

Fortunoff Video Archive for Holocaust Testimonies

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The Archive in the 1990's

It is tempting to devote this column to activities undertaken since our last *Newsletter* was published in the spring of 1987. Much has happened since then. The Archive has been named the Fortunoff Video Archive for Holocaust Testimonies in memory of Max and Clara Fortunoff, parents of Alan M. Fortunoff of New York. A generous gift to endowment by Mr. Fortunoff establishes the Archive in perpetuity at Yale. While many individual projects of the Archive still require funding, this significant donation enables us to look to the future with confidence. Yale is grateful to Alan Fortunoff for his important gift.

The Archive has been awarded a grant of \$125,000 by the Charles H. Revson Foundation to extend its video testimony project to Europe and continue indexing its testimonies. Progress on both fronts is described later in this *Newsletter*. In the last three years the collection has grown from seven hundred fifty-seven to over fifteen hundred witness accounts, and we have added several affiliates, including the New York Museum of Jewish Heritage. Scheduled to open in 1993, the Museum will tape three hundred survivors and witnesses. This project, also funded by Revson, asks the Fortunoff Archive to provide initial interviewer training and consultation. A copy of each testimony will be given to Yale and the two organizations will cooperate generally in the area of oral history documentation. This is the second major museum to coordinate taping with the Archive. The Museum of the Diaspora in Tel Aviv has been affiliated with Yale since 1983, and for the purpose of encouraging taping in Yugoslavia a link has been established with the Belgrade Jewish Historical Museum. Also, Facing History and Ourselves has now completed integrating Yale testimony excerpts into an educational program for schools entitled *Elements of Time*.

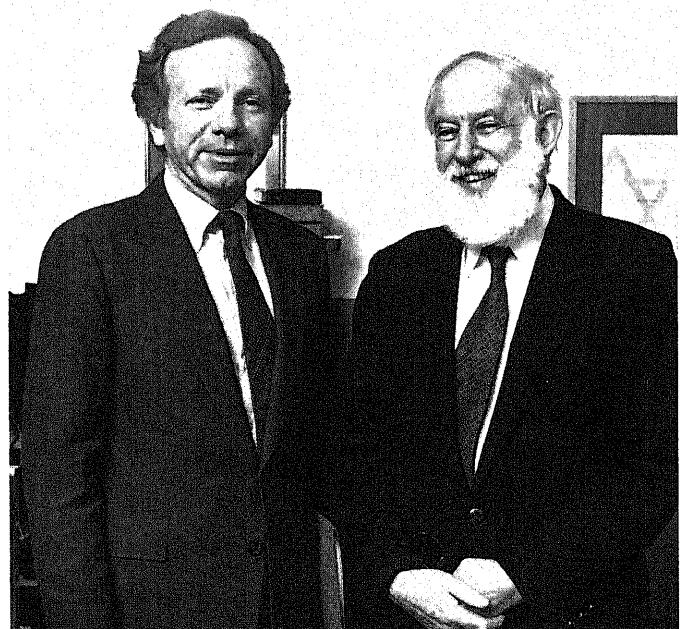
But I wish to look into the future, to say something about the challenge of the decade before us. These are the last years in which we can record survivors and witnesses. When we began our interviews, a collection of eight hundred testimonies was envisioned. Now the collection of fifteen hundred already in the Fortunoff Archive is expected to grow to twenty-five hundred before the decade is over.

Our aim for the 1990's is fourfold. First, to continue taking testimony throughout the United States so that every witness who wishes to tell his or her story can do so. We want to work with educational institutions who will use these stories and portraits as effective supplements for raising awareness of the Holocaust and reducing prejudice at all

ages. In the greater New Haven area, with the help of Marvin and Murray Lender and the Jewish Federation, a formal program of Holocaust Education/Prejudice Reduction has been initiated in which the Video Archive is playing an active role (see *Newsletter* below).

Second, we must extend taping to Europe and South America. No organized activity of this kind has taken place there, except for the production of specific movies and documentaries. The Fortunoff Archive has initiated pilot efforts in France, Yugoslavia and England and is exploring the possibility of a project in Buenos Aires. We hope, moreover, that the opening of Eastern Europe will spur further documentation. But it is late, and the planning, personnel and funding necessary for this extension of our work provide a formidable challenge. We welcome your suggestions and your help.

Third, the Yale Video Archive has committed itself to indexing all the testimonies in its collection. This is done to assure maximum access for researchers and teachers. From the outset our planning was for an archive that would be active rather than inert, that would be more than a deposit on the shelf. We estimate that each hour of testimony



United States Senator Joseph Lieberman who is on the Honorary Board of Consultants and Professor Hartman in the Fortunoff Archive.

requires five hours to be summarized, indexed and put on-line in the Research Libraries Group national database (AMC file of RLIN) to which many libraries and research institutions in North America are linked. We have three hundred testimonies on-line; this represents one fifth of the collection and less than one-eighth of what may be in place by the year 2000. Through the generosity of Revson and additional grants from the Hilda and Jacob Blaustein and the Jacob and Ruth Mazer Foundations, our indexing capabilities have been extended three more years. During that time we expect to bring the total of indexed testimonies to one thousand. Six additional years will be needed beyond that to index the entire collection. The first volume of the *Guide* has just been published by Garland Publishing (described later in this *Newsletter*).

I sometimes hear the complaint that there are too many overlapping activities in the field of Holocaust studies. Due to the vast and variegated nature of the United States some overlap is inevitable, and local initiatives may actually be healthy in preventing excessive centralization. But the issue raised by the complaint brings me to our fourth aim. For many years now we have asked for a division of responsibilities in the special area of oral documentation. The Fortunoff Archive has made it a rule to concentrate exclusively on video testimony and to refer those with other kinds of documentation to already established centers. It is our strong belief that only one institution should be the *principal*—though not exclusive—repository of work in the field of video testimony. The same would hold for audiotape collections, which should be under the auspices of one major museum or archive, and for the increasing number of written memoirs, in manuscript or print (often privately printed and therefore difficult to find). Such an arrangement would minimize duplication and enhance the integrity of each collection. We would further suggest that all these collections be unified and made accessible to users everywhere by being indexed and put on-line through a standard computer format. To bring a plan like this to fruition will require cooperative rather than competitive thinking, and the leadership role of principal organizations in the field of education and philanthropy.

The motto for the national *Yom Hashoah* commemorations in 1990 is, "Remember the voices that were silenced." The Fortunoff Video Archive is committed to remembering these silenced voices by recording the testimony of those who survived.

Geoffrey Hartman

The European Extension of the Archive

Yugoslavia - Under the auspices of the Belgrade Jewish Historical Museum and the leadership of Jasa Almuli, six testimonies have been completed. Transcripts of the interviews are presently being translated from the Serbo-Croatian. Yugoslav Jews played a leading role as partisans in Tito's revolt and these witness accounts provide a personal dimension to this history. Plans are being formulated to complete at least twenty more testimonies.

England - Interviewer training took place in London for over seventy prospective volunteers from throughout the United Kingdom. Under the leadership of Alberta Strage and in partnership with the Union of Jewish Students, coordinated by David Perry and Eliot Herman, plans are underway for an extensive project over the next two years. Two interviews were done in London by Dana Kline of Yale in partnership with the London team.

France - On the initiative of the Fortunoff Archive, represented by Professor Hartman, an *Association Francaise Memoire et Documents* has been founded in Paris to videotape survivors and witnesses. More specific news about the project will be included in the next *Newsletter*.

News from Affiliate Projects

The Atlantic County, New Jersey Federation of Jewish Agencies, in addition to the implementation of the Testimony Project, has initiated a Holocaust Resource Center at Stockton State College. Both ventures are chaired by Marsha Grossman. The testimonies will be housed at the Resource Center upon its completion. Dr. Vera King Farris, President of Stockton, announced in the Spring of 1989 the creation of the Ida Mae King Distinguished Professorship of Holocaust Studies, in memory of her mother. Dr. Franklin Littell, Professor Emeritus of Temple University and Hebrew University, is the occupant of the chair for the spring 1990 semester.

The Baltimore Jewish Council is in its second year of taping. A grant from the Jacob and Hilda Blaustein Fund for the Enrichment of Jewish Education has enabled the Baltimore Videotaping Project to complete over sixty testimonies. Yale personnel have trained two groups of interviewers and conducted a refresher course. Annette Lieberman and Froma Willen coordinate the forty-five volunteers. A reception was held in July 1989 for all participants. Copies of the Baltimore testimonies will be housed at the Joseph Meyerhoff Library of the Baltimore Hebrew University.

The Holocaust Education Foundation of Illinois in conjunction with Northwestern University held an international conference November 11-13, 1989 entitled, "Lessons and Legacies: The Meaning of the Holocaust in a Changing World." It was chaired by Theodore Weiss, Director of the Foundation and Professor Peter Hays of Northwestern's History Department. Professors Raul Hilberg (University of Vermont), Saul Friedlaender (U.C.L.A. and Tel Aviv University), Michael Marrus (University of Toronto), Yehuda

Bauer (Hebrew University), and Geoffrey Hartman (Yale) were among the twenty-one scholars who presented papers to the two hundred twenty-five attendees. The Foundation continues to videotape witness accounts. Mr. Weiss and Professor Hays have helped to implement courses in Holocaust Studies at Northwestern, Notre Dame, Valparaiso and Reed Universities as well as support for Ph.D. dissertations and teacher training workshops.

The Holocaust Human Rights Center of Maine has completed twenty-five testimonies. Transcripts are being prepared. Copies of the testimonies will be deposited in the Maine State Library.

The Holocaust Center of the North Shore Jewish Federation of Boston has recorded almost fifty interviews. The team of thirty volunteers have participated in a refresher course in addition to their initial training with Yale personnel. Among the interviewees have been a Norwegian bystander, and the mayor of a rural town in Greece who was a member of the Greek Resistance and helped to shelter Jews during the war.



Dr. Vera King Farris announces the creation of the Ida Mae King Distinguished Professorship of Holocaust Studies at Stockton State College

Holocaust Education/Prejudice Reduction Program

In the Spring of 1988, Marvin Lender, past president of the Jewish Federation of Greater New Haven, invited superintendents and headmasters of all New Haven area schools to meet. He explained his concept of introducing the history of the Holocaust, and the topics of genocide, racism, and anti-Semitism into junior and senior high schools as a way of reducing prejudice. Sharing his impressions of a visit to the death camps in Poland, Mr. Lender spoke of his personal commitment to an education that would foster social sensitivity and responsibility.

The program that has resulted is based on a collaborative effort of the Jewish Federation of Greater New Haven, the Anti-Defamation League, the Fortunoff Video Archive and the Area Cooperative Educational Services (ACES). Geoffrey Hartman and Marvin Lender serve as co-chairs of the program.

Four workshops have already been held. They have featured keynote addresses by Professor Ze'ev Mankowitz of Hebrew University, Professor Stephen Wizner of Yale University Law School, United States Senator Christopher Dodd, and Steve Cohen of Facing History and Ourselves. Three area teachers have attended an institute in Israel at the Ghetto Fighters' Kibbutz and Yad Vashem. Eleven others have been to seminars at Facing History and Ourselves, a Boston-based teacher training foundation. These teachers form a special group that will serve as consultants to educators implementing teaching in this area.

In addition to teacher training, the program has made library and videotape resources and a speakers' bureau available to the local schools. Jean Webber serves as the coordinator and in conjunction with all of the sponsoring organizations assists teachers with new programs and improving existing ones. For more information about the Holocaust Education/Prejudice Reduction Program contact Jean Webber, Jewish Federation of Greater New Haven, 419 Whalley Avenue, New Haven, Connecticut 06511, 203-562-2137.

Conferences

Six conferences have been convened under the auspices of the Video Archive:

- 1981 - Holocaust Trauma: A Working Conference
- 1982 - Knowing and Not Knowing
- 1983 - The Educational and Research Uses of the Yale Video Archive
- 1984 - Education and the Holocaust: New Responsibilities and Cooperative Ventures
- 1985 - The Holocaust: Challenges to Education
- 1987 - In An Era of Testimony

The 1987 conference was attended by fifty educators, scholars and coordinators of affiliated taping projects from throughout the country. A reception was held in honor of all Connecticut survivors and witnesses, volunteers and donors, who have contributed to the growth of the Archive. The 1979 founding of the Holocaust Survivors Film Project by Dr. Dori Laub and Laurel Vlock was noted. A public screening of edited programs from the Archive and the Museum of the Diaspora was filled to overflowing. Elie Wiesel presented a public lecture, "...and Hanina ben Teradyon answered": *Testimony of Words and Tears*. It was attended by over twenty-five hundred in Yale's Woolsey Hall. Mr. Wiesel was introduced by Benno Schmidt, President of the University. Papers relating to testimony were read by David Weiss Haliivni, David Musto, Haim Gouri, Dori Laub and Shoshana Felman. A public showing of Gouri's film, "Flame in the Ashes," concluded the conference.

Publications

Guide to Yale University Library, Holocaust Video Testimonies, Volume 1, summarizes two hundred fifty-five videotaped witness accounts. The *Guide* also features an analytic index.

"Different Trains," was composed by Steve Reich, recorded by the Kronos Quartet and released by Electra/Nonesuch Records. Based on Mr. Reich's childhood memories of riding trains from New York to California between 1939 and 1942, and his realization that had he been in Europe, he would have found himself on "Different Trains." The composition incorporates sound bites from testimonies in the Fortunoff Video Archive. It has been performed in major concert halls throughout Europe and the United States. It received the Grammy award in March 1990 and was named "Best Contemporary Composition" by the *New York Times*.

James Young, *Writing and Rewriting the Holocaust: Interpreting Holocaust Narrative* (Indiana University Press, 1987) includes a chapter on testimonies with specific reference to the Yale project.

The Center for the Study of the Child in Michigan has published a Holocaust curriculum entitled *Life Unworthy of Life*. The accompanying videotape includes an excerpt from the Fortunoff Archive.

Dr. Nathaniel Laor, "Psychoanalytic Neutrality Toward Religious Experience," in *Psychoanalytic Study of the Child*, 1989.

Geoffrey Hartman, "The Longest Shadow" in *Testimony: Contemporary Writers Personalize the Holocaust*, edited by David Rosenberg; "Afterword," *Lodz Ghetto: Personal Narratives from a Community Under Siege*, edited by Alan Edelson and Robert Lapides; "Foreword," *Another Kind of Witness*, edited by Bernard Stehle.

Lawrence L. Langer, *Holocaust Testimonies: The Ruins of Memory*, will be published by Yale Press in the spring of 1991. It assesses the impact of the camps on traditional notions of the self. Using hundreds of testimonies in the Fortunoff Video Archive, Professor Langer examines the tension between past deprivation and present survival, and sheds light on our understanding of the ordeal of the victims.

Dori Laub and Nanette Auerhahn, "Failed Empathy—A Central Theme in the Survivor's Holocaust Experience," *Psychoanalytic Psychology*, 1989.

Presentations

Principals of the Fortunoff Video Archive have been invited to many schools, universities and communities. Among these have been the Annual Scholars' Conference (Philadelphia); Dartmouth College; University of Minnesota; Northwestern University; Stockton State College; Yale University School of Medicine; Connecticut Valley Hospital; Selfhelp Community Services Board of Directors; International Conference in Hannover Germany, Psychological and Psychiatric Sequelea of the Nazi Terror in Aging Survivors and their Offspring; Society for Traumatic Stress Studies;

Oxford University; Harvard University. Geoffrey Hartman was the keynote speaker at Yom Hashoah commemorations in New Haven and Eastern Connecticut in 1988, in Baltimore in 1990 and Joanne Rudof in Atlantic County, New Jersey in 1988. Laurel Vlock has aired issues related to the Holocaust on ten of her television shows for "Dialogue" and "Jewish Spectrum." Her guests have included Marcel Ophuls discussing his film *Hotel Terminus*; Arnold Foster of the Anti-Defamation League talking on American responses to the Holocaust in the 1940's; principals from the play *Ghetto*; and authors of books on the Holocaust and related topics.

Educational Resources

Eighteen videotape programs are available for loan to schools and community groups (catalogue sent on request). The programs, from fifteen minutes to one hour in length, are based on testimony excerpts arranged thematically, or on individual witness accounts condensed into a half-hour format. The latest addition is "Parallel Paths," intended as a supplement to classroom use of the *Anne Frank Diary*. The excerpts follow the path of Anne Frank by using accounts of survivors, witnesses and rescuers with similar experiences.

Related Activities

Through the cooperative efforts of many local businesses and organizations, the Jewish Federation sponsored a one month exhibit, "Anne Frank in the World," in December 1989 at Southern New England Telephone. Ten thousand students and numerous others visited the exhibit and attended the more than fifty related activities including several screenings of "Parallel Paths."

A symposium on Claude Lanzmann's *Shoah* was held at Yale in April 1990 which included Dori Laub as a discussant, and was sponsored by the departments of Comparative Literature and Film Studies.



Reflections

From teachers . . .

Students were surprised that some people actually attempted to escape. . . They were in awe of the experiences the survivors endured. . . Most students felt, as a result of seeing the tape, that it is important that people be made aware of such atrocities, though learning about them is uncomfortable.

Barbara Gilbert, *Ledyard High School*

Dead words come alive when the students see and hear the testimony.

Sandra Lichtman, *P.S. 22, Flushing, NY*

An important theme in the course was bearing witness. The students were very taken with the one [testimony] I showed, by the fact of their *oral* testimony, their confrontation with memory and the *modes* of their narratives. We had an excellent discussion. They felt somehow, too, that they were very much in contact with the *real*.

Froma I. Zeitlin, *Princeton University*

As brief as this particular tape is, it made a powerful impression. The students were aware that each one of the testimonies needed to be multiplied millions of times. Since many of the students come from a Roman Catholic background, the comments of the Jesuit priest raised many unsettling questions about what their own responses would have been in the same situation. The images of the German voices, "like dogs barking," and the sun over Auschwitz that was always "black" helped to raise questions about the power (and powerlessness) of language to describe the horrors which the survivors experienced.

Stephen V. Kobasa, *St. Thomas Aquinas High School, New Britain, CT*

Of all the material I am using—books, film strips, records—the video tape makes the most impact. My students could see Renee, at age six, in their mind's eye.

Nina Taft, *I.S. 145, Jackson Heights, NY*

After each showing I asked them to think about how crucial their role as *listener* is and how urgent the task of receiving these stories is. My students wrote better essays on the Holocaust than on any other subject. Perhaps most thought provoking for me was that so few students said: "How could this ever have happened?" And, too, how hard it seems for many to express emotion and to respect it as a foundation for inquiry and knowledge. I do not presume to know what they felt—at the moment of viewing they were hushed.

Patricia K. Joplin, *Yale University*

The general response of the students was one of awe and astonishment. The objective was to enlighten the students about how it was like to live in terror of the Nazis.

Lou Anne Bohman, *Wilbur Cross High School, New Haven*

They were silent, as if in a state of shock. This was followed by reflection and discussion of how they felt about what they had seen. Overall, they were very pensive.

Richard P. Antonetti, *Notre Dame High School, West Haven*

From Survivors and Witnesses . . .

I walked away with an impression of deep satisfaction and of participating in something truly important. I came because I was bothered by what I began to see - denial of the Jewish suffering and outright denial of the Holocaust. . . I was very relieved that I was given all the time. . . simply to talk freely, associate freely. . . I felt it was an excellent interview. . . done in a way that made me feel here I can open up and say what I want with the feeling I am doing something very important.

Father John Schmotzer

We regret to announce the death of Father Schmotzer in July, 1988.

I feel that time is running out. It's time to talk about everything. I did want to open up. I wanted to say as much as possible. . . I have little vignettes and they keep coming back; more things keep coming back. Now, especially after the interview, after having been back to Poland. . . I started writing. . . not only about the unhappy memories. I also wrote about my house and the happy family. . . I write all kinds of bittersweet memories that I have.

Renee Glassner



Professor Samuel Kassow of Trinity addresses the Lead Teacher Group of the Holocaust Education/Prejudice Reduction Program. From left; Professor Kassow, Joanne Rudof, Maureen Howard (Wilbur Cross High School, New Haven), Penny Merriam (Meadowside School, Milford)

Interviewer Training

The Rabbi speaks of his son's Bar Mitzvah as a time of loneliness; looking around the room he noticed there was no one present from his side of the family. His story touched me, as the mother of three sons, in a very private way. As the interviewer, I listened, knowing there was nothing I could say that would ease his pain.

A graceful woman speaks about Vilna. She yearns to go back to the streets of her youth and breathe the air once more, knowing she can never return. For her, Vilna has been destroyed. I listen and remember my journey to Vilna in 1978. Again I say nothing, for she is here to give testimony, not I.

Another witness briefly speaks about the hangings he was forced to witness in the camps. I could have asked him for more details, but what would have been gained? He clearly wanted to move on to another topic.

These brief scraps of memory, and others of brutality, fear and hunger speak to us about a time when killing was legal and rescue a crime. Listening to these testimonies at the Fortunoff Video Archive one begins to know that it is impossible to fully comprehend those dark years. And yet, we try.

We also try to teach our volunteer interviewers how to become, as Dori Laub has said, "a companion on this journey through time." This training comes after each group has spent many hours studying the history of the Holocaust, for an effective interviewer must be an informed and careful listener. The survivor knows what he or she wishes to say but needs a non-judgmental, empathic person to be a listener.

At first glance it may seem that our role is passive, since we ask as few questions as possible. "What year was that? What place? Can you remember who that was?" And yet this is deceptive because we are constantly balancing a natural curiosity to ask more with the knowledge that if we interrupt, perhaps we will move to a different topic and miss an important detail or episode.

New interviewers say the most difficult part of the work is learning how to endure silences; often the most eloquent moments in testimony. The natural response for some was to rush in with another question. Learning to wait for the survivor to begin again takes patience and an ability to tolerate discomfort.

Some survivors are natural story-tellers and the narrative flows easily. We are not overly concerned with chronology; testimony can jump twenty years in two minutes. Interviewers learn a new vocabulary—*appell*, *kapo*, *lager*. Even familiar words—Canada, organize—have to be relearned as expressions that formed the camp slang.

What to ask is divided into three time segments: life before, the Holocaust, and life after. Yet it is not always clear to the interviewer how much to question. What are the limits to be respected? Sometimes survivors will say openly that they will not discuss particular issues. This is helpful, but rare. Yet we should not feel the need to protect the survivor from dealing with memories that are painful. This part of the interview process is difficult to teach because so

much depends upon how the interview is going. Decisions to ask or not to ask are often based on intuition and rapport.

In interviewing the rabbi, I wondered how his faith was tested in the camps. Did it change after the Holocaust? He spoke of prayer and study in the ghetto, religious thoughts and prayers in the camps—how they sustained him. But he added that there were those more religious than he, who died, and others less religious, who lived. It would have been inappropriate to ask if he felt he survived because of his faith. Such a question contains the point of view of the questioner. Rather one could ask, "How did prayer enter into your camp experience?"

When the survivor spoke of the hangings, it was very clear from his body language and tone of voice that he needed to speak of other things. Non-verbal responses are important to observe.

Learning to interview also includes learning when the interview has come to an end. In truth, there is no ending for the survivor, but rather a fatigue that becomes evident. Students want to know what to say, how to conclude. Thanking the witness for coming is all that is called for. At times, one is tempted to ask a global question. Perhaps this arises because of the *interviewer's* need for a clear ending. A large question of this kind is artificial unless it is directly prompted by something the witness has said.

Even though the camera stops, memory continues. As the camera crew departs we still hear anecdotes and stories. Testimonies remain with us for a long time ... for the survivor the past is a daily encounter.

Dana L. Kline

Affiliated Projects

Children of Holocaust Survivors, Columbus, Ohio • Children of the Holocaust, One Generation After of San Antonio* • Des Moines Holocaust Survivor Oral History Project • Holocaust Education Foundation of Illinois* • Holocaust Human Rights Center of the Maine State Library* • Holocaust Memorial Center, Dallas • Kean College of New Jersey* • Museum of the Diaspora, Tel Aviv* • National Council of Jewish Women/Cleveland Section • North Shore Jewish Federation of Boston* • One Generation After of Milwaukee • Second Generation of Long Island • Second Generation of Westchester • University of Michigan, Dearborn • U.C.L.A./1939 Club of Los Angeles

New Affiliates

Museum of Jewish Heritage - A Living Memorial to the Holocaust, New York • Baltimore Jewish Council* • British Video Archive for Holocaust Testimonies* • Federation of Jewish Agencies of Atlantic County* • Jewish Federation of Delaware* • Jewish Federation of Southern Arizona • Jewish Historical Museum in Belgrade* • Ramapo College Center for Holocaust and Genocide Studies

* Actively taping at the present time

Geoffrey Hartman, *Faculty Advisor* • Dana L. Kline, *Interviewer Training* • Dr. Dori Laub, *Advisor* • Katharine D. Morton, *Library Advisor* • Joanne W. Rudolf, *Manager* • Laurel F. Vlock, *Advisor*

It has been gratifying to see patron use of the Archive increase not only in terms of viewers but also in the number of focused research projects. As more of the testimonies have been brought on-line in the database, scholars are able to complete preliminary searches in their home institutions through the RLIN/AMC file. They can then visit Yale and spend their time more productively. The Yale Library has implemented an on-line public catalog (ORBIS) through which the testimony records are accessible, and this has resulted in increased use of the collection. Patricia Joplin has integrated edited testimonies in English courses, "An Introduction to Literature," "What Was Modernism," and "Literature and the Scapegoat." Tracy Seeley requires viewing of unedited testimonies in the English course, "Remembering Ourselves: Memory, Narrative and Culture." Graduate and undergraduate students have completed papers using the testimonies as a resource, including a senior project in the Psychology Department and a thesis in the Medical School.

Our catalog of edited videos has grown and the loan of these programs has increased dramatically. Schools from many parts of the United States are integrating the testimonies into their curricula. They have been sent abroad as well.

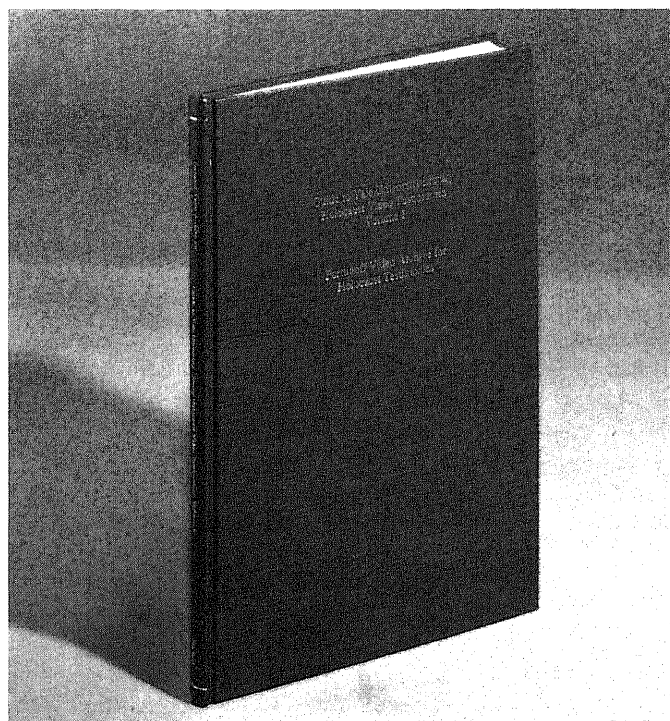
The publication of our *Guide* by Garland Publishing is the culmination of five years of effort, not only of the Archive staff, and particularly Sandra Rosenstock, but also of Manuscripts and Archives. Nancy F. Lyon edits and verifies the authority of the records before they are entered into the database, and Katharine Morton provides additional expertise in the use of RLIN/AMC. John Dojka had an valuable early role in initiating the system.

None of the achievements of the Archive would have been possible without the dedication and commitment of so many volunteers, particularly the interviewers and those who organize and coordinate interviews. Of course, the testimonies would not be possible if survivors and witnesses were not willing to share their stories with us, and we are grateful to them.

Joanne W. Rudof



Nathan Krugman interview with Peter Merry and Natalie Lederman, interviewers, North Shore Jewish Federation of Boston Testimony Project



The Guide may be ordered from Garland Publishing, 136 Madison Avenue, New York 10016, Toll-free number for orders: 1-800-627-6273

To support the Archive in its vital work we rely on private donations both large and small. Three priority funds have been established. (1) *Indexing*, to make our holdings fully accessible through computerization and the publication of additional volumes of the *Guide*. A fund of \$450,000 would support six further years of indexing, at \$75,000 a year. A volume of the *Guide* will be dedicated to Benefactors who contribute \$50,000 and above. (2) *Overseas Extension Project*. The fund requires \$125,000 for continued videotaping in Europe, Argentina and Israel. (3) *Acquisitions*. We are seeking to acquire documentary videotape from television stations, both American and foreign, and film makers whose original footage should be preserved. Our goal is \$100,000.

Major Gifts to the Fortunoff Video Archive

It gives us special pleasure to announce that the Jacob and Hilda Blaustein Foundation has awarded the Archive a second grant for the purpose of indexing the testimonies and continuing videotaping. The Foundation has also been generous in its support of Judaic Studies at Yale by endowing a chaired Professorship in Hebrew Language and Literature and a visiting professorship in any Judaic specialty. Through the Blaustein Foundation also, the Baltimore Jewish Council, one of our affiliate projects, has completed over one hundred testimonies. We are very grateful to the Blausteins, with whom we have had a longstanding association.

We also wish to acknowledge the gift of David Mazer and the Jacob and Ruth Mazer Foundation, which contributes to our indexing. David Mazer has been active in the National Development Campaign for Judaic Studies.