

The Newsletter of the Vancouver Holocaust Education Centre

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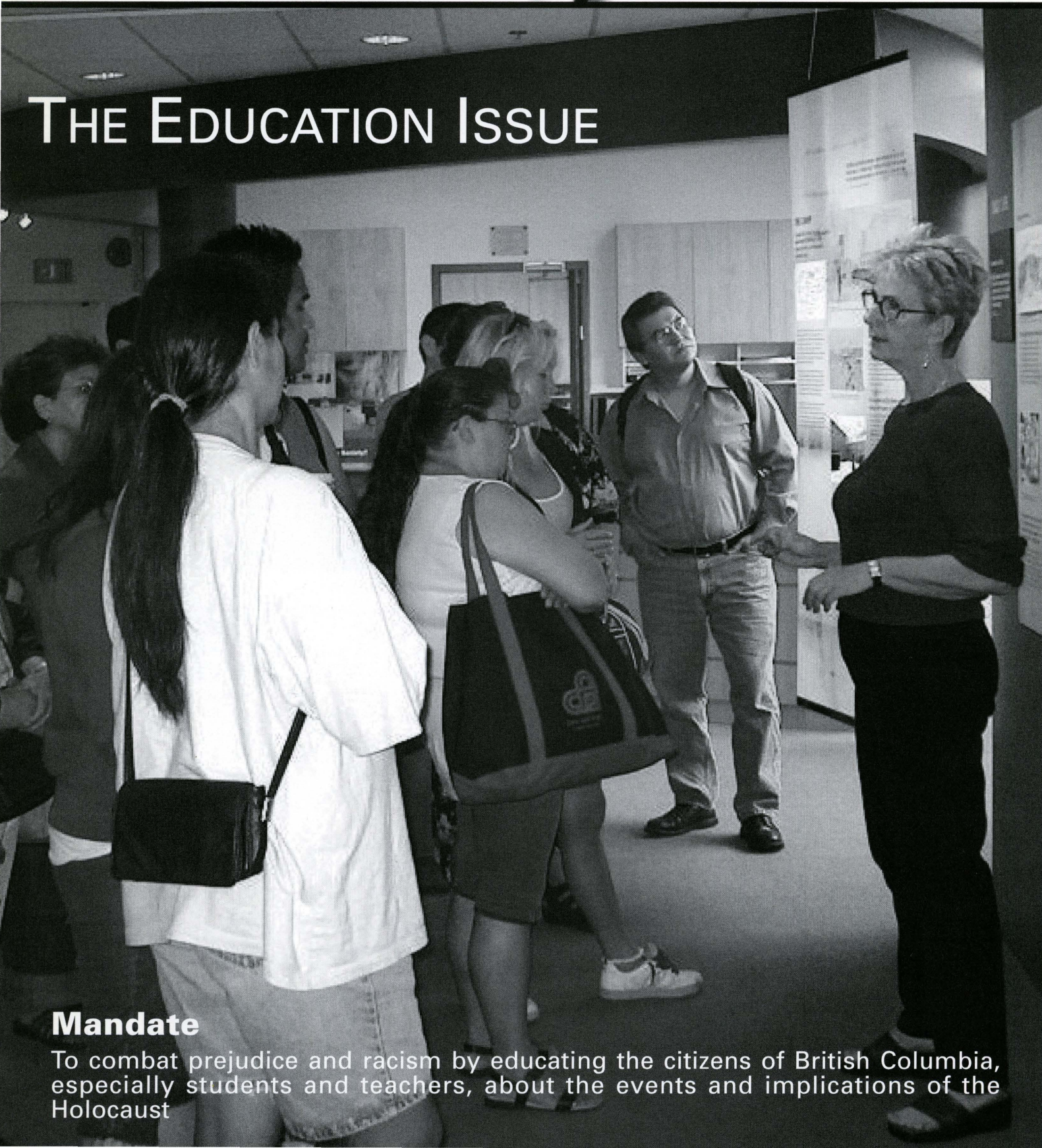
Zachor

"Remember"

Number 3
August 2003

www.vhec.org

THE EDUCATION ISSUE



Mandate

To combat prejudice and racism by educating the citizens of British Columbia, especially students and teachers, about the events and implications of the Holocaust

ANNOUNCEMENTS AND EVENTS

Restitution Information for Survivors:

The names of over 360,000 Holocaust-Era life insurance policyholders released by German companies, could help relatives seeking to claim unpaid benefits. The International Commission of Holocaust-Era Insurance Claims will list the 363,232 names on its website at www.icheic.org.

Slovak Republic property fund established:

The Central Union of Jewish Religious Communities in the Slovak Republic reports that the process of partial compensation to alleviate some property injustice suffered by victims of the Holocaust has begun.

The "persons who, as a result of racial persecution, lost title to real estate in those regions which now make up the Slovak Republic between 2nd November 1938 to 8th May 1945, as a result of the transfer or transition of such title, where such title was not restored to them nor compensated" may apply.

The deadline for applications is August 31, 2003. The application form and a great deal of information is available in English online at: www.holocaustslovakia.sk. You may also request an application form by calling the VHEC

Reconciliation Fund: The deadline for the Austrian Reconciliation Fund to former slaves and forced labourers, which originally ended on September 27, 2003, has been extended yet another time until December 31, 2003.

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Cover: Docent Michelle Dore speaks with students from the Institute of Indigenous Government during their tour of VHEC's most recent exhibit *Ravensbrück: Forgotten Women of the Holocaust*.

Zachor

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Holocaust Survivor Visiting Program

We are pleased to announce the launch of a new and essential service for survivors. The 'Holocaust Survivor Visiting Program' is an extension of the Peer Counseling Group, a committee initiated by Ruth Sigal in 2001 and the Board Survivor Advisory Committee, headed by Ruth Sigal and Lillian Nemetz. We will now have all volunteers who visit with survivors under one cohesive program being coordinated by Cathy Golden, 2nd generation.

The past three years have seen a dramatic increase in survivor requests for more services from the Holocaust Education Centre. This is due in part to the aging process and increased isolation that some survivors feel, which may reactivate painful memories, unresolved mourning and feelings of loss of control over one's life.

Over the past four months, Cathy Golden, with the guidance of Gisi Levitt, VHEC Coordinator of Survivor Services,

have met frequently to set this service in motion. The volunteers have been trained and will be debriefed by Ruth Sigal.

This is a survivor-centred service. The request for this service is ultimately the choice of the Holocaust survivor, who may find him or her, troubled by current issues related to their life experiences.

We receive requests not only from home-based survivors, but also from facilities such as the Louis Brier, V.G.H., St. Paul's and Crofton Manor. Whether these survivors are looking for someone to chat with over a cup of tea, to help them with documents or letters, or to have someone to share/tell their story with—we are there for them.

To sign up to be a volunteer visitor, or if you are a survivor wanting to be visited, or for further information, please leave a message for Cathy Golden at the VHEC 604.264.0499.

THANK YOU TO OUR VOLUNTEERS

Docents: Scott Anderson, Wendy Barrett, Julia Bernhardt, Liliacs Cameron, Michele Dore, Phillipa Friedland, Debby Freiman, Fran Grunberg, Sabine Hamer, Claire Herman, Sheryl Kahn, Gabriella Klein, Markus Kreitmair, Sally Rogow, Naomi Rozenberg

Special Projects: Sheila Barkusky, Hamida Bendriss; *Kitsilano Secondary*, Geoff Brealey, Marie Luise Ermisch, Cathy Golden, Tyler Golden, Danielle Hamer, Yichuan (Carl) Liu; *U-Hill Secondary School*, Sharon Meen, Olga Medvedeva, Karen Micner, David Schaffer, Lousie Stein-Sorensen, Terri Tomskey, Birgit Westergaard

Restitution: Mark Rozenberg, Dmitri Stone, Stan Taviss

Symposium: Wendy Barrett, Michele Dore, Graham Forst, Judith Forst, Noel Forst, Debby Freiman, Derek Glazer, Claire Herman, Sheryl Kahn, Ethel Kofsky, Rob Krell, Lani Levine, Lucien Lieberman, Steven Nemetz, Naomi Rozenberg, Mike Schroeder, Dan Sonnenschein, Ruth Stewart, Stan Taviss, Robbie Waisman

Mailing: Lillian Fryfield, Edna Kane

Donations In Kind: Starbucks, Susy Siegel Catering

To volunteer please contact Rome Fox
tel. 604.264.0499 or email: volunteer@vhc.org

Affirming Our Commitment to Education

Education is Central to What We Do

Holocaust education is central to our mandate. Our principal goal is to increase the public's, especially young people's, understanding of the events of the Holocaust and its contemporary implications. Education is inherent in all of our activities: exhibits, conferences, curriculum development, community-wide commemorative events, our newsletter *Zachor*, film screening and lectures, the annual High School Symposium and our Outreach Speaker Program.

To accomplish our goal of educating young people, the VHEC maintains an active Survivor speaker program, and develops exhibits accompanied by school programs that complement the existing school curriculum. We provide support and materials that encourage and enable teachers to effectively teach the Holocaust. We train docents to lead interactive school tours and produce innovative classroom materials, including teacher guides, discovery kits and the recent, award winning website *Open Hearts – Closed Doors*.



Docent Claire Herman answers student questions during a tour of *Ravensbrück: Forgotten Women of the Holocaust*, the VHEC's spring 2003 exhibit. Nearly 3000 students toured the Centre during the 2002- 2003 program year.

What is it We Are Teaching?

No one program, lecture or conference can even begin to describe the complexity of the Holocaust. The experience of Jews and others victimized by the Nazis differed over time and place. Though every survivor's story is unique, together they add up to a collective, shared experience of genocide. What we try to give students is a sense of the scope and scale of the brutality, and a basic understanding of the complex sequence of events that resulted in the murder of so many innocent people that caused such chaos, upheaval and cultural loss to European Jewry.

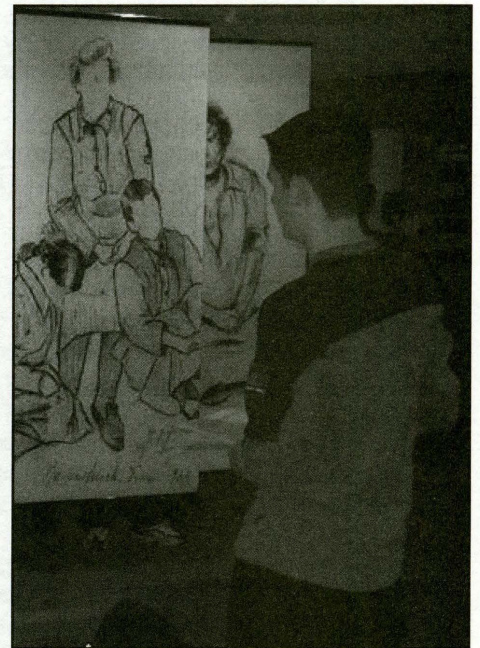
We want to communicate to students the fallacy and dangers inherent in the concept of race, racial hygiene, hierarchy of ethic and religious groups. Students learn that without a long history of European anti-Semitism, and the complicity of many, the Holocaust would likely not have occurred.

We assert that some limited, active resistance was possible, was attempted, and sometimes made a difference. Students come to understand that the role of

rescuers, diplomats and neighbours was small but morally significant.

We hope to expose students to a sense of the vibrant Jewish culture that flourished in Europe before the Holocaust so they can understand the cultural loss that accompanies any genocide. For many, the study of the Holocaust is their first access point into European Jewish identity.

The Holocaust calls into question our most basic assumptions about human nature, modern society and our responsibilities as citizens. Not surprisingly teachers, not only of History and Social Studies, but those teaching Literature, Civics and Social Responsibility turn to the Holocaust to broaden students' understanding of fundamental human values and moral dilemmas. This tragic history helps students appreciate and also critique the civil society and commitment to human rights in Canada today. It helps them understand how Canada's multicultural identity and protection of human rights grew out of a more racist and exclusionary past.



A student touring *Ravensbrück: Forgotten Women of the Holocaust* studies one of the many drawings sketched by women imprisoned in this Nazi concentration camp for women between 1939-1945.

OUTREACH SPEAKERS

2002 - 2003 Outreach Program Speakers



Front Row: Marion Cassirer, Serge Haber, Chaim Kornfeld, Peter Parker, Celina Lieberman. Middle row: Bente Thomsen, Katy Hughes, Louise Stein Sorensen, Rita Akselrod, Susan Bluman, Agi Bergida, Danny Wollner, Mariette Doduck, Inga Manes. Back row: Lillian Boraks-Nemetz, Alex Buckman, Peter Suedfeld, Borge Stromgren, Robbie Waisman. Not pictured: Jack Benisz, David Ehrlich, Robert Krell, Ruth Sigal, Bronia Sonnenschein, Rhodea Shandler

Our most effective teaching tool remains the first hand accounts of survivor speakers. Students learn not only the history of the Holocaust through one survivor's testimony but often develop a sense of historic empathy by having a direct emotional connection to a survivor. Students' responses tell us that the process of receiving a survivor's story is often accompanied by a sense of moral outrage at the injustice of what occurred. We believe that this kind of compassionate response can be the first step in the decision to take a moral or ethical position in the face of injustice. Outreach speakers expose students to a deeper understanding of how individuals can persevere in times of hardship. Students hear stories of forbearance in the face of adversity, self-sacrifice and courage from our survivor speakers. Survivors communicate historic and factual events, moreover their very act of speaking is life affirming.

2002 - 2003 Outreach Speakers

Jack Benisz
VHEC

Susan Bluman
Chassey Flashenburg
New Denver
Annual High School Symposium, UBC

Alex Buckman
CSLI Vancouver
Open Doors, Windermere
Burnaby Youth Custody Center
Upper Lynn Elementary Exhibit
West Bay Secondary, West Vancouver
Southridge South Surrey

Churchill (French Immersion) Secondary
Louis Brier Home and Hospital
Clearwater, B.C.
Churchill Secondary
Reel to Reel (Movie)
Moscrop Secondary (French Immersion)
Kamloops Secondary
Kitsilano (French Immersion)
Princess Margaret Secondary
Annual High School Symposium UBC

Marion Cassirer
Spu'u'Kwuks Elementary
Annual High School Symposium UBC

Mariette Doduck
Summer School Exhibit
Unity of Thoughts and Speech (ESL) College
New Westminster Secondary
Crofton House School at VHEC
Killarney Secondary (ESL)
Annual High School Symposium UBC

David Ehrlich
Vancouver School of Theology
Hugh Boyd Secondary Richmond
Westview Secondary
London Secondary Richmond
Annual High School Symposium UBC

Serge Haber
Lord Kitchener Elementary
Annual High School Symposium UBC

Katy Hughes
Richmond Day School
John Oliver Secondary
Centennial Secondary
Valley View Elementary
Annual High School Symposium UBC

Dr. Robert Krell
Child Survivor Conference, Toronto
UCLA and USC, Los Angeles
University of Minnesota, Duluth
Yom Hashoah, SSA, Baltimore
Annual High School Symposium

Celina Lieberman
New Westminster Secondary School
Temple Shalom

Lillian Nemetz
Hillcrest Elementary
New Immigrants (JCC) at VHEC
Canyon Heights Elementary
Cove Cliff Elementary
Department of Anthropology and
Sociology, UBC
Elphinstone Secondary
Clinton Elementary at VHEC
Annual High School Symposium UBC

Peter Parker
Coquitlam Alternate Basic Education
Burnaby Central
Burnaby Youth Security Center
Old Yale Road Elementary Surrey
Lord Tweedsmuir Secondary
Kwayhquitlum Middle School
Argyle Secondary
West Vancouver Secondary
Centennial Secondary
Burnsview Junior Secondary, Delta
Templeton Secondary

Peter Suedfeld
University College of Fraser Valley
Annual High School Symposium UBC

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Ruth Sigal

Point Grey Secondary
Magee Secondary
Killarney Continuing Education
Annual High School Symposium UBC

Bronia Sonnenschein

Collingwood School
Argyle Secondary
Port Moody Secondary
Hillel, UBC
Fraser Valley Christian
Prince of Whales Mini School
Emily Carr Elementary
Fraser Valley Christian High
Chilliwack Secondary
Credo Christian High School
University of British Columbia
Maple Ridge Secondary (April 30)
Dr. Charles Best Secondary
Victoria Symposium, Victoria
Annual High School Symposium UBC

Louise Sorensen

James Ardiel Elementary
Camp Hatikvah
Holly Elementary School
Lord Tweedsmuir Secondary, Surrey
J.W. Sexsmith Community Elementary
Vancouver
Annual High School Symposium UBC

Bente Thomsen

Jeffie Lee Elementary

Robbie Waisman

South Creston Elementary, Creston B.C.
Cranbrook B.C.
Talmud Torah School
Clearwater B.C.
Kamloops, B.C.
Terrace Reservation, Terrace B.C.
Chilliwack Secondary
Aldergrove Secondary
Campbel River Museum
Seattle, Washington
Institute of Indigenous Gov.

Annual High School Symposium UBC

Agi Bergida
Chaim Kornfeld
Inge Manes
Rhodea Shandler
Danny Wollner

Dear Mariette,

Thank you for speaking at my school. I came, I listened, I left, but I don't think I was quite the same person. I left the classroom after your speech, and, quite frankly, everything seemed kind of petty and small. All my little pains and qualms didn't seem worth mentioning. Your speech changed me, for the better, I think.

Dear Mrs. Sonnenschein

Thank you for telling us about the Holocaust, We really needed to learn about it so we can tell our children what happened because everybody deserves to know.

When I got home from the center, I told my mom something's that you said and she started to cry. I went to the couch and sat on her lap, I asked her why she was crying and she said, "I can't believe what that poor woman went through". Then she told me that I was very lucky to have been told from someone's view what happened.

I thank you with all of my heart for telling us what happened, I know I will never forget what you told us.

Dear Hrs. Sorensen,

Thank you very much for talking to me and my class. I bet it was very difficult. It was sad to hear about the Nazis killing the Jews. After you talked to us I understood World War II much better.

Dear Mr Parker:

I have read many books and watched plenty of movies and documentaries on the Holocaust and World War II. But, nothing hit me harder than hearing your story. You're someone who was there, and experienced it first-hand. No movie can ever compare to that. The impact your words had on me was stronger than any documentary or book by far. I am glad that I had the privilege to meet you and had the opportunity to listen to your words of knowledge. I am hopeful that my children will be able to come and visit you and listen to your story.

Your words reached me where I thought no words could touch. During and after your presentation, you expressed your love for your family and your zest for life. You appreciate life to its fullest and you have a great love for your family. Four months ago I moved out of my home and away from my family to prove a point that I now cannot even remember. Hearing about how you stayed alive under torturous conditions by reminding yourself that you had your mother and sister waiting for you somewhere blew me away. It made me think about why I was not with my family and how much I really did love them. I don't want to take them for granted.

AWARD WINNING STUDENT ESSAYS

Every May at the Annual High School Symposium, two high school students are honoured before their peers and presented with awards for their writings on a Holocaust related issue. They represent the best of those students who enter the VHEC essay contest, which is designed to extend students' knowledge and engagement with the issues of the Holocaust, to foster critical thinking and to expose them to research and reading on an important Holocaust topic. The process is set in motion at the beginning of every school year when teachers across the province receive the VHEC Student Writing & Multimedia Contest questions.

Each year a committee meets and drafts a new set of questions.

Empêcher le génocide ? Comment ? *by Oscar Miklos*

Bien qu'on puisse étiqueter d'habitude les agresseurs, un conflit global a presque toujours deux parties coupables. Cependant, malheureusement, c'est toujours la partie neutre, les familles innocentes, qui est gravement affectée par ce conflit. Les conflits globaux tel que le « nettoyage ethnique » de l'ancienne Yougoslavie, nous forcent à nous demander comment les chefs du Monde Libre peuvent s'unir pour combattre le génocide. Qu'est-ce qu'on a fait au passé et qu'est-ce qu'on peut améliorer ? Avons-nous vraiment appris les leçons de l'Holocauste ?

Examinons l'exemple de l'ancienne Yougoslavie. Avant 1992, l'ancienne Yougoslavie constituait six républiques : la Serbie, la Slovaquie, la Croatie, le Monténégro, le Macédoine, et la Bosnie-herzégovine. Deux provinces de la Serbie, Kosovo et Vojvodine, ont été données un statut indépendant. La Yougoslavie était une véritable mosaïque culturelle, avec plusieurs gens de plusieurs ethnicités et religions qui voulaient trouver une façon de vivre ensemble en paix.

Cependant, ils n'ont jamais découvert une solution. Les autres républiques de l'ancienne Yougoslavie craignaient d'être forcés de faire partie d'un nouveau royaume serbe; une « Grande Serbie ». Les républiques tel que la Croatie ont été extrêmement persistantes dans la bataille pour gagner leur indépendance. Il existait un grand problème; les cadres entre les républiques et les provinces du pays ne représentaient pas les vrais cadres ethniques du pays. Aucune des six républiques ne voulaient trouver une solution diplomatique à cause de la peur de perdre du territoire. Tous ces con-

This year the topics included questions about film representations of the Holocaust, hate on the Internet and other genocides during the 20th century. Two additional questions on Jewish resistance and the agency of women during the Holocaust were included to reflect current themes from this year's High School Symposium and VHEC exhibit on Ravensbrück.

This year, there was a surprising increase in interest from French Immersion teachers. One teacher, Hervé Moreau from Moscrop Secondary, volunteered to translate the questions and several others submitted their students' essays in French. This new partnership seems to be a promising one for the future of the contest.

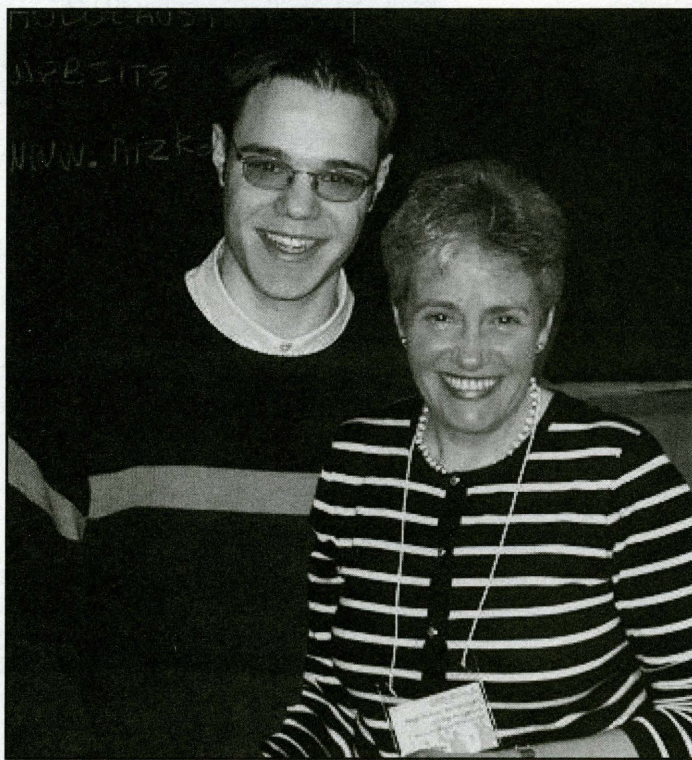
flits internes ont causé un éclat de nationalisme.

En 1987, Slobodan Milosevic, chef de la partie communiste de l'ancienne Yougoslavie a pris le pouvoir. Dans ses discours au pays, il parlait de l'idée d'une « Grande Serbie »; une idée qui a gagné l'appui de nombreux de Serbes. Immédiatement quand il a pris pouvoir, Milosevic a retranché le statut de l'indépendance des provinces de Kosovo et de Vojvodine, essayant d'augmenter son pouvoir. Bientôt, Milosevic a commencé le nettoyage ethnique; une action que même beaucoup de ses partisans ont condamné. Néanmoins, c'était seulement le début d'un acte agressif et horrible commis en essayant de défendre les intérêts serbes.

La Slovaquie était la première république a se déclarer un pays indépendant, réussissant de le faire sans verser de sang. Malheureusement, ce n'était pas le cas avec la Croatie, la Macédoine et la Bosnie-herzégovine. Mais enfin, après 1995, tout ce qu'il restait de la Yougoslavie était la Serbie (avec ses deux provinces) et le Monténégro. Sept ans de guerre servait à dépopulariser Milosevic parmi les citoyens, mais malheureusement, les atrocités n'avaient pas terminé.

Au Kosovo, la minorité ethnique albanaise résidait. À peu près 90% de la population était albanaise et 10% serbe. Ailleurs, les Albanais formaient seulement 16% de

la population de la Serbie. Les Serbes accusaient les Albanais de se reproduire dans des grands nombres en essayant de changer la balance démographique. Cependant, les Serbes avaient un autre motif pour gagner le contrôle du Kosovo. Le nord de Kosovo représentait aux Serbes le lieu de nombreux événe-



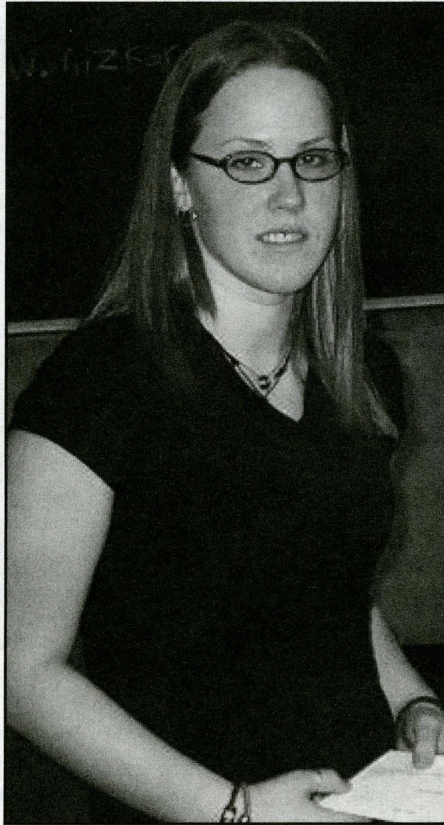
Oscar Miklos (grade 11, Moscrop Secondary School. Teacher: Ms. Laurel Whitney) receiving the VHEC prize for Student Writing/Multi-Media. Award presented by Frieda Miller, Education Coordinator.

ments d'importance historique et religieuse; le nord de Kosovo était le Jérusalem serbe.

Alors, le nettoyage ethnique de Kosovo a commencé. Les familles étaient séparées, les innocents étaient brutalement assassinés. Il est estimé qu'en 1999, entre mars et avril, 400,000 Albanais ont été tués, torturés ou autrement forcé d'évacuer les maisons. La Macédoine et l'Albanie étaient inondés de réfugiés. C'était évident que le Monde Libre devait intervenir. Mais comment ?

En 1999, les Etats-Unis, avec l'aide de l'OTAN, a commencé à bombarder la Serbie. Contraire à l'effet désiré, cela a provoqué une augmentation de l'appui pour Slobodan Milosevic, car même les Serbes qui s'opposaient extrêmement à lui, s'opposaient aussi féroce-ment au bombardement de leurs pays, qu'à l'intervention des Etats-Unis. Le bombardement a indirectement tué plus de 2,000 Albanais; un autre 250,000 étaient forcés d'évacuer leur pays. Les Serbes, qui ne pouvaient pas se défendre contre les bombes de l'OTAN, ont choisi d'exercer des représailles contre ceux qu'ils pouvaient, les Albanais. Evidemment, les actions prises par l'OTAN ne servaient pas à aider le conflit. Alors, on se demande: y-a-t-il une résolution plausible à ce type de conflit?

Tous les conflits mondiaux ont de différentes dynamiques et aspects qu'on doit considérer. Mettre des sanctions économiques sur un pays peut être une solution dans un cas, et un désastre humanitaire dans un autre. Mais tous les conflits ont une chose en commun; on ne peut pas utiliser la force militaire pour atteindre la paix. C'est en utilisant les initiatives diplomatiques, et les résolutions paisibles qu'on peut vraiment atteindre la paix. En fondant les organismes qui enseignent au peuple opprimé la nécessité de révolter paisiblement contre leur gouvernement, on peut trouver la solution ultime. Enfin, Slobodan Milosevic était renversé par ses citoyens et non par les bombardements de l'OTAN, prouvant qu'il existe une alternative à la guerre et un moyen efficace d'empêcher le génocide.



Caitlin Nichols (grade 11, Fleetwood Park Secondary School. Teacher: Mr. Tim Waddington) winner of the Lehrer Prize for Student Writing/Multi-Media.

Racism in History, by Caitlin Nichols

Similarly, racism gives society a scapegoat. People use racism as an outlet to turn their anger onto others who may be different. Racism is a way to transfer anger about living conditions and social problems away from those who rule. "As long as we have politicians and leaders and media people who feast on people's fears, we'll continue making scapegoats" (Kogawa, pg. 36). In other words, racism provides society with a group, person, or race on which to project all evil and fears. When searching for the cause of racism, one can see from examples such as Hitler in WWII how racism was cussed from the creation of scapegoats. He used the Jewish populace as a scapegoat for the miserable economy and other social problems faced in Germany at that time by stating that a Jewish conspiracy was to blame for Germany's loss in WWI. Hitler believed that the hyperinflation that Germany faced in 1923 was a result of an attempt by Jewish people to destroy Germany. The Jewish masses were blamed for Germany's humiliation in the Treaty of Versailles, and the Nazis believed intermarriages with Jews played a role in the destruction of the superior race, the Aryans. Moreover, the Nazis said the Jewish people used prostitution and seduction to corrupt Germans. Hitler constructed this view of the Jewish populace by using propaganda. He placed propaganda photos and posters of the perfect German family. He used propaganda to make life seem better than it was in order to gain the support he needed. Propaganda put down the Jewish populace and gave Hitler the ability to enact the Nuremberg Laws. These laws officially made Jewish people second-class citizens, stripping them of their civil rights and citizenship. Propaganda, total control and fear allowed Hitler to try and accomplish his Final Solution, ridding Europe of Jewish people. Propaganda allowed Hitler to turn the Jewish populace into scapegoats, which, in turn, Hitler believed was a just reason for his racism. WWII was not the only time when the use of scapegoats as a cause of racism was witnessed. This cause for racism is one of hundreds that have been witnessed throughout history.

Hitler also used education and fear to turn Jewish people into scapegoats. In school, the Nazis controlled the learning to gain the support of children so there would be loyal followers in the future. Hitler used dictatorship and fear to gain the support of adults. The Nazis had spies everywhere and rid Germany of any opposition parties. People were forced to accept the role given to them. As the Nazis were the only party in power, there was no one to oppose their laws and policies. The country ran on fear, so it went along with whatever the Nazis did. The country's fear made them believe that Jewish people were responsible for Germany's problems. Quite simply, the country's fear allowed Hitler to turn the Jewish people into scapegoats.

Hitler also used anti-Semitism, anti-communist attacks and attacks on the Treaty of Versailles to gain support for his racist beliefs. He promised a greater Germany, restitution of lost colonies and the destruction of the Jewish populace. He offered rewards and security to the people after the Depression, so people accepted his ways and followed what he said. Hitler justified these grounds for racism because of the harm he stated that the Jewish masses had caused Germany, just as many other groups of racist people justified their actions. They validate their racist actions because of the harm they believe they have suffered.

Nazi Germany and WWII Canada were two very different

(continued on pg. 9)

One Docent's Experience

by Michelle Dore

Wendy Barrett and I arrived in Vancouver from Toronto on December 31, 1995 where we had been teachers and community activists in the women's movement for over twenty years. During our last few years in Toronto in our anti-violence work, we had each become more cognizant of anti-Semitism as racism and had presented a few community action workshops about the connections between anti-Semitism and violence against women. We were deeply moved by the stories of survivors we listened to during Holocaust Education Week for the four or five years preceding our departure from Toronto.

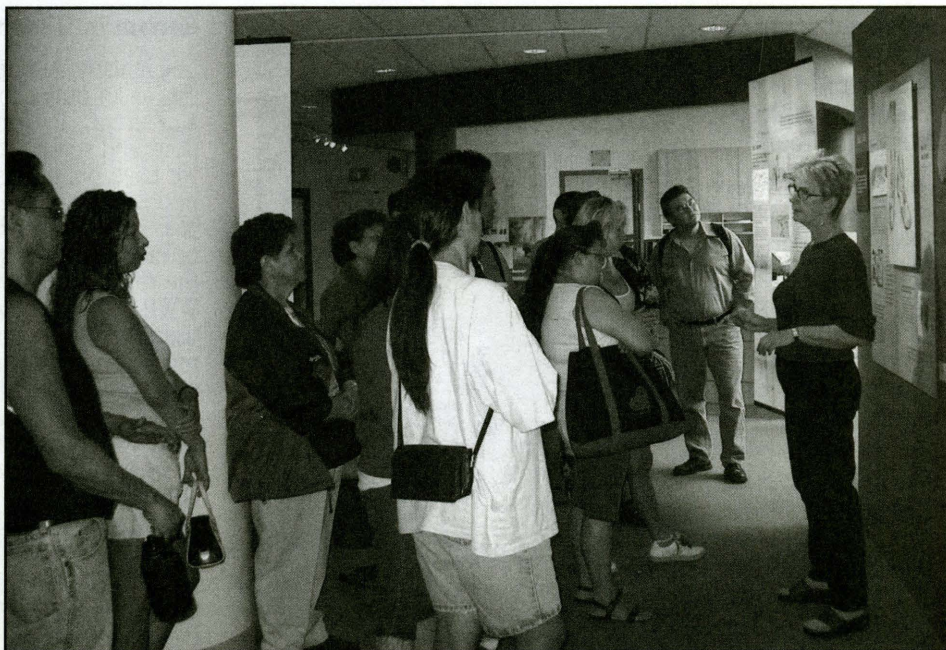
We visited the Vancouver Holocaust Education Centre soon after arriving in Vancouver and Wendy began volunteering full-time for three months indexing books and videos for the library. We both became docents in 1997.

We find the work compelling and gratifying. We get to teach, which we both love, and the learning never stops.

What attracted us immediately to the Vancouver Holocaust Education Centre was, along with its commitment to young people, was the mandate to extend the work of the Centre beyond the Jewish community to work in partnership with other communities that experience discrimination. This was particularly compelling to us given that our work in Ontario focused on ending violence against women and children and making the connections between misogyny, racism, the oppression of lesbians and gays and the differently-abled.

We have continued over the years to docent and serve as volunteers at the Annual High School Symposium. We find the work compelling and gratifying. We get to teach, which we both love, and the learning never stops. With each new exhibit, with each survivor's story, another piece of the story of the Holocaust falls into place. For both of us, without a doubt, it is the opportunity to listen to and learn from survivors that makes the Holocaust come alive and is so deeply moving, every single time.

Docenting provides us both with a sense of community, which we appreciate. It has



Docent Michelle Dore speaks with students from the Institute of Indigenous Government during their tour of VHEC's most recent exhibit *Ravensbrück: Forgotten Women of the Holocaust*.

also provided us with the opportunity to have an impact on young people. As a non-Jew who never heard of the Holocaust when she was growing up, I have a particular commitment to make sure that young people learn about it and learn from it.

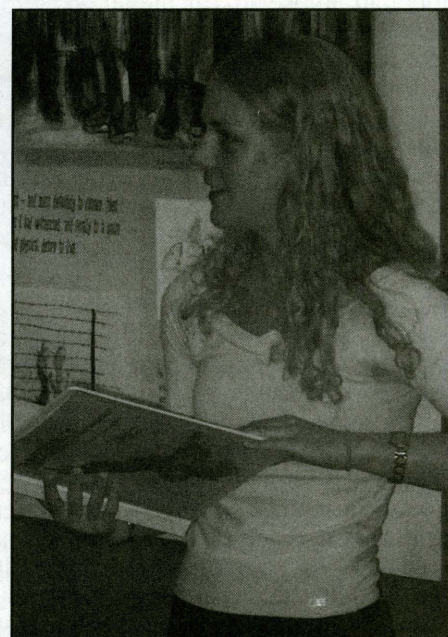
It is impossible to know the true impact of our collective work as docents on the students who attend our exhibits. Sometimes it is impossible to "get a read" on what reactions and thoughts the young people are having when they proceed through the exhibits and when they are fortunate to hear survivors' stories.

The short length of time we have with the students can be frustrating; however, it only takes a second or a minute for one's life to be altered. Our hope as docents is that for at least some of the students who visit the Centre, their time here will provide one of those life-changing moments.

Whenever we take a look at the hundreds of high school students riveted to every word of the presenters and survivors at the Annual High School Symposium at UBC, we have no doubt that the work of the Holocaust Education Centre has indeed touched the very core of every soul in the room. It is an honour for both of us to be a part of the heart of the Vancouver Holocaust Education Centre.

Docents 2002 - 2003

Scott Anderson, Wendy Barrett, Julia Bernhardt, Liliias Cameron, Michele Dore, Phillipa Friedland, Toni-Lynn Frederick, Debby Freiman, Fran Grunberg, Sabine Hamer, Claire Herman, Sheryl Kahn, Jineane Payne Babish, Gabriella Klein, Markus Kreitmair, Sally Rogow, Mira Rozenberg, Naomi Rozenberg, and Rina Vizer.



Docent Sabina Hamer speaks with students.

Bernard Goldberg & Lola Apfelbaum

It is with pleasure that the Board of Directors honored Lola Apfelbaum and Bernard Goldberg with the designation of Life Fellow at the June 2003 Annual General Meeting

Bernard Goldberg

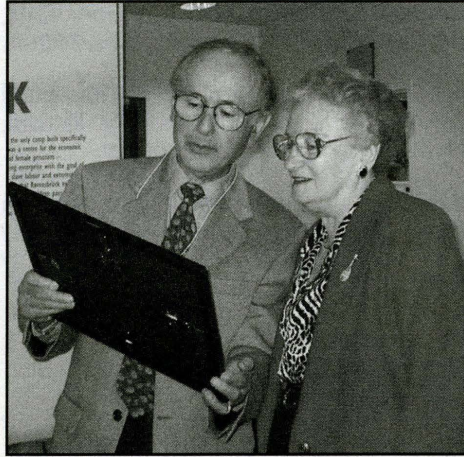


Life Fellow Bernard Goldberg.

Bernard Goldberg was born in 1915 in the town of Jetel, Poland. He was the youngest of five children. His father owned a food store in Jetel. Bernard tried to get to Palestine but was prevented by the British blockade. In March 1939, Bernard received his induction papers into the Polish Cavalry. Thus began a chain of events that included his forced migration and imprisonment and led him, ultimately, to Oscar Schindler's factory. During the war Bernard spent time in Istenburg, Stalag 2, Biala Podlask and Coskawola. Later he was sent to Budzin Camp to work in the salt mines, and then was sent to the Gross-Rosen concentration camp where Oscar Schindler chose him to work in the Brinnlitz factory, where he stayed for eight months. After Bernard was liberated by the Soviets in May 1945 he returned to Poland and then moved to Czechoslovakia. Bernard's brother, already in Canada arranged for Bernard to join him. In May 1947 Bernard arrived in Montreal. He later moved to Port Alberni, BC then to Whistler and finally to downtown Vancouver, managing various hotels along the way.

Since the founding of the VHEC, Bernard has been an outspoken advocate of Holocaust Education. Bernard is active in promoting Jewish values, supporting Israel and in fighting anti-Semitism. In 1994 Bernard endowed the Survivor's Lounge in memory of his family who were killed in the Holocaust.

Lola Apfelbaum



Lola Apfelbaum receiving her Life Fellowship Award from VHEC President Robbie Waisman

Lola Apfelbaum was born in the Jewish district in Krakow, Poland, the third of four children. Her father owned a brush store. In 1940, after Germany invaded Poland, the family was forced to move into the newly established Ghetto. When major deportations from the Ghetto began in 1941, Lola's parents, brother and little sister were among those deported. Lola was moved to the Rosaminska labour camp, where she was forced to work long hours under harsh conditions. In 1943, Lola was sent to the Skarszysko labour camps where she was forced to produce munitions. Lola was liberated in 1945. Lola met her husband Max soon after liberation. They were married in June 1945. Lola, her husband and two sons, Jerry and Saul, immigrated to Canada in 1948.

Lola's involvement in the VHEC programs and activities goes back many years. Lola has been telling her remarkable story to high-school students at the Annual High-School Symposium at UBC almost from its inception 28 years ago. In addition Lola and her dear friend Regina Feldman spent years single-handedly facilitating the sending of VHEC tribute cards. Lola has been active in the Survivor Drop-In program and is admired by the VHEC family.

Student Essays (continued from pg. 7)

countries during the war, yet they were very similar in some respects. Both the policing in Germany and Canada during WWII were similar in treatment toward Jewish and Japanese Canadian civil rights, but the policing differed to some degree in treatment of the people. The Gestapo, or secret police, was very famous in Germany. They would spy on people and arrest anyone who seemed suspicious. The Gestapo could also kill Jews at their own discretion. In Canada, the RCMP could arrest without warrant and search without warrant, but they did not kill people at will.

Education in Nazi Germany consisted of the males learning separate subjects from the females and the Nazis rewriting textbooks to accommodate Nazi ideas. The teachings for males and females varied in the respect that females were taught knowledge that would dissuade them from having a career, while the males were taught knowledge that would be useful in warfare. In Canada, males and females learned the same subjects, and the teachings were not rewritten or altered to accommodate a certain idea. In Canada, children could choose what activities they wanted to do in their spare time, but in Germany, the lives of children were completely run by Nazis so that they would not develop ideas of which the Nazis disapproved.

Both Nazi Germany and WWII Canada took racist actions towards their fears of a certain race within their country by intern-ing these races. Nazi Germany interned the Jewish populace by sending them to concentration camps, or forced labour camps, where, more often than no, they ended up dieing. Japanese Canadians were interned in Canada, but they had choices. They could choose to go to self-supporting camps where they paid to lease farms. It was at least less restrictive. In Germany, there was no choice. Jewish people were forced to work in concentration camps, and those who could not were typically killed. The Jewish populace was forcefully isolated from the Germans, whereas in Canada, the internment camps were usually located in or near ghost towns, and there were no barbed wires and guards with weapons watching one's every move.

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MARCH 26, 2003 - JUNE 20, 2003

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Robert & Lil Wenner, On Bob's Birthday & Your 55th Wedding Anniversary. Robbie & Gloria Waisman

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Congratulations

Thomas Blatt, Thank-you for helping us to educate the students of British Columbia about the Holocaust at the Symposium. With great appreciation and best wishes from the Board & Staff of the VHEC

Kit Krieger, Congratulations on being the recipient of the 2003 Meyer and Gita Kron Award for Excellence in Holocaust Education. Best wishes from the Board & Staff of the VHEC

Oscar Miklos, Congratulations on being the recipient of the Vancouver Holocaust Education Centre Prize for Student Writing on the Holocaust. Best wishes from the Board & Staff of the VHEC

Caitlin Nichols, Congratulations on being the recipient of the 2003 Lehrer Prize for Student Writing on the Holocaust. Best wishes from the Board & Staff of the VHEC

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Jocy Lowy, With Deepest Sympathy. In Memory of your Husband, Leo. Dennis

(continued on pg. 12)

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continued from pg. 11

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