

# “THE HOLOCAUST WARS PROJECT”

## IMPLEMENTATION BOOKLET

PGC'S Products



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## PGC'S PRODUCTS

### 1. QUICK NOTES

- There Should Be No Doubt in the Reader's Mind that the Holocaust is:
  - The worst crime in history
  - Occurred in the worst century in history
  - For 77 years (to date) the most studied/analyzed research project ever.  
And, although involved extremely competent researchers, and stellar-reputation institutions (worldwide) it has not yet completed the job of telling us all why did the Holocaust occur.  
It is way beyond PGC's dreams and capabilities to provide the answer to all the questions that the muscular outfits have not yet nailed down.
  
- The above said, PGC will not shy away from suggesting, to anyone who'd listen, that:
  - The popular, "Near-Consensus" meaning of the term "Holocaust" is incomplete. See PGC's draft definition. The learned people can easily improve it.
  - Realize the much more of the Jewish past is the only way of grasping how a singular Holocaust can arise. The Holocaust does not just happen, it is made, it is hard to make, the preparation for it is immense – and only the Jews have undergone 2000 years of pogroms, atrocities and genocides prior to the Holocaust (with periodic respites) and accumulating blood libels with passing time.

- Once you accept the need for brutal forensic examination of the past, you tend to also pay attention to the Holocaust wake's refuse and make the connection of Totalitarian/Deterministic mindsets with atrocities. Only Totalitarians make atrocities and graduate from there.
  
- It is possibly beyond comprehension to grasp the mindsets of the Totalitarian/Deterministic/Utopian cults.  
Just a few examples will illustrate the difficulties.
  
- The following true example deals with one singular event in May 1945 which produced an inexplicably demented action.
  - ▲ World War II ("WWII") is over. ▲ Hitler committed suicide a few days earlier.
  
  - ▲ Himmler – the SS Chief – orders not to surrender camps, nor prisoners.
  
  - ▲ British troops are advancing on Neuengamme (a labor camp in Northern Germany)
  
  - ▲ Orders notwithstanding, camp guards put some 8,000 inmates on two ships (Cap Arcona and Thielbek).
  
  - ▲ A British squadron, not knowing the ships cargo, bombed and sank the ships.  
The Nazis knew that the ship will be sunk.  
[*El Paso Times* – 12/18/06 – "Retracing Lost Life"]
  
- The following is a true decades-lasting event in Mao's China:
  - ▲ Millions of crazed youngsters (armed with Mao's Red Book) traipse all over China, terrorizing a billion of their elders and melting down anything made of metal "For the glory of the ongoing revolution."

- Hitler's grand scale demented "Research."
  - ▲ Given Hitler's attachment to "Big Projects" (1000-year Reich, Extermination of all Jews, Purifying Aryan Blood) one idiotic idea begs for attention. He engaged in creating a tank that is 10 times larger than the panther tank he had (Just visualize this.)
- The "Geniuses" of the psychiatric and eugenics cartels, at least partially responsible for producing the 20<sup>th</sup> Century's atrocities against non-Jews and leading to the Holocaust for Jews.
- In this book, we cover (at great length) a wide array of explanations of the different aspect of the Holocaust. This part is devoted to the very practical aspects of what PGC can provide, and can rapidly provide, for the different memorial presentation and the necessary educational material which we think are needed.

We start with: What "Intellectual Products" will be needed for insightful and meaningful Holocaust Centennial Events.

We believe that these events will be:

- ▲ Presented in: Multiple Venues – Israel, U.S.A., Germany, Poland, England, France, Argentina, among others.
- ▲ Sponsored by: Multiple and different organizations – Governments, Jewish organizations, academic and cultural institutions.
- ▲ Media covered by: TV – local, national, press, sponsored symposia
- ▲ Special international event designated by the U.N. or some of its organizational affiliates. The presentations are likely to differ from each other AND, "They will all need shoes ..."
  - We will repeat this slogan.
  - We start the supply of shoes, by noting what is common to all the different centennial presentations.

## 2. THE CENTENNIAL MEMORIAL PRODUCTS

- It is our view that the following parts must be followed.
  - The Holocaust Facts – What Happened?
  - How Did it Happen?

These facts may be presented via:

Short Documentary Film

Short Recording

Live Presentation by:

Holocaust Survivor

VIP (say King of Denmark with a Jewish arm band)

Holocaust Medalist (Preferably from an internationally known family  
-- e.g., Wallenberg offspring)

- What do the Facts Mean? – Why Did it Happen?  
And why is it important to know?  
What has been done to date by stellar institutions?  
Examples of who achieved what.  
What is still missing?
- The True Story of Heroism  
Destruction of Nazi superiority theory  
Who are the heroes – Jews and Non-Jews
- What About Atrocities Against Non-Jews  
To be detailed separately
- Conclusions – What is taken home from the presentation.  
The implants into people's minds.

THE CENTENNIAL MEMORIAL PRODUCTS” (CONTINUED)

- It is our view that each of the presentation components be professionally prepared;

The following reasons dictate it:

The Centennial Presentation cannot, and should not, be an Ad Hoc event. The “Pain and Suffering” part (recounting the what and how it happened) cannot dominate the presentation. The “What and how it happened” does not call for having a long tearing session. It calls for substance, not longevity. Each venue has, most probably, its own non-Jewish aggrieved groups. The “Customizing” of a presentation in a given venue to incorporate local grievances is a likely good policy, it needs a professional touch.

For instance:

In the first two years of German domination of Poland, the Germans committed vile numerous atrocities with huge casualties on the Polish Intelligencia – worth mentioning in Warsaw, will not work in London where it will be worth mentioning the effect of German V-rockets attacks on London and the terror it induced.

In recent two years, Poland tried hard to gain a “Get out of jail” card due to its series of pogroms against Jews just after WWII’s end and Jewish blood has not yet clotted. Poland wants, and needs acknowledged, that it heroically stood up to Russian prolonged domination and provided the Allies with the enigma machine which gave away vast German intelligence secrets.

THE CENTENNIAL MEMORIAL PRODUCTS” (CONTINUED)

- The Centennial presentations will constitute major media events. Each venue will have multiple audiences.

One audience will be attending at the presentation site. Audience reactions will be recorded/reported by the media prior to, during and post presentation interviews and comments. It would be wise to have media handouts, professionally prepared.

- Given the simultaneous occurrence (ignoring time differences due to earth rotations or organizers ineptness) it must be planned (thoroughly) how a security emergency may occur.

Remember, the media practices: One glitch in any of the multiple venues can make all presentations suffer from reporters Armageddon tendencies.

To avoid glitches, certain security steps will have to be cooperatively prepared (see more on this below)

- A second audience type, likely much larger than the site audience, is the one listening to TV and radio reports.

Whereas steps can be taken to silence rouge troublemakers and newsies at the site, it is nearly impossible to silence TV studios. Hence, it is imperative to:

- Have serious agreements with news media respecting their First Amendment rights, while properly asking for their instructions to their staffs re dignified presentations respect.
- Supply the media with professionally prepared materials.
- Inform the media that commando tactics will be applied to any person or group who decide, for any reason whatsoever, to disrupt the dignified presentation anywhere, worldwide.

- Immediately following a non-disrupted Centennial preparation, a no holds barred meet of disgruntled persons with presentation sponsors just outside the site.

These Products Fall into the Following Categories:

- Major “Flagship” books, films, plays, documentaries
  - Providing the Centennial events planners with the preparatory knowledge and tools they need for a dignified insightful presentation
  - Education packages that review the above and hone in important missing components
  - Handouts to audiences, media, and participants in educational programs
  - Briefing notes for presenters who are:
    - The ones who do not whine but know how to dignify sorrow
    - The ones who are proud of old Gideon (way back)
      - My heroic parents
      - Anielewicz of Warsaw Ghetto
      - Wallenberg, the Saint and Schindler, the rouge
      - Christina’s father for his Roosevelt’s Award Re U.S. Defense

For Presenters Who Are:

The Ones Who Are Proud Of:

- The U.S. Sheriff for a century
- The one and only Israel – the Ultimate Achiever

For Presenters Who Are

The Ones Who Know That:

- N. Korea is an asylum
- Iran wants and hope for Armageddon
- Totalitarians and the midwives of atrocities
- Blood libels against Israel is insane and punishable by, at least, ridicule
- God does eventually punish central planners and China will know it soon



## THE CENTENNIAL MEMORIAL PRODUCTS (CONTINUED)

### What is a “Flagship Product?”

It is, primarily:

1. A film, a book, a recorded speech with the following characteristics:

It is “Interesting” on its own.

In the case of a film or book, it tells stories, true or fictional, that a targeted audience would like to see, read or hear. It raises and highlights issues important to the targeted audience and resolve some of those AND, it presents true background information that allows companion films, books to present stories that utilized true background provided by the Flagship product.

2. An example will illustrate.

The primary manuscript “JACOB’S ODYSSEY” – a true lifetime memoir – provides a riveting string of interesting stories covering key characters, multiple events, deals with numerous issues and resolves some of them) and provides the political/cultural background for films and books that will reference the Flagship’s provided background.

3. The Knowledge Base provides, Currently Available, eight manuscripts which are all “Flagship” products.

Customization of Films’ Presentations to achieve improved reception by venue/sponsor special goals.

- A Flagship film to be presented in, say Nuremberg, should present the special role of Nuremberg Laws and the psychiatric and eugenics cartels in Holocaust’s execution.

This special role could be a Five-Minute Appendage to the more or less standard film provided to all venues which may last for 30 – 60 minutes.

## THE CENTENNIAL MEMORIAL PRODUCTS (CONTINUED)

- The countries where such special “Appendages” might be desirable consists of all those who need and want a “Get Out of Jail” card due to the treatment of “Their Jews” in the long past AND during WWII. These include Germany, Poland, Lithuania, all previous parts of Czechoslovakia, Belarus, Switzerland (a special case ...)
- Some other “Five-Minute Appendages” may be very useful to include multiple aggrieved non-Jewish groups to make their voices heard and recognized.
- In this book, we cover at length what the Centennial film should convey. Settling on the final version should be made soon. It becomes obvious that a highly capable Jewish committee should be established to generate a united front in finalizing many of the detailed mild suggestion presented thus far. It is likely to be another Herculean effort ...

### 3. THE YEARLY MEMORIAL

There are two likely product lists that are necessary:

For the period covering 2023 to 2034 (Pre-Centennial)  
Post Centennial Products

#### The Yearly (Pre-Centennial) Presentations

This product list serves memorial presentations which are smaller versions of the centennial one.

From early on, beginning 2023, various versions of a 15-minute documentary should be used to determine the most meaningful delivery of knowledge to:

- Jewish Audience (Primarily)
- General Audience, and for replay on local media
- Media (stories and talking points)

The presentations should have all the Centennial products, muted, shortened.

Because of literally hundreds of yearly memorials are likely to occur, it is vital to avoid tiring the audiences with identical year-to-year replicas. Two portions will change, while Holocaust information will be respectfully delivered.

- Emphasis on the heroics:
  - More stories presented
  - More unearthing of atrocities (including against non-Jews)
- Emphasis on achievements
  - Of individual offspring
  - Of Israel as a safe home
  - Of U.S. and real allies in fighting against atrocities' repetitions.

To Remember: MAKE IT LIKE PASSOVER,  
EMERGE FROM JUST WHINING.

#### 4. PRACTICAL ORGANIZATIONAL ISSUES

- It is not difficult to generate wish lists of Professionally Prepared “Intellectual Products” for the Holocaust Memorials. Wishing alone does not get it done, and the reasons are really tough.
  - PGC is not stupid enough to believe that the numerous Jewish organizations will get together and set up the necessary mechanisms for smart, insightful and dignified memorials to assure worthy deposits in the Jewish Memory Bank.
  - PGC is not stupid enough to believe that the present young generation of Jews will flock to serious, lengthy propaganda-style “Postings” (they got used to Chinese intelligence-controlled data disclosures on Tik Tok) that take minutes accompanied by dancing and pithy short sentences, emanating from “influencers” (with millions of followers) who are better at dancing than “Holocausting.”
  - PGC is not stupid enough to erroneously believe that just “signaling virtue” takes priority over possessing virtue. Hence, the task of pulling off serious, insightful, dignified presentations can be Ad Hoc achieved.

Thus, by necessity, a Jewish Controlling Authority, encompassing the mildest fire brands of the multiple organizations, will get together and make sure that:

- (1) No U.N. types get near “The Project.”
- (2) Define what the Holocaust means to Jews and others.
- (3) PGC, among others, is invited to suggest the agenda and outline what administratively needs to be done.  
It is a good start. PGC spent 20 years to think about it.

## PRACTICAL ORGANIZATIONAL ISSUES (CONTINUED)

Much controversy is likely to arise regarding various educational programs related to the Holocaust,

PGC Founders have no experience (other than university level teaching of technical nature) in Humanities teaching. That said, nothing will prevent us to stare down members of the teaching cartel who are not sure that  $4 + 3 = 7$ . We don't want to dwell on this subject beyond what we just pontificated about.

- The Holocaust must be taught on several levels:

We are confident that there exists an appropriate level of covering what/How/Why the Holocaust happened via stories for those youngsters under, say, ten years old. The difference between this “appropriate” stories set and the other groups will be the level of historic background and making sure that the youngsters don't have sleep deprivation.

- ▲ An example will illustrate witnessing an atrocity. In the primary manuscript, “JACOB'S ODYSSEY,” there is a very vivid true story “reported” by JS – who was then seven years old – of a pogrom against Jews. It is short, vivid, factual. It ends well for multiple reasons. JS knew exactly what he was seeing and understood exactly the story's meaning. The story easily leads to discussing hate/anger, how the pogrom was stopped, why was JS watching it without too much fear, what made his parents do to reduce his fears.

## PRACTICAL ORGANIZATIONAL ISSUES (CONTINUED)

- ▲ Another example will illustrate resistance to evil doers.

In the same primary manuscript (“JACOB’S ODYSSEY”), there is the short, vivid story of JS and his mother escaping from the big city (Warsaw, capitol of Poland), how mother got wounded, how she had to kill captors and assure their own survival. Wars are awful. Mothers will heroically perform to assure child’s safety. It all ends well. A somber discussion can follow.

All examples, for storyline presentations to youngsters will have identifiable right and wrong, end reasonably well under tough circumstances.

- ▲ Another example will illustrate, in a short, true and vivid story (using the same primary manuscript as the source) how little JS was taught by his parents how to overcome fear. Numerous topics for discussions, each in several sessions, can easily ensure.

That single source alone can spawn numerous stories. The multiple manuscripts are an endless “Hatchery.” Handouts can be made available to teachers, parents and for kids.

- ▲ The products for high school age kids are expanded to cover key historical facts, both pleasant and atrocious in contents.

L.P. Hartley, a British novelist coined an insightful saying: “The past is a foreign country; they did things differently there.”

To follow this thought line, numerous texts and video stories will be allocated to acquaint the kids with “War,” Political Systems and their underlying tenets, religion and its effects, birth of cults.