25th Annual Holocaust Art & Writing Contest
Chapman University and The 1939 Society

Answering the Call of MEMORY
Choosing to Act

Entry postmark date
FEBRUARY 2, 2024

Digital submission due date
FEBRUARY 5, 2024

Awards Ceremony
MARCH 15, 2024
Frequently Asked Questions

- What is the geographic reach of the contest?
  The contest is open to students both in the United States and internationally. All entries must be submitted in English.

- What grade levels are eligible to participate?
  Students currently enrolled in grades 6 – 8 are eligible to compete in the middle school division. Students currently enrolled in grades 9 – 12 are eligible to compete in the high school division.

- Do middle school students compete against high school students?
  No. Students in grades 6 – 8 compete in the middle school division and students in grades 9 – 12 compete in the high school division.

- In what categories may students compete?
  There are four categories: art (which includes photography), film, poetry, and prose.

- How many entries are allowed per school?
  Participating schools may submit a total of three entries (one entry per student) in any combination of the following categories: art, film, poetry, or prose.
  - Schools serving middle and high school grades may submit up to three entries for middle school grades and up to three entries for high school grades.

- Are group entries eligible?
  Student groups may submit their work; however, only one prize will be awarded should the entry win a top prize.

- If my school isn’t local, do I need to be present at the awards ceremony to receive prizes/recognition?
  If your school is not in Southern California, your school does not need to be physically present at the awards ceremony to receive certificates or prizes. For participants who would like to take part in the ceremony, a live video link will be made available.

- Can students use a personal contact as the basis of their work instead of using a Holocaust survivor or rescuer testimony from the websites listed in the contest materials?
  All entries must be based on a video testimony on the approved websites listed in the contest materials only. Works based on other testimony sources will be disqualified.

- Can students refer to a book instead of a video testimony?
  Books may be used as secondary sources; however, each submitted entry must be based on a video testimony from one of the approved websites listed in the contest materials.

- What if my school or students do not have Internet access? Are there other options for viewing a video testimony?
  Yes, please contact Jessica MyLymuk at cioffi@chapman.edu or at (714) 628-7377 to discuss options for access to a video testimony.

- Are there any video testimonies with a running time of two hours or less?
  Yes, all educational facilities that serve grades 6 – 12 are eligible to participate in the contest.

- Do students need to cite the sources they use in their submissions?
  Yes, students are required to provide the URL of the video testimony used in their works. In addition, if secondary sources are used, students should submit a separate page of citations for these sources along with their entries.

- Can a student use commercial music in their film project?
  Written permission from the copyright holder is required for images and film clips that do not belong to the student or are not in the public domain.

- What happens to the winning entries?
  All submissions, including original works of art, become the property of the Rodgers Center for Holocaust Education at Chapman University.

- When are winners notified?
  Winners will be announced at the awards ceremony at Chapman University on March 15, 2024.

- How are entries submitted?
  Your school’s three entries may be submitted digitally using the online submission form found on the Holocaust Art & Writing Contest website. First-place artists may be required to provide the original hard copies of their artworks. Hard copy submissions may be sent to:
  Jessica MyLymuk
  Rodgers Center for Holocaust Education
  Chapman University
  One University Drive
  Orange, CA 92866, USA

- When is the deadline to submit entries?
  The postmark deadline for submissions is February 2, 2024. The deadline for delivering or sending submissions digitally is February 5, 2024.

- Do you offer professional development opportunities for teachers to help them prepare their students to participate in the contest?
  Yes. The Rodgers Center for Holocaust Education will offer workshops both on-site and online throughout the academic year. Please check the contest website for specific dates and information on how to register.

For any other questions, contact Jessica MyLymuk at the Rodgers Center for Holocaust Education at Chapman University at cioffi@chapman.edu or at (714) 628-7377.
Criteria

General Criteria – All Categories

- Regardless of delivery method (digital or hard copy), all entrants must complete the online submission form available on the contest website.
- Entries must reflect genuine engagement with the survivor’s testimony in its historical context and constitute a thoughtful and creative response.
- Entries must be based on a survivor’s or rescuer’s full-length testimony available from one of the following sources:
  - The 1939 Society website at the1939society.org
  - Chapman University’s Holocaust Art & Writing Contest website featuring video testimonies from the collection of the USC Shoah Foundation at Chapman.edu/contest-testimonies
  - South Carolina Council on the Holocaust website at scholocaustcouncil.org/survivor.php
  - USC Shoah Foundation - The Institute for Visual History and Education’s YouTube channel at Youtube.com/uscshoahfoundation (“Full-Length Testimonies” playlists)
- Entries must include a time stamp (timecode) from the video testimony. This is the moment in the testimony that the student chooses that references the theme of the contest prompt.
- Entries must be created by students. AI-generated works are not permitted.
- Entries that do not follow the criteria will be disqualified.

Specific Criteria – Art

- Regardless of delivery method (digital or hard copy), all entrants must complete the online submission form available on the contest website.
- Entries must be submitted with the artist’s statement that includes:
  - Title of the work
  - Name of survivor or rescuer to whose testimony this work is a response
  - Statement of how the work addresses the prompt
  - Statement must not include student or school name and must not exceed 100 words.
  - Acknowledgement of sources – to protect copyright holders, proper citation of all sources is required. Permission for sources that are not public domain must be obtained in writing from copyright holder and submitted with entry.
- Entries must not include reference to student or school name.
- Entries must be typed.
- Entries that do not follow the criteria will be disqualified.

Specific Criteria – Prose

- Regardless of delivery method (digital or hard copy), all entrants must complete the online submission form available on the contest website.
- Entries must be titled.
- Entries must be typed.
- Entries must not include reference to student or school name.
- Entries must be created by students. AI-generated works are not permitted.
- Students should include the name of the survivor or rescuer about whom the entry is written. If the name doesn’t appear in the work, it should appear under the title.
- Entries may be no more than 30 lines.
- Entries that do not follow the criteria will be disqualified.

Specific Criteria – Film

- Regardless of delivery method (digital or hard copy), all entrants must complete the online submission form available on the contest website.
- Entries must be submitted with the filmmaker’s statement including:
  - Title of the work
  - Name of survivor or rescuer to whose testimony this work is a response
  - Statement of how the work addresses the prompt
  - Statement must not include student or school name and must not exceed 100 words.
  - Acknowledgement of sources – to protect copyright holders, proper citation of all sources is required. Permission for sources that are not public domain must be obtained in writing from copyright holder and submitted with entry.
- Entries must not include reference to student or school name.
- Entries must be typed.
- Entries must not include reference to student or school name.
- Entries must be created by students. AI-generated works are not permitted.
- Students should include the name of the survivor or rescuer about whom the entry is written. If the name doesn’t appear in the work, it should appear under the title.
- Entries may be no more than 500 words.
- Entries that do not follow the criteria will be disqualified.
## Rubrics

### Art

<table>
<thead>
<tr>
<th>Content</th>
<th>4</th>
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<tbody>
<tr>
<td>Uses a word, phrase, or sentence from a survivor’s or rescuer’s testimony that references one specific memory that inspires students’ own action as a witness to a witness</td>
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<tr>
<td>Explores the meaning and significance of this word, phrase, or sentence in the survivor’s or rescuer’s story, and reflects how student is moved to take action in his or her own life as a response to the memory</td>
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<td>Demonstrates evidence of insight and personal reflection</td>
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<td>Presents historical facts (names, dates, places) accurately</td>
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<tr>
<td>Communicates clearly the inspiration and intent of the piece in the artist’s statement</td>
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<td>Approaches the theme (prompt) thoughtfully</td>
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<td>Engages the viewer’s attention by exploring the significance of the word, phrase, or sentence and its connection to the theme (prompt)</td>
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<td>Demonstrates appropriateness in content choices including the use of historical images and original graphics</td>
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<td>Demonstrates originality and creative representation of the theme (prompt)</td>
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<td>Reflects artistry and skill</td>
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### Film

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<td>Communicates clearly the inspiration and intent of the piece in the filmmaker’s statement</td>
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<td>Credits sources appropriately</td>
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<td>Reflects a clear and genuine voice</td>
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<td>Presents a well-executed progression of experiences, events, or ideas from beginning to end, so that they build on one another to create a coherent and dynamic film</td>
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<td>Demonstrates appropriateness in all content choices including music, historical images, dialogue, and narration</td>
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<td>Demonstrates originality and creative representation of the theme (prompt)</td>
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### Poetry and Prose

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<tr>
<td>Theme (prompt) is approached thoughtfully</td>
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<td>Language choices are appropriate and respectful</td>
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<td>Writing voice is clear and genuine</td>
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<td>Grammar, mechanics, and syntax support the topic and do not distract from communicating the main idea</td>
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<td>Presents a well-executed progression of experiences, events, or ideas from beginning to end, so they build on one another to create a coherent and dynamic work</td>
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The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. ([http://www.corestandards.org/ELA-Literacy](http://www.corestandards.org/ELA-Literacy))

The 25th Annual Holocaust Art & Writing Contest provides an authentic speaking, listening, and writing experience for middle and high school students. They can use the contest to better understand the rhetorical concepts of audience, purpose, genre, and style. The contest also provides students an opportunity to explore an integrated model of literacy, conducting original research, and consuming and producing across multi-media.

### Common Core Connections

<table>
<thead>
<tr>
<th>Common Core Standard</th>
<th>Grades 6-8</th>
<th>Grades 9-10</th>
<th>Grades 11-12</th>
<th>Holocaust Art &amp; Writing Contest Connection</th>
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<tr>
<td><strong>CCSS.ELA-Literacy</strong></td>
<td><strong>Speaking and Listening</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
<td>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (<a href="#">SL.6.2</a>)</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (<a href="#">SL.9-10.2</a>)</td>
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<tr>
<td><strong>CCSS.ELA-Literacy</strong></td>
<td><strong>Speaking and Listening</strong></td>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
<td>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (<a href="#">SL.6.5/7.5/8.5</a>)</td>
<td>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (<a href="#">SL.9-10.5</a>)</td>
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<tr>
<td><strong>CCSS.ELA-Literacy</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Text Types and Purposes</strong></td>
<td>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (<a href="#">W.6.2a/W.7.2a/W.8.2a</a>)</td>
<td>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (<a href="#">W.9-10.2a</a>)</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Text Types and Purposes</strong></td>
<td>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (<a href="#">W.6.2b/W.7.2b/W.8.2b</a>)</td>
<td>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (<a href="#">W.9-11.2b</a>)</td>
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<tr>
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<td>Grades 9-10</td>
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<td>CCSS.ELA-Literacy</td>
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<tr>
<td>Production and</td>
<td><strong>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4/W.7.4/W.8.4)</strong></td>
<td><strong>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</strong> (W.11-12.4)</td>
<td>Students will write clearly and coherently in the writing category as well as the artist’s statement in art and film.</td>
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<td>Distribution of</td>
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<td><strong>With some guidance</strong></td>
<td><strong>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.6.5/W.7.5/W.8.5)</strong></td>
<td><strong>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</strong> (W.11-12.5)</td>
<td>Students will write for an authentic audience.</td>
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<td><strong>and support from peers</strong></td>
<td><strong>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</strong> (W.6.7/W.7.7/W.8.7)</td>
<td><strong>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</strong> (W.9-10.7)</td>
<td>Students will conduct authentic research to address the prompt in the contest, employing research and media skills.</td>
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<td><strong>and adults, develop and strengthen writing as needed</strong></td>
<td><strong>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</strong> (RH.6-8.2)</td>
<td><strong>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</strong> (RH.9-10.2)</td>
<td>Students will view and listen to a full-length video testimony of a survivor or rescuer to determine central ideas and relationships among the details and ideas to create an original work in writing, art, or film.</td>
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<td><strong>or economic aspects of</strong></td>
<td><strong>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</strong> (RH.6-8.4)</td>
<td><strong>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</strong> (RH.9-10.4)</td>
<td>Students will engage with the meaning of words and phrases as they make meaning of survivor’s or rescuer’s testimony as it relates to the particular history of the Holocaust.</td>
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<td><strong>students.</strong></td>
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<td><strong>Craft and Structure</strong></td>
<td><strong>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</strong> (RH-6-8.7)</td>
<td><strong>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</strong> (RH-9-10.7)</td>
<td>Students will integrate visual information as they create an original work in art or film.</td>
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<td><strong>Integration of</strong></td>
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<td><strong>Knowledge and</strong></td>
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<td><strong>Ideas</strong></td>
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**25th Annual Holocaust Art & Writing Contest**
Survivor and Rescuer Testimonies

Many other testimonies, including those from survivors Henry Kress, Leon Leysan, and Jack Pariser, and from rescuer Irene Opdyke are between 2 and 4 hours in length. We encourage you to consider testimonies of this length as well.

The 1939 Society

Running Time: 1 hour or less
Edgar Aftergood
Marianna D. Birnbaum
Henriette B. From
Georgia Gabor
Bertha Haberdorf
Alice Hemar
Ben Kamm
David Klipp
Sophie Lazar
Israel Rosenwald
Frances Simon
Frederich A. Spiegler
Henia Weit

Running Time: 1–2 hours
Thomas Blatt
Stanley Bors
Ida V. Brookhouse
Barry Bruk
Selene Bruk
Suzanne Butnik
Marion Chervin
Fred Diament
Ilse Diament
Ruth Fenton
Harry Gable
Gertrude Goetz

YouTube — USC Shoah Foundation —
The Institute for Visual History and Education

Running Time: 1 hour or less
Malka Pinto
Nathan Shapow
Eva Wellner

Running Time: 1–2 hours
Irena Abram
Hy Abrams
Walter Absil
Zuzana Adam
Szyfra Altstock
Ruth Arkiss
Sari Baron
Flora Benveniste
Joseph Berger
Leo Berkwald
Celina Biniaz
Adela Boddy
Claire Boren
Ellen Brandt
Joseph Brod
Susan Brunn
Henri De Kryger (Rescue/Aid)
Johannes De Vries (Rescue/Aid)
Joe Dispeker
Olga Drucker
Eva Eiseman
Lea Faranof
Romana Farrington
Mariana Glazek
Johanna Kimmel Goldberg
Yvette Gould
Helen Granek
Helen Greenbaum
Kurt Greenhut
Joseph Gringlas
Hana Gruna
Hans Hammelbacher
Walter Hartmann
Freda Isakson
Warren Kahn
Jan Karski (Rescue/Aid)
Harry Klein
Greta Klingsberg
Adolf Koebner (Rescue/Aid)
Rose Kohn
Harry Konar
Henry Kreisel
Margaret Lambert
Kurt Landskroner
Marianne Laszlo
Olga Leibhard
Marcel Lerner
Bent Lerno
Kathy Levy
Ursula Levy
Lily Lipman (Rescue/Aid)
Margaret Lowe
David Mandel
Evelyn Marie
Micheline Marmor
Gary Matzroff
Eva Meleck
Henry Meyer
Edith Milman
Kurt Moses
Elena Nightingale
Sara Ostrzega
Clare Parker
Isaiah Periez
Hilda Pierce
Lola Putt
Edith Reifer
Curt Rosenfeld
Masza Rosenroth
Leopold Rosner
Renate Rossmere
Beatrix Sachs
Eva Safferman
Curt Scharf
Herman Shaalman
Hela Shapow
Sandra Segal
Marika Somerstein
Eva Safferman
Curt Scharf
Herman Shaalman
Hela Shapow
Sandra Segal

Chapman University Art &
Writing Contest Page

Running Time: 1 hour or less
Richard Billauer
Fela Gipsman

Running Time: 1–2 hours
Joseph Aleksander
Per Anger (Rescue/Aid)
Engelina Billauer

Ralph Fischer
Rosette Fischer
Frances Flumenbaum
Natan Gipsman
Sally Roisman
Sam Steinberg
Johntje Vos (Rescue/Aid)
Michael Zelon

Malka Pinto
Nathan Shapow
Eva Wellner

Irena Abram
Hy Abrams
Walter Absil
Zuzana Adam
Szyfra Altstock
Ruth Arkiss
Sari Baron
Flora Benveniste
Joseph Berger
Leo Berkwald
Celina Biniaz
Adela Boddy
Claire Boren
Ellen Brandt
Joseph Brod
Susan Brunn
Henri De Kryger (Rescue/Aid)
Johannes De Vries (Rescue/Aid)
Joe Dispeker
Olga Drucker
Eva Eiseman
Lea Faranof
Romana Farrington
Mariana Glazek
Johanna Kimmel Goldberg
Yvette Gould
Helen Granek
Helen Greenbaum
Kurt Greenhut
Joseph Gringlas
Hana Gruna
Hans Hammelbacher
Walter Hartmann
Freda Isakson
Warren Kahn
Jan Karski (Rescue/Aid)
Harry Klein
Greta Klingsberg
Adolf Koebner (Rescue/Aid)
Rose Kohn
Harry Konar
Henry Kreisel
Margaret Lambert
Kurt Landskroner
Marianne Laszlo
Olga Leibhard
Marcel Lerner
Bent Lerno
Kathy Levy
Ursula Levy
Lily Lipman (Rescue/Aid)
Margaret Lowe
David Mandel
Evelyn Marie
Micheline Marmor
Gary Matzroff
Eva Meleck
Henry Meyer
Edith Milman
Kurt Moses
Elena Nightingale
Sara Ostrzega
Clare Parker
Isaiah Periez
Hilda Pierce
Lola Putt
Edith Reifer
Curt Rosenfeld
Masza Rosenroth
Leopold Rosner
Renate Rossmere
Beatrix Sachs
Eva Safferman
Curt Scharf
Herman Shaalman
Hela Shapow
Sandra Segal
Marika Somerstein
Eva Safferman
Curt Scharf
Herman Shaalman
Hela Shapow
Sandra Segal

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