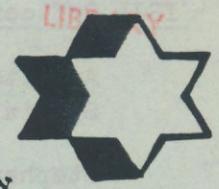


HEADQUARTERS

JUN 24 1985

LIBRARY

THE INTERNATIONAL SOCIETY OF JEWISH LIBRARIANS NEWSLETTER



ארגון בין-לאומי של ספרנים יהודים

(Formerly The Jewish Librarians Caucus Newsletter)

Vol. 9, no. 2 (April-June 1985)

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PLEASE PAY YOUR DUES

The I.S.J.L. is an entirely independent, self-supporting association which receives no assistance from any institutions or organizations. Our activities, such as issuing the Newsletter and holding special low meetings at I.S.J.L. conferences, require some money. Membership and one subscription to the Newsletter is only \$5.00 per year. Please pay this normal amount and encourage others to join with us.

ISJL Officers

Annette Blank, Chairperson
Sylvia Eisen, Treasurer

Stephen Karetzky, Newsletter Editor
Joanne Karetzky, Associate Editor

Subscriptions to the ISJL Newsletter are
\$7.50 per year. Payment should be sent to:

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690 Anderson Avenue
Franklin Square, N.Y. 11010

Correspondence and items for inclusion
should be sent to:

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Division of Library and Information
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San Jose State University
San Jose, CA 95192

Address after August 1, 1985:
A.F.S.I.
147 E. 76th Street
New York, NY 10021

GOALS OF THE INTERNATIONAL SOCIETY OF JEWISH LIBRARIANS

1. To promote a sense of identity and community among Jewish librarians.
2. To provide a forum for discussion of issues that affect Jews as Jewish Librarians.
3. To serve as a clearinghouse for the dissemination of Jewish library information.
4. To offer Jewish viewpoints toward issues that affect society and librarianship.
5. To provide guidance and help for (1) librarians and others concerned with effectively meeting the needs and interests of Jewish library users, and (2) those involved with providing Jewish resources and services in libraries.
6. To support and work together with other ethnic library groups and organizations (within and outside the American Library Association) to foster awareness about, and sensitivity to, the needs and interests of ethnic and minority librarians and library users.

PLEASE PAY YOUR DUES

The ISJL is an entirely independent, self-supporting association which receives no assistance from any institutions or organizations. Our activities, such as issuing the Newsletter and renting space for meetings at ALA conferences, requires some money. Membership and/or a subscription to the Newsletter is only \$7.50 per year. Please pay this nominal amount and encourage others to join with us.

Ed Bayonne's story of the American Library Association's unfair resolution condemning alleged Israeli censorship (Jewish Librarians Caucus Newsletter, vol. 8, no.4) was reprinted in the Association of Jewish Libraries Newsletter (vol. 4, no.1). Membership in the AJL, which focuses on Judaica Librarianship, is \$25 per year. Write to: Mrs. Sylvia Friedman
17201 N.E. 11th Court
North Miami Beach, FL 33162

Thomas Galvin, Director of the American Library Association's International Relations Committee when it engineered the passage of the resolution singling out Israel for criticism, has been chosen to be the Executive Director of the ALA. His salary will be \$85,000 per year.

ALA Annual Conference in Chicago

1. It is possible that the date and time of the International Society of Jewish Librarians membership meeting will be changed. Check the conference program and its updates carefully.
2. Two supporters of Israel will be speaking on international relations at the ALA conference: the National Director of B'nai B'rith's Anti-Defamation League, Nathan Perlmutter; and Senator Simon of Illinois.

What happens to some of those who deny that the Holocaust occurred?

1. In Canada, Ernst Zundel was convicted of knowingly spreading false news and promoting hatred of a racial/religious group. He has been sentenced to fifteen months in jail and possible deportation. (The conviction and sentence are being appealed.) The conviction of this German citizen was the culmination of a five-year campaign led by a survivor, Sabina Citron, founder of the Canadian Holocaust Remembrance Association. Zundel was one of the largest publishers of the newly-popular "Revisionist History."
2. The Institute for Historical Studies, a major "Revisionist" organization based in Southern California, was recently burned to the ground for the second time. The Institute has been at the center of controversy in the library profession since it was denied the right to hawk its publications at a recent conference of the California Library Association.
3. In Israel, a Mapam Knesset member (Mapam is to the left of the Labor Party) is sponsoring a bill which would mandate a three-year prison sentence for anyone claiming that the Holocaust is a hoax.

LETTERS

2

אוניברסיטת חיפה
UNIVERSITY OF HAIFA
جامعة حيفا

5 May 1985

Dr. Stephen Karetzky
San Jose State University
Washington Square
San Jose, California 95192-0029

Dear Steve,

Thank you for the copy of the newsletter of the International Society of Jewish Librarians (Vol 9, No. 1, 1985). I would like to congratulate you both on taking upon yourself the editorship and for your actions regarding the most unfortunate resolution of the Intellectual Freedom Committee concerning censorship in the West Bank.

While censorship exists, there is no doubt that the West Bank has the freest press in the Arab world. The intellectual freedom there is not only superior to that existing in the Arab world and all of Asia and Africa, but probably compares favorably with press freedom in France, and definitely in Britain during the Falklands War. While Britain and its population were not threatened by the junta in Argentina, the situation in the West Bank is not a peaceful one. Even Israel has the right to guard itself from "intellectual freedom" which, according to the PLO doctrine, professes the annihilation of our national entity and if possible our physical being. The precedent that condones silencing one who cries "Fire" in a crowded theater holds here too.

In the West Bank there are 7 universities (whereas during Arab rule there were none), supported in part by PLO money - with tacit Israeli acceptance. The political dialectics of the Middle East are hard to understand and easy to oversimplify. Personally, I hope that in the context of peace the bulk of the Arab population and the territories of the West Bank will not be part of Israel - not because of Palestinian rights but because of the national needs of the Israeli Jews.

The double standard towards Jews was invented by Jews - who equate superiority with additional duties towards humanity and no extra rights; it was only misused by antisemites, who now pose as anti-Zionists. (There were always also Jewish antisemites.)

As a result of the Intellectual Freedom Committee resolution (since rescinded) I began, with the help of two of my Arab students, gathering material on intellectual freedom and censorship in the West Bank and as much as possible in the adjacent Arab countries. Publications on infringement of intellectual freedom and on censorship are possible mainly in a democratic society - and since our neighbors cannot boast one, I might have a problem obtaining data. Nonetheless, I and my associates will hopefully prepare a paper on the subject of censorship and intellectual freedom in the West Bank and Arab countries, including references and comparisons to Israel - and I do intend to be intellectually honest about the findings.

Having said that, I would like to tell you that I am deeply disturbed by the inclusion of material of the JDL within your newsletter. I am not familiar with the JDL in the U.S., but I can assure you that their Israeli branch is racist and their hatred of Arabs as a different people is deep and has Nazi shades. I define denial of personal and national rights racism, and the demand to

dislocate forcibly or otherwise, as an ideology and in times of peace, another people - the Arab minority of Israel - Nazi-like. The Israeli JDL definitely promotes both these approaches.

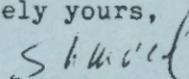
JDL ideology is not dissimilar to the PLO's (though, perhaps, more moderate). Are these standards the ones we can adopt if we want to survive as a people, a democratic nation, or as human beings? If we adopt the standards of our enemies - they win.

I am sure that most people of good will, with Western democratic ideals, will see the JDL in a similar light, while antisemites or pseudo-democrats will equate the JDL's views with Jews and Israel - even though the carriers of these views are a negligible minority and will hopefully be excreted from Jewish and Israeli society.

Thus, I am afraid it was a disservice to our cause to introduce JDL material in the newsletter, and a reinforcement either to an anti-Israeli stand or simply to the pedantic superficiality of thought of the people who sponsored the resolution in the first place. The balanced approach so important to intellectual freedom can only be harmed by the juxtaposition of right and wrong in your Newsletter. Intellectual freedom is equally important to Americans and Israelis - if we want a better world.

Please publish this in the Newsletter as a Letter to the Editor.

Sincerely yours,



Prof. Shmuel Sever
Director of the Library
and Head of Library Studies

GREENWOOD PRESS

Norman Frankel, Series Editor

14 May 1985

I am writing this note in reaction to the March 1985 issue of the ISJL Newsletter. I am very pleased with the professional layout, excellent selection of articles and general tone of the issue.

I learned a lot about the Jewish Defense League from the March issue of the ISJL Newsletter. I think it is important for Jewish information professionals to be aware of all the many Jewish organizations "on the scene". Unfortunately, the Jewish Defense League usually receives no coverage or, when it is covered, the coverage is very biased. The mainstream Jewish press is as guilty of this poor coverage as is the non-Jewish press. Dr. Karetzky has gone a long way toward righting this imbalance.

Sincerely,

Norman Frankel

BOOK NEWS

BOOK NEWS

BOOK NEWS

Steimatzky's, the largest publisher and bookstore chain in Israel, has opened a North American branch in New York City (56 E. 11th Street, New York, NY 10003). It is publishing several noteworthy books: General Sharon's War Against Time Magazine, by Dov Aharoni; The Media's War Against Israel, ed. by Stephen Karetzky and Peter Goldman; and the best-seller Jewish Trivia & Information Book, by Ian Shapolsky. It is also issuing a paperback edition of Diaspora: Exile and the Jewish Condition, ed. by Etan Levine. As its preface indicates, the collection of essays addresses these crucial questions:

What has living in exile meant for Jews? What demands has diaspora life made on Jewish life made on Jewish loyalty and identity? With the opportunity to life in Israel readily available, can living in the diaspora be justified? Are there reasons other than the obvious pragmatic ones that compel Jews to remain in the diaspora? Or perhaps an exile mentality is somehow an integral part of Jewishness--in which case, are all Jews, no matter where they live, in some way in exile?

The uniformly high quality of the contributions (by Jacob Neusner, A.B. Yehoshua, Arthur Hertzberg, Yitzhak Rabin, among others) and the broad range of opinions and approaches make this an extraordinary book.

The Holocaust Library and Research Center of San Francisco

Joel Neuberger, Executive Director

"To remain silent about the Holocaust is to grant posthumous victories to Hitler"

Emil L. Fackenheim

Purpose

San Francisco's Holocaust Library and Research Center (HLRC) is dedicated to the preservation of a past that *must not* be forgotten. The HLRC's fundamental position is that the facts must be known and must be remembered. The HLRC focuses on research and education, in fulfillment of the testament left by the martyrs of the Holocaust to its survivors—to remember, to record, to understand, to explain, and to enlighten future generations.

Major Functions

The Holocaust Library and Research Center functions as:

- A coordinating center for Holocaust-related educational and research activities in Northern California
- An archival library open to the public
- A research facility
- A sponsor of public lectures and workshops by scholars, authors, and survivors

Resource Materials

The Library collects, organizes, catalogues, and makes available primary and secondary source materials on the Holocaust for documentation, instruction, and scholarly investigation of Hitler's War against the Jews.

Primary Source Materials

Publications from Nazi Germany; Diaries; Letters; Memoirs; Original Transcripts of War Crimes Trials; Death Certificates; Photographs of Concentration Camps donated by Camp Liberators and War Crimes Archives in Europe; Nazi Records and Orders.

Secondary Source Materials

Published Diaries and Memoirs; Out-of-print Biographies; Camp Histories; Novels; Poetry and Art Works; Scholarly Treatises; Extensive collection of Yiskor (Memorial) Books and Landesbucher commemorating destroyed Jewish communities; Literature of "Revisionist Historians" denying the Holocaust.

Research Projects

The Center documents and prepares for distribution reliable and detailed information about Nazi genocide. Ongoing projects include:

- **Oral History Program:**

Taped and transcribed interviews with survivors, liberators, and others with direct Holocaust experience.

- **Holocaust Map and Gazetteer:**

A computerized database and definitive Holocaust Map based on information assembled from authentic sources. Included are exact locations and pertinent facts about all death camps; deportation camps, forced labor camps, installations for "medical experiments," mass execution sites, ghettos, and prisons.

- **Visual Documentation:**

Projection slides and videotapes from the Library's collection of original documents and photographic materials for presentation at lectures and seminars; videotapes of survivors recalling their experiences; radio and film presentations on Holocaust related subjects.

Educational Programs

The Holocaust Library and Research Center is a focal point in a growing network of Holocaust information and library centers in the United States. The Center communicates with other Holocaust institutions, survivor's organizations, memorial and monument committees throughout the country, and universities and colleges teaching the Holocaust.

The Center has established educational programs to enhance public awareness and understanding of the Holocaust.

The Center arranges for speakers, lecture materials, and tours of the HLRC, and provides information about various aspects of the Holocaust to schools, civic organizations, scholars, and interested individuals on request.

The Center sponsors annual public lectures by recognized Holocaust scholars as a service to the community. Past lecturers have included Professor Yehuda Bauer, "The Holocaust Examined," Dr. William G. Niederland, "Delayed Reaction Syndrome in Survivors," Dr. Bjarne Maurer, "Why the Holocaust Failed in Denmark," and Professor Martin Gilbert, "Jewish Resistance During the Holocaust."

The Center has received the endorsement of the National Holocaust Commission and distinguished Holocaust scholars.

Future Plans and Projects

- Workshops for teachers and introduction of course materials using visual aids.
- Monthly seminars on subjects related to the Holocaust.
- Development of computer programs for conservation and retrieval of information useful to scholars, students and speakers.
- Sponsorship of graduate and undergraduate intern programs in cooperation with scholars and educational institutions.
- Cooperative arrangements and collaborative projects with Yad Vashem and other Holocaust centers.
- Additions to primary and secondary source material.
- Programs for public awareness, including radio, television and print media presentations.
- Publication of special interest materials, such as lectures by guest scholars.

Information

The Holocaust Library and Research Center is a non-profit corporation staffed by a librarian and an administrator, students from neighboring universities, and a dedicated group of volunteers. It is managed by a Board of Directors which includes survivors, scholars, and community leaders.

The Center is located at 601-14th Avenue at Balboa Street in San Francisco (within the Bureau of Jewish Education complex). The mailing address is "Holocaust Research and Library Center, 639-14th Avenue, San Francisco, CA 94118." Please call (415) 751-6040 for hours of operation and additional information.

The Center is supported by individual contributions and grants. ALL CONTRIBUTIONS ARE TAX-DEDUCTIBLE.

The Holocaust Library and Research Center accepts donations of documents and books on all aspects of the Holocaust, and purchases research materials for its permanent collection.

Support from hundreds of individuals and grants from charitable foundations have enabled the Holocaust Library and Research Center to assume a leadership position in the Western United States for primary and secondary Holocaust source materials, archives of original documents, photographs, and oral history tapes, research projects, and community and educational programs intended to increase understanding and public awareness of the Holocaust.

Origins: The Survivors and Witnesses Speak

In 1977, Holocaust survivors and refugees from the Third Reich assisted by the San Francisco Jewish Community Relations Council founded the Committee of Remembrance, a group committed to perpetuating the memory of those who perished and preserving the authentic historical record of Nazi atrocities.

The Committee expressed the need for a permanent center—an institution—around which Holocaust-related activities, education, and concerns could coalesce. A survivor's proposal for a Holocaust Library and Research Center fulfilled the group's quest for an appropriate living memorial to the victims of the Holocaust.

An active group of Committee members devoted themselves to organization, developing a corporate structure, initiating fundraising, and creating library and acquisition programs. The Holocaust Library and Research Center opened its doors September 9, 1979 in quarters provided by the Bureau of Jewish Education in the Jewish Community Library building complex in San Francisco.

"Having visited San Francisco's Holocaust Library and Research Center a number of times, I was each time impressed by the seriousness of your efforts and the quality of the Library and its educational ventures. I wish you every success in your very important work."

—Yehuda Bauer,
Scholar and Writer, Hebrew
University of Jerusalem

"May I express our sincere appreciation for the important work which your institution is carrying on for promoting knowledge about the Holocaust, especially among the younger generation, and for the advancement of the constructive educational values arising out of the great calamity.

Yad Vashem and I personally wish you every success in your important endeavor."

—Gideon Hausner,
Chairman, Council of
Yad Vashem, Jerusalem

"The Holocaust Library and Research Center of San Francisco, which I have visited, and whose holdings I have examined, promises to be a major educational centre, and one which will serve the cause of education and enlightenment for many generations to come."

—Martin Gilbert,
Historian and Writer,
Oxford

"I wish enthusiastically to endorse the activities of the Holocaust Library and Research Center of San Francisco.

The Holocaust Library and Research Center of San Francisco provides a model which I trust and hope will be followed by many other communities in our country."

—Arthur J. Goldberg,
Former Justice of the
U.S. Supreme Court and
Ambassador to the
United Nations

Suggested Cautionaries in Teaching the Holocaust
by Nora Levin, Gratz College

DO'S

1. Try to involve the student in thinking about his own values and behavior and those considered desirable in a democratic society as he thinks about the road Germany took to Nazism and the decisions or non-decisions of individual Germans in bringing about the downfall of the Weimar Republic.
2. Make full use of the experiences of Jewish and German teen-agers during the Hitler period to enable the American student to imagine himself in certain of their situations. This will help avoid the pitfalls of overgeneralizing and enable the student to identify with peer-age individuals, thus sharpening his understanding of specific events and enabling him to move on to other levels of understanding.
3. An associated suggestion is to deal with the traumas and problems of children of survivors, some of whom are close to the age of our students. Touching on these experiences will help our students understand that the Holocaust is not just a past history, but keeps living on in painful ways.
4. Deal with the moral questions involved in a study of the Holocaust, e.g. medical doctors engaging in sadistic and mutilating experiments; judges perverting the law; teachers preaching ideas of racial superiority; engineers designing gas chambers; S.S. men shooting thousands of Jews in pits without qualms of conscience; religious leaders rationalizing actions of the state. Relate these to contemporary problems in professional and individual ethics: corruption among doctors and lawyers and politicians; genetic engineering; euthanasia movements, etc.
5. Be sure to take note of "the other Germany"--the Germans who opposed Hitler, who were imprisoned in concentration camps, who concealed Jews at risk of life and shared their limited rations, who wrote in anguish to English newspapers about the horrors of Crystal Night and their shame over it.

DON'TS

1. Don't impose your own conclusions about any events of the Holocaust. This heavy-handed approach can be very intimidating and so overpowering that it will push students away rather than toward the subject.
2. Don't make students feel guilty about what happened--in no sense can they be held responsible for complicity, apathy or responsibility for anything that happened a generation ago.
3. Don't disturb a student's faith, if he has a strong faith commitment. If he is a Christian, he can be a good one without condemning Jews. If he is a Jew, he can retain his faith--as many survivors have done--despite the destruction of most of Europe's Jews. It will take especially sensitive guidance on the part of a teacher to maneuver these difficult shoals.
4. Don't generalize about events. Every victim went through his own hell; the more we can particularize, the better a student will be able to identify with the experience. This is especially important in dealing with the experiences of Jews in the various national cultures of Europe. Each was different; each was conditioned by the history of relations between Jews and their non-Jewish neighbors before World War II.
5. Don't push certain aspects of Holocaust history if there is resistance. Once a student is gripped, he will go on and on--often beyond the teacher's orbit.



GRATZ COLLEGE
CHOMSKY EDUCATIONAL RESOURCE CENTER
CURRICULUM BULLETIN



The Holocaust

The Chomsky Educational Resource Center has a comprehensive collection of materials on teaching the Holocaust. From our 100+ items, here are some selected titles:

- 0520 Teaching the Holocaust by Fred Bockman. Main Line Reform Temple, 1977. Ages 12-17.
- 0690 The Holocaust: A Study in Values by Raymond A. Zwerin. ARE, 1976. Ages 14-17.
- 0999 The Holocaust: A Case Study of Genocide by Albert Post. American Association for Jewish Education, 1973. Ages 9-17.
- 1146 Teaching the Holocaust. Toronto BJE. Ages 14-17.
- 1192 "Holocaust and Rebirth: The Role of the Jewish People in the Defeat of Nazism During the Second World War." WZO, 1978. Ages 14-17.
- 1267 Our Struggle to Be: The Holocaust by Henry Cohen. UAHC, E3, 1977. Ages 12-17.
- 1407 Holocaust: The Jews in the Ghettos by Bettyanne Gray. 1978. Ages 10-13.
- 1631 The Diary of Ann Frank: A Play by Frances Goodrich and Albert Hackett. Harcourt Brace Javanovich, 1979. Ages 12-17.
- 2359 The Holocaust: A Resource Unit for Teachers. West Chester State College, Holocaust Workshop, 1978. Ages 14-adult.
- 2386 "The Christian Conscience" from Keeping Posted. Ages 14-adult.
- 2420 I Never Saw Another Butterfly: A Play by Celeste Raspanti. Dramatic Pub. Co., 1971. Ages 14-adult.
- 2489 The Holocaust and Genocide: A Search for Conscience by Harry Furman, et al. New Jersey State Department of Education, 1980. Ages 14-17.
- 2938 Holocaust Curriculum for 8th, 9th and 10th Grades by Dina Bernheim, et al. West Caldwell, N.J., JEA, 1980. Ages 14-17.
- 3055 Hitler + Germany 1919-1939 by Tony Edwards. History Broadsheets series. Heinemann Educational Books, 1980. Ages 14-17.
- 3062 Mi-Yagon l'Simha + workbook (Hebrew) by Pinhas Weiss. Ktav, 1979. Ages 12-17.
- 3130 Shadows of the Holocaust: Plays, Readings, and Program Resources by Harriet Steinhorn. Kar-Ben Copies, 1983. Ages 12-17.
- 3256 Classroom Strategies for Teaching About the Holocaust. ADL, 1983. Ages 12-17.
- 3274 From Holocaust to Homeland by Lillian Ross. CAJE, 1979. Ages 12-adult.
- 3673 Teaching the Holocaust. New Directions Annual Workshop on Innovative Jewish Education, 1973. Ages 6-17.

In addition to instructional materials, CERC has various bibliographies of Holocaust literature for children and young adults. Remember also to examine our collection of services for Yom HaShoa.

CERC HOURS:

Mon.	10-12, 2-5:30
Tues.	10-12, 1-5:30, 6:30-9
Wed.	10-12, 1-5:30
Thurs.	2-5:30

Drop in or call for an appointment.



STAFF:

Eileen Samuelson
Saula Waldman
Helen Pearlman

CERC also has the following textbooks and literary accounts of the Holocaust:

- D810 Abells, Chana Byers. The Children We Remember. Rockville, Md.,
 .J4A23 Kar-Ben Copies, 1983. Ages 9-12. (Yad Va-Shem photos included;
 1983 discretionary use advised.)
- D810 Altshuler, David A. Hitler's War Against the Jews + guide. A young reader's
 .J4A475 version of The War Against the Jews 1933-1945 by Lucy Dawidowicz.
 1978 New York, Behrman House, 1978. Ages 12-17.
- D810 Baldwin, Margaret. The Boys Who Saved the Children. New York, J. Messner,
 .J4F738 1981. Ages 10-12.
 1982
- D810 Friedman, Ina R. Escape or Die: True Stories of Young People Who
 .J4F738 Survived the Holocaust. Reading, Mass., Addison-Wesley, 1982.
 1982 Ages 12-17.
- D810 Ginsburg, Marvell. The Tattooed Torah. New York, UAHC, 1983. Ages 7-9.
 .J4G53
- D810 Hoffman, Judy. Joseph and Me in the Days of the Holocaust. New York,
 .J4H62 Ktav, 1979. Ages 10-13.
- D810 The Holocaust Years: Society on Trial. Edited by Roselle Chartock and
 .J4H66 Jack Spencer. New York, Bantam, 1981. Ages 14-adult.
 1981
- D810 The Jewish Catastrophe in Europe. Edited by Judah Pilch. New York,
 .J4J32 American Association for Jewish Education, 1968. Ages 14-17.
- D810 Klein, Gerda Weissman. Promise of a New Spring: the Holocaust and
 .J4K57 Renewal. Chappaqua, N.Y., Rossel Books, 1981. Ages 6-9.
 1981
- D810 Leitner, Isabella. Fragments of Isabella. New York, Dell, 1978. Ages 14-adult.
 .J4L355
 1983
- DS145 Patterson, Charles. Anti-semitism: the Road to the Holocaust and Beyond.
 P36 New York, Walker, 1982. Ages 14-adult.
 1982
- D810 Reiss, Johanna. The Upstairs Room. New York, Bantam Books, 1980.
 .J4R42 Ages 12-17.
 1980
- D810 Roskies, Diane K. Teaching the Holocaust to Children: A Review and
 .J4R659 Bibliography. New York, Ktav, 1975.
- D810 Rossel, Seymour. The Holocaust. New York, Franklin Watts, 1981.
 .J4R665 Ages 12-17.
 1978
- D810 Stadler, Bea. The Holocaust: A History of Courage and Resistance + guide.
 .J4S69 New York, Behrman House, 1974. Ages 10-12.
 1974

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