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THE EDUCATIONAL ROLE OF UNITED STATES'
HOLOCAUST MUSEUMS/CENTERS

by
Christie Peterson

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
May 7, 2003

Approved by _____
Professor

Date Approved 5/7/2003

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ABSTRACT

Christie Peterson
THE EDUCATIONAL ROLE OF UNITED STATES
HOLOCAUST MUSEUMS/CENTERS
2002/03

Dr. Marilyn Shontz
Master of Arts in School and Public Librarianship

There are almost three hundred Holocaust museums/centers in the United States whose precise function is unclear. This study of 131 participants was concerned with what materials/resources were in their collection and what educational programs were offered. The electronic mail survey also asked: Who is able to use their collection? Who uses it most frequently? Where do they get funding? What is their main objective: preserve history or educate the public? The results showed that United States Holocaust museums/centers see themselves as responsible for education and furthering public understanding of the Holocaust. There are different angles future research about the relationship between libraries and museums/centers could take. While the Holocaust may be in the past, this study has shown that U. S. Holocaust museums/centers are destined to keep the memory of its victims alive and to continually educate the public, keeping it current history instead.

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CHAPTER 1

STATEMENT OF THE PROBLEM

Introduction

Some of the darkest days in human history may have been during the Holocaust in World War II. Millions of innocent humans perished. These were not people who fought battles in war or joined the armed services to defend their country. The millions who needlessly died were average citizens of Germany and surrounding Eastern European countries, whose only crime was being subversive or different from what was considered “normal”. Friends, neighbors and complete strangers tried to save them with very limited success; however, their stories live on. Journals were hidden and smuggled out of ghettos, oral histories were passed on to younger generations with the hope they would survive the war. Documentation exists from the Germans about their procedures, including body counts and “shipments” of human cargo to death camps. Artifacts from pillaged homes, furniture, pictures, clothing, even everyday items such as hairbrushes and eyeglasses made it through the war. Most of the salvageable materials have since been stored in Holocaust museums or centers, many in the United States.

The public being uninformed about the origins of the Nazi regime, the war against the Jews and other segments of the population, as well as Hitler’s Final Solution and how it was carried out, can only hinder the community. If Holocaust museums/centers only see their role as archivists, and permit limited or no access for researchers, students, and

the general public to the historical materials, what good is it to collect them to begin with? Many Holocaust victims died without passing along their story to living generations. If we do not learn from their history, how would we recognize the warning signs and be able to stop it from happening again?

Research Questions

There are several hundred Holocaust museums or centers in the United States. The precise function of these museums/centers is unclear and may vary greatly. This study was concerned with what materials/resources they have in their collection and the format of same. Also of interest were these questions: Who is able to use their collection and who uses it most frequently? Where does the museum/center get its funding? What is their main objective: to preserve history or to further educate the public?

Purpose

The purpose of this study was to find out what programs and resources were offered at United States Holocaust museums and centers. Another concern was where they get their funding to maintain the collection and who most frequently used the collection. A survey was sent to United States Holocaust museums and centers to find out what their objectives were, and to find out the previously stated information about archives/resources available at each museum/center.

The results were expected to show what museums and centers contain in their collections, how they get money for maintenance and additional preservation, and who frequently uses their facilities. Information received can be useful in determining how United States Holocaust museums/centers offered to educate the public about events taken place during the Holocaust, and can be useful to historians to see if Holocaust

museums were interesting in preserving only the memory or the actual artifact. It may also be of interest to educators of the Holocaust, World War II or World History, if they would like to use a visit to local Holocaust museums/centers to augment their lesson plans. Librarians can find the information useful in determining the reason for archiving materials from this time period and the importance of doing so in the over-all preservation of human history. Also libraries can benefit from working in tandem with local history organizations to further the public's knowledge of their existence (through lectures, displays, education programs, etc) and what the organization has to offer the public.

Definitions

For purposes of this paper, the following terms were defined by the researcher.

Collection: any materials kept by a Holocaust museum/center for historical, educational, or research reasons. This includes videos, newspaper/journal articles, handwritten journals, official government documentation, film footage, pictures, other miscellaneous artifacts (personal belongings, military supplies/surplus, any physical material from the World War II time period) or recorded history.

Museum: place where materials are kept for preservation of human history and, typically, on public display. They can be run by state or local government, or by corporate or individual sponsorship. They also may have archives available to academic/history researchers on an as need basis. Some will have one or more persons as paid staff, some volunteers, established weekly hours, and people who maintain upkeep via contributions.

Center: Also a place to hold Holocaust artifacts and materials. Will usually be run by strictly corporate/individual sponsorship and/or membership. Hours may be set by appointment only, and the staff will usually consist of volunteers or only one, perhaps two, paid employees.

Holocaust: the systematic mass slaughter of European Jews by the Nazis.

Association of Holocaust Organizations. (AHO): an Association made up of organizations and individuals dedicated to bringing the lessons of the Holocaust to the world. The AHO resolved that each government has the duty to ensure that all of its inhabitants live in peace and freedom from fear and harm; protect its inhabitants without regard to race, ethnicity or religion; and protect the property and institutions of its inhabitants without regard to their race, ethnicity or religion. They are also concerned that all governments to live up to their responsibilities.

Assumptions and Limitations

An assumption affecting the survey was that all respondents were truthful. Also this study was limited to museums/centers who are AHO members, within the United States and available to email. The limited results may not be a true representation of influence to the public view of Holocaust events, or if all Holocaust museums/centers meet their original mission goals.

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CHAPTER 2

LITERATURE REVIEW

Government Sponsored Reports

The National Historic Preservation Act (NHPA) was first passed in 1966. This act “gives a general policy of supporting and encouraging the preservation of prehistoric and historic resources for present and future generations” (NHPA, 1996, p. 1). While not directly related to the role of museums in education, the Act did lend creditability to the collection and use of historic materials. This case law allowed the Secretary of the Interior to increase items on the National Historic Register, by adding appropriate locations, properties, buildings and objects deemed important on the local, state or national level. Also, the NPHA “encourages State and local preservation programs”. Without these programs, preservation of all materials would be nonexistent (NHPA, 1996). A government document, the National Historic Preservation Act was amended a few times, most recently in 1992, to allow a greater role for Native American and Hawaiian preservation programs.

In 1979, the National Center for Education Services (a government agency), sent a survey to the American Institute for Research (AIR), the Statistical Analysis Group in Education Department for their “formative evaluation” of the Proposed 1979 Museum Survey. The Federal Government passed The Museum Services Act in 1976 whose

purpose was to “encourage and assist museums in their educational role in conjunction with formal systems of elementary, secondary and postsecondary education and with programs of non-formal education for all age groups....” (NCES, 1979, p. 1).

Consequently, NCES asked for AIR assistance in designing an appropriate survey since the NCES had no up-to-date museum information. This survey needed to be created and approved before being sent out, since results would affect the awarding of government grants. “Partly as a result of federal support for educational programs in museums and the widening audience for museum services, the major focus of museum activities has turned to providing educational experiences for the public” (NCES, 1979, p. 5).

The Proposed 1979 Survey covered the following areas regarding education and museums:

Was there an increase in educational programs?

What kind of programs were they offering and to what kind of audience?

What museum facilities were available for public use?

Were sources of information on the effectiveness of museum-based educational programs being developed?

If so, which type of programs were most effective? (NCES, 1979, p. 6)

The formative survey broke down each question and analyzed it for its own merits/faults. The questions, which dealt most closely with the topic of this research were:

Was there an increase in educational programs?

What programs were they offering and to what kind of audience?

What museum facilities were available for public use? (NCES, 1979, p. 6)

Discussion was also given to the types of patrons who frequented the museum and the specific programs offered by the institution, including:

General public	Tours
Elementary school students	Demonstrations
Secondary school students	Special lectures
College or university students	Classes, workshops, seminars
Other participant (specify)	Performing arts programs
	Film and other media
	Outreach programs
	Other programs (specify)

(NCES, 1979, p. 24)

These questions were similar to the ones this researcher included in the electronic mail survey used in this study.

Money to maintain collections and museums was given in grants from the Integrating Museum and Library Services Act passed in 1996. The primary goal of the IMLS “was to strengthen museum and libraries in their service to the public” (IMLS, 1996, p. 2). This strengthening helped to combine and promote educational resources formerly unavailable to the public. Benefits included:

Museums – stronger operations, improved care for their collections, professional development opportunities and greater role in community service.

Libraries – networks to share information across institutional, state and local barriers, reach those with special library needs, grant competitions, training, collection preservation/digitization and models of cooperation for collaboration between libraries and museums (IMLS, 1996, p. 5).

The specific grant/programs that were available and applicable to this study:

Conservation Project Report – to safeguard collections

Conservation Assessment Program – groundwork for successful collection management

Museum Leadership Initiatives – partnerships between museums and community-based organizations

Professional Services Program – help professional museums offer better services to the public via professional development, or enhancing the role of museums in cultural tourism

National Leadership Grants – for libraries who establish innovative partnerships with museums. These funds support education and training in library science, research and demonstration of projects that improve library access, preservation and digitization, and model program of cooperation between libraries and museums that meet common community needs while emphasizing education and the efficient use of technologies (IMLS, 1996, p. 33-60).

The U.S. Department of Education Conference Panel (1995) heard from Dr. Annie V.F. Storr who was the Associate Director for Education in the American Association of Museums. While only having worked at the American Association of Museums for a few months, Dr. Storr based her knowledge of education and museums on her twenty years as an adult educator, predominantly in art and history. Her presentation to the Conference was about research and adult education in museums. In her paper, Dr. Storr admitted that museums varied in programs and services depending on the type of community they served. For some, programs were in-house only, while others did outreach programs, audio-visual programs (typically self-contained) or even offered travel opportunities. She stated that museums occasionally defined their 'community' as the people/organizations/businesses within close proximity of the museum (Storr, 1995). These museums then had a patron base that would rather frequent their location rather than another similar museum close by, allowing the museum to spread out its education programs to counterparts within the same city. Another type of patron museums target was one that may be hundred of miles away, because there was not any other comparable museum nearby. Storr noted that members groups within museums also affected adult education practices: members received discounts on 'general services' only, which are typically education programs, special programs for members only, or even auxiliary groups sponsored education programs.

Adult education programs, according to Dr. Storr, were for 'personal enrichment' not giving 'practical information or specific useful skills' and museum educators needed to keep this in mind while developing programs for the public (Storr, 1995). Consequently, Storr reported many programs created were done because of special

shows/exhibits currently installed at the museum or according to frequency of use of a particular gallery/exhibit/item. Another driving force was the creation of an education program that correlated with a current show is if it was promising to a general audience.

Dr. Storr went on to discuss the creation of education programs, noting that museums commonly have regular staff members who are experts on various topics (Storr, 1995). The cooperation of the resident experts and in-house staff were the ones responsible for the adult education offerings. And while these people reported occasional collaboration with their colleagues, there was no formal system for sharing programs between institutions reported.

Opinion and Research Reports

In the past, adults were not the only targeted educational audience. School age children were also identified as legitimate audiences for museum education programs. These programs became even more effective when created with the cooperation of the school and teacher. Ellen Hicks wrote for ERIC Digest discussing the importance of museums and schools being partners. According to Ms. Hicks, it was most important for the two to work in conjunction because the first exposure many children get was via a school trip. Hicks maintained this was a perfect opportunity to create a life-long learner, one who will use the museum for continuing education as well as entertainment. Museums “have yet to learn their full potential as educators” (Hicks, 1986, p. 1), and, while being a different learning environment than a classroom, must realize the two settings were complimentary. Another relevant observation by Hicks was that instead of book learning, the students were exposed to actual artifacts. These real things helped to personalize the information acquired in the classroom. Teachers needed to learn how

they could use the museum as a resource while creating their lesson plans and subject curriculum (Hicks, 1986).

Hannah Gould mirrored this sentiment in her article *Learning assets just waiting to be explored!* from *Adult Learning*, March, 2002. Across the Atlantic in England, museums and galleries joined to create the Campaign for Learning Through Museums and Galleries. This campaign was designed to “change the hearts and minds and convince people that, with their unique combination of artefacts (sic) and a less threatening learning environment, museums and galleries can play a key role in education and learning” (Gould, 2002, p. 25). The resources found in these places were invaluable and able to connect people to the “real thing” was “inspirational”. Some locations in England were offering “behind the scenes” tours of some collections, some of which are thousands of years old. This gave the participants a rare glimpse of artifacts not ready to be exhibited, and also the chance to have interacted with the items: see without protective glass, alarm systems and even the chance to hold them. The Campaign was committed to the fact that hands-on learning in the 21 century was still important (Gould, 2002).

Also important were parent roles in museum education for children. The Campaign had not forgotten the influence a parent had over their child and realized that adult learning was critical to family learning being beneficial. Without parental interest, the ability to have created a stimulating learning environment for their children was decreased (Gould, 2002).

The ERIC Digest Publication also contained another article along the same lines as the previous two, *Using museum resources in the K-12 social studies curriculum*, by

Candace Boyer. Ms. Boyer's article recognized that items contained in museums were reflective of our social world. Their accessibility and value made them essential in connecting students to social studies. "Museums increasingly are taking their educational role more seriously" (Boyer, 1996, p. 1). This was proven by the increase in the development, accessibility and implementation of exhibits geared specifically towards children K-12. At the end of her paper, Ms. Boyer included a bibliography/resource section for teachers interested in utilizing museum education services, as well as possible museums to visit. Also important to note was that she made a special effort to highlight the key to "making the link" between schools and museums---reference librarians. She suggested contact with them to receive information, tour/travel books and museum guides/references (Boyer, 1996).

The Libby (Montana) Proposal, which outlined the steps they took in order to create a cooperative agreement between the Heritage Program and Public Library, was another example of libraries working in conjunction with museums to offer education programs. Slightly different from the other information found, the Libby Proposal's goal was to "develop a living museum that takes a leadership role in education of lifelong learners...enhancing education and serving local and national community needs" (Libby, 2000, p. 1).

The Heritage Museum, run and funded by volunteers, received a large amount of materials that were being stored improperly. Consequently, they worked with the local libraries and an archivist to remedy the situation. Their objectives were as follows:

1. Have a professional/qualified archivist train the staff in proper methods of material preservation and indexing. Once the thirty-day training period was complete, the archivist was then used on a consulting basis only.

2. The library-museum alliance would “build and maintain” a network system to distribute information between libraries. This also included a web site and on-line catalog. Also in consideration was the capability to have all of the area libraries involved in sharing information via connections and newly established relationships with each other. Also, libraries would display exhibits that correlate to functions at the Museum.

3. Staff training (aside from the archivist information) would become more formalized and hours at the Museum would be extended to allow greater access to archives and collection for general public and researchers.

4. Events would be more interactive and the existing exhibits will become more hands-on (Libby, 2000, p. 6).

Director of the Institute for Learning Innovation, John Falk analyzed different museums for their educational value and method for his article in *Daedalus*. Only his comments regarding the Regional History Center were considered for this study. One hundred patrons were interviewed while exiting the Museum to find out that they perceived the effects of the exhibit on western Pennsylvania history. (Earlier in his article, he proposed the main reason museums have such a hard time proving that their patrons learn is due to a lack of assessment.) During the interviews, visitors expressed appreciation to be able to learn in different ways throughout the same exhibit---mixed media, hands-on, captioned pictures, etc. The photographs were a favorite item, while

patrons also voiced preference about period rooms and recreated spaces to help them learn new information. According to Falk, the visitor's experience "was about reconfirming, expanding and visualizing time periods in Pittsburgh's history," and that they "left...with an enriched understanding of the human experience...." (Falk, 1999, p. 263). Falk also noted that people do not spend time reflecting about their museum experiences; the information primarily deals with past-knowledge reinforcement.

He studied the regional history center, a science center and other various types of museums to show the range and depth that learning was gained when visiting a museum, either individually or within groups. According to Falk, museums "...support rich and consistent learning---learning that persisted over long periods of time, learning that included both cognitive and affective dimensions" (Falk, 1999, p. 271). To these ends, museums were attempting to attract a wide variety of new patrons, and offering them a broad subject range of education programs. Again, he agreed that museums were trying to increase their education programs, but do so with the community they served foremost in their mind.

Mary and Richard Chobot wrote an article for *Education Through Community Organizations*, dealing with museums being educational facilities. Mrs. Chobot had her own consulting firm in Washington, DC specializing in adult and continuing education; Mr. Chobot did independent consulting in regard to adult education and training. They agreed that museums deal with highly diverse clientele who were involved with learning, though the learning style may not be in the typical, formal structured format. To them, while visiting a museum, "learning is voluntary": people frequented the museums that were of special interest to them, and ones where they could achieve any level of learning

they wished to satisfy their personal desire (Chobot, 1990). They also cited some examples of how museums create lifelong learners in their patrons:

Traditional – captioned, interpretive exhibits of objects, sometimes supplemented with catalogs, guided tours, lectures and classes.

Specialized – meeting the needs and utilizing the special skills of certain populations. For example, art museums are noted for bringing actual artifacts and specimens to make them available (and, possibly, touchable) to patrons during the special session, program of class (Chobot, 1990).

In conclusion, the Chobots stated that museums were “a rich source of lifelong learning opportunities.” The changing perceptions of museums have influenced the change of seeing them as educational institutions as well (Chobot, 1990, p. 61).

Research on International Holocaust Archives

To complete the requirements to attain a Ph.D., Marlene Warshawski did her dissertation on *The Role of Archives in Remembering the Holocaust*. The purpose of her study was to determine how Holocaust museums/centers perceived their role in preservation of the Holocaust and education of the public.

Tables of interest in Ms. Warshawski’s dissertation were:

Table 3, p. 186	Main reasons for establishing the Institution
Table 4, p. 188	Rating of the Main Reasons
Table 5, p. 191	Information facilities
Table 6, p. 195	Users
Table 7, p. 197	Information programs

Also of interest was Chapter 3 (p. 98) regarding the educational aspects of Yad Vashem and the United States Holocaust Memorial Museum (USHMM). Yad Vashem is the world's largest repository of Holocaust documents, which in 1973 established a teaching department. This teaching department evolved into a center which, "sponsors seminars and study days for students, soldiers and the general population" (Warshawski, 1996, p. 116).

The USHMM had an entire floor devoted to archives. The fifth floor of the museum housed the archives, library and conference room which was open to scholars studying the Holocaust, as well as "visitors with academic or personal interests" (Warshawski, 1996, p. 124). Throughout the entire museum, learning, as well as sympathy for victims, was accomplished. Designers carefully planned each of the exhibits with historical accuracy, personalization of the war/artifacts and learning in mind. Photographs were displayed with audio-visual monitors, others remained unretouched, etc (Warshawski, 1996). The goal of the USHMM was to educate visitors about "...America's role as bystander and liberator, provoke thought on the dangers of ideologies... appreciate the morality of the American Democratic system... awakens the moral and civilian responsibility...." (Warshawski, 1996, p. 136).

To gain a better understanding of the museums/centers role in educating the public, Ms. Warshawski sent a questionnaire to 170 centers spanning 15 countries. In this study, only the findings surveying U.S. museums/centers are discussed.

According to responses, the Institutions surveyed saw themselves as research centers (Warshawski, 1996). By this definition, they were designed to broaden the

public's knowledge about the Holocaust. Also, their archive materials were valuable enough to "permit a scholarly approach" (Warshawski, 1996, p. 184). Wanting to increase the public's understanding of Holocaust events was the main concern of the centers. Another important reason was to educate the uninformed about the Holocaust, as well as preserve the memory of the Jewish victims (Warshawski, 1996). The importance of these reasons could be further explained by understanding that they shared the belief that the public needs to be educated about the Holocaust because "...there is no knowledge that currently exists, or ...because there is some awareness about the Holocaust and yet there is an expressed need to know more" (Warshawski, 1996, p. 189).

A breakdown of information facilities available at the institutions was included. First on the list was libraries; rounding out the list were the following four types of facilities: archives, audio-visual collections, photographs and oral and video documentations.

Another important aspect, which was included in this study, was the type of potential and current users of the facilities. Here, Ms. Warshawski found that the top five users were (in order): college and university professors, primary and secondary schools, lay people, journalists and media, and survivors and relatives. The survivors/relatives were "equally represented (by) organizations of the Jewish community" (Table 6, Warshawski, p. 195). Astutely noted, she believed these were the predominant users for a basic reason: "as seen in the context of the centers...to educate, to provide information, increase awareness and promote understanding of the Holocaust" (Warshawski, 1996, p. 195).

Table 7 – Information Programs (p. 197) concentrated on how the institutions disseminate the knowledge. Main methods were bibliographies, books, conferences, newsletters, and teaching aids. Again, these all have a direct correlation to the primary users of the facilities, all to increase understanding and knowledge of the event of the Holocaust. The survey used in this study also dealt with some of these topics and took Ms. Warshawski's findings into consideration for data analysis.

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CHAPTER 3

METHODOLOGY

Research Design

This survey of Holocaust museums/centers in the United States was conducted as applied research. Email surveys were sent to 131 locations via email on the Internet. This method was chosen for its ease of use, its potential for rapid response ability, and its convenience. It was also chosen since it was more cost effective than mailing a series of surveys in order to get a sufficient response rate for data analysis. Also, by using the Internet, it allowed the survey to reach many geographically dispersed people in a short amount of time. Since this survey can be repeated at a different time, as well as with different types of museums/centers to gauge educational aspects of same, the results were assumed to be reliable for the population.

The purpose of this study was to find out what programs and resources were offered at United States Holocaust museums and centers. Other concerns were where they get their funding to maintain the collection and who most frequently uses the collection. A survey was sent to United States Holocaust museums and centers to find out what their objectives were, and to find out the previously stated information about archives/resources available at each museum/center. Another point to be studied was their role as preservationists, educators or activists within the local community as well as nationally.

Sample and Population

Information from the Holocaust museums and centers throughout the United States was gathered by a survey sent through electronic mail (email). Anonymity was not a factor since the focus was on the organization, not individuals. The researcher began with a list (n=251) of all U.S. Holocaust museums/centers from the United States Holocaust Memorial Museum (USHMM) website (<http://taskforce.ushmm.gov/archive.html>). All organizations on that list who were not members of the Association of Holocaust Organizations (AHO) were omitted as survey participants. In addition, only those museums/centers who had email capabilities were included. Consequently, the resulting population and sample were the same number. The original list of 251 on the Web site was reduced to 131 eligible survey participants. The 131 were deemed 'qualified' if they had a current electronic mail address, paid or unpaid staff, and were current members of Association of Holocaust Organizations.

Questionnaire Design and Variables

In order to determine the role of Holocaust museums/centers in education, the survey asked the following: general demographic information, hours of operation, when founded, who sponsors the organization/provides financial support, and who answered the survey. The survey (see Appendix A) asked about specific objectives of the museum/center:

What types of materials were included in their archive/collection?

Was the main purpose of their archive/collection for preservation or education?

Who had access to your archive/collection? Who uses facilities most frequently?

Did the museum/center offer educational programs? If so, what kind?

The results of this survey helped to determine a pattern of education as a common mission statement from various Holocaust organizations and to gain a better understanding of the museums/centers role in increasing public knowledge.

Reliability

This survey can be repeated at a different time, as well as with different types of museums/centers to gauge educational aspects which contributed to the reliability of the study. The data collection was done in a consistent manner (i.e.: email written survey) also to ensure reliability.

Questionnaire pre-testing was done by Drs. Marilyn Shontz and Marybeth Walpole at Rowan University. The results of this study can be useful to other researchers interested in the function of United States Holocaust museums/centers, education researchers looking for information about the educational role of museums/centers in regard to the Holocaust, and anyone with a personal interest in the Holocaust. Other Holocaust organizations may use the results of this study to determine their institutions' role in educating the public, perhaps focusing programs on certain audiences.

CHAPTER 4
DATA COLLECTION

Timeline

Data were collected via the survey (see Appendix B, Questionnaire) being sent as an attachment to the Introductory letter (see Appendix A, Email Introduction). The timeline was as follows:

Late Dec/begin of Jan semester	Pre-testing questionnaire done by Dr. Marilyn Shontz and Dr. MaryBeth Walpole of Rowan University
January 28, 2003	First email mailing of survey to all participants (131)
February 4, 2003	Some recipients asked for and were sent faxed copies (2)
February 23, 2003	Second email with address corrections as needed (108)
March 10, 2003	Follow-up email with address corrections as needed (95)
February 28, 2003	Faxed copy sent to participants who had not answered (90)
March 14, 2003	Third and final email sent (69)

Response Rate

While the researcher expected all responses to be sought and made by email, this proved to be impossible. A number of URLs for respondents were incorrect or changed. Also, some respondents requested fax copies instead of emailed copies. URLs for recipients were sought and located. The response rate was lower because of slow returns,

institutions not being museums or centers, or incorrect email addresses. Some surveys may have been sent to a museum/center that was run by only 1 or 2 people and they did not have the time to reply. Or, it could have been received at a large location, and is sitting in a “To Do” pile on an employee’s desk. Other reasons for non-response were incorrect or non-existent electronic mail address, or the fact that the recipient was not a museum/center and, therefore, not qualified to answer the survey. On one occasion, one of the recipients was located in Poland, though noted as being in the United States.

SPSS statistics program (version 9.0) was used in analyzing the data received, however, charts were created using Microsoft Excel.

Location of Respondents

The first question asking for the official name of the museum or center was for the researcher’s information only, to get the proper name of the responding Holocaust museum/center in order to keep track of who responded and for data coding purposes.

Question 2, asking the year the museum/center was founded was also for the researcher’s information only.

Total number of usable responses received shown in Table 1. No duplicates were received. Table 2 shows the number of usable responses by state.

TABLE 1 Responses Received

Via email	33
Via Fax	3
Via regular mail	14
TOTAL RESPONSES	50

TABLE 2 Responses by State

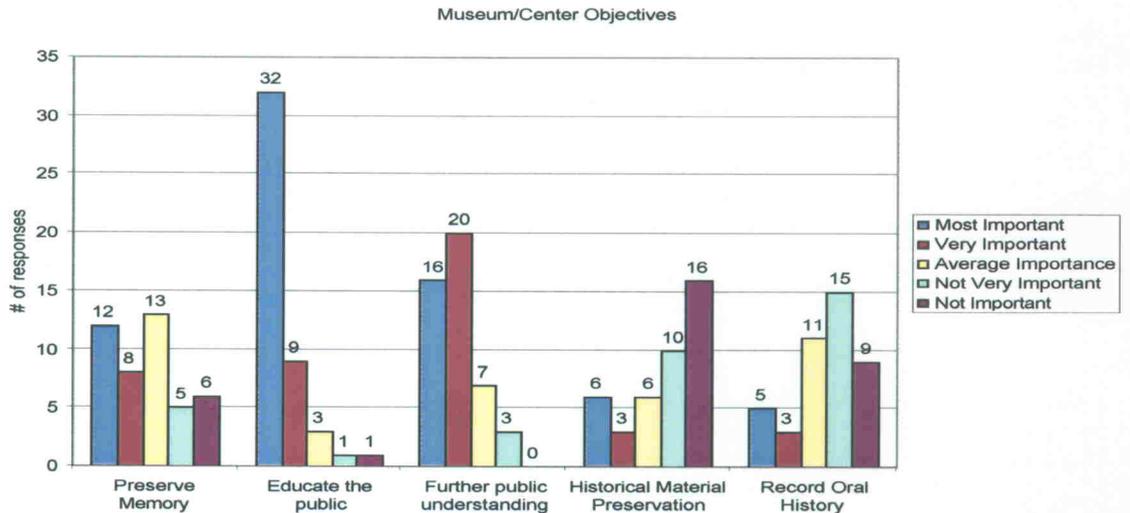
AL	1	NJ	7
CA	3	NV	1
FL	3	NY	11
IL	1	OR	1
LA	1	PA	6
MA	1	RI	1
MD	1	TN	2
ME	1	VA	5
MN	1	VT	1
MO	1	WA	1

Purpose of Museums/Centers

Question 3: Main Objectives of Museum/Center

This question was concerned with the main objectives of the responding museum/center (see Figure 1). Recipients were asked to rank their objectives, 5 being what they considered “most important”, 4 = “very important”, 3 = of “average importance”, 2 = “not very important” and 1 = “not important at all”. Responses showed that according to the respondents, they considered educating the public as a “most important” objective (64%). To “further public understanding” (40%) was “very important” to the museums/centers surveyed. The “recording of oral history” (22%) and “preserving memory of victims” (26%) were considered of average importance. “Preservation of historical materials” was not considered important by several of those surveyed (32%).

FIGURE 1 Ranking of Objectives



Question 4: Primary Objective of Museum/Center

TABLE 3 Primary Objective of Museum/Center

Educate students, public, teachers, schools	29
Memorial, commemoration, remembrance	2
Encourage humane treatment of others	5
Preserve memory of victims	2
Other	4
No answer	8
TOTAL RESPONSES	50

Responses received showed that the Main Objective of surveyed museums/centers was to educate the public (students, teachers, and schools are included). All other objectives (memorials, commemoration, encouraging human treatment) were secondary in importance. Appendix C contains a complete list of all responses.

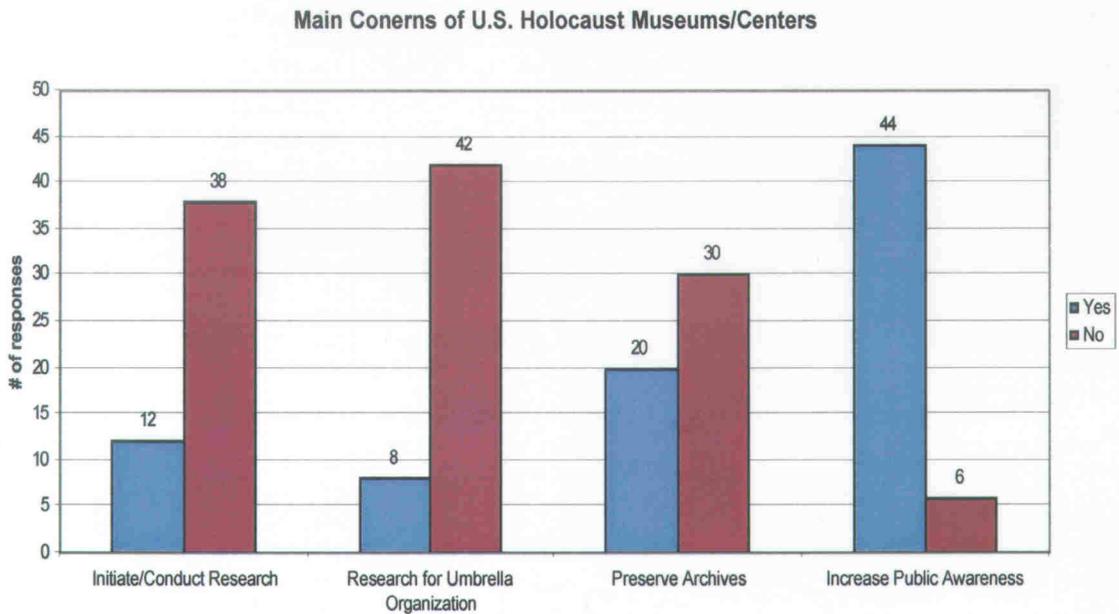
Question 5: Main Concern of Museum/Center

After asking what the museums/centers considered their main objectives, the survey asked what the museum/center was most concerned with: to initiate or conduct research, to facilitate research for an umbrella organization, the preservation of archives, or to advance public awareness of the Holocaust (see Figure 2).

Responses showed that museums/centers were primarily concerned with increasing public awareness of the Holocaust (Yes 88%). Next in importance, was the preservation or archives (Yes 40%), then to initiate/conduct research (Yes 24%).

Research for an umbrella organization was not much of a concern (No 84%).

FIGURE 2 Main Concerns of Museum/Center

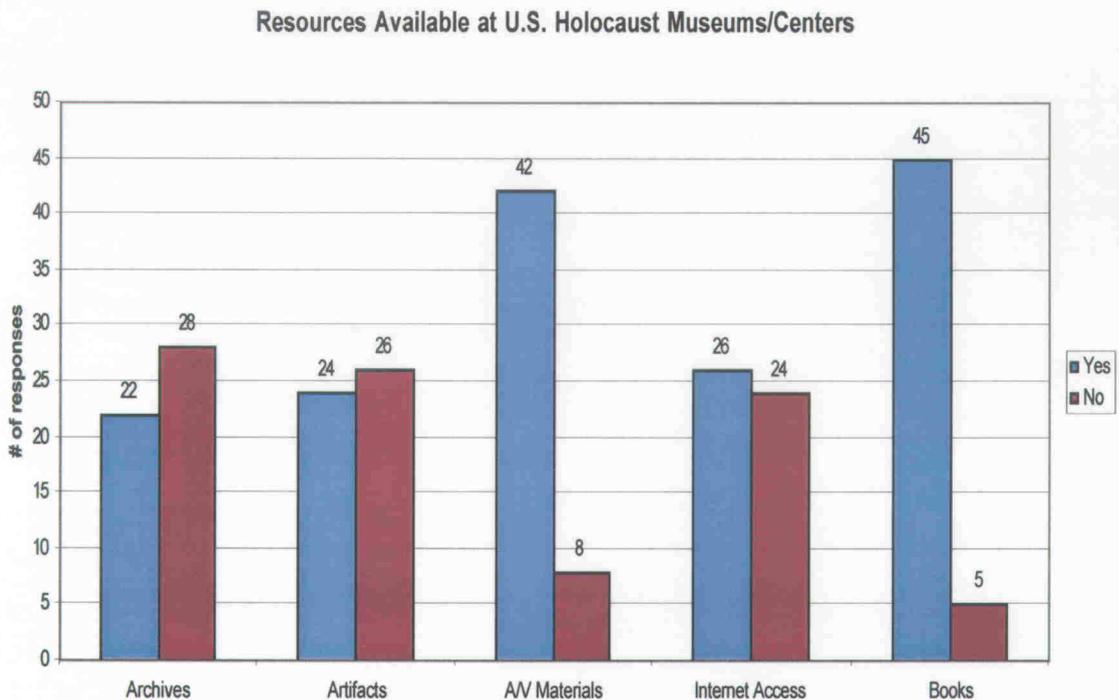


Resources and Users of Museums/Centers

Question 6: Types of Resources Available

Respondents noted what resources/materials were in their collections as shown in Figure 3. Materials available at the museums/centers predominantly included books (Yes 90%), followed by audio/visual materials (Yes 84%). Would museums/centers begin to transfer their A/V collection to a more “permanent” storage/recording system such as CD-ROM or DVD? Preservation of archives (No 56%), artifacts (No 52%) and recorded history (Not Very Important 30%) was not as great a concern as first assumed.

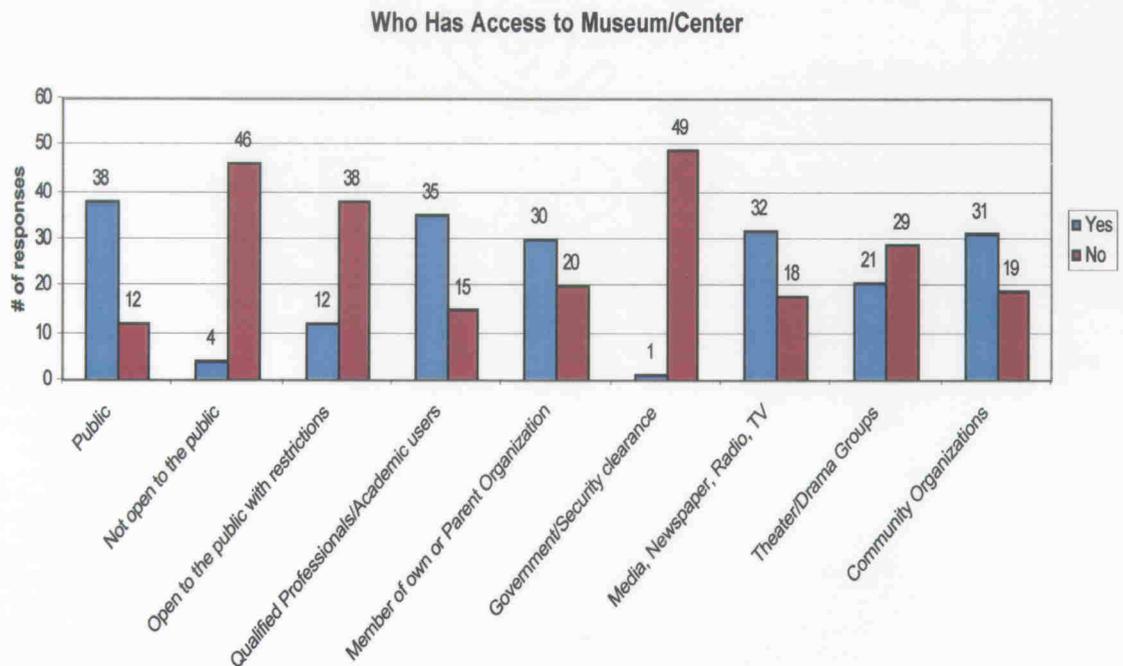
FIGURE 3 Resources Available



Question 7: Users of Museums/Centers

Question 7 was asked to further understand who had access to the museum/center collection, exhibits, programs or archives (see Figure 4). Access was generally offered to the public (Yes 76%) and academic professionals (Yes 76%). TV and other media outlets (Yes 64%), Community organizations (Yes 62%) and members of own or parent organization (Yes 60%) were also shown to use museums/centers. Also, it was clear that people do not need government or special security access to enter most United States Holocaust museum/center (No 98%), nor are they closed to the public (No 92%) or do they restrict the public (No 76%).

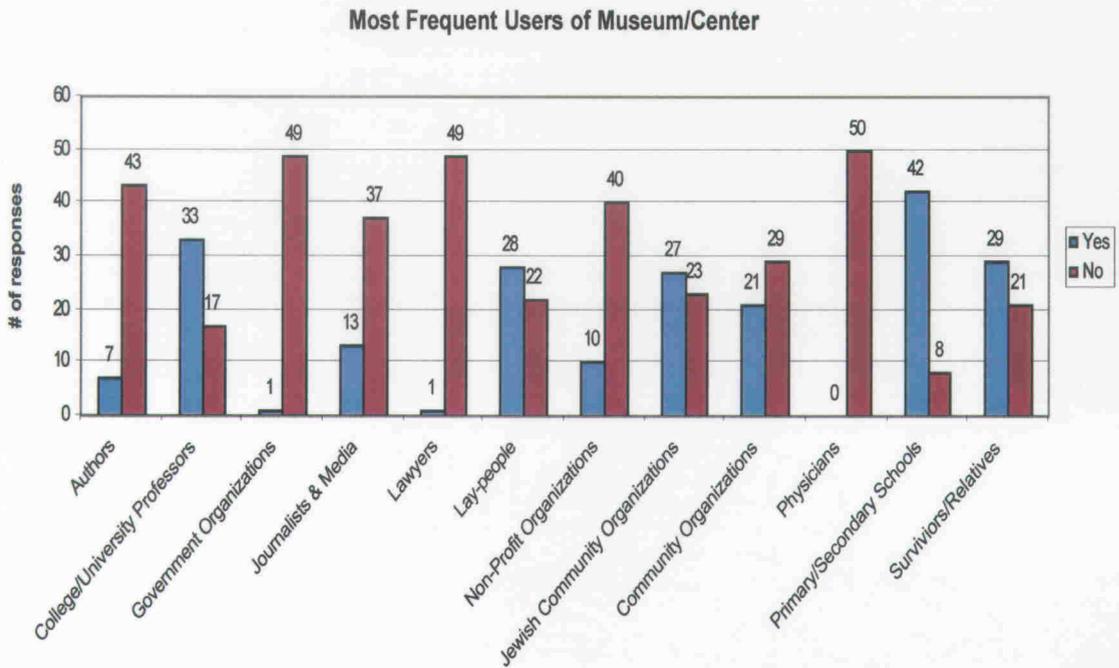
FIGURE 4 Users of Museum/Center



Question 8: Frequent Users of Museums/Centers

In conjunction with Question 7, this concentrated on who most frequently used the museum and center resources and who visited the museum/center (see Figure 5). The most frequent users were schools, including Primary, Secondary or College/University level (Yes 84%). It appears that museums/centers and schools had a good relationship. Other frequent users were College/University Professors (Yes 66%), Survivors/Relatives (Yes 58%), and Lay-people (Yes 56%). Responses showed that Physicians (No 100%), Government Organizations (No 98%), Lawyers (No 98%) and Non-profit Organizations (No 80%) generally do not utilize the museums/centers surveyed.

FIGURE 5 Frequent Users

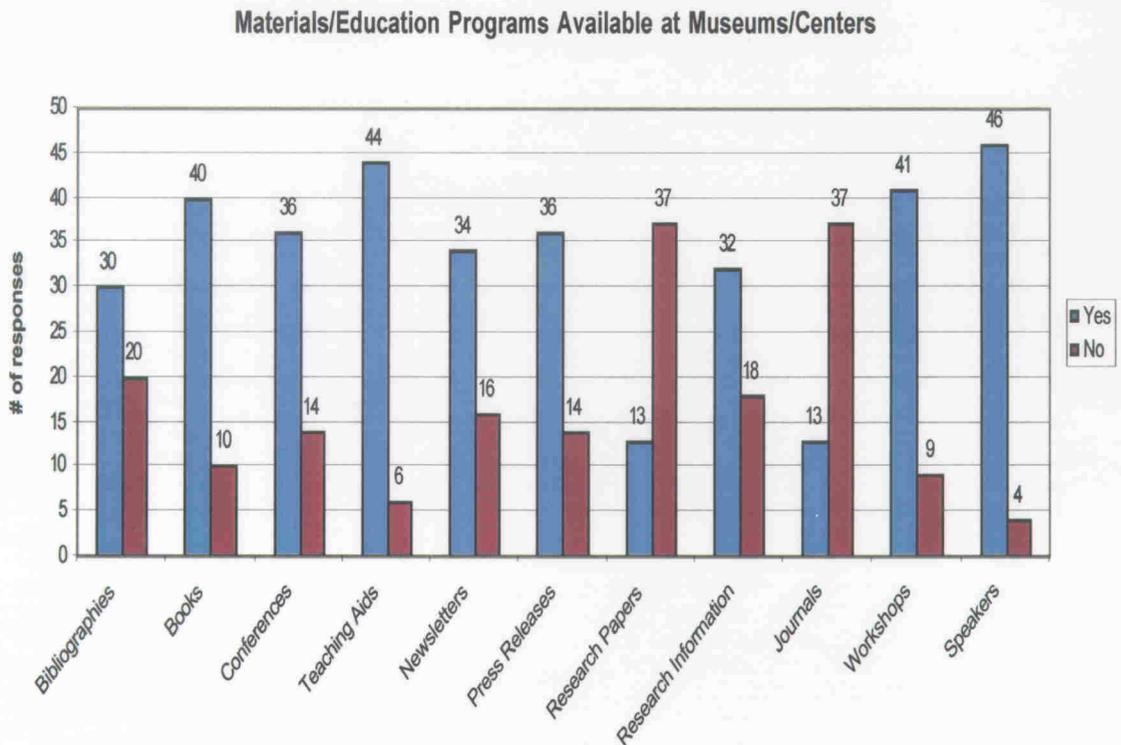


Programs and Support

Question 9: Educational Programs Offered by Museums/Centers

Question 9 asked if U.S. Holocaust museums/centers offered educational programs to their visitors. Types of programs are noted in Figure 6 according to responses received. The educational aspect was apparent with a 92% Yes response for Speakers, an 88% Yes response for Teaching Aids, 82% Yes response for Workshops, and a 80% Yes response for Books. Research papers (No 74%) and Journals (No 74%) were typically not available as educational materials at the museums/centers surveyed.

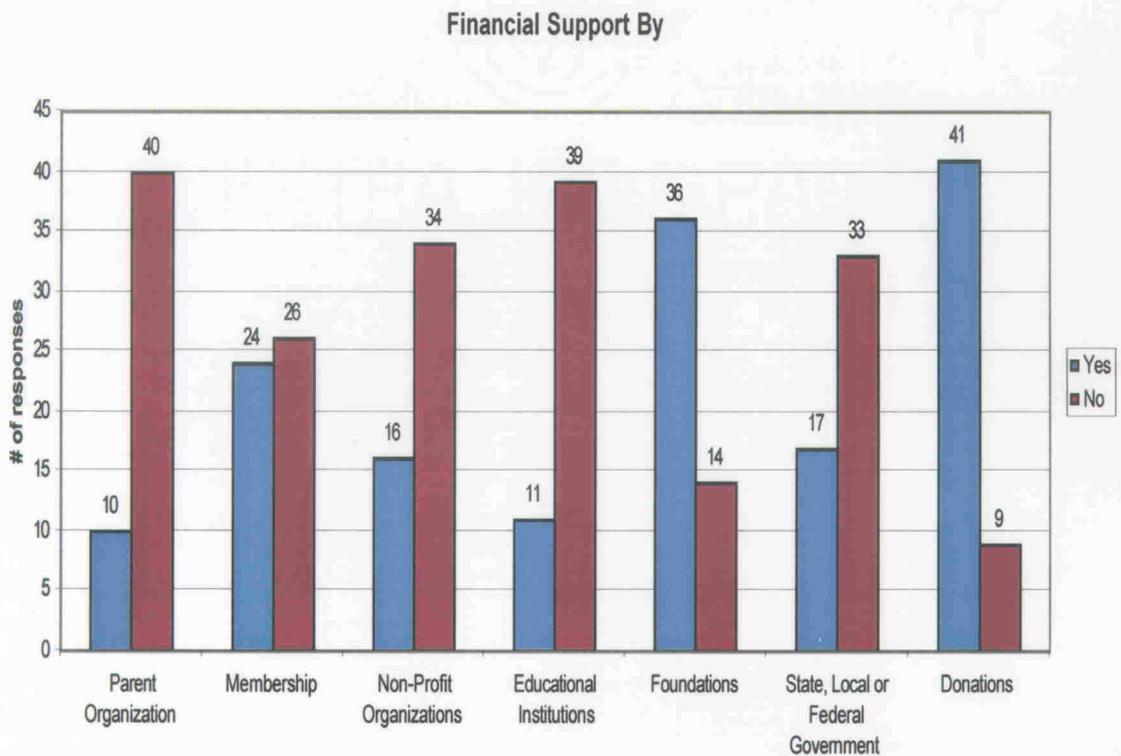
FIGURE 6 Educational Programs



Question 10: Financial Support for Museums/Centers

Since money is a typical concern for museums/centers, respondents were asked who supplied their funding. Funds were gained from Donations (Yes 82%) and other Foundations (Yes 72%). Additional money was attained via Membership (Yes 48%). Museums/centers questioned generally did not get funding via Parent Organization (No 80%), Non-profit Organizations (No 68%), Educational Institutions (No 78%) or from their State, Local or the Federal Government (No 66%).

FIGURE 7 Financial Support



Question 11: Part of Larger Organization

TABLE 4 Parent Organization

Yes	23
No	27
TOTAL RESPONSES	50

A slim majority of responses showed that the museums/centers surveyed were responsible for their own funding for upkeep and daily operations (see Table 4). The other responses stated that they received monetary support from a parent organization or larger group.

Question 12: Job Title

For researcher information, this question was asked to gauge the level of experience the respondent had with the workings of the museum/center and its archive/collection, programs and exhibits. The majority of responses reported their job title as Director, Co-director or Assistant Director of locations surveyed. Other additional job titles include those listed in Table 5.

TABLE 5 Job Title

Director, Co-Director, Assistant Director	34
Coordinator	3
No Answer	4
Other	9
TOTAL RESPONSES	50

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

It is clear that United States Holocaust museums/centers see themselves responsible for helping to educate the public and to further their understanding of the Holocaust. The job tasks of preserving historical materials and recording oral histories were typically less important. The museums maintained the importance of educating the public again in Question 2, with an over-whelming response for increasing public awareness about the Holocaust. The educational relationship between schools and museums/centers was bolstered by the responses showing that educational programs offered consisted of speakers and teaching aids for educator use. Educational workshops were also given.

Funding for museums/centers was primarily from donations much more than memberships or government support. With this comes a problem: if people do not have expendable cash to support the local Holocaust museum/center, then the museum/center can suffer. With current changes in many state curriculum standards, Holocaust lessons are being required, and hopefully this will lead to government protection of the museums/centers, perhaps like the National Historic Preservation Act, which was passed to save Native American history. Perhaps schools, which have been shown to frequently use museums/centers, should be required to provide some means financial support. Finding a better consistent way of financing these museums/centers would help

to continue public education and the preservation of Holocaust history.

Recommendations for Further Study

Additional areas of study relating to this topic include further in-depth research of what books are maintained in Holocaust collections: are they biographies, auto-biographies, historical, historical fiction, non-fiction, or perhaps even transcripts of oral histories. In regard to visiting primary and secondary schools, is there a specific grade level which annually utilizes their facilities? Do the teachers actively engage the class or continue with follow-up lessons to gauge student learning? Do the museums/centers also have an interest in knowing how much their visitors get out of the experience? Do the museums/centers know which programs/exhibits are the most popular and, if they are popular, is it for aesthetic reasons or because students/patrons appreciate the knowledge they gain? Regarding college level usage of Holocaust museums/centers, do patrons visit because of their own desire, or for required classes or assignments? Do the academic researchers get their work published?

The role of libraries could also be investigated. Libraries could be used to augment their collection and provide further information for patrons if they were interested in additional knowledge on the Holocaust. School media specialists could work in conjunction with teachers and educational program coordinators/directors at the museum/center to establish information-rich field trips, as well as follow-up lessons once the visiting class was back in the classroom. Do the museums/centers currently work with libraries? If so, what do they cover in their collaboration? Do the Holocaust museums/centers place displays within the library to raise interest? In most of the literature found, a relationship between museums and libraries was on the rise—to use the

libraries for additional resources, displays or exhibits and to expand what is taught in the classroom. Taking students to museums to enhance a lesson is also beneficial. Being in a museum/center where they can see (and at times touch) exhibits, interact with them and makes learning about a subject more engaging, rather than seeing a film or learning from a book.

Holocaust museums/centers may also be catalysts to create or broaden relationships with community groups which may not frequent the local library. If community center members attend functions at the museum/center, members could be informed of the museums and library affiliation, as well as library meeting rooms and library Holocaust resources at their disposal.

Resources available at museums/centers could be studied. Are the materials being kept properly to ensure their preservation? Are materials stored in formats that allow public access, and use, as well as preservation? Is it possible to use CD-ROMs or DVDs to record oral history or transfer items which are deteriorating? Are the users of the materials required to follow any guidelines to protect the item? In regard to the education programs museums/centers provide, would it be more beneficial to collaborate with local libraries and schools to develop curricula? Is it possible to gauge "favorite" programs, exhibits or speakers to determine what students have learned?

Funding issues could be examined. How can museums/centers get a consistent flow of money other than donations? Would being part of a larger organization help? Maybe a study to see if tax money could be appropriated to maintain museums/centers would be worthwhile, or seeing if the National Preservation Act could be extend to other

history areas. Could a financial collaboration between libraries and museums/centers help?

There are some different angles regarding future research on the relationship between libraries and museums/centers could take. The Holocaust may be in the past, but this study has shown that United States Holocaust museums/centers are destined to keep the memory of its victims alive and to continually educate upcoming generations, keeping it as current history instead.

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APPENDIX A – COVER LETTER

APPENDIX A Email Introduction

My name is Christie Peterson and I am currently enrolled in Rowan University's Master's Program for Library Science. For my Graduate Thesis, I am exploring the Educational Role of Museums, concentrating on Holocaust museums and centers in the United States.

To help my research, please take a few minutes to complete and return the survey below. For your convenience, all you need to do is type your responses once you are in your email's "reply" option, or you may print a copy and send it to me via regular mail.

Should you have any questions, concerns or problems viewing this survey, feel free to contact me at pete2027@students.rowan.edu, or my advising professor, Dr. Marilyn Shontz at 856-256-3858 or via email: shontz@rowan.edu

If you would like a copy of the survey results/thesis, kindly let me know and I will be happy to forward one to you. Thank you for your assistance.

APPENDIX B - QUESTIONNAIRE

APPENDIX B Questionnaire

1. What is the official name of this Museum/Center?

2. In what year was it founded?

3. Please rank these general objectives (1-5; 1 being most important) for your specific museum/center:

___ To preserve the memory of the 6,000,000 Jews and the destroyed communities

___ To educate the uninformed about the Holocaust

___ To further the public's understanding of the Holocaust

___ To preserve the actual historical materials

___ To record oral history of survivors

4. At the time your museum/center was founded, what was determined to be its main objective/mission statement?

5. What would you say the main purpose of your museum/center is now? Mark all that apply.

___ Initiate or conduct research

___ Facilitate research for your umbrella organization

___ Preservation of archives

___ Advance public awareness of the Holocaust

___ Other (please explain)

6. Please mark the resources available at your museum/center:

___ Archives

___ Artifacts

___ A/V collection

___ Internet resources

___ Books

___ Other (please list) _____

7. Who is able to use your collection? Mark all that apply.

- The public
- Not open to the public
- Open to the public w/certain restrictions
- Qualified professionals or academic users
- Members of your own or parent organization
- Restricted to those w/government or security clearance
- Media, newspaper, radio and TV, etc
- Theater or drama groups
- Community organizations
- Other (please list) _____

8. Please select the 5 individuals/organizations who most frequently use your services. Mark 5 only.

- Authors
- College & university professors
- Government organizations
- Journalists & media
- Lawyers
- Lay people
- Non-profit organizations
- Organizations of the Jewish community
- Other community organizations
- Physicians
- Primary & Secondary schools
- Survivors /relatives
- Other (please list) _____

9. Do you offer educational or informational programs or materials? If yes, please mark all that apply.

- Bibliographies
- Books
- Conferences
- Teaching aids
- Newsletters
- Press releases
- Research papers
- Resource information
- Journals

- Workshops
- Speakers
- Other (please list) _____

10. From which sources do you get financial support?

Mark all that apply.

- Parent organization
- Membership
- Non-profit organizations
- Educational institutions
- Foundations
- State, local or Federal government
- Donations
- Other (please list) _____

11. If your museum is part of a larger organization or sponsor group, please note its name & location.

12. What is your official title?

Kindly use the space below for anything else you'd like to comment on about your institution or comments you think would help increase public understanding of the Holocaust.

Thank you for your time and attention.

Please return by email to:

pete2027@students.rowan.edu or via snail mail to:

Christie Peterson

PO Box 8823

Collingswood, NJ 08108-8823

APPENDIX C – RESPONSE LIST

APPENDIX C Question 4 Responses
Primary Objective of Museum/Center

A	
OBJECTIVE	
1	tolerance education
2	provide a resource for schools of xxxxx cty/school history classes; speakers & films loaned
3	educate students, teachers & faculty... on Holocaust & preserve artifacts
4	provide memorial to Jewish individ & culture, place in lieu of cemetery, educate future generations
5	education, commemoration, documentation
6	study the nature of hate to prevent escalation of prejudice into genocide
7	
8	root cause of anti semitism, its relation to Holocaust and implications of Catholic perspective
9	make wide variety of materials & programs available to students, teachers & general public
10	professional development, engage students, examine racism, prejudice & anti-semitism, promote humane & informed citizenry
11	commemoration, education & preservation; collection/preserv of archival materials
12	honors memory & education... to prevent future genocide
13	educate teachers, students & general community
14	teach & understand Holocaust, increase awareness, foster programs, research
15	establish academic working relationships w/other depts
16	learning history of Holocaust & ..genocide
17	educate students, teachers & general public, under grad & grad levels
18	
19	
20	raise consciousness about Holocaust, genocide & prejudice reduction
21	commemoration & educate public
22	
23	support/study the development of Yiddish lang & lit
24	commemorate lessons...educate public; annual day of remembrance
25	educate...about 20th c Jewish history & Holo
26	memory, education
27	preserve memory
28	research, education, remembrance
29	to create memorial
30	awareness, funding, education, commemoration
31	tolerance thru education
32	preserve memory, educate public, preservation, record oral hist
33	tolerance thru education
34	educational resources
35	
36	
37	education, oral hist
38	educate, commemorate
39	education, commemoration
40	reduce hatred, bigotry, prejudice & violence by learning about past
41	strengthen ..just & humane treatment by collecting/disseminating knowledge of Holocaust
42	public awareness, grad studies
43	
44	recording, remembering & education about the Holocaust
45	education
46	
47	preserving authentic memories of Holocaust & programs for survivors & their children
48	
49	preserve memory, educate public, preservation of materials, record oral hist
50	education, advocate human rights, celebrate diversity
51	remembrance & commemorate legacy of victims of genocide