

September 2, 2018

Oregon Senate Committee on Education  
900 Court Street N.E.  
Salem, Oregon 97301

Dear Chairman Senator Roblan, Vice Chairman Linthicum and members of the Committee on Education:

As a teacher and parent I urge you to support any legislation that would mandate the requirement of teaching the history of the Holocaust in Oregon's public schools. While conducting research into every school district in Oregon, I discovered less than 6% of Oregon's schools have any reference to the Holocaust in their posted curriculum. The study of the Holocaust needs to be contained within the Oregon's educational standards in order to reach a larger audience.

I have had the pleasure and privilege of seeing Alter Wiener's affect on children from different social economic stations. For children of poverty who are often witness to and/or have experienced highly dysfunctional environments with criminal violence, they are riveted by Alter's presentation. He will give examples of what he lost and what his audience should be grateful for. Alter retells how when he came to the United States he scrubbed toilets during the day and went to night school to earn his elementary and then secondary certificate before he could attend college. Alter and his contemporaries offer hope and a positive role model to these children.

While it is hard to replicate Alter's charm, his contemporaries have also rebuilt their lives in this country. Their stories need to be told. As a whole these survivors are not outwardly bitter. While I am sure there are instances, I have never heard of a Jewish individual making threats or performing acts of violence against individuals or groups. Especially children of poverty need to learn how individuals rebuilt their lives after surviving a genocide, which can serve as examples of possibilities for themselves. There are valuable lessons that can be learned in the study of the Holocaust and the following years which could benefit our society.

There is another crucial reason why the Holocaust should be studied. Tragically there continues to be genocides and displaced populations in this world. The United States is also becoming more diverse. I have taught in a K-8 school where 43-45 languages and cultures were represented. Regardless of their first language or background, my students have always recognized the atrocities of the Holocaust and what Alter and others overcame. The Holocaust illustrates one of the clearest examples of heinous crimes committed against innocent individuals and how history judged its perpetrators. The study of the Holocaust can provide lessons into a deep appreciation of our country, resilience and tolerance to all.

As Alter Wiener would say, "Be better, not bitter."

Sincerely,  
Shannon Cooper



**College of Liberal Arts and Sciences**

Harold Schnitzer Family Program in Judaic Studies

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August 29, 2018

To Whom It May Concern:

I am writing to express my support for Alter Wiener's campaign to mandate Holocaust and Genocide Education in Oregon. I teach the History of the Holocaust course here at Portland State, and I always ask a Holocaust survivor to speak to my class so that my students can experience the life-altering testimony of someone who actually went through the events we study in the course. Alter spoke to my class several years ago, and the students were deeply moved and affected by his talk. I have also attended other talks given by Alter in the Portland area, and saw a similar impact on the audience. During Alter's talk, the room was so silent that you could hear a pin drop, and the subsequent question-and-answer period was not long enough for the dozens of questions that the young people in attendance wanted to ask. Alter was his usual self – open, warm, friendly, accessible – and that made his words come alive to the students, and touched them even more strongly than they might have otherwise.

I hope that you will support Alter and Sen. Rob Wagner's efforts to ensure that the Holocaust and genocide are taught to all public school students in Oregon, so that we may build a safer and more secure world for all people.

Sincerely,

Natan M. Meir  
Lorry I. Lokey Associate Professor and Academic Director  
Harold Schnitzer Family Program in Judaic Studies

My name is Evelyn Banko and I am a Holocaust survivor and a retired educator, I feel that mandated Holocaust education is very important in our schools. I was able to escape with my parents from Austria during the Nazi Anschluss as a small child. I have spent the last twenty-five years speaking to thousands of middle school, high school and college students about the dangers of indifference, prejudice, Anti-Semitism and hatred.

As we Holocaust survivors become older and frailer and there are fewer and fewer of us every year, we have to find new ways to ensure that our stories are told and that the lessons of the Holocaust are not forgotten or misrepresented.

The study of the Holocaust helps us understand the more current events such as Rwanda, Syria, and the plight of the Rohingya in Myanmar. The lessons of the Holocaust provide background for us to identify hate crimes in the USA and around the world. It is important that we continue to discuss, debate and teach about the Holocaust. As we survivors die off, there will be more people and groups denying that the Holocaust ever happened or claiming that six million Jews and five million others did not die under Nazi rule. First hand accounts will be even more important as we survivors are no longer alive to speak and give first hand testimony.

I get student letters from many classrooms telling me how the presentation that I give on my life and that of my grandparents, aunts, uncles and cousins, that did not survive, deeply affected them. The importance of accepting people, regardless of their religion, race, ethnicity or gender is an important part of Holocaust education. Holocaust education helps students to stop prejudice and discrimination against people they view as different than themselves.

As an elementary teacher for thirty-three years, I feel that Holocaust education in the primary grades consists of teaching fairness, kindness, acceptance, sharing and honesty. In later grades, we can begin teaching about our treatment of the Native Americans, the truth about Christopher Columbus and other misinterpretations of American history. Actual Holocaust education and its atrocities is better left to middle school and beyond. Perhaps the way I approached this topic with my granddaughter would be a good model to follow. When she was in early elementary school I just said I had to leave my birth country because a man name Hitler did not like Jews. Each year, I added a few more facts about what happened until I taught the Nuremberg laws and Kristallnacht in 6<sup>th</sup> or 7<sup>th</sup> grade. My granddaughter was shocked in high school when a teacher would mention the Holocaust and barely any of her classmates even knew what that was.

It is important to have mandated Holocaust education in our schools. Unless it is mandated, most teachers will not include it in their curriculum. Learning about the events of the Holocaust and comparing them to what is happening in the USA and the world today is an important part of our study of history.

I am a speaker for the Oregon Jewish Museum and Center for Holocaust Education (OJMCHÉ), a former board member of both the Oregon Holocaust Resource Center and the OJMCHÉ, a docent at the Oregon Holocaust Memorial, a member of the Oregon Holocaust Survivors, Refugees, and Families that was instrumental in the planning of the Oregon Holocaust Memorial, a co-chair of the OJMCHÉ Speakers Bureau and the OJMCHÉ Education Committee. I also am a member of Delta Kappa Gamma, Portland Association of Retired Teachers and other education organizations. My bio can be found on the OJMCHÉ website, ([www.ojmche.org](http://www.ojmche.org)) as well. Contact me at [evieban@comcast.net](mailto:evieban@comcast.net) if you have any further questions. Unfortunately, I will be out of the country until October 4 so will not be able to testify.

Sincerely,  
Evelyn Banko

Dear Oregon Senate Education Committee Members,

Last year I had the distinct pleasure and immense honor of meeting Alter in person. He was generous enough to let my mother, my sister, and myself come to visit him in his home.

The

juxtaposition of heartbreak and inspiration from his story made an impact I will never forget for as long as I live. For all the horror he faced and still suffers from as a result, Alter has chosen to rise above it and turn his hurt into a force for good.

Alter's decision to let love be the determining factor in how you live your life is something I think about daily. In every aspect of my life whether I was spurned by a friend, had a frustrating day at work, or felt slighted by anyone in any way, I just think back to what is written on the last page of my copy of his book: "Better than bitter."

Alter's story is something everyone should learn about, as well as the stories of other survivors. This is why I believe it is so imperative Holocaust and Genocide education becomes mandatory in Oregon, and eventually the rest of these United States. The systematic atrocities committed against the Jewish people must be taught to every student.

There is something else written on the last page of the book as well, something haunting that will always stick with me: "All Jews were victims, not all victims were Jews." Once the Jewish people were allowed to be marginalized and dehumanized, it became all too easy to do the same for the gypsies, the homosexuals, the invalids, and any political dissident.

The frightening reality of the Holocaust is that if we are not vigilant it could happen to any group of people. Even today, our hearts shatter as we hear of the Syrians gassing their own people and the Myanmar government brutalizing the Rohingya Muslims, as well as so many other nightmares around the globe.

I am a firm believer that those who do not learn from history are doomed to repeat it. We must not shy away from the darkest chapters of human history. We must not cover up the deepest

stains and pretend they simply do not exist. The Holocaust and the overall study of genocides must be taught.

Kole Musgrove

Dear Oregon Senate Education Committee,

I am writing to show my support for mandating Holocaust and Genocide Education for Oregon schools.

I have attended a talk by Alter Wiener and it was both educational and inspiring for me to hear. Alter receives loads of letters from young students who have heard him speak or read his book. Learning about the what Alter and others have endured throughout their lives makes other's problems seem minor in comparison to what they have to overcome. His story gives people hope and allows them to have a new perspective on life.

The Holocaust is the most horrific act against humanity that I have learned about in my 53 years. As you can tell by my last name, my grandparents were from Poland. Because of my Polish heritage, I feel a closeness to many of the victims and a special place in my heart for them.

Teaching Oregon students about these atrocities will help to ensure that these types of events in history will be prevented in the future. Education is the key to not only spreading knowledge and awareness of past events, but also teaching students to stand up and question authority if something is wrong.

I can see the tremendous benefits given to my daughter, Claire, having learned about the Holocaust at such a young age. Our family has been changed by being informed about such events as the Holocaust, and I sincerely hope every single family gets the same opportunity.

Sincerely,

Ken Sarnowski

To Whom it May Concern:

Montclair Elementary School had Alter Wiener give a presentation to 5th graders two years consecutively, and his presentations had a significant impact on our students and the adults in attendance. Mr. Wiener's photographs and first-hand experience were compelling; students had an opportunity to see from the perspective of someone who faced indescribable horrors, someone who suffered mentally, emotionally and physically. Someone who overcame difficulties his listeners could hardly even imagine.

Following Alter's chilling presentations, both years, students wrote letters to him, describing their response after hearing about his life and the time of the Holocaust, an event which most of these students had never before heard. I was surprised and impressed by the empathy and compassion which were expressed by the students, even at this young age, following Mr. Wiener's visits. Students' words were thoughtful and insightful. They were transported out of their own world and given a peek into another world. I believe the experience changed the lives of these students. The opportunity to develop empathy is not something that humanity can afford to miss out on.

Please work to provide students with this essential learning opportunity, by ensuring there is Holocaust education for every student, at least at the high school level. Humanity depends on our willingness to look at and learn from our past, so we can make necessary changes for a brighter future for every one of us!

In hope,  
Debbie Seawell

August 25, 2018

To whom it may concern,

Alter has become a good friend, ever since the day I heard him speak several years ago. I have the honor of visiting him on a regular basis and the lessons I've learned from him have impacted my life in more ways than I can express in this letter. Before meeting Alter, I thought my level of gratitude was already pretty great, but since knowing Alter, I find myself on a daily basis being grateful for things that hadn't even occurred to me – socks on my feet, water from the tap, the pillow on my bed. We have countless luxuries in our world, and Alter continues to be puzzled by the number of people who suffer with depression.

I've read many, many letters that Alter has received and realize the positive impact that he has made in lives of people. Although Alter has been through hell, he has a tremendous amount of love in his heart! It's his love for people that motivates him to do everything he can to mandate the teaching of the holocaust in schools. He realizes the impact his story has made on the lives of so many, and hopes that we will learn and remember the beautiful freedoms that we have! It is also extremely important that we are aware of the horrors in history, so that we will not allow history to repeat itself.

Please add my name to the list of others who believe that teaching about the holocaust in Oregon schools, would be a valuable part of the curriculum.

Sincerely,

Diana McIntosh (Beaverton, Oregon)



To whom this may concern:

We learn from the past to inform the future. I fully support this initiative as a means to achieve the knowledge necessary to prevent and combat such activities as taken place during the Holocaust and the Genocides occurring as we speak.

Erin Mauritz  
Retired Teacher

Dear Oregon Senate Education Committee,

My name is Hannah Grimes and I am a Freshman at Woodinville High School in Washington. I recently moved from Lake Oswego where I was a very close friend of Claire Sarnowski at Lakeridge. As soon as I was told about this project of Claire's, I knew I needed to find a way to help. I have seen Alter speak three times and I will never forget the impact of each presentation.

The first time was in third grade at Westridge Elementary: My brother was in fifth grade and my dad pulled me out of class to go join the fifth graders presentation. At the time, I hadn't heard about the Holocaust and I wasn't really sure what was going on or the importance of the topic. I precisely remember sitting among the fifth graders and listening to Alter shed some tears as he shared his story. This first presentation made me feel selfish for all the times I complained; I realized how lucky I am to have the life that I have. From that day on, I constantly reflect on the many opportunities given to me and how grateful I am. My biggest takeaway from my first experience with Alter was when he said "never say that you are starving, because you aren't" and continued with his heart-wrenching story.

The second presentation was when I was in fifth grade and I felt so honored to be able to hear him for the second time. My class had read *Number The Stars* by Lois Lowry to learn about the Holocaust. This book along with the documentary *The Paper Clips Project* helped me understand the significance of this tragic event. Seeing Alter for the second time was even more eye opening. It helped me realize that people may be going through stuff that you don't know about so it's very important to treat everyone with respect. If I had seen Alter previously, I would have had a total different view of him and hearing him speak eliminated the natural prejudice that occurred in me.

The third and final presentation made me so humbled and grateful that I am lucky enough to say I've seen him three times. After the presentation, I spoke to him alongside Claire and explained how I was so interested in his story. We had a conversation and I remember questioning why an amazing man was given such a hard life. I also took away that all of my problems were so minuscule compared to all he's been through. In the past year, I've had many tough family experiences resulting in me having to leave my friends and my home. However, his story kept me grounded. In a time where I felt no security, his story kept me going and determined to get through it cause I knew that Alter has experienced so much worse.

Without hearing Alter's story and learning about the hardships people faced in the Holocaust, I'm not sure where I'd be. It showed me that my life matters but the bad things will pass if you continue to fight. Alter has impacted so many lives and I hope I can help in making sure that learning about the Holocaust will continue to affect kids' lives.

Sincerely, Hannah Grimes.

To whom it may concern,

I am writing this letter to express how important Holocaust and genocide studies is a post secondary education. I took this class at Clackamas high school from which I graduated in 2009. While I was taking the class I learned invaluable information that wouldn't normally be taught and your average history class. While in high school I didn't realize just how important that class was in shaping how I view every day situations from personal to worldwide and political. My husband also took this class at the same time I did. What we didn't realize it high school was but the lessons we learned from Robert Hadley and Holocaust and genocide studies shaped how we view the world around us how we shape our social interactions and read the interactions of other people it might seem contrary but looking from an empathetic perspective around at the individuals we face every day it's something that's hard to shape and form into words. Not all teenagers care about current politics or past happenings. There's nothing like a class to tell you about how many people died and how many people stood by and watched it happen to get you to open your eyes and see you but the past is everything in the present and the future. More importantly this class shows that a single voice can make a difference, that it's important to stand up and let your voice be heard in any situation and that sitting idly by could have catastrophic consequences. There are many things happening in our world right now that will have a detrimental effect on our future, we should be expanding the knowledge of our youth instead of inhibiting it. Past events are likely to happen again in the future, it may be worded or shaped or spun a different way and this is why having the education be mandatory in post secondary education is vital, you have a decision to make, that can improve the education of the youth around us and I suggest you take it. A big argument against mandating Holocaust and genocide studies in schools is that parents don't want their children seeing or learning about something so gruesome. But look around we have mass shootings and child abduction and murder, sex trafficking, and higher suicide rates: if I could name one of the biggest things Holocaust and genocide studies triggered for me it would be emotional response. What's a better way to have something stick with you that something that you feel? I suggest and hope that you mandate Holocaust and genocide studies and post secondary education as in the end it will help our children.

Cynthianna Powell

Dear Senate Education Committee,

My name is Patricia Luft and I fully support Holocaust and Genocide Education for the students in Oregon schools. I worked as an elementary school educational assistant for seven years and my husband was a middle school teacher for 34 years. Working with children and having two daughters of my own, I understand just how much of an impact learning about past history has on children's lives. When my daughters were 11 and 13 years old, our family travelled to Europe for 12 weeks. My husband had a plan for what sites he wanted to take us to and made our kids research every historical place we were visiting. We spent many days in Germany due to my husband's German heritage, and our girls had been exposed to grandparent figures who were in the war which furthered their interest in the Holocaust. One of the most unforgettable sites we visited was Dachau. I wasn't certain as to how our daughters would react being in a place full of tragedy, but knew this education was extremely important. 35 years later in 2015, my daughter who is a middle school teacher in Salem invited my younger daughter and my granddaughter to attend Mr. Wiener's presentation knowing that hearing living history was a life changing experience. A year later, I attended one of his presentations along side my daughter and granddaughter who had since became close with Mr. Wiener. Hearing his story filled me with gratitude and appreciation for his strength to educate students, families, and community members who had failed to learn this in the school system. My 14 year old granddaughter, Claire Sarnowski, is the student initiative behind this effort to mandate teachings of the Holocaust and Genocide. It warms my heart to know that she was so affected by hearing this man's story and more about the Holocaust. This education would forever change the lives of students to embody tolerance, abolish stereotypes, and learn to cherish things in life people take for granted. I firmly believe that this needs to be taught in schools to educate so history doesn't repeat itself and show kids how hatred and prejudice is never the answer.

Thank you for the consideration of this request,

Patricia Luft

Senate Education Committee,

Mr. Alter Wiener changed my view of both the past and the present. He shared a different side of the world with us students, something most aren't exposed to. A time that nobody wants to be reminded of. He made me very fortunate to be somebody who got to hear his life story, a story of what actually happened, not one that's been filtered. Holocaust and Genocide Education is extremely important to share with future generations and educate about the events that took place. The teachings allow students to show compassion to all and not be afraid to speak up. I know I got a new appreciation for happiness, family, basic needs, love, and life in general.

Sincerely,

Delanie Crumbleholme (student)

Mt. View Middle School  
17500 SW Farmington Road  
Beaverton, OR 97007  
(503) 356-2660

September 2, 2018

The Senate Education Committee  
Oregon State Capitol  
900 Court Street NE  
Salem, OR 97301

Dear Senate Education Committee,

I am writing regarding Holocaust/Genocide Education in the state of Oregon. As a teacher in our state for the past 21 years, I write to you in support of making Holocaust and Genocide Education mandatory. Over the past 15 years, I have taught the Holocaust to my 7th and 8th graders in Beaverton, Oregon. It began by learning about Anne Frank, who was the same age as my students, when she and her family were captured and imprisoned for being Jewish. It's critical to teach background knowledge of this frightening time in our history so students gain the understanding of how this tragedy impacted so many lives, and hopefully will never be repeated again.

My students' interest in this topic instantly spiked as they could not believe how many people were killed due to their religious beliefs or ethnic background. Through other pieces of literature, and documentaries, my students were informed of the atrocities that took place during World War II. As a culminating event, I connected with a Holocaust survivor named Alter Wiener who lived in the Portland metro area and was willing to share his story with my students. It was a life changing experience for everyone involved. I have never seen so many thirteen and fourteen year olds thoroughly interested in what a senior citizen had to say as when Alter Wiener spoke at my school. Mr. Wiener continued to speak to my students for the next ten years and bravely told about his time being imprisoned by the Nazis, his liberation by the Russians and eventually his immigration to the United States where he earned his GED in his thirties. For kids to hear from a primary source who lived to tell the tale of his personal nightmare, it was an unforgettable experience. Students were rapt with attention to hear Mr. Wiener talk about his ordeal in dealing with such prejudice first hand.

After learning about the Holocaust, without a doubt, students were genuinely more appreciative of their lives, family, freedom and their education. **My students will never forget their study of the Holocaust and have come back to tell me year after year, it was the most powerful thing they ever learned in school.**

I ask you to please vote to mandate Holocaust/Genocide Education in Oregon because it is imperative to teach the young not to let the mistakes of the past be repeated. I end with a quote by Alter Wiener, "Not every victim was a Jew, but every Jew was a victim." And also, in explaining how he survived this tragedy, he replied, "Without hope, we lose everything."

Thank you for your time and consideration.  
Sincerely,

Paula Schafer  
7th grade Humanities teacher









Honorable Senate Education Committee,

My name is Sue Luft, and I am a veteran teacher of 27 years in the Salem-Keizer School District. I am also the daughter of an educator, which has shaped my entire life.

My parents saved from before my birth until the summer of 1980 to take our family on a trip of a lifetime—nine weeks traveling all over Europe. I was heading into 8th grade and I was not ignorant to the history of World War II and the Holocaust. This knowledge was due to my parents' insistence and instruction as I did not learn about it at school. Prior to our trip, my dad had me read "The Diary of Anne Frank". As any child of any educator knows, a "teachable moment" will never be lost. We would visit the Anne Frank House in Amsterdam (and I clearly remember climbing the hidden staircase behind the bookcase) as well as the Dachau Concentration Camp on the outskirts of Munich. I will never forget either and the impression it made upon me. It is why I have worked to incorporate this history into my curriculum. I am currently teaching Japanese and 6th grade social studies. My overarching theme is to stress similarities between cultures. Our world (in particular the United States) seems trapped--too often stressing and preying upon fears of differences rather than identifying the many more similarities.

When my school's parent club president asked me to help plan and facilitate Mr. Alter Wiener's visit, I did not hesitate. In fact, we had so many people in attendance, we didn't have adequate room in our school's cafeteria. We were fortunate have Mr. Wiener come back the following school year for an all-school assembly. At the time, I taught 6th grade language arts. Our team integrated Trudy Ludwig's book "Gifts from the Enemy" into our curriculum. It is based on Alter's story and how he learned his most important life lessons about stereotyping. A German woman saved his life by leaving him cheese sandwiches. How could he hate ALL Germans after this act of kindness where she risked her life to save his? It is a powerful lesson that is not lost on our students. Yes, they are able to identify theme and elaborate with supporting evidence from the text, but the much bigger life lesson they learn from Alter's story is much more important. After we read the story, my only Muslim student felt like she could safely reveal to her peers that she was Muslim. Prior, she had been afraid of being labeled a terrorist and confided in me that she

did NOT want anyone to know her religion. She felt empowered and safe to share after she saw her classmates reaction to the story.

This past year was, without question or doubt, the worst in my teaching career in the context of bullying, harassment, hate, and just plain meanness. I wrote several referrals for hate speech/actions, and our school dealt with multiple swastikas being drawn on bathroom walls. Anyone who doesn't think the hate trickles down to our children is SADLY MISTAKEN. The only way we can combat it is to teach history's horrific examples of what happens when hate and evil become "the norm". The Holocaust and other genocides in our world need to be taught so that time doesn't diminish or erase it from memory. I was not surprised at recent findings about how many millennials knew about the Holocaust and/or knew what Auschwitz is. That is squarely on our shoulders. It is OUR duty collectively to make sure our children do not forget the atrocities of our world along with our achievements.

I cannot say it strongly enough. Mandate this curriculum be taught. Fund the materials and teacher training. Listen to Mr. Wiener's experiences and help us ensure that it is never forgotten. It's beyond amazing to me that 14 year old Claire Sarnowski has taken on this task and put in countless hours to see this come to fruition. It's amazing, but not surprising. I've known her all of her life; she's my niece, and I couldn't be more proud of the young woman she's becoming. Claire is not doing this for herself. She's doing it for her generation, for all future generations of Oregonians, and for the legacy of Mr. Alter Wiener, whose life is a testament to the true power of love.

Respectfully,

Sue Luft

Salem, Oregon



Senate Education Committee,

I hope you consider a mandate of teaching the Holocaust and Genocide. I first met Alter through a neighbor who is friends with him. All I can say was wow, I was stunned. What a journey this gentle man had as a "Holocaust Survivor". How fortunate for us, those who have met him, heard his talks, or read his book, he survived and was/is willing to share his experiences. This cannot happen again, and yet, in some ways, it is. This book should be required reading in every high school, middle school, and college. Let students, our future leaders, read the firsthand account of the horrors of war, the terrible suffering, the human losses, unobtrusive kindnesses, and about this quiet hero's survival. There are people who say, "the Holocaust didn't happen". By reading this autobiography or hearing him, you will understand: here is a survivor who says in no uncertain terms "it did happen". This book's narrative should stay with you as a reminder what to fight against so it will not happen again. I strongly believe this should be taught in every school and to every student.

Ann Savage

Oregon Senate Education Committee,

I first met Mr. Alter Wiener at his 975th presentation of his Holocaust experiences September 22, 2016 at the Sherwood Center for the Arts. The audience was a mixture of students, parents and people my age (76). I noticed the students were captivated by how Alter related his treatment while in the forced labor camp. When his presentation was over, there were many students who asked lots of questions from their hearts, which was very moving. After the questions were over, I stood in line to talk briefly with Alter, and when it was my turn, I saluted him. I happened to be wearing a t-shirt with the Danish flag (I was born in Copenhagen in Aug 1940 at the beginning of WWII), and Alter saluted me right back and thanked the Danes for saving over 6,000 Jews during the German occupation. I feel the Holocaust and World War II should be taught in our Oregon middle and/or high schools, so our young folks will never forget what happened to the many people who were persecuted, or worse, tortured and killed during this time period.

My wife, Debbie, and I have had the privilege to visit with Alter at this Hillsboro home on several occasions, and he has told us about many, many young people who were impressed with his presentations. Several considered running away from home, some wanted to quit going to school and some thought about suicide. After listening to Alter, they decided that they really did not have it so bad. I think Alter has over 100 letters from various students, thanking him for his encouraging words. To this day, some of them will come to Alter's home with their teacher for a visit. This shows what an impression he had (and still has) on our younger population. To this day, Alter is still striving to spread the love, not hate.

Kurt Persson  
Beaverton, OR  
Oregon Senate Education Committee.

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Kurt Persson  
Beaverton, OR

September 12, 2018

Dear Senate Education Committee,

Thank you for considering the question of mandating genocide and Holocaust education in Oregon schools.

I have been teaching World War II and the Holocaust for many years now. What I have learned in teaching this course is that when students enter the class they have no real understanding of the Holocaust, the extent of it, nor are they really able to grasp what the whole experience would have been like. Additionally I've realized students believe the Holocaust existed in isolation; they think it's the only genocide that ever was or will be. A few who have seen Hotel Rwanda might know that at least one other genocide happened, but I don't think it should be up to Don Cheadle to educate Oregon students about genocide.

At the conclusion of my class I often have students—even students who have taken every AP class that's available—say to me, in essence, "I learned more in this class than in any other class I've taken. Genocide is history, present and possibly future. I had no idea the scope of past genocides or the way collective ignorance really does allow atrocities to happen again."

You may be familiar with the poem by German pastor Martin Niemöller called *First They Came*. I feel that in not educating our students about hate crimes, their causes and their prevalence—especially in this current global climate of intolerance—we are possibly setting our students up to one day discover that if they don't speak for others there may also come a day when there is no one left to speak for them.

Mandating genocide awareness will really cost us nothing. There are many places the topic naturally folds in to both English Language Arts classes as well as Social Studies. There are options to create classes like "World War II and the Holocaust" or to require World and US History courses to cover multiple examples of genocide. As a social studies teacher of nineteen years I assure you that this would not be a complicated change. I can also vouch for the fact that my class is always in demand—students WANT to know about the Holocaust or other genocides but currently there are very few opportunities in regular classes to focus on genocide with any amount of time that gives proper weight, depth or to the topics.

If a holocaust could happen in Germany, it could happen anywhere. It could happen to any group, at any time. With survivors dying daily at an unprecedented rate, it will soon be up to us to perpetuate the Never Again motto of the Holocaust. This mandate is our chance to make sure we do our part—to make sure the stories get told, awareness is raised and the lesson is not forgotten; we may not have this chance again.

Again, I sincerely thank you for your consideration of this important issue,

Jamie Erickson  
Sherwood High School Social Studies Teacher

*First They Came* by Martin Niemöller

First they came for the socialists, and I did not speak out—  
Because I was not a socialist.

Then they came for the trade unionists, and I did not speak out—  
Because I was not a trade unionist.

Then they came for the Jews, and I did not speak out—  
Because I was not a Jew.

Then they came for me—and there was no one left to speak for me.



Dear Oregon Senate Education,

I ask you to please consider mandating Holocaust and Genocide education in schools. As an educator for middle schoolers, I know firsthand how important educating about World events, both present and past, is for students to hear. I can see how impactful these educational lessons would be to those students who struggle with all different types of hardships and continue them to persevere through their struggles. This education promotes kindness, compassion, and an accepting attitude that teenagers need to be exposed to at an early age.

Thank you for your time,

Patty Street

To the Oregon Senate Committee,

I strongly support a mandate of Holocaust and Genocide Education. I found Al's book, *From a Name to a Number* thanks to the many (well deserved) positive reviews while searching for a Holocaust memoir that described not only the author's experiences during the Holocaust but how that person persevered after liberation. When I began the book I was simply curious, but I was quickly drawn into this heart-wrenching journey with Alter and reading his book, from his happy childhood through his unbearably lonely and painful adolescence in Nazi labor and concentration camps to his mirthless liberation and struggle to rebuild his life, became a very emotional and life-changing experience.

The book is divided into two parts: The first half is his autobiography, from a small child through his retirement and move to Oregon. The second half of the book consists of letters and comments he's received while sharing his story with schools and other organizations, his answers to the many questions he's been asked over the years, and finally a neatly summarized, bulleted list of the horrors he experienced during the Holocaust. This is the most powerful for students to hear. What makes Mr. Wiener's story so amazing is that he tells it with utter truth and vulnerability. He shares every emotion with us, and it's clear that he is feeling them with us as he writes it. His pain is still as raw today as it was in 1939 when he saw his murdered father's decomposed body in a mass grave, a self-described turning point in his life, to when he returned to his hometown in Poland after his liberation only to discover his home occupied by non-Jewish neighbors, most of his family and friends gone, and an air of hostility toward surviving Jews. It's because he was willing to share himself so completely with the reader that Alter's story is so impactful. Rarely have I experienced a memoir where the author was brave enough to talk about the disappointments, as well as the triumphs, in his marriage and family. It's painful to hear about people who denounce, try to minimize, or simply don't care and don't learn about the horrors of the Holocaust; it's disrespectful to victims and survivors. I've had the honor to get to know Alter since first reading his book. He is such a remarkable person. He could have been bitter or hateful, but instead he's kind, gentle, open to others, and doesn't judge anyone. I'm very impressed that after his education ended when he was 13 and his family was murdered, and after being beaten, humiliated and starved for three years in slave labor camps as a teenager, he was able to function at all, much less build a good life for himself and his family. I am amazed that, without the support of his family, he finds the strength to tell his story to live audiences over and over again. This teaches students and adults life lessons that you can't find anywhere else.

It's so important that we ensure that the injustice done to an innocent group of people is not forgotten. Entire towns, cultures, ways of life were wiped out, due to ignorance and hatred. It's imperative that we as humans don't forget the pain and suffering this caused, and feel the sorrow, so we make sure it doesn't happen again. We need to convey this message to the younger generation.

Kelly H.  
Beaverton, OR



To our Education Committee,

At Mountain View Middle School, in the Beaverton School District, The Holocaust is taught. At first it started out as a simple unit with the play version of "The Diary of Anne Frank" as the centerpiece. It was in our 8th grade language arts textbook. We added background and here is what happened: The kids had questions. They had so many urgent questions that we had to find a way to answer them. Paula Schafer went looking for someone to speak to our kids. We needed someone with deep knowledge. She found Mr. Alter Wiener, Holocaust survivor, a man with an astonishing history and a willingness to share it with our kids. He came to our school, year after year, and changed the lives of hundreds of students with his life story.

Middle school kids can be restless and easily distracted, but our experience with Mr. Alter Weiner showed us that a compelling and true account of resilience and hope can glue kids to their seats. It's been a few years since Alter has spoken to our kids, but our Holocaust unit lives on. When we begin, there is an avalanche of questions, beginning with, "How could this happen?" By the time we reach the end of the unit with a visit to The Holocaust Memorial in Washington Park, in Portland, we are somber and the bus ride home is subdued. The students always have one last question: why doesn't everyone know about this? That's a good question. It is our hope that you will answer it with the mandate.

Thank you for hearing us.

Sincerely,

Nancy Leon

Retired teacher, Mt. View Middle School



September 25, 2018

TO: Oregon Senate Education Committee

RE: Mandating of Holocaust and Genocide Education in Oregon

My name is Marie Newport. I am a wife, mother, retired RN (7 years active) and Art teacher (21 years active, retired June 2017). It is my great honor to submit this letter in support of my friend and Holocaust survivor Alter Wiener and his dream of mandating Holocaust education.

I met Alter about four years ago, when he spoke at my school (King's Way Christian School, Vancouver, WA). He is a gentle, articulate, humorous, flirtatious man with a most painful story that captured my heart. He inspired me to begin delving deeper into WWII history, reading books of fiction, such as *The Nightingale* by Kristin Hannah, *Sarah's Key* by Tatiana De Rosnay and *The Auschwitz Escape* by Joel C. Rosenberg, and non-fiction works, such as *Lilac Girls* by Martha Hall Kelly and *The Pharmacist of Auschwitz* by Patricia Posner. I also began to seek out documentaries on television (channels such as A & E, History Channel and American Heroes Channel) to educate myself about the horrific events that took place in France, Poland, and other countries on the orders of Adolf Hitler and at the hands of the Nazis. The more I read, the more disgusted and outraged I became. But it's one thing to read about faceless, anonymous groups; when those atrocities are told by the man who survived them, it becomes a personal, gut-wrenching, heart-breaking story. Alter lived such awful things. After seeing his own father's corpse, he was sent to a "work camp" (as opposed to a "death camp," although either could have produced the same outcome), fed "bread" made of saw dust (!), and worked beyond his physical and mental strength, the Nazis in the mean time trying to kill him while getting as much labor out of him as they could. Thankfully, most teenagers do not experience the evil in the world like he did: he saw it face-to-face. He lost more than 120 members of his extended family to the "Final Solution" and Auschwitz, the infamous death camp in Poland.

In July of this year, after visiting Slovakia to teach English, I was able to take a tour of

Auschwitz, in honor of my friend Alter. It was one of the hardest things I have ever done. Nothing could have prepared me for the emotional gut-punch of seeing exhibits of a mountain of suitcases with names and addresses on them (the "detainees" were told to bring enough articles to start a new life in the relocation

area, even though most were gassed with Zyklon-B within two weeks of arrival), a mound of 1930s-1940s-style shoes, a giant hill of mundane, innocent articles like men's hairbrushes and shaving brushes and ordinary pots and pans, and a colossal pile of human hair, shorn from the Jews to be used in making German uniforms and socks for *Luftwaffe* aviators (even though they had deemed the Jews "*Untermenschen*"—a sub-human race). To look into the eyes of thousands of prisoners in photos taken to document their official arrival at Auschwitz, to see hope in some of those expressions, to see some who actually smiled as if this photograph was just part of the process and things would improve after this (then to note that person died a short time later) was heart-rending. Some had the dazed countenance of having lost their minds...indeed, they had been incarcerated for a longer period. It was almost impossible to tell men from women, especially in the more emaciated individuals. How can one human being do these things to another? It is incomprehensible. Yet there are still those who refuse to believe the Holocaust happened, even in the face of countless survivors, some with numbers tattooed on their wrists. Those ignorant voices must be silenced completely and permanently.

Alter could have become an embittered, vengeful, hate-filled man, and who could blame him? But within very few minutes of meeting this gentle man, you know this is not the case. Perhaps it is a benefit from his longevity that he is not a spiteful person. He has taught me much about forgiveness and the importance of sharing his story. What painful dreams or memories did his presentations to thousands of audiences produce? Only he knows, but apparently he felt the cost was worth it. I have promised to share his story with anyone who will listen and to educate all I can about the Holocaust and his story.

Before you begin to argue that this is all old history, ask the Kurds in Iraq (their genocidal activities occurred 1986-1989 at the hands of Saddam Hussein), the Tutsi people in Rwanda (slaughtered mostly in 1994), and the Rohingyas in Myanmar today (10,000 have been killed to date, while more than 725,000 are displaced and homeless). These brutal acts are not only found in the history of another generation; they are part of our world TODAY!

All of this is to support our aim today: it is **imperative** that we make genocide and Holocaust education mandatory, not only in Oregon, but across America. We claim to be a country of tolerance, celebrating our melting-pot differences. So let's

give our young people the truth about the Holocaust. We must study it, take it out into the light and examine it, to educate our next generations so that such acts of inhumanity to man may never be repeated. Like 9/11, we must never forget. We must educate future generations to prevent producing adults who do not know, or worse, do not care. Being taught to see outside ourselves is the beginning of true compassion, and we must direct these lessons to the proper ages for the most impact. We must educate our young people because we can do better than forgetting a painful period in our past. We do our children no favors by covering up the historical facts, by shielding them from the personal stories of the Holocaust, by omitting the painful facts from their curriculum. With a focus on compassion, forgiveness and the historical data, we can do better by our children, and do better we must.

Thank you for letting me add my voice for your consideration. Please pass this exigent legislation for the sake of the future betterment of our world.

Sincerely,

Marie Newport



Dear Oregon Senate Education Committee,

I am writing to support mandatory Holocaust education in Oregon, as Senator Rob Wagner and Alter Wiener have proposed.

I have known Alter Wiener since 2007. Shortly after I arrived in Portland to serve as Dean of Lewis & Clark Law School, I wrote an article in the local Jewish newspaper about my visit to Auschwitz. Alter reached out to me and we became good friends after that. I invited him to speak at Lewis & Clark Law School, and he was a huge hit. Subsequently, at my behest, the Lewis & Clark Board of Trustees approved the award of an honorary degree to Alter, and I had the great honor of presenting the degree to him. Alter delivered the law school commencement as part of the ceremony and was, without question, one of the most inspiring speakers in the law school's history.

Alter has changed countless lives by educating students, prisoners, and others about the Holocaust. His talks are deeply moving but always sprinkled with humor and love. His book, *From a Name to a Number*, is one of the most important books in the entire literature on the Holocaust. Alter has set an example regarding the importance of Holocaust education, and now we as a State must do our part to perpetuate Holocaust education by making it mandatory in our schools.

Please let me know how I can help make this dream a reality.

Sincerely,

Robert Klonoff

To Senate Education Committee,

I am writing at the behest of one amazing 9th grader, Miss. Claire Sarnowski from Lakeridge HS, an eloquent advocate for mandating Holocaust education in Oregon. As an educator in Oregon for nearly 20 years, many of which included teaching a specialty course on Holocaust/Genocide studies at Clackamas High School, I know well the value of this education for students to meaningfully grapple with one of the most horrific events in history.

I was fortunate to be selected as the first Oregonian honored with the Mandel Teaching Fellowship at the US Holocaust Memorial Museum in 2001. Upon returning from this intense week long fellowship, I embarked on a mission to help other teachers in Oregon to more effectively teach the topic to their students. Much has changed since then as student advocacy for genocide awareness in places like Sudan, the DR. Congo, Syria and now in Myanmar has driven more schools to incorporate semester based elective courses on these genocidal campaigns. I know of at least a dozen such programs throughout the state and growing, an inspiring increase compared to the 2-3 that were taught on comparable topics only 20 years ago.

What I am advocating for in this legislation isn't simply another mandate, but one that has value and meaning. This legislature has passed mandates before, most notoriously the one relating to the mandatory education of the Irish Potato Famine to all students K-12. The mandate had little to no effect statewide and became a source of derision among many educators. That this topic was of some importance wasn't at issue; rather, it was, the ham-handed way it was approached through the mandate. What I would propose confronts two critical issues related to Holocaust education:

1. Funding for professional development is a must if the desire is both an increase in the teaching of the topic and an implementation of best practices in the field.

Fortunately, we have many avenues to achieve this that didn't exist 20 years ago, but incentives, especially for teachers in rural communities are critical to maximize participation in these professional development opportunities.

- a. ADL Trainings (Echoes and Reflections)
- b. USHMM trainings (Belfer and Museum Teacher Fellowships), if coordinated, we could arrange for a statewide training as well)
- c. TOLI (The Olga Lengyel Institute) summer seminar through Pacific University
- d. Facing History (both online and in person trainings)
- e. The Oregon Jewish Museum and Center for Holocaust Education

Nearly all of the trainings are at no to very little cost. Each of these organizations can be critical allies in helping to bring about meaningful Holocaust education reform in the state of Oregon.

2. One of the issues that comes from mandating is how we implement it across the curriculum. How this is mandated in the curriculum is critical to its effect. I would strongly advise that the curriculum department evaluate the most effective plan to teach it based on the grade level. What we don't want to see is fatigue as teachers

implement the same material year in, year out. School wide scaffolding is essential

to ensure meaningful implementation of the material.

I can't say enough about the voice of students like Claire Sarnowski and others across our state in working to make meaningful and effective Holocaust education a reality in Oregon. It is because of these young people that Al Weiner shared his story to countless classrooms, including mine. As a witness to Al's story, and to the stories of many other survivors, I feel a deep responsibility to not only educate others about the Holocaust, but to teach it well. I hope Oregon will seriously take this into consideration. I stand ready to assist the state in any way I can to guide us forward towards a meaningful mandate.

Thank you,

Robert Hadley

Holocaust Educator

Co-Director Oregon TOLI

To: Oregon Senate Education Committee,

I am in support of the Holocaust/Genocide education as I've seen the impact on my granddaughter, Taylor Cook in positive ways after seeing Mr. Wiener's presentation twice.

Sincerely,

Peggy Pickering

Springfield, Oregon

Oregon State Senate Education Committee,

I have spent many years volunteering in my Daughters' schools. During those volunteering moments, I have witnessed where this education is necessary for K-12 Students. I was given the opportunity to hear Mr. Wiener's presentation to only a few students at River Grove Elementary in Lake Oswego and his message is far reaching beyond just his experience during the Holocaust. It's time for Oregon to step up and educate our future generations to not let history repeat itself and to make productive human beings. From what I have seen inside the schools it has become clear to me that Oregon and it's schools are failing the future generations. This education would be a benefit to these generations and maybe have the teachers give more respect to these growing individuals.

My Best,

Tricia Cook  
Principal Broker, Licensed in Oregon  
Tamarack Real Estate Services LLC  
503-704-8299 Direct  
503-210-0409 Fax

To the Senate Education Committee,

As a student, an inspired learner, and someone who heavily believes in the power of truth, mandating Holocaust and Genocide education in Oregon is a colossal step in advancing the minds of not only students, but teachers all throughout our great state. I am a senior at Sherwood High School in Sherwood Oregon, and as a former student of a WWII/ Holocaust class, I could not think of any other subject that I would recommend more. I visited the Museum of Jewish Heritage in New York. I was physically in the same room as the clothes they were forced to wear, the beds they were forced to sleep in, yet nothing prepared me for the class I took. I was in constant awe of the information I was not taught in previous history classes. Not only was my teacher extremely dedicated and insightful, as she made her curriculum up from scratch, but the students were as well. I have never witnessed complete student participation as I had in this class. There was surely never a dull moment. The discussions we held were incredibly educated and profound. As someone who has trouble with public speaking, I not once had the trouble of expressing my thoughts and questions. Voicing this painstaking event should not be censored.

Bringing full awareness to this history is a crucial way to grow together as a nation, allowing the next generations to withhold history from ever repeating itself in this manner again. Each and every student in Oregon, in the country, and in the world should have the opportunity to become enhanced in their knowledge about this tragic genocide. Not only to own a deeper and richer understanding of the mistakes that were made, but as a way to pay respects to the millions who suffered, by shining a light on the real, and truly disastrous calamity that took place.

Thank you for taking the time to read this letter, I hope it gave you a sense of clarity in the decision making.

Sincerely,

Maddie Jastak

To the Senate Education Committee representing Oregon:

Last year when I learned my son Kole had set up a meeting with Alter Wiener, I knew I had to ask if I could join. I consider myself very blessed and humbled he allowed myself and my daughter Loryn to visit as well. It was one of the most moving afternoons of my life. When Alter shared his story I was moved to tears from both heartbreak about his imprisonment and joy from his personal triumph.

Not only was I moved by his story *From a Name to a Number*, I was also greatly inspired by Trudy Ludwig's children's story version *Gifts from the Enemy*. I am an elementary school teacher, and after meeting Alter last year I read *Gifts from the Enemy* aloud to my fifth grade students. Although I am teaching fourth graders this year, I still fully intend to read it aloud to them as well because it is such a wonderful story of love and compassion.

As an educator for over 25 years, I firmly believe it is high time we mandate Holocaust and Genocide studies for all of our students. Due to increasing mandates from the state for English language, science and math, I have seen history being pushed further to the side. This is

deeply concerning to me. The importance of history is immeasurable, and this is a value I have worked hard to instill in my students and my own children.

Admittedly, I am not an educator in Oregon. I teach to the north in Washington.

However, it is my great hope if Oregon mandates Holocaust and Genocide studies then perhaps there is hope Washington will be inspired to follow suit.

Alter is a truly wonderful man in many countless ways. His story, as well as the stories of all survivors, should be told.

Thank you for your work for Oregon students,

Koko Musgrove

To the Senate Education Committee,

9/4/2018

I am pleased to write this letter in support of Alter Weiner and his effort to get Holocaust education mandated in Oregon. I am not only an educator of diverse 6th grade students but also a Jewish American whose grandmother was a Polish Jew. Watching the video 94 Maidens, horrified and sadden me. It brought me to tears to see well educated students that knew nothing of the Holocaust. This is truly a travesty. How could this have happened on our watch?

As a mother, teacher and as a Jewish American I feel the need for Holocaust and Genocide education is critical. We must never forget the millions of men, women and children who were persecuted and slaughtered because of their religion. We must educate our young so this never happens again. As an educator, I assumed this education was being taught along with student's history lessons in high school. I am shocked that it is not part of any curriculum. It is urgent that Alter and others like him are able to rest knowing that their story will never be forgotten and that their suffering was not in vain. Please do not let this opportunity pass to educate our young about this horrific period of our not so distant past. Please vote to mandate Holocaust and Genocide education in Oregon. We are depending on you.

Sincerely,

Pam Svenson



To whom it may concern:

I wholeheartedly support Holocaust\Genocide education in our schools. I am a teacher in Washington state who over the years has seen Holocaust education be diminished to one single page in the textbook or just briefly mentioned in lessons. Our students are getting less and less time each year in secondary schools to learn about the Holocaust/ Genocide. It is imperative for our students to learn about the Holocaust/Genocide so that history does not continue to repeat itself. Unfortunately, almost every day we are hearing about or seeing these atrocities that are occurring throughout the world. Our children\students need to learn so as to prevent the continuation of this. Each day we are losing more and more first person Holocaust survivors who can speak to our students and children about their experiences and the brutal truths. Too many people are saying that these experiences never happened and that it was just made up or is "fake news". We have the people now who can speak to this actually happening. Let's not let these amazing opportunities slip through our fingers due to long delays in decision making. Please step up and show our children that these issues matter and are extremely important to know about.

I had the honor of attending a weeklong Holocaust Institute this past summer where we had teacher participants from all over the world attend to share and learn more about the Holocaust. We had Holocaust survivors speak to us, as well as second generation speakers (children of survivors). I was brought to tears on several occasions hearing what these people had to go through in the camps or while in hiding. They were "targeted" simply because they did not "fit the norm". I was appalled to hear from teachers that attended from Poland, Russia and Hungary that their students spend at least a quarter of the year (if not more) learning about the Holocaust from all points of view (not just what occurred in their own country). There are schools throughout our own nation that have Holocaust studies as one of their elective\exploration classes. Unfortunately most of those schools are not located in the Pacific Northwest and the ones that are in our area are mostly private/ parochial schools. The Holocaust has not become a priority in education anymore and it needs to be. How can it not?

Please provide this opportunity for our students and future citizens to be educated on Holocaust/ Genocide. It is imperative that our students know of what occurred and is still occurring so that they can make a difference in the world. As Francis Bacon and Thomas Jefferson both said, "Knowledge is Power." Can we not start now with the education about the Holocaust and Genocide? Please show our students that they matter as they may be the ones to step up and say "Let's not repeat history" when confronted with what is happening in our world currently in regards to what happened in the past.

Thank you for your consideration.

Jessica van Son  
Special Education Teacher

Dear Senate Education Committee Oregon,

My name is Melania Smith and I give my full support for Education on Genocide and the Holocaust in particular. I grew up orphaned at the age of 3. I struggled to understand why I had to suffer through this and why my life was so difficult. Losing my beloved mother and father, I feel as if it deeply impacted my childhood and I thought I was alone without a family. This perspective changed after I read *From a Name to a Number* by a survivor, Alter Wiener. I never learned about the Holocaust. My best friend who I met when I was serving in the US Army when I was in Heidelberg, Germany. She had experienced the Holocaust in East Germany and was separated from her parents who were later murdered. To this day, she suffers deeply from horrors of the events that took place and will not discuss what she went through as she doesn't want to relive it: many survivors feel this way as well. This is why it is so imperative to use the survivors who are still alive and able to talk about these tragic events to educate the students of this generation. I am also Native American and feel that the genocides towards my people are something that needs to be taught, too. Any act of hatred needs to be taught in order to make sure students understand the impact prejudice inflicts on the world. Now at 77 years old, I am so thankful to have read Mr. Wiener's life story which altered my life and the way I now view my upbringing and childhood.

Thank you for listening to my ideas. I believe Oregon students need to hear this.

Melania Smith

Dear Oregon Education Committee,

My name is Ying Thum and I am a ninth grader from Lake Oswego, OR. I had the privilege of hearing Mr. Alter Wiener speak when I was in grades 5 and 7. Both times I walked away with a new perspective of life. The Holocaust is frequently seen as a lesson that schools typically just expect you to hear about or grasp knowledge. However, students need to know the details of these tragic events in history. When Mr. Wiener visited us, he expressed his pain throughout the stories he told us of his time living through the Holocaust. As a student, I was astounded, heartbroken, and angered. This was a time I remember that I explicitly was immersed in a lesson and guest speaker at my school. Hate and prejudice lead to violence and a multitude of other issues in Society. The Holocaust impacted millions of people from all kinds of different ways of life, yet there are people who denied it even happened or that it could ever potentially occur again. I for one can vouch that the lessons of Holocaust and Genocide will be the most important and engaging times in a student's education career.

Thank you for listening,

Ying Thum