

Alfred Bader

Kindertransport

Kinder

Research and  
Oral History

2002-2007

QUEEN'S UNIVERSITY ARCHIVES	
LOCATOR	5109
BOX	25
FILE	6



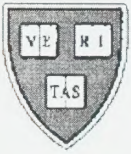
Project Second Wave  
358 Jefferson Laboratory  
Harvard University  
17 Oxford Street  
Cambridge, MA 02138



FIRST CLASS

Project Second Wave  
358 Jefferson Laboratory  
Harvard University  
17 Oxford Street  
Cambridge, MA 02138





## PROJECT SECOND WAVE

Gerald Holton  
Professor Emeritus

Gerhard Sonnert  
Research Associate

358 Jefferson Laboratory  
Harvard University  
Cambridge, MA 02138  
Tel.: 617-495-4474  
Fax: 617-495-0416  
Email: [sonnert@physics.harvard.edu](mailto:sonnert@physics.harvard.edu)

17 May 2002

Dear Member of the Kindertransport Association:

As part of a major research project on young refugees from National Socialism who came to the United States, we are sending you the enclosed questionnaire, and kindly ask you to fill it out and return it to us in the enclosed envelope.

Details of the research project are described in the cover letter attached to the questionnaire. We are delighted that the Kindertransport Association made possible this mailing to you. To protect your privacy, KTA did not give us your name and address. Rather, the KTA affixed its address labels on the envelopes we provided. If you wish, you may remain anonymous to us by leaving the last page of the questionnaire blank.

Because this method of distributing questionnaires indirectly, to recipients who are not known to us, may in some cases result in your being sent more than one questionnaire (from different sources or organizations), please disregard any repeat mailing.

We hope that you will participate in this important project.

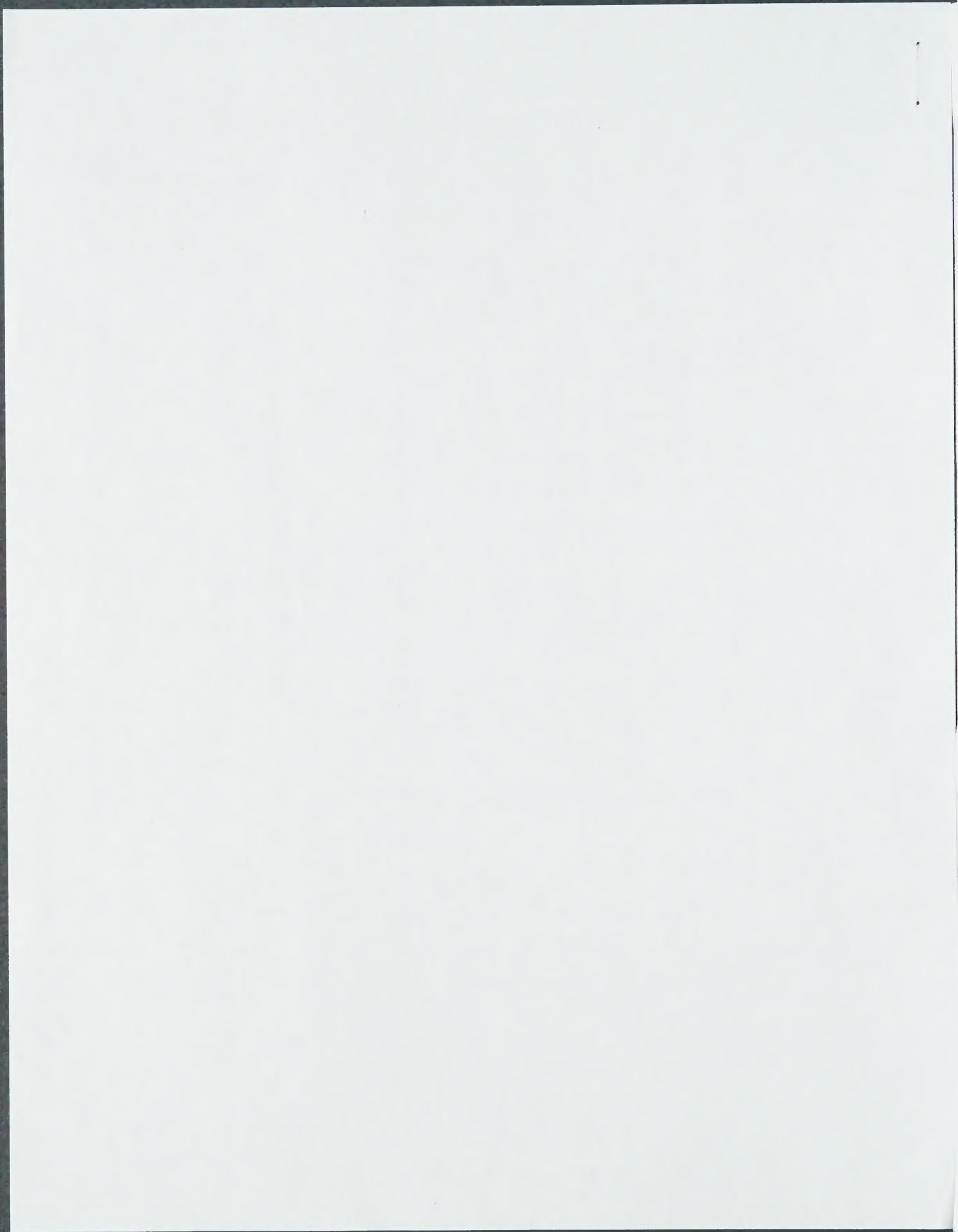
Sincerely yours,

Gerald Holton  
Member, KTA

Gerhard Sonnert

Advisory Committee

Bernard Bailyn  
Lotte Bailyn  
W. Robert Connor  
Lewis Coser  
Mary Frank Fox  
Howard Gardner  
Nathan Glazer  
Hanna H. Gray  
Inge Hoffmann  
Stanley Hoffmann  
Jerome Kagan  
Stanley Katz  
Herbert Kelman  
Walter Laqueur  
Kenneth Prewitt  
David Riesman (-2002)  
Robert Rosenthal  
Neil J. Smelser  
Michael Sokal  
Arnold Thackray  
Mary Waters  
Spencer Weart





## PROJECT SECOND WAVE

Gerald Holton  
Professor Emeritus

Gerhard Sonnert  
Research Associate

358 Jefferson Laboratory  
Harvard University  
Cambridge, MA 02138  
Tel.: 617-495-4474  
Fax: 617-495-0416  
Email: [sonnert@physics.harvard.edu](mailto:sonnert@physics.harvard.edu)

### CONFIDENTIAL QUESTIONNAIRE FOR IMMIGRANTS TO THE U.S. FROM EUROPE IN THE 1930s AND 1940s

We earnestly seek your participation in our Project Second Wave. The objective of this research project is to gain insight into the experiences and the contributions of a special group of immigrants to the United States—those who were born roughly between 1918 and 1933 in Europe and came to America at a young age.

#### Advisory Committee

Bernard Bailyn  
Lotte Bailyn  
W. Robert Connor  
Lewis Coser  
Mary Frank Fox  
Howard Gardner  
Nathan Glazer  
Hanna H. Gray  
Inge Hoffmann  
Stanley Hoffmann  
Jerome Kagan  
Stanley Katz  
Herbert Kelman  
Walter Laqueur  
Kenneth Prewitt  
David Riesman (-2002)  
Robert Rosenthal  
Neil J. Smelser  
Michael Sokal  
Arnold Thackray  
Mary Waters  
Spencer Weart

Much has been written about the immigrants and refugees from Europe who arrived in America as adults, among them many highly accomplished individuals, such as Thomas Mann, Hannah Arendt, and Albert Einstein. But far less is known about the fate and impact of the younger generation of immigrants. We have initiated a major research project, funded by the Andrew W. Mellon Foundation, New York City, to study this younger group, which we call the "Second Wave." A distinguished Advisory Committee is aiding us.

Our key research questions focus on the adjustments of young immigrants to a different country and culture: How did they develop their personal and collective identities against the backdrop of a severe disruption in their youth? To what extent and in what ways did their European background influence their later lives and careers?

The success of our work depends to a large measure on your kind willingness to help us, to read the attached questionnaire, ponder its questions, and fill it out. Be assured that *full confidentiality* of your responses will be preserved. Your name will not appear in any published research results.

# NEW YORK STATE

IN SENATE  
January 15, 1913

REPORT  
OF THE  
COMMISSIONER OF  
THE STATE LAND OFFICE

## STATE LANDS BELONGING TO THE STATE OF NEW YORK

AS OF JANUARY 1, 1913

ALBANY: JAMES BROWN, STATE PRINTER, 1913.

THE STATE OF NEW YORK

OFFICE OF THE COMMISSIONER OF THE STATE LAND OFFICE



We intend to present the results of this study in a book, and possibly in other scholarly publications. The data generated by the research project will be archived to conserve, for future researchers and historians, the record of this generation (again, of course, subject to safeguarding the confidentiality of individual responses).

We realize that filling out this questionnaire may bring back memories of very painful times. Our hope is that you will still want to help us, on behalf of an increased understanding of those times and of the ways in which, nevertheless, achievements became possible.

Thank you in advance for generously giving your time and providing your frank replies to this questionnaire. Kindly return it, using the enclosed stamped envelope, if possible within the next two weeks.

Sincerely yours,



Gerald Holton  
Member, KTA



Gerhard Sonnert

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF CHEMISTRY  
5800 S. UNIVERSITY AVENUE  
CHICAGO, ILLINOIS 60637

RECEIVED  
JAN 15 1964  
FROM  
DR. J. H. GOLDSTEIN  
100-100000-100000

100-100000-100000  
100-100000-100000  
100-100000-100000  
100-100000-100000



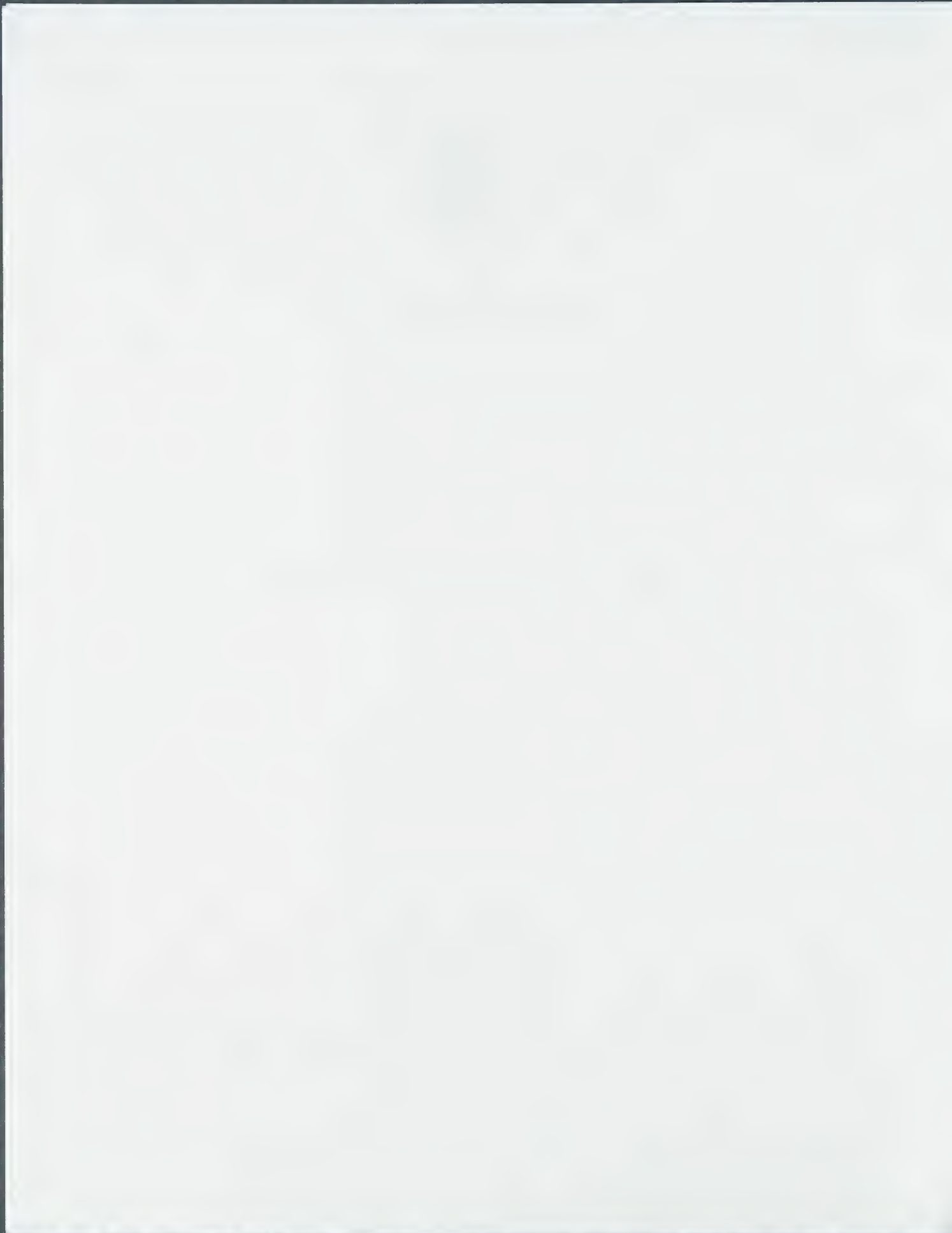
## PROJECT SECOND WAVE

## CONFIDENTIAL QUESTIONNAIRE

Please fill out and return to:

Project Second Wave  
358 Jefferson Laboratory  
Harvard University  
Cambridge, MA 02138

A stamped and addressed envelope has been provided.



**Biographical Information**11. Gender: *Male*  *Female* 

12. Birth date: \_\_\_\_\_

13. Birth place: \_\_\_\_\_  
(town) (province or district) (country)

... Citizenship at birth: \_\_\_\_\_

**Education**

21. Educational institutions attended (in any country). Please start with elementary school.

from (year)	to (year)	name of institution	location	degree (if any)
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**Early influences**

(Note: All questions on early influences refer to your time in Europe. To persons who left Europe at a very early age, some questions [especially items 33-38] may not be applicable. In that case, please write "n/a" next to those questions.)

31. What were your main places of residence while in Europe?

from (year)	to (year)	town	province or district	country
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

32. How would you characterize the social class of your family while in Europe? Check one. *working class*  *lower middle class*  *upper middle class*  *upper class* 33. Were you a member of any club or youth organization? *Yes/No* (circle one)

33.1. If Yes, please name the organization(s) and indicate the time frame of your membership.

34. What were your favorite book(s)?

35. What was your favorite music?

36. What was your favorite sport?

37. What was your favorite hobby(hobbies)?

38. Did you learn to play a musical instrument? *Yes / No*

38/1. If Yes, please list instrument(s).

39. How often do you now think about your life in Europe?

*never*  *rarely*  *from time to time*  *often*  *very often*  *constantly*

40. In your opinion, how strongly has your early upbringing in Europe influenced your later life?

*not at all*  *mildly*  *somewhat*  *considerably*  *strongly*  *decisively*

40/1. If you think there has been an influence, please explain in what ways.

#### **Circumstances of migration**

41. Main reason for migrating (check one):

*to avoid anticipated religious or racial persecution*  *to escape actual religious or racial persecution*  *opposition to political regime*  *to improve economic or social condition*  *to join other members of your family*

42. Date of leaving Europe: \_\_\_\_\_

43. Date of arrival in the U.S.: \_\_\_\_\_

(month)

(year)

44. Describe the circumstances of your migration (including the names of any organizations involved in arranging or making your migration possible). If you did not come directly to the United States, but your migration took you through other countries, please also describe your route (with approximate dates).

45. With whom did you migrate? Check all that apply.

alone  father  mother  sibling(s)  other relatives  organization   
 (please specify: \_\_\_\_\_)

451. If you migrated without your parent(s), were you re-united:

with father Yes/No if Yes, in what year: \_\_\_\_\_

with mother Yes/No if Yes, in what year: \_\_\_\_\_

46. Which books, if any, did you bring from home?

47. How often do you now think about events related to your migration?

never  rarely  from time to time  often  very often  constantly

48. In your opinion, how strongly have your experiences leading up to and during the migration influenced your later life?

not at all  mildly  somewhat  considerably  strongly  decisively

481. If you think there has been an influence, please explain in what ways.

### Settling in America

51. Shortly after arrival, did you live

alone  with family members who came with you  with family members who  
 already were in the U.S.  with family friends who already were in the U.S.  with  
 foster parents/ in foster home

52. During the first year after your arrival, were you assisted financially by anyone

outside your immediate family? Yes/No 521. If Yes, by: other relatives  friends   
 organization(s) or committee(s)  (please specify: \_\_\_\_\_)

53. In the neighborhood where you lived at first, were there other refugees you knew  
 about? Yes/No 531. If Yes, were they: relatively numerous  relatively few

54. If one or both of your parents also came to the United States, what were their main occupations in this country?

	from	to		from	to
Father:	_____	_____	Mother:	_____	_____
	_____	_____		_____	_____
	_____	_____		_____	_____
	(year)	(year)		(year)	(year)

55. If, during or after your migration, you spent time outside your immediate family (e.g., with distant relatives, family friends, in a foster family/home), how do you rate your overall experience in that environment?

very negative  negative  somewhat negative   
 somewhat positive  positive  very positive

551. If other children were present in those environments with you, how do you rate your relationship with them?

very negative  negative  somewhat negative   
 somewhat positive  positive  very positive  no other children

56. What have been your main places of residence while in the United States?

from	to	city/town	city neighborhood	State
(year)	(year)		(if larger city)	
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

#### Career and work

61. Did you serve in the U.S. armed forces in World War II? Yes/No

611. If Yes, please briefly describe your activities.

62. Please describe the main factors that influenced which career(s) you entered in the United States.



63. What role, if any, did your European upbringing and experience play in your choice of a career?

64. What influence, if any, did your European upbringing and experience have on the level of success of your career?

65. Major jobs:

from (year)	to (year)	job title	organization/company	city/town
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

66. List your special contributions, achievements, and honors since your arrival in the United States. (Particularly if you did not pursue a career in the conventional sense, please list activities such as volunteer work, community activism, etc., here.)

67. Some people say that the group of immigrants to which you belonged, in their later lives and careers, blended European and American characteristics in a way that was conducive to great success.

671. Do you agree or disagree with this opinion as a general statement?

*strongly disagree*  *somewhat disagree*  *somewhat agree*  *strongly agree*

672. Do you agree or disagree with this opinion in your special case?

*strongly disagree*  *somewhat disagree*  *somewhat agree*  *strongly agree*

68. Are you currently:

*working full-time*  *working part-time*  *home-maker*   
*retired*  (in what year: \_\_\_\_\_)

69. Have you written any kind of autobiography (published or unpublished)? *Yes / No*

691. If you published an autobiography, please give its title and publisher:

\_\_\_\_\_

692. If you have an unpublished autobiography, would you be willing to send a copy to us (we would be happy to cover any associated costs, and we guarantee confidentiality)? *Yes / No*

### Income (optional)

71. Please indicate your present approximate annual household income. If you are retired, please check the income range for your last year of employment.

*below \$ 20,000*  *\$20,000 to \$49,999*  *\$50,000 to \$89,999*   
*\$90,000 to \$149,999*  *\$150,000 or more*

### Spouse(s)

81. Have you ever been married? *Yes / No*

811. If Yes, please fill out the following information about your spouse(s). If No, skip to Question 91.

years married from	to	Was spouse born in Europe?	Is spouse of same religion?	Spouse's occupation	Spouse's year of birth
_____	_____	<i>Yes / No</i>	<i>Yes / No</i>	_____	_____
_____	_____	<i>Yes / No</i>	<i>Yes / No</i>	_____	_____

If your first marriage ended, was this due to: *death of spouse*  *divorce*   
*other cause*  (please describe: \_\_\_\_\_)

### Children

91. Do you have any children? *Yes / No*

911. If Yes, please fill out the following information about your children. If No, skip to Question 101.

year of birth	gender	highest educational level	present occupation	special contributions, achievements, honors
_____	<i>M / F</i>	_____	_____	_____
_____	<i>M / F</i>	_____	_____	_____
_____	<i>M / F</i>	_____	_____	_____
_____	<i>M / F</i>	_____	_____	_____
_____	<i>M / F</i>	_____	_____	_____

912. To what extent have you talked with your children about your origins and early-life events?

*never*  *rarely*  *from time to time*  *frequently*

913. If you have talked with your children about this, what have been the major topic(s) of the conversation?

### Language

101. What is your native language? \_\_\_\_\_

102. What other languages, if any, did you know while in Europe? \_\_\_\_\_

103. Upon arrival in the United States (or another English-speaking country), how long did it take you to achieve age-appropriate proficiency in English?

*less than 1 year*  *1-2 years*  *2-3 years*  *3-5 years*  *more than 5 years*

104. Upon arrival, for how long did you live in a household (or other arrangement) where people primarily spoke your native language?

*no time at all*  *less than 1 year*  *1-2 years*  *2-3 years*  *3-5 years*   
*more than 5 years*

105. How hard was it for you to acquire the English language?

*very easy*  *easy*  *hard*  *very hard*

106. Do you now speak English with:

*no foreign accent*  *a slight accent*  *a distinct accent*  *a strong accent*

107. How often do you still speak your native language?

*never*  *rarely*  *frequently*  *predominantly*

1071. If you speak your native language, to whom and in what contexts?

108. How often do you still read in your native language?

*never*  *rarely*  *frequently*  *predominantly*

1081. If you read in your native language, please describe what you read.

109. Was your first name changed/anglicized? *Yes / No*

1091. If Yes, please give approximate date and explain circumstances.

110. Was your last name changed/anglicized? *Yes / No*  
 1101. If Yes, please give approximate date and explain circumstances.

**Culture, attitudes, and identity**

121. How religious are you?  
*not at all religious*  *somewhat religious*  *religious*  *strongly religious*   
 1211. If you are religious, what is your religion? \_\_\_\_\_

122. Did the intensity of your religiousness change markedly over the course of your life so far? *Yes / No*      1221. If Yes, please give details about the nature and circumstances of the change.

123. Did you at any point convert from one religion to another? *Yes / No*  
 1231. If Yes, please note the religions involved and describe the circumstances.

124. How religious were your parents?  
 Father: *not at all religious*  *somewhat religious*  *religious*  *strongly religious*   
 Mother: *not at all religious*  *somewhat religious*  *religious*  *strongly religious*

125. To what extent do you maintain contact with fellow refugees?  
*no contact at all*  *accidental contacts only*  *regular contacts*   
*membership in refugee-related association(s)*

126. Have you maintained a special interest in your country of childhood? *Yes / No*  
 1261. If Yes, please explain the nature of your interest(s).

127. Have you returned to your country of childhood since the end of the war?  
*never*  *once*  *twice*  *3 to 5 times*  *more frequently*

1271. If you have made one or more such trips, have you, at least on one occasion, brought your children or grandchildren to your country of childhood?

Yes  No  Have no children

128. Do you intend to make a trip (or trips) to your country of childhood in the future? Yes / No

129. In which areas of life have you retained European ways?  
tastes/preferences Yes / No If Yes, please describe.

values Yes / No If Yes, please describe.

outlook on life Yes / No If Yes, please describe.

food Yes / No If Yes, please describe.

cultural interests Yes / No If Yes, please describe.

customs Yes / No If Yes, please describe.

other behaviors Yes / No If Yes, please describe.

130. Who was the most important person in introducing you to American culture?  
Check one.

*teacher*  *relative*  *friend*  *spouse*  *colleague*   
*other*  (please describe: \_\_\_\_\_)

131. How often have experienced discrimination, prejudice, or humiliation in the United States? *never*  *rarely*  *from time to time*  *frequently*

1311. If you did experience discrimination, prejudice, or humiliation, was it  
(check all that apply):

*in obtaining a place to live*  *in getting a job*  *while at work*   
*in social relations*  *in school or college*   
*in other ways*  (please specify: \_\_\_\_\_)

1312. If you did experience discrimination, prejudice, or humiliation, what was its most relevant origin?

*anti-Semitism*  *anti-German sentiments*  *anti-foreign feelings*   
*racism*  *sexism*  *other*  (please specify: \_\_\_\_\_)

132. As to your identity, how strongly do you identify with each of the listed terms?  
Please circle the corresponding numbers. If a term does not apply to your situation,  
please circle "n/a."

	not at all	somewhat	strongly	very strongly	
<i>American</i>	0	1	2	3	n/a
<i>part of local community</i> (e.g., Los Angeles)	0	1	2	3	n/a
<i>Jewish</i>	0	1	2	3	n/a
<i>Christian</i>	0	1	2	3	n/a
<i>German</i>	0	1	2	3	n/a
<i>Austrian</i>	0	1	2	3	n/a
<i>European</i>	0	1	2	3	n/a
<i>other</i> (specify: _____)	0	1	2	3	

133. Which of the following terms do you prefer for describing yourself (check only one)?

*American*  *Jewish*  *German*  *Austrian*  *Jewish-American*   
*German-American*  *Austrian-American*  *German-Jewish*  *Austrian-Jewish*   
*German-Jewish-American*  *Austrian-Jewish-American*  *other*  (please specify:  
\_\_\_\_\_)

134. What are your favorite book(s)?

135. What is your favorite music?

136. What is your favorite sport?

137. What is your favorite hobby(hobbies)?

138. By circling the appropriate number, please rate the extent to which you possess each of the following traits in comparison with what you consider the average American of your age. On the bottom lines, you may add traits that are not listed but are important in your case.

	much less	less	slightly less	same	slightly more	more	much more
outgoing	1	2	3	4	5	6	7
punctual	1	2	3	4	5	6	7
interested in socializing	1	2	3	4	5	6	7
organized	1	2	3	4	5	6	7
listen to popular music	1	2	3	4	5	6	7
ambitious	1	2	3	4	5	6	7
wear fashionable clothes	1	2	3	4	5	6	7
watch television	1	2	3	4	5	6	7
easy-going	1	2	3	4	5	6	7
involved in charities	1	2	3	4	5	6	7
interested in celebrities	1	2	3	4	5	6	7
lenient with children	1	2	3	4	5	6	7
like the outdoors	1	2	3	4	5	6	7
listen to classical music	1	2	3	4	5	6	7
interested in learning	1	2	3	4	5	6	7
religious	1	2	3	4	5	6	7
like to have a good time	1	2	3	4	5	6	7
active in politics	1	2	3	4	5	6	7
serious with close friends	1	2	3	4	5	6	7
interested in the arts	1	2	3	4	5	6	7
family-oriented	1	2	3	4	5	6	7
hardworking	1	2	3	4	5	6	7
interested in movies	1	2	3	4	5	6	7
shy with strangers	1	2	3	4	5	6	7
active in community	1	2	3	4	5	6	7
like to read	1	2	3	4	5	6	7
achievement-oriented	1	2	3	4	5	6	7
follow sports events	1	2	3	4	5	6	7

	much less	less	slightly less	same	slightly more	more	much more
disciplined in work	1	2	3	4	5	6	7
interested in food	1	2	3	4	5	6	7
thrifty	1	2	3	4	5	6	7
emotional when frustrated	1	2	3	4	5	6	7
friendly with strangers	1	2	3	4	5	6	7
active in sports/athletics	1	2	3	4	5	6	7
do volunteer work	1	2	3	4	5	6	7
like to write	1	2	3	4	5	6	7
like to paint	1	2	3	4	5	6	7
like to play music	1	2	3	4	5	6	7
active in philanthropy	1	2	3	4	5	6	7
_____	1	2	3	4	5	6	7
_____	1	2	3	4	5	6	7

141. What types of organizations do you participate in actively? Check all that apply.  
*fraternal or mutual aid*  *trade or professional*  *religious*  *civic or community*   
*cultural*  *social or recreational*  *other*  (specify type: \_\_\_\_\_)

142. Are any of the organizations in which you actively participate especially connected to former refugees?

Yes / No

1421. If Yes, please name the organization(s)

143. Which of the following terms best describes your political views?

*conservative*  *Republican*  *middle of the road*  *Democrat*  *liberal*   
*socialist*  *other*  (please specify: \_\_\_\_\_)

144. In your opinion, how strongly have your early-life background and experiences influenced your political views?

*not at all*  *mildly*  *somewhat*  *considerably*  *strongly*  *decisively*

1441. If you think there is an influence, please explain in what ways.



151. Shortly after you arrived in the United States, how did you feel about your migration and the events that led to it? By circling the appropriate number, please rate the extent to which you had each of the following feelings. You may add and rate an additional feeling on the last line.

	none	slight	considerable	intense
anger	0	1	2	3
sadness	0	1	2	3
guilt	0	1	2	3
gratitude	0	1	2	3
_____	0	1	2	3

152. Currently, how do you feel about your migration and the events that led to it? By circling the appropriate number, please rate to which extent you have each of the following feelings. You may add and rate an additional feeling on the last line.

	none	slight	considerable	intense
anger	0	1	2	3
sadness	0	1	2	3
guilt	0	1	2	3
gratitude	0	1	2	3
_____	0	1	2	3

153. How satisfied are you with your life in general?

very dissatisfied     dissatisfied     somewhat dissatisfied   
 somewhat satisfied     satisfied     very satisfied

### Family background

(Note: If any of this information is not known precisely, please make approximations if possible.)

161. Forebears

	birth year	birth place	highest educa- tional level	occupation (before migration)	religion
Father	_____	_____	_____	_____	_____
Mother	_____	_____	_____	_____	_____
Father's father	_____	_____	_____	_____	_____
Father's mother	_____	_____	_____	_____	_____
Mother's father	_____	_____	_____	_____	_____
Mother's mother	_____	_____	_____	_____	_____

162. Siblings (list from oldest to youngest; do not include yourself)

gender	birth year	birth place	year died (if deceased)	highest educa- tional level	occupation
M/F	_____	_____	_____	_____	_____
M/F	_____	_____	_____	_____	_____
M/F	_____	_____	_____	_____	_____
M/F	_____	_____	_____	_____	_____
M/F	_____	_____	_____	_____	_____
M/F	_____	_____	_____	_____	_____

**Thank you very much for filling out this questionnaire!**

Please return to:

Project Second Wave  
 Jefferson Laboratory  
 Harvard University  
 Cambridge, MA 02138

A stamped and addressed envelope has been provided.

### Follow-Up

We realize that a mail questionnaire of any length is necessarily limited in capturing the complexity of individuals' lives and experiences. To gain a more in-depth understanding, we shall also conduct a number of confidential telephone and face-to-face interviews. We hope that you will volunteer for this follow-up research. However, if you wish to remain anonymous to us, we certainly understand, and thank you for taking the time to fill out the questionnaire.

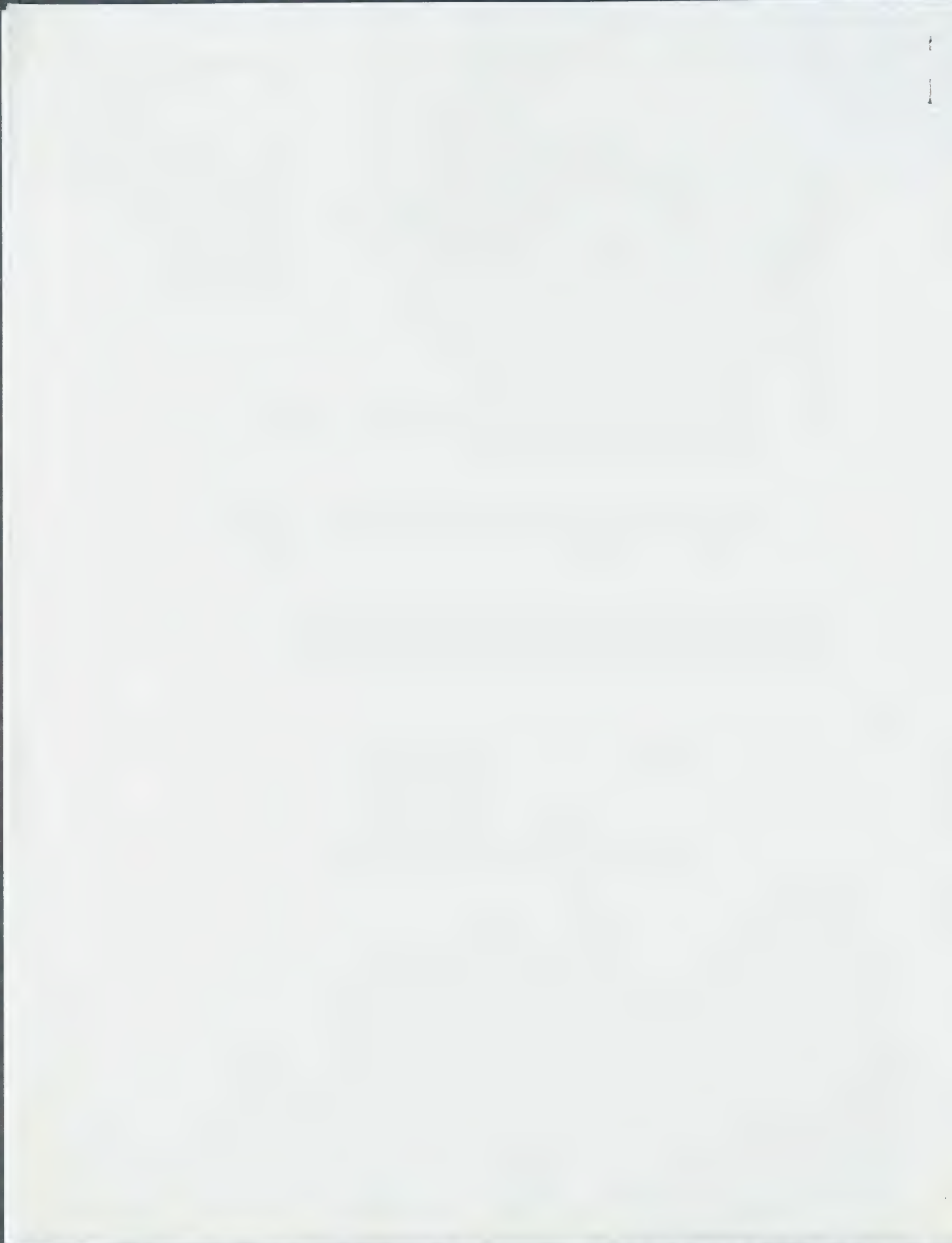
Please let us know if you are available for a confidential follow-up interview by circling your response for each interview type:

I am willing to participate in a confidential telephone interview with a Project Second Wave researcher.      *Yes / No*

I am willing to participate in a confidential face-to-face interview with a Project Second Wave researcher (at a place convenient to me).      *Yes / No*

If you are willing to participate in either or both types of follow-up interview, please fill out the contact information below. Again, be assured that *full confidentiality* of your responses will be preserved. Your name will not appear in any published research results.

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Telephone: \_\_\_\_\_





## Research on the 'Kindertransport'

Following last year's joint seminar at Sussex, the Centre for Antisemitism Studies at the Technical University organized an international conference in Berlin on 27-29 June 2002. The conference, which was open both to academics and the wider public, began with a reading from a recently published autobiography by a 'Kindertransport' child, Gideon Behrendt from Israel.

Participants were welcomed by Professor Wolfgang Benz (Berlin) and Dr Eric Jacobson (Assistant Director of the Sussex Centre). Twelve academic papers were presented, including contributions from Ruth Barnett (London) and the Sussex researchers Andrea Hammel, Susan Kleinman, Monica Lowenberg, Chana Moshenska and Sybil Oldfield, not all of whom were able to attend in person. Speakers from Berlin included Rebekka Göpfert, Mona Körte, Claudio Curio and Ute Benz.

A particular highlight was the evening panel discussion, attended by seven 'Kinder', including three from the former German Democratic Republic. The conference concluded with a showing of the film 'My Knees Were Jumping' and a discussion with its American director, Melissa Hacker. The cumulative outcome of this combined research by the Sussex and Berlin Centres will be a volume of papers to be published in German by the Fischer Verlag in May 2003, edited by Wolfgang Benz, Claudia Curio and Andrea Hammel.

The American Kindertransport Association conference, held in Philadelphia on 7-9 June 2002, was attended by Sussex researcher Iris Guske, who distributed questionnaires designed to gather information about experiences of resettlement in the United States. The British Kindertransport Reunion was represented by Bertha Leverton. The theme of the conference was 'Remembering the Past - Embracing the Future', and it came as a relief to many of the 130 participants that there was less 'harking back to the past' and a greater focus on 'who we are now and what we have achieved'. In view of the attacks on America on September 11 and the feeling that antisemitism is on the rise, the need for communication between the generations was

especially emphasized. The second generation do not feel 'European' any more, while the third generation were even described as 'total Yankees', for whom it was especially important to learn about their roots. The importance of addressing the second and third generation of the 'perpetrators' was also stressed, as a means of making peace with one's country of origin.



### Meetings in Sussex

The conferences provided an unexpected bonus: contacts with American 'Kinder' visiting friends in England. Our picture shows (on the left) Margaret Hallett, née Benabo, who now lives in Hove, with her 'sister' from the 'Kindertransport', Laura Gabriel (formerly Lore Eichengrün). They were photographed in their Finchley County Grammar School uniforms in the summer of 1940, a year after Laura's arrival in Britain. In an unpublished memoir entitled 'My Sister Laura', Margaret provides a vivid account of what it felt like as an eleven-year-old to adjust to the arrival of a stranger who spoke not a word of English. Fortunately Mr Benabo managed to arrange entry visas for Laura's parents, and after the Blitz began, Laura's family resettled in America.

A further visitor was the editor of the American newsletter *Kinder-Link*, Irene Katzenstein-Schmied, who was present at the Berlin conference and then visited the Sussex Centre together with her foster sister Eva Dart, who now lives in Southwick. Irene and Eva were welcomed to Britain as refugees by Professor and Mrs Muirhead of the University of Birmingham, and have many happy memories of that period. At Sussex, we value these links with America and hope that the database of 'Kinder'-related autobiographical documents, which the Centre is compiling with a British Academy grant, will later be extended to include American materials, if further funding can be obtained.

## Awards

### *Austrian State Prize*



**During a ceremony at the Ministry of Culture in Vienna on 26 April, the Austrian State Prize for History of the Social Sciences was awarded to Professor Edward Timms, pictured above with his wife Saime Göksu after the ceremony.** The Prize was awarded for a lifetime of scholarly achievement with constructive social implications, and the occasion was also marked by a lunch at the British Embassy, hosted by the Ambassador, Mr Antony Ford.

The 'laudatio' was delivered by Professor Moritz Csáky of the University of Graz. During a survey of Timms's publications, Csáky singled out his book *Karl Kraus: Apocalyptic Satirist* for special praise. It

was a pioneering achievement, Csáky suggested, not least through the development of an explanatory model that places Kraus's circle within a complex diagram of artistic and intellectual creativity, intersecting in the period around 1900 with the circles of Mahler, Freud, Wittgenstein, Schnitzler and Herzl. It was the Jewish dimension of this cultural formation that prompted Professor Timms to set up the Centre for German-Jewish Studies.

Csáky went on to observe that Timms developed a more polarized version of this diagram to show how that network of creativity was displaced during the 1920s by bitter confrontations between the conservative and socialist camps. Hence the bleak conclusions reached in a more recent article: 'Through the polarization of politics and the unprecedented increase of antisemitism after 1918, Viennese culture was torn apart by a rift that proved irreparable'. As an indication of the range of Timms's research, which is by no means confined to the Jews of Vienna, the speech also praised the book which he jointly authored with Saime Göksu, *Romantic Communist: The Life and Work of Nazim Hikmet*, a literary biography of Turkey's leading modern poet.

In a short thank-you speech, Edward Timms paid tribute to one of his mentors, the late Dr Leopold Ungar, a Catholic priest of Jewish origin whom he first met in Vienna in 1961. Inspired as a student during the 1930s by the religious dimensions of Kraus's satire, Dr Ungar played a leading role in Austrian post-war reconciliation.

### *Teaching & Learning Development Fund*

**In June 2002 the University's Teaching and Learning Development Fund awarded the Centre funding for a pilot project to create specialised 'online resources' for teachers and students around the globe. The project, headed by Dr Stella Rock, will make the Elton/Ehrenberg and Daghani archive catalogues searchable online and create an Internet-based study pack with selected archival materials.**

Chana Moshenska (Director of the Centre's Educational Programmes), Samira Teuteberg (Centre archivist) and Deborah Schultz (Leverhulme Fellow) are working together to select artwork, video clips, documents and memorabilia for use by students and teachers of Holocaust Studies. Ralph Grillo (Sussex Migration Studies) will also advise on materials suitable for students of refugee and migration studies. These digitised images and documents will be incorporated into a special webpage study pack accessible to students and teachers worldwide. 'We hope that students will be encouraged to explore diverse types of primary source material, and benefit from the vast wealth of unpublished material held in these archives,' Stella Rock observes. The project is also intended to advertise the archive collections more widely, increase interest from researchers abroad and encourage teachers locally to view the collections as a rich resource for teaching and learning. Guidelines for teachers and students wanting to use the resource will also be available online. The team will also explore other online collections and investigate the possibility of a further funding bid to expand the digitisation project.

## Life History Seminar Series: Refugees from Hitler

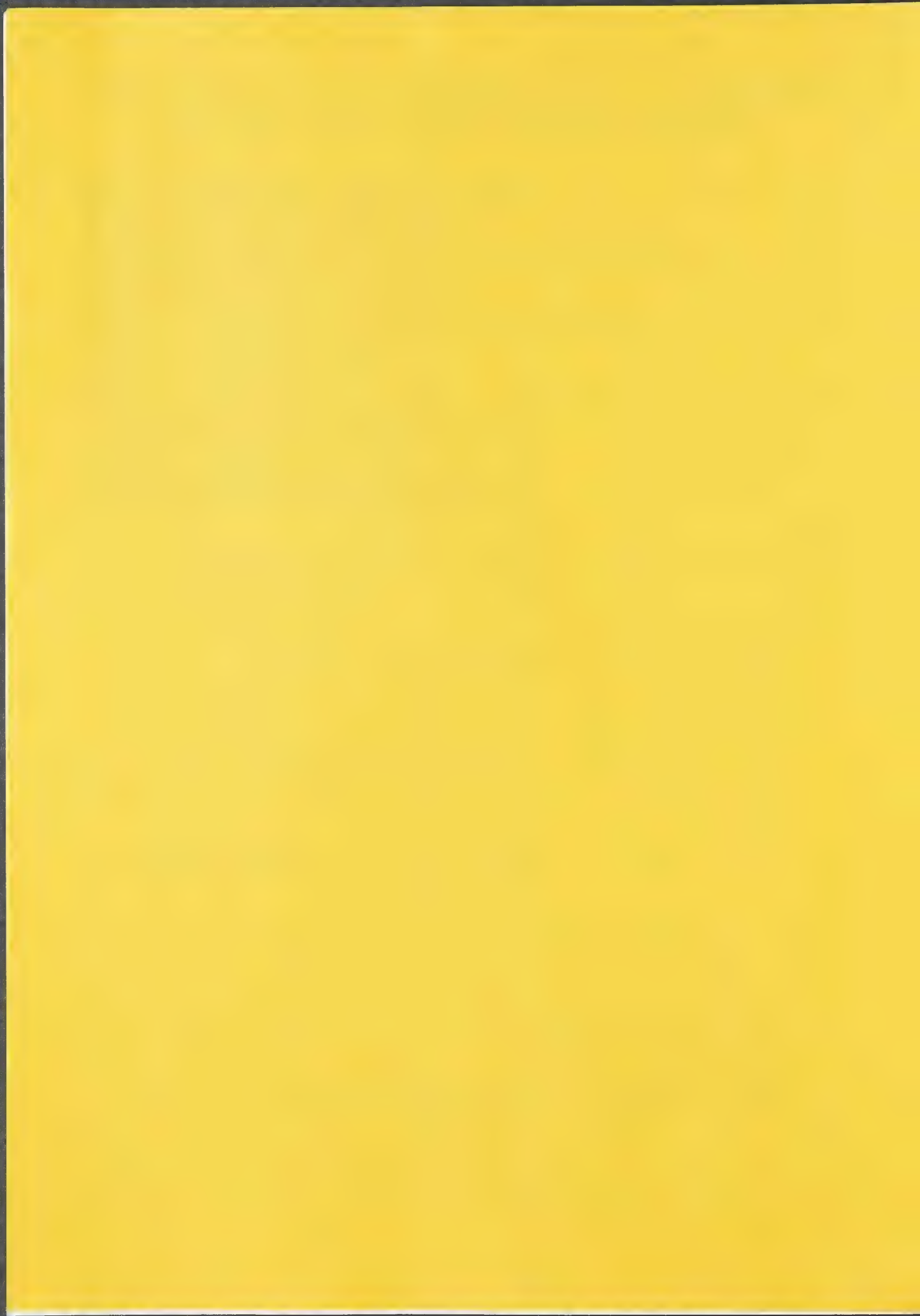
Autumn term 2002

The seminars will be on Tuesdays from 4.30 p.m. – 6.00 p.m.  
in A155, University of Sussex.

Programme devised by Chana Moshenska and Rena Feld

- |                                   |  |
|-----------------------------------|--|
| Tuesday 15 <sup>th</sup> October  | <b>Felix Rieper</b> on 'An Editor's Role in Life-History Work: the Daghani Memoirs'  |
| Tuesday 22 <sup>nd</sup> October  | <b>Rena Feld</b> (Sussex), 'Introduction to Life History Work', <b>Samira Teuteberg</b> (Sussex), 'Archives as a Resource for Life History'        |
| Tuesday 29 <sup>th</sup> October  | <b>Iris Guske</b> (Sussex) in dialogue with <b>Vernon Saunders</b> : 'Sources in Life History: From BBC Radio in the 1940s to Emails in the 2000s' |
| Tuesday 5 <sup>th</sup> November  | <b>Ian Menzies</b> (formerly Hans Menzinger), 'Re-acculturation – the Road Back'   |
| Tuesday 12 <sup>th</sup> November | <b>Renee Goddard</b> , 'Reni and the Brownshirts'  |
| Tuesday 19 <sup>th</sup> November | <b>Sir Hans Singer</b> will talk about his experiences as a refugee based on family papers   |
| Tuesday 26 <sup>th</sup> November | <b>Hanno Fry</b> 'A Young Refugee on the Isle of Man'  |
| Tuesday 3 <sup>rd</sup> December  | <b>Open discussion chaired by Professor Edward Timms</b> followed by a reception   |

Centre for German-Jewish Studies  
University of Sussex  
Arts B  
Brighton BN1 9QN  
Contact: Dr Eric Jacobson – Tel. 01273 877169; [e.jacobson@sussex.ac.uk](mailto:e.jacobson@sussex.ac.uk)





## Research in Progress

### Pictorial Narrative

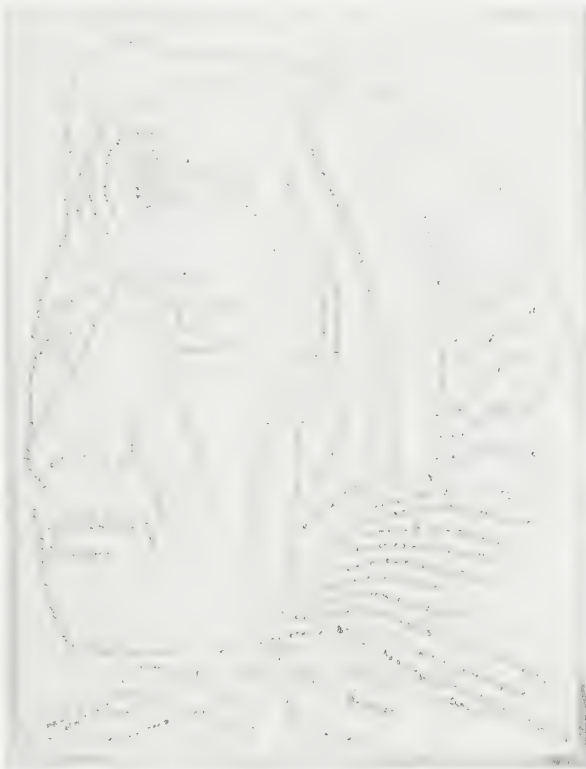
The first year of our three-year project on 'Pictorial Narrative', funded by the Leverhulme Trust, has been extremely productive. This investigation of the creative responses to the Nazi period by three persecuted artists - Arnold Daghani, Felix Nussbaum and Charlotte Salomon - focuses on the innovative forms of artistic production that they developed under the pressure of events, especially through configurations of text and image. Our illustration reproduces a pictographic drawing by Daghani, incorporating the names of Holocaust victims.

The research team of Deborah Schultz and Edward Timms has been strengthened by the arrival of Peter Weber, a doctoral student from Romania, who is also fluent in German, English and Hungarian. His interests lie with inter-ethnic relations in Central Europe and he studied history at Cluj and Berlin. He is thus well placed to investigate the political and cultural context of Daghani's early work, emphasising the connections between the private destiny of the artist and the political regimes of the period 1930-1960. The project hopes to show how the upheavals of the Second World War influenced the identity of the German-speaking Jews from Romania and how their tragic experiences under the Antonescu regime have been reflected in public memory. Mr Weber has made a preliminary assessment of research materials in libraries in Bucharest and Cluj, and has registered to gain access the notorious 'Securitate' archives, which contain files compiled by the communist secret police about Romanian artists and writers.

Further fieldwork has included research trips by Deborah Schultz to Bucharest and Constantza to examine collections of Daghani's work and personal papers, to meet art historians and members of the Jewish community, and to carry out library research. She also joined Professor Timms on a visit to the Felix Nussbaum Museum in Osnabrück, where they held discussions with the director and were given access to the archives. Visits by Professor Timms to the Charlotte Salomon collection at the Jewish Historical Museum in Amsterdam stimulated him to write a paper on Salomon's debt to the eccentric German-Jewish philosopher Alfred Wolfsohn, which is due to be published next year.

International conferences have provided the opportunity to present papers on the research project and to network with leading scholars in the field. Dr Schultz began the year with a paper at MIT

(Cambridge, Mass.), on 'Displacement and Identity: Arnold Daghani in Socialist Realist Romania'. This paper can now be read in the e-journal ARTMargins. She has presented further papers at the universities of London, Sussex, Hamburg and Turku on aspects of her current research, including visual memory, artistic identity and a discussion of visual and verbal diaries. Both Dr Schultz and Mr Weber gave presentations at the Eighth International Conference of the Centre for Romanian Studies at Iasi. This conference on 'Twentieth Century Romania' enabled them to make valuable new contacts.



A German translation of the slave labour camp memoirs of Arnold Daghani, *Lasst mich leben*, is due to be published by the Klampen Verlag at the end of this year, with illustrations of the artist's work. Edited and translated by a former Sussex student, Felix Rieper, on the basis of a text produced by the late Mollie Brandl Bowen, it will include an introduction by Edward Timms and an essay on Daghani as an artist by Deborah Schultz. This publication should enhance Daghani's reputation as one of the most significant artists to survive the Holocaust and record the experiences of his generation in pictorial and literary form.

## News in Brief

- Henry Soussan, holder of the Lucas Scholarship, has been awarded the Sussex DPhil for his dissertation, 'From Apologetics to Self-Assurance: A Contextual Study of the "Gesellschaft zur Förderung der Wissenschaft des Judentums"'.
- A book entitled *Walter Benjamin: Self-Reference and Religiosity* by Margarete Kohlenbach, Lecturer in German at Sussex, will be published this autumn by Palgrave.
- *Carl Schmitt und die Juden*, the pioneering study by Raphael Gross, has been translated into Japanese and published by Hosei University Press. His article on the controversial German writer Martin Walser (co-authored by Werner Konitzer) appeared in *Gedächtnis, Geld und Gesetz. Vom Umgang mit der Vergangenheit des Zweiten Weltkrieges*.
- Articles by Stella Rock about antisemitic tendencies in Russian Orthodox brotherhoods have been published in the Swiss-based journal *Glaube in der Zweiten Welt* and in the American journal *Religion in Eastern Europe*.
- The proceedings of the conference organized by the Centre in September 2000 are to be published this winter by Springer Verlag under the title *Intellectual Migration and Cultural Transformation*, edited by Edward Timms and Jon Hughes.
- A symposium will be held in London on 12-13 February 2003 under the title 'David Josef Bach and Austrian Culture between the Wars'. It will be accompanied by a recital at the Austrian Cultural Forum in Rutland Gate and an exhibition of manuscripts and works of art, including an original drawing by Kokoschka, presented to Bach in Vienna in 1924 on the occasion of his fiftieth birthday.

## Life History Seminars

The Autumn Term's Tuesday colloquia will be devoted to a single theme: Refugee experiences in the 1930s. The aim is to explore the wide range of resources involved in the study of Life History and to promote a mutually beneficial dialogue between researchers and survivors, especially those who have family papers or are involved with the recording of memories. With a rich pool of potential speakers to draw on, we have designed a programme of personal reminiscences, themed discussions and papers introducing the academic field of Life History research. The talks will be recorded and will form part of the Centre's archive. There will also be a discussion of the refugees' educational experiences.

This is a collaborative project with the Centre for Life History Research, also based at the University of Sussex. Rena Feld, who teaches on the Life History Certificate course, will begin the programme with an introductory paper on theory and methodology. The programme will also feature members of the refugee generation from different walks of life, including Sir Hans Singer, the development economist; Renée Goddard, whose experiences formed the subject of the recent radio play, 'Reni and the Brownshirts'; Vernon Saunders, who as a schoolboy living near Bristol during the 1940s contributed to the BBC Children's Programme, 'If I Were British'; and Ian Menzies, who uses imaginative forms of narrative to reflect on his experiences since he was forced to leave Vienna as a child.

The series has been planned by Chana Moshenska, Director of Educational Programmes at the Centre. The seminars, which are open to anyone who is interested, will take place in Arts A 155 on Tuesday afternoons at 4:30 pm, starting on 15 October. Further information can be obtained from Diana Franklin at the address below.

**For further information about the Centre, forthcoming events and joining the Friends please contact:**

**Diana Franklin, Administrative Liaison Officer, Centre for German-Jewish Studies**  
University of Sussex, Brighton BN1 9QN,  
University: Tel 01273 678771, Fax 01273 678495 London: Tel/Fax 020 8381 4721  
Email: [d.franklin@sussex.ac.uk](mailto:d.franklin@sussex.ac.uk)  
Website: [www.sussex.ac.uk/Units/cgjs](http://www.sussex.ac.uk/Units/cgjs)



# KINDERTRANSPORT NEWSLETTER

*AJR Special Interest Section*

Volume 2 Issue 1 January 2001

Editor: David Jedwab

1 Hampstead Gate, 1A Frognal, London NW3 6AL

Tel / Fax 44 (0) 20 7431 1821 e-mail: [kt@ajr.org.uk](mailto:kt@ajr.org.uk)

## EDITORIAL

### WHITHER THE KINDERTRANSPORT ?

Our KT/AJR membership has reached two-thirds of the previous RoK number, *representing about one fifth of the total AJR membership*. In the words of AJR Chairman Andrew Kaufman: "We are delighted that you are all under our AJR umbrella but yet able to maintain your own very distinctive identity – an ideal arrangement. Long may it continue".

It is time to ask what we are going to do with our newly found status. We can no longer subsist on just a diet of nostalgic memories of our brilliant 1999 Reunion nor of annual Chanukah parties. The time has come to take stock and chart our future activities.

The original AJR membership is now of an age when they will probably wish to take even less of an active part in the affairs of their organisation and when they will be happy to hand over to a slightly younger generation and the Kinder, average age roughly ten years younger.

As fully fledged members of the AJR infrastructure, beneficiaries of the full range of social services, active members of the Day Centre, we are fully entitled to make our views known regarding the future of the combined organisation now comprising almost 3,500 members and in possession of substantial assets.

All members of the AJR, including the Kinder, are entitled to benefit by what the founders have created and not to see the existing assets ultimately handed over to other charities. This topic needs to be debated further.

If we envisage the future to be no more than the provision of sheltered accommodation, then we shall miss the opportunity of turning AJR/KT into a dynamic social and cultural entity that will open a bridge to the wider Jewish community.

We must explore ways of reaching the Second Generation and their children and we must not neglect children of refugees who were not Kinder.

British born children of Kinder and refugees do not regard themselves anymore as 'refugees'. Here is an additional problem that needs to be vigorously discussed: whether it is time to discard the 'refugee' label, particularly on the flagship, the 'AJR Journal'. There is of course a good precedent: who today remembers that ORT was the acronym for '*Organisation, Reconstruction & Training*'? 'AJR' can probably stand on its own and in one fell swoop remove one obstacle which prevents many of the younger generation from joining our organisation.

We have organised 'activists' whose task is to plan and assist with all our activities, including the combined KT/AJR Luncheon Club. We would like to increase the Kinder attendance at this function to 50% and those of you living in London will be invited regularly every month to come and join us at the Day Centre. The skilled and devoted staff at the Day Centre are doing their utmost to offer us our own home and focus for all of our activities. Only by utilising these outstanding facilities can we justify and fully exploit the opportunities for our membership.

*Our KT membership is now touching*

**750 !**

*exRoK's:*

**KEEP THE APPLICATIONS COMING !**

**KINDER : USE THE DAY CENTRE !**

## EDITOR'S NOTES

### How observant are you?

No, this has nothing to do with the 613 commandments ! Have any of you noticed how we have changed and adapted the RoK-Ship logo into the KT-Ship logo ? Continuity and innovation in one fell swoop. We are nothing if not modern !

### Lost and Found Photos

We were very surprised to have received so little reaction to the photos published in the last No.2 Newsletter. Only one correspondent (*see letters to the Editor*) recognised only one face. Are we to assume that the others were saved, or perhaps not? Our thoughts go out to them and their families.

### Lost Identities

We continue to receive enquiries from Kinder, who arrived sometimes as young as 4 years of age, and who are now desperate to establish their true identity. Many of them have spent a happy life, some having been converted, but their children and grandchildren are urging them to find their Jewish roots.

May we please advise all readers that all **Kindertransport archives** are held by the Jewish Refugee Committee c/o World Jewish Relief, 74-80 The Forum, Camden Street, London NW1 OEC, tel 0207 691 1771, Attn.Dr.Amy Gottlieb, to whom all enquiries should be sent in writing.

### Films & TV Galore

We have had a spate of films and TV shows lately on the **Kindertransport** and the general public is at last becoming aware of our history. Nevertheless I never cease to be amazed at the still prevailing ignorance of what to us was the defining moment of our survival. Some interviewers gawp at us in amazement when they see how 'normal' we are as if they expected us to look and behave like skeletons from the last Spielberg Shoah film.

Some of the future cultural activities now being planned should repair that false impression and highlight the immense contribution the Kinder and the general refugee generation have made to the scientific and cultural life of this country. It

will also highlight the fact that many of us Kinder served either in the armed forces or in agriculture and mining.

Mining, I hear you ask incredulously ? Yes, indeed. The picture below shows your editor at the pit head ( as a 17-year old Bevin Boy) having just emerged after a 7-hour shift 1,000 feet below ground near the coal face. In future editions we will feature instalments describing the unique experience of Kibbutz Hakorim, the one and only Jewish mining hachshara in history and mostly comprising Kinder!



### Kinder Chanukah Party 2000

Over 50 Kinder attended our Chanukah party on 20<sup>th</sup> December at the new venue, the AJR Day Centre. (*see below*) The Management and staff put on a fantastic spread consisting of a three course meal plus drinks etc which was much enjoyed by all. After the meal, musical entertainment was provided by Avril Kay, Geoffrey Whitworth and David Jedwab in which the guests joined with enthusiasm.

On behalf of all the guests and KT we would like to thank the Day Centre publicly for their tremendous effort in supporting our party so splendidly . In turn we promise to double our efforts to increase and popularise the use of the Day Centre by our members.



## LETTERS TO THE EDITOR

All letters to the editor are regarded as eligible for publication unless the writer specifically requests otherwise.. We reserve the right to edit all letters. Opinions expressed are those of the writers and not necessarily ours.

**From : Golden Reed Productions Ltd, 6 Nov 00**  
**Subject: 'The Children who cheated the Nazis'.**

Dear David,

I am sure you will be thrilled to know that 1.6 million viewers watched the Channel 4 showing of the film. It received very good reviews in the mainstream press, which considering we did not have time or funding for public relations beforehand was hugely satisfying to both us and Channel 4, who are pleased to be showing the film again in the not too distant future. A night duty log book for the evening of the showing was full of praise as has been the many letters we have received.

The Department of Education IS going to use the film nationally for Holocaust Studies key stage next year.

The interest shown in world sales has been terrific.

Countries such as Iceland, Spain, Canada, Australia, Italy, Finland, France, Germany, Sweden and 12 American TV stations have all shown a positive interest. We will also investigate selling to other British television stations. The world sales distributor on our behalf has responded by sending out 30 VHS viewing copies. Over a period of time, and the sales can go on forever, this should bring in a healthy revenue for the charity. (Ed: which one?)

We are in the process of investigating the video sales market where we have had considerable interest from specialist video distributors.

From a very small beginning all of us who were involved in this project – and I could never have done this alone- have made not only an important historical document but also an educational and creative one. I can only say a huge Thank you.  
**With best wishes, Sue Read.**

**From: Otto Hutter, Glasgow 29 Oct 00**  
**Subject: Kindertransport Film review.**

David Jedwab's critique of 'Rescued, a 60 Year Journey' calls for a riposte lest it be thought the personal view he took freedom to vent, is representative.

It so happens that through fortuitous circumstances I became one of the subjects interviewed with skill and sympathy by Sue Read. Later, after a slightly shortened version had been screened on TV Channel 4 under the title 'The Children who cheated the Nazis', comments from viewers in different parts of the country who chanced to tune in filtered back to me. Young and old from disparate walks of life thought the film was informative and moving, that it bore the stamp of authenticity.

To such reactions David Jedwab does not withhold endorsement. But he betrays irritation that the film omits mention of our Reunion movement in which he has played such a prominent part and to his great credit continues to do so. To his mind that omission was a major error of judgement and showed lack of understanding. But does not our distinguished Editor perhaps suffer from a disadvantageously close viewpoint ? Could any more detached critic doubt that it was appropriate to focus on the happenings of 1938 / 39

and not upon events 50 to 60 years later which are of much lesser interest to the public at large ? True, the Reunion Movement served to keep memory alive. But just as Sue Read, who is not starved of recognition, modestly kept herself out of the picture whilst eliciting our childhood memories, so the leading lights of our Reunion Movement might well rest content with having encouraged the production of this evidently applauded film.

**Yours sincerely, Otto Hutter.**

(Ed: 1. A 'personal' view means precisely that. It is not claimed that it is shared by anyone else. Nevertheless, other letters received support the critique's view.

2. The argument, that, 'Rescued, a 60 Year Journey' should focus only on Y1 is specious and contradicts the title. Otto Hutter is shown, very movingly **weeping in Y60** about his memories in Y1 .

3. It is probable that without RoK, there would not have been a film. Also it is not unusual for a film director keeping out of the picture. No special kudos there.

4. The Reunion Movement did more than " keep memories alive and encourage the production of the film": it commissioned the film,, appointed the director, pinpointed likely interviewees , raised the initial seed money and found additional funders.

5. The RoK and the director confirmed in writing that RoK would be the prime beneficiary of any ensuing income. possibly to be utilised in the form of a scholarship on the Kindertransport at a leading University. Instead, the funders, together with the director, without discussion with or agreement by RoK ., unilaterally decided that any income will be directed to their own pet charity(ies) so that RoK are the only ones NOT to benefit officially from any possible income.

6. It is precisely because of the Editor's advantageously close viewpoint that he is in a position to be critical of the lack of recognition of the RoK99 and its founder Bertha Leverton .

**From: Anne L.Fox , USA 20 Sept 00**  
**Subject: Film by Sue Read**

Dear David,

I was delighted with the Newsletter 2..

It was interesting to read your view of the film by Sue Read which we have not seen in America. However, I saw the preview of Debbie Oppenheimer's film 'Into the Arms of Strangers' last week and I echo the same criticism of her film that you had, namely: Why was the 60<sup>th</sup> Reunion not mentioned? Why was no credit given to Bertha for organizing the 50<sup>th</sup>? Although there is a nice interview with Bertha in the film, the reunions are not even hinted at. We all know what it meant to us to meet with Kinder we travelled with, shared schools or hostels , or the new friends we made on these occasions. It brought us closer and we became a vital group which was able to share our feelings about our experiences. I am certain that the two filmmakers were told of this, but not being Kinder themselves, did not realize how important that was to us.

**Sincerely, Anne**

**From: Walter John Richards (Rechnitzer) 17 Sept 00**  
**Subject: Kindertransport film**

Dear David,

I have read your article and feel I too must comment on it.

Yes, it (the film) was put together well.

The film showed too much of people who were lucky and had a good life. I feel the film should have shown the further hardship that was endured by some of us when we arrived in England and how we were parted from our dear ones.

I also did my bit as an infantryman in the Forces and later as an interpreter plus 5 years in the RAF.

I was one of the people interviewed but an awful lot of film was cut out, also photographs. I honestly thought it would be different but unfortunately the truth still stays hidden. The things you have written are so very true. Even today, at 73 years of age, I still wake up and cry and think of home, Mum and Dad. There is so much more I could say but never mind, I am grateful for having come to the UK.

**With kind regards, Walter John Richards**

**From: Anne Kelemen, USA, 7 October 2000**  
**Subject: Kindertransport film**

What an interesting and informative issue of the Newsletter ! Thank you.

I want to comment on your personal view of 'Rescued.....' a film I have not seen and don't even know whether it is available in the USA. However I was very moved by your 'right-on' critique. Of course, any filmmaker has to select what to choose from the abundance of material, his/her own personal point of view, the message to be conveyed. But like you, I deplore it when credit is not given as deserved: to Bertha as the unquenchable 'life spring' of the original RoK and also her outreach work since then. Also to the often unacknowledged ordinary people who live ordinary lives and those who have fallen through the cracks and who are not 'successes', those who need our concern and care but are the ones not to come forward.

**Kind regards, Anne Kelemen**

**From: Fred Dunston, London 21 Sept 2000**  
**Subject: Kindertransport film**

The Newsletter looks good and deserves praise.

Regarding your review of the film 'Rescued.....' I find your overall critique a bit harsh, although I have to agree with the detailed points you make. However, the sincerity of Sue Read's effort cannot be doubted. She did her best and it is a moving story.

Please note that I was not a Madrich in Dovercourt. I was one of the Youth Aliyah leaders in Great Engeham Farm where we had about 300 children from various Zionist movements in tents. From there they were dispersed to different agricultural training camps to be prepared for a life in a kibbutz. Apart from my internment from March 1940 until July 1940, I helped as Madrich in Ashdown, Devon and in Braunton, Devon, both Youth Aliyah training centres.

I wish you good luck in your work for the Kindertransport.

**Kind regards, Fred Dunston**

**From : L.David 19Sept 2000<"Hardavid"@games.net>**  
**Subject: French Compensation**

My parents were deported from Mannheim to various French camps and then from there to Auschwitz. I believe the compensation is for those of us whose parents were deported to their deaths from France during the occupation. Detention alone I am sure is not applicable.

**From: Nora Danzig (nee Braunschweiger) 15 Sept 2000**  
**Subject: Lost & Found Photos**

Regarding p5 of the NL2, I am sure I know the young girl Doris Goldschmidt. We were in a home in Cornwall known as 'Sunray', Perranporth. It was under the auspices of 'The Highbury Home for Refugee Children' which was originally in Moss Hall Crescent, Finchley, London. There were about 15 girls in 'Sunray' which closed in 1945 and we all returned to London. I believe her father was a Rabbi in Frankfurt and she also had a brother here. The last I heard was that she became a radiologist, went to California and married a doctor. It would be nice to have news of her.

**Yours sincerely, Nora Danzig**

**From: Erica Preen, Isle of Wight 7 Oct 2000**  
**Subject : Lost & Found Photos**

The awful thought about pages 4 and 5 of your NL2 is that it leaves one in suspense wondering which of these children made it to safety. It is like looking at my old autograph album from Aachen - but there I did have a few pleasant surprises at a reunion in 1992. However, far too many of my schoolfriends perished. It takes strength to handle these items. For years I could not read my grandparents' letters.

I have finally done so, but it takes its toll. Nevertheless, I am glad I faced it.

Congratulations on the Newsletter. It looks good, it is interesting and it reads well; a really professional job.

**With kind regards, Erica Preen**

**From:David Hughes, Shropshire. 21 Nov 2000**  
**Subject: Dovercourt Bay Camp**

I got your address from Golden Reed Productions, who made the TV programme 'The Children who cheated the Nazis'.

I was one of the volunteer staff at Dovercourt where many of the children were accommodated on arrival at Harwich.

I would like to be added to your mailing list.

I ran the post office together with Leopold Eitlinger, later head of the Warburg Institute and later still Professor of Fine Art at the University of California.

On leaving the camp, I inadvertently walked off with the key of my cubicle ("ha dreizehn") and I always carry that key fob in my pocket to this day as a reminder of those terrible times.

**Yours sincerely, David Hughes**

**From:World Jewish Relief, London 13 Sept 2000**  
**Subject: Jewish Refugee Committee**

Dear David,

I was very pleased to receive my copy of the Kindertransport Newsletter this morning. However, there is a misunderstanding in the first paragraph of page 2.

**The Jewish Refugee Committee** is still very much alive and kicking and is under the umbrella of World Jewish Relief and we share an office. Among other activities, the JRC is often the first port of call for many Jewish asylum seekers and we have a solicitor who, if applicable, helps them present their case.

*contd p5*

It was as a result in the 'AJR Information' and the old RoK Newsletter some years ago that I contacted the JRC who had my visa and information on me, as it was through them that I came with a Kindertransport to England in May 1939. I am now volunteering at the JRC with a most interesting and dedicated group of people, who helped me finally find my roots. I feel I am giving, in a small way, something back to an organisation that was instrumental in saving nearly 10,000 children. I was one of them.

With best wishes, Vera Coppard

From: Charles Leigh, Kent. 13 Sept 2000  
Subject: List of Remembrance in the Reunion 99 Book.

My letter in your NL2 was misquoted: it should have read that I was shocked to see so many names of *family and friends* of the Kinder who had died in places 'unknown', and *not the Kinder themselves*.

I filled in a Page of Testimony for each of 40 names (family and friends of my parents, my schoolfriends and teachers) which Yad Vashem needs to have in order to contradict those who are Holocaust deniers.

Yours sincerely, Charles Leigh

## CORRECTIONS

Re: Susi Podgurski

Entries in Reunion RoK99 book:

Page 68: a) Clarks College correct date : 1941

b) PT WVS 1941

c) AFS and NFS correct dates: 1942 – 1946

d) Professional career, correct: in the U.S.

Page 164: Podgurski , Susi (only, not "& Judy")

Page 164: New Jersey Holocaust Museum is incorrect and should read: U.S.Holocaust Memorial Museum, Washington, D.C.

(Ed: our apologies for the delayed corrections).

## FRENCH COMPENSATION

The global sum mentioned on p8 of our NL2 of July/August should have read FF 180,000 ( NOT 18,000).

Some readers have pointed out that compensation is payable to anyone who was under 21 when their mother or father was – during the occupation – deported from France as a result of antisemitic measures and who died as a result of deportation. The decree specifies certain exclusions. For further information you may contact the French Embassy 020 7201 1000 .

## KT Overseas:

Israel: Inge Sadan, POB 71105,Jerusalem  
91079, Tel/fax : 02 5634026  
USA : KTA Inc., Tel/fax : 516 821 4660

## SEARCHES

(Ed: Letters received in this office, will be forwarded).

**Sidney Graham (Gumprich)** would like to hear from **Werner Haas** or anyone who knows of his whereabouts.Sidney knew him in the Machal in Israel and later in London.

**Frederico (Fritz) Freudenheim**, Sao Paulo, Brazil is trying to find his best friend **Kurt Hamburger ('Hambi')** with whom he attended the Holdheim Schule, Berlin in 1937-38. He believes that Hambi went to England on a Kindertransport.

**Jan Rocek** (formerly Kurt Robitschek) Illinois,USA, email rocek@uic.edu , tel.847 251 1592, is searching for two cousins, twins **Susie(Suzanne) and Liesel (Lieselotte) Flusser** who came to England from Prague at the age of eleven in 1939.They lived in Bankton House, Crawley Don, Sussex in 1940 and in Edinburgh in 1995, according to Anita Grosz's list

From: Fanni Bogdanow, Cheadle 14 Sept 00

Is there someone who remembers the name of the 'HALL' to which the children were taken upon arrival in London?

All Kinder, including myself, on the transport that left Germany on 27 June 39 , were taken to a Hall from where we were collected by the families who took us into their homes.In my case, it was the sister of Mr.Clement who took me to Euston Station and put me onto a train to Manchester.

If anyone can remember the name of the Hall, it would mean a lot to me.

Yours sincerely, Fanni

From: Edy Lange, La Jolla, California 28 Feb 00

Subject: Vienna Schoolfriends, 77 years old this year.

The list shown below refers to schoolfriends some of whom went to London with the Kindertransport.I would like to locate them. Can anyone help me?

Marianne Blumenfeld, Edith Feld, Gerti Gelbard , Eva Maria Heller, Alice Menashe, Marianne Stoessel, Gertrude Burkert, Eva Herzfeld, Stefanie Horacek, Herta Mittermayer, Liselotte Stralkowski, Anna Weixelberger. Sincerely, Edith Lange

## KT PUBLICATIONS:

	<i>p &amp; p extra</i>
1. RoK99 Reunion Book ... ..	£ 10.00
2. RoK99 Reunion Video ... ..	£20.00
(second & repeat orders) ... ..	£10.00
3. RoK99 Proceedings ... ..	£ 5.00
(on Internet only)	
4. KT Newsletter, ... ..	£15.00
(Upon renewal in 2001: £25.00)	
5. 'Men of Vision'	
by Dr.Amy Gottlieb ... ..	£ 25.00
(the beginning of the Kindertransport)	
6.'I came Alone' edited by Bertha Leverton & Shmuel Lowensohn.	
240 stories of the Kindertransport	£10.00
7.'No longer a Stranger'	
by Inge Sadan	
stories of the Kinder in Israel ... ..	£ 8.00

**FILM REVIEW** by *Mary Brainin Huttner*  
"Into the Arms of Strangers"

Though much gratified at the current interest in the *Kindertransport*, I have, on occasion, felt that some of those prepared to tell their story to the media, were not as articulate as, or representative of, the Kinder, as others we know. In addition, interviewers have often been so careful to be sympathetic, that they have tended, at the expense of professionalism, to let the interviewees become repetitive. Thus the public has been offered a worthy diet of alternatively moving and irritating film. Having sat through a variety of TV programmes and films – including those on German Satellite stations – about the Holocaust, and in recent months, on the *Kindertransport*, I was not quite sure what to expect at this new offering from the USA.

At the International Royal Charity Premiere on November 8<sup>th</sup> of INTO THE ARMS OF STRANGERS therefore Felix (my husband) and I prepared to squirm a little. Thankfully we did not have to. Watching and listening to the dozen or so Kinder who had been chosen to tell their stories, we found ourselves totally absorbed by each of their accounts. This was an extremely moving and highly professional film. The archives we were shown were repellently fascinating, the background music – some of it familiar to us from our Continental childhood, some especially composed and totally compatible with the subject matter – was haunting. At times my normally stiff-upper-lipped husband ( who has always maintained that he was not traumatised by his *Kindertransport* experience) was visibly shaken.

The dozen or so Kinder who 'starred' in this film, came from Australia, America and Israel – and some who had stayed in England.. All told their stories almost unflinchingly, often with wry humour. We found ourselves laughing one moment, tearful the next. Perhaps their accounts packed more of a punch because they tended to understate the traumatic events. Until the advent of Hitler and the race laws, most had led normal lives with indulgent and often affluent parents. Shown were early family photographs of surprisingly good quality, as well as footage of home movies of their carefree pre-emigration childhood, from which we heard entertaining and often poignant snippets.

I found descriptions of the train journeys to England as harrowing as any I had heard. One unforgettable story was of the German girl, on a train about to depart, who was at the last moment 'rescued' by her desperate father, who pulled her out of the carriage window, unable to part with her. She went back home with him – and subsequently survived eight concentration camps. Her parents both perished.

The Kinder's tales of their arrival in the UK were as dramatic as any that Hollywood could have dreamt up. One little boy, about to have to give up his violin on his entry – because it was of value and could therefore be sold – sat down there and then and played 'God Save the King' – and was allowed to keep it.

While some of the children found loving homes, others were rebuffed by their new foster parents. One of the girls was used as a maid by a working class family who had never had one. She was nevertheless invited to call her foster parents 'aunt' and 'uncle'. Desperate to bring over her younger sister,

and aware of the odd fact that the 'uncle' abhorred red hair, she lied about her sister's colouring and braved his wrath when she arrived. One of the boys, just settling down to his life in England, was arrested during the Government's panic about spies in late 1940, and subsequently shipped off to Australia on the infamous Dunera. On the nightmare two months' journey, during which the ship survived a torpedo attack, he was robbed of his belongings, starved and treated as a dangerous enemy alien throughout.

Until the outbreak of the war, the older children had frantically tried to find work and sponsors for their parents. Some were successful, others told gut-wrenching tales of reunions after the war when, in a bizarre reversal, the former strangers had become family, and survivor parents had become the strangers.

This is a film I would unequivocally recommend. I believe that not only we, the generation to whom these things happened, but also the second and third generations will find it compelling.

**BOOK REVIEW** by *Eli E. Ered*  
"The Past in Hiding" by *Mark Roseman*  
Publishers: *Penguin Press*

This is by far the most exhaustive and penetrating historical assessment of how Germany's Jews reacted to the Nazi regime from January 1933 to May 1945.

Mark Roseman has taken a remarkable woman, Marianne Ellenbogen, nee Strauss, to relate the complexities of life under the Nazis. Marianne survived the 5.1/2 years of the war in Germany, the last two of them on the run, under constant danger of discovery and death.

Her story has historic overtones. She spent those 2 years criss-crossing Germany by train to the various sanctuaries, where she knew she would be made welcome. She had neither personal papers nor ration-cards, so that the Germans who gave her shelter also had to share their rations with her. Like all German Jews, she was not allowed to leave her home without wearing the Yellow Star. In those last 2 years of the war she never wore it, nor did she carry it with her.

But Mark Roseman has gone further than telling her story, incredible though it is. He has successfully penetrated the complex ambivalences of Germany's Jews as they confronted the Nazi regime. He has convincingly established that the Essen Jewish community, the city of Marianne's birth, was an exemplar of how the Nazi-Gestapo system operated steadily to demoralise the Jewish leadership, and to obstruct and hinder any serious attempts at emigration after 1939.

The fact that from September 1939 to September 1941 at least 70,000 Jews successfully escaped from Germany (Source: Encyclopaedia Judaica), can be seen as one more paradoxical example of the Nazi's control and it needs to be seen in the context of massive efforts made by individual families and the 'Palestina Amt' in Berlin which the Gestapo-Eichman increasingly used as a clearance channel.

The demoralisation of the German Jews, compounded by the uncertainties surrounding the transports to the East, are in stark contrast to their deep seated cultural attachment to Germany, the land of their birth. The manner and substance of their negotiations with the Essen authorities, is always



predicated on their common heritage, their being Jews downplayed, though never denied. It is in these sections of the book that Roseman has done pioneering research deserving of the highest praise. I wish he would now undertake a similar challenge and start, from the ground up, an investigation into the post-war restitution process.

In choosing Marianne Ellenbogen, Roseman has considered it his prime objective to establish her odyssey from 1943 to May 1945 and to pinpoint the places and names of the underground organisation, the Bund, which undertook to save her life. The Bund were a left-wing group operating under the leadership of Arthur Jacobs who was married to a Jewish woman and who successfully kept the Gestapo at bay and are known to have saved at least 8 people from Auschwitz.

I cannot recommend this book highly enough. All those, either as victims of the Nazis or their children, who have tried to come to terms with the Shoah, will find in "The Past in Hiding" a chapter, or perhaps a signpost to a better understanding of it.

## ANNOUNCEMENTS

### 'Children's Heritage Bike Ride'

**Erich Reich** was 4 years old when he was brought to Britain by the Kindertransport. Erich is now organising a unique personal sponsored bike ride for World Jewish Relief.

The Bike Ride begins on 24 June 2001 in Berlin at the Brandenburg Gate and over eight days and 500 kilometers later ends in Poland at the gates to Auschwitz. Details are available from **WJR/Rutti Goldberger, tel.0207 691 1774**.

All proceeds from this Bike Ride will go firstly towards WJR's 'Save a Child Campaign in the Ukraine' and secondly towards a monument in Liverpool Street Station where many Kinder arrived. This monument by Flor Kent will consist of a giant glass suitcase containing original objects contributed by Kinder from all over the world and a bronze life size cast of a granddaughter of one of the Kinder.

### The Kindertransport Plaque at Dovercourt/Harwich

**Hedy Reiner (nee Huth)** writes that some weeks ago she and her husband visited Harwich, not far from Dovercourt where they were taken on arrival in England so many years ago.

They knew that a plaque was erected at the time of the 50<sup>th</sup> Anniversary of the Kindertransport. The camp has since been sold to developers and the plaque was moved to the Harwich International railway station.

**Hellmut Kallman, email: hkallmann@comnet.ca**, tel: 613 829 8887, compiles and distributes an ex-internee Newsletter, once a year, to about 180 persons who were interned in Canada, some sent from the UK, 1940 - 43. No charge. He would be happy to add other ex-internees to his mailing list.

### KT/AJR Luncheon Club

This luncheon club is now in its fourth year and we have recently merged the Kinder and the AJR lunch functions. The food is fantastic and the speakers most interesting. We find it surprising that very few Kinder bother to attend these luncheons, which take place every third Wednesday in every month. Kinder, this is now our function as well! You are as much AJR as KT. We urge all the London Kinder to attend this function regularly. You will not regret it.

Two illustrious personalities very much in the public eye have agreed to talk to us on 21st March 01 and we urge you to book early as we think it will be a sell-out: David Marks & Julia Barfield, the designers and architects of the London Millennium Wheel.

## OBITUARIES

*(Our sincere condolences to all families)*

### **Preston R.(Rudi) Pollack born 10/6/27 Vienna, died 1/9/00 Greenford,UK.**

Rudi arrived in England on a Kindertransport. He spent some time in Sheffield and also a period in Israel.

Rudi's last employment was with Sir Robert MacAlpine as an industrial photographer.

In 1949 he married Martha (nee Wilpred), another 'Kind' from Nuremberg. She survives him, together with their two sons Robert and Stephen, daughter-in-law Linda, and grandchildren Leanne and Paul.

Rudi will be remembered as a kind, decent family man and a good friend

### **Peter Henry Julian Byk, born 17 Nov 1928 in Berlin, died 11 July 2000 in Bromley, Kent, UK.**

Peter arrived in England on a Kindertransport in 1938.

After various schools in UK and USA, Peter graduated from Cambridge in 1949 in PPE and went straight into the family business as Managing Director of Swan Mill Paper Company which now employ over 300 people in Kent and Wales.

His eldest son David has succeeded him as MD.

He leaves behind his wife Eva, and three sons (David, Andrew and Robert) and he will be greatly missed by his family, friends and colleagues.

### **Arthur Levis, from Cologne, died 9 Nov 2000**

Arthur arrived in England together with his sister Inge on a Kindertransport on 3 March 1939.

A dental technician, Arthur spent most of his working life in the hospital service. He was highly accomplished in orthodontics and spent nearly 25 years at Southend General Hospital, working with the renowned consultant David di Biase. Together they developed the 'Southend Clasp'.

Always youthful in spirit and in perfect health, Arthur was struck down by cancer of the brain, and he was cared for until the end by his devoted wife of 50 years and his daughter Pauline. A genuinely good man, Arthur will be remembered by all who knew him.

**MOISHE**  
**the only Jewish Chelsea Pensioner.**  
*by Harry and Kitty Fenton*

We have discovered the only Jewish Chelsea Pensioner, Alex Freedman, who likes to be called 'Moishe'.

He told us that he was born in London and was brought up almost from birth in a Jewish Orphanage. When we paid him a visit at the Royal Chelsea Hospital he shared the memories of his childhood with us and from his information it was clear that his upbringing had probably not been Jewish.

These fears became clear when he gave us a book to read entitled 'Golden Memories 1939-1989' which had been compiled by children brought up in the orphanage, to commemorate their reunion in 1989 for the 50<sup>th</sup> Anniversary of the beginning of the war. We were astonished and distressed to see that in the book were photographs of more than fifty **Kindertransport** children. The book was dedicated to the memory of the Rev. Isaac Emmanuel and Lucy Davidson, the couple who ran the orphanage and who had brought over the Kindertransport children from Prague and who were in fact missionaries. The orphanage was 'The Barbican Mission to the Jews'.

Although of course they did save the lives of these children, it was with the express purpose of converting them to Christianity.

In the book are stories of one lady belonging to a 'Good Bible Teaching Church' which she states gives her the opportunity of growing old in grace. Another details involvement with a Unitarian School in California. A man born in Vienna states how he was 'saved' under the stairs of Mount Zion and is a member of the First Baptist Church of Wilmington, USA, where he was baptised in 1984. A Czech born man now living in Cumbria, UK, has been ordained in the Anglican Church. There are many other similar stories, including their fond memories of attending church every Sunday.

We informed Mr James Taylor of the Holocaust Section of the Imperial War Museum, London, of the book in which he was very interested. I managed to arrange for a copy to be sent to him which has been displayed in the Holocaust Section of the Museum.

On our first visit to Moishe, it was obvious that he had lost all contact with his Jewish roots, but still he seems to retain a sense of Jewish identity, constantly wearing his Magen David. He also has his own glass in the bar engraved with a Magen David, and with "MOISHE" in large letters. We had the impression he might like to be involved with the Jewish community but we realised that at his age it was difficult for him to do so.

We informed the Rabbi of the Chelsea Synagogue of Moishe and he did invite him to attend services on Shabbat. Although Moishe did go on one occasion in time for Kiddush, he has not been there since, obviously finding the Jewish ritual alien to him. However, the Rabbi often visits him and once, when the Chief Rabbi was visiting the Chelsea

Synagogue, Rabbi Atkins took him to meet Moishe. The **Association of Jewish ex-Servicemen** (AJEX) visit him often and take a great interest, especially as his health has not been good and he has suffered two strokes, from which fortunately he has made quite a satisfactory recovery.

Although Moishe had no Jewish upbringing and no contact at all with Jewish people, it is a miracle that he retains any Jewish identity at all. Last Pesach when he received a few boxes of Matzos and Kosher wine as gifts, he retained an empty Matzo box and the bottle as cherished mementos. When Moishe was chosen by the AJEX to lay a wreath at the Cenotaph at the next Remembrance Day Parade, he described it as being "the proudest day of my life". It would appear that although the missionaries succeed in stealing the rightful Jewish heritage, sometimes a spark remains that cannot be extinguished.

Those to whom we have related this story have stated that there is nothing that anyone can do about it now that will make any difference, and perhaps they are right. Why then is it that we just cannot get rid of the feeling that the descendants of these **Kindertransport** children have a right to know of their true heritage! Maybe with modern technology and treatment this could be achieved. If only one of those would wish to return to their Jewish roots, it would be to the memory of those parents in Czechoslovakia who parted with their children in order to save their lives but who subsequently perished in the holocaust themselves.

We are enclosing copies of the photographs we have of the Kindertransport children which are in the book mentioned above.

*(Ed: A fascinating story, and not dissimilar to the requests we continue to receive from adults, who had been adopted, sometimes converted, at an early age, and who - upon the urging of their children and grandchildren - want to enlist our help in establishing their origins and their true identity. We do not have space to publish the two A4 pages of the photos but will gladly send photocopies to anyone interested in seeing these pictures and the identity of the Kinder.*

*When Prof. David Ceserani enquired of Nicholas Winton about his attitude towards the conversion of the Jewish children - probably against the wishes of the parents, Winton replied that he was concerned with SAVING LIVES AND NOT RELIGION. What a dichotomy of sentiments: those who saved the children deserve to be nominated 'Righteous Gentiles' but at the same time they have permitted 'Cultural Estrangement'.*

*How times have changed: when the Jews in the Vienna Judenplatz in the 14<sup>th</sup> century were offered to convert or die, they preferred suicide en masse.*

*We wonder: What would our choice be today !???)*

**Next Joint KT-AJR Luncheon Club:**

**On 21 Feb 01 . at the AJR/KT Day Centre,  
15 Cleve Rd, West Hampstead at 12 noon:**

**Price : £7.50.**

**Hurry and book your seat for 3-course lunch and  
listen to Marion Fixler on "Acupuncture".**

**tel: 020 7328 0208**

**(nearest U-Station: West Hampstead)**

# *the* Friend



Independent Quaker Journalism since 1843

18 November 2003 £1.50

## Adventure and risk

Preparing hearts & minds

## Saving Jewish children

Remembering the  
Kindertransport

## A Sense of heaven



**N**evertheless, because they (the Scriptures) are only a declaration of the fountain and not the fountain itself, therefore they are not to be esteemed the principal ground of all truth and knowledge, nor yet the ultimate primary rule of faith and manners.

Robert Barclay - Quaker Faith & Practice 1696

The Bible and Sharon

Faithful witness

Nominations

Friends & Meetings

## Contents

- 2 **Commentary**  
*Andy Stoller*
- 3 **Letters to the editor**
- 6 **Preparing hearts and minds**  
*Gill Grimshaw*
- 7 **Ecco Homo**  
*John Endersby*
- 8 **The Bible and Sharon**  
*Michael Oppenheim*
- 9 **I was a stranger**  
*Craig Barnett*
- 10 **Saving Jewish children**  
*Brenda Bailey*
- 12 **A sense of heaven**  
*Ken Veitch*
- 13 **Quaker Housing Trust**  
*Press release*  
**Fraternally yours**  
*John Pettigrew*
- 14 **Faithful witness**  
*Michael Wright*  
**Nominations**  
*Freda Bailey*
- 17 **Friends & Meetings**

**I**t was a week of contrasts. We had returned once again to our favourite part of Southern Ireland – for the first time as an extended family – with our adult ‘children’s’ partners. We introduced them to our special haunts. We walked along empty, sandy beaches in bright sunshine, got drenched as we climbed to view Brandon point.

Scrambling up a waterfall to a magnificent lake in ‘grey but dry’ weather brought memories of past visits. We shared meals in the local pub, talked, laughed and connected. It was a great pleasure to be able to share our holiday spot for the weekend.

Then our ‘young people’ returned home and the two of us remained for a further few days. All of a sudden I started ‘being’ not ‘doing’. I noticed varieties of birds and heard their songs. I really looked at the bright red fuschias which lined the hedgerows. I had time to pick the blackberries and turn them into apple and blackberry crumble! I observed the purples, tans and greens in the mountains. I watched the silver shaft of light as it fell on a flock of gulls following a fishing boat in to the tiny harbour. The spectrum of the double rainbow was vivid as it appeared outside the lounge window. We now had space to see and hear the detail in the landscape.

Over the 20 years there have been many changes. We now fly to Kerry in one-and-a-quarter hours instead of taking the ferry from Fishguard to Rosslare and spending a night *en route*. We use mobile phones instead of feeding the phone box outside the post-office-cum-shop. We spend Euros not Punts. The area when we first started going was ramshackle with dilapidated cottages lining the roads, now palatial bungalows and bed-and-breakfasts have sprung up in their stead. We used to stay in a basic farm cottage, then when circumstances changed we moved to a comfortable flat above the pub. This time we stayed in a modern and well equipped bungalow next door.

And yet what we go for is that which doesn’t change. The mountains are solid and timeless. The lakes remain deep and brooding with reflections bouncing off the scree. The waterfall gushes down the valley for ever. The waves continue to crash noisily against the rocks, the sea ebbs and flows. To us this is what is restorative and spiritually nourishing in the familiar landscape. However what made this week so special was the added dimension of sharing and showing our ‘extended family’ the importance of this place in our lives. It was the same, but very different. Certainly a week of contrasts.

Cover **Waterfall**  
See commentary  
Photo by Tony Stoller

AS

# letters



Please include your full postal address, even when sending e-mails. We will publish e-mail addresses unless asked not to. Please keep letters short. Letters are published at the editor's discretion and may be cut.

## English speaking

About 10 years ago it unexpectedly became my turn to chair one of a series of committee meetings in Brussels. Unfortunately it took place the morning after I arrived back from the antipodes, so I was not at my best.

At previous meetings I had noticed that whoever chaired the session (often a German or Dutch person) would routinely respond in whatever language the previous speaker used. I was dazzled by their versatility and decided that I was not going to come over as the typical Britisher, completely reliant on the use of English. Regrettably my German was not up to the demands of the situation, but I thought that my French ought to be.

As the day began, every time someone spoke in French I responded and called on the next speaker in French. I thought I was doing rather well when I began to notice that as the day wore on participants who had begun the day speaking in French were gradually switching to English. By the end of the day everyone in the room was using English. At least I tried!

### Roger Iredale

17 High Street, West Coker, Somerset BA22 9AP, e-mail: rogermavis@iredale.fslife.co.uk

During my life I have learnt, apart from English and Latin, five other languages, and am still comfortable in four of them. Each one has been more than a means of communication, more an opening into a new way of thinking, understanding, culture, and wonderful literature. When our children were small, we would have fallen foul of David Blunkett's ideas, for the family language was not English, even though we were living in England at that time.

More recently, when our son announced that he was marrying a Portuguese wife, I saw it as my responsibility to learn Portuguese, so that I could listen and talk to her parents, and enjoy the wedding. It has not only been useful in all kinds of ways, but has also given me an insight into a people and culture that I knew nothing about before.

### Editor

Harry Albright  
e-mail [editorial@thefriend.org](mailto:editorial@thefriend.org)  
150 Southampton Row  
London WC1B 5BQ  
T 020 7387 7549  
F 020 7387 93-82

### Assistant editor

Andy Stoller  
e-mail [andys@thefriend.org](mailto:andys@thefriend.org)

### Ad manager

George Penaluna  
PO Box 907, Keighley BD20 8YG  
T 01535 630 230  
F 01535 63-02-31  
e-mail [ads@thefriend.org](mailto:ads@thefriend.org)

### Subscriptions

Genny Franklin  
The Friend & Friends Quarterly  
PO Box 21366,  
London WC1B 5LH  
T 020 7387 8979  
e-mail [subs@thefriend.org](mailto:subs@thefriend.org)

UK 1 year **£58**

6 months **£30**

3 months **£16**

Rest of Europe **£60**

Rest of world **£68**

### Payments from abroad

Sterling cheque, bank draft or  
Visa/Mastercard

Please make cheques payable to:

### The Friend

### Secretary pro-tem to the trustees

George Bunney

Registered charity 211649

Printed by Headley Bros Ltd,  
Queens Road, Ashford, Kent TN24 8HH

### Britain Yearly Meeting

173 Euston Road,  
London NW1 2BJ  
T 020 7663 1000

Throughout most of my working life I lived and worked outside Britain, and never once had to regret not knowing Esperanto. I rejoice that other Friends have chosen to learn Esperanto, and trust that they will also rejoice that some of us have chosen other ways, which we find enriching, to get away from the dominance of English in the modern world.

**Tim Brown**

33 Windsor Road, Cambridge CB4 3JJ, e-mail: timbrown@gm.apc.org

## Not the Quaker way

At a Quaker conference recently, I overheard a conversation in which one Friend, talking about his job which allowed a number of sick leave days, said, 'of course, I just count those as extra holiday'. I was astounded that the Friend he was talking to seemed to accept and even agree with this, but I was appalled at myself that I was afraid to challenge it.

I have long been concerned at what I see as the watering down of Quaker principles, and this incident seemed to me to sum up what is happening. We are not saints, but surely the tenets of simplicity, truth, equality and peace should be at the centre of our faith. Surely we should be challenging such inherently dishonest ideas. We should be examining our own lives and recognising where we are each failing to live our faith as well as we are able.

**Jo Scott**

44 Parkmead Road, Wyke Regis, Dorset DT4 9AL, e-mail: jo@wykeregispottery.co.uk

## GM crops

Mark Hope is rightly wary of GM technology and our ignorance about it. The movement of genes between species is a wholly new technology, not simply an acceleration of selective breeding. This must raise serious ethical issues which are behind public concern and resistance to all GM techniques. However,

the debate is not only about whether GM in general is acceptable or not. If the principle of the technology is accepted, and this is broadly the situation amongst governments around the world, we need to realise that every GM product is different. The danger to ecosystems is the most serious issue and completely new, long-term testing regimes are needed, tailored to each area of the world and applied rigorously to each product. The technology is in the hands of powerful companies who are in a hurry to market their wares and they will not welcome such testing. Testing and labelling will be the areas we must concentrate on if the world fails to ban the technology. Much as I would like to see the UK as GM-free, the issue is much wider.

**Philip Thornley**

Brinstone Farm, St Leonards, Hereford HR2 8NZ, e-mail: thornley@ereal.net

## Reaching out

Two articles in *The Friend* of 31 October jumped out at me. One was Chris Gwilliam's report on the 'Reaching out' conference, the other was Vas and Lisa Shend'ge's 'Beyond demonstrations'.

Both spoke to a concern I have that Friends need to have a greater engagement with national media and centres of power. My concern springs from the weeks before the war on Iraq when the Quaker voice in public seemed to be so absent. I welcome the creation of a full-time post of BYM media relations officer but feel that what we need is an effective strategy which tackles the complex question of public communication and sets out the ways we can speak to and through the media with a more confident Quaker voice. I have worked in television for many years and have recently met with other media professionals who are also Quakers to talk about this concern. We are aware that there is a tradition of self-effacement amongst Quakers but if we are to sustain the Society of Friends we must be prepared to speak in a

professional way through national media on Quaker work, our beliefs and what we live by. Are there others out there who feel the same?

**Joyce Taylor**

Kirk House, Kingsbarns, Fife KY16 8SZ  
e-mail: joyce@taylor-richards.com

## Quakers and Jesus Christ

The Society has given us a very good answer to Maureen Cowie's question (19 September): what to say to someone who asks on what grounds do Quakers consider themselves to be a Christian church. It's called 'To Lima with love', and is subtitled: The response from the Religious Society of Friends in Great Britain to the World Council of Churches document 'Baptism, eucharist, and ministry'. It was formulated by the Yearly Meeting committee on Christian relationships, and approved by Meeting for Sufferings and by London Yearly Meeting in 1986. It is a brilliant piece of work – thoroughly Christian, Quaker, and modern. I would be happy to give it to any Christian of whatever tradition, and discuss it with them. Some of the words may not often be heard in our Meetings – but dialogue, whether Christian or not, imposes on us a need to use more definite, articulate, and mutually illuminating language than we can get away with among ourselves.

**David M Barkla**

36 Majorfield Road, Topsham, Exeter  
EX3 0ES, e-mail: barkla@waitrose.com

## Experience of depression

Susan Peak's article (24 October) is so authentic. I call it my 'big, black hole', it is always there, accompanying me through life and I know that I may fall into it at any time, so I always have to walk carefully.

Like Susan I regard myself as a horrible person whom everyone must dislike. The friends who help me most at these times are the ones who know and love me whether I am ill or not, who

accept my temporary emotional disability. At these times I waste energy trying to hide my depression, feeling people would reject me if they could see how I felt inside.

Friends need to know that depressed people always appreciate the fact that others are trying to help them. The knowledge that someone cares, even if one can't break through the black fog to interact with them, is reassuring; so is the sense that Friends see one as an intelligent being who is currently ill.

**Jean Fisher**

24 Fairfield Rd, St Leonards-on-Sea, East Sussex

## The next great adventure

I recall a cartoon picture of two caterpillars sitting on a leaf, looking up at a butterfly flying overhead. One caterpillar says to the other, 'You won't catch me going up in one of them things!' He won't, will he? But if he goes on doing all the things a caterpillar should be doing, one day he'll be one of them things.

My husband and I differ on the subject. I say if he's right and after death there's nothing that's the end of it. If I'm right, and we meet again, I promise not to say, 'I told you so!'

**Hazel Rowbottom**

35 Meadow Gardens, Beccles, Suffolk, e-mail: stuart@rowbottom.fslife.co.uk

## No suspense

I was surprised and concerned to read in the 7 November issue that Essex and Suffolk General Meeting (with some other GMs) 'wrote to suspend themselves'. We certainly did not do so. I am relieved to learn from the recording clerk that the official minutes confirm that our GM was not included in the minute recording this action of some GMs. Far from suspending ourselves, we have already planned our programme of Meetings in 2004.

**Susan Garratt, clerk, Essex and Suffolk GM**

14 Glenside, Billericay CM11 2LYI

*'In essentials  
unity, in  
non-essentials  
liberty, in all  
things charity'*

# Preparing hearts

commitment and risk

'What have I done now?' It was only after the surprise and delight of being asked to help as a trainer had worn off that I began to wonder exactly what it was that I had agreed to do.

It started innocently enough (I suspect Friends will recognise that phrase) when I met Jennie Levin at Summer Gathering and asked how **Hearts and minds prepared** was going. I had been a privileged onlooker as Jennie, the course developer at Woodbrooke, worked with many others to pilot and complete this exciting new learning package for Meetings. That day Jennie was glowing with excitement as she told me that she had just phoned the printers to authorise the final print run. At the time this seemed like a major milestone and she was very tired. As things turned out, one of the many blessings for her that day was that we had no idea at all about how quickly the package would take off and thus quite how many training sessions we would need to do in a short space of time.

So, the question I asked, as it was launched, was 'what exactly is **Hearts and minds prepared** about?' I learned from Jennie and those who had piloted the package that one of the key features is that it is not an intellectual exercise but a thoughtfully constructed, step-by-step process. The structure is carefully designed to develop trust and spiritual depth as a committed study group meets over successive weeks.

What are the demands on each study group? A group of six to ten people commits to being together for 12 sessions spread over an agreed period at a pace that suits the group.

Each session lasts between one and two hours and the package has been designed so that individual participants can do as little or as much preparation as time and inclination allows. Having no time for preparation does not exclude anyone from this activity.

We are all used to courses that are 'led', the 'leaders' being relatively more 'authoritative'. This sense of 'authority' may be enhanced if it is one of the more experienced members of Meeting who

leads. Indeed, this is the model of many of the courses offered within Britain Yearly Meeting.

This sense of separation or 'authoritativeness' can be a barrier to the development of a community. Community building works best if all members of the group meet and are empowered as equals. This isn't to say that some members won't be more experienced than others; some will be more knowledgeable and some may be very new to Meeting and very nervous. The key element in community building is recognising that each participant has strengths (and weaknesses) and areas of doubt and uncertainty.

However, any study group needs support in keeping to the objectives of individual sessions and in timekeeping. So in **Hearts and minds prepared**, the concept of 'course leader' has been replaced with the more accommodating one of 'facilitator'.

Thus, training facilitators was an integral part of the concept from the start. And this is where I join the story. 'Would you consider being a facilitator trainer?' Jennie said, neither of us quite realising how quickly the package would sell and how rapidly the demand for facilitator training would rise.

To the delight of everyone, more than 250 people have already volunteered to facilitate **Hearts and minds prepared** for their PM and the facilitator trainers have been kept busy as we tour the country running training days. Each day has been different as we have bedded down as a team.

But many things have been in common wherever we have worked. Meeting such interesting Friends is a real joy, but most notable is that few participants claim to have experience of facilitation at the start. As the day develops, and we practice and experience some of the methods used in the package, volunteers begin to recognise that facilitation is a skill they didn't know they had. But, let's face it, anyone who has



# and minds

Gill Grimshaw

experienced being part of a family leaving the house in time for the bus, with sandwiches, clean hanky, sports gear and homework, has already developed advanced facilitation skills.

It is a pleasure to see more confident facilitators leave at the end of the day thinking about how the package works and ways to introduce it to their groups. For a very new Quaker it has been an exceptional insight for me into the wealth of differences of characters of PMs. It is equally reassuring to see that facilitators confirm, by their ready adaptation to the methods used from within the package for the training day, that **Hearts and minds prepared** will be suitable for their own particular circumstances.

**Hearts and minds prepared** is, for me, one of the most remarkable educational packages I have ever experienced. Despite the fact that very knowledgeable and experienced people

have captured a lifetime's learning into a single package, the content still contains more than that. This package has the potential for spiritual depth that can only have come by being in the Light. Friends who have participated in the piloting, with both positive and negative experiences, have reported this sense.

Who knows what will develop within BYM as a result of this package. At a time when we are exploring the basis of our faith and our vision this package has about it a sense of adventure, and risk.

As we all continue to explore how we prepare hearts and minds for the future of our Society I have a strong sense of this being one of the important tools by which we can develop 'a rich and well tilled soil from which every type of ministry can spring forth with a robust growth'.

## *Ecco Homo*

*Into his hands he took some bread  
Two fish and lo! Five thousand fed  
'Learning to share', at last began  
Behold the 'teaching' Jesus man.*

*His words worked in one like a yeast  
The simple meal became a feast  
From jugs of water, fine wine ran  
See now the, 'changing-all-things' man.*

*He loved the poor and cured the lame  
And rescued women on the game  
Mosaic vengeance he did ban  
This 'peaceful-revolution' man.*

*He rode a mule – a city stirred  
and rushed to meet him with that word –  
'Hosanna' – loud the voices sang  
Praise for the 'Allelujah' man.*

*Must debts be paid – the price is high  
A cross is forged – a man must die  
What part is this of what strange plan?  
Alas, the 'crucifixion' man.*

John Endersby

# The Bible and Sharon

## Israeli 'settlers' are following the 'word of God'

Brynmor Roberts, in a recent letter to *The Friend*, has pointed out the arrogant immorality of the policy currently pursued by the Israeli government at the expense of the Palestinians. *The Friend*, I feel, is not a proper medium for discussing the Middle East problem as a political issue. Unfortunately, the problem is very largely a religious one.

It is perhaps not generally recognised that the zeal with which the so-called settlers occupy Palestinian territory is derived from their deep belief in the *Old Testament*, wherein it is written many times that God promised what we call Palestine to the Jews. The settlers accordingly believe that not only may they settle on Palestinian land, but in claiming that land they are performing a religious 'mitzvah', a duty.

I shall set out below my own reasons for no longer accepting the *Old Testament* as a document which can be attributed to God. But Friends who will disagree with me, continuing to see the *Old Testament* either directly or indirectly as divinely inspired, should not be critical of the policies of Sharon.

The first book of *Samuel*, chapter 28, describes one of the most dramatic happenings to be found anywhere. King Saul visits the witch of Endor to ascertain the likely outcome of the impending battle with the Philistines. The dead prophet Samuel is called up in a séance, a little grumpy at being disturbed from his repose. Samuel informs Saul that the prospects are bad: not only will Israel be defeated, but both Saul and his sons are destined to join him, Samuel, as dead persons. And so it came to pass; the kingdom passed to David.

The reason for the demise of Saul is explained by Samuel as follows: God remained angry with Saul because Saul had not completely fulfilled an earlier command utterly to destroy the people of Amalek. That episode is described in chapter 15 of the same book. Whereas all the Amalek people were slain, Agag their king was spared

along with the cattle.

Why were the Amalekites sought out for such treatment in the first place? The reason lies in a yet earlier incident reported in *Exodus* chapter 17. A fierce battle was waged with the Amalekites without their total subjugation. However 'the Lord said unto Moses... I will utterly put out the remembrance of Amalek from under heaven.' It was left to Saul to effect the Amalekites' eventual destruction, in accordance with God's recorded wish; but that action was deemed to have been incomplete.

The book of *Joshua* has already set the scene. The Children of Israel have been liberated from slavery, then prepared for return to their homeland by a 40 years sojourn in the desert. The land of Israel has of course already been promised to Abraham and his seed for ever – albeit only Abraham has heard the voice. *Joshua* 1:4 defines liberal boundaries for the territory.

But this country is already occupied by Canaanites, Hittites, Hivites, Perizzites, Gergashites, Amorites and Jebusites. Ethnic cleansing of a very thorough nature ensues, summarised in *Joshua* 40. 'So Joshua smote all the country of the hills, and of the south, and of the vale, and of the springs, and all their kings; he left none remaining but utterly destroyed all that breathe as the Lord God of Israel commanded.'

*Deuteronomy* chapter 20, verses 16 and 17 have already decreed that thus should it be.

The actions such as those described are apparently required by God Himself. Such a belief violates my conscience. I feel compelled to speak out against such barbarity; and with equal conviction whether it refers to ancient happenings, or to those taking place in Palestine today.

Unfortunately it is an attitude similar to that of Joshua which influences some of the settlers in Israel in their current relations with the Palestinians. But they are acting with the clear support of the Bible. I personally elect to base

## Michael Oppenheim, an attender at Lancaster MM

my principles upon conscience rather than religious teaching; which is why I no longer call myself a follower of Judaism which is based on the *Old Testament*.

Of course no mass murder of the Palestinians has been committed by the Israeli government. The

more extreme talk is limited to options such as 'transfer' of the Palestinians.

But one may not simultaneously condemn the apparent Israeli urge to colonise the whole of the former British Mandate whilst simultaneously upholding the divinity of the *Old Testament*.

## *I was a stranger...*

Craig Barnett, Hardshaw West MM

'I am Zandile Ndlovu, and I'm a child of God.' A Zimbabwean asylum-seeker wrote this message in our visitors book after staying overnight with us recently. It is an extraordinary statement of faith, because she has certainly not been treated like a child of God. Since her arrival in Britain, she has been held in a detention centre, then been homeless and destitute, despite being heavily pregnant. After travelling to London to claim asylum, she was told to go to Liverpool to apply for accommodation. When she called us she had just been turned away by the Home Office, with nowhere to sleep that night and no idea where to go next.

I live in a small Christian community, Woolman House, inspired by the life and writings of John Woolman. We are one single person and a married couple, plus a small baby and one very lively (and sleepless) toddler. We live together in a large house in inner-city Liverpool, and offer hospitality to asylum-seekers who are destitute or in need of short-term accommodation. We also support a group of volunteers who visit asylum-seekers in Liverpool prison.

Reading Zandile's message was a powerful reminder of why we invite asylum-seekers into our home. The refugees who stay with us bring us a word of prophecy. By the simple acts of sharing our meals and playing with our children, they remind us that they too are children of God and our own brothers and sisters. They 'answer that of God in us.' They awaken us to the Spirit of Christ, at work in them and in us to overcome the violent divisions that we have imposed on the human family.

It had puzzled me that Christ could be so identified with the poor and outcast. But I have recognised

Christ in the strangers we have welcomed. It is not because they are perfect, but because each person, with their own hopes and anxieties, is just like us. The huge barriers of wealth, status, and religion that separate us crumble away, and the deep unity of the family of God is revealed. Through this Christ is speaking to us, to challenge our own comfort with a social system that needs to brutalise and humiliate our brothers and sisters in order to protect our own standard of living.

John Woolman struggled in his own time and place with the 'spirit of oppression' that made some human beings into slaves for the wealth and comfort of others. I think he would recognise the same spirit at work today in our treatment of asylum-seekers. They are our own society's 'non-persons' – victims of violence and abuse, imprisoned without trial, or made destitute without the right to work. We have been inspired by Woolman's call to personal responsibility for confronting this spirit of oppression through our life in community. He has challenged us to examine our own lifestyles and possessions and discover how they nurture the seeds of violence, inequality, and division. We have tried to respond by simplifying our own lives, reducing our hours of paid work, and making space in our home for the exile and stranger. And very often, like the disciples at Emmaus, as we sit down to share a meal with a stranger our eyes are opened and we recognise Christ in the breaking of bread.

*If you would like to know more about the work of Woolman House, write to: Woolman House, 11 Beech Street, Liverpool L7 0EU for a free newsletter, or e-mail: woolmanhouse@merseymail.com*

# Saving Jewish children

Kindertransport memorial unveiled at Liverpool

It is an unusual monument, part statue and part exhibit, set in a first floor station courtyard to mark the free entry to Britain given to 10,000 Jewish children following the Kristalinacht pogrom on 8 November 1938, in Nazi Germany. They arrived over several months, aged between two and 16, landing at the sooty and gloomy station after a generally rough channel crossing. They had parted at a few days notice from their anxious parents, who waved goodbye to them from the railway platforms of Berlin, Prague, Vienna and elsewhere. Jewish communities, many Quaker Meetings and others sent representatives to meet the trains, to offer homes for a certain number of children. The children who did not speak English were anxious and bewildered, and stood quietly until they each were chosen.

At the unveiling of the monument on 16 September I represented the Society of Friends among 300 Jewish people many of whom had themselves been the 'kinder', or child refugees, who arrived with their little suitcases of precious belongings. The kinder were now my age, somewhere between 75 and 85 years old. There were also of course members of World Jewish Relief, who still continue to help Jewish communities in need, and other welfare organisations. We were seated around the veiled monument to hear rabbi Jonathan Sachs, who asked us to celebrate the largely successful integration of this group of refugees. The Home secretary David Blunkett spoke of the contribution the Jewish community makes to public life. He reminded us that many needy child refugees are still arriving on their own to this country, from areas where there is strife and conflict. Bertha Leverton, herself once a refugee, led us to think about the desperation and turmoil of the parents of the kinder who were unable to get entry permits for themselves, but chose to ensure



their children's survival by sending them to Britain on their own.

The statue was unveiled by Nicholas Winton, a businessman who had been in Czechoslovakia in 1938, and had on his own organised the rescue of 669 children.

The monument was named 'Für das kind' (for the child). It was conceived and created by Flor Kent and commissioned by World Jewish Relief. It is a life sized statue of a seven-year-old girl cast in bronze, set on a stone plinth, beside a giant glass suitcase topped with a large handle. Inside the amazing suitcase are various shelves, on which are displayed the actual items brought by the kinder; family photos; dolls, ice skates, clothes and a rather scary book of *Struwelpeter*.

ren

Street station



memorial

I returned at the weekend to take some photos. People were using the portland stone base of the suitcase as seating, having no idea what these artefacts in the glass box represented.

Placing the memorial in Liverpool Street station was a brilliant idea, but leaving it without any nearby explanation in a courtyard being shared with a fast food outlet was a grave mistake, which is now being reconsidered by World Jewish Relief.

I also wondered how these precious objects would survive in all weather. However, the case has been filled with argon gas, which is expected to preserve them. The experiment may benefit the preservation of textiles in museums generally.

## Brenda Bailey, Hampstead MM

I was interested to write about this occasion for *The Friend* because some will remember taking in and nurturing these kinder, who became members of their family. Quite a number, as adults, joined the Society of Friends. Friends boarding schools provided 100 free places for the kinder. However Friends also made a significant contribution to the political work underlying the parliamentary decision to allow 10,000 children to enter the UK without guarantors.

Kristalinacht hurt and humiliated the Jews and destroyed their means of earning a living. Windows of all synagogues, of the Jewish shops and private property were smashed. This created immense fear and panic amongst the Jews. It prompted Wilfrid Israel, a businessman, to ask the help of Bertha Bracey who was then working for Quakers and the Inter-church Refugee Council to send an observer mission. Some Jews were committing suicide as whole families.

Since it was not possible to send British Jews as observers, Bertha sent an observer mission of five experienced Friends including Ben Green, who already had experience of visiting Jews in concentration camps. Wilfrid Israel introduced them to Jewish leaders in different cities to hear first-hand reports. They returned to London and went to report to the Home secretary, asking that special urgent measures be taken at least to rescue Jewish children. Parliament was sitting that night and authorised emergency permits for 10,000 children to be admitted immediately.

I have recently met one of the kinder who came on the first Kindertransport from Vienna. The group consisted of 600 children, 500 of whom were taken into Quaker families. He became a successful chemist in Milwaukee, and now in gratitude contributes substantially to Quaker work for children in Uganda.

# A Sense of heaven

Ken Veitch, Cheshire MM

What is Heaven? Where is it? How do we get there?

I agree with my uncle Al, who lived an adventurous happy life and died at 87 on a train on his way back from a family wedding. He was a wise man and a great friend. He told us 'we should always know when we are in Paradise'. He probably said this beside the sea on one of our Isle of Arran holidays, or while playing a favourite tune on his piano with the scent of wallflowers drifting in from his garden.

In *Matthew* 13, 40-43, Jesus asserts that 'the Son of Man will send his angels; they will collect all evildoers and throw them into the furnace of fire ... and the righteous will shine like the sun in the kingdom of their Father'.

This statement is a stumbling block for me. I cannot reconcile it with a God who is forgiving and all-embracing, or with a view of heaven as a place in the sky reserved exclusively for the 'good' at sometime in the future. I think uncle Al was right in equating heaven with our enjoyment and sharing of special moments in the present.

During one of our family caretaking holidays at Mosedale Meeting house I read *God of surprises* by the Jesuit writer Gerard Hughes (Darton Longinan and Todd, 1985). The late Gerald Priestland described this book not only as 'lovely, wise, and full of deep humanity', but also as 'a book to be used by stumblers and agnostics who hardly dare believe that God is within them'. I feel sure I am just one of many Friends who have been greatly helped by this book.

Gerard Hughes suggests, reassuringly, that God's key question at the end of our earthly lives might be 'Did you enjoy my creation?' I am certain that God wills us all to do this, each in our different way, and to help others to do likewise (thus proscribing violence, over-consumption and pollution).

Gerard invites us to disengage our feelings from the domination of preconception and

personal interest, and so become free to experience the world as it is in itself and to behold its inherent magnificence. We have been searching for the burning bush, the bellowing voice from heaven. Instead, we should look at ordinary events for evidence of the miraculous.

Perception of the miraculous requires no faith or assumptions. It is simply a matter of paying full and close attention to the givens of life; the true wonder of the world is available anywhere.

I can recall many moments – mostly unexpected – that have such an intensity of awe and wonder that they were 'just like being in heaven'. To give just a few examples...

- ✦ contemplating the stained glass windows of Notre Dame cathedral in Paris;
- ✦ listening to Chopin on the car radio while driving on a silvery evening of full moon on an old tree-lined road in Staffordshire;
- ✦ eating Rocky bars and drinking cold Ribena with my feet in a running beck after a day's walking on the fells;
- ✦ watching this year's mens tennis final at Wimbledon.

R S Thomas wrote, 'In everyday life it is in the plain facts and natural happenings that conceal God and reveal him to us little by little under the mind's tooling.' Today I took my digital camera to photograph the autumn colours in Reaseheath college campus near Nantwich. I am amazed how this instrument, which fits easily into my pocket, can record the glorious colours and textures of the trees and leaves so perfectly – 64 images in a card just an inch and a half square. The pictures off my computer are exactly as my eye saw them; so satisfying.

Now, here I am in my garden writing this, enjoying the sun, the birdsong and the gentle rattle of the leaves in the breeze, and feeling a sense of heaven.

# Quaker Housing Trust

## A new image

Leading housing charity, the Quaker Housing Trust (QHT) has launched a brand new website and corporate identity, designed to bring the trust's work to a wider audience.

The website, [www.qht.org.uk](http://www.qht.org.uk), provides up-to-date information for organisations involved in developing, supporting and funding social housing. Importantly, it also gives access to advice and support for local Quaker-linked housing projects. The site contains information



about how and who QHT can help, useful publications, including a downloadable newsletter, and helpful links.

QHT also plans to use the website to promote its financing model that has achieved far-reaching success. To date the trust's funding programme of £2.5m has attracted £21.5m in support for housing projects from mainstream funders.

The trust was also the first charity to set up a partnership account with Triodos bank, an ethical bank that uses money only to support positive change. Money saved in the Quaker Housing Social Housing Account (QSHA) targets depositors' savings directly and is only used to finance housing projects. The account is so successful that QSHA has raised funds of well over £6 million.

Partnership with Triodos bank makes funds available not only for social housing but also for the development of services that facilitate better access to social housing and high-quality homes.

## Fraternally yours

**John Pettigrew**

Joining our local vicars at our 'Fraternal' as the Friends' representative is always an enriching experience. There are administrative matters to attend to first. There were meetings to arrange, reports to review and give. There may be the technicalities of Church Order to be considered again. Is there a role for a 'bishop' in every domination? Maybe there should now be, not only rural deans but urban deans as well. The place of our Quaker clerks in Church Order as servant of the Meeting is understood and I learned that the term 'minister' has the same etymological origin as the word 'to diminish'. The minister is also the servant to his congregation. When Friends 'minister' they do so as faithful humbled members of their Meeting at worship.

We hear of the activities of fellow clergy – one has been to Rwanda offering counsel to those traumatised by experiences of ethnic cleansing and another is in contact with Orthodox church congregations in Russia.

We trace our own spiritual histories, mostly surprisingly, from mining community backgrounds and their transitions from 'pit' to 'pulpit'. The Christian churches it seems can take considerable credit for the movements to liberate our workers from industrial repression and slavery. Looking further back, the churches contributed to the abolition of worldwide slavery. The next major struggle however will be to liberate all from global pollution, global warming, global attachment to nuclear weapons for defence and global terrorism.

Brothers and sisters, together we have a long uphill struggle towards our goals.



# news

## Faithful witnesses

### Michael Wright

Friends from Durham explored different approaches to Quakerism across the world in preparation for Friends World Committee for Consultation

Understanding the breadth of Quakers world-wide taxed Friends at Durham General Meeting as we sought to understand and respond to some very different approaches to living Quakerly with the material prepared for FWCC in Aotearoa/New Zealand in January.

Michael Booth from FWCC office in London set us off on our journey of exploration, with both humour and challenge. Some of us were surprised to realise that only 18 per cent of Quakers worship in the non-programmed Meeting way that we do. He invited us to articulate the spiritual basis of our faith, however we express it.

In small groups, we grappled with our understanding of other people's modes of thought, as we realised that similar concepts can be expressed in very different words. Outreach is important for all Friends, but we interpret it in different ways, and use different words to express it. What became important was the need to unpack with each other across cultural divides what each may mean by words like *extension*, *sharing our experience* and *evangelism*. We all recognised we have a great treasure in our Quaker understanding and experience, and other people can only be helped to realise that if we find ways of sharing it.

We were reminded in the final session of the importance of 'Advices & Queries' number 17 about listening to others whose experience of God is expressed in unfamiliar ways or may be difficult to discern. Michael Booth was invited to share with us something of his

experience at the World Gathering of Young Friends in 1985 where the difficulties of different and divergent views were experienced and yet there was joy in engagement, and a deep unity was encountered in the end.

We were refreshed by these encounters with many ways of expressing Quaker outreach different to our own, and encouraged to both listen and share.

## Nominations

### Freda Bailey

The future of service to our Society – sharing our experience and our vision

Meeting for Sufferings nominations work can attract a bad press because of its contradictory nature. The need for confidentiality jars with the requirement for openness and transparency. The introduction of yellow forms sparked off a discernment versus data issue.

The important thing is to do the work rightly. To that end MfS nominations committee holds a biennial conference to review our way of working.

This year we widened our remit, inviting representation from almost all nominating bodies in Yearly Meeting. Ninety of us met at The Mount school, York. Our aim was to recognise and uphold the spiritual basis of all nominations work, to consider our current state, to try to glimpse the future and to share experience and learning with one another.

Paul Bowers Isaacsson (clerk of MfS nominations committee) introduced the event, and read a message from John Punshon, who was prevented. John flagged up

*Continued on page 16*



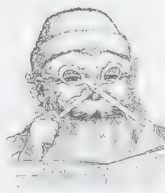
## THE OBSERVER

£1.40 a week  
For your mind

## The Friend

£1.14 a week  
by subscription  
For your heart and soul

### Send your Christmas Greetings through The Friend



We will be printing readers' Christmas Greetings in our issue dated 12 December. Using **The Friend** to send your love and best wishes has always been simple, economical and Friendly. The cost is £13.50 for up to 40 words (including your address if you want it printed). Extra words 44p each. We will also send a complimentary copy of the 12 December issue containing your greeting to a friend of your choice.

Simply send your greeting, the name & address for any complimentary copy and a cheque payable to **The Friend** to:

George Penaluna,  
**The Friend**, PO Box 907,  
Keighley BD20 8YG.  
Tel. 01535 630230.  
Deadline: 5 December.



## Amnesty Send a message of hope this Christmas

### Amnesty International's Greetings Card Campaign

*"Just to know that the outside world had not forgotten me and was continuing to work for my release was an immense source of encouragement during those dark days..."* Buddhist monk, Thich Quang Do.

Will you and your meeting help give hope to other Amnesty prisoners?

Please call **020 7814 6244**, email [greetings@amnesty.org.uk](mailto:greetings@amnesty.org.uk) or write:  
Greetings Card Campaign, Amnesty International UK  
99-119 Rosebery Avenue, London EC1R 4RE



**T**HE CAMPHILL VILLAGE TRUST comprises eleven 'communities within the community' in rural and urban settings throughout Britain. Here people with learning disabilities and special needs live within an extended family environment, in which they have their own individual place and where they can each learn to make their own unique contribution.

This contribution takes the form of meaningful work, both within the community itself and also – and very importantly for some – in the wider world outside. For instance, it includes not only growing vegetables but distributing them to households in the town as well. It includes cheese-making and baking – and serving in the local café too.

Camphill Village Communities are not only active in horticulture and food processing, but also in woodwork and weaving. There are craft workshops in many communities, including a craft centre in the Forest of Dean, where visitors are numerous – and welcome. All the communities have meeting places where social interaction is a spontaneous part of life. As well as a social and working life, great importance is placed on music and drama, a cultural life that includes celebrating the great Christian Festivals.

The emphasis with Camphill Village Trust is on helping people who have learning difficulties, first to fulfil their own potential and find their niche, and then to go out and make their own contribution in the wider world.

This is a practical and positive act of faith. Please help us – in any way you can!



The Community within the community  
**the Camphill Village Trust**

**Camphill – offering a full community life to people with special needs**

Come and visit us on our Website –  
[www.camphillvillagetrust.org.uk](http://www.camphillvillagetrust.org.uk)

Further information from The Secretary  
The Camphill Village Trust Limited, 29 Middlecave Road, Malton, N.Yorks YO17 7NE  
Tel. 01653 693373. E-mail: [cvtsec@camphill.org.uk](mailto:cvtsec@camphill.org.uk) Reg. Charity 232402



# news

the distinction between political and spirit led models of running big organisations, asking 'How might Trotskyites take over BYM?' and answering 'By packing their supporters into MfS nominations committee thus ensuring the loading of central committees with those who would follow the party line.' John pointed out the need for clarity, integrity and discernment not only to protect us from abuse but also to enable Friends to participate in one of the most important spiritual disciplines in Quakerism.

Then Roy Stephenson, former MfS nominations clerk, outlined **How things are now**, taking us through the recent history of changes in the MfS nominations process.

Quoting Micah, Roy reminded us that nominations work requires us to walk humbly in the spirit, acting with justice – for which the nominators need full command of the relevant facts and also with mercy, having care for these Friends who we seek to nominate.

The introduction of yellow forms, designed for fact collection, initially proved to be hot potatoes, perceived by many Friends as artificial aids that could downplay the role of discernment. The alternative perception is that, in order to have hearts and minds prepared, accurate data is needed for insightful discernment. Nominations committees need both.

Roy is one of next year's Rowntree Fellows. His theme is the **Practice of nominations in BYM** and he is offering workshops to Meetings. He is also liaising with Woodbrooke about the possibility of training for nominations work.

Gavin Burnell gave a preview, relevant to nominations issues, of the forthcoming summary of Meetings' responses to the RECAST consultation exercise, due in November. These responses had been wide-ranging so RECAST does not yet have many

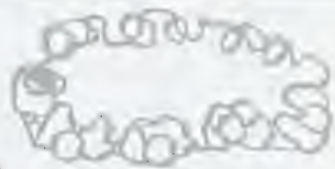
answers. Regarding the proposal of appointing Friends for central service via one pool, there was difficulty in understanding how it will work. This creates a perception of it as a closed, nontransparent system. RECAST has identified a critical overload at Monthly Meeting level and thought was given to the idea of Meetings thinking together, developing mutual accountability and reciprocity.

After lunch Vera Dolton replacing John Punshon at very short notice spoke to us. Her talk was for many, inspirational also wide ranging, developing and enlarging the themes of John's message. Drawing on the Bible and *Quaker faith & practice* she gave examples of how prophets had been nominated and reminded us of our need to have in common a desire to be a spiritual whole. 'What canst thou say?' Vera had quoted. Quite a lot! In two group sessions we had an opportunity to do that. During the morning in groups, we met to consider how this related to our own experience, what were the problems and successes, and how do our nominations methods reflect our spiritual basis? A later, longer session allowed Friends to reflect on these things in depth.

Dropping in on some groups during the morning much experience was being shared. In general, problems vastly outweighed successes, the main problems being: Not enough Friends available for service compared with the number of posts that need filling. Many subsidiary problems arising from this. The actuality of service differing from what was expected.

In the afternoon session Friends were generating ideas for alleviating problems. Closing worship followed, then tea and it was all over. The day had been helpful and encouraging to many. The opportunity to share experience and to have that experience authenticated was appreciated.

# Friends Meetings



## DEATHS

**Deborah MARRISON** 21 October, peacefully at home in Toronto, Canada, after a long illness. Daughter of the late Ted and Cecily Parrott of Taunton Meeting. Much loved wife, mother, grandmother and sister. Aged 60.

## Winifred Barbara RODENHUIS

23 October, peacefully at a nursing home. Much loved member of the Headley family. Member of Ashford Meeting (Kent). Aged 88.

**Angela SANDERS** 27 October, in Bricklehampton Hall, Pershore. Wife of Douglas. Member of Harpenden Meeting. Aged 95. Memorial Meeting 6 December, 11.30am at Harpenden FMH.

**Bethanie Joy SHEA** 23 October. Post strike frustrated prior notification of crowded, worshipful, joyful sharing celebration of her life in her spiritual home Stevenage FMH, 9 November. Aged 81. Donations being shared BYM and Woodcraft Folk.

## CHANGE OF CLERK

**Penrith PM** from 1 January: Charles Amos, Kirkbank House, Shap, Penrith CA10 3LD. Tel: 01931 716244, e-mail: charles@amosshap.demon.co.uk

## MEETING ALTERATION

**Dunblane PM** Meeting for worship to revert to original start time of 10.30am from 16 November.

## CHANGE OF ADDRESS

**Rosalie HUZARD** from Petts Wood to: 73 Hutcliffe Wood Road, Sheffield S8 0EZ.

## EVENTS

**George Bush in London.** Candle-lit peace vigil, bring candle. **18 November, 6-6.30pm outside Friends House.** Stop the war rally inside 7pm. **Silent peace vigil** joined by Pax Christi and others. **20 November, 12.30 to 1.30pm outside National Gallery, Trafalgar Square**

**QPSW** Quaker observer Angela O'Donoghue **28 November, 7.30 for 8pm at Amersham Bucks FMH.** Details: Sheila Hodgkins 01494 725207 also **29 November, 10.30am to 12noon, Croydon FMH.** Details: Pat Roberts 020 8668 3537

**Wandsworth FMH** Autumn Fair home produce, crafts, plants, gifts, Traidcraft, clothes, toys, books galore. Teas and special features for children. **15 November, 3pm**

**Welwyn Garden City** 'Spirituality as a practical resource in peacemaking and healing', with John McConnell. **30 November, 8pm, coffee 7.30pm**

**Winchmore Hill** Workshop 'Money and spirit' with Jean McCarthy. **29 November, 10.30am to 4.30pm, £10, (£8 concessions).** Details: Marjatta Bryan 020 8363 4487

## Correction

Elsie Mitchell died **21 October** (31 October, p17).

Sue Thompson e-mail: [sue.thompson@blueyonder.co.uk](mailto:sue.thompson@blueyonder.co.uk) (letters Peace directory, 7 November).

## Notices

Births, marriages, deaths, Memorial Meetings, engagements, anniversaries, changes of address, alterations of meeting, changes of clerk, etc should be prepaid at a flat rate of **£13.50** including VAT.

**Maximum 35 words** per paid entry.

Entries are at the editor's discretion. Please include a daytime telephone number when sending your entry. You can pay by cheque made payable to **The Friend** or with a credit card number and expiry date.

## Events

for Quaker and related events are inserted free when space allows

Send to  
Andy Stoller at  
**The Friend**  
**3rd floor**  
**150 Southampton Row**  
**London WC1B 5BQ**  
**T 020 7387 7549**  
**F 020 7387 93-82**  
or e-mail  
[andys@thefriend.org](mailto:andys@thefriend.org)

Our deadline is  
**2pm Monday**



# classified

## where to stay

HOTELS, GUESTHOUSES, B+BS

**KENDAL, CUMBRIA.** Vegetarian guest-house. En-suite. Non smoking. Children and dogs welcome. 01539 733011. www.lakelandnatural.co.uk

## SELF-CATERING HOLIDAYS

**LONDON.** Self-catering flat, sleeps two. Minimum three nights. Details phone 07741 089529. www.BowStudio.co.uk

**NIDDERDALE, YORKS.** Cosy cottage. Sleeps 2/3. Fully equipped. No pets. Tel. 01543 481446.

**OSMOTHERLEY FMH.** Beautiful North York Moors village. Accommodates groups of 25. Families/groups up to 5 at reduced cost. Comfortable beds, hot showers, CH/open fire. Well-equipped kitchen. Good food nearby. Tel 01609 882113 email: marjoriemartyn.gaudie@tesco.net

**SUFFOLK COAST, WALBERSWICK.** Creek Cottage annexe sleeps 2-3. Oct - April £90 per week or £25 per night. May - September £135 per week. Barbara Priestman 01502 723914.

**"THE VESTRY", NEWPORT, PEMBES.** Detached, charming seaside cottage, close to beach. Sleeps 6+. Quiet location. 01484 689196.

**WESTRAY, ORKNEY.** Small, green, peaceful island haven for 2+2. Kilnman's Cottage with otters 'on the doorstep' and next to mills, village and bay. 01857 677447. www.millwestray.com

## OVERSEAS HOLIDAYS

**PAINTING UMBRIA, 14-21 SEPTEMBER '04** Benedictine Community, MfW, meditation. Art tutor. 5 places. Peter Varney: 01603 462237, pv@onetel.net.uk

**SMALL GÎTES, SLEEPING 2/4** in Fauerges; wine village between mountains and sea in Hérault, South France. Two fully equipped 1st floor flats with full central heating and shared laundry room. Available all year from £200/300 per week. Phone 00 33 4 6795 1814 or email holland@free.fr

## New baby in the family?

Let Friends know with an announcement in The Friend! Just £13.50. See page 17 for details.

## for sale/to let

**SIBFORD FERRIS, OXFORDSHIRE.** Period 5 bedroomed stone house. Close to Friends school in this beautiful village. 3 receptions, 2 bathrooms, kitchen and utility. South-facing walled garden. Far reaching views. Oxford 40 minutes. London 1 hour from Banbury. Offers around £345,000. 01295 780409.

## personal

**BACHELOR, 66, NS,** many interests, seeks unattached, retired, slim gentleman 65+ for friendship. Cambs/East Anglia. Replies please Ad Box 793 c/o The Friend Ad Dept.

**LIVELY, WARM, HAPPY** and outgoing 60 year old lady would like a male penfriend. Someone to maybe exchange visits with and put into each others lives some of the caring and sharing that's missing. Replies please Ad Box 794 c/o The Friend Ad Dept.

Please remember to mention  
The Friend whenever you reply to  
an advertisement.

## courses/events

### DIALOGUE WITH DECISION-MAKERS

An all-day workshop for Friends and others

YORK

**SATURDAY 22 NOVEMBER**

Facilitation by Janet Bloomfield,  
Oxford Research Group  
Organised by Northern Friends  
Peace Board

For further details  
CONTACT NFPB ON 01204 382330  
NFPB@GN.APC.ORG

**QUAKER QUEST.** Visiting London? Come and discover contemporary Quakerism: outreach in action. 6.30-9pm every Monday at Friends House, London. Details 020 7251 0376 or www.quakerquest.org

## christmas gifts

### BUY GREEN BY MAIL THIS CHRISTMAS

Great choice of books, toys and gifts  
all with an environmental theme.

See our website at [www.cat.org.uk](http://www.cat.org.uk)  
or call 01654 705959

## CLASSIFIED ADVERTISEMENT ORDER FORM

Please **DO NOT** use for births, marriages, deaths, etc., for which see page 17  
Classified advertisements must be **prepaid** and a minimum of **12 words** long

Send to **Advertisement Manager, The Friend, PO Box 907, Keighley BD20 8YG** Tel **01535 630 230** Fax **01535 63-02-31**

Please enter my advertisement in The Friend \_\_\_\_\_ times, under  
the \_\_\_\_\_ heading, starting with issue dated \_\_\_\_\_

I want it to appear: weekly  fortnightly  monthly  on specified  
dates attached

I require a box number: Yes  No  Box number £1.75 extra per entry.

**I enclose £.....** Please make cheques payable to **The Friend**

Please use **BLOCK CAPITALS**.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Postcode \_\_\_\_\_

Rates per entry: standard linage **44p/word**; semi-display format **67p/word**. VAT  
included in rates. Series discount: 5-9 insertions 5%, 10 or more 10%.

**Box number £1.75 per entry.**

## miscellaneous

**CELEBRATE THE LANDMARKS** of love, loss and light. Laura Conyngham of Alternative Ceremonies is based in Devon. Leaflets 01363 773000. [www.alternativeceremonies.co.uk](http://www.alternativeceremonies.co.uk)

**GET ALTON MEETING'S PRIZE** Christmas Quiz. Send £1 (towards building appeal) and large SAE to: Alton FMH, 39 Church Street, Alton GU34 2DA.

### GREEN BUILDING STORE

For safe, sustainable homes

Windows, doors, conservatories, paints, guttering, insulation, garden products and much more. Mail order. On-line

Telephone 01484 854898  
[www.greenbuildingstore.co.uk](http://www.greenbuildingstore.co.uk)

### QUAKER LESBIAN & GAY FELLOWSHIP

A welcoming, supportive national network with local groups for Friends of all sexualities/identities. Ruth (F), 46, The Avenue, Starbeck, Harrogate HG1 4QD. E-mail: [qlgfcontact@btclick.com](mailto:qlgfcontact@btclick.com)

**SIMPLE COFFINS. STURDY COMPAKTA** fibreboard coffins in white or woodgrain finish. Totally sympathetic to the environment. Suitable for woodland burial or cremation. Available from your funeral director or Environ, the environmental charity. Tel/fax 0116 233 3566.

**SIMPLE WAY** - still the most comfortable shoes - guaranteed. New styles and colours available Ready to Wear or make your own from our famous kits. Odd sizes and single shoes available. Send for latest free catalogue: SimpleWay, 9b Marquis Court, Low Prudhoe, Northumberland NE42 9PJ. Tel. 01661 830318. Email: [sales@simpleway.co.uk](mailto:sales@simpleway.co.uk) [www.simpleway.co.uk](http://www.simpleway.co.uk)

### SMALL BUSINESS OR SOLE TRADER? FRIENDLY ACCOUNTANT

Proven, personal service for owner-managed businesses and start-up enterprises throughout the UK.

**Richard Platt, Grainger & Platt**  
Chartered Certified Accountants

3 Fisher Street, Carlisle

Cumbria CA3 8RR

Telephone 01228 521286

[richard@graingerplatt.freeserve.co.uk](mailto:richard@graingerplatt.freeserve.co.uk)

**THE PEACE PAPERS.** A Quaker resource manual for giving life to our peace testimony. 0845 458 3095. [www.nfpb.gn.apc.org](http://www.nfpb.gn.apc.org)

**WALK CHEERFULLY THIS NOVEMBER** in handmade shoes from James Taylor & Son, Shoemakers & Repairers. 4 Paddington Street (near Baker Street), London W1M 3LA. Telephone: 0845 166 1292. [www.taylormadeshoes.co.uk](http://www.taylormadeshoes.co.uk)

## The Friends Quarterly OCTOBER ISSUE

The October issue of Friends Quarterly is now available and contains the following articles:

**The word made flesh** *John Punshon*; **Important questions** *Michael Thompson*; **The content of ministry in meetings for worship in the early years of Quakerism** *John C. Woods*; **George Fox and rural society** *Maurice Turner*; **Prayer** *Peter Tatton Brown*; **Manchester Quakers around 1800** *Margaret Edmonds*; **Friends for 300 years** by Howard Brinton *reviewed by Richard Summers*.

Single copies £3.50 + 60p p&p from: Quaker Bookshop, Friends House, Euston Road, London NW1 2BJ. **Annual subscription £14 (£12 when added to an annual sub to The Friend) from: The Friend, PO Box 21366, London WC1B 5LH** Cheques payable *Quaker Bookshop* or *The Friend* respectively.

Listen  
Listen  
Listen

## to The Friend!

Overseers, are those in your Meeting with impaired sight unable to keep in touch with Quakers countrywide? We commend to them the

## TALKING FRIEND

All that's in *The Friend*, on cassette tape.

*Friends' Quarterly* and *Quaker Monthly* also available.

All at modest subscriptions.

Also available overseas.

Full details from:

**Renate Warner, Talking Friends**  
21 Marvell Ct, Crawley, RH10 3AL  
Telephone 01293 514024

Registered Charity No. 299656



## Britain Yearly Meeting needs your skills and experience

Might you be willing to offer yourself for service on a committee of Britain Yearly Meeting one day? If so, you are invited to complete an 'Offer of Service form', to inform the central nominations committees of your interests and availability. Such forms will be available for downloading from our website at [www.quaker.org.uk/bym/noms.html](http://www.quaker.org.uk/bym/noms.html) or may be sent by post from Friends House.

In particular, the Quaker Life Nominations Committee would be especially pleased to hear now from or about Friends with the following skills or interests:

- Marketing
- Surveying; architecture or buildings skills
- Racial equality
- Swarthmoor Hall committee
- Youthwork (especially men with this experience)

It is impossible for members of the central nominations committees to know everyone in the Society and so the Offer of Service forms are used to extend the knowledge base of our nominations committees.

For copies of the form or further information, please contact **Recording Clerks Office, Friends House, Euston Rd, London NW1 2BJ** Telephone 020 7663 1140 or Email [rco@quaker.org.uk](mailto:rco@quaker.org.uk)

## Sibford School



Sibford Ferris, Banbury, Oxon OX15 5QL

Tel: 01295 781208 Fax: 01295 781204

E-mail: [sibford.office@virgin.net](mailto:sibford.office@virgin.net) Website: [www.sibford.oxon.sch.uk](http://www.sibford.oxon.sch.uk)

### HEAD OF SIBFORD SCHOOL

The Governors of Sibford School invite applications from experienced and well-qualified candidates, to be Head of Sibford School from 1 September 2004, when the current Head, Sue Freestone, takes up the post of Head of The King's School, Ely.

Sibford is a Quaker school, a thriving, co-educational, day/boarding school in rural Oxfordshire with nearly 400 pupils, aged 5-18, on roll.

The current Head is a member of SHMIS.

Closing date for applications: 2 December 2003.

For further details please contact  
Judith Weeks, Clerk to School Committee, c/o Sibford School.

Sibford School, established in 1842, is a Member of SHMIS.  
Registered Charity No. 1068256. A company limited by guarantee.  
Registered in England under No. 3487651.



Religious  
Society  
of Friends

### Quaker Finance & Property ADMINISTRATIVE ASSISTANT (PART-TIME)

A Part-time Administrative Assistant is invited to join our Quaker Finance and Property Department, providing support to the General Secretary and divisional team leaders.

Essential skills are flexibility, initiative and motivation coupled with experience of Microsoft Office. Experience in legal secretarial work or office co-ordination an advantage. Hours of work are twenty hours per week Mon-Fri. Starting salary £18,648 (pro rata).

Closing date for applications:  
8 December 2003. For further  
details please contact:

Human Resources  
Friends House  
Euston Road  
London, NW1 2BJ  
Tel: 0207 663 1151, or  
Email: [viviens@quaker.org.uk](mailto:viviens@quaker.org.uk)  
Quote ref: FH79.

A full application pack is also  
available on our website:  
[www.quaker.org.uk](http://www.quaker.org.uk)



### Tent of Nations, Bethlehem PLANT A TREE FOR PEACE

This Christmas why not give your friends and relatives trees to be planted on Daher's Vineyard in Bethlehem? These trees will be growing in solidarity with the people who are praying for Peace and Justice in the Land of the Bible. You will be supporting the Tent of Nations project which brings young people from various cultures together to build bridges of understanding, reconciliation and peace.

**Why plant trees?** We plant trees as a sign of hope for peace in Palestine, as a sign of solidarity and to keep Daher's Vineyard green and prevent it from the danger of confiscation.

**What kind of trees are planted?** We plant olive trees (symbol of peace, prosperity and wisdom), grapes, almonds, figs, and others.

Quaker Voluntary Action is providing the UK link for the Tent of Nations Project.

**Please sponsor one or more trees at a cost of £6.50 each**

Simply send a cheque or CAF voucher payable to Quaker Voluntary Action clearly marked on the back "For Tent of Nations"

Volunteers wishing to help on the land, especially for the tree planting in January to March 2004, should contact Sue Dixon at QVA

QVA, 6 Mount Street, Manchester, M2 5NS.  
Tel/fax: 0161 819 1634 email: [mail@qva.org.uk](mailto:mail@qva.org.uk)

### i.e investing ethically ltd

Working with you to plan a secure financial future  
without exploitation, repression or pollution

- Pensions • Investments
- Mortgages • Savings
- Life insurance and more

Telephone: 01603 661121  
[contactus@investing-ethically.co.uk](mailto:contactus@investing-ethically.co.uk)

Regulated by the FSA and a member of the  
Quaker Business Network

## KINDERTRANSPORT MEMORIAL

unveiled at Liverpool Street Station London on 16 sept 2003

It was a very unusual monument, part statue and part exhibit set in a first floor station courtyard to mark the free entry to Britain given to ten thousand Jewish children, following the Kristallnacht pogrom on 8 Nov 1938, in Nazi Germany. The ceremony was to commemorate the arrival over several months, of ten thousand unaccompanied children, aged between two and sixteen, who landed at the sooty and gloomy station after a generally rough channel crossing. They had parted at a few days notice from their anxious parents, who waved goodbye to them from the railway platforms of Berlin, Prague, Vienna and elsewhere. Jewish communities, many Quaker meetings and others, sent representatives to meet the trains, to offer homes for a certain number of children. The children who did not speak English were anxious and bewildered stood quietly until they each were chosen.

On Sept 16 I represented the Society of Friends among 300 Jewish people many of whom had themselves been the "KINDER" or child refugees who arrived with their little suitcases of precious belongings. The "Kinder" were now my age somewhere between 75-85 years old. There were also of course members of World Jewish Relief, who still continue to help Jewish communities in need, and other welfare organisations. We were seated around the veiled monument on a sunny morning to hear Rabbi Jonathan Sachs, who is always worth listening to and asked us to celebrate the largely successful integration of this group of refugees. The Rt Hon David Blunkett MP, spoke of the contribution the Jewish community makes to public life. He reminded us that many needy child refugees are still arriving on their own to this country, from areas where there is strife and conflict. Bertha Leverton, herself once a refugee, formally a colleague who worked with Bertha Bracey, lead us to think about the desperation and turmoil of the parents of the "Kinder" who were unable to get entry permits for themselves, chose to ensure their children's survival by sending them to Britain on their own. The statue was unveiled by Sir Nicholas Winton, a business man who had been in Czechoslovakia in 1938, and had on his own organised the rescue of 669 children.

The monument was named 'FUER DAS KIND'. It was conceived and created by Flor Kent and commissioned by World Jewish Relief. It is a life sized statue of a seven year old girl cast in bronze, set on a stone plinth, beside a giant glass suitcase topped with a large handle. Inside the amazing suitcase were various shelves, on which are displayed the actual items brought by the Kinder; family photos; dolls, ice skates, clothes and a rather scary book of Struwpeter.



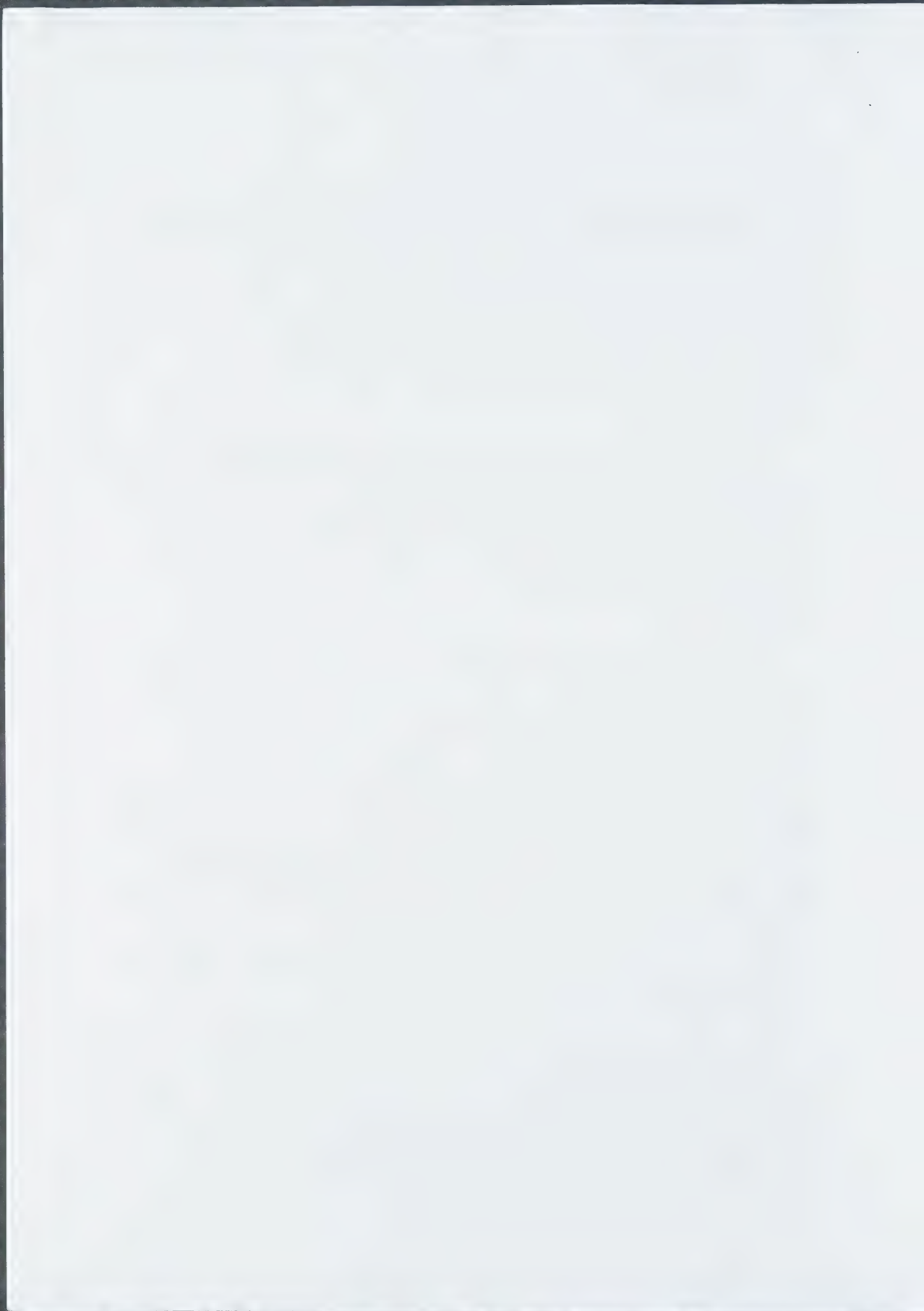


I returned at the weekend to take some photos. I found the Macdonalds restaurant now dominated the courtyard, filling the space with people eating chips and leaving greasy papers around. They were using the portland stone base of the suitcase, as seating, having no idea what these artefacts in the glass box represented. Placing the memorial in Liverpool Street station was a brilliant idea, but leaving it without any nearby explanation in a courtyard being shared with a fast food outlet, was a grave mistake, which is now being reconsidered by World Jewish Relief. I also wondered how these precious objects would survive in all weather. Textiles normally perish in strong sunlight.

It is however interesting to learn that the case has been filled with argon gas, which is expected to preserve them. The experiment may benefit the preservation of textiles in museums generally. The memorial will be monitored by the Museum of London and the Imperial War Museum. Liverpool street station is now a brilliant construction like a shopping mall surrounded by green areas. If you have a chance to see go up the escalator to the Courtyard of The Child, it will be worth your while.

I was interested to write about this occasion for The Friend because some will remember taking in and nurturing these Kinder, who became members of their family. Quite a number as adults joined the Society of Friends. Friends boarding schools provided an amazing hundred free places for the Kinder. However Friends also made a significant contribution to the political work underlying the parliamentary decision to allow 10,000 children to enter the UK without guarantors.

On the night of 8th Nov 1938 the Kristallnacht pogrom took place all over Germany. It was set up to hurt and humiliate the Jews and to destroy their means of earning a living. Windows of all synagogues, jewish of the shops and private property were smashed. This created immense fear and panic among the Jews. It prompted Wilfrid Israel, a business man, to ask the help of Bertha Bracey who was then working for Quakers and the Inter-church Refugee Council to send an observer mission to report on the extreme anxiety of the jewish community, Some of whom were committing suicide as whole families. Since it was not possible to send British Jews as observers, Bertha sent an observer mission of five experienced Friends including Ben Green, who already had experience of visiting Jews in concentration camps. Wilfrid Israel introduced them to jewish leaders in different cities to hear first hand reports. They returned to London after a few days, and went with Bertha Bracey to report to Lord Samuel, the Home Secretary



asking that special urgent measures be taken at least to rescue jewish children. Parliament was sitting that night and authorised emergency permits for 10,000 children to be admitted immediately.

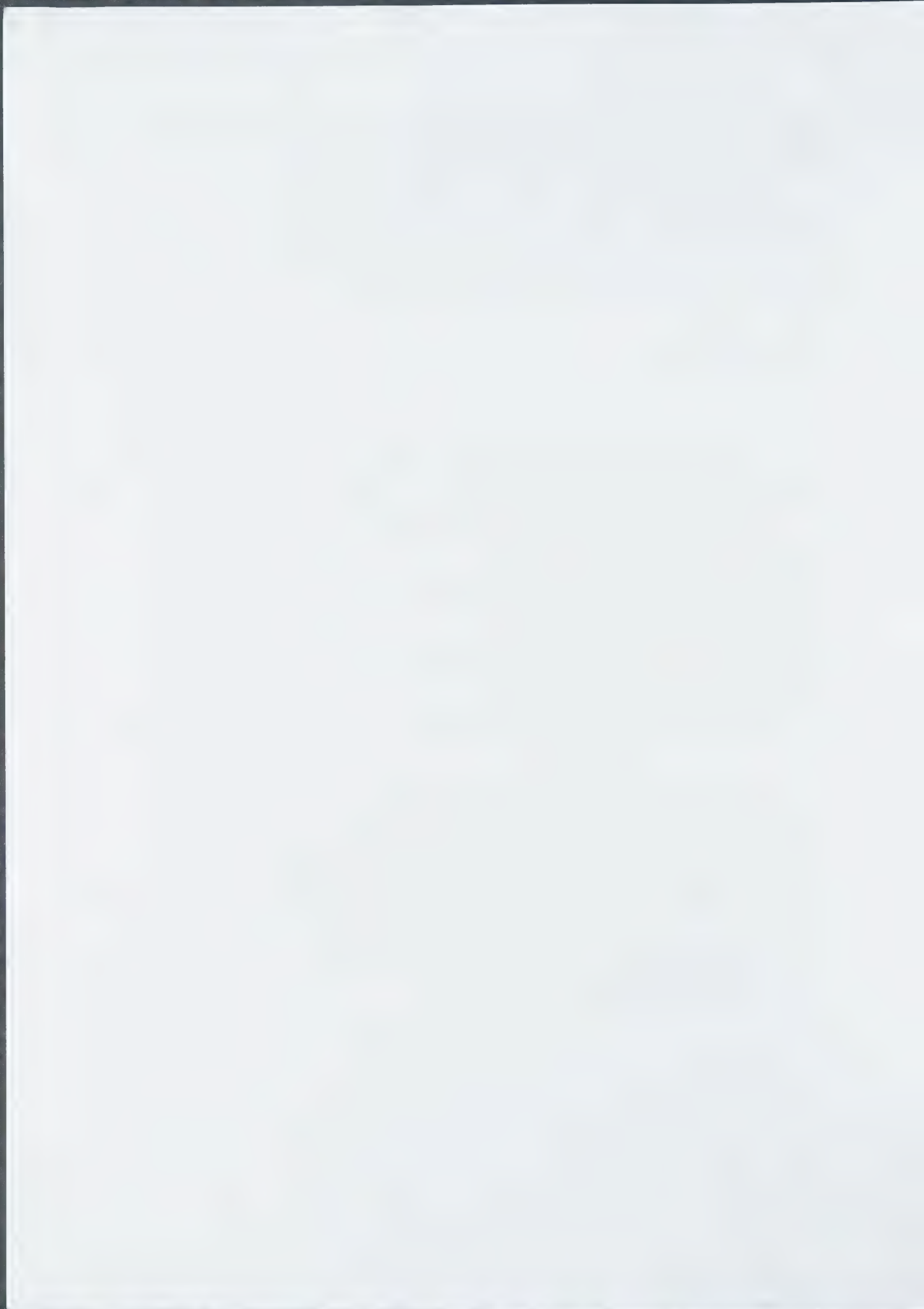
I have recently met one of the Kinder who came on the first Kindertransport from Vienna . The group consisted of 600 children, 500 of whom were taken into Quaker families. He became a successful chemist in Milwaukee, and now in gratitude contributes substantially to Quaker work for children in Uganda . ( *Alfred B...* )

Brenda Bailey  
1st October 2003

My interest in writing this for "The Friend" is for readers to know about the Quaker contribution to the unique parliamentary decision to allow the free entry of so many children in 1938/9.

Wilfrid Israel a German jewish business man had been in touch with Bertha Bracey, a Quaker worker who also headed the Inter-Church German Refugee Committee at the time of the Kristallnacht pogrom Nov 8th 1938. Walter Israel wrote that there was so much distress and panic among the jewish communities that whole families who had been trying to emigrate, were now committing suicide. They desperately wanted at least their children to get away. So he asked Bertha to arrange a Quaker mission to come at once to report to the British government about the desperate state of the jewish families. It was at this time of course impossible for British jewish organisations to visit.

Bertha quickly assembled a group of five people who were well versed in the jewish problems in Germany. It included Ben Greene who had even visited Jews in Concentration camps. The mission team visited a number of cities where they met jewish social workers as directed by Wilfid Israel. The mission returned a few days later on 17th November and reported their findings to Lord Samuel, who was then Home Secretary. Later that evening Lord Samuel presented the stark details to the House of Commons, who in an unprecedented action set aside their immigration procedures to allow the immediate entry of 1000 unaccompanied children.



eine solche Weigerung nicht recht; man fürchtete offenbar, daß die Einwanderung von so vielen Juden den Antisemitismus in England verstärken würde.

Da die Verfolgung der Juden in Deutschland und Österreich weiterhin zunahm, erhielt ich immer mehr Briefe von Freunden und Bekannten, die wissen wollten, wie sie nach England kommen könnten. Hitlers unblutiger Sieg in München trieb ihn zu weiteren Exzessen an. Einen Monat nach meiner Ankunft in England fand die berüchtigte „Kristallnacht“ statt;<sup>57</sup> sie überzeugte viele der noch zögernden deutschen und österreichischen Juden, daß sie sich nach einem Zufluchtsort umsehen mußten. Ich besuchte oft das jüdische Flüchtlingskomitee<sup>58</sup> – erst im Woburn House, dann im Bloomsbury House –, um über andere Flüchtlinge Nachricht zu erhalten und von ihnen zu erfahren, wie man Freunden helfen könne, die nach England kommen wollten.

Meine ständige Sorge galt meinem Bruder Max – was konnte ich für seine Befreiung tun? Ich glaube, daß jeder einzelne meiner englischen Freunde – mit Ausnahme von Seruya, der man geraten hatte, sich nicht bei den Behörden zu zeigen – entweder im Außenministerium vorgespochen oder seinen Abgeordneten gebeten hatte, sich für Max einzusetzen.

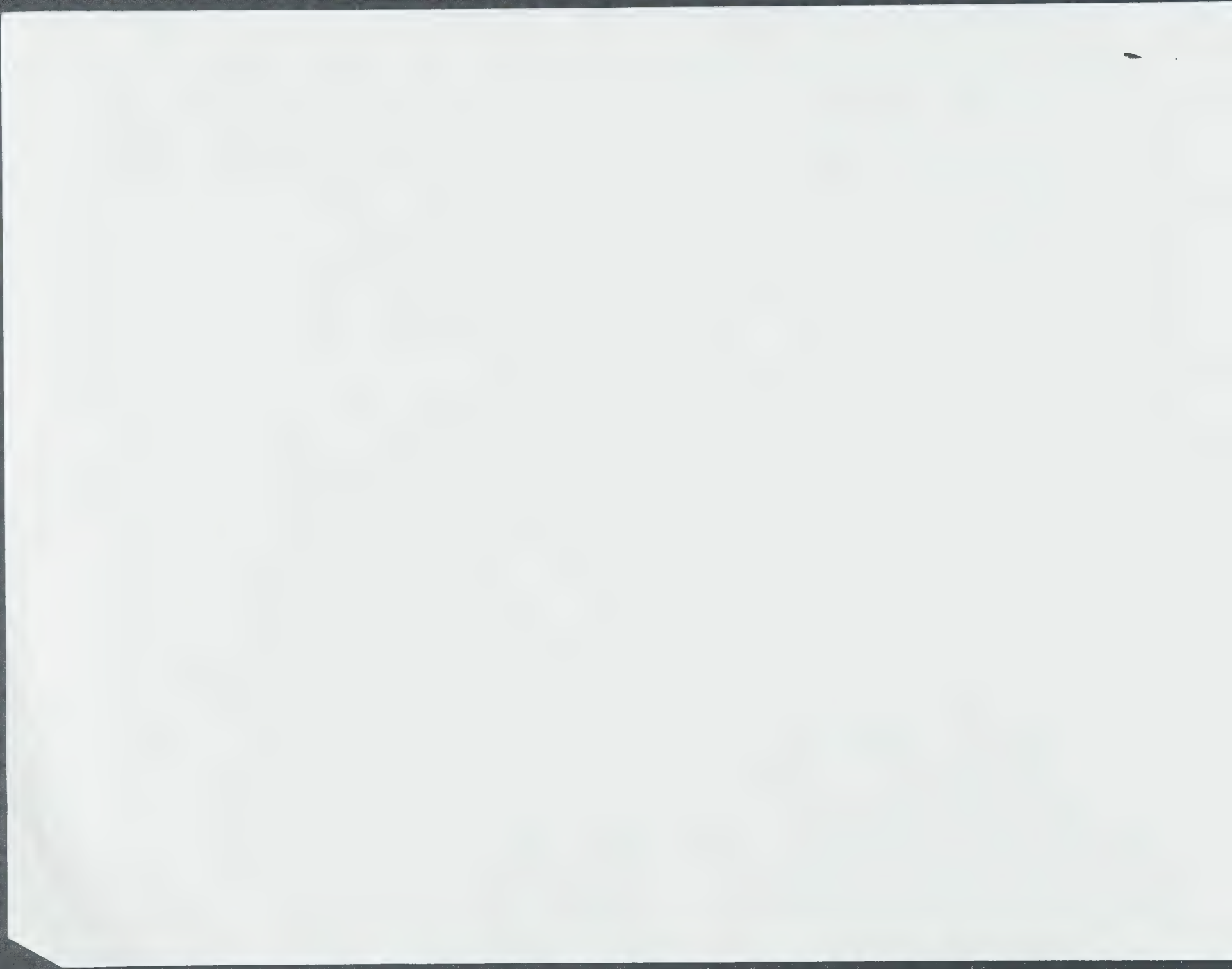
Von meiner Mutter erhielt ich regelmäßig Nachricht. Sie war recht zuversichtlich, lud Juden in ihren Garten ein und hatte den Sohn des Oberrabbiners bei sich aufgenommen. Er war schizophren und konnte nicht allein leben, aber sie verstand sich recht gut mit ihm. Sie war in großer Sorge um ihren Bruder Sigmund, der kein Ausreisevisum erhalten konnte, obwohl mehrere Länder bereit waren, ihn aufzunehmen.

Im Dezember 1938 verließ ich London auf mehrere Wochen. Die britische Regierung hatte der jüdischen Gemeinde gestattet, die Einreise einer großen Gruppe österreichischer und deutscher jüdischer Kinder zu finanzieren. Man suchte jüdische

Lehrer aus Deutschland und Österreich, die bereit waren, die Kinder unentgeltlich zu betreuen. Ich bot meine Dienste an und fuhr an die Ostküste, wo die Kinder untergebracht waren.

Als ich ankam, war ich über die herrschenden Verhältnisse entsetzt. Die Kinder und die Aufsichtspersonen waren in Badehütten untergebracht, die außerhalb von Lowestoft in einer kalten und windigen Gegend errichtet worden waren. Es gab keine Heizung, und der starke Wind riß immer wieder die Türen der Badehütten auf. Nur im Eßzimmer gab es einen Ofen; er wurde ständig von Menschen belagert, die sich die eiskalten Hände wärmten. Da sich die Wärme auf diese Weise nicht verbreiten konnte, mußten sie sich abwechseln. Am Abend gingen die vierzehn- und fünfzehnjährigen Buben, für die ich verantwortlich war, mit allen ihren Kleidern zu Bett, mit Kappen, Schuhen und dicken Handschuhen. Ich ging von einem Bett zum anderen und massierte ihnen Hände und Füße. Wir wickelten unseren Kopf in Tücher ein, trugen mehrere Wolljacken übereinander und machten uns keine Gedanken darüber, daß wir schrecklich aussahen. Trotzdem fand mein alter Freund Paul B., der ebenfalls dort tätig war, seine künftige Frau unter den Aufsichtspersonen.

Nach einer Woche telegrafierte dem Flüchtlingskomitee, daß wir keine Verantwortung für das Leben der Kinder übernehmen könnten; eines von ihnen lag schon mit Lungenentzündung im Spital. Daraufhin wurden die Kinder zum großen Teil in Internaten untergebracht, die wegen der Weihnachtsferien für englische Kinder geschlossen waren. Ich kehrte nach London zurück. Zufällig traf ich in Amerika einige dieser Kinder, die ihr Leben dem Umstand verdankten, daß England sie aufgenommen hatte, und bei dem Abenteuer von Lowestoft dabeigewesen waren. Für manche hatte es ein Wiedersehen mit ihren Eltern gegeben, aber viele sahen ihre Familien niemals wieder. Ich muß hier gestehen, daß ich so



SENT A COPY TO KTA NY

## KINDER TRANSPORT ASSOCIATION – MIDWEST GROUP

April 19-21, 2002

Chicago, Illinois

### Minutes

The meeting was organized by the Kaufmanns, the Falks, and Ruth Ultmann, all of Chicago, and was attended by 20 Kinder, 10 spouses and 4 members of the second generation.

Attached is a copy of the meeting's agenda, as a reminder and to save time.

The eulogy for Hans Grosz was delivered by Ruth Brunell.

Introductions were made and some members related their experiences of speaking to schools, organizations, etc. during the past year.

The sixty-minute interview of Ms. Oppenheimer, producer of Into the Arms of Strangers, was shown.

"Using Oral History To Tell the KTA Story" was well presented by Joe Haberer and daughter Nina. Handouts were available for later reading for Kinder to get started on their own histories.

For anyone wanting to start their stories, see the following books and websites recommended by Joe Haberer:

Website: Search Engine: GOOGLE, Oral History Association, Dallas Jewish Historical Society, Kinder Transport.

Books: Total Recall by Sara Paretsky; Thinking Like Your Editor by Susan Rabiner and Alfred Fortunato; Into the Arms of Strangers by Laird.

Hedy Epstein, a Kind from the film Into the Arms of Strangers, told us about the making of the film and also about her numerous speaking trips, both abroad and in the US. We were also informed by Hedy and Ruth Segal that Ms. Oppenheimer is writing a book about her mother.

Ruth David, a Kind, delivered a wonderful and emotional reading from her memoirs, Ein Kind Unser Zeit, superbly written, featuring an insight into her life in England.

Henry Karplus' dramaturg of Diane Samuel's play, "Kindertransport" was presented, followed by discussion.

Michael Geyer's talk on "Why did Hitler let the Jewish children out?" was informative and led to a lively exchange of opinions.





Business meeting:

- Members voted to have next year's meeting in St. Louis, MO.
- There was no time to check on paid-up memberships or to enroll new members, which is and should be part of the business meeting.

The Social Hour had to be canceled, due to a lack of an available facility.

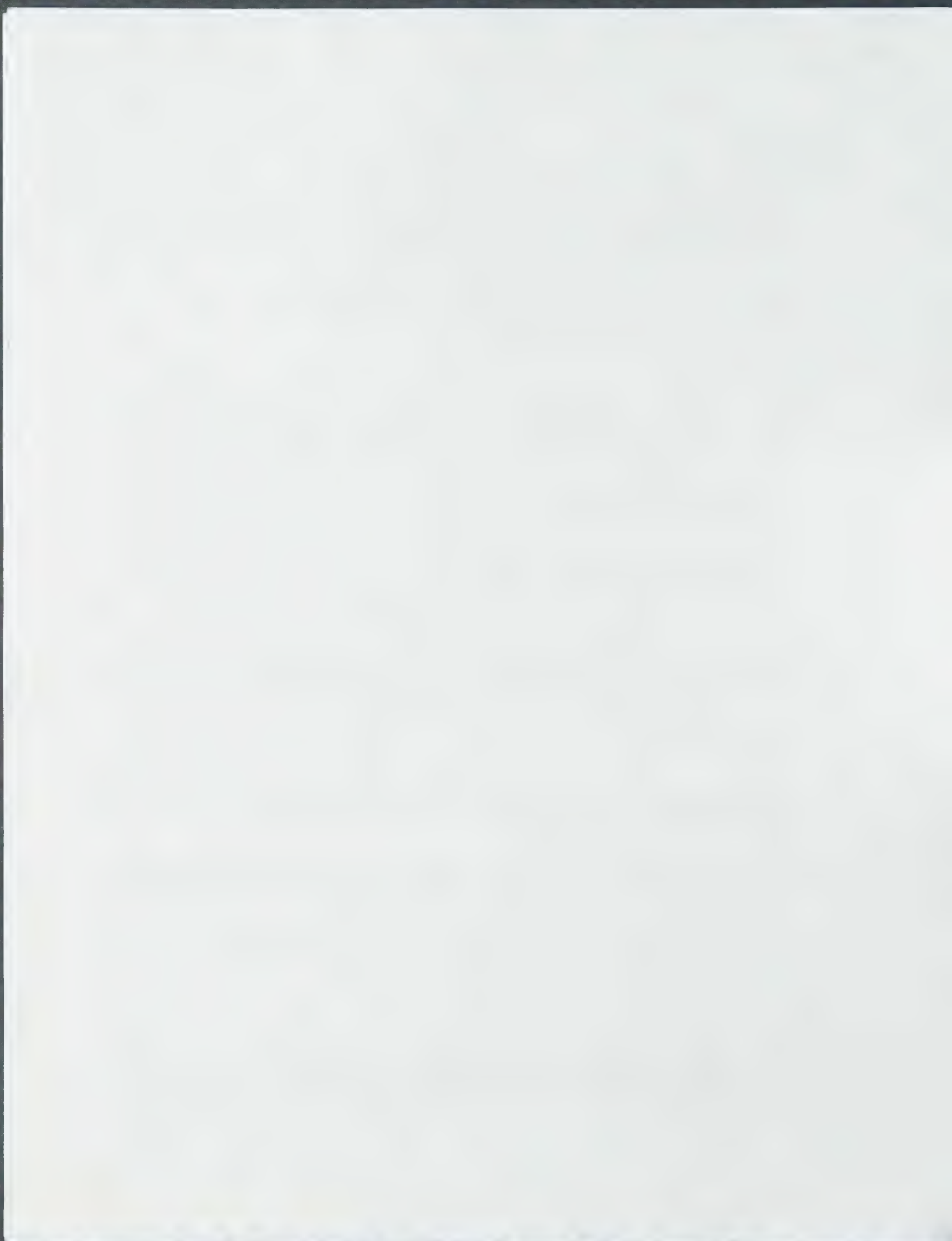
No meeting was scheduled for Sunday, April 21<sup>st</sup>.

Suggestions From Eva:

1. Future locations of hotel and dining facilities should be selected carefully, to avoid a future luncheon at Hooters.
2. Speakers should be held to thirty minutes; questions and answers by participants should not exceed a predetermined time.
3. More time needs to be allotted to Kinder who wish to meet and talk to other Kind; many attend the meeting just for that purpose.
4. The business meeting needs more time allotted and more organization.
5. Many of us have already given oral histories to various organizations, i.e. Spielberg, and have written books on the subject. The time allotted seemed too long.
6. The time spent listening to Ruth David and the following discussion was TIME WELL SPENT!
7. The dramaturg of the play "Kindertransport" was difficult to follow since just a few participants had ever seen the play. The following discussion on how true to the KT experience is the play was lengthy.
8. The dinners were quite good; almost everyone attending was pleased. Collecting the price of the dinner and gratuities prior to arriving at the restaurant was an excellent idea.
9. Any film, play, book, etc. that becomes part of a future program should, if possible, be available to participants to preview well before the meeting.

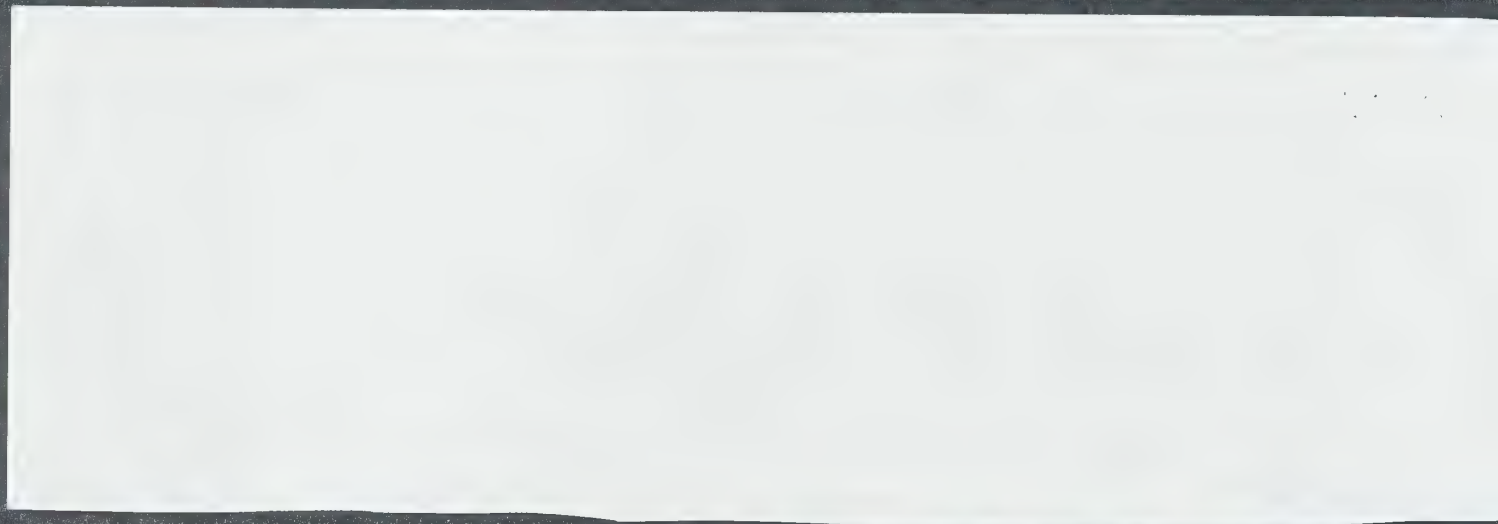
Eva Hamlet, 317-574-9858; email, [ehamlet983@aol.com](mailto:ehamlet983@aol.com)

***P.S. I have since been informed by Vern Fischer that the 2003 Midwest Group Meeting has been moved to MADISON, WI. I have no further information at this time.***



“The KTA membership should be inclusive and not exclusive. An important function is to focus on the rescue of children in danger wherever they are, regardless of race, religion and ethnic composition.”

This statement was voted on and agreed by the Midwest KTA membership at our last meeting in Chicago.



**Third Midwest KTA Conference**  
**Theme: "Telling the Kindertransport Story"**  
**April 19-20, 2002**

Holiday Inn (Lower Level Conference room)  
8200 W. Higgins Road  
Chicago, IL  
Tel: 773-695-8704

**Program**

**Friday April 19**

- 5:30-6:30 p.m. Eulogy for Hanus Grosz (Ruth Brunell)  
Introductions, including how some members have told the KTA story during the past year
- 7 - 8:30 Dinner
- 8:30-9 Tape of "60 minutes" interview of Debbie Oppenheimer, producer of "Into the Arms of Strangers"

**Saturday, April 20**

- 9 - 10 a.m. Prof. Joe Haberer: "Using Oral History to tell the KTA story"
- 10 - 10:15 Break
- 10:15-10:30 Hedy Epstein (a Kind from the film): "Making 'Into the Arms' "
- 10:30-11:15 Discussion of movie - "How true to the KT experience is the movie?" \*
- 11:15-12:15 Ruth David (a Kind) readings to do with her memoirs "Ein Kind Unser Zeit" followed by discussion
- 12:15-1:45 p.m. Lunch
- 1:45-2:15 Henry Karplus, dramaturg of Diane Samuels' play "Kindertransport" - Summary and discussion of play
- 2:15-2:45 Audience discussion: "How true to the KT experience is the play?"
- 2:45-3 Break
- 3 - 4 Prof. Michael Geyer: "Why did Hitler let the Jewish children out?" followed by discussion
- 4 - 4:30 Business meeting - planning next conference
- Social hour and dinner will follow the business meeting

\*Attendees are urged to review the film before the conference

About 40 attendees are expected. All conference expenses, \$250 for the conference room and miscellaneous expenses for refreshments, will be shared equally and collected at the conference. Breakfasts are included in the room rate. All other meals will be paid for individually.

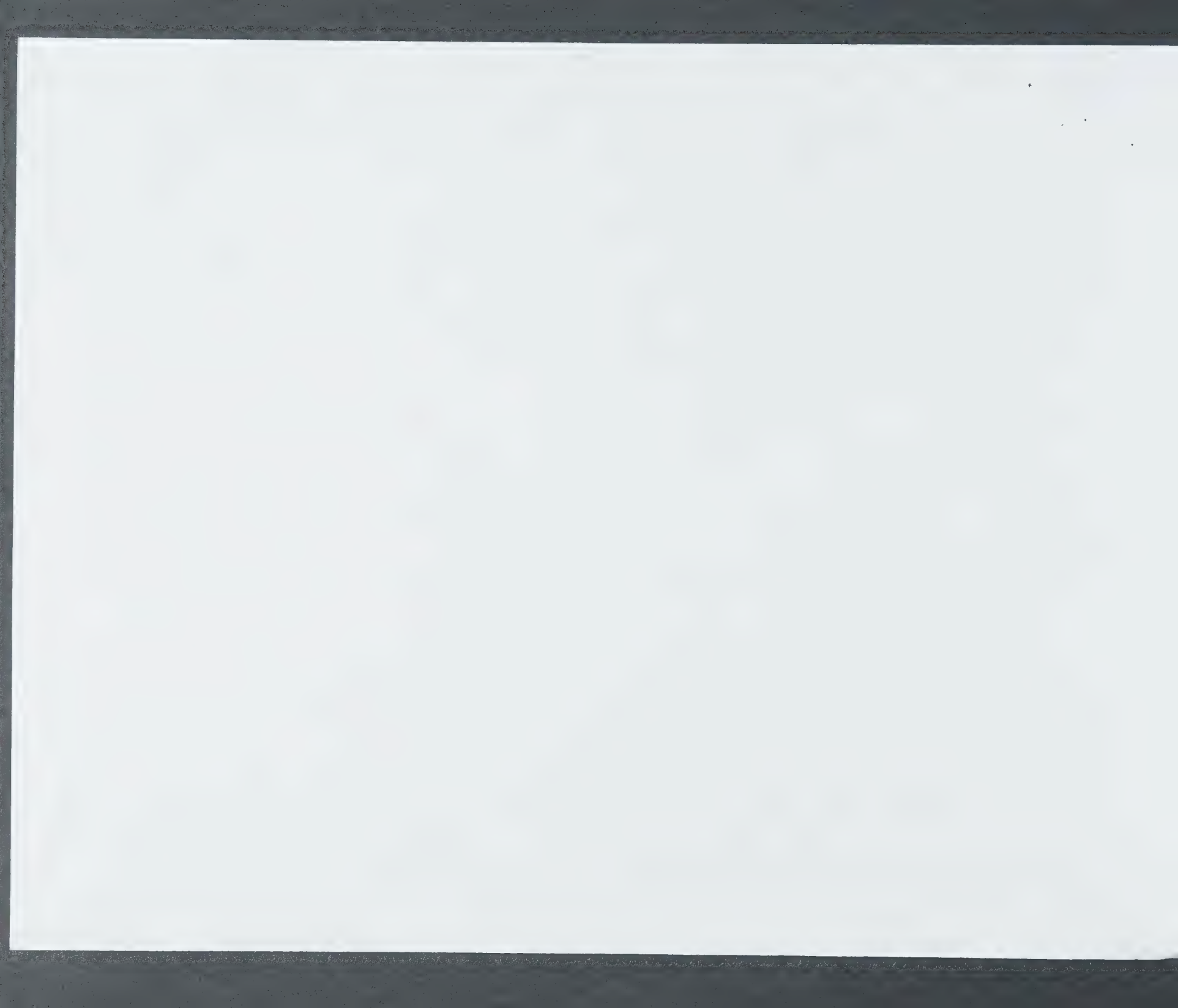


**Subject:** Ruth David Communication about Conference she attended in Germany March 23-25 (KTA Midwest Chapter)

**From:** Joseph Haberer <j.haberer@insightbb.com>

**Date:** Sat, 31 Mar 2007 18:42:49 -0400

**To:** "Schneider, Hans" <hans@math.wisc.edu>, "Haberer, Joseph" <habererj@purdue.edu>, "Haberer, Joseph" <j.haberer@insightbb.com>, "Weinmann, Hans" <hanwein@webtv.net>, "Halberstam, Heini" <heini@math.uiuc.edu>, "Schwab, Helmut" <tumleh1544@aol.com>, "Karplus, Henry" <henry@karplus.com>, "Ascher, Irwin & Joyce" <joywin18@hotmail.com>, "Ryba, Marietta" <mer@interkan.net>, "Falk, Walter & Gretchen" <walterfalk@yahoo.com>, "Grosz, Kirsten" <kirstengrosz@copper.net>, "Laxova, Renata" <rlaxova@facstaff.wisc.edu>, "Willency, Ruth" <ruthwillency@hotmail.com>, "Segal, Ruth" <prsegal@aaahawk.com>, "Schwab, Sharon" <sschwab@flarkinc.com>, "Black, Benno" <bbennoann@aol.com>, "Herzog, Bertram" <bert@umich.edu>, "Mann, Curtis" <curt4@earthlink.net>, "Schneider, Barbara" <baschnei@ucalgary.ca>, "Haberer, Nina" <haberern@purdue.edu>, "Bader, Alfred" <baderfa@execpc.com>, "Friedenfeld, Gerry" <gerdor9345@aol.com>, "Rosenfeld, Eddie" <adurer@hotmail.com>, "Bader, Daniel J. & Linda C." <dan@hbf.org>, "Becker, Ruth and Sam" <sam-becker@uiowa.com>, "Weil, Felix" <felixfweil@aol.com>, "David, Ruth & Herbert" <hardavid@ghhome.com>, "Fischer, Vernon" <fisschervw@cs.com>, "Willency, Colleen" <colleenwillency79@msn.com>, "Kahn, Gertrude" <bogerk@sbcglobal.net>, "Kaufmann, Marianne & Ernie" <ekauf100@comcast.net>, "Knepler, Anne" <knepler@uic.edu>, "Jentes, Fred" <fjentes@aol.com>, "Steinberg, Michael" <fleeberg@earthlink.net>, "Epstein, Hedy" <hedy@hedyepstein.com>, "Kronenberg, George" <faygeo@aol.com>, "Leitson, Hanny" <hnleitson@aol.com>, "Karplus, Wayne" <eaglewayne25@aol.com>, "Pomeranz, Elaine & Joel" <pomeranz@med.umich.edu>,





Ruth David Communication about Conference she attended in Germany March 23-25 (KT...

"Roberts, Joanne" <jtrjtr@hotmail.com>, "Rosenbaum, Frederick" <frankseek@aol.com>, "Spooner, George" <spooner@gtw.net>, "Benedikt, Q. Dan" <benedikt888@bigfoot.com>, "knepler, Ellie" <ellie@pobox.com>, "Steelman, Erica" <elsteelman@fuse.net>, "knepler, Myrna" <myrnaknepler@rcn.com>, "Garton, Jeffrey berns" <jmghannah@aol.com>, "Kornguth, Herbert & Mary" <aryeih@frontier.net>, "Maniker, Edith" <aandemann@hotmail.com>, "Ormond, Judy" <judthormond@sbc.globalnet>, "Ormond, Mimi & Ed" <edmim2@aol.com>  
**CC:** ktadiscussion@yahoogroups.com

Note: Ruth David sent this communication and said it was o.k. to distribute it. Other Midwest KTA Chapter members please feel free to send us your news, and I will distribute it. This way we can keep in touch and communicate with each other.

Joseph Haberer

Germany March 2007

Last weekend, from the 23 - 25 March, I was invited to Germany to attend a conference intended mainly for German teachers of history on /Fluchten: Wegen der Rettung aus Nazi-Deutschland. /'Escapes: Paths to Safety from Nazi Germany'.

It was organized by the /Hessische Landeszentrale für politische Bildung /by Renate Knigge-Tesche and her colleagues Joachim Heuer and Simone Pippart. Renate has become a good friend over the last 10 years, who has seen to it that my book /Ein Kind unserer Zeit'/ was published in Germany, and has organized my readings in German schools and other venues over the past 10 years. She is an expert in this particular field of study. The /Landeszentralen /were set up originally in every state of Western Germany to help the postwar teachers of history deal with their past and to



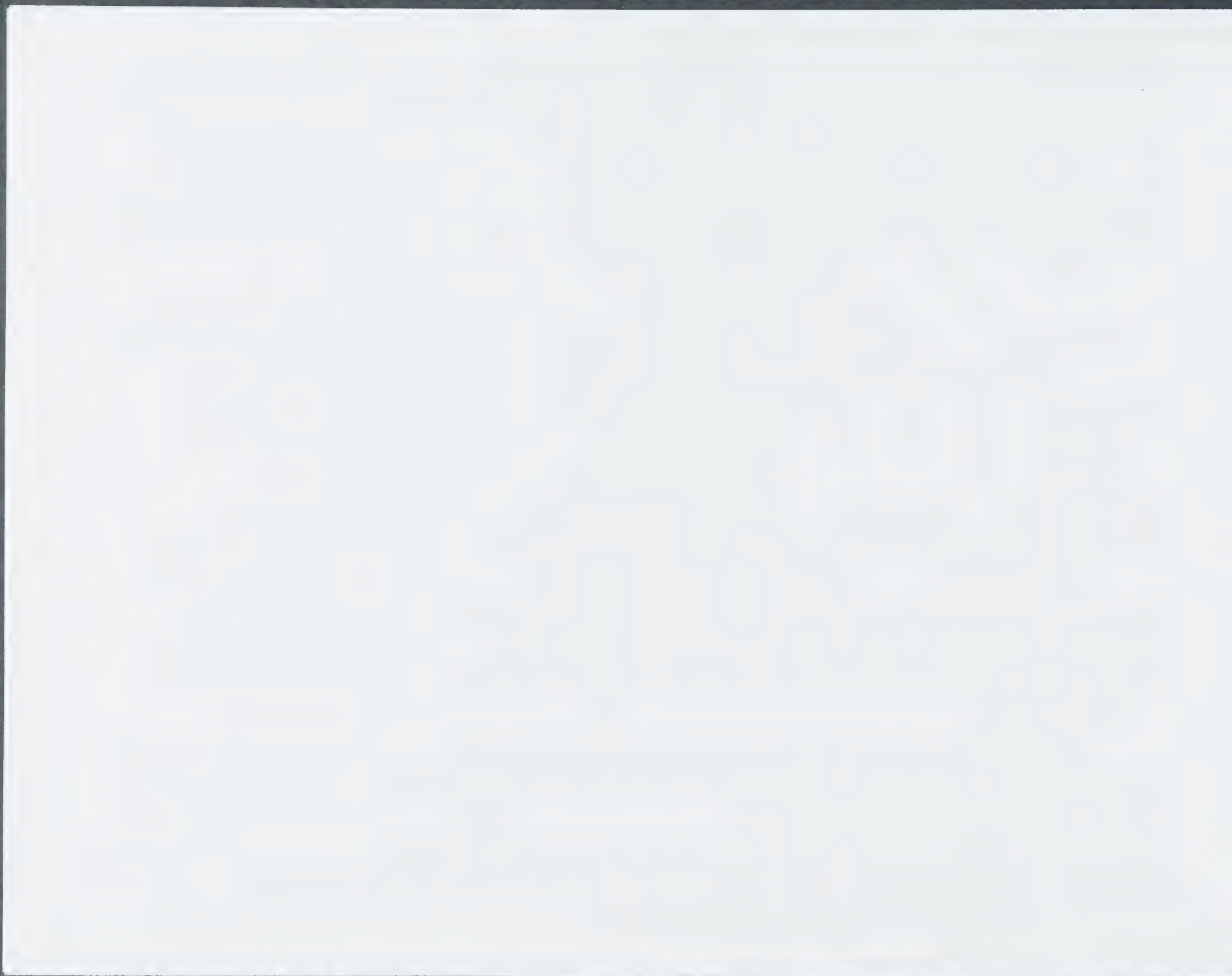
encourage this very unsavoury history to be taught. The teachers I have met have taken this duty seriously. Since 1989 and the creation of a new Germany with the integration of the former DDR, similar /Landeszentralen /have been set up in the Eastern sector.

The course on the topic of /Fluchten, /was excellent and I think most of the approximately 50 attendees would agree. The lecturers, mainly from Berlin, had researched this work thoroughly and had a wealth of information, much of it very meaningful to me, and all seemingly reliable.

Dr Wolfgang Benz, whose name I had met before, gave a review describing the significance of the statistics of emigration, mainly of Jews but others also from the political opposition to Hitler, or those threatened by his rise to power, were included. In 1933, the year of his advent to power, 38,000 managed to flee. The numbers then decreased, partly as other countries started to make entry for immigrants more difficult and partly, because those early years of the thirties were still affected by economic stringency. As is the way of hope and optimism, some of those, whose existence was threatened, hoped the madness would cease. It seemed impossible to civilized people that it would not. By 1937, the year after Germany had hosted the Olympic Games very successfully and during which the more open threats to Jews had been severely cut in public displays of Nazi propaganda, so as not to offend the multitude of foreign visitors, the number of emigrants declined again. By the end of 1938, barely 2 months after the notorious /Pogromnacht /of November 9, the numbers leaving shot up again probably to 80,000. By then all Jews were convinced that they had to leave Germany.

My own family had been preoccupied for some years, probably since 1935, with the notion of /Auswanderung, /but bureaucracy and chicanery had prevented their longed for emigration.

Before the /Anschluss/ or perhaps at the last census, there were at least 200,000 Jews in Austria. A higher proportion of the population than in Germany. They had been mostly concentrated in Vienna and by 1940 had been



Ruth David Communication about Conference she attended in Germany March 23-25 (KT...

reduced to 15,000, by 1941 to 8,000. This reduction in numbers reflects not only emigration but also Nazi actions of deportation and murder.

The USA would not budge from its policy of restricted immigration, which had been established in the twenties at 25,000 from Germany annually. [This from a country that prided itself on taking in "/the poor and the oppressed"/]. Over the whole of the 12 years of the Nazi reign, 131,000 found refuge there. My family too had been allotted a number, the so-called /quota, /of which my mother tried to remind us in some of the letters she wrote to my sister Hannah and me in England during the first three years of the war. It was so high, that at the permitted rate, we would not have been allowed into the USA until after that country had gone to war with Germany. An impossibility, and moreover, My family was at that point scattered in 8 different locations of France, England, the USA and Argentina. There was racism and anit-semitism in the USA, allied to some dire fundamentalist views.

Palestine, before the creation of the State of Israel, was also a hoped for destination for those anxious to leave Germany. It was possible to go there overland to a Mediterranean port, usually in Italy and to embark on a ship bound for the Eastern Mediterranean. The British, who had mandatory power over Palestine since the end of WWI, felt that no more than a third of the population should consist of Jews, quite irrespective of their threatened existence. [These were still the days of empire and Britain felt it had the wisdom and the power to make high-handed decisions of that kind over the fate of others.]

After 1945 the masses of /"Displaced Persons"/ from across Europe, faced the same problem. /"Are they coming from conviction or from Germany?"/ was the cynical question in a world that did not want the DP's. [The UN would never have supported the creation of the State of Israel, had it not been for the sense of shame that the world rightly felt for the mass murder of the European Jews].

In July 1938, over a year before the outbreak of WWII, a conference was held



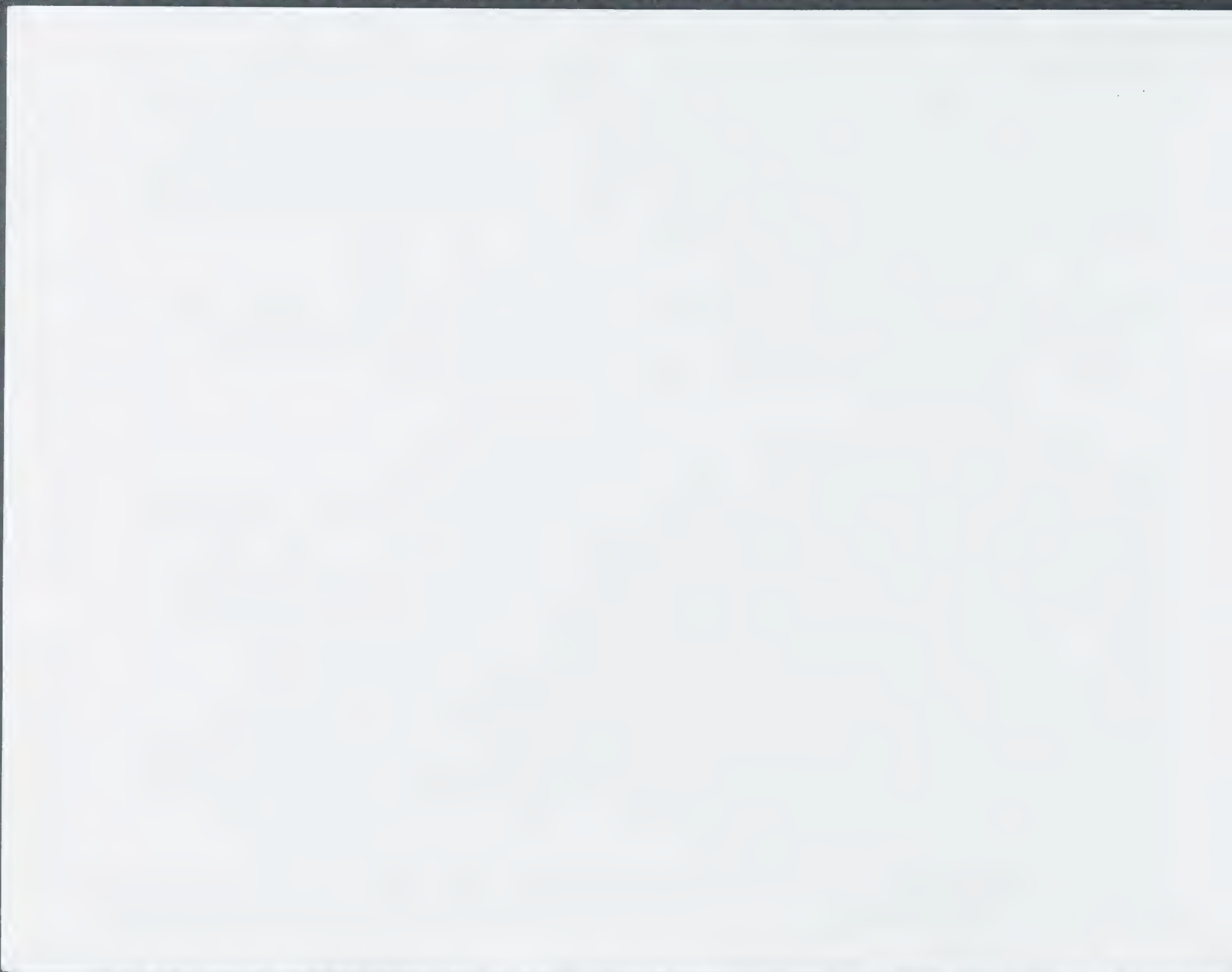
Ruth David Communication about Conference she attended in Germany March 23-25 (KT...

at Evian on the shores of Lake Geneva, which included the Americans, to discuss the plight of the persecuted but there was little or no help. The St. Louis with its cargo of hopeful immigrants to the USA, was chugging down the Atlantic sea coast but was not allowed to discharge its freight of hopeful, then ever more desperate refugees. [They were sent back to Europe where France was willing to take some, Belgium and Britain a small number also, but the rest had to return to Germany and their doom, though not all the returned to France and Belgium survived.]

Britain's role is on the whole more honourable: They started the /Kindertransport/ scheme. Eleanor Roosevelt, often the power behind her husband's good deeds, was hoping to help, but Congress, for spurious reasons, did not comply. [It would be wrong to take children away from their parents, they implied. Indeed they were to die united.]

Dr Klaus Voigt addressed us about Italy and its reception of refugees. Italy was more relaxed than Germany. Even with its own brand of fascist dictatorship, Italy was not overtly anti-Jewish. Many Austrian and German Jews fled over the Alps to Italy for safety. Some survived. Even Mussolini, the strutting leader/dictator did not feel the need to persecute. It was foolish of him in 1940, to attack a defeated, failing Southern France and thus become an ally of Hitler and part of the Axis war machine. At this point Mussolini felt he should meet the Germans halfway and racial politics began. It became difficult for the refugees to find jobs in Italy and many had to depend on /"schwarze Arbeit" /(illegal work). There was a half-hearted attempt to copy German zeal, some synagogues were destroyed, but little in comparison with German ruthless efficiency. (Split too, on the Dalmatian Coast, 2 decades previously still Italian, destroyed its ancient synagogue.) By 1942 Jews were sent to forced labour camps. Passports were stamped with a \*J, \*as they had been in Germany itself, a concession the Swiss had asked for. When Italy entered the war about 6,500 Jews were interned, but there was no brutality.

In July 1943, Mussolini was assassinated and the army was without commanders. By September the Germans took over Italy and persecution of Jews





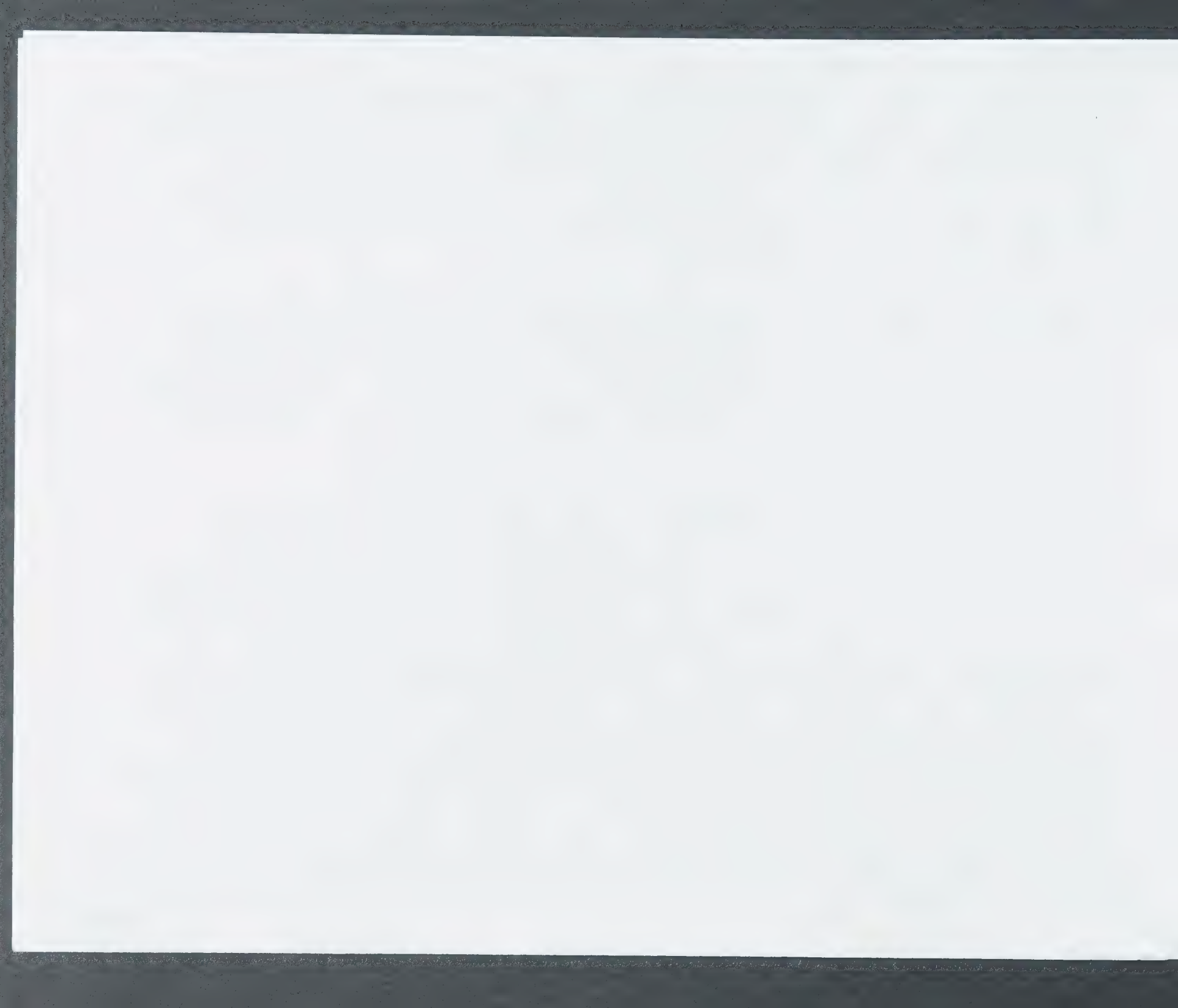
Ruth David Communication about Conference she attended in Germany March 23-25 (KT...

started in earnest. A razzia (rabid hunt) took place in Rome and a 1000 were arrested and sent to Auschwitz. For this kind of work the Nazis preferred round numbers. Of the 6815 Italian Jews eventually imprisoned, 38 survived. The Pope in the Vatican, in the centre of Rome, remained silent.

At this point many did escape from Italy. New passports were issued by Italians, who saw to it that they were not affected by German laws, passports without the damaging J's.

They tried to reach Palestine, which was easier from the Adriatic than elsewhere. Perhaps the British had more important things to do in the war than to prevent some very unseaworthy ships from disbursing frightened people on the shores of Palestine, though it was not plain sailing. By May 1944 there were more deportations to the busy death camps, organised by the Germans in Italy. There was some help however from the partisans and from lower ranked clergy, who showed more humanity than the Pope.

Other escape routes were given us by Dr Patrik von zur Mühlen, who too seemed to have a profound knowledge of the time. The only other less dangerous route left for much of Occupied Europe, was into the Iberian Peninsula, Spain and Portugal. Both these countries were under fascist rulers, Franco and Salazar, but too far removed geographically from Germany to be much help to the Germans. The Jews of Spain (not very many since their expulsion in 1492) and of Portugal were Sephardic. The massive expulsion had at the time taken them North to the Netherlands, and East to Greece, Turkey and Bulgaria. Civilization had in the 15<sup>th</sup> century not yet learnt the art of genocide. By the 20<sup>th</sup> century Spain had little hatred of Jews, but its bureaucratic dealings were interminable and often corrupt. Spain closed its borders when its government realized that desperate flights were taking place from France over the Pyrenees. A Spanish diplomat, Sanchez Mendoza in Budapest, doled out Spanish visas liberally, about 10,000, against all the instructions of his superiors, saving the lives of many Hungarian Jews. He was eventually punished by loss of job and income and died a poor man, not honoured until those he had saved, discovered what had happened to him after his death. Because of the expulsion from Spain several centuries earlier,

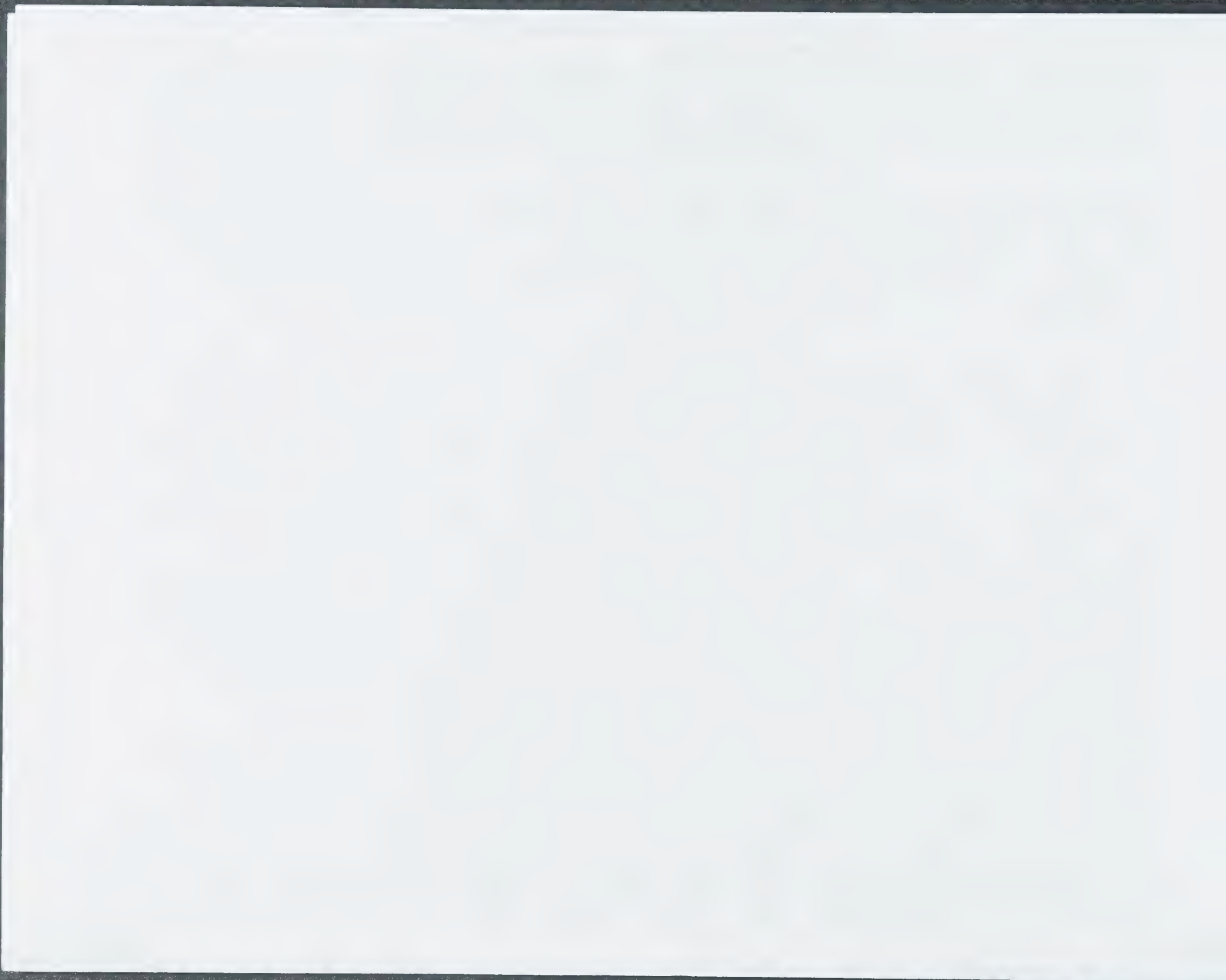


the Jews of Salonika in Greece, tried to claim Spanish citizenship. They were known as the '/clandestinos/' and occasionally found kindly local help. [The rounding up and deportation of the Saloniki is one of the best-known horrors of WWII. Former President Waldheim of Austria took a leading role].

Portugal had a better attitude towards Jews trying to escape, but to reach Portugal it was of course necessary to traverse parts of Spain. Portugal did not feel any involvement with the Germans. As a sea-faring nation on their outpost in the Atlantic, they felt more tied to Britain. They showed themselves to be humanitarian and several 1000's of Jews were saved by the Portuguese.

Gabriele Mittag, another excellent professor from Berlin, had the unpleasant task of addressing us on the topic of /Gurs,/ one of the most notorious concentration camps in France. It had originally been created with good intentions by the French, to help the republican minded Spaniards fleeing from the Spanish Civil War over the mountains to SW France. It was designed originally to hold 4000 people, but once the War had begun, the French continued to fill the camp with 'aliens', mainly foreign Jews who had hoped for shelter in France, the land of '/liberté, égalité, fraternité/' apparently. When the 7000 Jews from Baden, the Palatinate and the Saarland were deported there by Hitler, as an experiment to test the land for future mass deportations, the camp held almost 3 times its intended population. It was in October 1940 that the last frightened group arrived, my parents and younger brother Michael (aged 10) and sister Feo (aged 6), among them. Apparently the German population did not object as their neighbours disappeared for ever. Hitler must have been reassured.

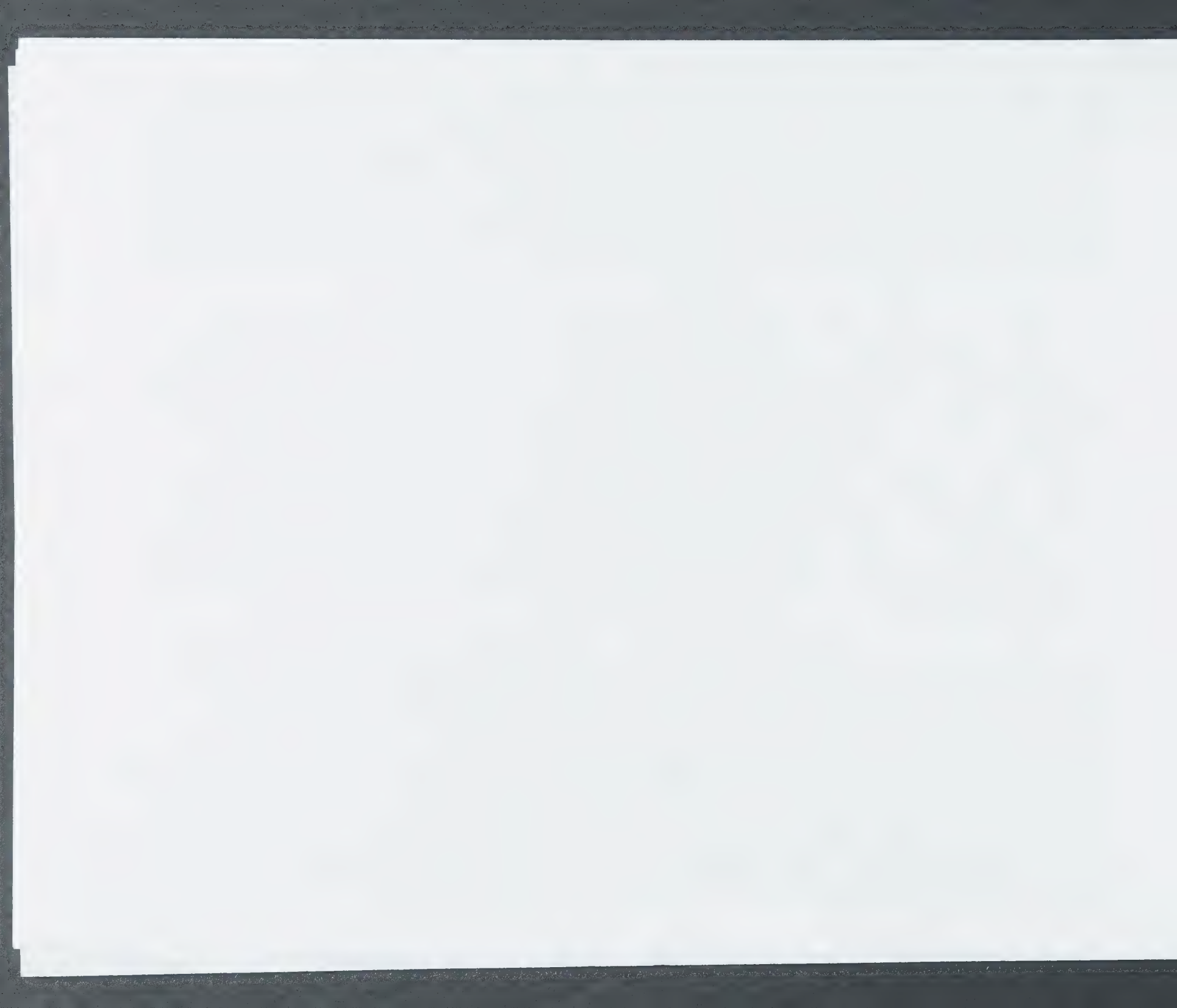
The winters are wet in Mediterranean countries. The earthen ground of Gurs camp soon turned into deep mud with the arrival of more thousands. The primitive camp toilets were on the edge of the camp. People had long distances to cover to reach them. The elderly became stuck in the mud, could not move, broke limbs and died. The filth everywhere was horrific. The inmates were not murdered, but many died, the elderly and little children quite early, from hunger, dirt, misery and disease. Gabriele Mittag praised



helpers who came to the camp and cited a nurse from Switzerland, Elspet Kessler, who brought food for the children and help to the sick and dying. She managed to stay for three years. [It was from here too that Alice Resch, working for American Quakers and financed by them, removed 50 children from the camp and hid them, thus saving their lives, including my brother. Feo stayed with my parents but they persuaded a rescue team to remove her from the next camp to which they were sent, Rivesaltes, near the Mediterranean in Eastern France. A region plagued by mosquitoes. Not really an improvement on Gurs for the inmates].

We were told that there were many talented writers, actors and artists in Gurs who worked hard to entertain and teach the inmates. The actors gave performances, especially cabaret, in which hidden allusions were made about camp life that the guards did not understand. The slogan went round "/mieux vaut en rire", /"it is better to laugh about it". From the letters Mother wrote I know that she too felt a duty to teach the roaming, apathetic children. A task not made easier by their lack of schooling over several years. [The guards were French, as that area of France was under the rule of Vichy, which was hand in glove with the Germans. Being French, they were more relaxed in their attitude than the efficient Germans would have been and thus many of the interned considered themselves fortunate not to be in a German concentration camp. Most of them knew exactly what such imprisonment would have meant].

Our next topic was flight to Shanghai, or, as they called it more exactly, to the '/Wartesaal', the waiting room. /No one intended to remain in China, there were too many difficulties, not least the language. The academic who gave that lecture came from Heidelberg, Georg Armbrüster. The numbers included 9000 Germans, half that number of Austrians, a few thousand Czechs, Poles and others. Life was far from easy. There was even the presence of the NSDAP in China (as there was apparently also in Chicago). Home from home in a different sense. The emigrant Jews in China seem to have had an unusually high suicide rate. When the communists eventually appeared the Jews had to move. Foreigners were not wanted. After the war, UNRRA arrived and wanted the refugees to move back to Germany. They dispersed, some to the USA,



others to Australia, which ceased its limited acceptance of the unacceptable.

The refugees had tried every country, even Japan. The Japanese did not know or care who or what Jews were, but recognized them as aliens. They made them live in a designated area, close together, in other words, a ghetto, a term the Japanese presumably did not know.

The weekend finished with a lecture on the Kindertransport, a topic very familiar to me though even there, Dr. Claudia Curio had knowledge that was new to me. She too is a scholar and had the subject very much at heart. Of the 9,500+ children who found refuge in England, we heard that 15 % eventually moved on to the USA, having relatives in that country. Half that number went to Palestine and fewer still to Australia. 60% stayed in England. And as far as I know, none of us has regretted this. England educated us and was good to us. After the war, when the British realized that our parents would not pick us up as they had promised, they had been murdered, a decent government decided to let us become British citizens with a minimum of fuss. We did not have to advertise that we wanted to become citizens, nor go through the usual laborious channels with payment of a large fee. We simply had to swear our future loyalty before a Justice of the Peace or a special notary. A civilized procedure.

The final lecture was more cheerful in a sense, about the rescue of those persecuted for their political views and their ideas. Dr. Anne Klein from Cologne shared her information with us. We heard about Varian Fry, a Scarlet Pimpernel figure of the 20<sup>th</sup> century. He achieved much and rescued many. Like the heroes of fiction, he seems to have disappeared after that. He was an American citizen but the US did not care for or appreciate his work. The French expelled him.

French history of the early war years was neither heroic nor admirable. Northern France was occupied by the Germans, and the unoccupied southern area was governed by the Vichy government, a set of men who had sold their souls to the Devil. The 3<sup>rd</sup> of September marked the start of WWII and





France brought out new anti-Jewish statutes. All foreign Jews, including many who had fled from Germany or German occupied territory, were arrested and interned. In January 1941 there was talk of "eliminating" people who did not belong. In May 1941 Jews were arrested in Paris. By 1942 all Jews had to be registered. If they refused to register, it meant they could not receive ration cards and therefore no basic foodstuff.

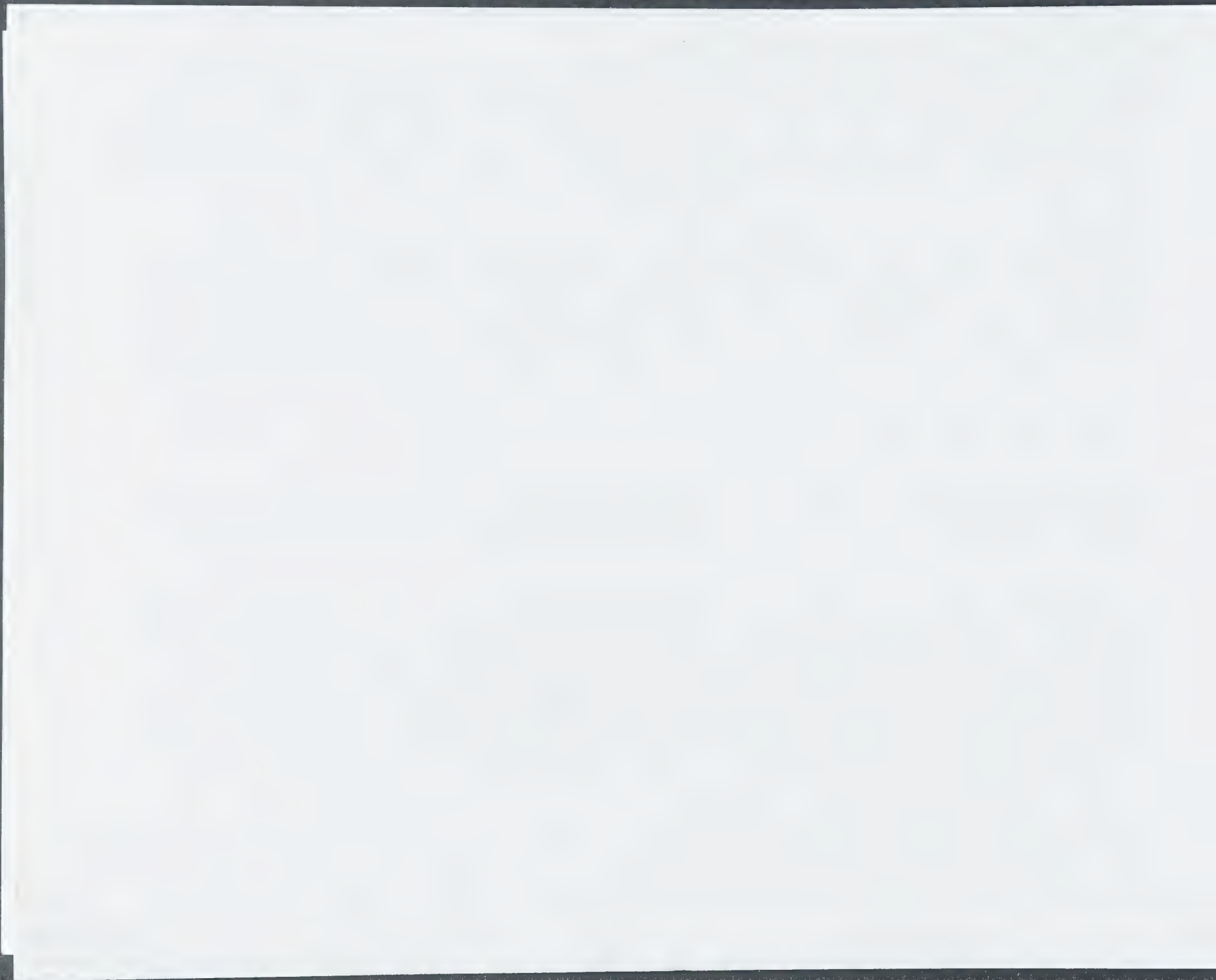
The US no longer offered asylum. The term asylum seekers reverted to "immigrants" and they rigidly stuck to their quota. There was little sense in the USA of responsibility for world problems. It was clear that they did not want Jewish refugees. There were Americans desperate to pull their relatives out of Europe, who had to produce evidence of close relationships. A multitude of papers was required, some of which had a limited life span.

Since those days the USA has become the major world power. Does it still harbour the same prejudices?

And in Germany meanwhile, after Jews had lost the right to German citizenship and had become second class citizens, they also lost all human rights. They were now ready for "Ausrottung". Deracination, destruction.

It had been quite an exhausting weekend. The lectures were lengthy and very detailed, in polished language, researched with fervour and commitment. The scholars involved struck me as warm human beings, who were very conscious of the suffering so many had experienced at the hands of their forebears. I suspect that the topic is not welcome everywhere and yet they feel the need to pass it on in writing and speaking. Again and again the following words recurred: "We must never forget". (In German: "Gegen das Vergessen".)

[ ] My own views, not the speakers'.

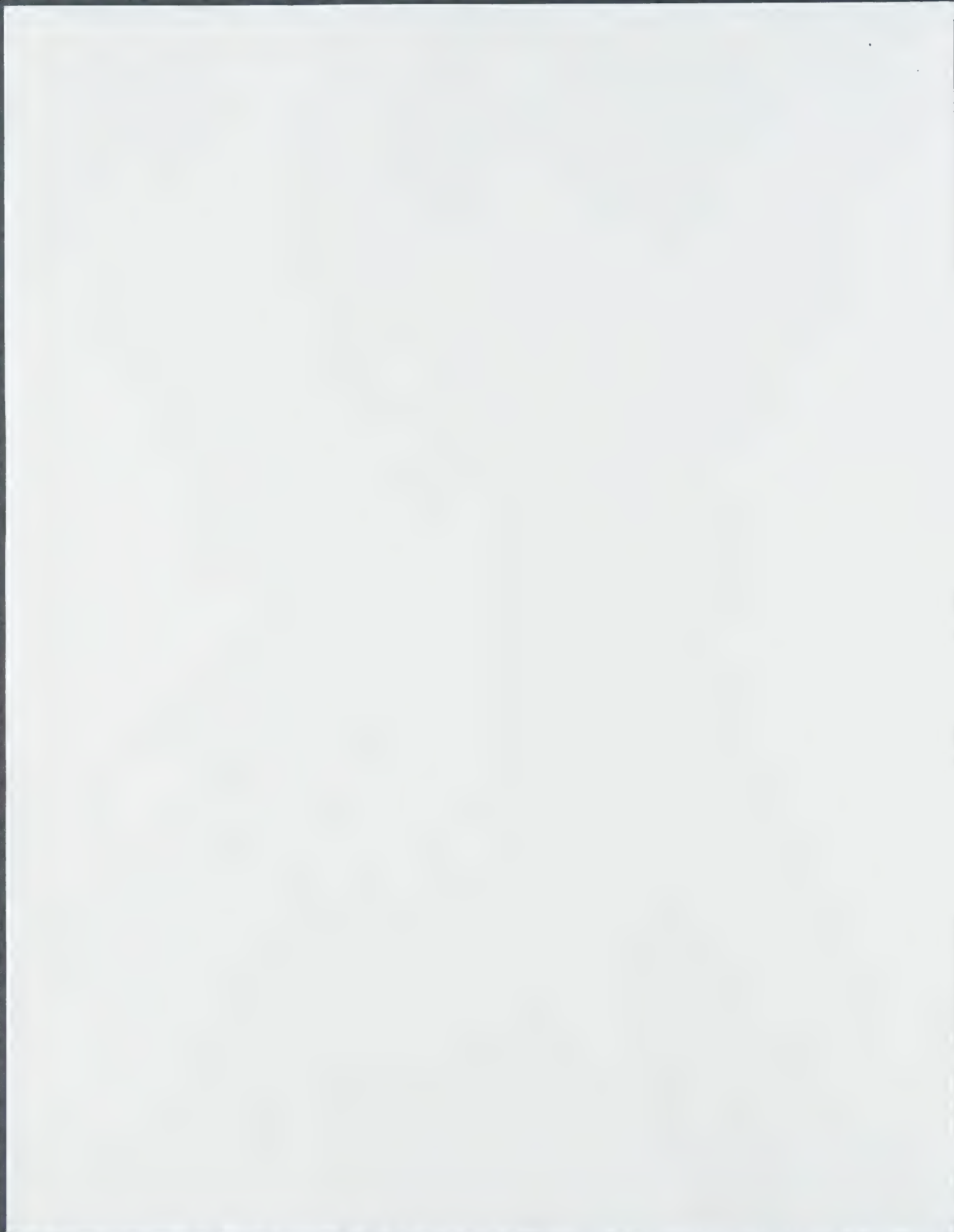


**Subject:** 2006 KTA Midwest Chapter Conference

**From:** Joseph Haberer <j.haberer@insightbb.com>

**Date:** Tue, 27 Sep 2005 21:37:28 -0500

**To:** "Schneider, Peter" <peterschneider@pobox.com>, "Maniker, Edith" <aadmann@hotmail.com>, "Rosenfeld, Eddie" <adurer@hotmail.com>, "Kornguth, Herbert & Mary" <arier@volfirst.net>, "Bader, Alfred" <baderfa@execpc.com>, "Schneider, Barbara" <baschnei@ucalgary.ca>, "Black, Benno" <bbennoann@aol.com>, "Herzog, Bertram" <bert@umich.edu>, "Kahn, Gertrude" <bobgertk@aol.com>, "Donnelly, Cathleen" <cathyd@childrensmuseum.org>, "Willency, Colleen" <colleenwillency79@msn.com>, "Mann, Curtis" <curt4@earthlink.net>, "Bader, Daniel J. & Linda C." <dan@hbf.org>, "Bader, David" <david@thelab.net>, "Darmstadter, Dan" <ddarmsta@amfam.com>, "Bradley, Rena" <djbyrne@athenet.net>, "Karpus, Wayne" <eaglewayne25@aol.com>, "Hamlet, Eva" <ehamlet983@aol.com>, "Kaufmann, Marianne & Ernie" <ekauf100@comcast.net>, "Stedman, Erica" <estedman@hotmail.com>, "Kronenberg, George" <faygeo@aol.com>, "Weil, Felix" <felixfweil@aol.com>, "Fischer, Vernon" <fisschervw@cs.com>, "Foster, Linda" <fofamily@comcast.net>, "Rosenbaum, Frederick" <frankseek@aol.com>, "Benedikt, Q. Daniel" <fullayout@juno.com>, "Friedenfeld, Gerry" <gerdor9345@aol.com>, "Haberer, Joseph" <habererj@purdue.edu>, "Schneider, Hans" <hans@math.wisc.edu>, Weinmann <hanwein@webtv.net>, "David, Ruth & Herbert" <hardavid@ghhome.com>, "Halberstam, Heini" <heini@math.uiuc.edu>, "Karplus, Henry" <henry@karplus.com>, "Leitson, Hanny" <hnleitson@aol.com>, "Haberer, Joseph" <j.haberer@insightbb.com>, "Darmstadter, Joel" <joelruthd@verizon.net>, "Ascher, Irwin & Joyce" <joywin18@hotmail.com>, "Roberts, Joanne" <jtrjtr@hotmail.com>, "Henley, Keith" <khenley@med.umich.edu>, "Grosz, Kirsten" <kirstengrosz@copper.net>, "Knepler, Anne" <knepler@uic.edu>, "Kraus, Felix" <kraushaus2@aol.com>, "Weil, Loren" <lweil@winston.com>, "Diamond, Margit" <margitd@webtv.net>, "Ryba, Marietta" <mer@interkan.net>, "Knepler, Myrna" <mknepler1@neidu.edu>, "Haberer, Nina" <nhaberer@cla.purdue.edu>, "Pomeranz, Elaine & Joel" <pomeranz@med.umich.edu>, "Segal, Ruth" <prsegal@aaahawk.com>, "Benedikt, Ed" <rbenedikt@gwi.net>, "Geiringer, Rita Lynn" <rgeiringer@thejewishnews.com>, "Laxova, Renata" <rlaxova@facstaff.wisc.edu>, "Mann, Robert" <rmann@simmons.com>, "Ultmann, Michelle" <rmlsuf@aol.com>, "Haberer, Robert" <roberthaberer@yahoo.com>, "Willency, Ruth" <ruthwillency@hotmail.com>, "Becker, Sam & Ruth" <sam-becker@mchsi.com>, "Spooner, George"



<spooner@gtw.net>, "Schwab, Sharon" <sschwab@flarkinc.com>, "Jentes, Fred" <tjentes@aol.com>, "Schwab, Helmut" <tumleh1544@aol.com>, "Falk, Walter & Gretchen" <walterfalk@yahoo.com>

Dear KTA Midwest Chapter Members!

The Midwest Chapter will meet in Indianapolis, Friday April 21-Sunday, April 23, 2006. We hope that you will be able to attend and will keep the weekend open for this occasion. Registration materials, etc., will be sent in due time. Our initial plans, agreed upon at the meeting in Madison, were to meet in Milwaukee. Unfortunately our host was unable to undertake the task and this necessitated the change.

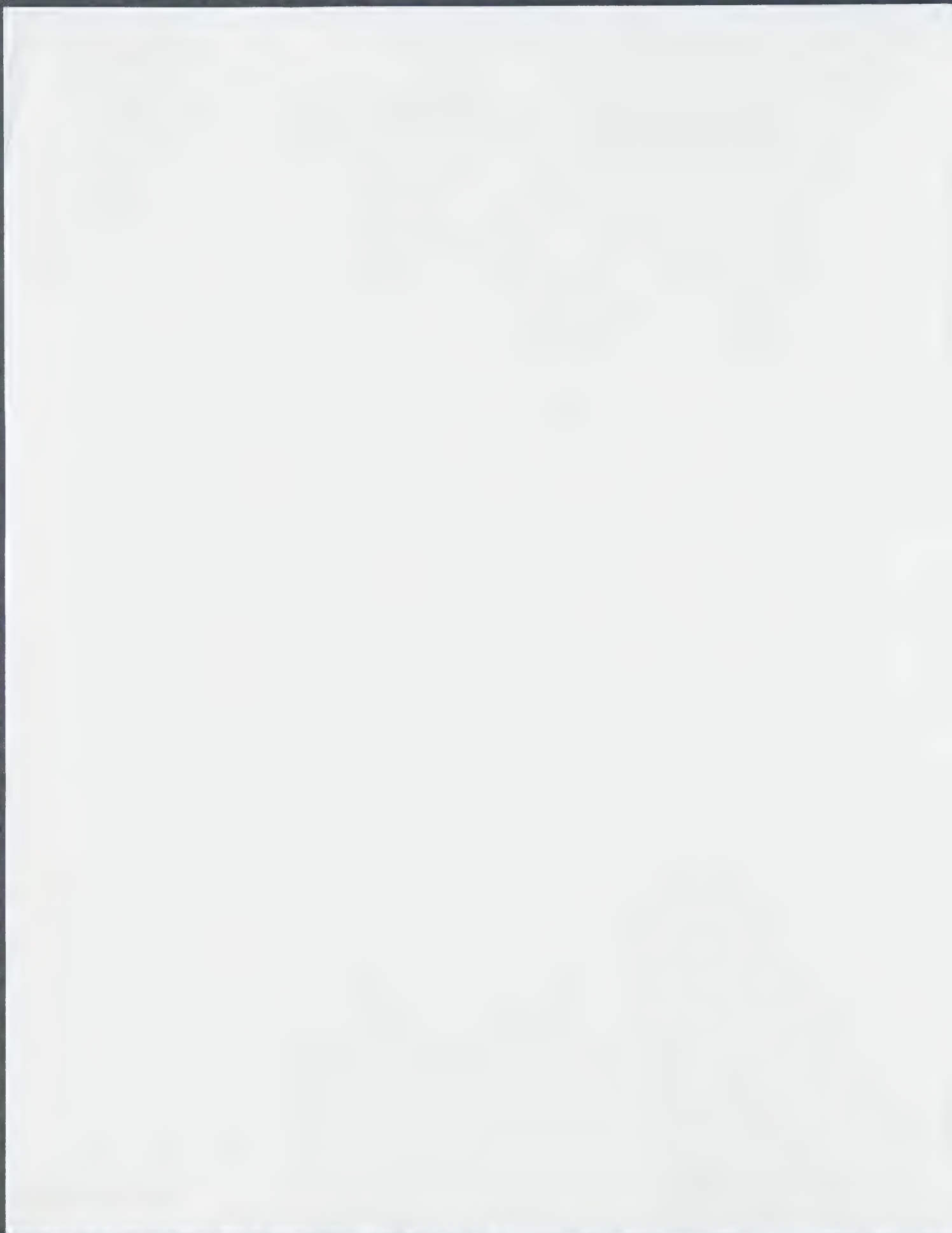
Eva Hamlet will make the Hotel arrangements. The Board will work on developing an interesting and challenging program. I hope you have had a good summer.

To all of you, L'Shana Tova.

Joseph Haberer, for the KTA Midwest Chapter Board

---

This message scanned for viruses by CoreComm



**Subject:** Re: Re:

**From:** "Ruth David" <hardavid@isunet.net>

**Date:** Mon, 9 Sep 2002 11:12:26 -0500

**To:** "Alfred Bader Fine Arts" <baderfa@execpc.com>

I am sure you both enjoyed England. I came back from there yesterday and it was good to see my children and the one grandchild. I also showed Herbert some more bits of England that he either did not know or had barely visited. We spent a day in Stratford, a day in Oxford and we meandered round the Cotswolds, which I love. Visited the site of a Roman villa near Cirencester. Quite lost in the country, nothing but woods and fields around, must have looked much as the Romans saw it.

You were in the south of England I guess and I know you love it there.

Yes, we do look forward to seeing you.

Love to you both, Ruth and Herbert

----- Original Message -----

**From:** Alfred Bader Fine Arts

**To:** Ruth David

**Sent:** Tuesday, August 13, 2002 10:59 AM

**Subject:** Re:

Dear Ruth and Herbert,

We were in England when your most interesting e-mail of June 30th arrived.

We certainly enjoyed meeting you and hope that the English edition of your book will appear soon.

And of course we hope that you might have a chance to visit us in Milwaukee and already look forward to meeting again in Madison next April.

With best wishes I remain

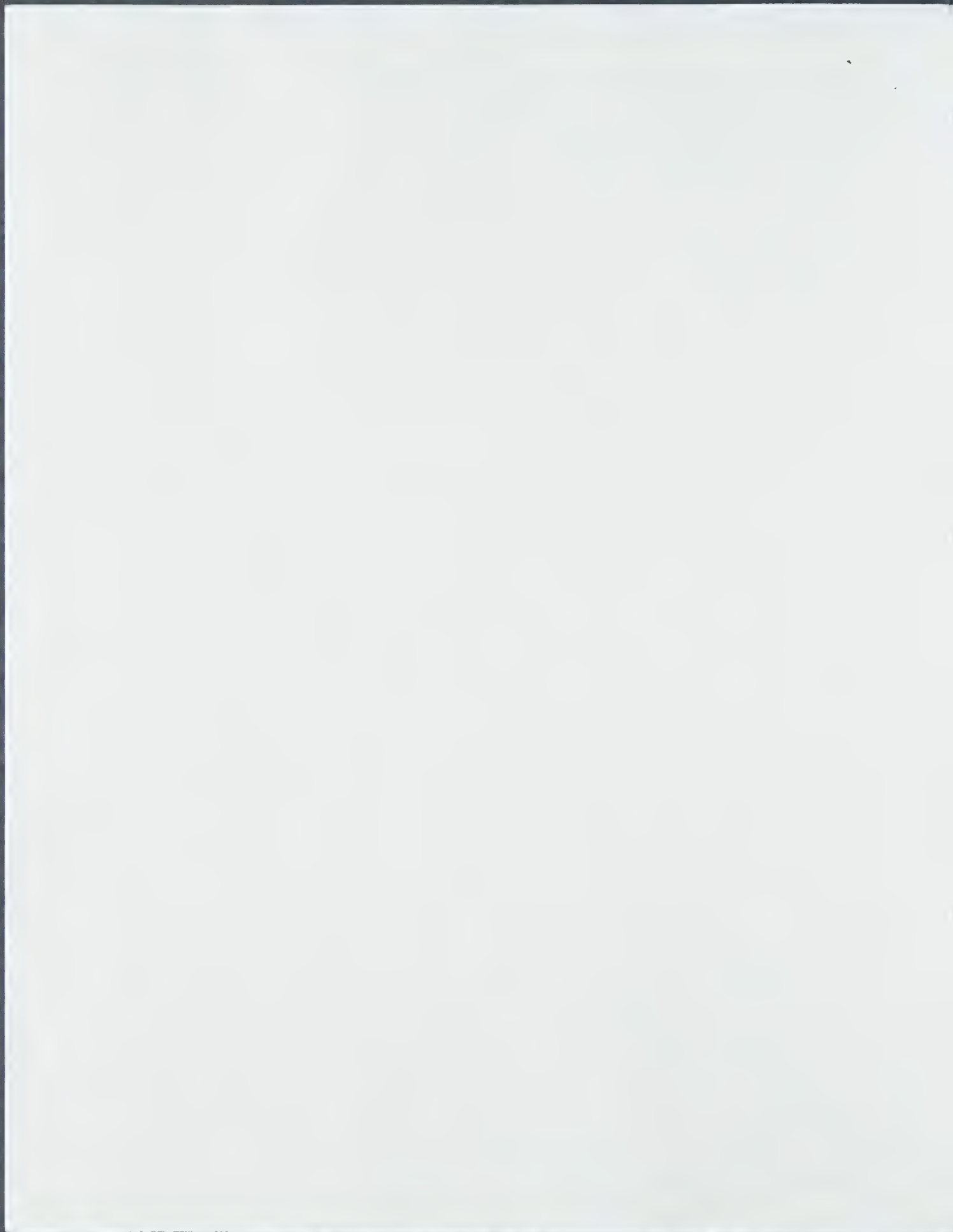
Yours sincerely,  
Alfred Bader

Ruth David wrote:

Dear both,

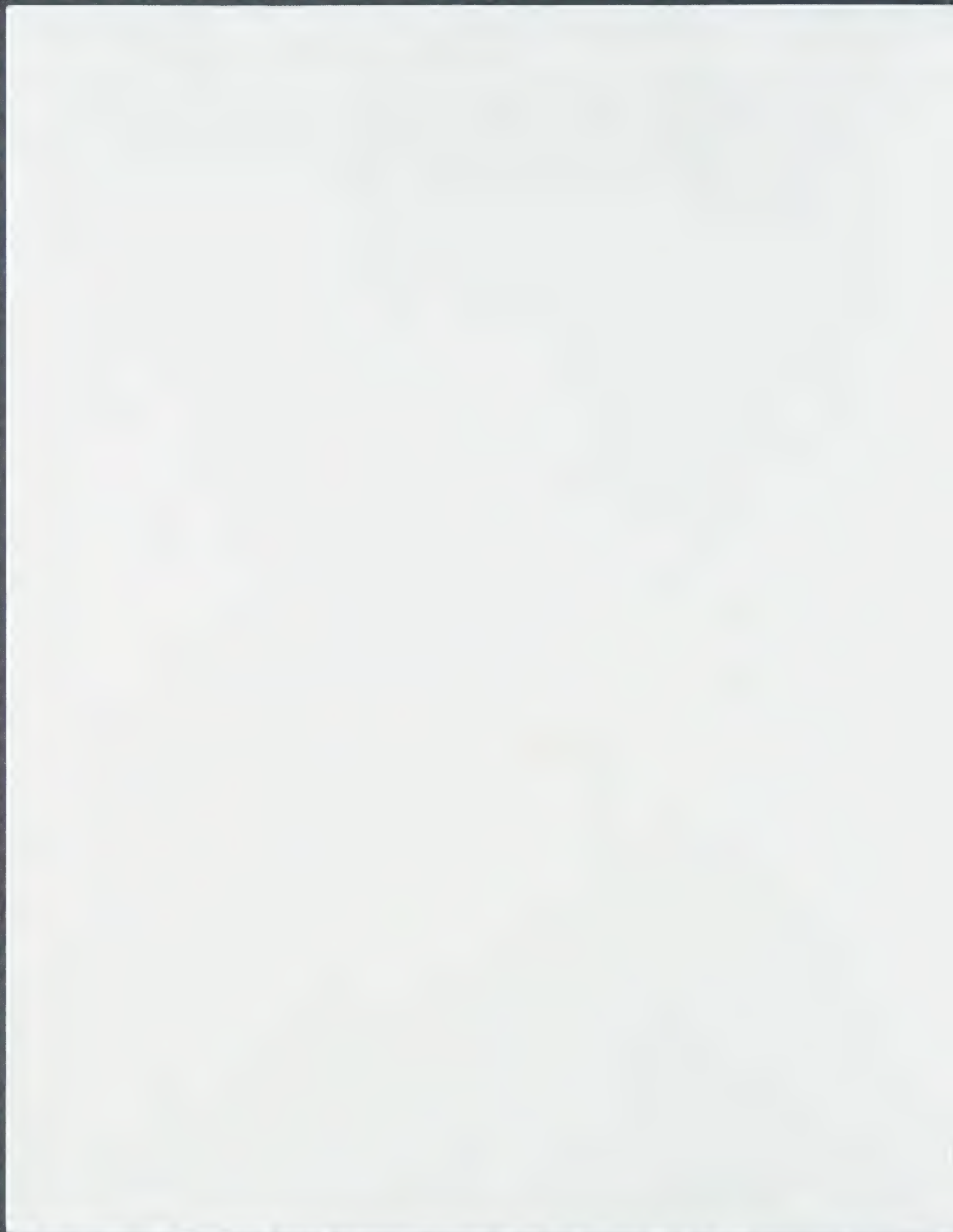
I know I wrote to you before I had quite finished reading your book and never told you how much both Herbert and I enjoyed it. A fascinating look into what must at times have been a difficult life and a wonderfully positive way of coping and doing good and well! congratulations. It was a pleasure for us to get to know you both in any case and to have this acquaintance reinforced by the writing was a special privilege. We hope we shall see you again one day.

We are certainly tied to coming to the KTA in November as Heini Halberstam and I are doing some research on Quaker help to us the Kinder but to refugees more in general. I have always felt that the Quaker input had not been sufficiently recognized. they themselves, the Society of Friends, have never boasted or bragged and I would like in some way to show our appreciation. Heini will probably do Quaker help in Germany ( only the tiniest % of the population belonged to the Quakers but acted bravely), and American Quaker input. I shall research and talk about the British Friends. Meanwhile you are probably spending time in Southern England and I hope very much enjoying it all. Here we have a hot summer and shall stay till mid August when we depart for NY City where Herbert will attend a statistics conference while I enjoy NY. Three days later we leave for Copenhagen to celebrate the 95th birthday of a Norwegian lady living there who with the help of the





American Friends Service Committee rescued my brother and 48 other children from a concentration camp in SW France and hid them, thus saving their lives. My brother from Paris will also attend and so will some others she saved, coming from the US, Israel, France and Switzerland. then Herbert and I continue to England to see my children and friends and to relax, perhaps in the Cotswolds, from where we can easily get to the theatre in Stratford.  
Best and fond wishes to you both for a good summer.  
Ruth and Herbert



**Subject:** MW/KTA 2003 dates and location

**From:** Hans Schneider <hans@math.wisc.edu>

**Date:** Mon, 3 Jun 2002 21:17:55 -0500 (CDT)

**To:** MW/KTA -- Irwin & Joyce Asher <joywin18@hotmail.com>, Alfred & Isabel Bader <baderfa@execpc.com>, Barbara Anne Schneider <baschnei@acs.ucalgary.ca>, Barry Ultmann <barryokee2001@core.com>, Ed Benedikt <rbenedik@gwi.net>, Ruth & Albert Brunell <abrunell@core.com>, Bea Cahn <beacahn@mibor.net>, Margit Diamond <margitd@webtv.net>, Cathleen Donnelly <cathyd@childrensmuseum.org>, Hedy Epstein <hedy@hedyepstein.com>, Walter & Gretchen Falk <fcs10@interaccess.com>, Vern Fischer <fischepv@slu.edu>, Michael Geyer <mgeyer@midway.uchicago.edu>, Kirsten Grosz <hgrosz@iupui.edu>, Joseph Haberer <haberer@polsci.purdue.edu>, Heini Halberstam <heini@math.uiuc.edu>, Eva Hamlet <EHamlet983@aol.com>, Keith Henley <khenley@med.umich.edu>, kshenley@earthlink.net, Bertram Herzog <bherzog@crcg.edu>, Henry Karplus <henry@karplus.com>, Katja Baumgaertner <baumies1@hotmail.com>, Marianne & Ernst Kaufmann <ekauf100@aol.com>, Michael Kobrowski <michael@kobrowski.com>, Curtis Mann <curt4@mindspring.com>, Michael Benedikt <benedikt@research.lucent.com>, Michelle Ultmann <rmlsuf@aol.com>, Miriam Schneider <miriamschndr@aol.com>, Nadine Karplus <nadine@karplus.org>, Nina Haberer <nhaberer@sla.purdue.edu>, Judith Ormond <judpicc@aol.com>, Q Daniel Benedikt <fulllayout@juno.com>, Ruth & Herbert David <hardavid@isunet.net>, Helmut & Erica Schwab <tumleh1544@aol.com>, Hans Schneider <hans@math.wisc.edu>, Ava Tews <artworks@msn.com>, Felix & Frances Weil <FelixFWeil@aol.com>, Hans Weinmann <hanwein@webtv.net>, Ruth Willency <ruthwillency@hotmail.com>, Lucile Wolf <henlu@aol.com>

---

Hans Schneider	<a href="mailto:hans@math.wisc.edu">hans@math.wisc.edu</a>
Department of Mathematics	608-262-1402 (Work)
Van Vleck Hall	608-271-7252 (Home)
480 Lincoln Drive	608-263-8891 (Work FAX)
University of Wisconsin-Madison	No Home FAX at present
Madison WI 53706 USA	<a href="http://www.math.wisc.edu/~hans">http://www.math.wisc.edu/~hans</a> (URL)

---

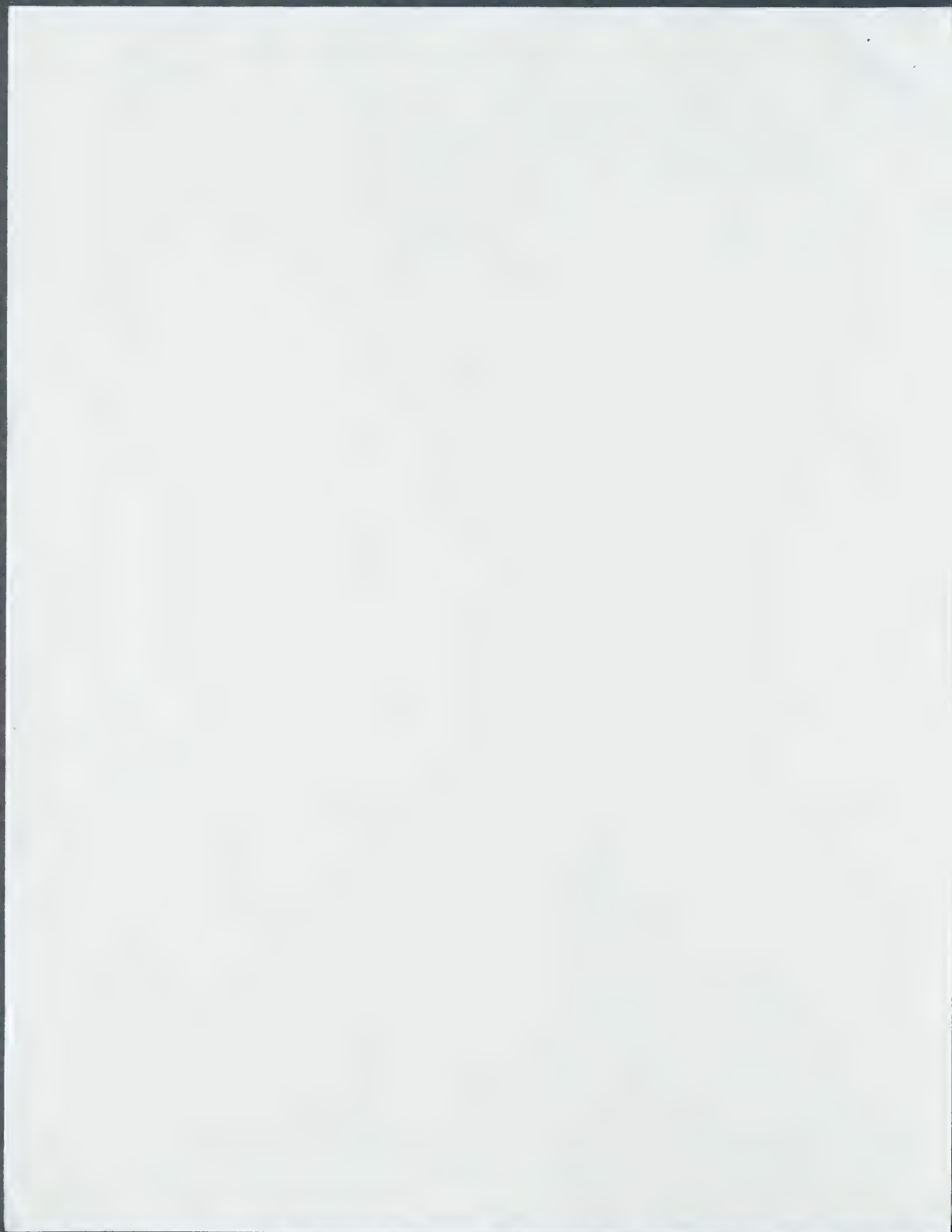
Dear MW/KTA member:

The date and place for our next meeting has been set:

April 25 & 26 , 2003  
Lowell and Pyle Centers  
Langdon Street

These centers are at the town edge of the UW campus, close to Lake Mendota and State Street (Madison's most famous street). They are one block apart. Participants will be staying at the Lowell Center. We have reserved a block of rooms there for Friday night (April 25) and Saturday night (April 26). Participants will need to make their own reservations at least four weeks before the meeting. I've been told that the price (including continental breakfast) is \$67 per night for a single and \$77 for a double.

Our Friday evening meeting, social hour and dinner will also be at Lowell Center. On Saturday we shall be at the Pyle Center (as the meeting rooms in Lowell Hall were already booked). You are on your own for Saturday lunch; the student union is a few yards of the Pyle Center and there are



lots of restaurants of different types on State Street within two blocks. We are hoping for good weather. On Saturday evening, we will have our social hour and dinner in the Alumni lounge with a spectacular view over the lake (unless we are bumped by a larger group that does not fit into one of the smaller lounges.)

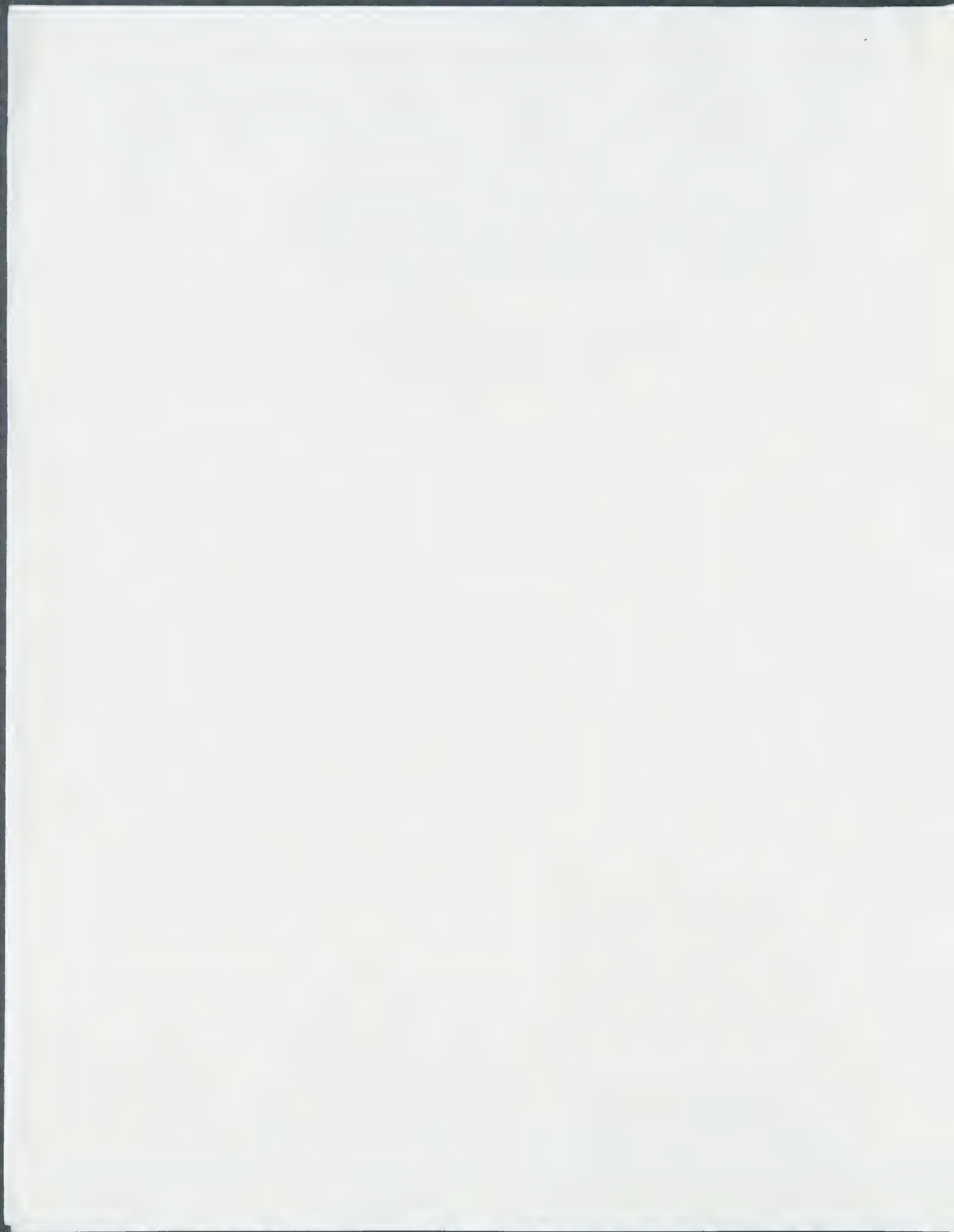
The meeting will start with the traditional session of introductions on Friday, April 25 at 5 p.m. and end formally on Saturday night and the usual goodbyes after breakfast on Sunday morning. For those of you who wish to come earlier on Friday or stay longer on Sunday, the Elvejehm (University) art gallery is a block away; a ten minute walk gets you to the city art gallery and the state Capitol is a bit further and is well worth a tour. There is also a beautiful walk along the lake on the cinder path.

I will be gone from Madison June 8 - 30 and Miriam will also be gone most of this time. I will try and get the program in shape after we get back during the course of the summer. Some of you have sent me suggestions and further ideas are welcome, as are questions or comments, if you have any.

I plan to send out further information in the fall.

hans            3 June 2002

ps This message is being sent to everyone on the inclusive list. Please let me know if you do not want further announcements.



# ORAL HISTORY AND THE KINDERTRANSPORT

## A WORKSHOP

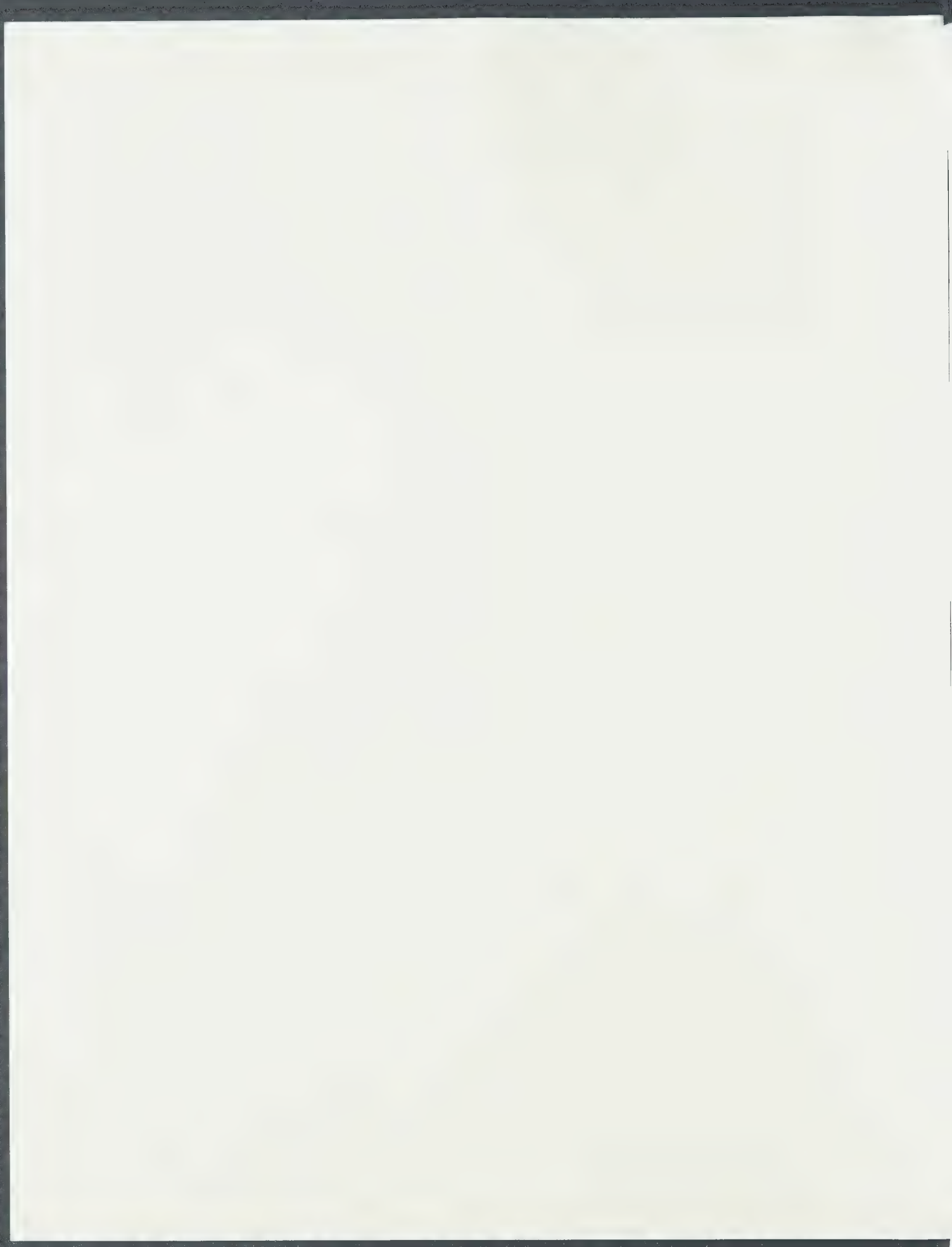
Chicago, April 20, 2002

*Joseph Haberer*

---

### MATERIALS

1. Questions
2. "Tell it Like It Was" Studs Turkel (2 pp.)
3. Introduction to Oral History (Baylor University Institute for Oral History (16pp.))
4. Oral History Techniques (Indiana University Oral History Research Center (6pp.))
5. "Step-by-Step Guide to Oral History" Judith Moyers (18pp.)
6. "One-Minute Guide to Oral History" Carole Hicke (4pp.)
7. Kindertransport Bibliography (3pp.)
8. The Survivors and the Second Generation (3pp.)





## ORAL HISTORY AND THE KINDERTRANSPORT

### *QUESTIONS*

1. Have you recorded or told your story about the Kindertransport ? How and to whom?
2. Have you shared the Kindertransport with your family? With others. If so, what impact did it have?
3. In what important way(s) did the Kindertransport experience shape your life?
4. What kinds of materials about your life, your family is available? (genealogies? photographs, letters, etc)
5. If you were to summarize your reflections on the Kindertransport, what major points would you want to make?





## Tell It Like It Was

A Pulitzer-winning  
journalist's tips  
for preserving your  
family story

By Studs Terkel  
Interviewed by Jonathan Eig

**W**hen I was a kid, I lived with my mother at the Wells-Grand Hotel in Chicago. She was the hotelkeeper. It's a posh joint now, but back then it was teeming with workers—railroad men, firemen, seamen.

Back then men really worked. And they argued, too. They read books and they formed opinions and they debated those opinions. It was very exciting for me. That's probably when I first began to realize the power of an oral history, not that I was using that term at the time. To me, it was just storytelling. And oh how I loved hearing them tell those stories.

I think people have a natural-born tendency to tell stories. There's poetry in each and every one of us. Your job as a good listener is to get it out. If I can do it, anybody can.

Think of capturing your own family's stories as a personal responsibility. Pretend you're a gold prospector, sifting through the accounts you've heard all your life. Gather them all up. Ask relatives to retell those stories. Listen closely. Then sort through for the best nuggets and make them shine. Here are some things I've learned that might help

**BUILD TO LAST** Before you start, get the best equipment and tapes you can afford. Rent or borrow if need be. You don't want all your hard work ruined because your recorder went on the fritz. Tape in a quiet place. Also, ask your children or your grandchildren to show you how to use a video camera or a computer—even if you already know. This is a stealthy way to get them involved.

**CATCH THE LAUGHTER** Once you have your interview subject in front of you, the trick is to help him or her relax. Let your strange old uncle tell his gooty stories. Let the rest of your relatives talk about your strange old uncle. In other words, don't take yourself too seriously. If you want people to know what your family's like, let them hear the laughter.

**GO AHEAD, GOOF UP** I'm inept mechanically. I don't drive a car. And I'm terrible with a tape recorder as well. I sometimes goof up and press the wrong button. But I make that an asset when I'm interviewing someone. I ask for help, and that person feels needed. **LOOK BACK IN TIME** Having a tough time getting started? Begin simply: "What did your father do during World War I?" Or, start with a question about the person



## masterclass

### 'It could have been you'

*"One of the saddest things I ever saw, when we were flying wing beside a plane that got hit, was the gunner in the big bubble at the very top. He was right there in plain sight, beginning to go down. He just waved his hand goodbye. There was nothing you could do. You saw the plane break up. You saw it catch fire. You saw two chutes, one of them burning. The dark truth—you were secretly glad. It could have been you."* —John Ciardi talking about his WWII experience

Excerpted from Studs Terkel's Pulitzer Prize-winning book *The Good War* (The New Press, 1984)

The Library of Congress is seeking volunteers to help record the memories of the 19 million living U.S. veterans. Can you help? To get more information about the Veterans History Project, call AARP (a founding sponsor) at 800-424-3410 (TTY: 877-434-7598) or log on to the LOC Web site, [www.loc.gov/folklife/vets](http://www.loc.gov/folklife/vets). You'll get a free project kit loaded with helpful tips resources, and forms for recording and registering an oral history. And your recording will be permanently housed in the nation's archives.

today. Once I was interviewing someone about the Depression and the first thing I said was, "I hear you don't like bananas." He said, "No, I can't stand bananas. During the Depression that's all we had to eat."

**START AN ARGUMENT** If your uncle remembers his wedding day differently than your aunt does, that's okay. Let them argue. Controversy makes for strong opinions, and people with strong opinions are usually great storytellers. The goal, after all, is to get the story, wrinkles and all.

**HUNT FOR FLORENCE** Not everyone is good at telling a story. You want to talk to the people who articulate what others feel but can't say. I'll be doing an interview and some guy will say, "I can't explain it, but ask Florence, he's the one who knows." I always want to talk to Florence. Find your Florence.

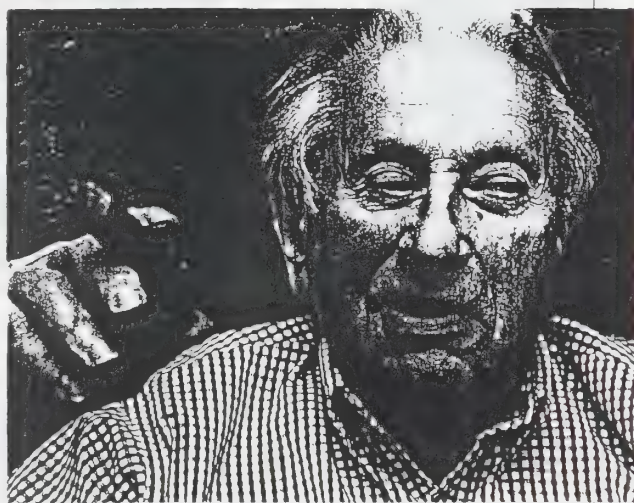
**THINK YOUNG** Everyone's got a childhood, and most people love to talk about it. Ask people about their childhood, boyhood, anything. Do a little research ahead of time so you can ask the right questions. Be specific: Ask him what he was doing when he was 13. Ask her why she changed colleges. Remember, people love to talk. To show your interest, take your time. Let the subject reflect. Take a break now and then or spread the sessions out over several days.

**PLAN A FOLLOW-UP** Okay, you got your subject started, then there's a lull. Here's a question that never fails: "What happened next?" That's always a good way to keep a person talking. Also be sure to ask, "What were you thinking?" "What were you hoping?" Let your natural curiosity guide you to the details. Encourage the subject to bring photo albums, documents, or letters. Ask, "Who is that person?" "Why do you look sad in that photo?"

**CALL IN THE KIDS** Don't assume that older people are the only ones worth interviewing. Younger folks have memories, too. Ask a high school kid what's the most important

thing in his life. Ask a young mother what it felt like the first time she held her baby.

**TRY THE TABOO** Some topics that are off-limits in normal conversation are fair game when you're doing an interview. I learned that there's nothing wrong with asking people about death, for example. Life is finite and therefore it's precious. People know that, and they love to talk about it. My latest book, *Will The Circle Be Unbroken?* (The New Press, 2001), is all about death



**NOW HEAR THIS** "There's poetry in each and every one of us," says Terkel. "Your job as a good listener is to get it out."

It's the liveliest book I've ever done.

**CLOSING LINES** When you're finished with your interview, label both the tape and the case, and remember to pop the tabs to prevent any accidental recording over the original. My next step is to have someone transcribe the tapes; then I move stuff around until it sounds like it's in the right order. It might not be exactly the way people said it but it's close, and it may sound a bit better. My oral histories wind up in books. Yours don't have to. They can be written, recorded, videotaped, or put in scrapbooks. No matter what form they end up in, you'll learn a lot. It's good therapy. And years from now your family will have great stories to tell.

*Studs Terkel is best known for his chronicles of American life. Jonathan Eig is a staff reporter for The Wall Street Journal.*

Share your stories at [www.modernmaturity.org](http://www.modernmaturity.org)

# Institute for Oral History

Guide to the Collection

**BAYLOR**

UNIVERSITY

Closer Look at the Institute

---

## Oral History Workshop on the Web

### Introduction to Oral History

What is Oral History?

Ethical & Legal Considerations

Equipment Considerations

Interviewing Tips

Interviewing Do's & Don'ts

Transcribing

Uses of Oral History

Basic Bibliography

---

Closer Look at the Institute  
Oral History Workshop on the Web  
Guide to the Collection

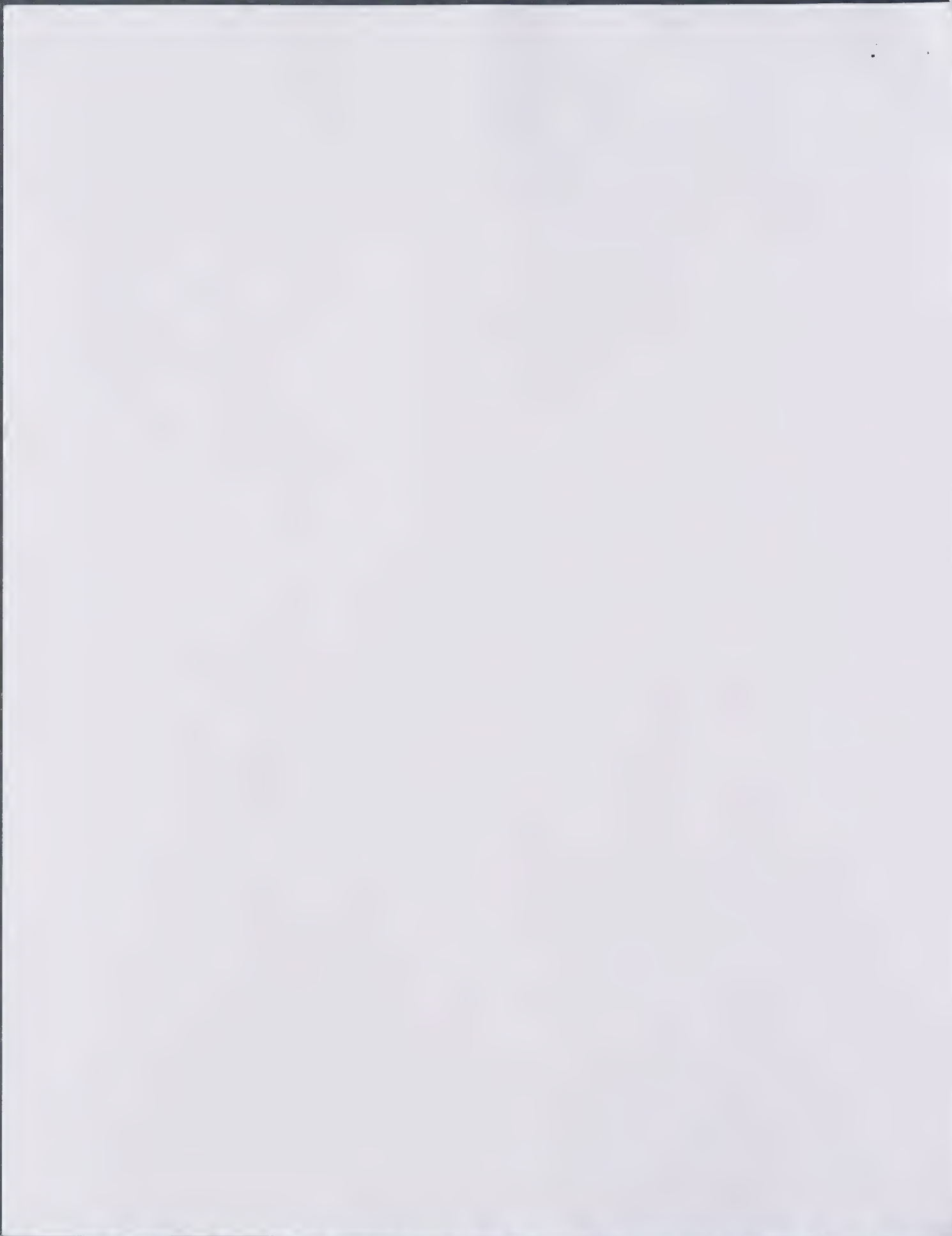
**Institute for  
Oral History**

---

Copyright © 2001 Baylor University

Send comments or questions to [Rebecca\\_Sharpless@baylor.edu](mailto:Rebecca_Sharpless@baylor.edu)

Last modified March 14, 2002



# Institute for Oral History

Guide to the Collection

BAYLOR  
UNIVERSITY

Closer Look at the Institute

---

## Oral History Workshop on the Web

### What is Oral History?

The term oral history refers to (1) a qualitative research process based on personal interviewing, suited to understanding meanings, interpretations, relationships, and subjective experience; and (1) a product—an audio or video tape recording—that is an original historical document, a new primary source for further research. Oral history interviews investigate interactions, relationships, dynamics, and contexts. Among the challenges inherent in gathering oral histories and interpreting them are building trust and rapport, balancing multiple perspectives, negotiating interview-interviewee roles, managing personal bias, and maintaining the ethics of the research partnership. Oral historians seek broad-based information beyond their immediate research needs and arrange ways of sharing that information with the larger community by depositing the tapes or transcripts and related materials in archives, libraries, and other special collections and by producing publications and programs aimed toward disseminating the information gained in the oral history partnership.

Oral historians are found in academic settings, government offices, libraries and museums, medical and military settings, community centers, and anywhere people are studying people and the past. Through local, state, regional, national and international organizations, oral historians promote professional standards for research.

**[Ethical & Legal Considerations](#) | [Equipment Considerations](#)  
[Interviewing Tips](#) | [Interviewing Do's & Don'ts](#) | [Transcribing](#) | [Uses of Oral History](#)  
[Basic Bibliography](#)**

---

Closer Look at the Institute  
Oral History Workshop on the Web  
Guide to the Collection

Institute for  
Oral History

---

Copyright © 2001 [Baylor University](#)  
Send comments or questions to [Rebecca\\_Sharpless@baylor.edu](mailto:Rebecca_Sharpless@baylor.edu)  
Last modified March 14, 2002





# Institute for Oral History

Guide to the Collection

# BAYLOR

UNIVERSITY

Closer Look at the Institute

---

## Oral History Workshop on the Web

# Ethical and Legal Considerations

### *Ethical Considerations*

1. Each oral history interviewer should commit herself/himself to producing the highest-quality interview possible. The interviewer should realize that the life of the tape extends far beyond the immediate use and should strive to gather information that will be relevant to future users.
2. The interviewee should be informed of her/his rights and interests, the purposes of the program/project, interview and transcribing procedures, final location of tapes and transcripts, and potential use of the memoir.
3. Interviewers should guard against any possible exploitation of interviewees and be sensitive to ways in which interviews might be used.
4. Interviewers should be sensitive to the communities from which they have collected their oral histories, taking care not to reinforce thoughtless stereotypes or to bring undue notoriety to the communities. The resulting interviews should be made accessible to the communities.
5. Interviewees should be given the opportunity to respond to questions as freely as possible and not be subjected to stereotyped assumptions.
6. Interviewers should make every effort to place completed interviews in an archives or repository where they can be used by other interested researchers.

For further information on ethical issues and oral history, see the latest edition of the Oral History Evaluation Guidelines from the Oral History Association web site:

<http://www.dickinson.edu/oha>.

### *Legal Considerations*

1. Oral history interviews are subject to U.S. copyright law (1978).
2. For public use of tapes/transcripts, both the interviewee and the interviewer must give written permission.
3. Standardized release forms are useful; a general release and a separate form permitting restrictions or a time seal will be needed. You may adapt release forms from other projects, or consult a lawyer and create your own form. The latter may be advisable if your project has any sensitive aspects.
4. Ideally, a general release should be signed before an interview series begins. Restrictions may be added by supplemental agreement.
5. Restricted oral memoirs should have specified opening dates. It is very difficult to



enforce restrictions, for instance, that are linked to the duration of someone's lifetime.  
6. Oral history interviews are subject to libel and slander law. The interviewer should be sensitive to possible violations of this law and be prepared to seal this portion of the tape or edit the transcript so that the name of the person being slandered is not made public.

For further information on legal matters, see John A. Neuenschwander, *Oral History and the Law*, rev. ed. Order from [Oral History Association](#).

**What is Oral History? | Equipment Considerations**  
**Interviewing Tips | Interviewing Do's & Don'ts | Transcribing | Uses of Oral**  
**History**  
**Basic Bibliography**

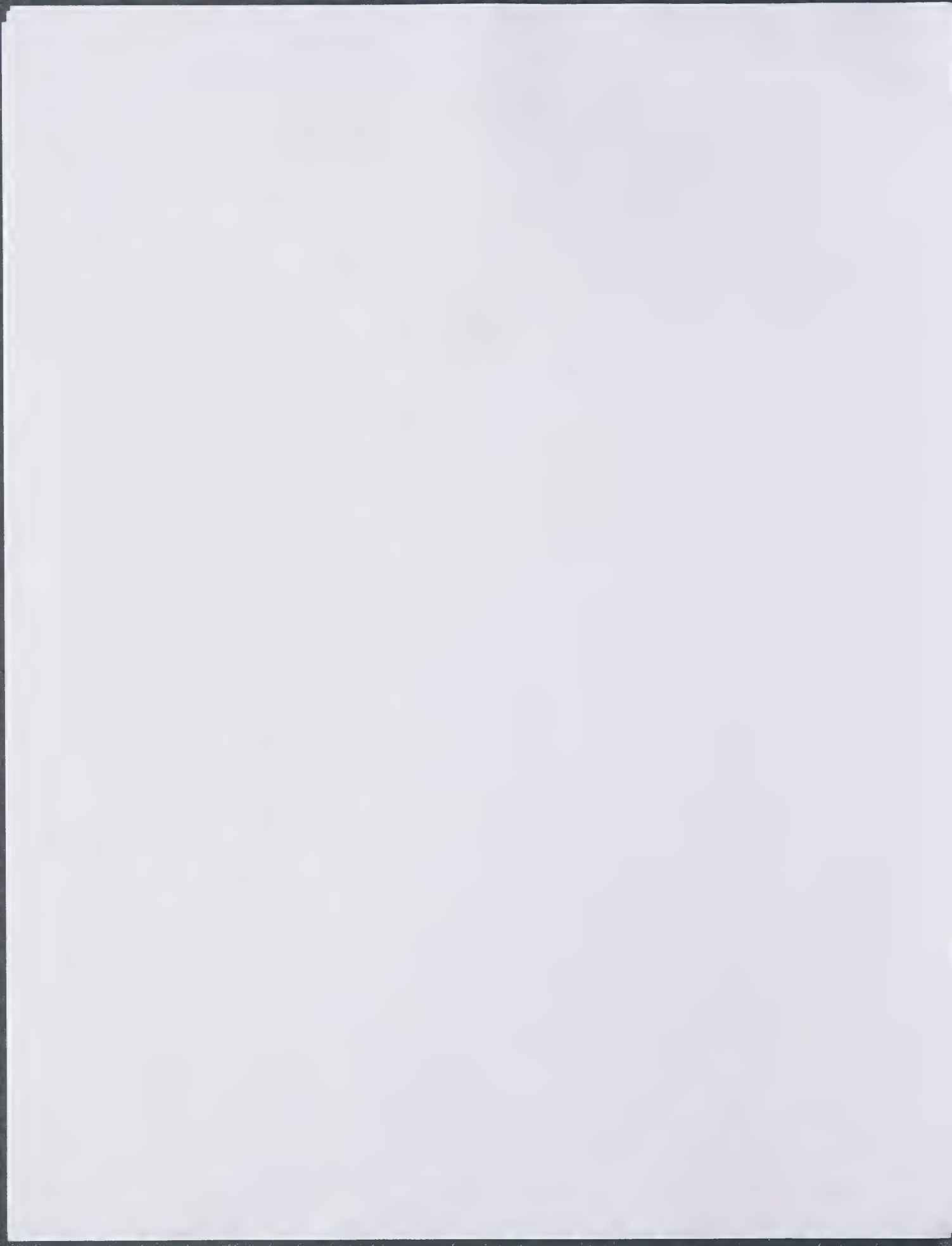
---

Closer Look at the Institute  
Oral History Workshop on the Web  
Guide to the Collection

**Institute for  
Oral History**

---

Copyright © 2001 [Baylor University](#)  
Send comments or questions to [Rebecca\\_Sharpless@baylor.edu](mailto:Rebecca_Sharpless@baylor.edu)  
Last modified March 14, 2002



# Institute for Oral History

Guide to the Collection

# BAYLOR

UNIVERSITY

Closer Look at the Institute

---

## Oral History Workshop on the Web

### Equipment Considerations

The interviews you conduct deserve a future. You will spend a lot of time preparing for and conducting each interview; don't let a poor quality recording ruin all your hard work.

A durable, dependable tape-recorder and a good microphone are essential to high-quality oral history interviewing.

Whatever your equipment, know it well. Practice and play with it until you can operate it with skill and confidence.

#### *Your Tape Recorder*

Most oral history projects use a light, durable cassette recorder. You don't need a very expensive model, but you don't want a dime-store special. Recorders should have the following features:

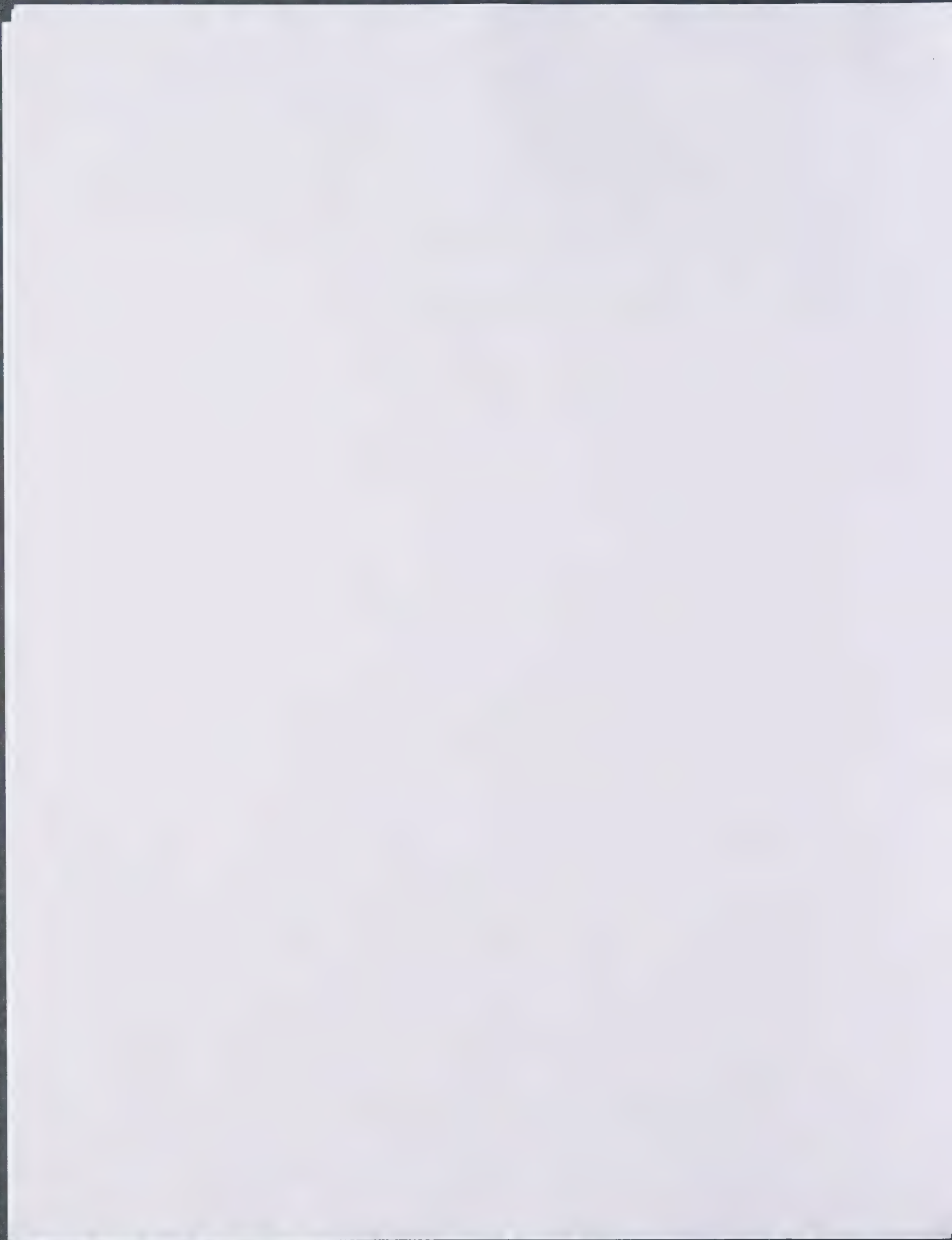
1. Digital tape counter
2. Battery indicator/recorder level
3. Jack for external microphone (avoid using a built-in microphone)
4. Capacity for use with batteries or electrical adapter. Use electricity from a wall outlet whenever possible, as it is more reliable than batteries. (Include an extension cord and three-prong adapter in your interview kit.)

#### *Your Tapes*

Use only good quality C-60 (thirty minutes per side) cassette tapes, as the C-90 and C-120 cassettes are thinner and tend to stretch and bleed, as well as break more easily. Again, you need not buy expensive stereo tape, but neither should you buy 3/\$1 specials. Check to make sure tapes have screw casings (tiny screws holding the tape together, not heat sealed).

Other suggestions:

1. Use the same brand of tape when duplicating cassettes. All C-60 cassettes are not the same length; buy tapes for duplicates at the same time you buy tapes for original interviews.
2. To ensure that your tapes have a future, copy them onto 1.5 mil Mylar or polyester-backed, open-reel recording tape. This tape is magnetically stable and will last indefinitely.



3. Be sure to punch out the tabs on the back of the cassette after the interview so that the tape cannot accidentally be erased.
4. Store tapes in a cool, dry place. Be sure to keep them free of dust. Rewind them annually.

### *Your Microphone*

An external microphone, not encased in the recorder itself, provides the least "hiss" or background noise or machine noise from within the recorder. You can use either a microphone with a stand that would sit on a table facing the narrator or a lapel mike that clips to the narrator's clothes—his/her voice would be clear, yours slightly muffled but audible. Excellent recordings can also be obtained with lapel microphones for each participant, joined by an inexpensive Y-cord adapter.

**What is Oral History? | Ethical & Legal Considerations**  
**Interviewing Tips | Interviewing Do's & Don'ts | Transcribing | Uses of Oral**  
**History**  
**Basic Bibliography**

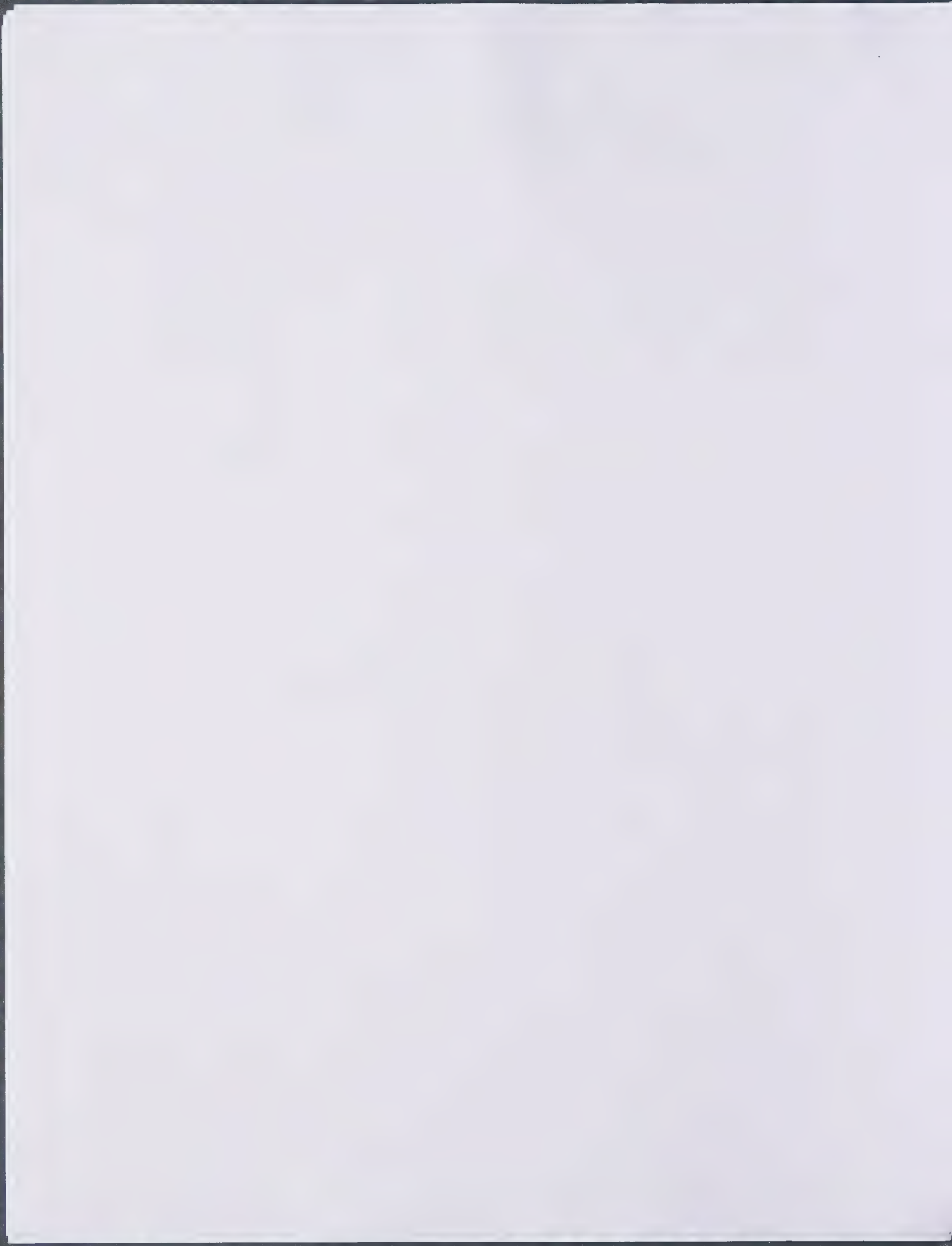
---

Closer Look at the Institute  
Oral History Workshop on the Web  
Guide to the Collection

**Institute for  
Oral History**

---

Copyright © 2001 Baylor University  
Send comments or questions to Rebecca\_Sharpless@baylor.edu  
Last modified March 14, 2002





# Institute for Oral History

Guide to the Collection

BAYLOR

UNIVERSITY

Closer Look at the Institute

---

## Oral History Workshop on the Web

### Interviewing Tips

#### *Arranging the Interview*

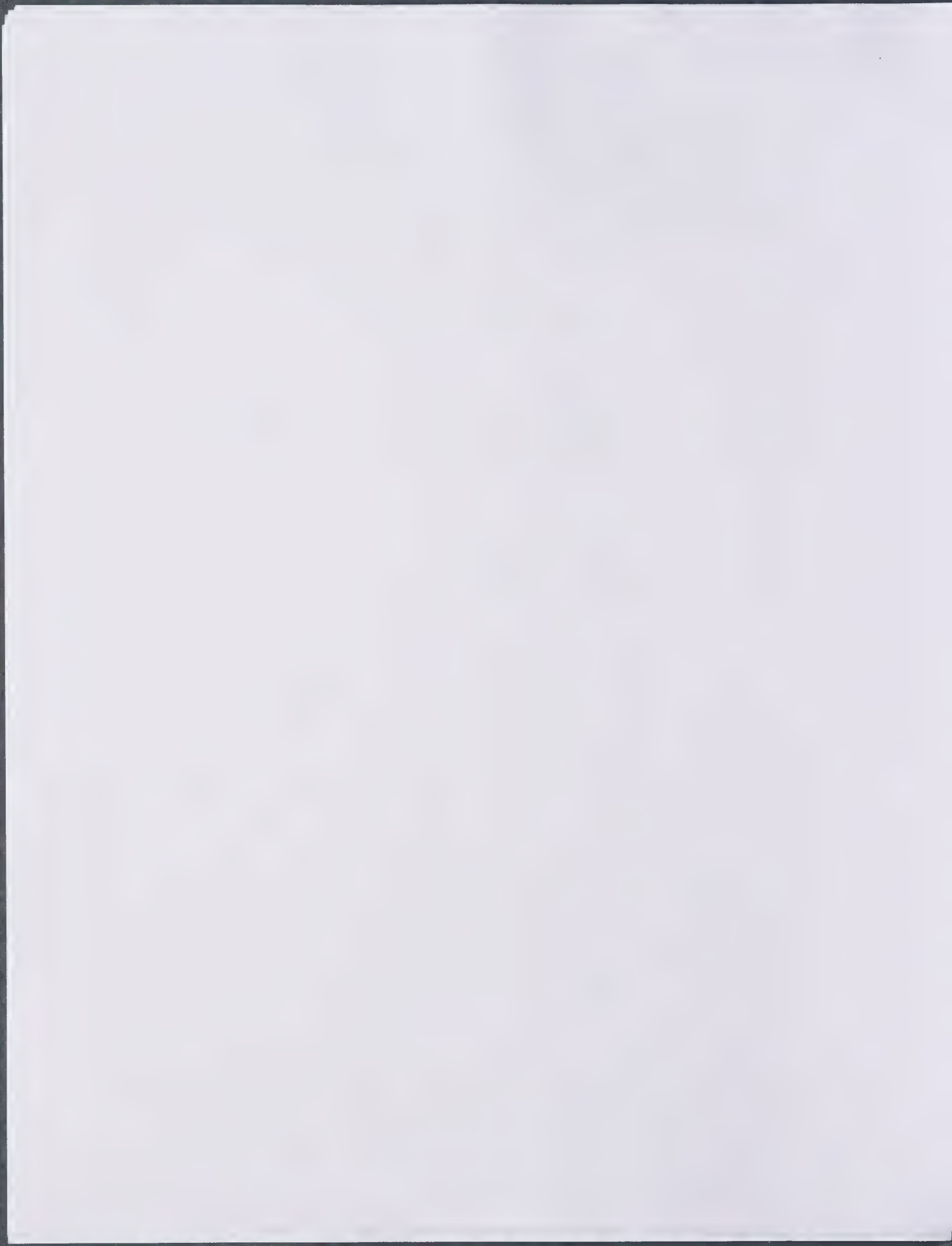
1. In contacting the person whom you wish to interview, make clear to her/him how her/his name was obtained, and what the interest in her/him is. It is important to establish, at the very outset, why you feel that her/his life and experiences are important. This might mean an explanation of the specific project for which you are conducting the interview. Rapport is the goal.
2. Because it is often difficult for elderly people to hear well on the telephone, it is often best to try to communicate this introductory material first by mail and follow up with a telephone call. Then, when contact is made, she/he will be clear about who is calling and what is wanted, and an appointment can be made.
3. Select a time of day for the interview that is best for the person being interviewed. Morning hours are often better times for elderly persons.

#### *Setting Up at the Location of the Interview*

1. Be familiar with equipment. Practice first so that everything will go smoothly. The less attention you need to focus on your equipment, the more you will be able to give your interviewee.
2. Be flexible enough with your equipment that the interviewee can sit wherever is most comfortable. Bring extension cords if you plan to use A/C current to power your tape recorder. If you must rely on battery power, have extra batteries. A small, portable battery tester can save an interview.
3. Test the equipment before each use and after arriving for the interview.
4. Interview only one person at a time, if at all possible.
5. Choose as quiet a spot as possible. Be aware of noise that will be picked up by the microphone—chiming clocks, phone, clatter of dishes, et cetera. Try to minimize these noises as much as possible without totally rearranging the environment in which the interview is taking place.
6. Use an external microphone and turn it toward the interviewee. Have the tape recorder conveniently located near you so that you can easily turn over or change tapes.

#### *The Interview Process*

1. Give, on tape, a general introduction to the interview. Include the location, date, names of interviewee and interviewer, name of the project (if any), and a brief statement of purpose.
2. An oral history interview is not a general dialogue. The purpose of the interview is to listen to what the interviewee has to say and to stimulate the narrative with understanding



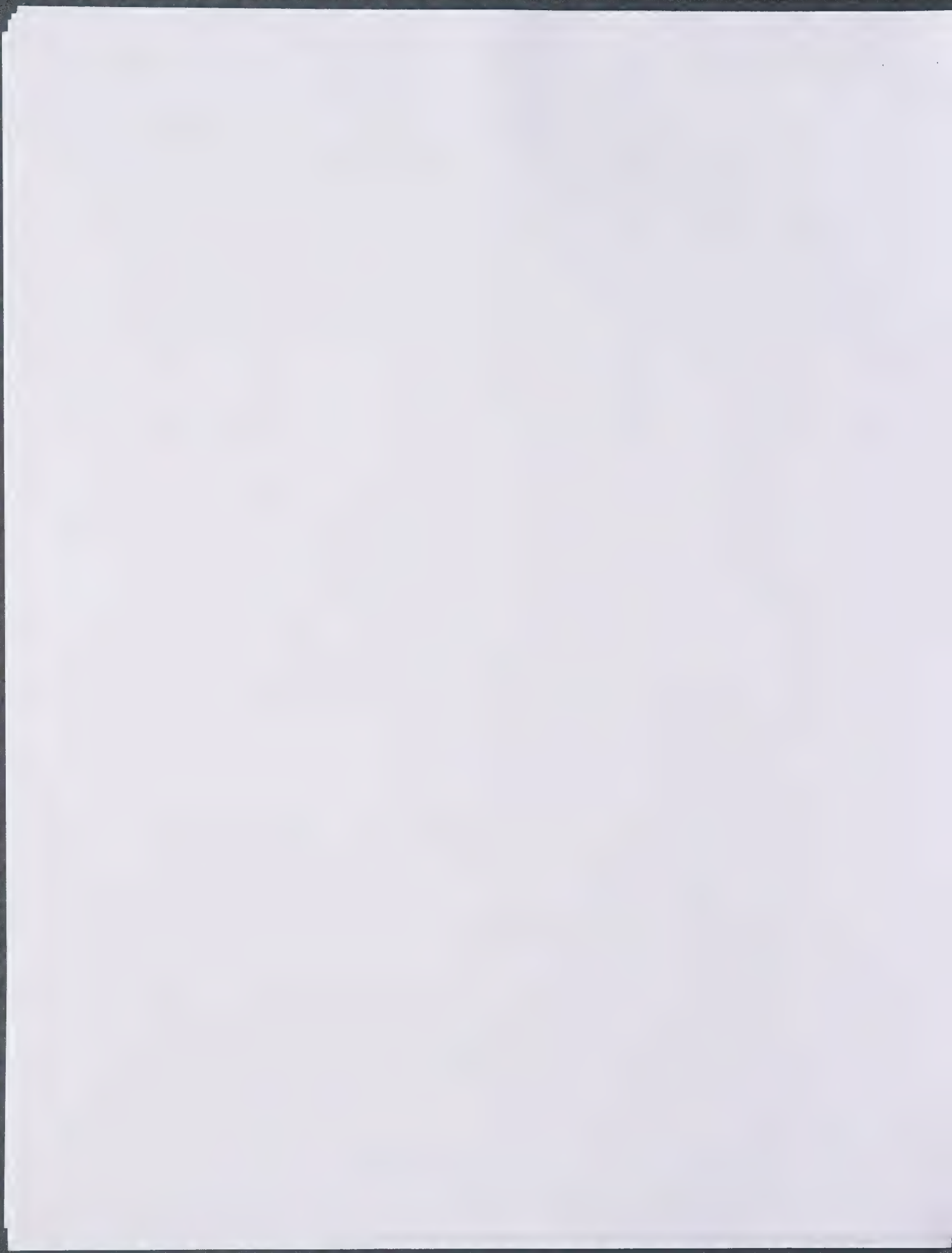
comments and intelligent questions.

3. Ask open-ended questions first, waiting to see where they lead. Tailor your reactions and follow-up questions to the responses of the interviewee. Pursue in detail.
4. Avoid too much "preordering" of the material you wish to include in the interview. Be prepared to let the train of memory association run its course, even if it means ignoring your outline to follow new avenues of inquiry.
5. You may wish to jot down a few notes as the interviewee is talking, but be careful not to let this disrupt the flow of what she/he is saying. You can go back at a later time and ask for clarification of information that may have been confusing.
6. Eye contact and a pattern of concentrated listening are vital to the oral history interview.
7. The interview setting is not the time to air your personal views or to tell your own life story. Participate in the interview by means of silent encouragement—nods, smiles, et cetera—short phrases of understanding and pertinent questions.
8. Be aware of the interviewee's race and economic background and of culturally determined characteristics. Avoid assumptions.
9. Do not feel compelled to interrupt silences. Give the interviewee time to answer each question fully or finish her/his train of thought. Silence is an integral, important part of the oral history interview process.
10. Do not challenge accounts that you think may be inaccurate in ways that seem to question the interviewee's memory or honesty. If you feel you must, refer to other accounts or interpretations you are aware of, asking the interviewee for a response or clarification.
11. Give the interviewee a chance to think through difficult subjects.
12. If the interviewee strays into non pertinent subjects, steer her/him gently, but firmly, back to the topic at hand. However, avoid dogmatic statements about "staying on the subject."
13. Try to avoid "off the record" information or switching the recorder off and on. Assure the interviewee that sensitive information may be restricted.
14. Ninety minutes is a good average length for an interview. Both interviewing and being interviewed are tiring, and concentration spans diminish if the interview is too lengthy.
15. Make sure that the interviewee has signed a release for the interview. The interviewer must also sign a release form in most instances.

### *Processing the Tapes*

1. Make sure tabs of cassettes are punched out to guard against accidental erasure.
2. As soon as the interview is over, label the tape(s): Include the names of the interviewee and interviewer, date and place of interview, project title (or institution), and numbered sequence of tapes.
3. If at all possible, duplicate your tape(s) promptly. The original tape(s) can then be stored, reducing danger of accidental erasure or damage.
4. Make sure all the necessary forms accompany the interview. An administrative checklist of some kind should be used.

**What is Oral History? | Ethical & Legal Considerations | Equipment  
Considerations  
Interviewing Do's & Don'ts | Transcribing | Uses of Oral History  
Basic Bibliography**



# Institute for Oral History

Guide to the Collection

BAYLOR

UNIVERSITY

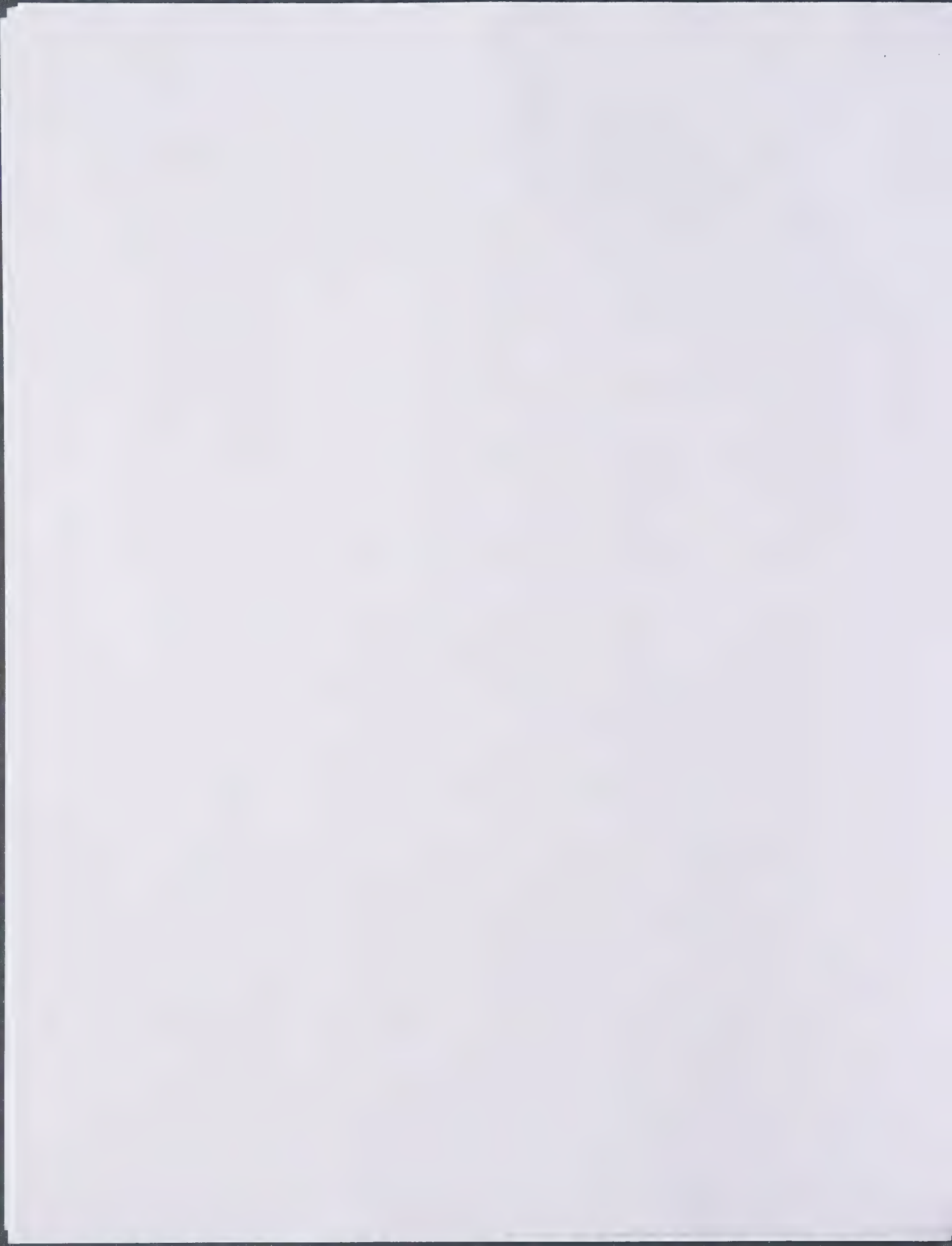
Closer Look at the Institute

---

## Oral History Workshop on the Web

### Do's & Don'ts for Oral History Interviewing

1. **DO** be extremely familiar with your tape recorder before you begin. You should know exactly what each button does and not take up valuable interview time figuring it out.
2. **DO** put a formal introduction on the tape. Include your name, the name of the person that you are interviewing, the day's date, the location of the interview, and why you are interviewing the person, if appropriate. Labels fall off of tapes and this ensures that you and future generations will know what's on it.
3. **DO** work from an outline rather than a set of formal questions. You need to allow yourself some flexibility, realizing that each interview is a unique exchange with a unique individual.
4. **DO** ask open-ended questions. These are questions that require more than a yes-or-no question. For example, asking, "How did you feel about George Wallace?" gives the respondent much more room to talk than asking "Did you like George Wallace?" They can answer that yes or no, end of conversation.  
Variation: one possible tack can be simple "Tell me about George Wallace." That opens up wide realms of possible answers.
5. **DO** ask follow-up questions. As you are receiving broad answers, be listening for the "holes" in the information—details that you'll want later. You may especially want to ask "where" and "when" questions to document events carefully. And of course, you'll always want to know "why."  
It's important to let the interviewee know that you're listening. Many people do this by making little sounds or phrases known as feedback. Lots of interviewers will simply say "uh-huh" or "I see"—neutral statements that don't indicate agreement or disagreement. Sometimes interviewers are so eager to build rapport that they sound like they're agreeing with something they don't. Nodding silently also an option. "I understand" is sometimes useful, sometimes not. **BUT** feedback is usually essential.
6. **DON'T** ask leading questions—those that indicate to your interviewee how you want her/him to respond. An example of a leading question would be, "I think George Wallace was a real jerk. Don't you think so?" Such a question puts the interviewee in the awkward position of having to agree or disagree with you.
7. **DON'T** insert your own opinions onto the tape. This is not your interview. Try to keep "chatting" on tape to a minimum, too.



8. DON'T argue with your interviewee, ever. There is no faster way to lose an interview. If you suspect that she/he is misremembering, you can put your disagreement into the third person: "You just told me that you believe that Fannie Lou Hamer was not important to the civil rights movement. Some people have said that she was the heart of the Mississippi movement. How would you respond to that statement?"

9. DO pay close attention to your interviewee's answers. Many new interviewers are so worried about the next question that their minds are racing ahead rather than attending to the subject at hand. Don't worry if your questions are not immediately on the tip of your tongue. They don't have to be worded beautifully; in fact, sometimes it's better if they're not, because that gives the interviewee the message that her/his answers don't have to be worded perfectly, either.

10. DO use silence to elicit more information. When your interviewee seems to have exhausted her/his answer, just sit quietly for a few moments. Chances are excellent that the interviewee will think of something else to say. (This is a hard rule to get used to. We tend to be uncomfortable with silence.)

11. DON'T interrupt your interviewee unless it's absolutely essential. Remember, tape is cheap, and it's better to let the person run on than it is to cut them off. Besides, sometimes the "rabbits" that they chase are more interesting than their main stories.

12. DON'T let the tape run out at the end of your cassette. Take the time to stop the interview and turn the tape over rather than just continuing to talk while the tape is off. It's very frustrating trying to reconstruct what was said while the tape was being switched.

13. DO take into account the interviewee's age, physical condition, et cetera, when deciding how long to continue the interview. Many elderly people fade after about an hour. (Many interviewers do, too.)

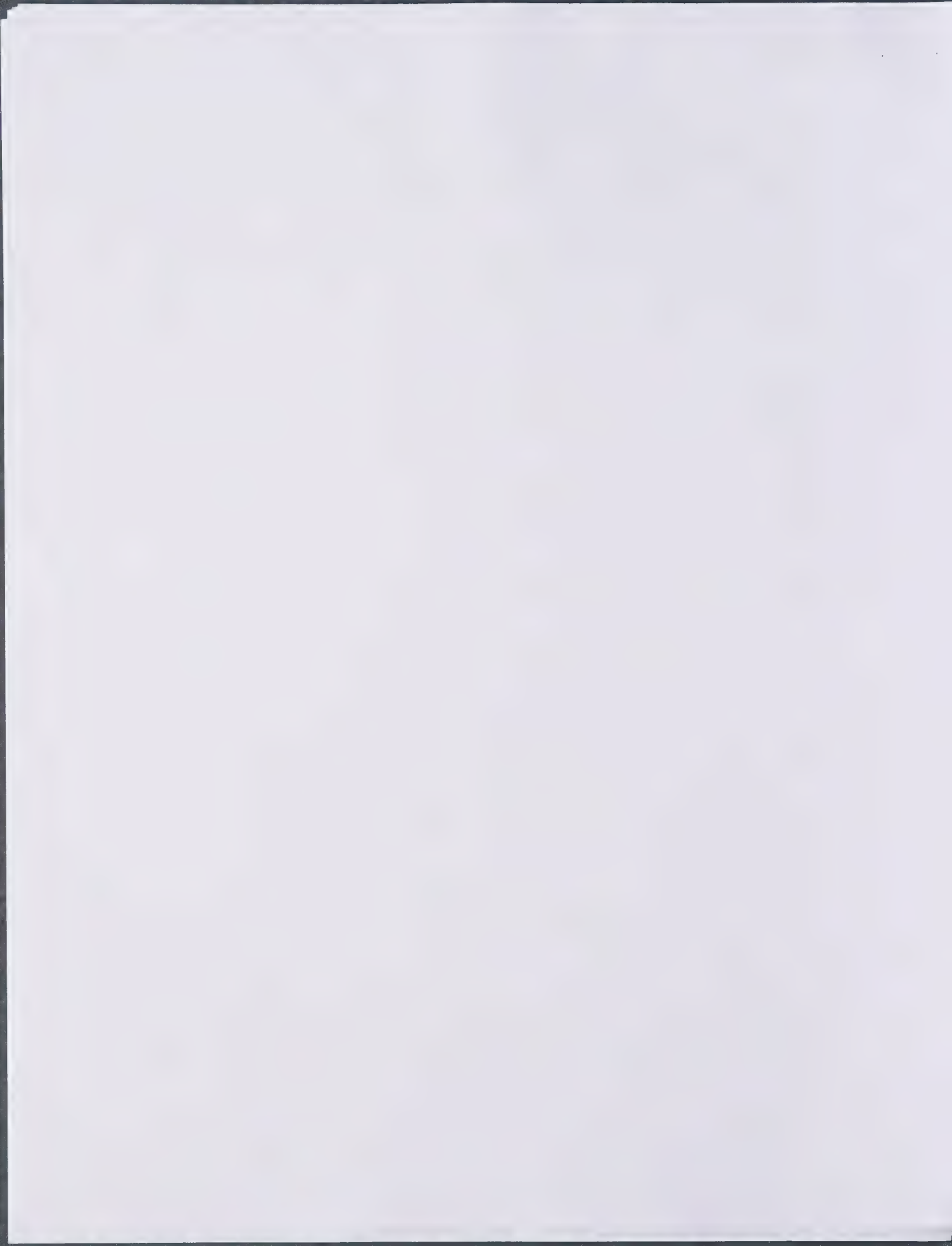
14. DO keep in mind the larger purposes of history while you're interviewing. As grandiose as that sounds, it just means to remember that others may have use for this material after you're through with it. So try to record for posterity, keeping in mind the needs of future researchers (which are, of course, impossible to know). Likewise, you should strongly consider depositing your tapes in an appropriate library or archives. This serves two purposes: one, it makes the interviews available to a wide audience, and others can verify your uses of oral sources.

15. DO always bear in mind that the interviewee is doing you a favor in sharing information. So mind your manners: show up on time, always be polite, send a thank-you note after it's over. If the person is especially helpful to you, you may want to consider giving her/him a copy of the tape.

16. DO label your tape carefully, even though it's a challenge to get information on a cassette label. Include the names of the interviewees and interviewers, the date, the location, the length of the interview and how many tapes you used (1 hr., 20 minutes; tape 1 of 2; recorded on both sides). Be sure to punch the tabs out on top of the tape to avoid accidental erasure.

ABOVE ALL:

17. DO relax and enjoy your interview. You are involved in creating a primary source





document with a person who deserves to have her/his story told. And remember that interviewing gets easier with practice.

**What is Oral History? | Ethical & Legal Considerations | Equipment Considerations  
Interviewing Tips | Transcribing | Uses of Oral History  
Basic Bibliography**

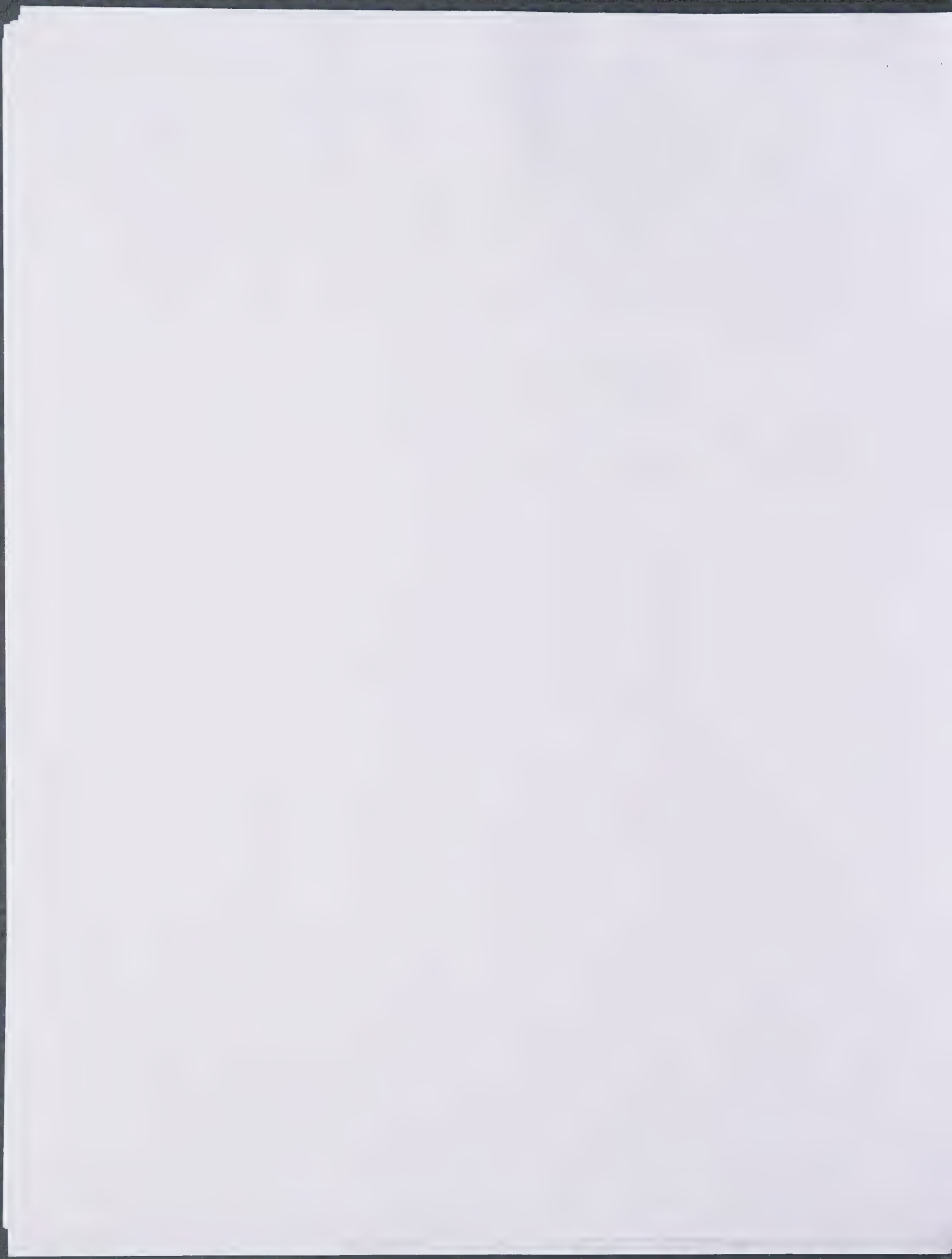
---

Closer Look at the Institute  
Oral History Workshop on the Web  
Guide to the Collection

**Institute for  
Oral History**

---

Copyright © 2001 [Baylor University](#)  
Send comments or questions to [Rebecca\\_Sharpless@baylor.edu](mailto:Rebecca_Sharpless@baylor.edu)  
Last modified March 14, 2002



# Institute for Oral History

Guide to the Collection

**BAYLOR**  
UNIVERSITY  
Closer Look at the Institute

---

## Oral History Workshop on the Web

### Transcribing

The audiotape or the videotape of an oral history interview is a valuable research document for scholars in many fields. A transcript of an oral history tape represents in print the words and extraneous sounds present in the interview. The tape and its transcript—which is often edited—are primary historical sources. The narrator's word choice, including his/her grammar and speech patterns, should be accurately represented. To retain validity in transcripts, most of the editing should be done by the interviewee. The transcriber's most important task is to render as close a replica to the actual event as possible. Accuracy, not speed, is the transcriber's goal.

#### *Advantages of transcribing:*

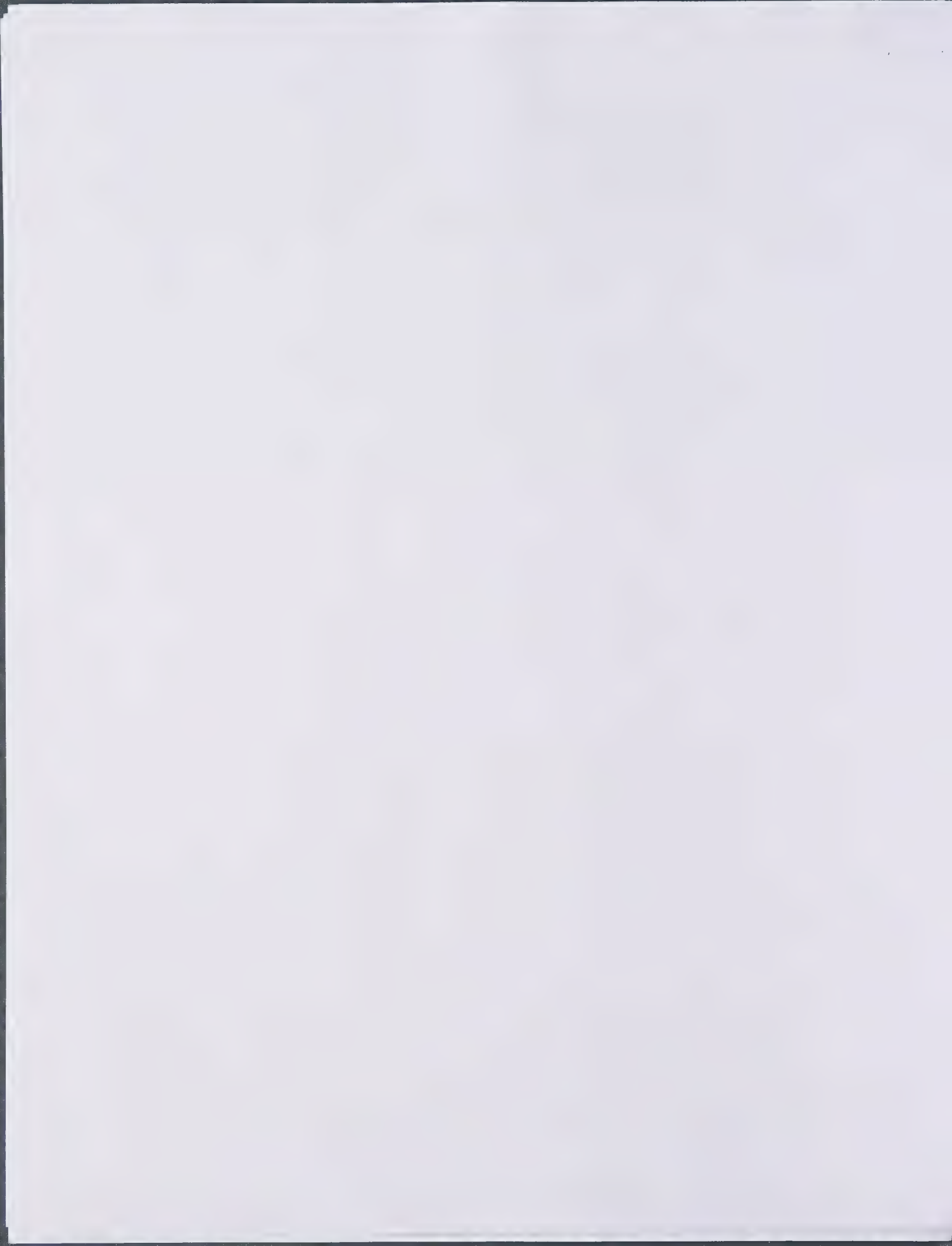
1. The narrator can be given the chance to clarify information as well as check spellings of proper names.
2. Transcripts are easily indexed by name and subject.
3. Material is easier to locate and assemble for research use, media presentation, and exhibits.

#### *Disadvantages of transcribing:*

1. Transcribing is time-consuming. The approximate time required to transcribe one hour of tape is Total processing time for one hour of tape is 10-12 hours, depending upon the quality of the sound recording and complexity of the interview.
2. Transcribing is labor-intensive and therefore expensive. Also, extra administrative costs are involved.
3. A transcript cannot help but distort what is actually on the tape—sarcasm may go unnoticed, for example. The unique personality of the narrator is missing no matter how "verbatim" the transcript. Many oral historians believe that researchers should listen to the tapes themselves, making their own interpretive judgments, rather than relying on the transcript.

#### *If you decide to transcribe, remember the following:*

1. Change as little as possible. The narrator's word choice, including grammar, and speech patterns should be accurately represented.
2. Adopt a standard format for manuscripts. The *Chicago Manual of Style* is recommended. Also adopt one dictionary for use throughout the project.
3. Standardize editorial practice and procedure. Verbatim renderings of slang and regional pronunciations are the prerogative of each project, but, if used, should be consistent.



4. Revising the first draft transcript is optional. The edited, rough copy is just as informative and useful, though somewhat harder to read than a revision.
5. As far as equipment is concerned, a player or recorder with a foot pedal, comfortable headset, fast forward and rewind buttons, which allow the tape to quickly move forward and reverse without actually stopping the tape, may be a less expensive option to a transcribing machine.

***Indexing Tapes:*** A useful accompaniment to any tape, transcribed or not, is an index or log of the location of subjects on the tape by minute and second. A stop watch is preferable to the digital counter on the tape-recorder for creating an accurate index.

**What is Oral History? | Ethical & Legal Considerations | Equipment Considerations**  
**Interviewing Tips | Interviewing Do's & Don'ts | Uses of Oral History**  
**Basic Bibliography**

---

Closer Look at the Institute  
Oral History Workshop on the Web  
Guide to the Collection

---

**Institute for  
Oral History**

Copyright © 2001 [Baylor University](#)  
Send comments or questions to [Rebecca\\_Sharpless@baylor.edu](mailto:Rebecca_Sharpless@baylor.edu)  
Last modified March 14, 2002



# Institute for Oral History

Guide to the Collection

**BAYLOR**  
UNIVERSITY  
Closer Look at the Institute

---

## Oral History Workshop on the Web

### Reaching the Public: Uses of Oral History Interviews

If you do nothing more than collect interviews and made them accessible, you have rendered future generations a valuable service, but the end products of the interviewing process--tapes and transcripts--can be packaged in many innovative ways to educate and inspire the public. Making use of the interviews brings to full circle the process that began with the planning and interviewing stages of the oral history project.

First and foremost, every effort should be made to see that the tapes are deposited in a suitable library or archives where they will receive professional care and be made accessible to researchers. This may mean placing them in a local library, a large metropolitan public library, a nearby university library, a local museum, or the state library and archives.

At the point of using the tapes in an exhibit or publication, you begin to appreciate the efforts made early on in the project to record the best possible sound and/or video image and you realize the necessity of having a signed release form for each interview.

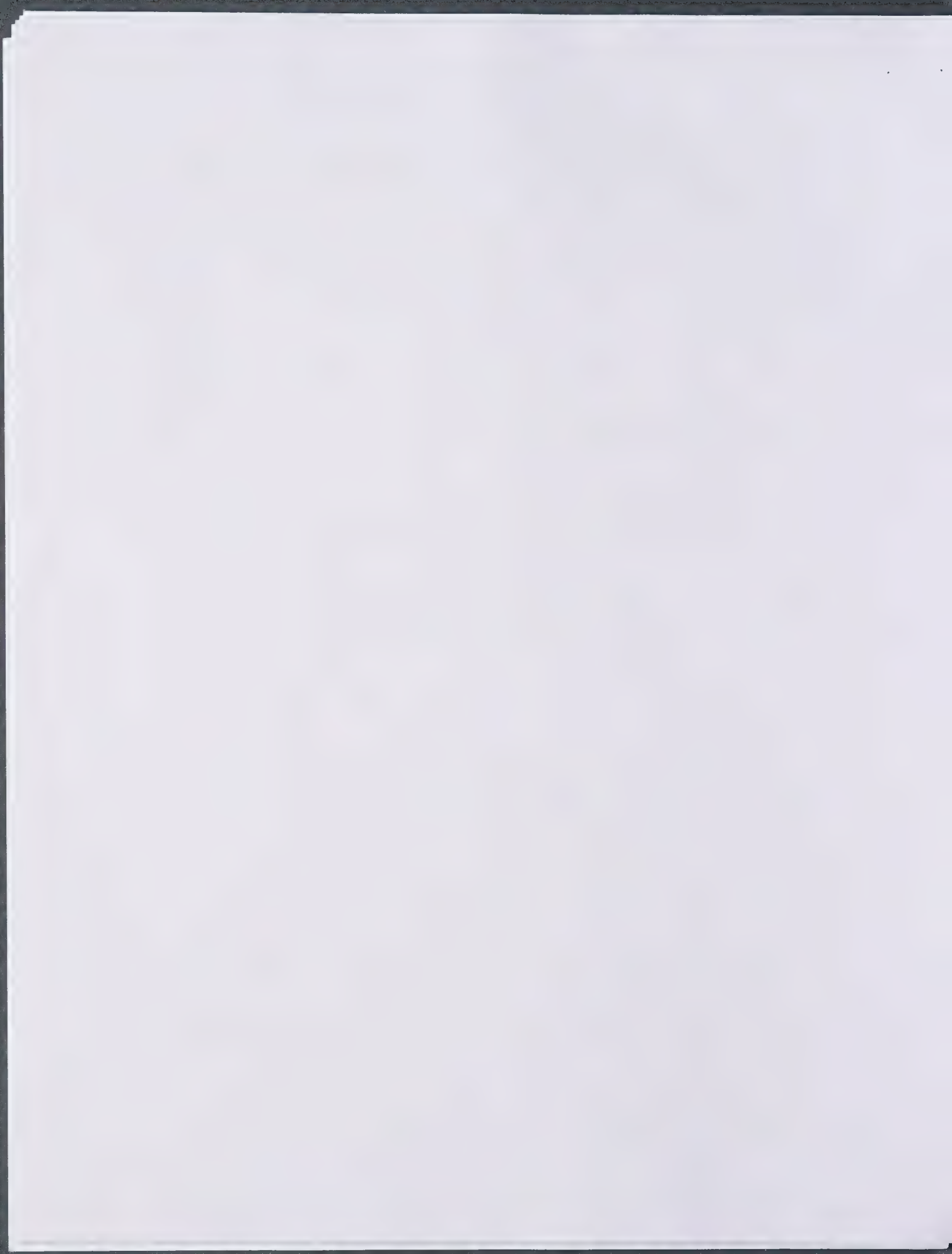
Listed below are various types of public programming and publication that effectively utilize oral memoirs.

#### ***Public Programs***

1. Computer generated programs, compact disks, video, or slide-tape shows which incorporate oral history tapes, old photographs, and period music have many uses
2. Plays and monologues--historical recreations in dramatic form--based on oral history tapes can generate community interest. Interpretive dance and musical compositions may be inspired by oral history narratives.
3. Some oral history projects produce two- to three-minute spots or longer programs for radio stations and television. For this type of series, oral history interviews usually need some kind of background music and narrated explanation to introduce the actual excerpt from the tape.
4. In exhibits, simple oral history listening stations can be fashioned from cassette players and headphones to bring first-person narrative to life juxtaposed with large photo images, key artifacts, or colorful graphics. More elaborate listening stations are possible with greater funding.
5. Oral history tapes and transcripts have broad applications within Internet sites. Special legal and ethical considerations may apply to Internet broadcast of oral history interviews.

#### ***Print Publications***

1. Prepare a volume of particularly good interviews, add photographs and other material relating to the narrator(s) and his/ h





# Institute for Oral History

Guide to the Collection

# BAYLOR

UNIVERSITY

Closer Look at the Institute

---

## Oral History Workshop on the Web

# Basic Oral History Bibliography

### *Print Materials:*

Charlton, Thomas L. *Oral History for Texans*. 2d ed. Austin: Texas Historical Commission, 1985.

Dunaway, David K., and Willa K. Baum, eds. *Oral History: An Interdisciplinary Anthology*. 2d ed. Walnut Creek, Cal.: AltaMira Press, Division of Sage Publications, 1996.

Ericson, Stacy. *A Field Notebook for Oral History*. Rev. by Linda Morton-Keithley. Boise: Idaho Oral History Center, 1993. To order, phone 208/334-3863.

Fletcher, William P. *Recording Your Family History*. New York: Dodd, Mead & Co., 1986.

Gluck, Sherna Berger, and Daphne Patai. *Women's Words: The Feminist Practice of Oral History*. New York: Routledge, 1991.

Grele, Ronald J., ed. *Envelopes of Sound: Six Practitioners Discuss the Method, Theory, and Practice of Oral History and Oral Testimony*. 2d ed. Chicago: Precedent Publishing, Inc., 1985.

Perks, Robert, and Alistair Thomson. *The Oral History Reader*. New York: Routledge, 1998.

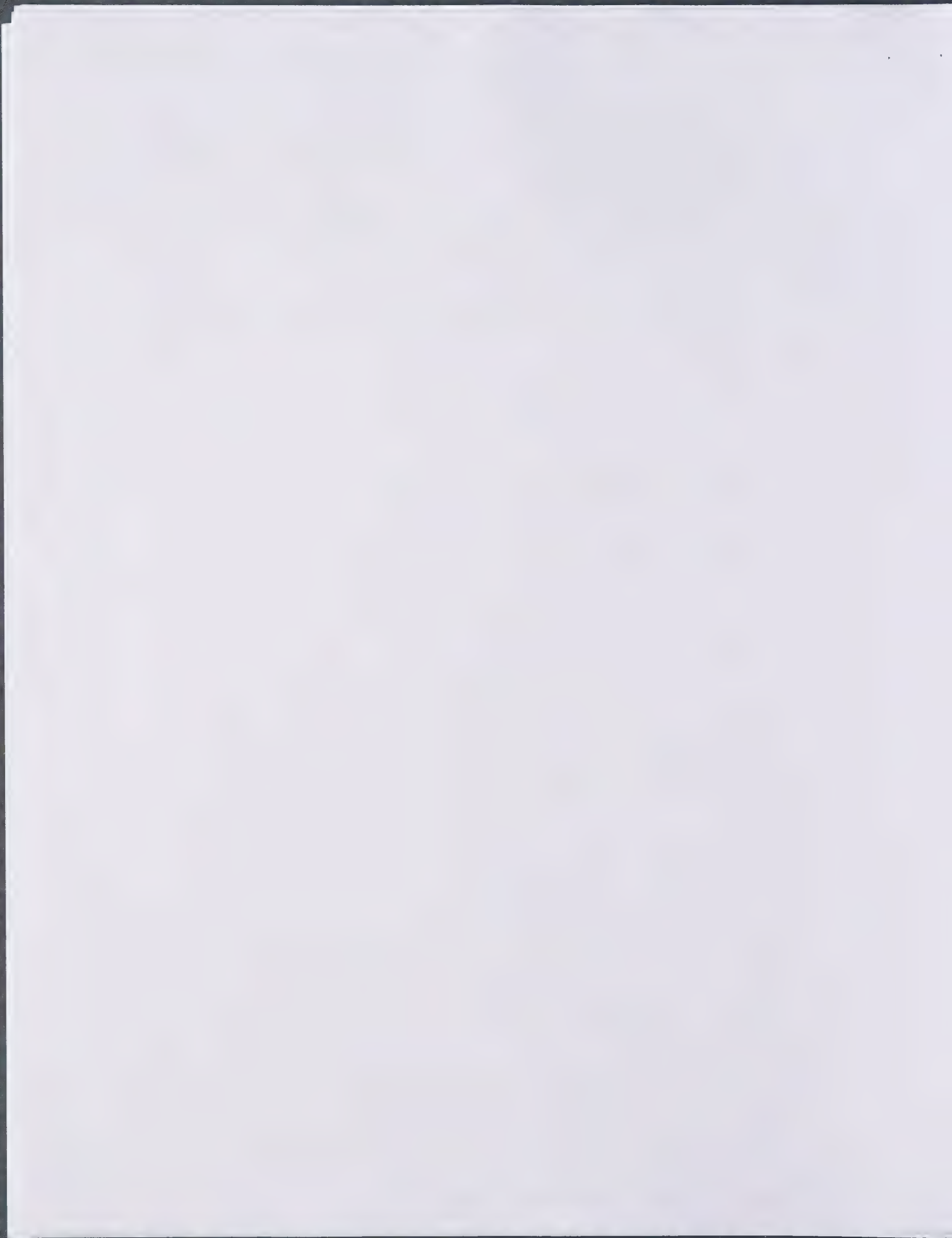
Ritchie, Donald A. *Doing Oral History*. New York: Twayne Publishers, 1994.

Rubin, Herbert J., and Irene S. Rubin. *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks, Cal.: SAGE Publications, 1995.

Schorzman, Terri A., ed. *A Practical Introduction to Videohistory: The Smithsonian Institution and Alfred P. Sloan Foundation Experiment*. Malabar, Fla.: Krieger, 1993.

Sitton, Thad, O. L. Davis, Jr., and George Mehaffy. *Oral History: A Guide for Teachers (and Others)*. Austin: University of Texas Press, 1983.

Stricklin, David, and Rebecca Sharpless, eds. *The Past Meets the Present:*



*Essays on Oral History*. Lanham, Md.: University Press of America, 1988.

Yow, Valerie Raleigh. *Recording Oral History: A Practical Guide for Social Scientists*. Thousand Oaks, Cal.: SAGE Publications, 1994.

### ***Internet Resources:***

Oral History List Serv: Links to centers, methods, and projects, state and regional oral history associations, plus a popular discussion list for oral historians worldwide. Visit <http://www2.h-net.msu.edu/~oralhist/>

Texas Historical Commission provides a downloadable pamphlet, *Fundamentals of Oral History: Texas Preservation Guidelines*, at <http://www.thc.state.tx.us/publications/guidelines/OralHistory.pdf>

### ***Oral History Association Pamphlet Series***

"Oral History and the Law," by John A. Neuenschwander 1993. 2d. ed. 53 pp. Introduction to the many legal issues relating to oral history practice. Appendices contain sample legal forms and copyright forms.

"Oral History in the Secondary School Classroom," by Barry A. Lanman & George L. Mehaffy, 1988. Bibliography. 39 pp. Accounts of successful oral history projects and practical suggestions for classroom oral history.

"Using Oral History in Community History Projects," by Laurie Mercier & Madeline Buckendorf 1992. Bibliography. 34 pp. Suggestions for planning, organizing, and undertaking oral history in community settings. Step-by-step guide to project planning and establishing project objectives, with suggestions about identifying resources and securing funding.

"Oral History Evaluation Guidelines," 2d ed., 1991. Adopted by the National Endowment for the Humanities as the standard for conducting oral history. Revised in 2000.

Information on ordering all pamphlets is available from the Oral History Association.

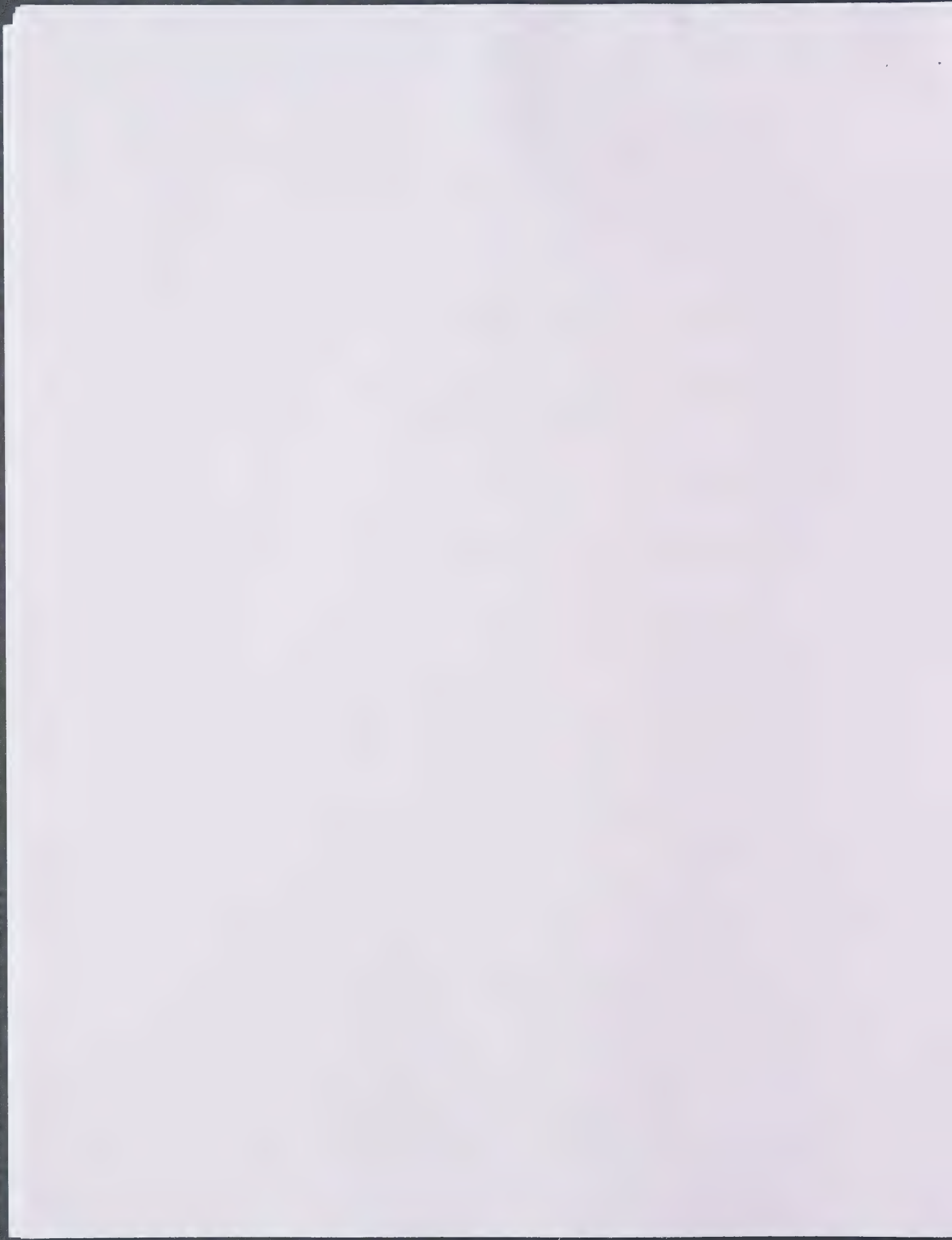
[What is Oral History?](#) | [Ethical & Legal Considerations](#) | [Equipment Considerations](#)  
[Interviewing Tips](#) | [Interviewing Do's & Don'ts](#) | [Transcribing](#) | [Uses of Oral History](#)

---

Closer Look at the Institute  
Oral History Workshop on the Web  
Guide to the Collection

---

**Institute for  
Oral History**



# Oral History Techniques

## How to Organize and Conduct Oral History Interviews



**Dr. Barbara Truesdell**  
**Assistant Director**  
**Indiana University**  
**Oral History Research Center**

---

[[Collections](#)] [[Newsletter](#)] [[Home Page](#)] [[Deed of Gift](#)] [[Informed Consent](#)] [[Bibliography](#)] [[John Bodnar's Home Page](#)] [[Find Us](#)] [[E-Mail Us](#)]  
[[Other Oral History Centers](#)] [[Oral History Programs](#)] [[History of Indiana and the Midwest](#)] [[Other Oral History Resources](#)]

---

### Introduction

Oral history interviewing is one more tool in the larger repertoire of anyone interested in history, anthropology, and folklore. It collects information about the past from observers and participants in that past. It gathers data not available in written records about events, people, decisions, and processes. Oral history interviews are grounded in memory, and memory is a subjective instrument for recording the past, always shaped by the present moment and the individual psyche. Oral history can reveal how individual values and actions shaped the past, and how the past shapes present-day values and actions.

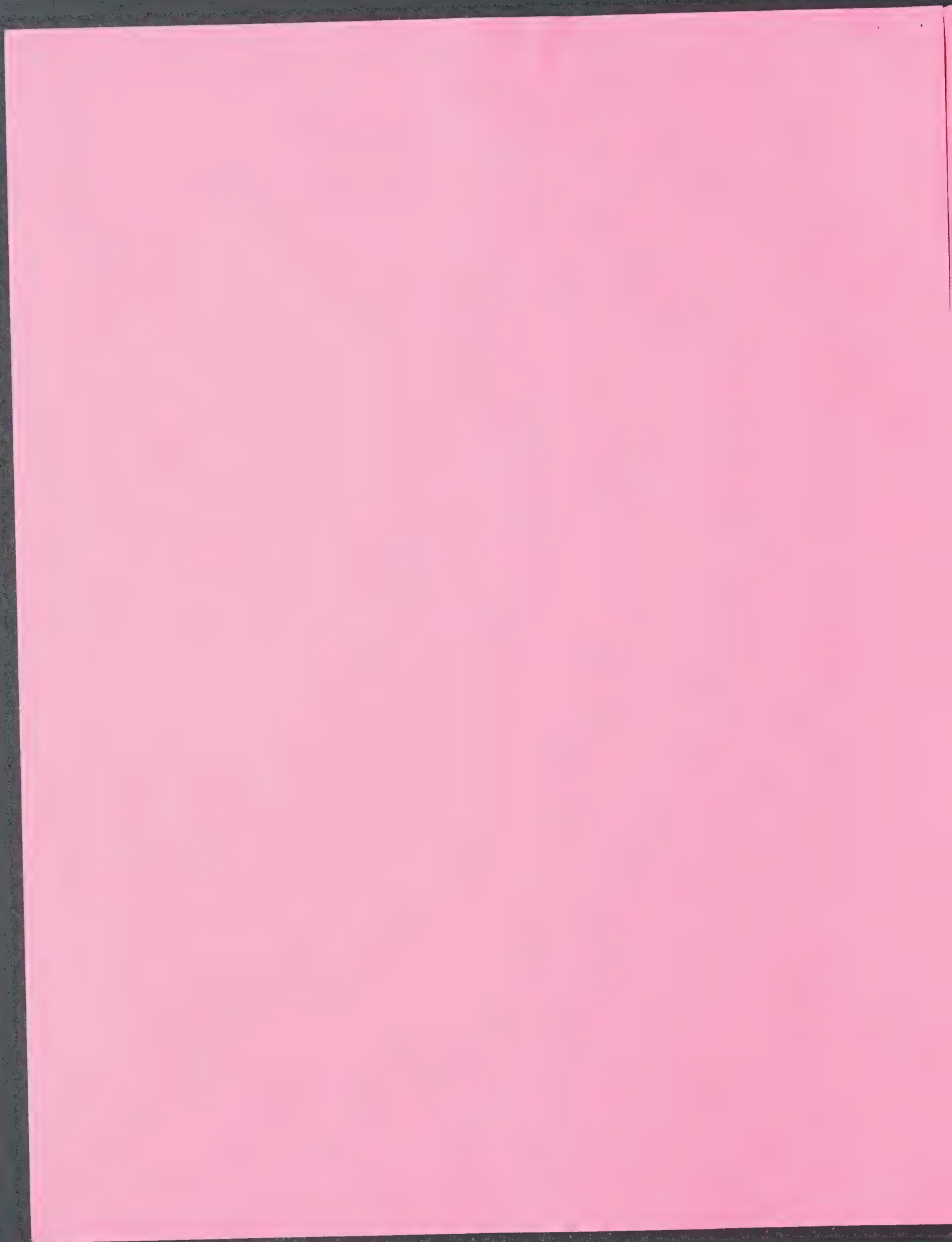
Every interviewing experience is unique; this is part of the charm of fieldwork. So while there is some validity in the adage, "The only way to learn how to do it is to do it," there are things you can do before, during, and after your interview to make every interview more successful.

### Before the Interview

Prepare for the interview by knowing the subject you're studying thoroughly. Know what information you want to gain from the interview, and design your pre-interview study accordingly.

Know as much as you can about the interviewee before you go to the interview. This will help you tailor the interview to the interviewee's role in the larger subject of your study. Such knowledge will also assist in establishing rapport with the interviewee by laying a groundwork of shared knowledge and confirming your interest in him/her.

Set up the appointment for the interview, confirm the appointment, and keep the appointment. Arrange



to conduct the interview in a place and time most comfortable for the interviewee, away from noise and distractions.

Know your recording equipment thoroughly, be it audio, video, or both, and make sure it's in working order before you arrive at the interview. Use an adaptor in preference to batteries. If you use batteries, carry extra. Use high quality equipment and supplies; you get what you pay for. Use standard sized, 60-minute audiotapes, as longer tapes and microtapes tend to stretch and break over time. Bring at least one more tape than you think you'll need; it's better to bring too many than too few. Use an external microphone that is both stereo and multidirectional in preference to the recorder's built-in microphone.

Prepare a list of questions for the interview. You need not follow this list exactly; other questions will arise during the interview, but they will give a solid organization and cohesiveness to your interview. Put the simplest questions, like biographical data, at the beginning, and the most complex or sensitive questions at the end. Group the questions logically, so you and your subject can easily follow the progression of ideas or chronology in the interview.

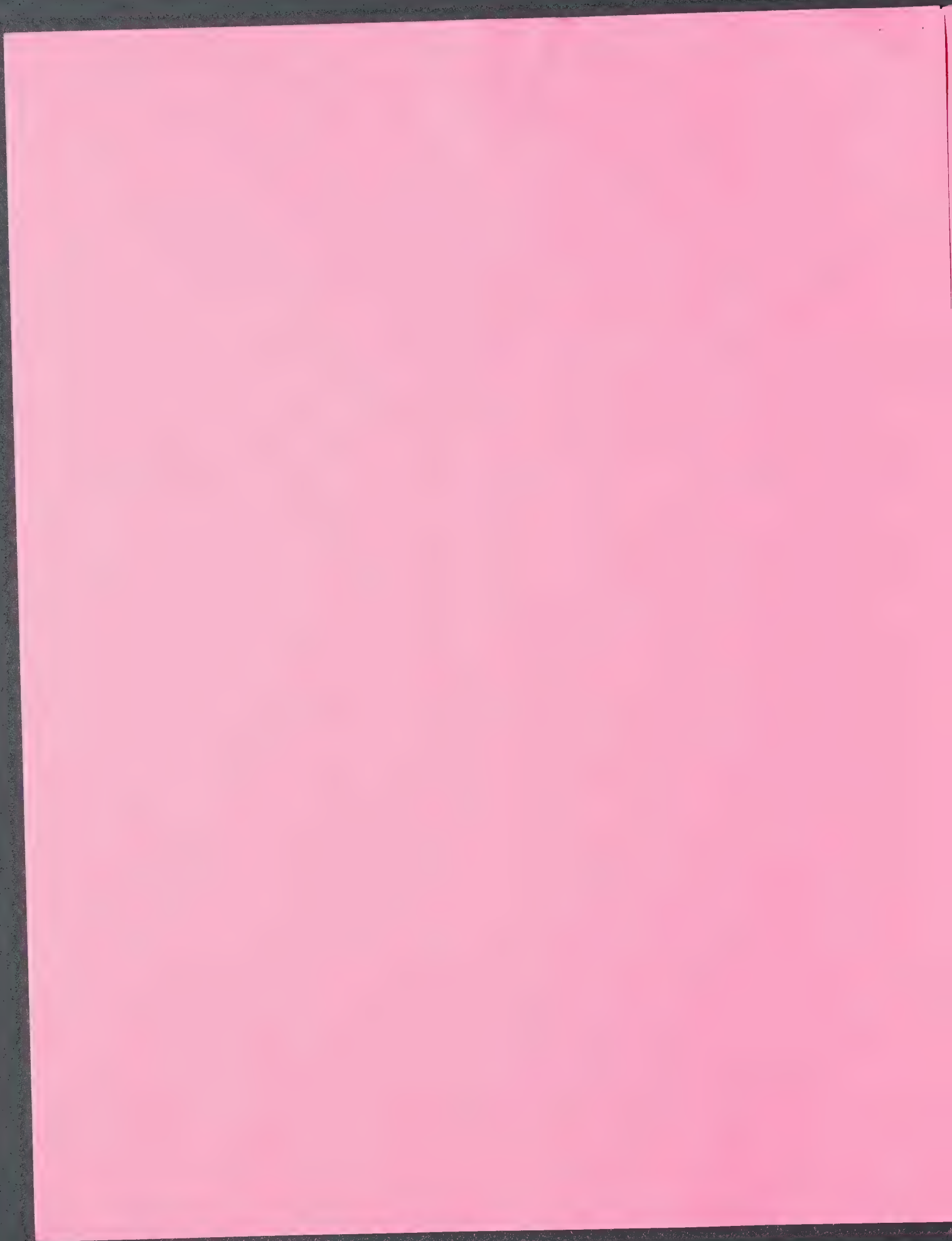
Ask open-ended questions rather than questions that can be answered by yes or no. Especially don't ask leading questions. For example, if you were interviewing a line worker, you would not ask, "Don't you feel that management was hostile to your concerns?" but "What was the attitude of management toward your concerns?"

Ask simply structured, single-stranded questions. Compound questions, multiple rephrasings, and false starts are harder to answer, and harder to transcribe. If you have more than one point to pursue on a given topic, compose follow-up questions. And if a point that hasn't occurred to you in composing your questionnaire flies by in the midst of an interviewee's answer, you can always go back to it later in the interview. Keep a pen and pad handy to jot down a word or two during the interviewee's response to remind yourself to follow up.

Questions should be not only open but concrete, avoiding as much as possible jargon or theoretical concepts (unless the jargon and concepts are part of the interviewee's experience). People's memories hang on substantial hooks. Asking for a description of a typical day, a family gathering, or breaking a subject down into its component elements (for a study of a factory, for example, asking about coworkers, foremen, work processes, job training, etc.) will give the interviewee points of reference from which to reminisce.

Interviews are generally improved by sending the interviewee a list of your questions or a summary of what kinds of questions you'll be asking--in this latter case being sure that your summary is written in neutral terms that won't prejudice the interviewee toward a certain perspective. The point is to give the interviewee time to think about people and events that may not have occurred to him/her in a long time. Be sure to explain that the questionnaire or summary is only a framework, and that other points may occur to both of you that could be included during the interview.

Be aware of your personal appearance before you go to the interview. The tone you set nonverbally can be as important to the interview's success as what you say. Your attire tells the interviewee something about how you view him/her and the interview itself. Casual clothes can suggest a more informal atmosphere, but they can also suggest a lack of care or respect to some interviewees; businesslike clothes can suggest a more formal, purposeful atmosphere, but can also intimidate some interviewees. Try to match your appearance to what will best put the interviewee at ease with you and the interview process.





Be aware that there can be subject areas or data out of your reach because of some inhibiting factor in your relationship to the interviewee: sex, age, class, etc. Be sensitive to these factors, and try to work past them, but don't alienate the interviewee by pressing too hard for information he/she doesn't want to share.

Unexpected barriers to full disclosure can also arise from your level of familiarity with the interviewee. Sharing a lot of history in common with the interviewee can be as challenging to work past as meeting the interviewee for the first time. Things you both know can be taken for granted, and things taken for granted are generally unspoken. Try to stay alert for this kind of data, and don't be shy about stating what is (for both of you) the obvious. Remember you're speaking for a third person who may not know either of you.

Know your ethical responsibilities as an interviewer. Have a "deed of gift"--a permission form--ready that explains what will be done with the interview and has room on it for the interviewee to state any restrictions on the interview's use. Both of you should sign this form at the close of the interview. Our Center also uses an "informed consent" form that explains the interview process and the rights and responsibilities of both parties. The interviewee reads and signs this form before beginning the interview. (Note: These forms can be modified according to your plans for the interviews gathered in your own project.)

### **At the Interview**

It's best to have a one-on-one interview, so that the interviewee's attention is focused on you, and yours on him/her. If you can't avoid it, be sure to identify on tape all the people who take part in the interview. Note: you need signed permission forms (deed of gift and informed consent forms) from each participant if the interview was set up with more than one person. For people who "wander" in once you've begun, use your judgment on getting signed forms (deed of gift and informed consent forms) depending on the person's contribution to the interview.

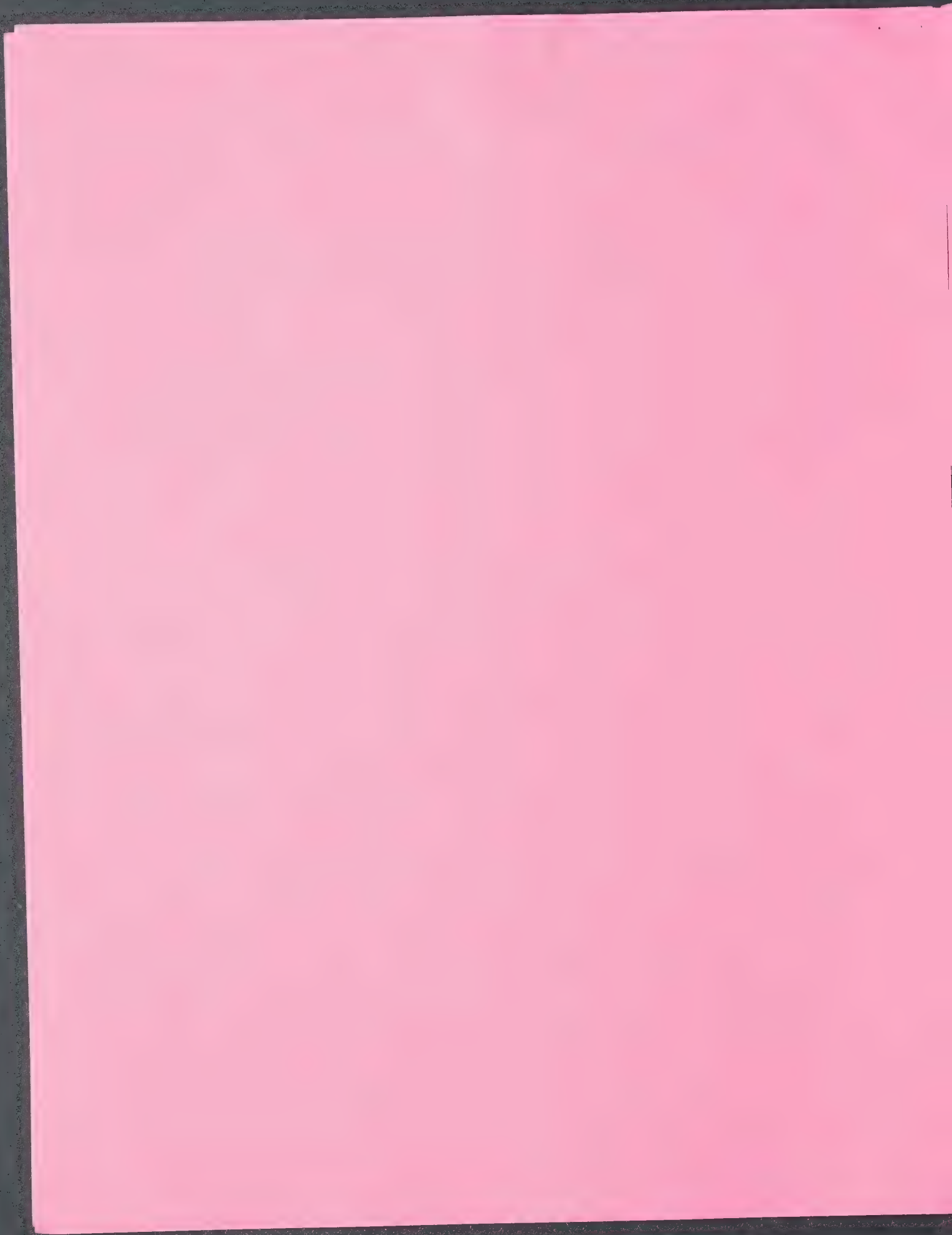
Place the recorder and microphone between you and your subject on a solid surface (or attach the microphone to him/her if it is the clip-on type). Do not place the microphone too close to the recorder, or it will pick up tape hiss. Do not hold the microphone in your hand.

Background noise can destroy an interview by making the tape unintelligible. Air conditioners, traffic noises, typewriters, clock chimes, ringing telephones, etc. should all be avoided if possible.

Some people are nervous about being tape recorded. Be sure the interviewee understands before the meeting that you wish to tape the interview. Put people at ease before beginning the interview with some pleasantries, and answer any questions the interviewee may have about the interview process or larger project.

Be sure the interviewee understands what will be done with the interview, and be careful to protect his/her privacy and rights. Be sure the interviewee reads and understands all forms (deed of gift and informed consent forms) prior to the interview and signs them at that time--or agrees to sign the deed of gift after having reviewed the tape or transcript. Explain that the interviewee can restrict an interview's use, and note any restrictions on the deed of gift form.

Start your recorded interview with simple biographical information (which should be at the front of your questionnaire). This puts the interviewee at ease with talking on tape and gets the basic information about your subject up front in the taped interview. It is also a good time to check that your machine is



recording both of you properly.

Once the tape recorder is running, focus on the interviewee, and give the machine only the minimum attention necessary to keep it recording smoothly. This will help the interviewee focus on you instead of the machine. Be sure to change tapes at the end of the second side, and to number the tapes so you'll have them straight when you go to label them later. **IMPORTANT:** Do not turn off the machine during an interview unless the interviewee asks you to, or the interviewee is called away (by a phone call, for example). Be sure to turn it on again when the interviewee is ready to resume talking "on the record."

Speak at a sedate pace, project, and speak clearly. The tone you set will generally be echoed by the interviewee.

After you ask a question, stop...and wait for the answer, even if you have to sit in silence for several seconds. Subjects often need several moments to think about the questions you ask. Give them quiet time; it's not really as long as it feels!

Once the answer comes, don't cut off or talk over an interviewee. Some people do go on and on, but let them talk to the end of their strand of thought and wait for an opening patiently. Cutting them off gives the impression that what they're saying isn't important to you, or that you're hurrying through the interview.

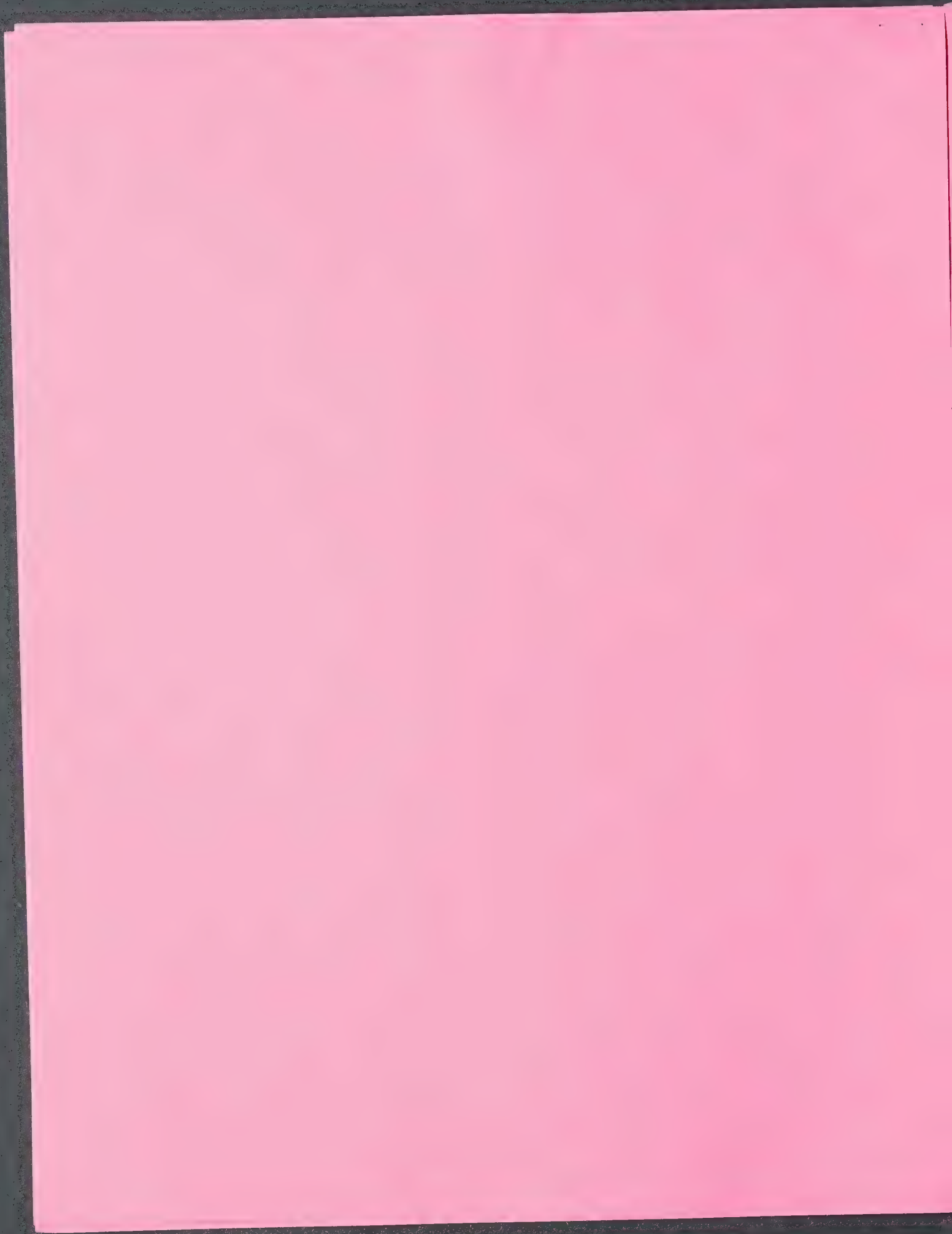
Verify verbally when people make gestures or point out something. The tape recorder can't see; this won't be an issue if you are videotaping the interview. For example: "The fish was this big." Interviewer: "About eighteen inches." Or "The bandstand was over there." Interviewer: "Across the street by that pond."

Keep alert for cues from the interviewee that he/she will expand on a topic you bring up provided you let them know you want to hear it. For example, if an interviewee says, "Oh, that wasn't much of a problem, although I can think of several times where it was," it's a cue to say, "Would you like to tell me about those times?" This not only shows you're listening and enhances rapport with the interviewee; it can also give you good material the interviewee won't volunteer otherwise.

By the same token, keep alert for clues that the interviewee is uncomfortable with a question or line of questioning. This is more often clued in by body language than verbally, although some interviewees won't hesitate to tell you where to get off! You can prevent this rapport-damaging eventuality by letting the interviewee know before the interview begins that he/she has the right at any time to refuse to answer a question without offending you.

One last element of interviewee behavior to keep an eye on, especially with older subjects, is fatigue. Interviewing is a tiring process; it is emotionally and intellectually challenging. If the person is showing signs of weariness, it's better to adjourn and take up the interview another time than to press on with an interviewee who's too tired to think clearly any longer but too polite to tell you enough is enough. You can always reschedule and continue the interview another time.

Be alert to your own responses to an interviewee's remarks, taking care not to sound judgmental, impatient, or disrespectful. An interview is not the place to show off how much you know, or to take issue with an interviewee's beliefs or opinions. All interviewees are to be treated with unfailing courtesy, respect, and gratitude for the privilege of sharing a part of their lives with you. Even if you come away having learned nothing of material benefit to your project, you can consider any interview a success if you have maintained a positive, polite, professional stance throughout the interview.



### After the Interview

Unless the interviewee is pressed for time, don't run right out after an interview. Once the recorder is turned off, there is always time to say thank you, to chat about the process you've just undergone together, and often to hear the best stories or most important data the interviewee has said during your entire meeting. That's why it's a good idea not to put the machine away at once; you can always turn it on again (with the interviewee's permission) to get one more story down. This is also where keeping fieldnotes on each interview experience comes in handy. Fieldnotes can cover the major topics of the interview, your impressions of the interviewee, and any special requests you need to follow up for the interviewee. These notes are generally for the researcher's own use. They can be very helpful in providing a quick reference point for the interview context and the data gathered.

Be sure that the interviewee has signed the deed of gift, or that you both understand clearly what the interviewee wants to do (edit the transcript, for example) before signing it. The deed of gift is essential for responsible scholarship and can spell the difference between an interview being usable or not. If you intend to submit your interviews to an established archive, use their forms or a close variant thereof. Be sure the interviewee knows where the interview will be deposited, and that this arrangement is acceptable to both interviewee and archive.

It's very important to label tapes completely and carefully. That means every side of every tape, and the spine of the box holding that tape, should have the names of the interviewer and interviewee, the interview date, and what tape it is ("tape 1 of 3"). Blank sides should be labeled as blank.

Collateral materials are documents or photos or material artifacts that accompany or supplement an interview. If these are loaned to you, be sure to copy them (whether with xerox or photos) and return them promptly. If they are given to you to keep or pass on to an archive, be sure to label them as carefully as the tapes, and to keep with them whatever explanatory notes may be needed to explain the significance of the artifact.

Transcription can be full, partial, or a list of keywords or short descriptions accompanied by timing or tape numbers to approximate their location in the interview. Choose the one that best suits your needs. Archives prefer full transcripts, of course; a transcript is simply easier to use than a tape. If you're submitting your interviews to an archive, find out their stylistic requirements for transcripts. Be sure that whatever style you use, you put the names of all participants, the date of the interview, and distinguish the speakers from each other (for example, we use the initials of the last names to identify speakers). Number the pages of your transcript, and use a header with the last name of the interviewee so pages from different interviews cannot easily be mixed up.

Send a thank-you note to your interviewee. If any special arrangements were made between you--for example, for copies of the interview or a follow-up interview--reiterate these in the note, and follow up on your promises.

### Bibliography

Here are four excellent books that discuss in more detail interview techniques, problems, and ethics:

Robert A. Georges and Michael Owen Jones. *People Studying People: The Human Element in Fieldwork*. Berkeley and Los Angeles, CA: University of California Press, 1980.

Edward D. Ives. *The Tape-Recorded Interview: A Manual for Field Workers in Folklore and Oral*



*History*. Knoxville, TN: University of Tennessee Press, 1980.

Donald Ritchie. *Doing Oral History*. New York: Twayne Publishers, 1995.

Valerie Raleigh Yow. *Recording Oral History: A Practical Guide for Social Scientists*. Thousand Oaks: Sage Publications, 1994.

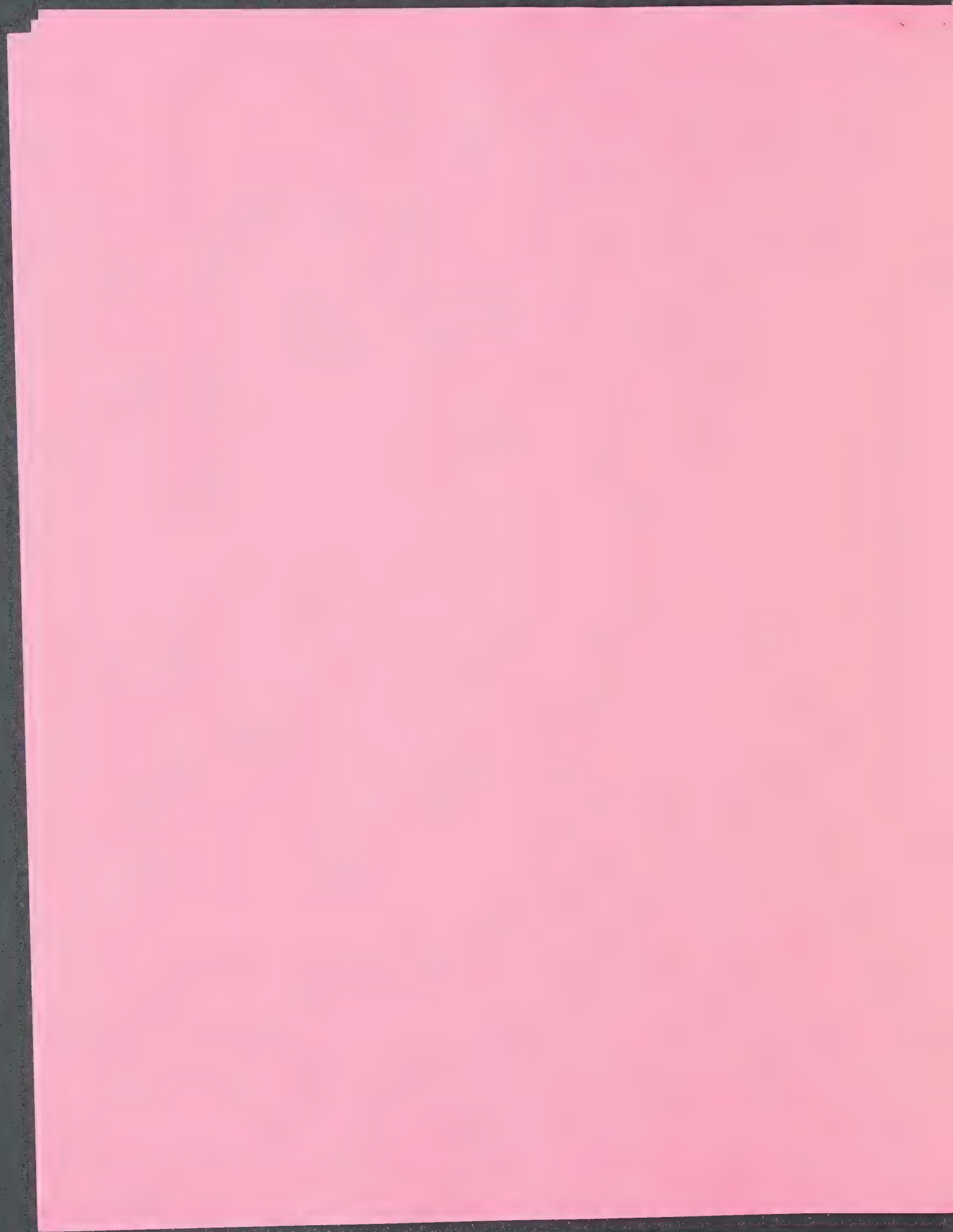
---

---

Last updated: 19 March 2001

Copyright 1999, The Trustees of [Indiana University](#)

Return to [Oral History Research Center home page](#)





# Step-by-Step Guide to Oral History

© Judith Moyer 1993, Revised 1999

## I. Introduction

- [Just Do It](#)
- [What is Oral History?](#)
- [Sequence for Oral History Research](#)

## II. Guidelines and Suggestions

- [Oral History Reminder List](#)
- [How Do I Ask the Questions?](#)

## III. Paperwork

- [Interviewer's Field Notes](#)
- [Life History Forms](#)
- [Release Forms](#)
- [Tracking Your Progress](#)

## IV. Issues in Oral History Research

- [How Accurate Is This Oral history?](#)
- [Note of Encouragement](#)
- [Pinpointing Problems in Your Interview](#)
- [Questions for Thinking About Your Interview](#)

## V. Bibliography

- [Books to Get You Started in Oral History](#)
- [Books About Oral History and Teaching](#)
- [Books for More Details and Ideas About Oral History](#)
- [Audiovisual Sources](#)

## VI. Oral History Links

[top of page](#)

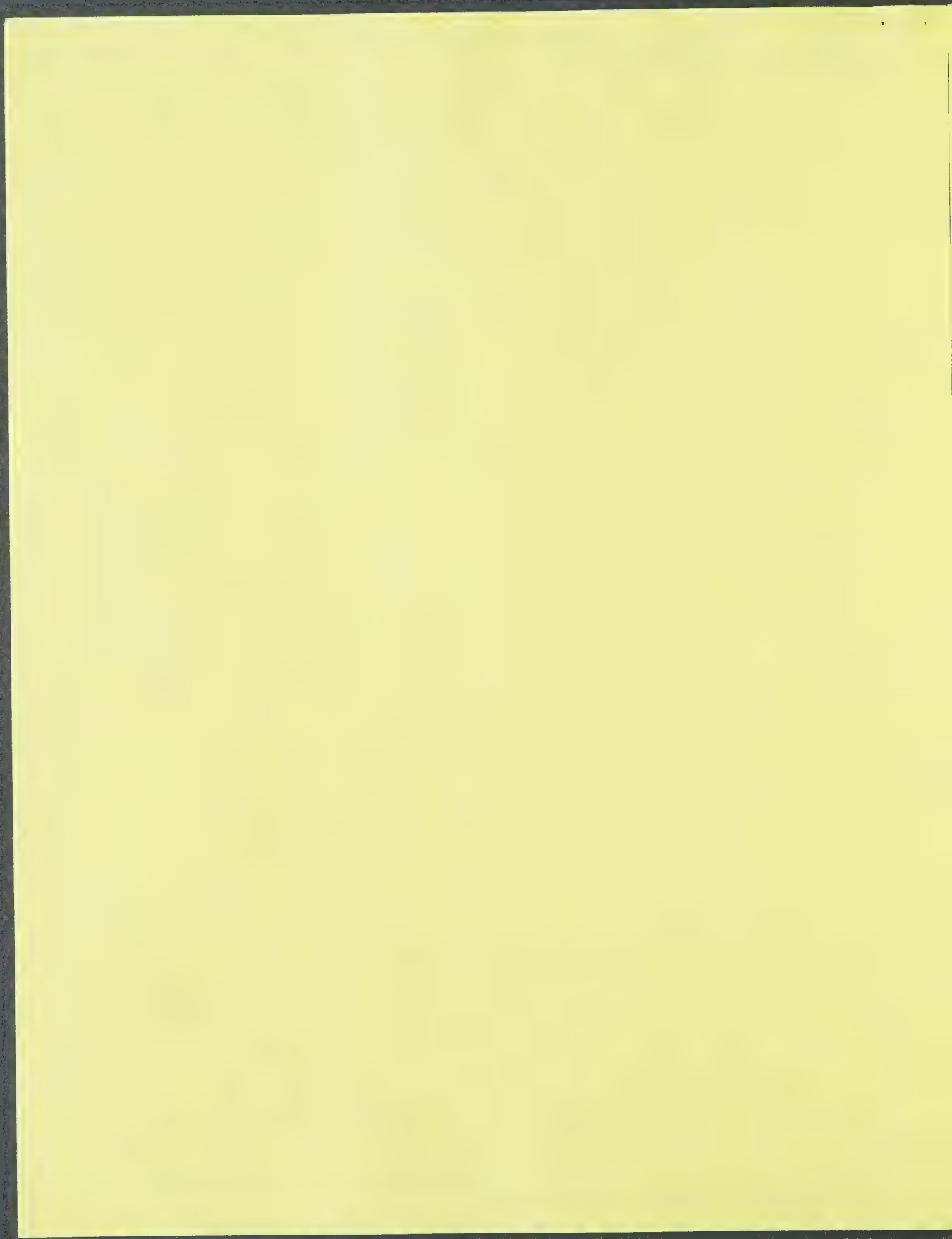
## I. Introduction

- [Just Do It](#)
- [What is Oral History?](#)
- [Sequence For Oral History Research](#)

### Just Do It

We all have stories to tell, stories we have lived from the inside out. We give our experiences an order. We organize the memories of our lives into stories.

Oral history listens to these stories. Oral history is the systematic collection of living people's testimony about their own experiences. Historians have finally recognized that the everyday memories of everyday people, not just the rich and famous, have historical importance. If we do not collect and preserve those



memories, those stories, then one day they will disappear forever.

Your stories and the stories of the people around you are unique, valuable treasures for your family and your community. You and your family members can preserve unwritten family history using oral history techniques. Likewise you and your community can discover and preserve unwritten history large and small. Oral history is so flexible that people of all ages can adapt the techniques of asking and listening to create and learn about history and historical narratives.

As a door into the world of oral history, these pages give basic suggestions for collecting and preserving the valuable oral treasures around you, to enrich you and future generations.

Many people become concerned about "doing it right," yet they also recognize that a voice on tape is better than nothing at all. So they try just a simple interview, just talking to someone for an hour. Ten years later such people are thankful that they made the effort, and those who did not ...well, they have regrets.

I hope that these pages will encourage you to take the time and make the effort! GOOD LUCK!

## What Is Oral History?

Oral history is the systematic collection of living people's testimony about their own experiences. Oral history is not **folklore, gossip, hearsay, or rumor**. **Oral historians** attempt to **verify** their findings, **analyze** them, and place them in an accurate **historical context**. Oral historians are also concerned with **storage** of their findings for use by later scholars.

In oral history projects, an interviewee recalls an event for an interviewer who records the recollections and creates a historical record.

**event ► interviewee ► interviewer ►  
historical record**

Oral history depends upon human memory and the spoken word. The means of collection can vary from taking notes by hand to elaborate electronic aural and video recordings.



The human life span puts boundaries on the subject matter that we collect with oral history. We can only go back one lifetime, so our limits move forward in time with each generation. This leads to the Oral Historian's Anxiety Syndrome, that panicky realization that irretrievable information is slipping away from us with every moment.

Oral history, well done, gives one a sense of accomplishment. Collecting oral history, we have a sense of catching and holding something valuable from the receding tide of the past.

### Sequence for Oral History Research

1. Formulate a central question or issue.
2. Plan the project. Consider such things as end products, budget, publicity, evaluation, personnel, equipment, and time frames.
3. Conduct background research.
4. Interview.
5. Process interviews.
6. Evaluate research and interviews and cycle back to step 1 or go on to step 7.
7. Organize and present results.
8. Store materials archivally.

Now read on for some guidelines and suggestions. You can make your project complicated or you can make it simple. Pick and choose. Use only what you need to reach your project goals.

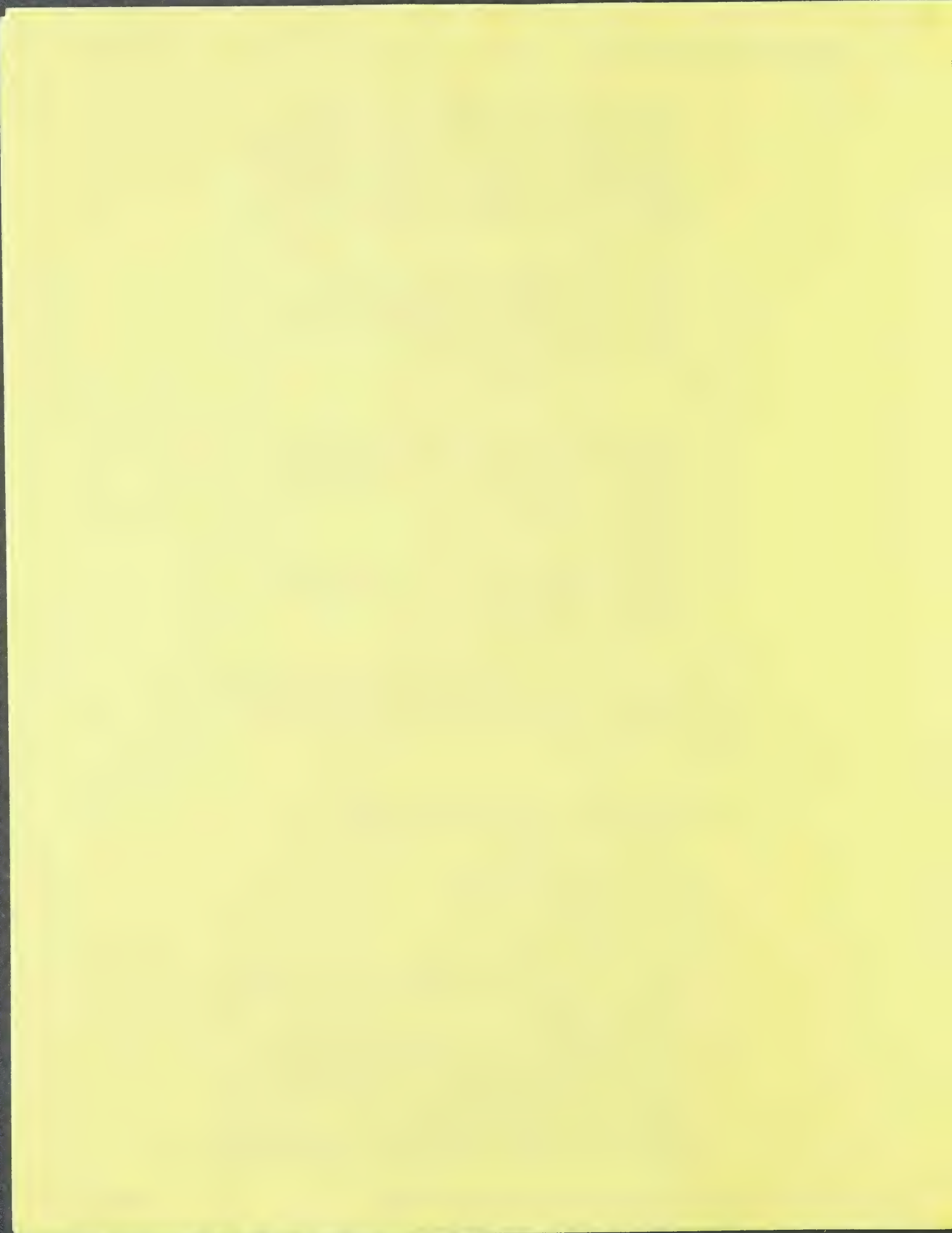
[top of page](#)

## II. Guidelines and Suggestions

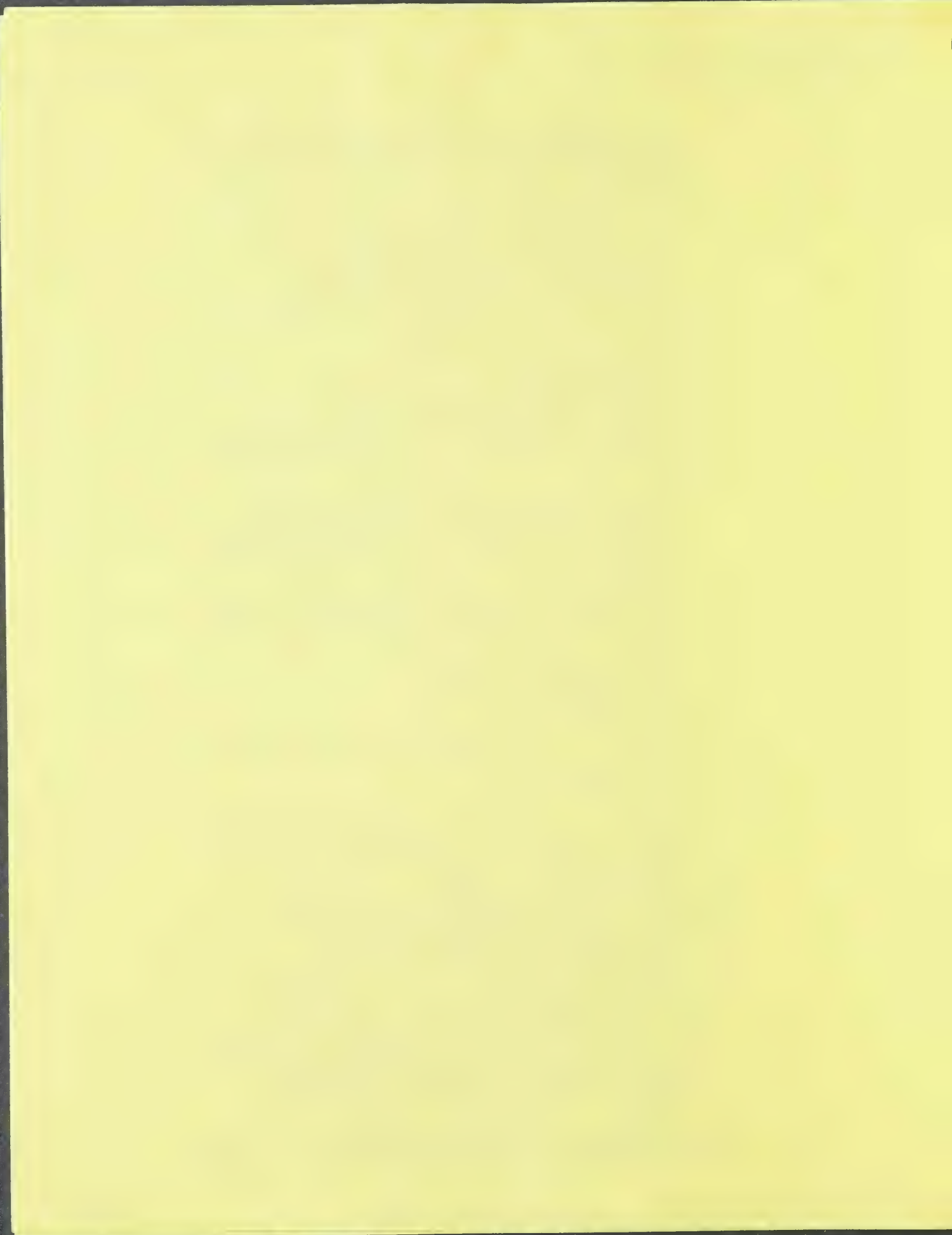
- [Oral History Reminder List](#)
- [How Do I Ask the Questions?](#)

### Oral History Reminder List

1. Decide your research goals and determine if oral history will help you reach them. You may find that your goals change. Do, however, focus.
2. Conduct preliminary research using non-oral sources.
3. Define your population sample. How will you select the people you will interview? Contact potential interviewees, explain your project, and ask for help.
4. Assemble your equipment to fit your purposes. Research and choose the kind of recording that you need to produce



- and then choose your equipment. For example, does it need to be broadcast quality? Does it need a long life? What can you afford?
5. Use an external microphone for better sound quality. This also applies to video.
  6. Test your equipment beforehand and get to know how it works under various conditions. Practice using your equipment before you go to the real interview.
  7. If audio cassette taping, use sixty-minute tapes that screw together.
  8. Compile a list of topics or questions.
  9. Practice interviewing.
  10. Make a personalized checklist of things you must remember to do before, during, and after the interview.
  11. Verify your appointment a day or two before the interview.
  12. On the day of the interview, give yourself extra time to get there.
  13. Interview and record in a quiet place. When setting up, listen for a moment. Make adjustments, such as stopping the pendulum on the tick-tock clock, putting out the dog that's chewing noisily on the recorder cord, and closing the door on the noisy traffic.
  14. Make sure the interviewee understands the purpose of the interview and how you intend to use it. This is not a private conversation.
  15. Start each recording with a statement of who, what, when, and where you are interviewing.
  16. Listen actively and intently.
  17. Speak one at a time.
  18. Allow silence. Give the interviewee time to think. Silence will work for you.
  19. Ask one question at a time.
  20. Follow up your current question thoroughly before moving to the next.
  21. Usually ask questions open enough to get "essay" answers unless you are looking for specific short-answer "facts."
  22. Start with less probing questions.
  23. Ask more probing questions later in the interview.
  24. Wrap up the interview with lighter talk. Do not drop the interviewee abruptly after an intense interview.
  25. Be aware of and sensitive to the psychological forces at work during the interview.
  26. Limit interviews to about one to two hours in length, depending on the fatigue levels of you and your interviewee.
  27. In general, don't count on photos to structure your interview, but you can use them as initial prompts. Carry large envelopes for borrowed and labeled artifacts such as photos.
  28. Label and number all recordings immediately.
  29. Have the interviewee sign the release form before you leave

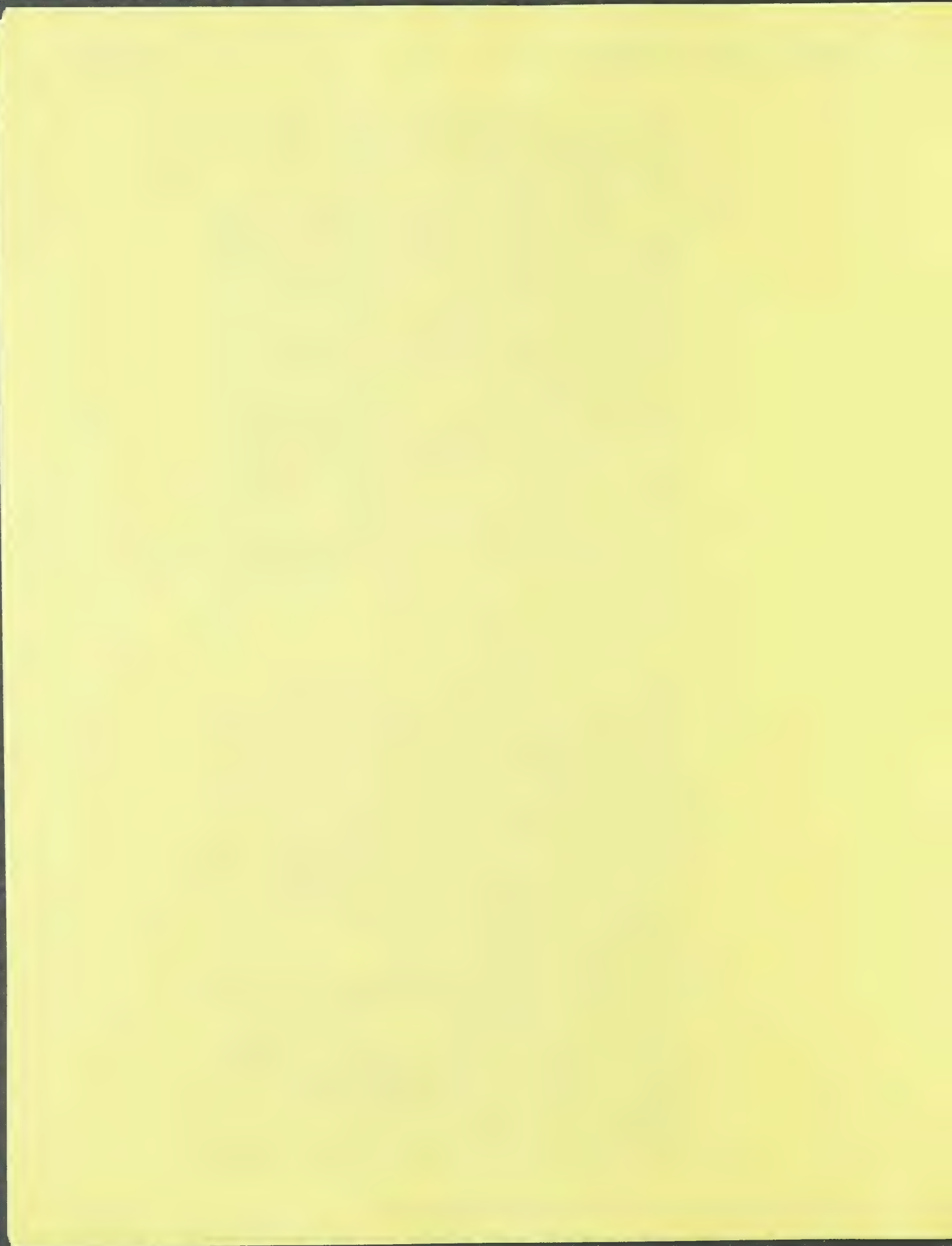




- or send a transcript to the interviewee for correction before the release form is signed.
30. After the interview, make field notes about the interview.
  31. Write a thank-you note.
  32. Have a system to label and file everything. Do it.
  33. Copy borrowed photos immediately and return the originals. Handle all photos by the edges and transport them protected by stiff cardboard in envelopes. Make photocopies for an interim record.
  34. Copy each interview tape. Store the original in a separate place and use only the duplicate.
  35. Transcribe or index the recordings. Assign accession numbers to recordings and transcripts. Make copies of all work. Store separately.
  36. Analyze the interview. Verify facts. Compare your results with your research design. Did you get what you need? What further questions do the interview results suggest? What improvements in your method do the interview results suggest?
  37. Go back for another interview if necessary.
  38. If you decide to, give the interviewee a copy of the recording or transcript. Ask for transcript corrections and a release form.
  39. Make provisions for long-term storage.

### How do I ask the questions?

1. In general, have a list of topics in mind, not specific questions, word-for-word, and not a specific sequence. You may, however, want to have a start-up list of questions to get your interviewee and yourself comfortable before you change to your topic list.
2. Do plan the topic and form of your first substantial question after the "settling down" phase. Ask a question that will prompt a long answer and "get the subject going."
3. Ask easy questions first, such as brief biographical queries. Ask very personal or emotionally demanding questions after a rapport has developed. End as you began, not with bombshells, but gently with lighter questions.
4. Ask questions one at a time.
5. Allow silence to work for you. Wait.
6. Be a good listener, using body language such as looking at the interviewee, nodding, and smiling to encourage and give the message, "I am interested."
7. If necessary, use verbal encouragement such as "This is wonderful information!" or "How interesting!" Be careful, however, not to pepper the interview with verbal encouragement such as "uh-huh," said at the same time that the interviewee is speaking.
8. Ask for specific examples if the interviewee makes a general



- statement and you need to know more. Or you might say, "I don't understand. Could you explain that in more detail?"
9. Ask for definitions and explanations of words that the interviewee uses and that have critical meaning for the interview. For example, ask a horseman what he means by the *shaft* of the buggy. How was it used? What was its purpose?
  10. Rephrase and re-ask an important question several times, if you must, to get the full amount of information the interviewee knows.
  11. Unless you want one-word answers, phrase your questions so that they can't be answered with a simple "yes" or "no." Don't ask, "Were you a farmer on Denny Hill during the 1930s?" Ask instead, "What was it like farming up on Denny Hill during the 1930s?" Ask "essay" questions that prompt long answers whenever you can. Find out not only what the person did, but also what she thought and felt about what she did.
  12. Ask follow-up questions and then ask some more.
  13. Be flexible. Watch for and pick up on promising topics introduced by the interviewee, even if the topics are not on your interview guide sheet.

[top of page](#)

### III. Paperwork

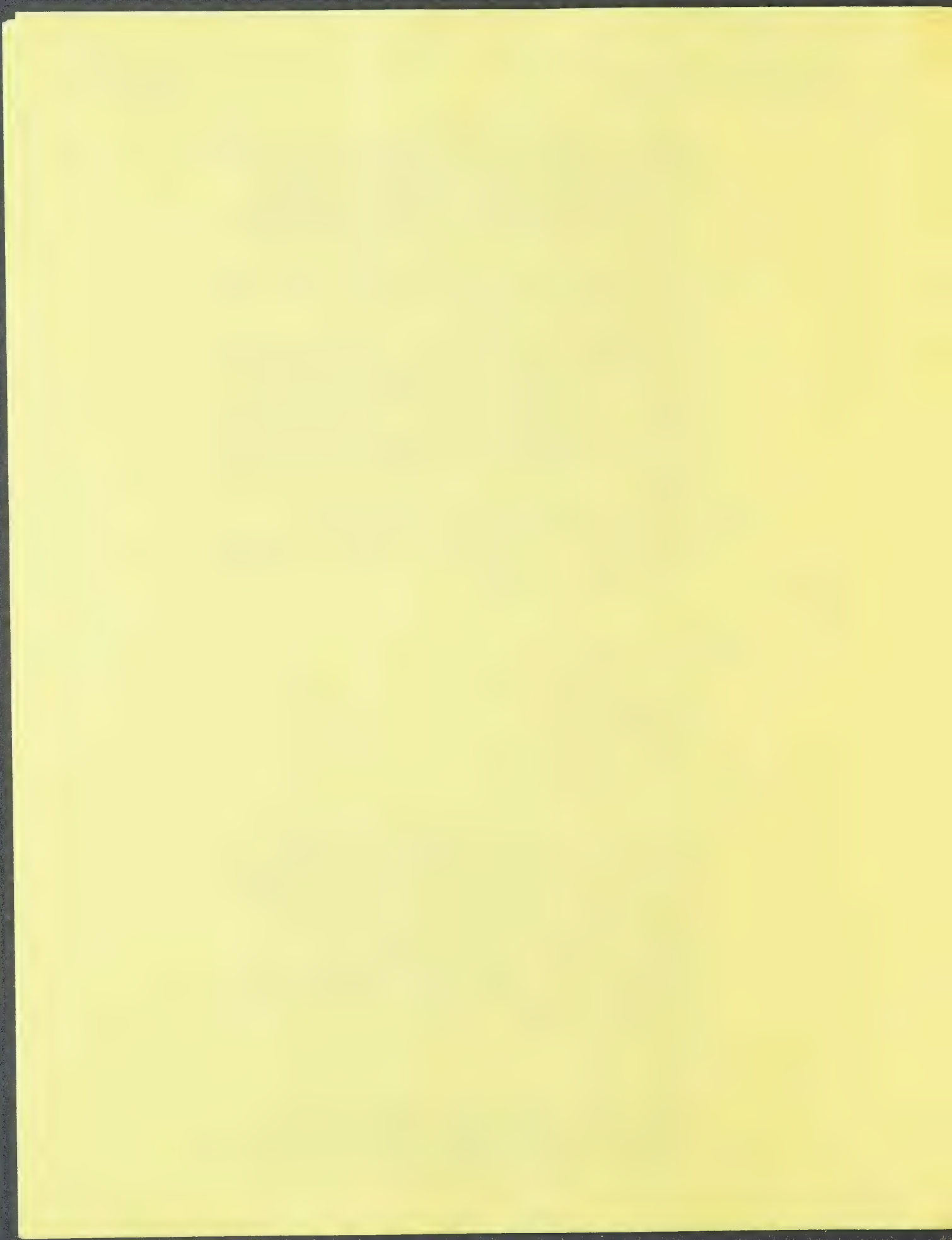
- [Interviewer's Field Notes](#)
- [Life History Forms](#)
- [Release Forms](#)
- [Tracking Your Progress](#)

#### Interviewer's Field Notes

Very soon after the interview, the interviewer should sit down and make notes in an organized fashion, before time dulls the details. The notes are something like the anthropologist's field notes. The interviewer's notes tell who, what, when, and where. They add anything that will help the transcriber or future scholars to understand the interview. If the project is in a school setting, teachers or students need to create a form to fit their particular projects' needs and goals, as well as the students' abilities.

#### Life History Forms

The life history form can contain very little or a great deal, depending on the project's purposes. Personal data is very useful and particularly recommended if the interview is a family history project or if interviews are



to be archived for future use. The form needs to contain information that helps scholars understand, use, and interpret the interview. Aside from interviewee's name, address, telephone number, birthdate, and birthplace, the form might ask for the names, birth dates, and dates of death for parents, siblings, spouses, and children. It could ask for places lived in as well as for education and work histories. It could ask for listings of special skills and for memberships in organizations.

### Release Forms

Release forms can become rather full of legal-sounding language, but most oral historians manage to find a form with which they are comfortable. Release forms make it clear to the interviewee, without question, how the interviews will be used, minimizing the chances for misunderstanding. In addition to offering some protection, release forms also remind the oral historian that the interviewee grants us the privilege of using something that does not belong to us. There are many versions of releases possible. For instance, you could check Ives, *The Tape-recorded Interview*, Neuenschwander, *Oral History and the Law*, or Sitton et al., *Oral History*, for some tried and true examples. A release usually includes the interviewee's name and signature, the interviewer's name, the date, a statement of permission to use the interview, the name of the person or institution receiving the permission, and the purposes to which the interview will be put. It is recommended that school projects clear release forms with the school's legal counsel.

Especially if the interviews are to be archived for future use, the interviewers also need to sign releases. If the project is in a school, since students are likely to be underage, parents or guardians should sign.

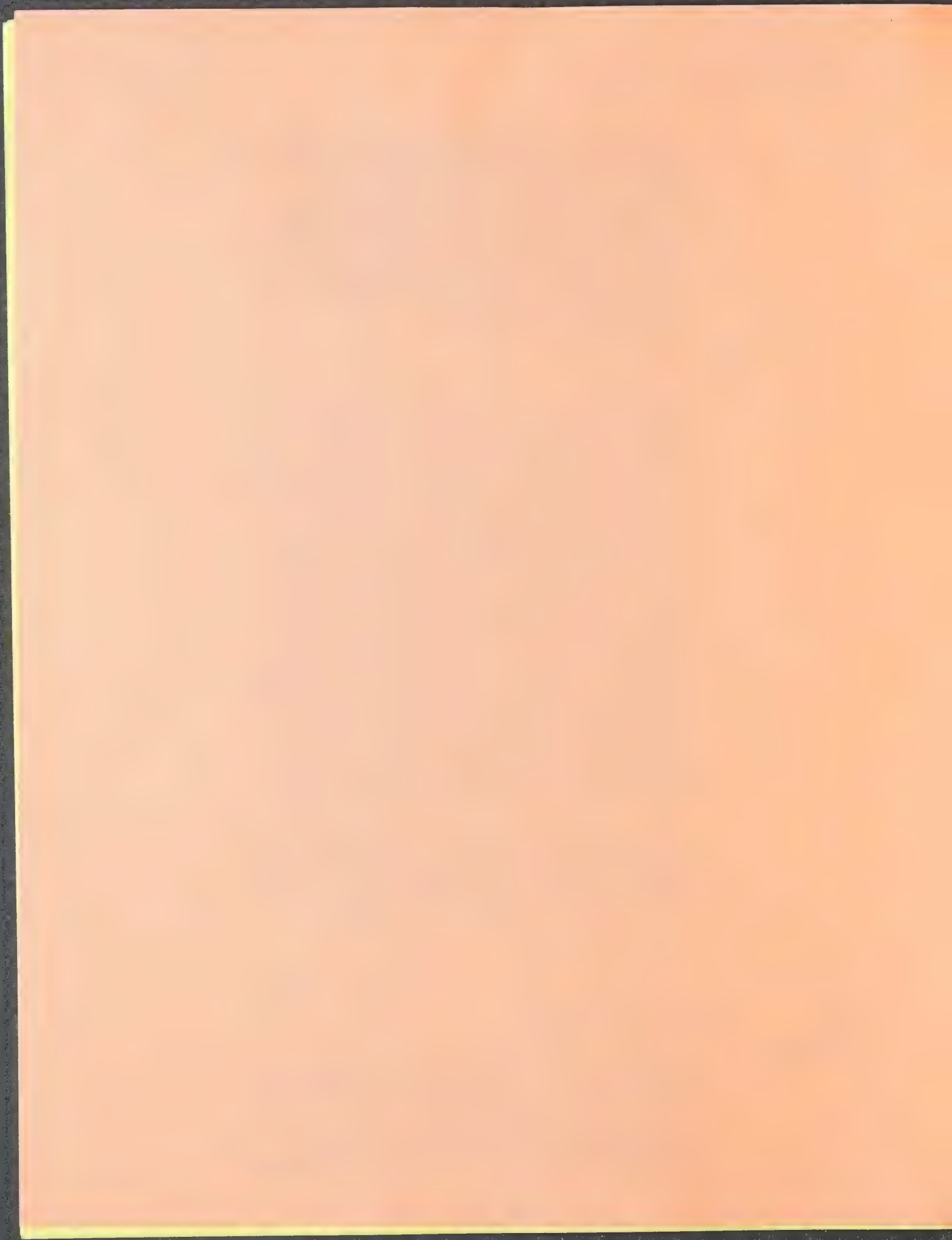


### Interview Tracking Form

### Tracking Your Progress

Depending on the project goals and archival plans, the paperwork can get quite involved or it can stay simple.

A simple system to keep track of the stage of each interview is to keep a file for each interviewee. All paperwork and copies of the recordings are kept there.



A sequence of steps to track progress is listed on the front of the file and checked off as steps are completed.

[top of page](#)

## IV. Issues in Oral History Research

- [How Accurate Is This Oral history?](#)
- [Note of Encouragement](#)
- [Pinpointing Problems in Your Interview](#)
- [Questions for Thinking About Your Interview](#)

### How Accurate Is This Oral History?

Once a project is under way, we need to assess and ensure the accuracy of the data gathered. We have to face the question: how accurate is this oral history? At the very least, we must be aware of the limitations of oral history in order not to mislead ourselves into believing that oral history automatically yields accurate renditions of past events.

Because oral history depends upon living people as sources, we have limits; we can go back one lifetime. Because oral history uses spoken, not written sources, the allowable evidence expands. Even in the absence of written documentation, groups such as women, minorities, and the not-famous have been able to record their own histories and the histories of those they consider important using oral history. History is no longer limited to the powerful, famous, and rich, and literate. Now history can give us a much more inclusive, and, one hopes, accurate picture of the past.

Used to accurately record oral narratives, the inexpensive portable tape recorder helped democratize the gathering of history. Interestingly, while technology in the form of the tape recorder is responsible in part for the spread of oral history techniques, technology is also to blame in part for the need for oral history. Rather than write letters, for instance, people travel to see each other or they make telephone calls that dissolve into air. Now electronic mail via computers may make written records even more scarce.

Trained to depend on written records, traditional historians have been known to shudder in horror at the potential problems and inherent weaknesses of oral history. What of the failings of human memory? What





of the human tendency to impose a narrative structure on events that may not be closely connected? What of the self-serving motives of the story teller? What of the power relationships between interviewer and interviewee that affect what and how events are reported? What of the differences between the spoken and written word? What of the inaccuracies that creep into meaning when trying to put a conversation onto paper?

Well, many of the same problems arise in using written records. Written sources can carry personal or social biases. Written sources occur within a social context. As an example, newspaper accounts contemporary with events often suffer from historical inaccuracy because of the ideological slants of reporters and editorial staff, because of the availability of sources, because of advertisers' interests, and because of the need to sell interesting stories that the public wants to buy. Yet these same newspaper accounts can be used as historical evidence of people's attitudes and interpretations. Even historical analysis published by professional historians intent on upholding the best standards in their field still falls short of that elusive goal, a complete and totally objective account of events.

How about films and photographs? Can the camera remain objective and give us an accurate view of events? No. Even visual media give only fragments. Furthermore, the photographer chooses to record a portion of an event, and her point of view suggests an interpretation. The equipment, social context, and intent of the photographer affect what photographs will be recorded, what will be printed, and how it will be presented to viewers.

In oral history, in addition to asking all of the historian's usual questions about accuracy, one must also ask questions about putting spoken words on paper. At first one tends to assume that a transcription of a tape-recorded interview of an eyewitness would be a very accurate record of an event. As historians we must examine that assumption.

We all know how hard it is to find the right words for our thoughts. In an interview, with a stranger listening and a tape recorder running, how closely can the actual words of the interviewee approximate the thoughts that the interviewee wants to communicate?



We all know the tricks that memory plays on us, even just trying to recall what happened last week. In recalling memories from a long-ago event, how closely do the memories of the narrator approximate a true rendering of the actual experience?

Our problem becomes more complicated when we try to write down what has been said. People don't always speak in complete sentences. They repeat themselves and leave things out. They talk in circles and tell fragments of the same story out of chronological sequence. They mumble incoherently and use wrong names. When they speak, they don't use punctuation. How is the transcriber to put spoken words onto paper with a semblance of written coherence without changing the narrator's meaning?

Finally, the transcript does not carry inflections of voice and body language. Therefore the reader of the transcript does not have all of the information that the interviewer had originally. In addition, readers and listeners will add their own interpretations in trying to understand what the narrator said.

We come to realize, then, that every person, every step, removes one farther from the event as it happened.

Questions of accuracy are not unique to oral history. Problems of accuracy hound us no matter what sources of historical data we use. If we understand the characteristics of our sources, however, we have a better chance of controlling the process to minimize inaccuracies. As a methodological balance to oral history, one can enlist other sources of data such as related artifacts, written documentation, and other interviews. A single interview by itself can pose frustrating questions, while an interview in a context of other data can clarify details and create a sense of the whole.

Therefore, the users of oral history, aware of the characteristics of their medium, may proceed cautiously without apology. Oral history has come of age and now commands a receptive, respectful audience.

### **Note of Encouragement**

At this point, some people feel overwhelmed. Be assured!



As long as you are aware of the pitfalls, you will be fine. Proceed step-by-step, discover the problems, and work through to the solutions. At the end of an oral history project you will understand the oral historian's challenges from the inside-out, and you will forever after look at historical documents of any kind with a wider eye. When in doubt, keep it simple. Part of the process is enjoyment and part of the adventure is learning from mistakes.

## Pinpointing Problems in Your Interview

### The interviewee...

1. is afraid of the recording equipment.
2. doesn't believe she has anything of value to tell you, and doesn't understand why you would want to interview her.
3. doesn't remember.
4. has a series of stock stories that he has developed and is used to telling, almost according to a script. This interviewee is not about to let you deviate from his script.
5. is not used to telling her or his story publicly and needs much coaxing and reinforcement. This person needs questions to get warmed up and more questions to keep going.
6. does not feel comfortable talking to you about the topics you have in mind. For instance, a modest woman might not feel comfortable talking to a male about birth experiences.
7. meanders through the story, and not according to the beginning-middle-end model that you have in your mind. The memories have a form other than linear time and you have to figure out how to allow the narrator to tell these memories in a way that makes sense to both teller and listener.
8. is afraid to give private or personal information and thus gives you information that will preserve his or her public "mask."
9. prefers or is used to building and sharing a story with others in a group rather than telling a story solo.

### The interviewer...

1. is too nervous to think calmly and clearly about what to say next.
2. is disorganized.
3. is not really listening to what the interviewee is trying to say.



4. has expectations about what she or he wants to hear and is closed to other avenues of inquiry.
5. appears critical to the interviewee.
6. is from a different class or ethnic group than the interviewee and so is behaving and speaking in a socioeconomic "foreign language."

#### **The sound...**

1. is too faint.
2. contains noise that overrides or confuses the voices.
3. has more than one person speaking at once.
4. is distorted.

#### **Questions For Thinking About Your Interview**

1. How did I choose the person to be interviewed? Were the people I interviewed the right ones for my research?
2. How did I prepare for the interview? Did I prepare enough?
3. What did I use for equipment? Did it work satisfactorily? What changes should I make?
4. What kinds of questions did I ask? What kinds of questions worked well? Not so well?
5. Where did I conduct the interview? What in the environment affected my interview? How?
6. Did my subject want to talk? How did I encourage my subject to talk? What "masks" did my subject wear? Did my subject drop the masks?
7. When did I tell my subject the purpose of the interview and how it would be used? Did my plans to use the interview seem to matter to the subject?
8. How accurate were my subject's memories?
9. How accurate was my subject's reporting of her memories? How do I know? Does it matter?
10. Who controlled the interview? How?
11. How did I feel while interviewing?
12. How did my subject feel while being interviewed?
13. Would it be useful and possible to return for another interview?
14. How do these results affect my original goals? Do I need to adjust my research design?
15. When I transcribe, will I write exactly what was said or will I begin light editing right from the start? How will I decide what to write and what not to write?
16. How can I ensure that the transcription is accurate? How can I ensure that the transcription reports what the subject wanted to say?
17. Who owns the interview and has the right to decide how the completed interview and transcription will be used?
18. Next time, what would I do the same? What would I do





differently?

[top of page](#)

## V. Bibliography

- [Books to Get You Started in Oral History](#)
- [Books About Oral History and Teaching](#)
- [Books for More Details and Ideas About Oral History](#)
- [Audiovisual Sources](#)

### Books to Get You Started in Oral History

- Bartis, Peter. *Folklife and Fieldwork: A Layman's Introduction to Field Techniques*. Washington, DC: Library of Congress, 1990.
- Baum, Willa K. *Oral History for the Local Historical Society*. Nashville: American Association for State and Local History, 1987.
- ———. *Transcribing and Editing Oral History*. Nashville: American Association for State and Local History, 1991.
- Brecher, Jeremy. *History From Below: How to Uncover and Tell the Story of Your Community, Association, or Union*. New Haven: Advocate Press/Commonwork Pamphlets, 1988.
- Buckendorf, Madeline, and Laurie Mercier. *Using Oral History in Community History Projects*. Pamphlet Series #4. Albuquerque: Oral History Association, 1992.
- Dunaway, David K., and Willa K. Baum, eds. *Oral History: An Interdisciplinary Anthology*. Nashville: American Association for State and Local History, 1984.
- Gluck, Sherna Berger, and Daphne Patai, eds. *Women's Words: The Feminist Practice of Oral History*. New York: Routledge, 1991.
- Ives, Edward D. *The Tape-Recorded Interview: A Manual for Field Workers in Folklore and Oral History*. Knoxville: University of Tennessee Press, 1980.
- Jackson, Bruce. *Fieldwork*. Urbana: University of Illinois Press, 1987.
- Neuenschwander, John. *Oral History and the Law*. Pamphlet Series #1. Albuquerque: Oral History Association, 1993.

### Books About Oral History and Teaching

- Hoopes, James. *Oral History: An Introduction for Students*. Chapel Hill: University of North Carolina Press, 1979.
- Lanman, Barry A., and George L. Mehaffy. *Oral History in the Secondary School Classroom*. Pamphlet Series #2. Los Angeles: Oral History Association, 1989.
- Sitton, Thad, George L. Mehaffy, and O.L. Davis, Jr. *Oral History: A Guide for Teachers (and Others)*. Austin:



- University of Austin Press: 1983.
- Wigginton, Eliot, ed. *The Foxfire Book*. Garden City, N.Y.: Doubleday, 1972.

### Books for More Details and Ideas About Oral History

- Allen, Barbara, and Lynwood Montell. *From Memory to History: Using Oral Sources in Local Historical Research*. Nashville: American Association for State and Local History, 1981.
- Brady, John. *The Craft of Interviewing*. New York: Vintage Books, 1977.
- Davis, Cullom, Kathryn Back, and Kay MacLean. *Oral History: From Tape to Type*. Chicago: American Library Association, 1977.
- Deering, Mary Jo, and Barbara Pomeroy. *Transcribing Without Tears*. Washington, DC: George Washington University Library, 1976.
- Frisch, Michael. *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History*. Albany: State University of New York Press, 1991.
- "Women's Oral History Resource Section," *FRONTIERS: A Journal of Women Studies* 2. (Summer 1977), 110-118.
- Grele, Ronald J. *Envelopes of Sound: the Art of Oral History*. New York: Praeger, 1991.
- Gordon, Raymond L. *Interviewing: Strategy, Techniques, and Tactics*. Homewood: Dorsey Press, 1975.
- Jolly, Brad. *Videotaping Local History*. Nashville: American Association for State and Local History, 1982.
- Schorzman, Terri A., ed. *A Practical Introduction to Videohistory: The Smithsonian Institution and Alfred P. Sloan Experiment*. Melbourne: Krieger Publishing Co., 1993.
- Thompson, Paul. *The Voice of the Past: Oral History*. New York: Oxford University Press, 1978.
- Vasina, Jan. *Oral Tradition*. Chicago: Aldine, 1965.

Most of the above sources contain bibliographies. There are also many, many excellent books that use oral history interviews; the bibliographies in the above books offer some titles, and your librarian can probably suggest others.

### Audiovisual Sources

- Ives, Sandy. *An Oral Historian's Work*. Northeast Archives. VHS. 33 minutes. Color. Distributed by Northeast Historic Film, P.O. Box 900, Bucksport, ME 04416.

[top of page](#)

## VI. Oral History Links



American Association for State and Local History  
1717 Church Street  
Nashville, TN 37203-2991  
[www.aaslh.org/publicat.htm](http://www.aaslh.org/publicat.htm)

American Folklife Center  
Library of Congress  
101 Independence Ave., SE  
Washington, DC 20540  
[lcweb.loc.gov/folklife/](http://lcweb.loc.gov/folklife/)

American Folklore Society  
4350N. Fairfax Drive  
Suite 640  
Arlington, VA 22203  
[afsnet.org/index.html](http://afsnet.org/index.html)

International Oral History Association  
Alexander Von Plato, Secretary  
Fernuniversitat Hagen  
Leibigstr. 11  
D-58511 Ludenscheid  
Germany  
[www.filo.uba.ar/Institutos/ravigni/historal/loha.htm](http://www.filo.uba.ar/Institutos/ravigni/historal/loha.htm)

Oral History Association  
Dickinson College  
PO Box 1773  
Carlisle, PA 17013  
[www.baylor.edu/~OHA/Othersites.html](http://www.baylor.edu/~OHA/Othersites.html)

[top of page](#)

[home](#)

[your interests](#)

[who was Martha?](#)

[Martha's diary](#)

[book](#)

[film](#)

[doing history](#)

[archive](#)

[on your own](#)



## Select Oral History Bibliography

### Books and Pamphlets

Allen, Barbara, and William Lynwood Montell. *From Memory to History: Using Oral Sources in Local Historical Research*. Nashville: American Association for State and Local History, 1981.

Baum, Willa K. *Transcribing and Editing Oral History*. Nashville: American Association for State and Local History, 1977.

Brecher, Jeremy. *History from Below: How to Uncover and Tell the Story of Your Community, Association, or Union*. New Haven, Conn.: Commonwork Pamphlets/Advocate Press, 1986.

Brown, Cynthia Stokes. *Like It Was: A Complete Guide to Writing Oral History*. New York: Teachers and Writers Collaborative, 1988.

Davis, Cullom, Kathryn Back, and Kay MacLean. *Oral History: From Tape to Type*. Chicago: American Library Association, 1977.

Dunaway, David K., and Willa K. Baum, eds. *Oral History: An Interdisciplinary Anthology*. Nashville: American Association for State and Local History in cooperation with the Oral History Association, 1984.

Everett, Stephen E. *Oral History Techniques and Procedures*. Washington: U.S. Army Center of Military History, 1992.

Frisch, Michael. *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History*. Albany: State University of New York Press, 1990.

Grele, Ronald J. *Envelopes of Sound: The Art of Oral History*. Revised edition. New York: Praeger, 1991.

Hoffman, Alice M. and Howard S. Hoffman. *Archives of Memory: A Soldier Recalls World War II*. Lexington: University Press of Kentucky, 1991.

Hoopes, James. *Oral History: An Introduction for Students*. Chapel Hill: University of North Carolina Press, 1979.

Ives, Edward D. *The Tape-Recorded Interview: A Manual for Fieldworkers in Folklore and Oral History*. Knoxville: University of Tennessee Press, 1980.

Jeffrey, Jaclyn, and Glenace Edwall, eds. *Memory and History: Essays on Recalling and Interpreting Human Experience*. Lanham, Md.: University Press of America, 1994.

Matters, Marion. *Oral History Cataloging Manual*. Chicago: The Society of American Archivists, 1995.

Mishler, Elliot G. *Research Interviewing: Context and Narrative*. Cambridge, Mass.: Harvard Press, 1986.





Nathan, Harriet. *Critical Choices in Interviews: Conduct, Use, and Research Role*. Berkeley, Calif.: Institute of Governmental Studies, 1986.

Neuenschwander, John A. *Oral History and the Law*. Revised ed. Albuquerque: Oral History Association, Pamphlet No. 1, 1993.

*Oral History Evaluation Guidelines*. Los Angeles: Oral History Association, Pamphlet No. 3, 1992.

*Oral History Index*. Westport, Conn.: Meckler, 1990.

Portelli, Alessandro. *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History*. Albany: State University of New York Press, 1991.

Ritchie, Donald R. *Doing Oral History*. New York: Twayne Publishers, 1994.

Schorzman, Terri A., ed. *A Practical Introduction to Video History: The Smithsonian Institution and Alfred P. Sloan Foundation Experiment*. Malabar, Fla.: Krieger Publishing Co., 1993.

Smith, Allen, ed. *Directory of Oral History Collections*. Phoenix, Ariz.: Oryz Press, 1987.

Stielow, Frederick J. *The Management of Oral History Sound Archives*. Westport, Conn.: Greenwood Press, 1986.

Stricklin, David, and Rebecca Sharpless, eds. *The Past Meets the Present: Essays on Oral History*. Lanham, Md.: University Press of America, 1988.

Thompson, Paul. *Oral History: The Voice of the Past*. Revised Edition. New York: Oxford University Press, 1988.

Vansina, Jan. *Oral Tradition as History*. Madison: University of Wisconsin Press, 1985.

## Articles

Blatti, Jo. "Public History and Oral History," *Journal of American History* 77 (September 1990): 615-25.

Blatz, Perry K. "Craftsmanship and Flexibility in Oral History: A Pluralistic Approach to Methodology and Theory," *The Public Historian* 12 (Fall 1990): 7-22.

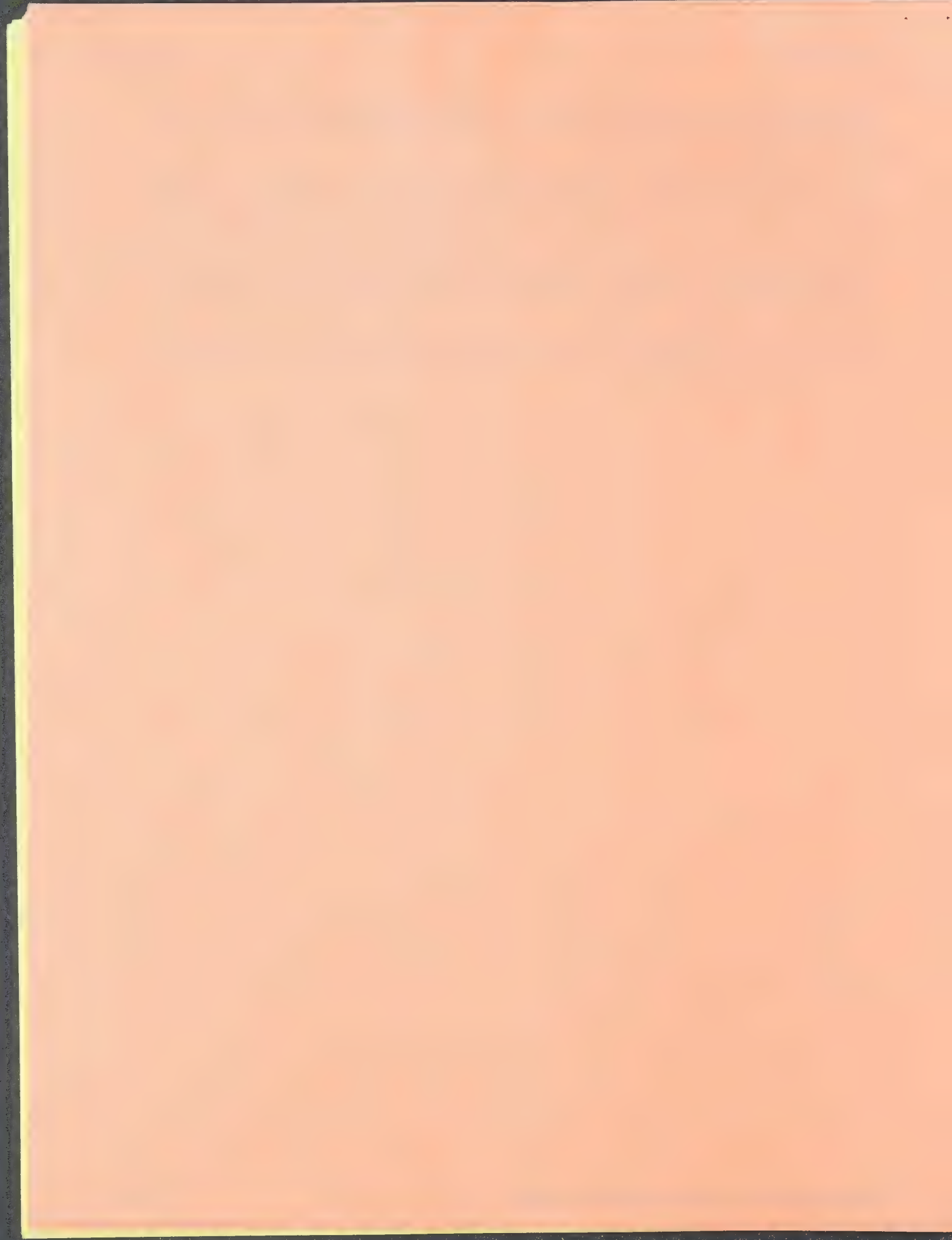
Clark, E. Culpepper, Michael J. Hyde, and Eva N. McMahan. "Communication in the Oral History Interview: Investigating Problems of Interpreting Oral Data," *International Journal of Oral History* 1 (February 1980): 28-40.

Frank, Benis M. "Oral History for the Military Collector and Historian," *Military Collector & Historian* 37 (Winter 1985): 188-89.

Freund, Alexander, and Laura Quilici, "Exploring Myths in Women's Narratives: Italian and German Immigrant Women in Vancouver, 1947-1961," *BC Studies* (Spring-Summer 1995): 159-81.



- Grele, Ronald J. "On Using Oral History Collections: An Introduction," *The Journal of American History* 74 (September 1987): 570-78.
- Moss, William W. "Oral History: An Appreciation," *American Archivist* 40 (October 1987): 429-39.
- "OHR Cumulative Index, 1973-1995, Vols. 1-22," *Oral History Review* 23 (Summer 1996): 68-191.
- Ritchie, Donald A., Holly Cowan Shulman, Richard S. Kirkendall, and Terry Birdwhistle. "Interviews as Historical Evidence: A Discussion of New Standards of Documentation and Access," *History Teacher* 24 (February 1991): 223-38.
- Soffer, Jonathan. "Oral History and the History of American Foreign Policy," *Journal of American History* 82 (September 1995): 607-16.





# One-Minute Guide to Oral Histories

*by Carole Hicke*

## The One-Minute Guide to Conducting an Oral History

- o Ascertain willingness of narrator to participate.
- o Research narrator's background; prepare and send outline.
- o Schedule appointments.
- o Obtain signed release agreement at first interview.
- o Tape-record interviews.
- o Get interviews transcribed.
- o Review transcript; then get narrator to review.
- o Deposit corrected transcripts, tapes, and release agreements in the appropriate library, archives, or historical society.

## The One-Minute Guide to Oral History Interviewing

- o Ensure that equipment is functioning properly.
- o Label tapes with names interviewer, narrator, date, tape number.
- o Take outline, photos, clippings to interview.
- o Obtain signature on release agreement.
- o Develop rapport but remain neutral.
- o Ask who, what, where, when, why, how.
- o Remain polite but firmly in control.
- o Listen carefully--and pursue new topics.
- o Use silence.
- o Ask for examples and anecdotes as illustrations.





## Tips for Interviewers

*Here are some tips. Good luck!*

An interview is not a dialogue. The whole point of the interview is to get the narrator to tell her story. Limit your own remarks to a few pleasantries to break the ice, then brief questions to guide her along. It is not necessary to give her the details of your great-grandmother's trip in a covered wagon in order to get her to tell you about her grandfather's trip to California. Just say, "I understand your grandfather came around the Horn to California. What did he tell you about the trip?"

Ask questions that require more of an answer than "yes" or "no." Start with "why," "how," "where," "what kind of. . ." instead of "Was Henry Miller a good boss?" ask "What did the cowhands think of Henry Miller as a boss?"

Ask one question at a time. Sometimes interviewers ask a series of questions all at once. Probably the narrator will answer only the first or last one. You will catch this kind of questioning when you listen through the tape after the session, and you can avoid it the next time.

Ask brief questions. We all know the irrepressible speech-maker who, when questions are called for at the end of a lecture, gets up and asks five- minute questions. It is unlikely that the narrator is so dull that it takes more than a sentence or two for her to understand the question.

Start with questions that are not controversial; save the delicate questions, if there are any, until you have become better acquainted. A good place to begin is with the narrator's youth and background.

Don't let periods of silence fluster you. Give your narrator a chance to think of what she wants to add before you hustle her along with the next question. Relax, write a few words on your notepad. The sure sign of a beginning interviewer is a tape where every brief pause signals the next question

Don't worry if your questions are not as beautifully phrased as you would like them to be for posterity. A few fumbled questions will help put your narrator at ease as she realizes that you are not perfect and she need not worry if she isn't either. It is not necessary to practice fumbling a few questions; most of us are nervous enough to do that naturally.

Don't interrupt a good story because you have thought of a question, or because your narrator is straying from the planned outline. If the information is pertinent, let her go on, but jot down your questions on your notepad so you will remember to ask it later.





If your narrator does stray into subjects that are not pertinent (the most common problems are to follow some family member's children or to get into a series of family medical problems), try to pull her back as quickly as possible. "Before we move on, I'd like to find out how the closing of the mine in 1935 affected your family's finances. Do you remember that?"

It is often hard for a narrator to describe people. An easy way to begin is to ask her to describe the person's appearance. From there, the narrator is more likely to move into character description.

Interviewing is one time when a negative approach is more effective than a positive one. Ask about the negative aspects of a situation. For example, in asking about a person, do not begin with a glowing description. "I know the mayor was a very generous and wise person. Did you find him so?" Few narrators will quarrel with a statement like that even though they may have found the mayor a disagreeable person. You will get a more lively answer if you start out in the negative. "Despite the mayor's reputation for good works, I hear he was a very difficult man for his immediate employees to get along with." If your narrator admired the mayor greatly, she will spring to his defense with an apt illustration of why your statement is wrong. If she did find him hard to get along with, your remark has given her a chance to illustrate some of the mayor's more unpleasant characteristics.

Try to establish at every important point in the story where the narrator was or what her role was in this event, in order to indicate how much is eye-witness information and how much based on reports of others. "Where were you at the time of the mine disaster?" "Did you talk to any of the survivors later?" Work around these questions carefully, so that you will not appear to be doubting the accuracy of the narrator's account.

Do not challenge accounts you think might be inaccurate. Instead, try to develop as much information as possible that can be used by later researchers in establishing what probably happened. Your narrator may be telling you quite accurately what she saw. As Walter Lord explained when describing his interviews with survivors of the Titanic, "Every lady I interviewed had left the sinking ship in the last lifeboat. As I later found out from studying the placement of the lifeboats, no group of lifeboats was in view of another and each lady probably was in the last lifeboat she could see leaving the ship."

Tactfully point out to your narrator that there is a different account of what she is describing, if there is. Start out by saying, "I have heard . . ." or "I have read . . ." This is not to challenge her account, but rather an opportunity for her to bring up further evidence to refute the opposing view, or to explain how that view got established, or to temper what she has already said. If done skillfully, some of your best information can come from this juxtaposition of differing accounts.

Try to avoid "off the record" information--the times when your narrator asks you to turn off the recorder while she tells you a good story. Ask her to let you record the whole things and promise that you will erase that portion if she asks you to after further consideration. You may have to erase it later, or she may not tell you the story at all, but once you allow "off the record" stories, she may continue with more and more, and you will end up with almost no recorded interview at all. "Off the record" information is only useful if you yourself are researching a subject and this is the only way you can get the information. It has no value if your purpose is to collect information for later use by other researchers.



Don't switch the recorder off and on. It is much better to waste a little tape on irrelevant material than to call attention to the tape recorder by a constant on-off operation. For this reason, I do not recommend the stop- start switches available on some mikes. If your mike has such a switch, tape it to the "on" position--the forget it. Of course you can turn off the recorder if the telephone rings or if someone interrupts your session.

Interviews usually work out better if there is no one present except the narrator and the interviewer. Sometimes two or more narrators can be successfully recorded, but usually each one of them would have been better alone.

End the interview at a reasonable time. An hour and a half is probably the maximum. First, you must protect your narrator against over-fatigue; second, you will be tired even if she isn't. Some narrators tell you very frankly if they are tired, or their spouses will. Otherwise, you must plead fatigue, another appointment, or no more tape.

Don't use the interview to show off your knowledge, vocabulary, charm, or other abilities. Good interviewers do not shine; only their interviews do.

From Willa K. Baum, *Oral History for the Local Historical Society*

---

[HELP/FAQ](#)   [CATALOGS](#)   [COMMENTS](#)   [HOME](#)

---

Copyright (C) 1997-2000 by the Library, University of California, Berkeley. *All rights reserved.*

Document maintained on server: <http://www.lib.berkeley.edu/>

This page maintained by [Laura Gonzales](#).

Last update 9/22/00. Server manager: [webman@library.berkeley.edu](mailto:webman@library.berkeley.edu)



## KINDERTRANSPORT BIBLIOGRAPHY

Adventures of a Chemist Collector Alfred Bader's Kindertransport memoir. Weidenfeld and Nicolson, London, 1995

All in a Lifetime Dr. Ruth Westheimer's account of her journey from Frankfurt am Main through a refugee girls hostel in Switzerland, to Israel, and her life today.

And the Policeman Smiled A history of the kindertransport movement by Barry Turner. Bloomsbury Press, 1990

A Boy in Your Situation Charles Hannam's Kindertransport memoir. Andree Deutch Ltd. London 1977

Britain and the Jews of Europe 1939-1945 Bernard Wasserstein Oxford University Press

By the Moon and the Stars Eva Hayman, Random Century, New Zealand, 1992.

The Girl with Two Suitcases a book by Kind Myra Baram tells the story of her life, from Berlin to Nethanya, Israel. The Book Guild, Ltd. Sussex, England 1988

I Came Alone Bertha Leverton, founder of the Reunion of Kindertransport in London, has put together a collection of writings by the kinder. Available from the KTA. There is also a German edition

In My Pocket Dorrieth Sim This book is suitable for very young children Harcourt Brace & Co. NY 1996

Into the Arms of Strangers Jonathan Harris and Deborah Oppenheimer, Warner Books 2000

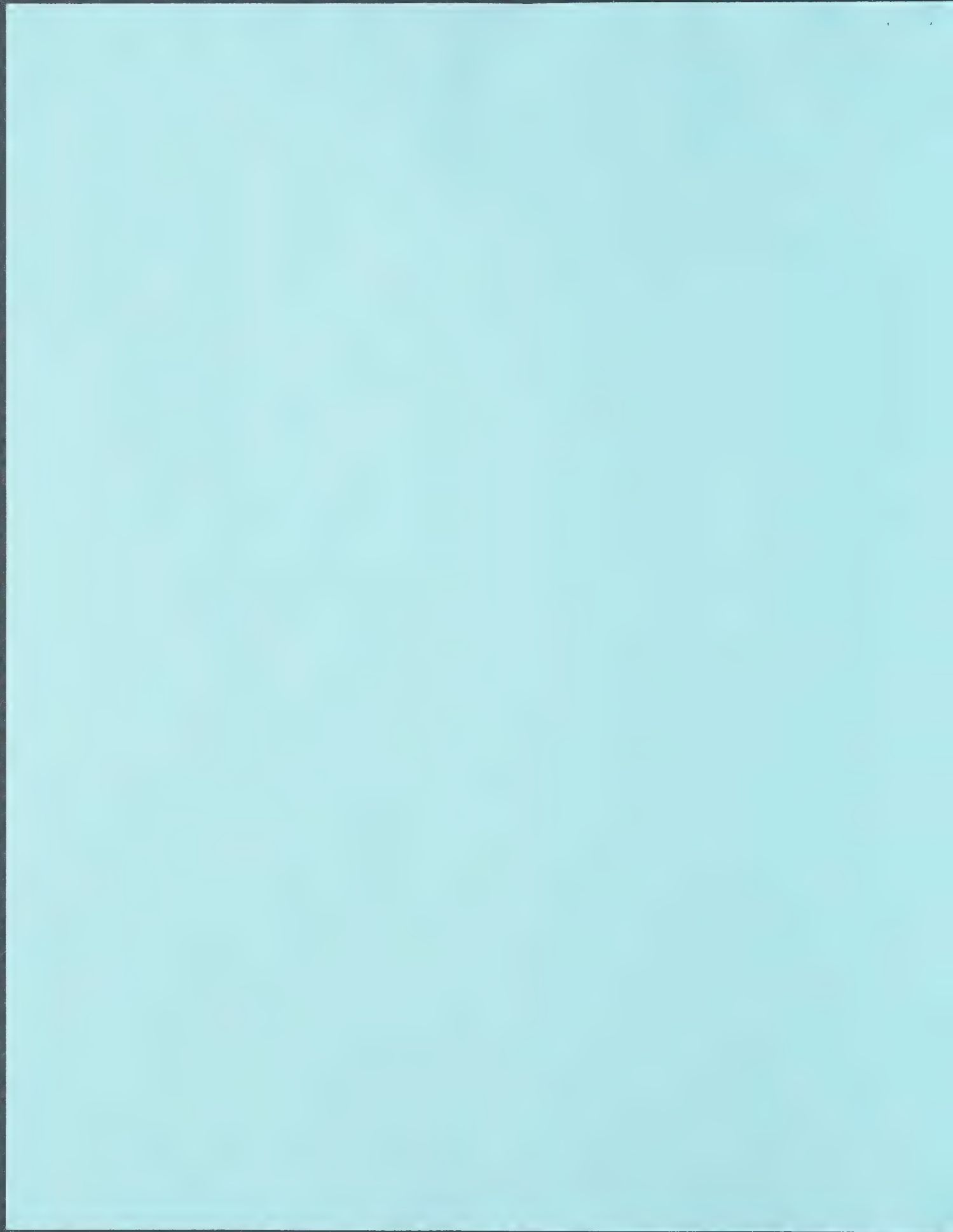
Kindertransport Olga Drucker's book for children ages 9-15 covers her six years in England and reunion with her parents in 1945. Henry Holt & Co. NY, 1992

Kindertransport Diane Samuel's internationally produced play. Penguin Books, 1995

Men of Vision, Anglo-Jewry's Aid to Victims of the Nazi Regime Amy Gottlieb, Weidenfeld and Nicolson, London, 1998

Missing Girls. Lois Metzger's young adult novel features a teenage girl whose mother was on a Kindertransport. Viking Penguin 1999

My Heart in a Suitcase Anne Fox's Kindertransport memoir. Available through the KTA



The Ninth of November Hannele Zurndorfer left Dusseldorf in May 1939 on a children's transport with her younger sister. She ends her story with the last letter she received from her father.

No Longer a Stranger Inge Sadan's first person Kindertransport story. Inge Sadan, POB 71105, Jerusalem, Israel

Not With a Silver Spoon Harry Avray's Kindertransport memoir, Sharon Press, 1989

Other People's Houses Lore Segal, a Kind from Vienna and an accomplished novelist has written this account of her life as a Kind in Vienna, England and the Dominican Republic. Ballantine Books, 1986

Our Lonely Journey Appropriate for children, Stephen Smith, Beth Shalom Holocaust Center, England, 2000

Passages From Berlin-Recollections of the Goldschmidt Schule 1935-1939 Steve J. Heims, editor. US distributor: Marianne Phiebig, 25 Grandview Ave. White Plains, NY 10605

Pearls of Childhood Vera Gissing's story of her life in Prague and as a Kind in England. St. Martin's Press, 1988

10,000 Children Anne Fox and Eva Abraham-Podeitz. A teaching guide for children available through the KTA

They Found Refuge Norman Bentwich writes of his involvement with the kindertransport movement.

Three Lives in Transit The autobiographical story of three sisters who travelled from Prague to London. Laura Selo, Excalibur Press, London.

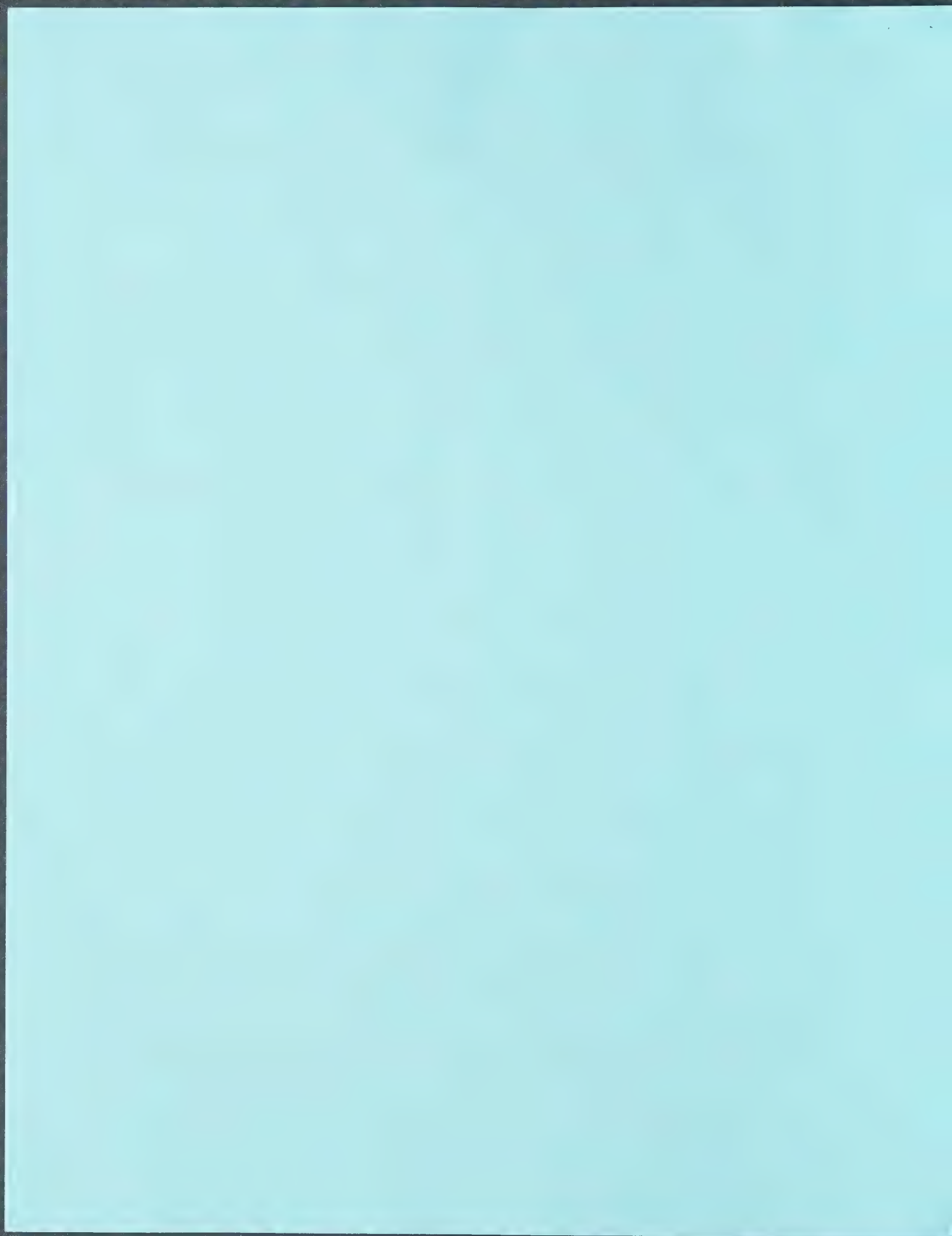
Time Zones - A Journalist in the World Joe Schlesinger, Random House Toronto 1990

Too Young to Remember Julie Heifetz's collection of interviews with child Holocaust survivors. Wayne State University Press, 1989

Unfulfilled Promise-Rescue and Resettlement of Jewish Refugee Children in the United States 1934-1935 A scholarly book by the author of two theses on the kindertransport movement. Judith Tydor Baumel, The Denali Press, Alaska, 1990.

The Uprooted: A Hitler Legacy: Voices of Those Who Escaped Before the "Final Solution" Dorit Bader Whiteman has woven together the stories of 190 escapees, including several who left via the kindertransports. Insight Books, NY. 1993.

We Came As Children Karen Gershon wove together these memories of the journey to England in 1956.





When Time Ran Out Frederic Zeller's story of his childhood in Berlin and escape to Holland, where he joined a kindertransport. The Permanent Press, 1989

**Books of related interest**

Children of the Holocaust Helen Epstein's pioneering look at the second generation.

I Didn't Say Goodbye - Interviews with Children of the Holocaust Claudine Veigh.

Last Waltz in Vienna - The Rise and Destruction of a Family 1842-1942 George Clair.

Living After the Holocaust Lucy Steinitz & David Szonyi, Editors

Love Despite Hate: Child Survivors of the Holocaust and Their Adult Lives Sarah Moskowitz.

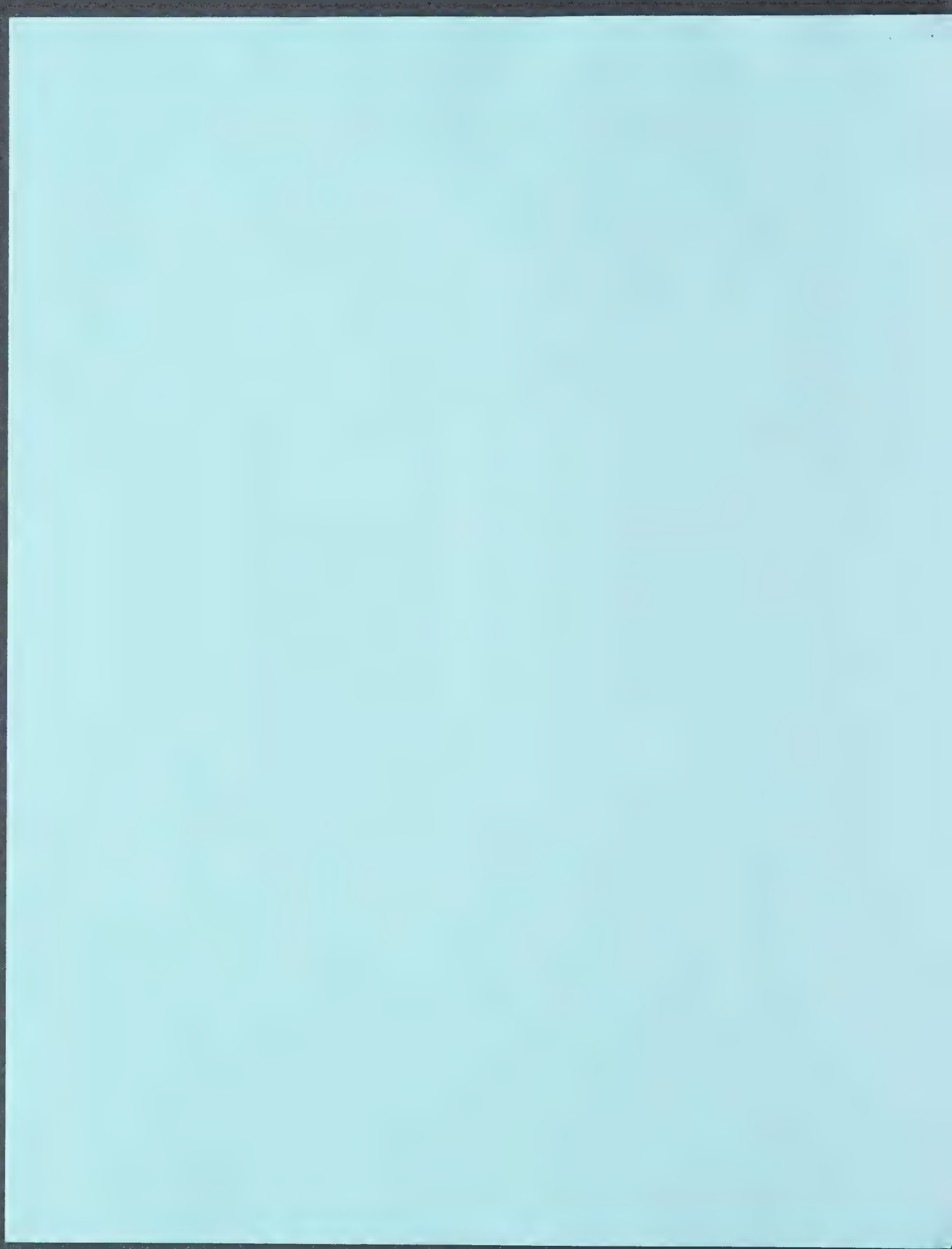
Paper Walls, America and the Refugee Crisis, 1938-1941 David Wyman

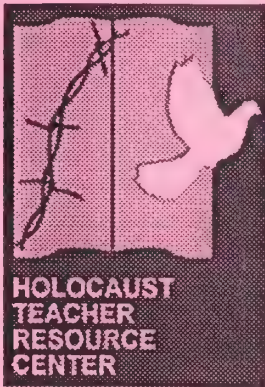
Remember Me- the Search for Refuge in Wartime Britain Irene Watts, for young readers, fiction based on fact, McClelland & Stewart 2000

Vienna and its Jews: The Tragedy of Success 1880-1980's George Berkeley

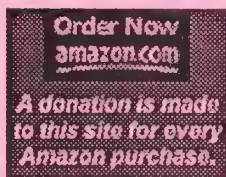
**The Film - Future Screenings - The Filmmaker**

**About the Kindertransports - Resources**





Search this site by entering keywords in the box below followed by the keyboard ENTER key.



# The Survivors and the Second Generation

## BOOKS

Yehuda Bauer, *Flight and Rescue* (Random House)

Alan Berger, *Children of Job: American Second Generation Witnesses to the Holocaust* (SUNY Press).

Helen Epstein, *Children of the Holocaust* (Putnam).

Martin Gilbert, *The Boys: The Story of 732 Young Concentration Camp Survivors* (Henry Holt).

Aaron Hass, *In the Shadow of the Holocaust: The Second Generation* (Cornell University Press).

William Helmreich, *Against All Odds: Holocaust Survivors and the Successful Lives They Made in America* (Simon and Schuster)

Judith Hemmendinger, *Survivors, Children of the Holocaust* (National Press).

Sarah Moskovitz, *Love Despite Hate: Child Survivors of the Holocaust* (Schocken).

Yehuda Nir, *The Lost Childhood* (Harcourt Brace Jovanovich).

Dorothy Rabinowitz, *New Lives: Survivors of the Holocaust Living in America* (Knopf).

John J. Sigal and Morton Weinfeld, *Trauma and Rebirth: Intergenerational Effects of the Holocaust* (Praeger).

Lucy Y. Steinlitz, *Living After the Holocaust* (Bloch).

Hannah Yablokna, *Survivors of the Holocaust: Israel After the War* (New York University Press)

## AUDIO-VISUAL MATERIALS

### *Breaking the Silence*

60 minutes, videotape, color.  
Recommended for high school grades and up.

Interviews and discussions with survivors and the Second Generation, interspersed with psychological explanations by professionals.

### *In Dark Places — Remembering the Holocaust*

58 minutes, 16 mm, color.



*Recommended for ages 14 and up.*

This film explores the attempts of a few children of survivors to come to terms with the Holocaust. The film's major premise is that we are all children of the Holocaust, and it drives home that fact with great sensitivity. It includes interviews with survivors as well as the second generation.

### ***A Generation Apart***

*60 minutes, videotape, color.  
Recommended for junior high school grades and up.*

A series of interviews between the Second Generation and their parents, siblings, and peers.

### ***The Legacy***

*23 minutes, videotape, color.  
Recommended for ages 14 and up.*

Five adults whose parents survived the Holocaust and the terrors of the camps discuss the effect that their parents' experiences had on their own lives.

### ***Same Sky, Same Earth***

*57 minutes, videotape, color.  
Recommended for junior high school grades and up.*

This video follows a group of Jewish youths from the United States, other western countries, and Israel on their journey to ghetto and death camp sites in Poland — and to an understanding of the Holocaust and the Resistance.

### ***Survivors of the Holocaust***

*25 minutes, videotape, color.  
Recommended for junior high school grades and up.*

This documentary features the moving testimony of Holocaust survivors and the children of survivors. Interspersed within their narration, which details their lives before, during, and after World War II, are photographs and footage actually shot in concentration camps.

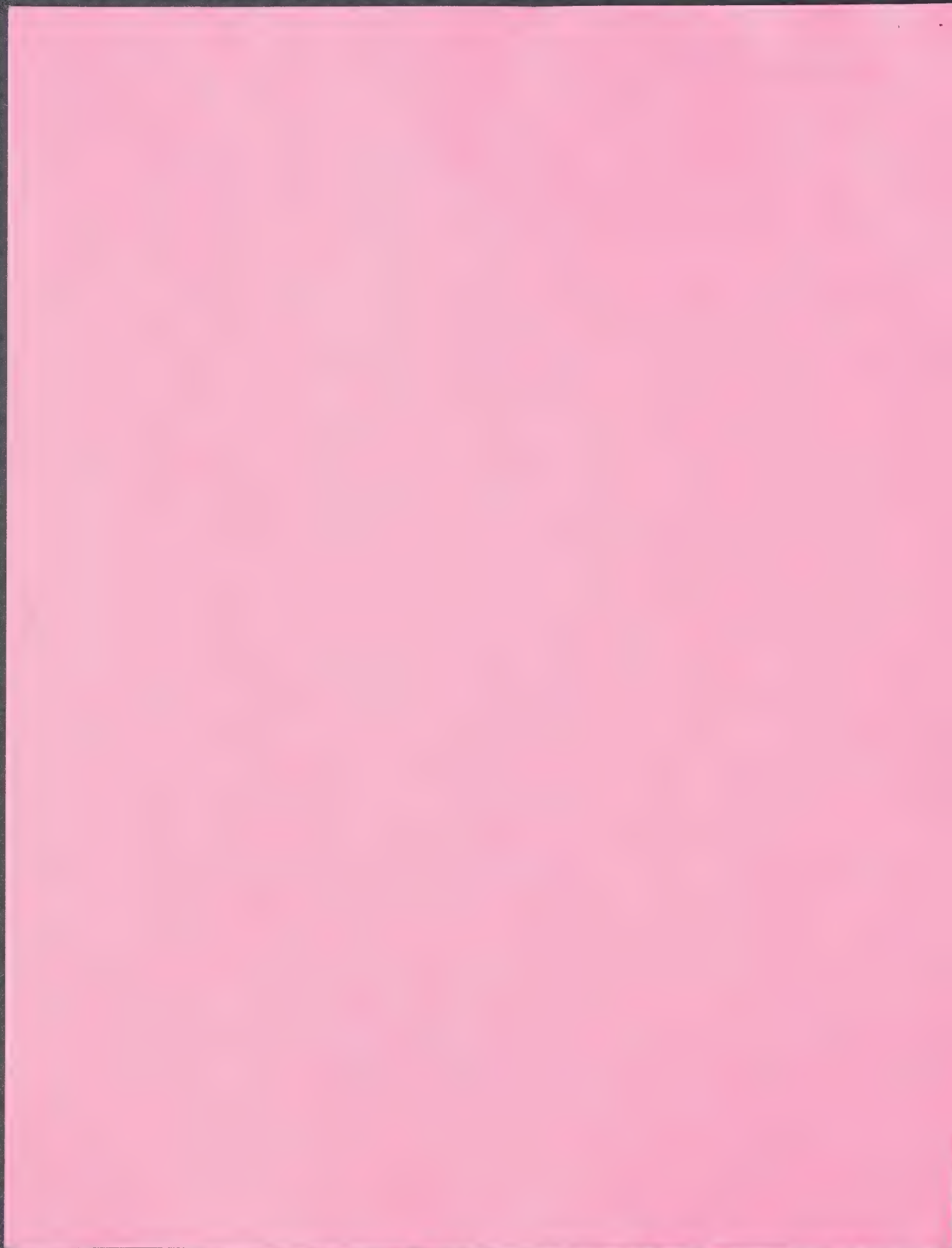
### **CD-ROM**

#### ***Return to Life: The Story of Holocaust Survivors***

The time period covered is 1945-1957. It tells the postwar story of survivors from the Israeli perspective. It contains 37 film testimonies, 75 audio segments from historians and survivors, hundreds of photographs, documents, and excerpts from secondary works. It includes an extensive glossary, timeline and 7 interactive maps.

*Sponsoring Institution: Yad Vashem*

[Table of Contents](#)



Auf 3 Säulen ruht die Welt:  
Wahrheit, Gerechtigkeit u. Liebe.

Dein treuer Freund

F. Jady

16. I. 1939

Handwritten text, possibly a name or address, located in the upper left quadrant of the page.

Handwritten text, possibly a name or address, located in the middle left quadrant of the page.

Handwritten text, possibly a name or address, located in the lower left quadrant of the page.

Handwritten text, possibly a name or address, located in the middle right quadrant of the page.



**Subject:** 4/19-21 MW KTA MEETING

**From:** Ekauf100@aol.com

**Date:** Tue, 23 Apr 2002 11:00:19 EDT

**To:** FELIXFweil@aol.com, haberer@polsci.purdue.edu, henry@karplus.com, baderfa@execpc.com, joywin18@hotmail.com, fcs10@interaccess.com, hardavid@isonet.net, rbenedik@gwi.net, heini@math.uiuc.edu, schneidermiriam@hotmail.com, curt4@mindspring.com, hedy@hedyepstein.com, HENLU@aol.com, abrunell@core.com

THE FOLLOWING KINDER ATTENDED THE 4/19-21 MEETING:

WEIL, Felix (Frances) 8211 Elmway Dr., Dayton, OH., 45415, 937-898-1469 FAX 937-890-7263, [FelixFWeil@aol.com](mailto:FelixFWeil@aol.com)

HABERER, Joseph (daughter Nina) 129 E. Navajo St., W. Lafayette, IN., 47906, 765-463-2722, [haberer@polsci.purdue.edu](mailto:haberer@polsci.purdue.edu)

ULTMANN, Ruth, (children Michele & Barry), 5632 S. Harper Ave. Chicago 60637, 773-752-5656

KARPLUS, Heinz Henry, 5605 Monroe St. Hinsdale, IL., 60521 630-323-4672 [henry@kaplus.com](mailto:henry@kaplus.com)

SIANY, Fritz Fred, 7141 N. Kedzie Chicago 60645 773-465-2042

BADER, Alfred, (Isabel) 2961 N. Shepard Av., Milwaukee, 53211, 414-962-5169 FAX 414-962-8322, [baderfa@execpc.com](mailto:baderfa@execpc.com)

SEGAL, Ruth, 6537 N. Kilpatrick Lincolnwood, IL. 60712, 847-676-0737

CAHN, Bea, 2105 Oak Run S. Dr. Indianapolis 46260, [beacahn@omibor.net](mailto:beacahn@omibor.net)

ASHER, Irwin (Joyce) 1212 N. Lake Shore Dr. Chicago 60610, 312-867-0515 FAX 312-654-0907, [joywin18@hotmail.com](mailto:joywin18@hotmail.com)

ULTMANN, Ruth (children Michelle & Barry) 5632 S. Harper Av. Chicago 60637 773-752-5656 FAX 773-752-5657

FALK, Walter (Gretchen) 23 Thorn Creek Dr. Park Forest IL., 60466

7078-481-3811 FAX 708-481-3811 [fcs10@interaccess.com](mailto:fcs10@interaccess.com)

KAUFMANN, Marianne (Ernst) 361 Kelburn Rd., Deerfield IL. 60015, 847-317-1655 FAX 847-405-0694 [ekauf100@aol.com](mailto:ekauf100@aol.com)

HAMLET, Eva 784 Wilson Terrace, Carmel IN., 46032, 317-574-9858 [ehamlet983@aol.com](mailto:ehamlet983@aol.com)

FISCHER, Vernon 5 Delcrest Ct., St. Louis, MO. 63124 314-993-5453 [fischepv@SLU.EDU](mailto:fischepv@SLU.EDU)

DAVID, Ruth (David) 460 Westwood Dr., Ames, Ia. 50014 515-292-6334 FAX 515-292-0916 [hardavid@isonet.net](mailto:hardavid@isonet.net)

BENEDIKT, Ed 45 Harding Rd., Brunswick ME., 04011 [rbenedik@gwi.net](mailto:rbenedik@gwi.net)

HALBERSTAM, Heini, 1715A Lakeside Dr. Champaign, IL., 61821, 217-354-0255 [heini@math.uiuc.edu](mailto:heini@math.uiuc.edu)

SCHNEIDER, Hans (Miriam) 910 S. Midvale Blvd. Madison, WI., 53711 608-271-7252 [miriamschneider@aol.com](mailto:miriamschneider@aol.com)

MANN, Curtis 1 Planters Dr. St. Louis, MO. 63132 314-994-1424 [curt4@mindspring.com](mailto:curt4@mindspring.com)

EPSTEIN, Hedy 5547 Waterman Blvd. St. Louis, MO. 63112 314-361-6820 [hedy@hedyepstein.com](mailto:hedy@hedyepstein.com)

WOLF, Lucile 18121 San Diego Ave. Homewood, IL., 60430 708-799-4965 [henlu@aol.com](mailto:henlu@aol.com)

BRUNELL, Ruth (Albert) 504 Arizone Av. Glenwood IL., 708-798-6627 [abrunell@core.com](mailto:abrunell@core.com)

