

Speaker 1: Of the museum that you could download. And it also has some statistics about the visitors and that kind of thing.

Speaker 2: Yes. And I think my editor didn't know it's online meeting, so they asked me to take some photos of yours, but I think it must, I

Speaker 1: Need to clear my background. Maybe I should blur it first.

Speaker 2: Yes, yes. So I think you must have a better one. So I might ask for your professional photos later. Sure. Yeah. So let's see. I think I'll start with the questions, but I think it's just a very relaxing talk, so I can just open the question. Yes. Let me see.

Speaker 1: I apologize in advance. I have a little bit of a cold and I'm coughing a lot, so.

Speaker 2: Oh, please, please. I'm at home actually, because I think my company have some issues in my office, so I just drove home at my home right now because only, let me see. Okay. I saw a problem. Okay, I think we can start. I think it won't take too long. Yeah. So Christie, Christie won't join us today, right?

Speaker 1: No, no. She's from our press office, but she's not going to

Speaker 2: Join. Okay. Okay, perfect. So it's only you. Okay, cool. So I want to have a brief introduction about yourself and the museum, your museum, something. Yeah,

Speaker 1: Sure. Yeah. So the museum is a living memorial to the Holocaust. Yes. So what that means is we're a museum, but we're also a memorial to victims of the Holocaust. And the living piece of that is that we really want to inspire leaders and citizens to confront hatred, prevent genocide, and promote human dignity. So it's not just about a history that happened decades ago, but really about thinking about the lessons for today and what people can take forward into their lives today. From my part, I've been at the museum for 10 years now. Wow.

Speaker 2: My background, oh my goodness, 10 years. You look so young.

Speaker 1: A long time

Speaker 2: During at 18, I think

Speaker 1: I have some colleagues who started actually in our youth program for high schools and then became staff. That's so cute. When they say, oh, I've been here for 30 years. God, look.

Speaker 2: Oh my God. You imagine that. Yeah.

Speaker 1: Okay. Yeah. So there's some people who've been there for a really long time, but yeah. But I've been there for 10 years. My background is in history.

Speaker 2: Me too. Okay.

Speaker 1: Makes sense if you're working on cultural things. Yes,

Speaker 2: Yes. And I worked for museum before, so Yeah,

Speaker 1: Okay. Yeah, exactly. Exactly. Yeah. And I spent a year living in Austria. When I was in college, I did to study abroad. And then after I graduated, I went back on a Fulbright Scholarship to Austria, to the diplomatic academy. So that had the international relations aspect. So the museum brought together a lot of those kind of different, the German, the history and the moral questions and the questions, larger questions about as atrocity prevention. So it's a nice sense.

Speaker 2: So here you are. So it's not your first position, right. So is that your first museum and last museum Holocaust?

Speaker 1: Yeah, I started as an intern 10 years ago.

Speaker 2: Oh my goodness. You're only museum. Imagine that. So you shift your position.

Speaker 1: Yeah. So I've shifted positions within the museum. I started in our division [00:03:30] of the senior historian, which answers public inquiries. So if somebody writes a question that's office, it writes back. And then I moved over to our educational programming in 2013. So I've been in this particular area for a while now.

Speaker 2: Oh my God, that's so cool. Okay, now I want to ask more about your education activities, because I think we talk, I think a lot of people, they know your exhibition a lot. They know what you did, but we want to know more about your education activity because in Taiwan, we don't have many information about what you did. And in my Museum of Human Rights Museum, we will invite school tool, we invite the high school, we send an invitation to the high school's teachers, so they can lead there. They can have one or two class in our museum, and we'll give them a tool, something. So I want to ask how Holocaust Museum did this.

Speaker 1: Yeah. So we have a lot of educational activities that.

Speaker 2: Yeah, I saw it. I'm like,

Speaker 1: Yeah. I was like, I'm not going to have enough time to talk about everything.

Speaker 2: Too many. Yeah, I know.

Speaker 1: But like I said, we're a living memorial, so the educational work is really at the heart of that.

Speaker 2: Yeah, yeah, I know.

Speaker 1: So getting people to think critically and inspire self reflection is really kind of at the center of everything for us. So really a lot of this work comes through our partners. So the area that I work in is programs for professionals. We work with members of the military, law enforcement, judges, prosecutors, government officials. We have other areas that work with international visitors that come to the State Department, including visitors from Taiwan and China. Oh my God, that's so cool. So we have a lot of different, we have obviously youth programming, programming for teachers. I said a lot of this comes through our partners. So for example, a good example of that is our law enforcement program, which started back in 1999. So that was the chief of the DC Police at the time. Charles Ramsey came through the museum on a guided tour, and he was really struck by the images he saw of law enforcement in the exhibit and the role that German law enforcement had played in this history. So he kind of asked the museum, Hey, this is something that I want my officers to think about. If these were German police officers, they were operating in a democracy. They were there to protect and serve. How did they go down this path where they became complicit in the crimes of the Nazi regime? He asked us to start a program. We started working with all of the DC metropolitan police officers.

Speaker 2: 1999. Oh, okay. Okay. It's quite useful.

Speaker 1: So they would come to the museum and then go through a program looking at the role of German police during the Holocaust. And one of the lessons for them as police officers in a democracy today, one of the things to think about in their role in contrast. So yeah, let's start with the DC police. It's expanded now. We work with the FBI, with the Secret Service with most of the local DC region police agencies. We worked with over 162,000 law enforcement through that program. So that's just one example of how the partners often kind of push us to be innovative and think more broadly about the applications of Holocaust history. Another example of that is we recently finished a project with the State Department with their Bureau of International Narcotics and Law Enforcement Affairs and L

Speaker 2: It, it's a long, very long, yeah,

Speaker 1: Very long title. But they saw the work that we do with US law enforcement and the expertise that we have on mass atrocity prevention, and they were like, could you create a curriculum and some resources for criminal justice professionals globally to think about their role before, during, and after mass atrocities? So that was a multi-year project. And again, combining the work that we do with US professionals, our expertise on the Holocaust and on mass atrocity prevention, but to produce these resources that people can use worldwide and try to think about, again, the implications of the Holocaust going forward.

Speaker 2: Why you choose the law enforcement? Because the Holocaust is about related to history or something, right?

Speaker 1: Yeah. So that's exactly it, right? That's the living memorial part is that it's not just about an interesting history lesson, but thinking about looking at how democracy broke down in

Speaker 2: Germany. Okay.

Speaker 1: Yeah. And then the role that law enforcement played, because we find this across a lot of cases in mass atrocities that security professionals in particular, law enforcement, the military, they play a really critical role in [00:08:00] sometimes as perpetrators of these atrocities. But they can also play a really critical role in prevention. With our professional programs. We really focus on professions that are critical for securing life and liberty is our kind of criteria. Oh,

Speaker 2: That's new to me. I never saw you can find the law enforcement and also even the police and FBI. It's so cool.

Speaker 1: It's surprising to a lot of people. They don't know that we do that. The teachers in the youth

Speaker 2: Programming more familiar FA did teach, but this one is very, very, very special. Yeah. And I saw you, a lot of you have physical activities in your museum, and you have some online resource I saw. I can take that as a class or something. So how you plan and all collect all the material. Yeah,

Speaker 1: So online resources are really trying to reach a wider audience where's people who come to the museum and maybe want to learn more about a specific topic. But we have our Holocaust encyclopedia online, which has articles in over 20 languages, [00:09:00] including over a thousand articles in Chinese.

Speaker 2: Oh my God.

Speaker 1: So yeah, really, again, trying to reach a global audience and trying to provide accurate and reliable information about the Holocaust in that online space. We also have online programming. So we have a conference for teachers called the Conference that used to take place in person every year with the pandemic that shifted to a virtual conference, and they got amazing attendance over a thousand [00:09:30] attendees for that conference. So as a federal institution, we try to, part of our mandate is providing resources for teachers on Holocaust education across the country. So yes, we had over a thousand attendees, I think last year for that conference virtually, and people from I think 20 or 30 different countries also attended. Oh my

Speaker 2: God.

Speaker 1: And so as a federal institution, that's part of our mandate again, is trying to put out accurate and reliable education materials on the Holocaust [00:10:00] that are free and readily available to people.

Speaker 2: But do you ask other museums to join you? Because I think in most, a lot of lost memorial music is in bingo something. So would you work with them to make this conference happen or something?

Speaker 1: Not that particular conference. It's really geared at US educators. But we do have a lot of

Speaker 2: US educator,

Speaker 1: But we do have a lot of partnerships for other programs with the German Dank Mall, [00:10:30] for example, or other museums insights across Europe.

Speaker 2: Because I have faced a bowls museum for a while ago, like DDM Museum and the Jewish Museum one. Yeah, it's quite sad. It's quite sad. So I don't know. So you most folks on the US

Speaker 1: Something? Yeah, so that particular program is focused on the us, but we are moving more globally in our resources. So actually the US and Germany just concluded a bilateral agreement [00:11:00] around Holocaust education. So our institution has been working with the German Dank Ball on putting together some resources. We ran a seminar too for military professionals with 'em.

Speaker 2: Oh.

Speaker 1: So we're starting to build more of those partnerships with international institutions

Speaker 2: Too. Oh, that's so cool. So I saw you must have a lot of visiting groups and you have different programs. So I don't know how you deal with that. If for some particular group, so you work with a partner actively and for visiting group, or you just receive application or something. I don't know how you identify different groups and following different learning material or learning activities. I don't know how to deal with that.

Speaker 1: Yeah, that's a good question. Yeah. For most visitors, I think their exhibition experience is self-guided. So most visitors are getting tickets and coming through, school groups can reach out specifically. So all DC public high school students are actually required to come through the museum. They do a unit on the Holocaust. So we have some memorandums of understanding or partnerships like that, that are kind of more formalized. I would say most DC schools, I think, come through in some form or another, but it can vary. The level of a lot of them are getting a guided tour. We might provide some educational resources to the teachers to go back into their classrooms and teach about the Holocaust with our professional programs. So the military law enforcement judges we're usually working through the agency or the agency institution that are kind of bringing the group to the museum, giving them a tour, and then museum staff is doing a program with them afterwards. And some of those programs take place offsite too. So sometimes we're traveling to a judicial conference, been presenting offsite.

Speaker 2: Yeah, that's so cool. So I want to ask more, like, let me see. I think I'm moving to the third question. What kind of activities, education, activity, you already mentioned a guided tool on some program with the, so is that all the same, you give them a tour or something? Do you have any other things they can do? Maybe create something altogether or something?

Speaker 1: Yeah. Yeah, that's a great question. So with our programs for professionals, they're coming and getting a tour of the museum, but then we do a classroom session with them. So we really try to emphasize what we call participant centered learning. So not just having a lecture or giving them.

Speaker 2: Learning,

Speaker 1: Not just a history lesson, but that it's really interactive and that they're engaging in that critical thinking. So sometimes that's analyzing a photo. So we look at a photograph of law enforcement rate, German law enforcement in their 1930s and talk about, okay, what are they doing? How is their function staying the same? Maybe it's crowd control or a normal kind of functional policing.

And then how is the purpose of that shifting? So how is that the purpose shifting more towards aligning with Nazi ideology? So sometimes it's that kind of thing. Sometimes it's a case study where we're looking at different responses. We have a military case study where they're looking at three company commanders who are given an order to shoot the Jews in their area of responsibility. Two of them carry it out and one refuses. And so we can look at those kind of different decisions to talk about that idea of ethical leadership, and again, their roles and responsibilities as protecting kind of life and liberty

Speaker 2: For a professional. Can I ask, how big is the group for?

Speaker 1: Professionals? It can really vary. So it could be anywhere from 15 or 20 people. Sometimes when we travel to these judicial conferences, they can be up to hundreds of people. It could be a 300 people conference session. So it really depends on the

Speaker 2: Group. Oh, okay. You mean your traveling conference, you mean you leave to their conference already? Can you do that, but it's not in your museum? How did you give them the tool or something? How did you do that?

Speaker 1: Yeah, so we've developed a lot of resources to try to bring the museum to people offsite

Speaker 2: Outside. Yeah. How did you do that? You don't have the exhibition there, so how did you conduct the activity?

Speaker 1: Yeah, so we have a few different resources. One is a film called the Pats Nazi Genocide that's on our website. It's a 38 minute film, which gives an overview of the Holocaust. History, also has subtitles in many different languages, including Chinese.

Speaker 2: Thank you. Thank you.

Speaker 1: So we don't show the full film. We show sometimes just the first part, it's divided into chapters. Sometimes you just show the first part about the Nazi to power. To give some of that context. We have a banner set, a kind of poster set that we developed to take offsite to some of these conferences too, that we can set up and people can walk

through. It's kind a mini exhibition. So a lot of resources like that to try to give some general background about the Holocaust before we dive into the more specific content.

Speaker 2: Okay. So I wonder, do you have your own teacher when you are doing this activities? Do you have a, I think the staff must need to do this thing, but do you train your own teacher or volunteers or something? Yes.

Speaker 1: So with the professional programs and staff who are leading the programs for our tours though, we do have about 60 to 70 trained docents at the

Speaker 2: Museum.

Speaker 1: Some of those are staff, but most of those are volunteers. And they go through a 15 week training course. And the purpose of that is not for them to become experts in Holocaust history necessarily, but that they become really experts in the exhibition and the larger themes, and they're able to connect visitors to those larger themes out of the history. So that's one kind of aspect. We have a whole core of teachers across the country who we've trained to implement projects in their local communities. So we have some programs like that. But for the most part, the programming is directly facilitated by staff.

Speaker 2: So how many volunteers you have? I think I missed that part. How many volunteers do you have?

Speaker 1: I don't know how many volunteers we have total at the museum. In terms of the docents, we have about 50 active docent volunteers. Only

Speaker 2: 50, 55 0. But still not much because in my museum we have almost 200.

Speaker 1: Oh, wow.

Speaker 2: Yeah. So 50 is not for your museum. For you the scale, and there's so many activities, 50 is not a lot.

Speaker 1: But again, remember, most visitors are going through self-guided, right? So it's only a very small percentage of

Speaker 2: Guided that's very small. So would you fund here, deal with the conferencing? If you want to deal with, do I conduct their professional program with you?

Speaker 1: Oh, we go.

Speaker 2: Yeah, you go outside, something is a staff will be the leader, or you will bring some volunteers or something.

Speaker 1: So when we go offsite, that's always staff who are doing the programs. Sometimes we're working with partners. We have also expanded some of our programs to other Holocaust institutions across the us. So for example, the Holocaust Museum in Tampa.

Speaker 2: Tampa, they train them to do law enforcement programs Tampa. That's so cool.

Speaker 1: So they work with their local law enforcement agencies and the local Anti-Defamation League, they partner with them to do the program for law enforcement in Tampa. So we have some sites like that where we've trained other Holocaust institutions and partners to kind of do the programs as well.

Speaker 2: Okay. It's way off of my question, but I want to ask. In some of our museum, we have some special tool for people maybe who is blind. Blind, cannot see, cannot hurt for some disabled visitors we design or with some mental issues because sometimes they cannot be in the museum because they have some problem. But sometimes one of our museum in Taiwan, they design a tool, especially for them. So the parents love that because I think it's the only time they can have a rest or something. So I don't know if you will have these things for,

Speaker 1: Yeah, accessibility is definitely something we're always thinking about and working towards. We actually did do a training a few years ago for some staff and volunteers. There's a specialized training for a guided highlights tour, which is exactly that, right? For people who are blind or low vision, it was kind of specialized tour techniques to guide them through the exhibit and to help make it more accessible. So techniques, how do you help describe a photograph if somebody can't see it very well, or we have a kit that you can take along with some tactical things too, that they can feel kind of like the shape of the museum building and that kind of thing. So yeah, that's have those who are especially trained to do those kinds of tours too.

Speaker 2: Okay. So I want to also mention about kids. I also want to ask, because I think Holocaust is a bit scary for kids. So would you decide some activity for maybe kids, maybe in elementary school, something? Because I think for junior high level fine with that, but for elementary school and for maybe kids from kindergarten, maybe a bit too scary for them, would you?

Speaker 1: Yeah. So for our main exhibit, we usually say we recommend it for ages 11 and up.

Speaker 2: Oh, okay.

Speaker 1: Yeah. So we have some privacy walls there to kind block some of the most graphic images. So if younger kids are going through, they can't see some of that imagery.

Speaker 2: Oh, that's so cool. Potentially looking over the wall. You mean the exhibition in the museum? Oh, in the museum, yeah, yeah, yeah. Makes sense.

Speaker 1: But we also have a smaller exhibit called Daniel Story, which is specifically geared towards younger kids. And that follows the fictional story of a child named Daniel and



his family's journey through the Holocaust. So it's a little more kind of a geared at an appropriate age, appropriate explanation for younger

Speaker 2: Kids.

Speaker 1: But it's something I'm thinking about all the time for my own kids. My son is four and a half, so oh my God, that too

Speaker 2: Day. One day. You need to know, always work for, let's wear mount raise you up. All right, let's wear money. Okay. Yeah. Oh my God, that's very good. I also want to ask about the victims, because in my museum before, we have a lot of victims. They're all like 70 to 80 or something. Sometimes we were in filing to do some musical event. They will play some instrument or something or have some concert or something. So, because I think Holocaust, I think most of the victims are Jewish or something, and then maybe only part of them are living in the state right now. So would how you deal with the relationship between the lost victims, and would you decide some activity for them? Because you mentioned you are a living memorial, so they must want to say something recently, right? So how you deal with this thing?

Speaker 1: Yeah, that's a great question. So right, the survivors are central to our institution.

Speaker 2: Yes. I can see we were founded by, I can't imagine that Beverly

Speaker 1: Was crucial to the founding of our institution, and they were heavily involved in designing the exhibit and all of that too, and advising on that. We still have a number of active survivor volunteers who are engaged in the museum.

Speaker 2: Oh my God, that's so touching.

Speaker 1: So if you come on the right day, we have a survivor volunteer desk, and sometimes they're sitting there in the,

Speaker 2: Oh my

Speaker 1: God, you can go and talk to them, ask them about their stories. They do a lot of programming for us. We have our first person program, which is a speaker series. It's open to the public, so you can go and hear survivors speak about their story. There's a lot of online recorded programs and testimony. Our survivor volunteers are kind of an aging population, unfortunately, so I

Speaker 2: Mention that.

Speaker 1: Yeah. So a lot of the survivors who are still active are they were children during the Holocaust at this point. But yeah, we have some amazing survivor volunteers. And we also, every year there's days of remembrance ceremony at the US Capitol. And so we have survivor volunteers who attend that. And there are musical performances, as you said, and different kind of ways of honoring the memory of the victims and the

survivors. And then of course, the International Holocaust Remembrance Day is coming up this Friday. Oh

Speaker 2: My God, this Friday. You must be so busy. Thank you for taking this interview. Thank you. It must be so busy.

Speaker 1: Oh, no, no, it's a good time to do it. So we'll have events at the museum as well on the International Holocaust Remembrance Day too.

Speaker 2: So it's also another event for you a year, so it only belongs to you or all the Holocaust Museum

Speaker 1: International Holocaust Remembrance Day is across the world. So we do a commemoration event at our institution, but it's internationally recognized day. And then the days of Remembrance ceremony takes place every year in April at

Speaker 2: The US Capitol. So I want know more about the Friday. So what would you do for that? It's only one day.

Speaker 1: Yeah. So we do often for ceremonies like that, we do readings of names. So people read names of people who died in the Holocaust. Again, kind of keeping the memory alive. We do programming in that hall of witness space, which is the memorial space in the museum with all the candles and everything. So yeah, sometimes are, there's different programming that goes on kind of around that too. Our partners ask us to do programs around that time because of the significance of that date. So there are a lot of different types of activities that happen.

Speaker 2: So it's for public, so I can check in online, right?

Speaker 1: Yeah, you should be

Speaker 2: Able to check it online. That's so cool. So what happened this Friday? So would you have another Yeah,

Speaker 1: I'll see if I can send you the information too. I'll see

Speaker 2: If I can, I think I can Google that. It's fine. So it will happen also for the weekend, right? Because it's Friday, Saturday, and Sunday. Would you have other activities this weekend?

Speaker 1: I don't think we have anything on the weekend. I think it's just on Friday.

Speaker 2: Okay. Yeah. This is so cool. I think I got all my questions I have right now. Yeah, I think I will draft, draft my article, and before I send it to my edit, every time I edit, edit, I will send back to you for you to confirm in case I misunderstand anything or something. But it's quite [00:25:30] a lot. And also I might need the photos if you are available. Yeah.

Speaker 1: Yes. I could send you a professional photo of myself, the end of the museum too. Yeah.

Speaker 2: Yeah. I think I will be in touch once I finish my first draft and after I edit it, then yeah. But thank you. Thank you for your time and yeah, I learned a lot. I never know. You have so many core programs, so yeah, it's a nice talk. Yes. Okay. So anyway, I want to thank you again for this morning, and I wish you have a wonderful Holocaust International Day. Thank you. You have a week. Yeah. Thank you. Bye.

Speaker 1: Bye.