious Torahs, even at the possible ultimate price, his life. He smuggled the Torahs out of the synagogue and hid them in his home.

His premonition was well founded when a young man named Herschel Grynszpan shot and killed Ernst von Rath, an important



From the Buffalo Courier Express on July 18, 1948: "When the Nazis ordered the destruction of the Jewish synagogue in Buergel, Germany, they unknowingly helped find a temple in the New World. It is Temple Beth El, Bank St., Batavia. Above are two Torah scrolls for which Leo Gruenebaum of Buergel risked his life. C.J. Goldstein, left, president of the temple, holds one of the velvet-mantled scrolls with its rich sterling silver ornamentation. Rabbi Harry J. Brevis, center, holds the smallest Torah, while Lew R. Browne, vice-president, displays the hand-painted sash which ties the small scroll.

only the equivalent of \$1.25.

Upon entering my father's home, the luggage inspector dropped a broad hint that for a "suitable gratuity" he would be inclined to treat my father with benevolent liberality. My father paid the gratuity and held his breath. The official merely glanced at the trunk holding the precious scrolls and affixed his seal. A few days later my father set sail from Hamburg with one sister on a small Hamburg-American liner. At the American port of entry, the customs inspector, also Jewish, pointed to the trunk and ask, "What have you there?" "Three books" was his answer. When he opened the lid, the inspector leaned down and kissed the three scrolls and said "Welcome to a free land, my friend!"

After arriving, my father went to Batavia, N.Y. to stay with relatives. The Jewish families in Batavia were organizing a congregation. They had a large residence which could be remodeled but no Torah scrolls. It was such a perfect situation for my father to give the scrolls to this congregation. They became enshrined in the holy ark of which is now known as Temple Beth El. A few months later, my father met my mother who was a resident psychologist at the women's prison in Albion, not far from Batavia. They fell in love and married on August 4, 1943 in the same temple that housed these smuggled Torahs!!

My beloved father passed away New Year's Eve, 1981 at almost 92 years of age. He got to know and enjoy all 4 of his grandchildren and watch them grow. My father was a true hero and a great role model for my family. I will forever respect and admire his courage and heroism.

PHOTOS COURTESY OF
IRENE GRUEN JABLON

► Counter-clockwise from bottom, Irene Gruen Jablon, husband Harold, and children Alison and Eric.

Nazi in Paris on November 7, 1938. This triggered the destruction and desecration of 500 synagogues throughout Germany known 2 days later, as Kristallnacht. The one remaining Torah scroll at his synagogue was dragged out, unrolled and destroyed by an angry mob.

Reluctantly my father knew he would have to flee Germany. For a Jew to leave at that time was difficult. Smuggling out five Torahs with their costly silver ornaments and religious significance would be almost impossible. His first break came when through a friend, he was able



to get two scrolls out to Johannesburg, South Africa. After agonizing months of filing applications and being interviewed and searched, he was notified in mid-summer 1939 that he could depart, however, he had to sign over his lucrative business to the Nazis and could leave with

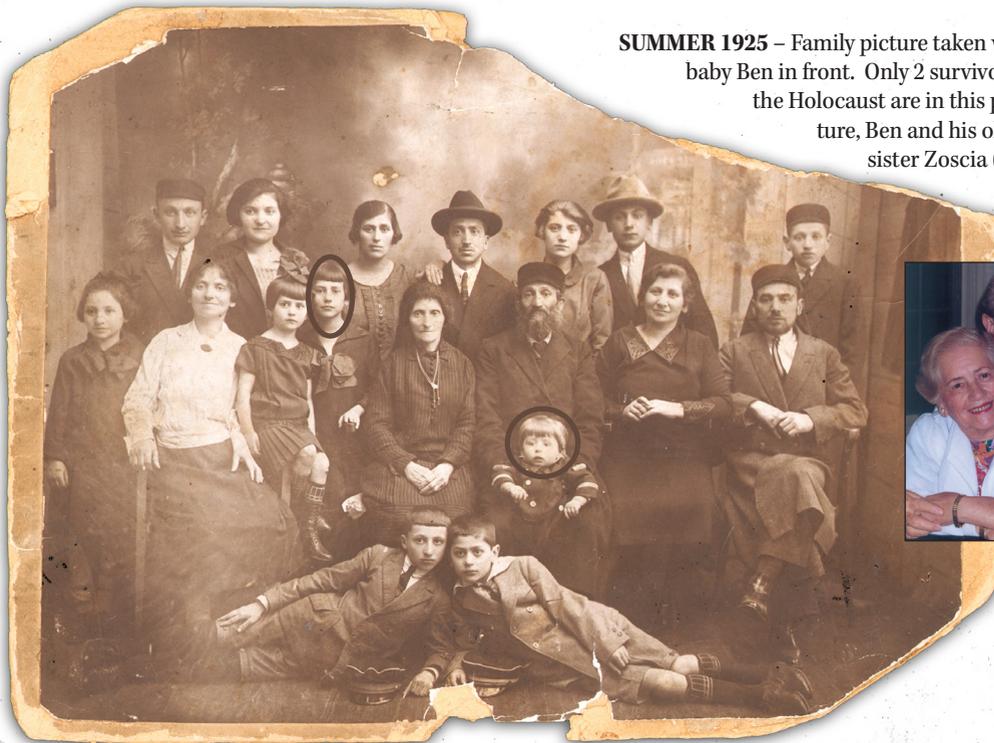
One survivor's journey and legacy

From the HOLOCAUST REMEMBERED exhibit

"(I survived the Holocaust through) ... pure luck, God's will, and I guess for me, to tell you the message right now. To tell you the story, that's the reason we survived."

BEN STERN, Holocaust survivor, Columbia

JULY 21, 1924 – Birth of Ben Stern (Sternzys), the youngest of four children in Kielce, Poland.



SUMMER 1925 – Family picture taken with baby Ben in front. Only 2 survivors of the Holocaust are in this picture, Ben and his oldest sister Zoscia (Sofie).



Ben and Zoscia (Sofie)

SUMMER 1929 – Family moves from Kielce to Lodz, Poland looking for work.

FALL 1931 – Chaim Stern (father of Ben) begins to feel the unrest in Europe, and warns his sister Helen Lipton to be "careful" in Germany, since she would be visiting from the USA with her 2 small sons, Joe and Morey.



◀ SPRING 1938 – Visa photo taken of Ben's mother Hadassah, brother Joel, father Chaim, and Ben in the hope of immigrating to the U.S. The correspondence to the United States reveals an increasing sense of urgency for immigration. Their letters become pleading.

FALL 1939 – The family moves back to Kielce, Poland as word spreads that Lodz will soon become a ghetto. Ben begins work in a carpenter shop.

SPRING 1942 – The SS (Nazis) raid Ben's family home and make selections of who will live and work for them, and who will not. Ben watched as his sister Zoscia (Sofie) was forever separated from her small son (who was killed before her eyes as they "tore" the legs apart from the child) Other family members were transported to Treblinka Concentration Camp. Ben was taken to Hennikov (near Kielce) to work at a shoe factory. He worked in this work camp until 1944, when he was sent to six concentration camps, Auschwitz, Oranienburg, Sachsenhausen, Kaufering, Dachau, and Allach.

LATE APRIL 1945 – Ben and others had to march from Dachau to Allach, which was only 3 kilometers. Ben's brother Joel was on this march also.

"I fell ... I couldn't walk anymore, I weighed about 87 pounds and I fell, and that was lucky that I couldn't walk, because everybody else got shot."

Ben's brother Joel was killed in that march.

APRIL 30, 1945 – Ben Stern is liberated from Allach by the 42nd Infantry Division of the American Army.

"I couldn't exhibit any emotions, because I was so sick and so weak. I weighed 87 or 89 pounds. Inwardly, I was overjoyed, but if you had been an American soldier and had looked at me, there was no reaction, because I could not move. I was flat gone. It was a blessing in disguise that I couldn't eat. Other prisoners went to the bunkers, the area where potatoes were stored underground, and started eating raw potatoes. Many died."

FALL 1945 – Ben Stern meets Jadzia Sklar (Sklarz), also a Holocaust Survivor of Auschwitz. Her brother Ben Sklar (Sklarz) was a roommate and Holocaust Survivor with Ben Stern and both men lived together in various concentration camps.



Ben Sklar

► **JUNE 16, 1946** – Jadzia and Ben Stern marry in Munich, Germany and many friends provide flowers for the ceremony.

► **DEC. 6, 1947** – Daughter Lilly is born in Munich.



JUNE 8, 1949 – Ben Stern's young family immigrates to the US. They come over by ship on the SS General McGree and are processed through Ellis Island. The family moves to South Carolina since they are sponsored by Ben's Uncle Gabriel Stern and his family, living in Lexington, S.C.

1950s-1990s – The Ben Stern family grows and prospers. Jadzia and Ben have three more children, Helena, Bill, and Herb, after coming to America. Ben Stern starts his own construction company (Ben Stern General Contractor, later changed to Ben Stern Construction Company, and changed again by his son Bill to Stern & Stern Development Company). Ben and Jadzia become an integral part of the Columbia community and landscape. Ben was president of Beth Shalom Synagogue and would often serve as its cantor. He was a member of the Jewish Community Center, the Masons and Shriners. Jadzia, besides a dedicated homemaker, seamstress and cook, was president of the Beth Shalom Sisterhood. They had 11 grandchildren and although they never lived to see their great grandchildren, they have five.

Both Jadzia and Ben began to speak of their Holocaust experiences in the late 1970s and continued to do so until their deaths. Both had concentration tattoo numbers on their arms until their deaths. Ben unexpectedly passed away Dec. 6, 1999, and Jadzia died after a long illness on June 28, 2001. May memories of them live through their children, grandchildren and future descendants.

Deportation avoided

By Hannah Goldberg McGee

I remember as a child asking a simple question to my grandmother, Luba Goldberg (Liuba Schreiber). I asked her to tell me about her mother, Esther. Luba paused and then responded, “She died in the war.”

This conversation that I had with my grandmother over 20 years ago is part of a much larger history. It is now presented at schools, portrayed in books and movies, and haunts all of us around the world. This recollection of my grandmother’s story briefly remembers her time in the Cernauti Ghetto, how she escaped deportation and how she moved on from the horrors she faced during the Holocaust.



McGee

My grandmother, one of four children, was born in Tighina, Romania. She studied education at college in Bucharest. Once she graduated, she realized that conditions in Europe were worsening, and she found herself and her physician brother, sister-in-law and their daughter living in the Cernauti Ghetto, Romania.

The conditions in the ghetto were bleak. The homes and all belongings were sequestered. My grandmother recalled sharing a living space with her brother’s family and several others. By promising medical help from her brother, Luba made secret agreements with the guards in the ghetto. The guards would permit Luba to get food and other resources to the homes, in exchange for medical attention.

Although conditions in the ghetto were horrific and resources were limited, it was better than the alternative – deportation! Deportation meant leaving by train without arriving anywhere alive. First, the elderly were deported, and then children, and then they selected from all that was left.

When my grandmother talked about her time in Europe during the Holocaust, she mostly spoke of the one most terrifying day of her life: the day she was chosen for deportation from the ghetto. She recalled that an error had been made; the guards asked for “Lieb” instead



Luba’s story is one of luck, courage and the presence of mind and force of personality to capitalize on her luck. At left, Luba and Bernard are shown with their daughter, Esther. Below, the couple met at a refugee camp in Cyprus.



PHOTOS COURTESY OF HANNAH GOLDBERG MCGEE

of “Liuba,” thinking that they were deporting the male head of household! As she left the house, she took nothing but a handbag. She was determined that she was coming back to her home.

When they arrived at the station, she spoke with a guard at the fence. Although she had some contacts that she was seeking, Luba and the guard agreed that he would sneak her out of the station, if her contacts failed. She was determined not to leave the station on a train.

Inside the station, Luba tried to reach out to everyone she knew, with no help from professors or guards. She found the officer in charge, but he had bodyguards all around and nobody would let her near him.

Ultimately, she went to a corner, removed

her coat, fixed her hair and put on lipstick to change her appearance. She pushed her way past the other guards and grabbed the officer by the belt across his chest and said, “You have to help me!” She told him of the mistaken identity. Surprisingly, he sent her home with a guard to get her identity documentation. Before she left, one of the train doors was closing on a face she recognized, a woman from her ghetto. She quickly shoved her handbag through the train door and handed it to this woman. Luba was certain the woman needed the contents of her bag more than she would that day.

On her return home, surprised, her sister-in-law fainted. Luba explained the situation and then returned to the station. Everyone

was gone except for the officer and a few others. She showed him the documentation and he said, “I thought I sent you home.”

Returning to the ghetto, Luba was sick for two weeks, symptoms related to the stress of her experience. She was the only one to return from those ordered to the train station. After she recovered, she returned to business. She felt the best cure was to keep going. So she did.

Later, Luba immigrated to Russia, where she opened a school for girls. Ultimately, she was presented with the opportunity to move to Israel via a post-war refugee camp, run by the British in Cyprus.

In Cyprus, she was introduced to Bernard Goldberg by mutual friends, and they married within two weeks. They continued to Israel upon its independence in 1948 and had a daughter (Esther) and a son (Norman). Years later, they immigrated to the United States, to Columbia, S.C., to join Bernard’s brother and family (Felix and Bluma Goldberg).

Luba’s story is one of luck, courage and the presence of mind and force of personality to courageously capitalize on her luck. But for that, there would have been no granddaughter to ask questions and no one to remember Luba, a fate that befell 6 million Jews in the Holocaust.

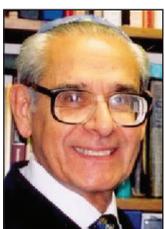
So, Luba was asked by one of her granddaughters a simple question ...

Flight from the Nazis

By Rabbi Philip Silverstein

The following is a condensation of an original narrative by Rabbi Silverstein on his family's escape from the Nazis in 1940-1941. The information and intent is the same; only the length has been revised, with notations (in italics) by Dr. Lilly Filler.

On Friday morning, 10 May, 1940, I woke up with the sun shining brightly through the windows.



Silverstein

Thus begins the story of Philip Silverstein, age 9, who was living in Belgium with his parents and young sister. This was the day his father decided that it was no longer safe to stay in Antwerp and began the plan to leave. Young Silverstein was just excited about a "trip" and during that day played marbles with an upstairs neighbor, Poleke Freilich, whose parents tried, to no avail, to convince "Papa" Silverstein to stay with them.

It was a big decision on my father's part and I knew it. Many people, not only Jews, had decided to leave. ... I remembered having listened on the radio to Hitler's speeches and I knew that he was very bad for the Jews. Several months before, Papa and Mama had a conversation about Hitler at lunch time when Papa said that he hoped that his turn on the quota to enter the US would come prior to the war. When I heard the word "war" for the first time, I quickly got up from the table and began to pray. ...

The father had family in New York, his mother was from Poland. Prior to leaving Antwerp, Papa insisted that Philip memorize the family address in New York: "Eeleven Nineteen Fortee Teurd Stree, Brookleen, New York."

The family began their journey out of Belgium, into France. After many days and difficult lodging situations, bombing raids, joining crowds of people also heading west and south to try to "escape" the Nazis, they ended up in southwestern France, Bordeaux. Papa Silverstein wanted to get as close to the Atlantic Ocean as



PHOTOS COURTESY OF RABBI PHILIP SILVERSTEIN

Above, Philip Silverstein, center, on a beach in Belgium circa 1938. From left are his parents, his sister Anna, scholar Zelig Broschi, and family friends the Kaplans. At right are the Silverstein children, Philip, 5, and Anna, 2, circa 1935.



possible, hoping to get passage on a ship to the United States. The family was planning to stay in Bordeaux, corresponding with the N.Y. family, and working on ship passage. However, the Nazis appeared to be moving westward, everyone was talking about the war. Although Germany had promised not to bomb Bordeaux, the family began to move again, traveling to Bayonne.

I remember the day when he (Papa) came home telling us excitedly that he had found a ship bound for England. We packed in 2 minutes and found a farmer who took us to the

The destination was Marseilles. They stayed for several months. Papa would leave for days or weeks, trying to seek a way out of France. Spain refused to allow Jews into their country, but Portugal was not so strict, so attempts were made to try to get to Portugal.

I admired Papa ever so much. He knew everything. There was really nothing to worry about when he was around. The gnawing of insecurity came to me only when he was away. When he was with us, nothing bad would ever happen to us because he would know how to get us out of any danger. It was wonderful to have such a man at the head of our family.

The family had many friends in Marseilles, friends from Antwerp, people who they met on trains while traveling. For some, this was their final destination, others were trying to get to Brazil. The Silversteins only had their eyes on the U.S., but visas for everyone were needed, and when granted piecemeal, some of the family would acquire the visa, but it would expire before the next member was granted a visa.

I remember the day in February of 1941 when Papa came home with indescribable happiness. He hugged Mama and kissed us and told us that everything was arranged. ... We were on a train again, (heading west). Mama and Papa were very nervous at the Spanish border. ... It was in Portugal that I first felt like a carefree human being again. We spent a week in Lisbon. ...

SS Excambion of the American Export Lines arrived at port. The American flag fluttering in the wind became a symbol of our protection and salvation. ... Then I heard the name "Zylberztejn" and we boarded. We sailed towards evening. ... We arrived in New York on March 19, 1941. The whole family met us at the dock and there was much crying and kissing. It was then that we went by car to "Eeleven Nineteen Fortee Teurd Street, Brookleen, NY"

Many of my classmates made it to the land which we had considered real only in fairy tales. Many others remained behind to die in concentration camps, like my friend Poleke Freilich.

dock, for a lot of money. The car had egg baskets in it and was very uncomfortable. ... There was the ship! It had a Belgian flag, I loved Belgium dearly. Papa boarded first as he told us to wait on the dock. After much talking and pleading with the captain, Papa returned to us with a sad expression. He had failed. The captain would not let us aboard. ... We returned to Bayonne. Several months later we found out that the ship had sunk.

After several more weeks, unable to find passage to the US or to England, the family moved again, but this time there seemed to be a plan.

Some memories never dim

By Lilly Filler

Entering the modest home of 92-year-old David Ray Hubbard was as if entering a lovely time capsule. Pictures were in all corners, books stacked in piles and war memorabilia in multitudes of boxes.

Mr. Hubbard began our interview with the history of his beloved wife and how they came to marry. Although now deceased, discussing his wife, Anne Galloway, still brings tears to his eyes. However, as soon as the discussion moved to his service career and his eyewitness account of Buchenwald concentration camp, he closed his eyes and recovered with a steely resolve.

Mr. Hubbard wrote many letters to his family while serving in Europe from November 1942 until the fall of 1945, and with his folding Autographic Brownie camera, he took many pictures. Hubbard was not in combat, but was assigned to Company D, 197th Quartermaster Gasoline Supply Battalion. He and his company established the first of many petroleum, oil and lubricant dumps. He served as company clerk in a cadre to form a new gasoline supply company in southern England.

In May 1944, Hubbard was transferred to Headquarters Detachment, Advance Section Communication Zone, which spearheaded providing all logistical support for the advancing troops, beginning on D-Day. In ADSEC, he served with "Sixty Minutes" reporter Andy Rooney. Hubbard was also given clearance above top secret (B.I.G.O.T. - see glossary) due to his duties implementing Operation Overlord. Although behind a desk most of the time, he participated in the Battle of the Bulge - T/3 (Staff Sgt) - and became an eyewitness of Buchenwald concentration camp.

While cleaning out his mother's house after her death in 1950, he came upon a small cloth purse containing a letter



PHOTOS COURTESY OF DAVID RAY HUBBARD

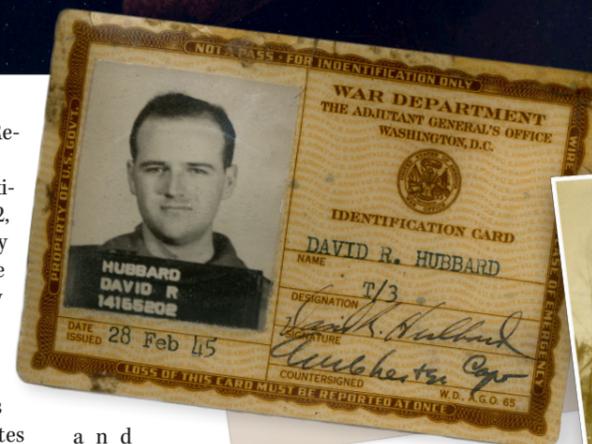
written when he was 22 years old and had entered a concentration camp in Weimar, Germany. He filed this letter away, and for many years, he and his wife raised a family and participated in their community.

However, after a visit back to the Normandy beaches with Anne for the 40th anniversary of D-Day in 1984, Hubbard began to speak out about what he saw, touched and smelled. This letter now has been archived in Washington, D.C., at the United States Holocaust Memorial Museum, was printed in Tom Brokaw's "An Album of Memories," and was

printed in Columbia's The Star Reporter on March 26, 1992.

The letter was written approximately six weeks after the April 12, 1945, liberation of Buchenwald by the 4th Armored Division and the 80th Infantry. The letter, dated May 21, 1945, contains Hubbard's words to his family back in the States. He still remembers and speaks of the horrific smells and the outrageous atrocities by the German SS. He states that this was one of the "worst experiences" that he encountered during his military service. He took these pictures

and carries them in his wallet today so that he will never forget.



*Fulda, Germany
May 21, 1945*

Dearest Mama, Daddy and all,

It's been 2 1/2 years since I could write a letter and tell you directly where I was situated. The order came out this afternoon relaxing the censorship regulations. From now on there will be just a spot check by the base censor.

Fulda, Germany, is just a small place about fifty miles northeast of Frankfurt. Now to get on with the story of my trip yesterday. I know all of you have followed the stories of atrocities committed by these so-called humans in Germany. Pictures, stories and word of mouth cannot sufficiently tell the story of horrors and beastliness carried on in the concentration camps you've heard about such as Limburg, Dachau, Buchenwald and others. I'll try to tell you some of my impressions upon viewing with my own eyes one of Germany's most notorious camps - Buchenwald. I was there yesterday and still I can't get the sight of those poor souls out of my mind.

There are still several thousand prisoners at Buchenwald, and as soon as our vehicle stopped we had a crowd of them around us. Two of the fellows with me were Jewish and since most of the prisoners are Jewish it wasn't hard for us to learn about the place. Two very bright youngsters of about seventeen years offered to guide us, and the first place they took us was the crematorium.

Here I was situated. The order came out this week by the base censor.

around the crematorium. Bodies had been thrown into the hall rack. They were hanging by the neck.

aces forget and see, and being busy and the

offold concern was used out in dry. Piled in another corner supposedly for shipment to the

DAVID RAY HUBBARD'S LETTER HOME

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This is housed in a neat-looking little white house, and you'd never guess that so many thousands of human bodies had been reduced to ashes inside its walls. We entered through the basement and viewed the chute where the bodies were thrown down into the basement. Not all of the victims were lucky enough to be dead upon arrival at this gruesome place and means were provided to kill them there in the basement. Arranged all around the top of the wall, about thirty inches apart, were iron hooks. There were forty of these hooks and upon each one a human was hung just as we'd hang up a coat on the hall rack. The hooks were not designed high enough from the floor so that a jerk of the falling body would break the neck, thereby ending life painlessly, but rather it was a slow, painful death of strangulation. One could still see the marks on the wall made by men in their death throes.

The dead bodies were placed on a modern electric elevator and lifted up to the ground floor, where the roaring blast furnaces awaited them. There were two brick furnaces especially designed for the purpose, each with three openings. Before I forget it, the furnaces had the manufacturer's nameplate on the front as bold as it could be. The steel stretcher was still there, and one of the prisoners demonstrated it for us. Three bodies were placed on this stretcher at a time and shoved in the furnace, and a track contraption outside made it possible to move the stretcher from one opening to another. Three bodies in each opening made it possible for eighteen bodies to be consumed at a time. The process of turning them into nothing but ashes took thirty minutes, and a trough at the bottom was designed to retain the ashes for removal. A little square wooden box contained the ashes and partly consumed bones of one man. The contents would probably fill a hat.

On rushing days, when the hooks in the basement were inadequate to handle all the victims, a scaffold concern was used out in the yard. It reminds me so much of the old beef rack in the market we used to hang

beef on to dry. Piled in another corner of the yard were the plastic and pottery containers which were used to hold the ashes of one body, supposedly for shipment to the victim's people. I have one of them in the room here, and particles of the ashes still remain.

After the crematorium, we visited the living quarters of the remaining prisoners. Such filth, stench and scum I've never seen in my whole life. One poor fellow was laboriously shaving himself with an old broken razor and a blade that looked like a saw blade. I happened to have a pack of blades in my pocket, so I gave him one. His face sure lit up, and I thought to myself how much I dreaded to even shave with a blade but twice.

All the prisoners remarked to us that this camp was the showplace of all the concentration camps in Europe. It was supposed to be the best in existence, and one thought himself lucky to be sent there. I told them that I'd certainly hate to see worse ones.

There was one pitiful looking being of skin and bones only who was actually in the crematorium when he and several others were told to go back to the hospital to put on more weight. The only explanation they could think of was that the SS troops wanted to begin making a better impression because of the close proximity of our troops. This kid is only 16 1/2 years old and nothing but skin and bones after five weeks of liberation and additional food. I have a picture of him, just as I have of the other things of interest. Another boy of seventeen, who spoke very good English, told us that he was from Bucharest and that he wanted to return home for a short while and then go to America. This boy was the healthiest specimen I saw in the whole camp and was quite a contrast to the others. Several thousand of the prisoners were evacuated prior to the liberation, and he managed to escape.

I'll end with the statement that, in my opinion, the only good German is a dead German and it's such a pity that so many still remain alive.

Lots of love to all,
David Ray

An eyewitness to evil

THE REVEREND GEORGE CHASSEY

From the HOLOCAUST REMEMBERED exhibit

SEPT 12, 1921 – Born in Bridgewater, Mass.

1938 – Graduated Bridgewater High School. Attended Bridgewater State College for a year.

DEC 29, 1941 – Enlisted in the Air Force after attack at Pearl Harbor. First trained at Fort Devens, Mass.

1942 – Attended basic training in Missouri.

1942 – Assigned as original crew chief of 353rd Fighter Squadron of the 354th Fighter group. Aircraft was the P51 Mustang.

NOVEMBER-JUNE 1943 – Stationed at Hamilton Field outside of San Francisco and at the Air Base in Santa Rosa.

JAN 13, 1943 – Married Mary Hildreth in Chapel on Hamilton Field.

1943 – The 354th Fighter Group spent six weeks on the Bombing and Gunnery Range in Tonopah, Nev.

JUNE-OCTOBER 1943 – Stationed at Air Base in Portland, Oregon.



“A” flight crew chiefs. George Chassey is in the front row, kneeling, fourth from left.

OCTOBER 1943 – Traveled by Troop Train to Camp Kilmer, N.J., for deployment overseas to England, France and Germany.

DEC. 1, 1943 – First mission was from an airfield near Colchester, England. It was a fighter sweep across what would become the invasion coast. The primary mission from England was to protect the B-17s and B-24s as they penetrated the Third Reich to pound Hitler’s Germany in preparation for the invasion that was yet to come, on June 6, 1944.

JUNE 14, 1944 – Landed on Omaha Beach with 20 other officers and enlisted men to make airbase operational.

JUNE 15, 1944 – Flew the first fighter missions from French soil from an air field one mile inland from Omaha Beach.

From there the squadron moved across France on a number of missions, giving Gen. Patton’s Third Army air support.



Ohrdruf concentration camp

MARCH 1945 – On German soil outside of Ober-Olm.

APRIL 1945 – Dispatched with two officers and other enlisted personnel to an abandoned airfield in the vicinity of Ohrdruf Concentration Camp. The mission was to repair two of the aircraft that had landed at this airfield with mechanical problems.

APRIL 1945 – Visited concentration camp outside of Ohrdruf. It was decided to approach this camp and evaluate the situation. Arrived shortly after the liberating American Infantry.

MAY 1945 – The three squadrons of the 354th Fighter Group had destroyed in the air and on the ground over 700 enemy aircraft. The 354th Fighter Group received the Presidential Unit Citation twice, and the French government bestowed the Croix de Guerre on the group twice. Forty-four pilots became aces, destroying in the air five or more enemy aircraft.

OCTOBER 1945 – Returned to United States and reunited with family. Went to college on a GI Bill to be a school teacher and eventually moved south and taught history at the high school level in Rock Hill and Greenville, S.C.

1958 – Attended Sewanee Seminary School, became a priest 15 years after the war. Continues to practice as an Episcopal priest.



*“This is what I witnessed:
The Camp was enclosed by a large fence with strategically placed gun towers. The buildings were crude one story barrack style of wood construction. On entering one of such buildings there was a single pathway down the center about two yards wide. On either side of this passageway, the length of the building, were bodies stacked like cordwood. Between the layers of these bodies were layers of lime to kill the odor. In this one building there were hundreds of bodies in various stages of decay.*

At the end of the center walkway was a gallows. Going out the door at the end of the walkway and a few yards from the building were the ashes of the burial pyre. It was the custom of the German Camp leadership to herd the able bodied into the neighboring wooded area, force them to cut firewood, carry it into the Camp. Those who were ill, or elderly, or disabled, those for whom there was no use, were executed by hanging, or gunfire, cast aside like so much trash. The able bodied were made to stack the dead, layered with firewood, creating a large funeral pyre, about 20 feet by 20 feet. What I saw was a large pile of ashes.

In the open area adjacent to the gate through which we entered the Camp, civilians from the village of Ohrdruf, on orders from the General in Command of the American troops were carrying out emaciated bodies, wrapping them in sheets, in preparation for burial. Those scenes will never leave my mind and soul. I will take them to the grave.



George, left, and his friend, Mike, travel home on the S.S. Aquitania in 1945.

“I walked in the presence of evil. It was an experience which I did not realize at the time would change my life. It was a strong contributing factor that led me to the last 50+ years as a Priest of the Episcopal Church. What we remember here this day is from another era, another century. Let us remember evil does not fade away. It lurks in many shadows. There are many forms that can enslave the human soul.

We of the present must maintain eternal vigilance by speaking up for those who have no voice in the public debates that affect the general welfare and promote the common good; we must stand for those who have no power in the political or financial fabric of the community; we must speak up for justice where injustice prevails; we must raise our voices for tolerance where intolerance is present. It is the responsibility of the religious community to speak to the issues of peace, justice, and righteousness, so that evil cannot find the light of day in our day, place, and time or in the lives of those who follow us in the journey of humanity.”

Commemorating the 70th anniversary of D-Day

JUNE 6, 1944

By Lilly Filler

I am the daughter of Holocaust Survivors (Jadzia and Ben Stern). I am often asked, "When did you find out your parents were concentration camp survivors? Did they speak of their experiences?" The answers are "I don't know" and "not really."

I always knew they were different from my Columbia friends and their parents: My parents had accents, my parents had a number tattooed on their arms, my parents had few living family members, and my mom had terrible nightmares. Only as I grew older did I begin to ask a few questions (too few, I fear), and my father always said, "thank G-d for the United States Armed Forces." My father was liberated from Allah, a sub camp of Auschwitz on April 30, 1945, by the United States Army. My mother was liberated from Leipzig by the Russians a few days later.

As soon as I realized that the 70th anniversary of D-Day was to be commemorated on June 6, 2014, and that so many of our "greatest generation" veterans were being taken by father time, my husband and I made plans to be on or near the Normandy beaches on that date. We found a riverboat cruise that would bring us to the northern French beaches and cliffs, Omaha and Utah, to attend this historic commemoration. I was not as knowledgeable about the Allied forces or that side of the conflict as I was about the rounding up of Jewish citizens, anti-Semitism, concentration camps, death camps, ghettos, and loss of families.

Operation Overlord was the code name for the Battle of Normandy, the chosen site to launch the Allied invasion of German-occupied Western Europe. This site was chosen one year earlier at the Trident Conference in Washington where Gen. Dwight D. Eisenhower was appointed commander of Supreme Headquarters Allied Expeditionary Force, and Gen. Bernard Montgomery was named the commander of the 21st Army Group (all land forces involved with the invasion).

To achieve the conditions necessary on the Normandy beachhead, two artificial ports (Mulberry harbors) and multiple specialized tanks needed to be manufactured, in secret. Thus a substantial military deception called Operation Bodyguard was coined to manufacture misleading electronic and visual information for Ger-



man consumption. This misled the Germans to the date and place of the Allied landings.

Conditions had to be perfect: The artificial ports had to be moved across the English channel, a full moon had to be present, a rising tide with calm waters was needed to put everything in place, and June 5th was initially chosen. But a terrible storm forced the change to June 6, 1944. On D-Day, the U.S. casualties were enormous, and the fighting was fierce, but a successful foothold was achieved, and almost a year later, World War II was over and the Germans and their collaborators were defeated by the U.S.-led Allied forces.

Walking along the beaches of Normandy, where so many lost their lives, was emotional and mem-

orable. Meeting the surviving military, dressed in their uniforms, was overwhelming, and viewing the Normandy cemeteries brought a lump to my throat as row after row revealed thousands of young men who died for our freedom.

I said "thank you" to every soldier that I met and murmured my thanks to every grave we stopped at to pay respects. The Normandy American Cemetery and Memorial contains 9,387 headstones, of which 149 were Stars of David. There were 1,557 missing in action, 45 sets of brothers, and three Medal of Honor recipients. Yes, I think my father was right when he often stated "Thank G-d for the United States Armed Forces." We should thank them all, always!



PHOTOS COURTESY OF LILLY FILLER



The Nuremberg Trials

By Howard B. Stravitz

Although Churchill and others advocated for summary execution of Nazi leaders, it was ultimately determined to hold a series of military tribunals to administer justice to, and to record the heinous crimes perpetrated by, the leaders of Nazi Germany. This article will briefly discuss the various Nuremberg trials, including the principal participants, the principal defendants, and the results reached at the trials. It concludes with a brief discussion of Nuremberg's influence on current International law.

The "Nuremberg Trials" is a general term for two groups of trials of Nazi leaders and other High German officials for crimes committed during World War II, including the Holocaust crimes against civilians. The first and most significant of the Nuremberg trials was entitled "The Trial of Major War Criminals" before the International Military Tribunal, which included all the principal leaders of Nazi Germany. Hitler and Himmler escaped justice at Nuremberg by committing suicide before the trials began. The international Military Tribunal consisted of one judge and one alternate from the four principal allied countries: Great Britain, France, the United States, and the Soviet Union. The allies wanted the trials to take place in Germany, but most German cities were devastated during the Allied bombing during the war. Nuremberg was chosen for two principal reasons: (1) the Palace of Justice (courthouse) was for the most part undamaged, spacious enough to hold the proceedings, and included a large prison; and (2) it was the site of regular Nazi rallies throughout the Hitler era, and gave its name to the laws passed stripping citizenship, basic human rights, and confiscating property of Jews.

The first Nuremberg trial

The first Nuremberg Trial, presided over by a Soviet judge, started on November 19, 1945. The prosecution indicted 24 major war criminals, including Martin Bormann, sentenced to death in absentia, Herman Goring, Rudolf Hess, Joachim von Ribbentrop, Alfred Rosenberg, Albert Speer, and Julius Streicher, and seven organizations – the leadership of the Nazi party, the Reich Cabinet (government leaders), the Schutzstaffel (SS, elite military corps under Himmler), Sicherheitsdienst (SD, security service), the Gestapo

(secret state police), the Sturmabteilung (SA, para-military organization or storm troopers), and the "General Staff and High Command (leadership in regular German military).

The prosecution brought four indictments against the 24 individuals and seven organizations:

(1) Conspiracy to wage aggressive war – for crimes committed before the beginning of the war;

(2) Planning, initiating and waging of aggressive war – for undertaking war in violation of international treaties;

(3) War crimes, including the killing or mistreatment of prisoners and the use of the outlawed weapons; and

(4) Crimes against Humanity – concerned crimes against Jews, ethnic minorities, physically and mentally disabled persons, civilians in occupied countries, and others.

The trial was conducted in two parts. First, the prosecution sought to establish the criminality of various elements of the Nazi regime. Second, it sought to establish the guilt of individual defendants. The best analysis of the evidence introduced at Nuremberg is the 1954 book "Tyranny On Trial: The Evidence at Nuremberg" by Whitney R. Harris, one of the assistant U.S. prosecutors. The defendants presented their evidence through their German lawyers. Many took the stand and tried to put their actions in the most positive light possible. Most of the defendants denied knowledge of the concentration camps.

On October 1, 1946, verdicts were announced by the tribunal. Of the 24 defendants, 18 were convicted on one or more of the indictments and three – Hans Fritzsche (popular radio commentator), Franz von Papen (who held various government and diplomatic posts), and Dr. Hjalmar Schacht (prominent banker and economist) – were acquitted. Eleven were sentenced to death by hanging; others were given prison sentences ranging from 10 years to life. Hermann Goering, who was found guilty on all four indictments and sentenced to death, escaped the hangman's noose by committing suicide the night before his scheduled execution. In addition, three of the seven organizations were found guilty – the SS, the Gestapo, and the principal leadership of the Nazi party.

Subsidiary Nuremberg trials

After the main Nuremberg trial concluded, 12 subsidiary trials continued under the auspices of the U.S. until 1949. There were 185 defendants



AP FILE PHOTO

Clockwise from top left are the 11 Nazi leaders condemned to death: Hermann Goering, an architect of the German police state and Hitler's successor, 1937; Hans Franck, governor general of Poland, 1940; Wilhelm Frick, minister of the interior, 1939; Julius Streicher, district leader of Franconia and editor of an anti-Semitic newspaper, 1937; Joachim Ribbentrop, foreign minister, 1936; Arthur Seyss Inquart, chancellor of Austria, 1938; Wilhelm Keitel, supreme commander of the German armed forces, 1938; Ernst Kaltenbrunner, head of German police forces, 1945; Alfred Rosenberg, a leading Nazi ideologist, 1933; Alfred Jodl, a German general, 1945; and Fritz Sauckel, Hitler's chief recruiter of slave labor, 1927. At center is American Master Sgt. John C. Wood, executioner.

spread among these 12 trials. Guilty verdicts were obtained against 142 defendants, resulting in 24 death sentences, 11 of which were converted to life in prison, 20 were sentenced to life, 98 were given varying sentences, and 35 were acquitted. Four defendants were excused from trial due to illness, and four committed suicide during the trials. Three of the trials were particularly noteworthy because of the horrific evidence presented by prosecution witnesses, including concentration camp survivors.

The Doctors' Trial was the first of the 12 subsidiary trials. Twenty-three medical doctors were tried for having participated in the Nazi human experimentation programs at the concentration camps and elsewhere. Five were acquitted, seven received death sentences, and the rest received sentences ranging from 10 years to life.

The Judges Trial was held from March to December 1947 against 16 German judges and lawyers. These defendants were officials of the Reich Ministry of Justice and judges and prosecutors of various Nazi Courts. They were charged with enforcing Nazi racial purity and eugenic laws. Ten were found guilty, and received various prison sentences ranging up to life, and four were acquitted. The sentences were considered by many to be too lenient.

The Einsatzgruppen Trial defendants were 24 members of death squads that operated in Eastern Europe throughout the War. They were accused of murdering millions of Jews and tens of thousands of political leaders, disabled persons, and gypsies. All defendants were found guilty, fourteen were sentenced to death, but only four were actually executed the rest of the death sentences were commuted to prison terms of varying lengths.

International criminal law

Nuremberg is most famous for rejecting the defense that individual defendants were merely following orders, and had no responsibility for the policy makers' decisions. It also established the related principle that crimes against international law are committed by individuals and not by abstract governmental entities, and that only by punishing individuals who commit such crimes can international law be upheld. In addition, Nuremberg had great influence on the subsequent development of international criminal law. The conclusions reached at Nuremberg were instrumental in drafting the following international treaties:

- (1) The Genocide Convention, 1948,
- (2) The Universal Declaration of Human Rights, 1948,



AP FILE PHOTOS

Above, Rudolf Hess, right, holds his head during the war crimes trials in Nuremberg, Germany. Hess, who was Hitler's deputy, was sentenced to life in prison. Below, as the verdict of the War Crimes Tribunal is read on Oct. 1, 1946, Wilhelm Frick, left, scratches his jaw; Julius Streicher, center, rubs his eyes and Walther Funk rests his head on his hand. Frick and Streicher were executed for war crimes. Funk, economics minister of the Third Reich and president of Reichsbank, was sentenced to life in prison and released in 1957.

(3) The Nuremberg Principles, 1950,

(4) The Convention on the Abolition of the Statute of Limitations on War Crimes and Crimes against Humanity, 1968; and

(5) The Geneva Convention on the Laws and Customs of War, 1949 and its Supplementary Protocols, 1977.

Nuremberg also led to the establishment in 1998 of a Permanent International Criminal Court for trying crimes against humanity and other crimes of international significance. Nuremberg has also been a model for earlier courts at The Hague that have tried crimes committed during the Balkan wars of the early 1990s, and for trying defendants responsible for genocide in Rwanda.

Even though concluded almost 70 years ago, Nuremberg continues to influence international justice today.



'Remember who you are'

By Leah Greenberg Davis

Hidden among all of the school and bar/bat mitzvah family photos at my grandparents' house are pictures of them shortly after they were married in 1946. In one of the first pictures that they ever took together, Bluma is shyly smiling and dressed in a fresh, white dress. My grandfather Felix looks quite dapper in a gray tweed coat and striped tie. We call him Tate (pronounced TAH-tee), which means father in Yiddish. Tate looks like a movie star. Think Michael Corleone in "Godfather I." His thick, dark hair is combed back and, with a ballpoint pen in his pocket, he exudes young ambition.

Their blissful appearance belies the tragedy that they have just experienced. One would never guess that only a few years earlier they were starving to death. Both of my grandparents survived the Holocaust. Despite all of this tragedy, somehow, they look happy in this picture.

More than 200,000 Jews were in displaced persons camps after they were liberated in the spring of 1945. Most had lost their families and were confronted with the need to start a completely new life. In 1945, Bluma was brought to a displaced persons camp in Landsberg, Germany with her older sister Cella. Extremely frail and weak, Bluma and Cella were nursed back to health by nuns in a hospital near Landsberg. The nuns sewed Bluma a dress, the first item of clothing that she had worn other than a prison uniform since being in the camps.

In 1946, thousands of survivors were married in the DP camps. It was at Landsberg where Bluma and Tate met. A camera brought them together. A friend from Bluma's hometown said to Bluma: "I know a guy that has a camera and I want him to take a picture of us." The guy with a camera turned out to be Tate. Tate brought the picture to Bluma. Bluma asked Tate what she owed him for the picture and Tate said a kiss. Rumor has it that he tried to kiss Bluma and she slapped him. Shortly after that, they were married in a double wedding.

My grandparents have always emphasized the importance of sharing their story. When I was in seventh grade, Bluma and Tate came to my class. I am now 31 years old and former classmates of mine continue to tell me how



Bluma and Felix Goldberg met after World War II in a displaced persons camp, when Felix took a picture of Bluma and a friend from her hometown. They were married in 1946.



meaningful it was. Hearing my grandparents tell their story personalized the Holocaust for them in a way that nothing else can.

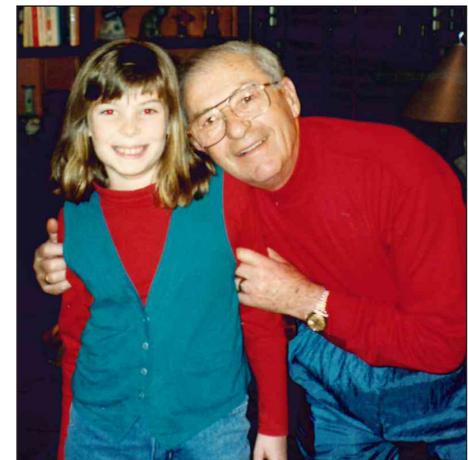
My grandfather always used to say to me: "Remember who you are." I was unable to appreciate the meaning of his words until very recently. This past summer, my husband Richard and I took a trip to Paris, France. On our anniversary, we arranged to take a guided bike tour. We were surprised to discover that our guide was Jewish. I shared with her that my grandparents are Holocaust survivors.

"My parents were in hiding during the war in Amsterdam," she told us. "After the war, they completely assimilated into the Christian

community. Growing up, we knew that we were Jewish, but that was it. We didn't live as Jews. I moved to Paris in my twenties and married a Jewish man whose family had also assimilated. I wanted to raise my kids Jewish, but the rest of my siblings married non-Jewish people and don't really care about being Jewish."

We were not at all anticipating what she would tell us next.

"I've made the decision to leave Paris," she said. "I'm moving to Israel with my husband later this summer. The anti-Semitism here and throughout Europe has gotten so bad. There have been other attacks like the one in



At top, Felix with granddaughter Leah, who called him Tate (pronounced TAH-tee), which is Yiddish for "father." Above are Leah and her husband, Richard.

Belgium. Many Jewish people are leaving."

I knew that things in Europe had gotten bad. In Belgium, four people were killed in a shooting at the Jewish Museum in Brussels. We did not realize, however, that Jews were starting to leave Paris. I never would have expected in my lifetime to see anything close to what my grandparents have experienced. I thought about my grandfather's words – Remember who you are – and I suddenly realized how lucky I was to be here with Richard – someone who completely gets it. He knows that this threat is not an abstract one, but a personal threat, to his family and to mine.

Remember who you are means never forget – never forget that history can repeat itself. Never forget that we have to tell the story of my grandparents to our friends, to our children and to the world, or we bear the risk of anti-Semitism rearing its ugly head once again.

PHOTOS COURTESY OF LEAH GREENBERG DAVIS

The importance of narratives

By Sarah Spoto

Personal narratives are an invaluable resource to understanding our own history and humanity. Our challenge is to be able to "listen" and reflect on those shared narratives around us.

I was an undergraduate at Nazareth College (Rochester, N.Y.) in 1999 when I met Henry Silberstern, a Holocaust survivor, and heard him share his significant story. In 2001, I began teaching social studies in the Phelps-Clifton Springs School District in Upstate New York and embraced the opportunity for him to speak to students.

At 12 years old, Henry was interned at the Terezin ghetto until his deportation to Auschwitz with his mother and brother in May 1944. While in Auschwitz-Birkenau, Henry lived in the family camp and was forced to carry out tasks for Nazi officials.

Yet, in July 1944, he was selected by Dr. Josef Mengele (the infamous Nazi doctor), along with 89 other teenage boys to survive, while other prisoners were sent to the gas chambers and families were forever torn apart. After Dr. Mengele's selection, Henry was separated from his mother and brother, as they were each sent to different concentration camps.

In the winter of 1944, Henry was transported and forced to work in the Dora-Mittelbau Camp which made V-1 and V-2 missiles. This slave-labor camp was uniquely hidden in the Hartz Mountains.

Concentration camp inmates were marched or transported to additional camps as Allied forces continued to liberate



PHOTOS COURTESY OF HENRY SILBERSTERN

Henry Silberstern and his mother in Prague, 1940.

Axis-controlled territory. Henry was transferred to Bergen-Belsen after a month of working in the Dora camp. Ironically, he was liberated by Allied forces in April on his 15th birthday. As survivors regained health and reconnected with remaining family, Henry heard that his mother was alive in the very same camp. He was briefly reunited with his mother, who herself was overjoyed to find her son despite the inhuman conditions they had endured of slave labor and malnutrition. Sadly, Henry's mother became ill with typhus and was not permitted to visit with her son again in the camp due to her illness. Yet, he and his mother were able to communicate with small notes, which he still has in his possession to this day. Despite a short re-unification, his mother succumbed to typhus and passed away at the camp.

Henry was alone again. Remarkably, Henry's perseverance and strength enabled him to recover and move on with his life. Today, Henry is a proud father, grandfather, and great-grandfather living in Upstate New York.

After inviting Henry to speak to my social studies students in New York, I asked if he had ever considered writing a book. In the summer of 2008, he and I began writing a record of his experiences for his family and the community to remember this personal and historical event. *The Lost Childhood: A Memoir*, by Henry Silberstern, was published in the fall of 2013.

While working with Henry, I became more conscious of the importance of listening to others and their experiences. Lessons and morals of life can be gained just by taking the time with one another. Since relocating to South Carolina in 2012, I have continued to listen to personal stories and documenting narratives. This past year, I have had the pleasure of recording the Rev. George Chassey's World War II experience and eyewitness account of visiting a recently liberated concentration camp. His personal encounter at the Ohrdruf camp forever made him value the importance of making a positive difference and helping our fellow man. (See page 14.) Rev. Chassey's story will be added and displayed this spring to the Holocaust Remembered exhibit panels sponsored by the Columbia Holocaust Education Commission.

Yet, the day will come when students will not be able to meet Holocaust survivors. Documenting narratives is my attempt to preserve the past and provide a resource available to the community. If you have been inspired by someone's experience, please take the time to listen and record their story. This will enable us to keep the past alive and not forgotten.

Teacher Advisory Committee

By Marlene Roth

The South Carolina Council on the Holocaust Teacher Advisory Committee consists of teachers, professors, educators, and retirees who are dedicated to the idea that the Holocaust must be taught and that teachers must be trained to teach it.

The committee was formed over ten years ago by a group of teachers, led by Emily Taylor of Swansea High School. Meetings were held and a course of action set. A yearly workshop, to be held in the center of the state, Columbia, was deemed the best way to reach teachers all across the state.

The members of the committee, from the Upstate to the Lowcountry meet several times a year to plan the workshop. The theme is decided, speakers are invited, and the program set. Each year the theme is different; however, each year we try to have a survivor or a child of a survivor as the keynote speaker. We have had Eva Mozes Kor, who spoke on forgiving the Nazis, Morris Glass, who spoke of his life in the ghettos and camps, and Joey Korn, who spoke of his father's life during and after the war. Along with these presenters we have speakers and programs that specifically help the teacher with lesson plans.

Dr. Lauren Granite of Centropa conducted workshops on how to use the Centropa program of survivor interviews (primary sources), Stanlee Stahl of the Jewish Foundation for the Righteous led sessions on how to teach about rescuers and upstanders, and representatives of the Jewish Partisans Educational Foundation showed us how to teach about partisans and resisters.

During the workshops the participants listen to the speakers and have an opportunity to attend workshops, get specific lesson plans, receive a related book or video, and have a chance to network with teachers from grades 1 to college level from across the state.

The workshop is held every year in October at Columbia College and schools are sent information on the workshop every summer and fall. Attendance ranges from 50 to 125 participants and some teachers have attended all nine of our conferences.

The committee also has sponsored survivor speeches which are open to the general public. Several years ago we invited Eva Mozes Kor to speak on the Thursday night before the workshop. The speech was held at the South Carolina State Museum and attracted over 500 people; the overflow having to sit in a different room and watch it on video. This year survivors Shelly Weiner and Rachel Kizhnerman spoke to students and their families in a filled auditorium at Pleasant Hills Middle School.

The committee is always looking for new ideas and new people. For more information of the workshops or how to join the committee, please contact Emily Taylor at etaylor@lexington4.net.



Henry, 1950s

Eastern European Travel Study Tour of the Holocaust

Sponsored by S.C. Council of the Holocaust

- June 21-29, 2015
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- Contact Leah Chase at
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LESSON PLAN

DEVELOPED BY MARLENE ROTH, BASED ON CHAPTER 2 OF "ECHOES AND REFLECTIONS"

This is a general lesson plan that can be used in English, Social Studies, art, and civics classes. It can and should be adjusted to fit the grade and capabilities of your students.

OBJECTIVES:

1. Students will be able to define and identify anti-Semitism.
2. Students will be able to define and identify types of propaganda.
3. Students will be able to define and identify the following words:

- | | |
|--------------|------------------|
| ■ Aryan | ■ Anti-Semitism |
| ■ Caricature | ■ Discrimination |
| ■ Prejudice | ■ Scapegoat |
| ■ Stereotype | |

TIME:

One to three class periods, depending on grade level and curriculum.

PREPARATION:

Students should be taught the concepts of anti-Semitism, Nazis, propaganda, stereotypes, and the history of the Holocaust.

LESSON:

1. Review the different types of propaganda.
2. Review the purpose of propaganda; generally and then specifically as it applies to anti-Semitism.
3. Review how propaganda works (repeats information, twists and exploits truth, appeals to emotions gives the illusion that most people agree with the message, talks to people in their own languages, uses accessible media.)
4. Put students into small groups and have them write examples of propaganda today and which techniques were used. Have them answer the question of what is the effect of propaganda.
5. Share the results with the class and make a chart using chart paper or the white board.
6. Show the transparency of one of the examples of propaganda from the chapter. Cover the explanation below the art.
7. Put students into small groups or partners and have them analyze the art. The following questions should be addressed:

- What statement is this photo or caricature making?
- How is the example exploiting already existing anti-Semitism in Germany?
- How is the example attempting to further isolate Jews from the rest of the population?
- Which propaganda techniques (listed on the chart or on the board) are used?



YAD VASHEM PHOTO ARCHIVES

Taken from the children's book "The Poisonous Mushroom," the caption in this picture reads, "Here my little one, you get something very sweet, but as a reward you must come with me." This caricature portrays an elderly Jew trying to tempt small children with candy. It relies on one of the basic fears of all parents and the common instruction to little children not to take candy from a stranger. There are links made between "a stranger," "danger," "poison," and "a Jew." The Jew is portrayed as a dark, evil, threatening, manipulative stranger, as opposed to the innocent, pure, naive Aryan children.

—caption from "Echoes and Reflections Teacher's Resource Guide"

GROUP DISCUSSION:

1. Bring the students back together and have each group report on their findings.
2. Show the explanation below the art.
3. Discuss the group findings and the explanation.
4. Show other transparencies and repeat the process.

ACTIVITIES: (depending on grade level and curriculum)

1. Have students design their own propaganda cartoon.
2. Have students analyze examples of racism, homophobia, sexism, and anti-Semitism in popular music today.
3. Have students write and act out a commercial using the techniques of propaganda.

GLOSSARY

ADAPTED IN PART FROM “THE RECORD: THE HOLOCAUST IN HISTORY,” A PUBLICATION BY THE ANTI-DEFAMATION LEAGUE OF B’NAI B’RITH

anti-Semitism Concept rooted in the biological and racial thinking of the late 19th and 20th century. Its aim is to transform pre-modern religious and economic hostility against the Jews into an irrational social rejection of Jews and their alleged sinister influences. Connotes a deep suspicion of an imaginary Jewish force that is hidden, organized and seeks world dominion.

Aryan Aspect of racial doctrine to emphasize the myth of Nordic, and especially German superiority. This racial connotation corrupted the term’s original purpose of designating and classifying an Indo-European language group.

BIGOT *from Wikipedia* several derivations given for this Acronym. 1. A reversal of British officer’s orders to Gibraltar or “To Gib.” 2. Attributed to Churchill “British Invasion of German-Occupied Territory.” List of personnel cleared to know details of Operation Overlord was known as “BIGOT list,” and the people on it were known as “bigots.” The details of the invasion plan were so top-secret that adherence to the list was rigidly enforced.

concentration camp A group of labor and death camps located in Germany and Nazi-occupied Europe for the incarceration of Nazi opponents and other “undesirables,” political dissidents, gypsies, Russian POWs, and Jews. Conditions were so terrible that most inmates died after about four months. The death camps in Poland were Auschwitz, Belzec, Chelmno, Majdanek, Sobibor and Treblinka. The death camps in Germany were Buchenwald, Dachau, and Sachsenhausen.

crematorium A furnace installed and used in the death camps to cremate and dispose of bodies, after death by gassing, starvation, disease or torture.

deportation The transportation or “resettlement” of Jews from Nazi-occupied countries to labor and/or death camps.

Einsatzgruppen German for special mobile death squads in the rear guard of the German military, used in the

Eastern theatre of the European War. Accompanying regular German army units into a given area, they proceeded to murder all Jews they came across. Usually forcing Jews to dig their own mass graves and then mowing them down with machine gun fire, the Einsatzgruppen are estimated to have killed 2 million of the 6 million Jews murdered in the Nazi destruction of European Jewry.

Final Solution The deliberate and planned annihilation of the Jewish people of Europe. The plan was supported by the Nazis and was to be carried out in the newly built concentration camps and crematoriums.

genocide A deliberate and systematic policy aimed at destroying an entire racial, political or cultural group of a nation or a people. Coined in 1943 by the Polish-Jewish legal scholar Raphael Lemkin, it identified the policy characterizing Nazi racial goals especially against Jews and Polish dissidents.

Gestapo Acronym in German for Geheime Staatspolizei (secret state police) the Nazis established the Gestapo in order to monitor and stamp out any political opposition aimed at the Hitler regime. At the International Military Tribunal held at Nuremberg after the war, the prosecution accused the Gestapo of “the persecution and extermination of the Jews, brutalities and killings in concentration camps, excesses in the administration of the slave-labor program, and the mistreatment and murder of POW.

ghettos A medieval system, revived and advanced by the Nazis, designating an area of the city where Jews were restricted and forbidden to leave on pain of death.

Holocaust Term devised in the late 1950s to describe the Nazi program of the wholesale physical annihilation of European Jewry. Connotes unprecedented phenomenon of human destruction. By the end of World War II, it was estimated that some 6 million Jews had perished as a result of the systematic killing program of the Nazis, along with 5

million others.

kapo Trustee or overseer in charge of work detail, hospital or kitchen. They were drawn from the camp prisoners, often were criminals or Jewish.

K-rations *from The History Channel Magazine, “Fighting Hunger” by Tim Brady* the most famous ration of World War II, named after the physiologist Ancel Keys, from the University of Minnesota. He was charged with devising a nutritious, nonperishable food ration that could fit in a paratrooper’s jacket and sustain him for a couple of days. The initial ration included hard biscuits, dried sausage, chocolate bars, hard candy and later, sticks of gum, two cigarettes, matches, and a few sheets of toilet paper. Wrigley Chewing Gum Co. in Chicago packaged the ration.

“Mein Kampf” German for “My Struggle,” Adolf Hitler’s anti-Semitic, anti-Russian autobiographical and political testament. In it, he developed his mass-psychological political techniques and the racial doctrine of Aryan-German superiority over Jewish “sub-human” inferiority.

Nazi Acronym for the National Socialist German Workers Party.

Nuremberg laws Enacted in 1935. The “Reich Citizens Law” declared that only those persons of “German blood” were Reich citizens, while those of “impure blood,” such as Jews, were no longer citizens. The “Law for Protection of German Blood and Honor” forbade marriage and sexual intercourse between Jews and the “bearers of German blood.” Designed by Hitler to isolate the Jews socially as well as politically. These laws were applied to gypsies after 1938.

Nuremberg Trials An international military tribunal established after the war, in August 1945, to try and punish those who had planned or waged aggressive war or acted criminally against humanity. Great Britain, the United States, the Soviet Union and France acted on behalf of the United Nations for the 26 countries who had fought Germany. The evidence taken by the tribunal exposed to the world

the genocidal fury which had fueled the Nazi movement.

partisans Underground fighters against Nazi occupation forces, mainly operating in the forests in White Russia, Poland and Lithuania. Jews either belonged to the general movement or, whenever excluded, formed their own units.

Schutzstaffel (SS) This elite guard was originally organized to serve as Hitler’s personal protection service. Under Heinrich Himmler, the organization expanded enormously from 280 men in 1929 to 240,000 members in 1939. Their activities and powers grew to administer the concentration camps.

Sonderkommandos (special detachments) Jewish prisoners in the death camps assigned to deal with the corpses. This involved the extraction of gold teeth and the transfer of bodies from the gas chambers to crematoria.

swastika Called *hakenkruuz* in German. An ancient symbol used in India, Persia, Greece, and elsewhere as a religious emblem to ward off evil spirits. Using it as the official symbol of the Nazis, Hitler corrupted the meaning of the holy insignia to denote Aryan superiority.

Third Reich The Third Empire, was the official name of Hitler’s regime, which ruled from 1933 to 1945. The Nazis regarded their rule as the successor to 2 previous empires – the Holy Roman Empire (AD 962-1806) and the Second Reich, founded by Otto von Bismarck (1871-1918). It appears that Hitler adopted the name “Third Reich” from the title of a book written in 1923 by German nationalist Arthur Moeller van den Bruck entitled “Das Dritte Reich” (The Third Reich). Hitler boasted that his Third Reich, the most glorious to date, would last 1,000 years.

Wannsee Conference A meeting held in January 1942, in the Berlin suburb of Grossen-Wannsee, where the Nazis mapped the “Final Solution,” the planned annihilation of the Jewish people.

Zyklon B Poison gas used in the gas chambers of death camps.

HOLOCAUST EDUCATION RESOURCES

“Today’s resources are how we remember the past.”

LYSSA HARVEY

Co-chairwoman,
Columbia Holocaust Education Commission

COLUMBIA HOLOCAUST EDUCATION COMMISSION:

Promotes awareness of the Holocaust and fosters education in grades K-12 throughout South Carolina. The Commission, an outgrowth of the successful campaign to erect the Columbia Holocaust Memorial, sponsors the Holocaust Remembered exhibit, including teacher education guides, and provides grants to educators and institutions to provide innovative, quality Holocaust education. www.columbiaholocausteducation.org.

COLUMBIA JEWISH FEDERATION:

The Columbia Jewish Federation supports the well-being of the Jewish community locally, internationally, and in Israel through fundraising, grant-making and programming. CJF serves as a unified voice of the Jewish community within the greater Columbia area, operates Jewish Family Service, sponsors The PJ Library program, houses the Columbia Holocaust Education Commission and provides funding to the full range of Jewish institutions in the Columbia area. www.jewishcolumbia.org.

HOLOCAUST ARCHIVES, JEWISH HERITAGE COLLECTION, ADDLESTONE LIBRARY, COLLEGE OF CHARLESTON:

Sponsored by the College of Charleston and housed in the Special Collections Department at the Marlene and Nathan Addlestone Library, the Jewish Heritage Collection has been collecting archival material related to the Holocaust for 15 years. JHC’s Holocaust Archives include hundreds of documents, photographs, and artifacts belonging to survivors of the Shoah, liberators, and other eyewitnesses living in South Carolina. Contact Dale Rosengarten, curator, 843-953-8028, or rosengartend@cofc.edu.

There are several ways to search for primary materials on the Holocaust in Addlestone Library’s Special Collections:

- **Holocaust Archives:** Collections from the Holocaust Archives, cataloged and available for on-site research.
- **Lowcountry Digital Library:** Enter the search term “Holocaust,” then choose from the menu of “facets” on the left, such as Collection, Media Type, Subject (Topic), Subject (Geographic).
- **Holocaust Memorial Quilt:** A look at materials from the Archives, coupled with narra-



COURTESY OF LYSSA HARVEY

tives of Charleston-area Holocaust survivors.

■ **Jewish Heritage Collection:** JHC’s oral history archives include recorded interviews with survivors and liberators. You can search by name, or read selected passages under the topical heading “Of Blessed Memory.” JHC contains an extensive archives of material on Southern Jewish life, including records of families, businesses, synagogues, and Jewish organizations in South Carolina and across the South, as well as a world-class Judaica collection.

HOLOCAUST RESEARCH SECTION AT CHARLESTON COUNTY LIBRARY, FEATURING ZUCKER HOLOCAUST COLLECTION, SHOAH FOUNDATION SURVIVOR VIDEOTAPES:

The Jerry and Anita Zucker Holocaust Memorial Collection at the Charleston County Library is home to some 400 books for citizens, students, and educators to do further research about the Holocaust. Also included are 55 video documentaries and 28 videotaped survivor testimonies from the Visual History of the Shoah Foundation, available for checkout for individual or classroom use. The Charleston County Main Library is located at 68 Calhoun St. For information, call 843-805-6930.

JEWISH HISTORICAL SOCIETY OF SOUTH CAROLINA:

Founded in 1994, the Jewish Historical Society of South Carolina serves as a clearinghouse and reference for Jewish life and culture in South Carolina. The Society sponsors two meetings a year, publishes a bi-annual newsletter, and maintains an active website. Among its ongoing projects are a survey of Jewish burial grounds across the state and the promotion of historical markers at sites of Jewish interest. www.jhssc.org.

THE SELDEN K. SMITH FOUNDATION FOR HOLOCAUST EDUCATION:

Named in honor of

the longtime chair of the South Carolina Council on the Holocaust and a retired history professor from Columbia College, the foundation provides funds to schools, colleges, churches, synagogues, civic groups, and individuals for research, field trips, teacher training and workshops, classroom supplies, Holocaust speakers, exhibitions, and related educational programs. Donations can be made via the website or mailed to The Selden K. Smith Foundation for Holocaust Education, c/o Minda Miller, Chair, P.O. Box 25740, Columbia, SC 29224. www.holocausteducationfoundation.org.

S.C. COUNCIL ON THE HOLOCAUST:

■ **Video and curriculum guide available for teachers:** Public and private middle and high schools in the tri-county area have a copy of “Seared Souls: Voices from the Past,” a video produced by the South Carolina Council on the Holocaust and SC-ETV, and “South Carolina Voices, a Teaching and Curriculum Guide.” Please check with your school’s Social Studies Curriculum Chair. This information is also on the website of the South Carolina Council on the Holocaust.

Holocaust Education Institute for Teachers – “Understanding and Teaching the Holocaust:”

An intensive summer institute for South Carolina teachers, sponsored by the South Carolina Council on the Holocaust at Columbia College. Room and Board are provided by the South Carolina Council on the Holocaust. For more information contact Barbara Parker at 803-786-3763, or visit the Council’s website to download an application.

■ **Mini-Grant Program for Holocaust Education:** Funding is available for Holocaust education projects. Teachers are encouraged to apply. Subsidies may also be granted for teachers to participate in approved Holocaust education trips to Eastern Europe. Teachers must be ac-

The Columbia Holocaust Education Commission sponsors the Holocaust Remembered exhibit, shown here on display at the S.C. State House.

ONLINE RESOURCES

- **Columbia Holocaust Education Commission:** www.columbiaholocausteducation.org
- **United States Holocaust Memorial Museum:** www.ushmm.org
- **Yad Vashem:** www.yad-vashem.org.il
- **Facing History and Ourselves:** www.facinghistory.org
- **Centropa:** www.centropa.org
- **Echoes and Reflections: Multimedia Holocaust Education Kit Anti-Defamation League:** www.echoesandreflections.org
- **Teaching Tolerance and “One Survivor Remembers,” Southern Poverty Law Center:** www.teachingtolerance.com
- **Simon Wiesenthal Center:** www.simonwiesenthalcenter.org
- **University of Southern California Shoah Foundation Institute:** www.usc.edu/college/vhi
- **The REMEMBER Program of the Charleston Jewish Federation:** www.jewishcharleston.org/remember
- **A Teacher’s Guide to the Holocaust: Librators, Florida Center for Instructional Technology, University of South Florida:** <http://fcit.usf.edu/holocaust/people/liberato.htm>
- **William Breman Jewish Heritage Museum:** www.thebreman.org
- **Anne Frank Museum:** www.annefrank.nl
- **Alexandra Zapruder:** <http://alexandrazapruder.com>
- **Auschwitz-Birkenau Memorial and Museum:** <http://en.auschwitz.org.pl/m/>
- **A Teacher’s Guide to the Holocaust, Florida Center for Instructional Technology, University of South Florida:** <http://fcit.coedu.usf.edu/holocaust>
- **Fortunoff Video Archive for Holocaust Testimonies:** www.library.yale.edu/testimonies
- **Jewish Partisan Educational Foundation:** www.jewishpartisans.org

cepted in the programs before applying. Project goals must coincide with the objectives of the Holocaust Council. For requirements or to download an application, visit the Council’s website.

■ **Teachers’ Advisory Committee:** This group of teachers from around the state has developed a PowerPoint presentation and script that is available to teachers and holds educational conferences to assist with teaching the Holocaust. Day-long educational workshops are held in the fall and spring. For more information contact Emily Taylor, etaylor@lexington4.net, or visit the Council’s website. www.scholocaustcouncil.org.

Indescribable

from page 4

system of a society. Even our choice of a name for this historical event is inextricably fused with the way we assimilate it in our collective consciousness, honor the victims, and identify ethical accountabilities.

The enormity of it all

The word “holocaust” derives from the Greek and has passed into Christian-Latin terminology via the Septuagint (the translation of the Hebrew bible into Greek). It refers to the sacrificial burning of offerings to the gods (often in a temple or other sacred place) in the ancient world. When we spell it with capital “H” we are using it metaphorically to designate the genocide of the Jews during World War II.

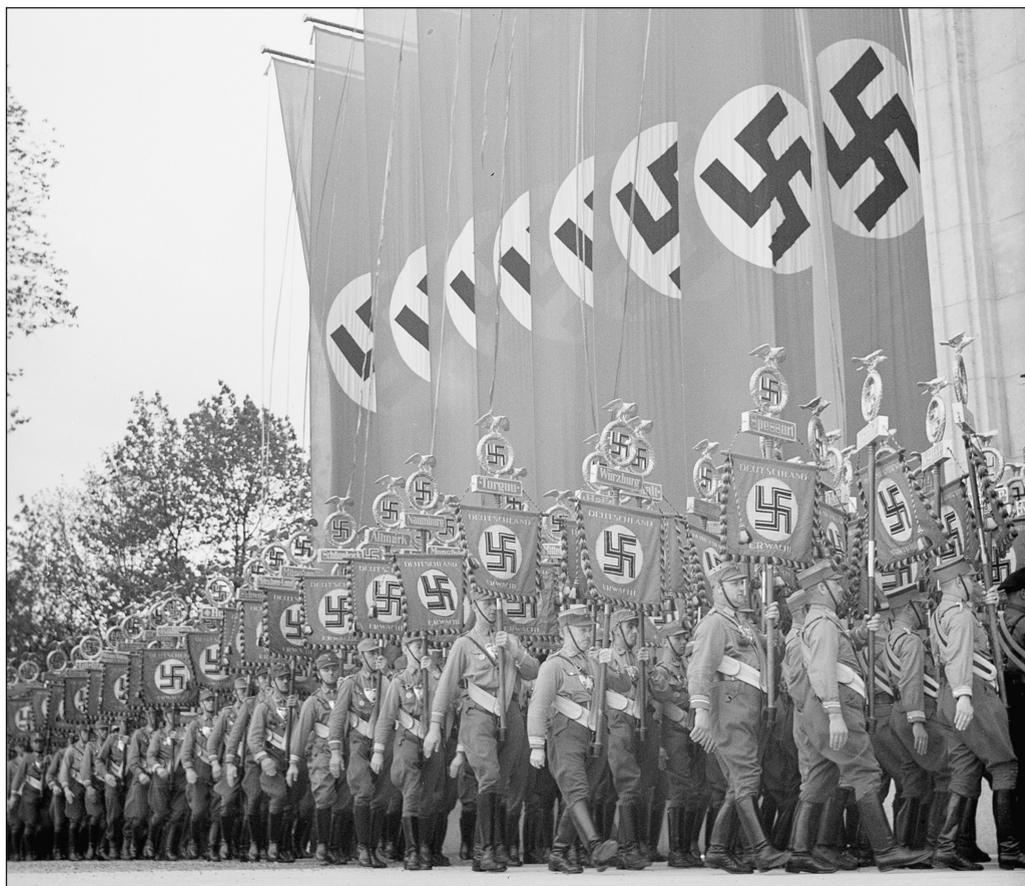
This metaphor should give us pause, however: Can one talk of the victims of such barbarous act as sacrificial offerings? Wouldn't the Nazis be (holy) priests presiding over this “sacrifice” by this metaphor? As in many pagan and biblical stories, could such “offering” please or appease the gods? These simple rhetorical questions show why, for many, the word “Holocaust” itself needs

careful scrutiny and ought to be re-considered.

As a consequence, it is often replaced, especially in Europe, by the Hebrew word “Shoah.” “Shoah” can be roughly translated into English as “disaster,” and it also derives from the Bible where it refers to natural devastations, such as in the Book of Job. But no genocide is a “natural disaster;” its makers are always human beings and their culture.

Very few talk of the Holocaust using the Yiddish word for it, “Hurbn” (from the Hebrew “hurban,” destruction, ruin). Yiddish was the mother language of the largest Jewish group annihilated by the Nazis and their collaborators: the Ashkenazi Jews of Central-Eastern Europe. It is a difficult word to adopt in a non-Yiddish world – perhaps this difficulty symbolically befits the exigencies of the concept it references.

Despite the USHMM's ideally sharp definition, the Holocaust remains indefinably complex, almost indescribable. An event so atrocious that it defies the capacity of language to satisfactorily render its unspeakable dimensions, to the point that we can't easily pinpoint even a word to adequately name it.



AP FILE PHOTO

German soldiers carry banners as they march past swastika emblems in a mass demonstration of the National Socialist Party congress in Nuremberg stadium on Sept. 6, 1938.

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Our sincere thanks and gratitude

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Survivors, liberators, eyewitnesses: Thank you for telling us your stories. We have the deepest respect and gratitude to all of you who trusted us with your story and allowed us to tell the world. Only by hearing your testimonies and narratives, can we continue to tell the world. And to the families of the survivors and liberators and eyewitnesses, you have honored your loved ones by keeping their memories alive.

The State newspaper: We are thankful for your willingness to partner with us in this endeavor. You have the vehicle; we can provide the stories, both historical ones and personal ones. Thank you to Sara Johnson Borton, president and publisher; Mark Lett, vice president and executive editor; Bernie Heller, vice president of advertising; Kathy Allen, director of marketing; and Rebekah Lewis Hall, special projects coordinator, who has spent countless hours developing these pages.



Community Yom HaShoah Commemoration

Sunday, April 19, 2015 | 5:00 PM
Tree of Life Congregation
6719 North Trenholm Road

Introduction of Speaker:

Former SC Legislator
Irene Rudnick

*The first Jewish woman elected
to the SC Legislature, Irene Rudnick
served in the SC House of Representatives.*

Speaker:

Holocaust Survivor
Judith Evans

*A child during the Holocaust, Judith was placed
in a Catholic convent for protection.*

The Columbia Holocaust Education Commission proudly presents:
The "Holocaust Remembered" Exhibit
which will be on display before the Commemoration Service

*"Holocaust Remembered" tells the history
of the Holocaust during WWII
& personal stories by many of
Columbia survivors & liberators.*