

International Coalition of
SITES of CONSCIENCE

TEREZÍN MEMORIAL

Schoolchild in the War Years

Toolkit



International Coalition of
SITES of CONSCIENCE

About The International Coalition of Sites of Conscience

The International Coalition of Sites of Conscience (ICSC) is a global network of museums, historic sites and grassroots initiatives dedicated to building a more just and peaceful future through engaging communities in remembering struggles for human rights and addressing their modern repercussions. Founded in 1999, the ICSC now includes more than 275 Sites of Conscience members in 65 countries. The ICSC supports these members through seven regional networks that encourage collaboration and international exchange of knowledge and best practices.

Learn more at www.sitesofconscience.org.

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Cover photo: Prayer room in the former Ghetto in Terezin, photo: Radim Nytl, Terezin Memorial.

ABOUT THIS MANUAL

This Manual, Terezin Memorial: Schoolchild in War Years, shares lessons learned through the 2016 project: "Being at School in the War Years (1938 – 1945)." The project expanded students' skills in research, archives, and working with and contextualizing historical sources. All project participants had an opportunity to try out various specialized activities that they would not usually have a chance to do, under the tutelage of skilled professionals.

ACKNOWLEDGEMENTS

The International Coalition of Sites of Conscience is grateful to the Terezin Memorial for allowing the Coalition to support their educational initiative. It also thanks the J.A. Comenius National Pedagogical Museum and Library in Prague, the Terezin Initiative Institute and the National Institute for Further Education for contributing as specialized partners. Also, the Murray Greenfield family, who supported the project financially for the project's art section.



Aerial view of the town Terezin.
Photo by Radim Nytl, Terezin Memorial.

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Permanent exhibition of the Ghetto Museum in Terezin, photo: Radim Nytl, Terezin Memorial.

INTRODUCTION

Since its establishment in 1993 the Czech Republic, successor to the former Czechoslovakia, covers the territory of the historical Czech lands, known for their relatively recent experience with totalitarian regimes. Only some thirty years ago, this country restored its democratic system of government. However, despite its recent experience, this does not mean that the Czech Republic is immune to political trends that could, once again, swerve it from democracy to the formation of an authoritarian regime or dictatorship, with either extreme left-wing or extreme right-wing leanings. The probability of this threat has been mounting especially at the present time, in view of the current international political and geopolitical upheavals.

The population of Czechoslovakia came to know left-wing – or to be more precise – communist dictatorship quite intimately in the years 1948 to 1989. This was not their first experience with a totalitarian regime. During the gradual occupation of the Czech lands by Germany in the period 1938-1945 the country was subjugated to a Nazi dictatorship, whose heritage is today endorsed by the so-called neo-Nazis, one of the current offshoots of right-wing extremism. A multitude of extant documents and historical sources from these totalitarian regimes interpret the processes through which the 20th century extremists in Central Europe came to power and dominated society.

Terezín is closely associated with the memory of the Nazi dictatorship since it was the site of two repressive facilities set up by the Nazis in WW II. A Ghetto (reception camp) for Jews and people of Jewish descent was established in the Main Fortress (town of Terezin), while Terezín's Small Fortress was turned into the Police Prison of the Gestapo (Nazi secret police). Especially in the ghetto, there were imprisoned in addition to adults, many children and youth whose fate epitomizes the monstrosity of Nazi totalitarian rule. The Terezin Memorial was established after World War II to commemorate the events that happened during the wartime occupation of the Czech lands.



The former Gestapo police prison in the Small Fortress, Terezin. Photo: Radim Nytl, Terezin Memorial.

SITE BACKGROUND

Theme of the Project *Schoolchild in the War Years*

The school environment in the territory of the Protectorate of Bohemia and Moravia and in the seceded Czechoslovak border regions in the years 1938-1945.

Goals and Audience of the Project *Schoolchild in the War Years*

The goal of the project *Schoolchild in the War Years* is to use the familiar environment of a school to learn about the various manifestations and actions of the Nazi regime. By learning about this history, young children may then better understand their current life and recognize dangerous phenomena and trends in society. We hope the project will help participants to realize the significance of the democratic system and identify and reject displays of racism, xenophobia, nationalism, anti-Semitism and other forms of intolerance in society.

The project is aimed at current schoolchildren and students living in the Czech Republic, between 11 and 20 years of age. It is based on the notion that participating young people will to compare the environment in which they now spend part of their everyday life with the same environment under Nazi rule. Showing young people the true nature of totalitarian regimes and what schoolchildren who lived in the 1930s and 40s had to go through, what they had to cope with, and what their school environment looked like forges an interlink between the students of today and those of the past. It is particularly important to work with this age group because the age most easily influenced by the outside world, when they are just shaping their opinions and attitudes and can most easily be manipulated by the propaganda of modern political extremist groups.

The path to the project's key goal leads through various activities including: art, exhibition, research, and oral histories of Holocaust survivors. Participants were free to work either alone or in teams, and on different project activities depending on their interest. Both individual and school teams were guided by their teachers under consultation with experts from the organizing institutions. Parents and employees of specialized institutions were also able to head teams.

METHODOLOGY

Outcomes of the Project

The final output of the project was a touring exhibit to introduce young people to the everyday life of a schoolchild under the Nazi regime.

The project also expanded students skills in research, archives, and working with and contextualizing historical sources. All of the project participants had an opportunity to try out various specialized activities that they would not usually have a chance to do, under the tutelage of skilled professionals.

Duration of the Project

The ran from January 2016 through December 2016. In that time the initial steps of project creation were completed, but many of the activities are continuing (especially exhibitions and presentations). In the future, other teams and individuals are expected to gradually join the project, and follow a similar work pattern to the project's first 2016 wave. The future outputs of the project may vary as they do not all have to produce an exhibition.



The replica of the dormitory from the former Terezin Ghetto, permanent exhibition in the former Magdeburg Barracks, Terezin Memorial, photo: Radim Nytl, Terezin Memorial.

How to use this Toolkit?

The toolkit for the project *Schoolchild in the War Years* is intended to serve as a source of inspiration. To achieve this it does not have to be used as a whole; participants may let themselves be inspired by any part of it.

In the Toolkit you will find descriptions of individual activities on the two levels of the project (research-related and artistic). Proceeding from the information contained therein, it is possible to chart your activities within your own projects or to build your own similarly oriented project.

The Terezín Memorial

The Terezín Memorial was established in 1947 by the recently restored Czechoslovakia as a memorial of the suffering of the victims of the Nazi facilities in Terezín. The Memorial is a unique institution in the Czech Republic.

During their occupation of Czechoslovakia, the Nazis established a Jewish Ghetto in Terezín's Main Fortress (i.e. the town of Terezín, also known under its German name Theresienstadt). This served as a reception and transit camp for Jews who were later to be deported to the places of extermination in occupied Eastern Europe. In 1940, the Nazis established a Gestapo (secret state police) prison in Terezín's Small Fortress to hold opponents of the regime, members of resistance groups, and other's opposed to the regime. These prisoners were predominantly of non-Jewish origin. By mid-April 1945, some 140,000 Jews and people of Jewish descent passed through the Ghetto, while 32,000 people were gradually imprisoned in the Gestapo prison until the capitulation of Nazi Germany at the end of the war.

The mission of the Terezín Memorial is to commemorate the hardships and deaths of tens of thousands of people, persecuted on racial and political grounds. The Terezin Memorial engages the general public, and especially young people, in projects that have their roots in the past and address the present, while setting their sights on the future.

A specialized Department of Education was set up by the Memorial in 1993 in an effort to pursue this goal more efficiently. Its key purpose is to organize seminars for Czech and foreign pupils, students and school teachers, to hold art competitions, to publish articles and studies, prepare educational projects on the web, and more. The key goal of the Terezín Memorial extends throughout its activities and projects, posing to today's young people the underlying question: "How can I specifically help in preventing manifestations of racial hatred, genocide and other types of intolerance in society?"

The Terezin Memorial was among the nine founding members of the International Coalition of Sites of Conscience founded in 1999. The Terezin Memorial was an active member of the organization from 1999 until 2019.

Partners

This project covers a wide-range of thematic fields and it benefited from the establishment of specialized partnerships with relevant organizations, namely: the National Pedagogical Museum and Library of J.A Comenius in Prague, the Terezín Initiative Institute and the National Institute for Further Education. The Murray Greenfield family, who supported the project financially, has been a partner for the project's art section.



Guided tour for the group of representatives of the institutions—members of the International Coalition of the Sites of Conscience during the conference in the Terezin Memorial, November 2017.

PRACTICE

This Chapter covers the step by step implementation of individual parts of the project. It is definitely not necessary that the individual activities be repeated exactly at other sites. Hopefully, they will serve as a source of inspiration for others looking to carry out similar work.

Project Stages

PREPARATION

Before implementing the stages of the project given below, it is useful to promote the project and ascertain the interest of young people in participating. It is likewise crucial to set up an organizing team with a steady membership and composed of subject experts. In this project this meant employees of the Terezín Memorial, the National Pedagogical Museum and Library of J.A. Comenius and the Terezín Initiative Institute. Another major task at this stage was to understand responsibilities and assign each team member their role.

The Project

Stage 1: Contact the teams and individuals interested in joining the project's research level and give them their initial instructions; announce the literary and art competition (January).

Stage 2: Research performed by the participating teams and individuals, project organizers visit and consult with teams, project organizers make preparations for the exhibit on the school environment in the Czech lands (January – May). The art competition accepts submissions (January – April).

Stage 3: Research participants gather at the Terezín Memorial; results of the art competitions and awards announce (June) exhibit on the school environment in the Czech lands in the years 1938-1945 tours (June-December).

Stage 4: Research participants develop exhibition panel text (June – September).

Stage 5: Design, proofreading and printing of exhibition panels; public presentation of the panels; October – December.

Follow up

Following the project period, public presentations of all the exhibition panels continued in the form of a touring exhibition.

Detailed Description

PREPARATION

The project should be promoted by all available means and through all information channels. Schools throughout the Czech Republic were invited, information was published on the web pages of the individual partner organizations, press and social media were engaged and a Facebook profile was created for the project (over the course of the project information, updates, photos, and results of the project were added to this profile).



Announcement also appeared on the website of the previous Terezín Memorial project *Being a Pupil or a Student in the Protectorate*. The website from this project was an important entry point for a number of people who later joined the *Being at School in the War Years (1938 – 1945)*. The older website succeeded in introducing the teachers to the potential of using the topic of schooling in their own educational work. <https://www.pamatnik-terezin.cz/>

Even though some of the parties interested in joining the project originally had no intention to prepare and install exhibition (by taking part in the production of exhibition panels), the organizers offered them such an opportunity as a very attractive method of presenting their own work. Invitations were extended even to those who worked on their competition entries within the program of secondary-school specialized activities. They eventually accepted the offer, taking it up as a good chance to enhance and make good use of their knowledge and their own work.

The Project

STAGE 1 (JANUARY)

A total of 19 teams and individuals responded to the call for applications. During January, the organizers sent the heads of the teams (teachers) additional information on the time schedule and scope of the project, briefed them on the potential information sources and, if need be, also on the research methodology. Participants were acquainted with the potential working procedures, possible opportunities for further studies, and the institutions which may keep relevant documents (archives, museums etc.).

ROLES OF PARTICIPANTS

The Terezín Memorial: Project coordination and management, consultations, communication with the team and individual leads, co-prepare the exhibit on the school environment in the Czech lands in the years 1938-1945.

The National Pedagogical Museum and Library of J.A. Comenius and the Terezín Initiative Institute: Expert counseling and consultations for heads of the teams and individuals, co-prepare the exhibit on the school environment in the Czech lands in the years 1938-1945.

Team and Individual Leads: Day-to-day management of the teams and individuals in their research.

Students: Carry out research and design exhibition panels.



The permanent exhibition of the Museum of the former Gestapo Police Prison in the Small Fortress in Terezín, photo: Radim Nytl, Terezín Memorial.

The Art competition was announced with the theme, "Teaching Was Strictly Prohibited." This topic was designed to stimulate entrants into contemplating:

- why the Nazis actually prohibited the teaching of Jewish children
- what children could respond to the ban
- why the Ghetto inmates violated the ban
- whether the children accepted such a violation of the ban willingly or reluctantly
- what was the teacher-pupil relationship
- if clandestine lessons should be perceived as more than just education
- why educators broke the ban and exposed themselves to danger
- what are the actual values of education, if any

Entries sent to the art competitions received, January – April

Steps in organizing art competition:

- Launching promotion of the competition – January
- Submitting competition entries – by mid-April
- Selecting best entries – early May
- Sending information to the authors of best entries, preparing award-giving ceremony – May
- Final ceremony – announcement of competition results during a meeting of the project participants (this brought together entrants in the two branches of the project, i.e. research-based and artistic, while joining the two levels of the project – research-based and artistic) – June

STAGE TWO (JANUARY – MAY)

Between January and April, the teams and individuals taking part in the project carried out their research under the guidance of their teachers, while the organizing team visited the participating schools to provide onsite consultations. Simultaneously, the project organizers were engaged in preparations for the specialized exhibition on the school environment in the Czech lands in the years 1938-1945.

Visiting the schools and meeting the project participants proved to be a critical aspect of the project. Before the visit the project coordinator communicated with the leads by e-mail and phone, nevertheless, face-to-face meeting with the members of the teams and individuals was very important in psychological and motivational terms. Traveling was time-consuming since participants were from all over the Czech Republic, but this challenge was more than offset by the above-mentioned benefits. Additionally, information from the visits was published on the project's Facebook page. It was motivating for the students to learn about other teams involved and what they were doing.

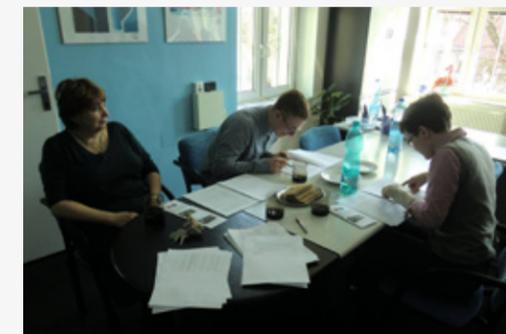
It was crucial for the success of the project to maintain contact with the participants. It is important for them is to realize that they are part of a larger group, that they are not alone in their work and that there is always somebody they can turn to when they need advice or consultation.



Team of the Radnice Primary school – meeting with Jan Springl (Terezín Memorial)



Team of the Příbram Primary school – meeting with Jan Springl (Terezín Memorial)



Grammar school in Židlochovice – meeting with Magda Šustová (National pedagogical museum and Library of Jan Amos Komensky, Prague)



Grammar school in Moravské Budějovice – meeting with Magda Šustová (National pedagogical museum and Library of Jan Amos Komensky, Prague) and Tereza Štěpková (Terezín Initiative Institute, Prague)

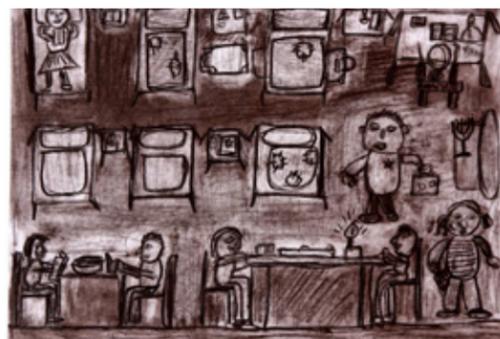


Visit and study at the archive, pupils from the Milovice Primary school team. Archive in Nymburk, the Czech Republic (1, 2)

STAGE THREE (JUNE)

In June, most of the projects participants (from both research and art aspects) gathered for a two-day meeting at the Terezín Memorial. This meeting was a major milestone in the first six months of the project. In addition to bringing together participants from the research and artistic sides of the project it offered the young researchers the chance for sharing their experiences and boosting their motivation for further efforts. This was also an important gathering for the teachers who could exchange experience with their colleagues from other schools and discuss continued work on the project with its organizers.

The meeting (in the project's research section) was attended by a total of 80 pupils, students and their teachers. All the participants were put up in the Terezín Memorial's accommodation facilities where they also had their meals. The meeting lasted for two days, its program featuring various activities. Sightseeing tours and the announcement of the results of the art competitions were followed by an independent program for the research teams.



Alexandra Šípová, 9 years, from Terezín, 1st category, 5th place, "The Evening School"



Eliška Válalová, 17 years, from Olomouc, 3rd category, 2nd place, without name



Jana Mojžíšová, 16 years, from Znojmo, 3rd category, 3rd place, "Between the Lines"



Johana Pulgretová, 17 years, from Litomyšl, 3rd category, 1st place, "In Spite of the Wounds It is Blossoms"



Nikol Benišková, 13 years, from Vítkov, 2nd category, 5th place, name: "Terezín: In Danger"



Markéta Beranová, 15 years, from Varnsdorf, 2nd category, 2nd place, "Darkness"



Marie Hedvíková, 15 years, from Varnsdorf, 2nd category, 2nd place, "The Light in the Darkness"



Jan Vodstrčil, 13 years, from Vysoké Mýto, 2nd category, 1st place, "Lehre macht frei"

THE MEETING

It was crucial to create a pleasant and creative atmosphere during the meeting which brought together individuals and small teams of people from different age groups and different parts of the country. This meant that, regardless of the actual topic under scrutiny, it was of primary importance to break down barriers to communication by beginning session with icebreakers.



"Bingo" ice-breaker, the Seminar room at the former Attic theatre, Magdeburg Barracks, Terezin Memorial

"Icebreaker" Bingo

One of the icebreakers used was "Bingo." Each participant was given a sheet of paper with 20 tasks of the following type: *Find somebody who is fond of walking in the woods! Find somebody who is keen on extreme sports! Find somebody who learns English/German!...* Participants (both youth and teachers) spent 20 minutes of the meeting moving freely in the room and getting to know the other participants.



The National Cemetery at the Small Fortress, Terezin, photo: Radim Nytl, Terezin Memorial.

Rules for communicating in a large group were also important. One basic rule laid down at the beginning of the meeting to stimulate good communication among the eighty people present was the raised arm rule. When anyone raised his or her arm it meant that he or she was about to say something and the others were expected to stop talking. As soon as others saw a raised arm they also put their hands up and stopped talking. As a result, the whole room would soon fall silent.

PROGRAM OF THE MEETING:

Day 1:

- Sightseeing in the former Terezin Ghetto (the town, the Main Fortress of Terezin) or in the former Police Prison Terezin in the Small Fortress of Terezin
- Ceremonial announcement of the competition results (connecting the project's research and artistic sections)
- Preparing "market" of the project's participants"
- "Marketplace of the project's participants"
- Film

Day 2:

First workshop – work with the findings gained at the participants' marketplace held on the previous day

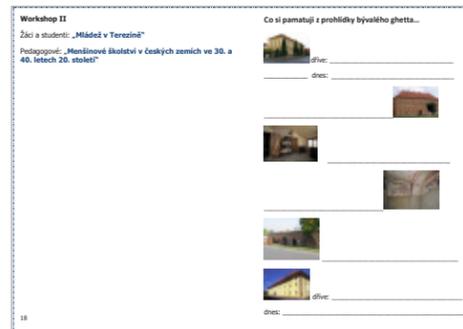
Second workshop devoted to the topic of youth in Terezin's repressive facilities (focused on clandestine teaching in the Terezin Ghetto and on the persecution of young people in the Terezin Police Prison)

- at the same time, team heads (teachers) attended a meeting to discuss further prospects of the project, preparation of scripts for the exhibition – based on the results of their research
- final review of the meeting, information on the future stages of their common work
- optional sightseeing tours – in the former Terezin Ghetto and the former Police Prison Terezin.

At the start of the meetings, each participant received documents relating to wartime education and schooling and on the Terezin Ghetto and the Police Prison in the Small Fortress. In addition, the organizers prepared a *Work Diary* which accompanied the participants during the two days of the meeting and which could also be of use to them after their return home from Terezin.



Front page of the working diary



One page from the working diary

WORK DIARY

Contents:

- Meeting agenda
- Notes
- Plan of Terezín with marked sites of the individual workshops and other events during the meeting
- Picture quiz – what do you remember of your sightseeing in the former Ghetto and the former Police Prison Terezín in the Small Fortress?
- Page – task solving – passages from the magazines written in the Ghetto during the war; this contains a quiz – question for the participants of the meeting – if they could find a solution today
- Worksheet for the “marketplace”
- Worksheets for the workshops and film
- Inside page – final contemplation (questionnaire – evaluation of the meeting) – each participant took this page out, filled it in and returned at the end of the meeting
- Hands-on information on project’s continuation

Marketplace of Research

The ultimate goal of the marketplace was to introduce the teams to the research findings gained by the other participants who might use different working procedures, and to get inspiration for their own research activities. There was not enough time for all of the participants to present one after another, and moreover it would become tedious for young participants sit and listen for several hours. This led to the adoption of the marketplace.

For the market each team or individual was given a table in the workshop room with paper, felt pens and other writing things. They had 45 minutes to turn this table into a “marketplace stand” where they could present the results of their research. The participants had been told about this part of the program before the meeting so that they could prepare in advance if they wished.

During the preparations for the marketplace the room was completely changed. The tables were covered with leaflets, photographs, copies of documents, there were posters hanging from the rafters behind the tables, and laptops with video presentations appeared on the tables. The demand on the participants was quite challenging but the outcome was amazing. Each team succeeded in presenting its research findings, explaining their displayed pictures and documents, adding stories from the project development, and stressing the most important lesson learned from their research. Students spoke about their projects with great erudition.



Preparatory phase for the „Market” of the team’s research work, the Seminar room at the former Attic theatre of the former Magdeburg Barracks, Terezín Memorial

In their *Work Diary* participants had a special box for the marketplace including questions to which they were expected to get answers from the other teams.

Questions:

- *Find out which particular theme the team dealt with during its research into schooling in the years 1938-1945.*
- *Which of the topics appealed to them most?*
- *What were the sources and background materials from which the team proceeded?*
- *What attracted the team most of all?*

After 90 minutes, during which the participants learned from each other and asked these questions, the teams met again in their original setup with the task of summarizing the answers they just got from the other teams. To guide this, they received another work sheet, called “Summary,” where they took down their observations. This process created the background material they used in Day Two’s workshops.

Summary – each team was told to summarize its findings and comments gained during the marketplace.

Items in the summary:

- Main topic of the given team
- The most interesting topics explored
- Sources
- What appealed to the enquiring team most of all?
- One's own observations and comments on the work of the other teams

Day 2 Workshops

WORKSHOP NO. 1:

The first workshop focused on research related to being at school during the war years. The individual teams first reviewed their summaries from the previous day and agreed on what they would like to learn from other teams, for example this could concern the specific topic under scrutiny or working methods, possibilities of mining information etc. Based on this, each team created four questions to ask other groups. Then members of the teams mixed, creating discussion groups to talk things over and answer questions. This sparked a new conversation exclusively among the young participants that broadened their knowledge and contributed to each team member's personal advancement.

WORKSHOP NO. 2:

The second workshop for youth reflected the whole area of Terezín, the site of two Nazi repressive facilities in the past. The purpose of this workshop was also focused on gaining new information for the participants.



One of the workshops at the Attic of the former Magdeburg Barracks, Terezin Memorial

The first part of the workshop was reserved for examining the issue of clandestine teaching in the Terezin Ghetto (1941-1945). The second part concentrated on the persecution of young people, especially students arrested in June 1942 directly in their classrooms and their imprisonment in the Small Fortress.

Final Gathering

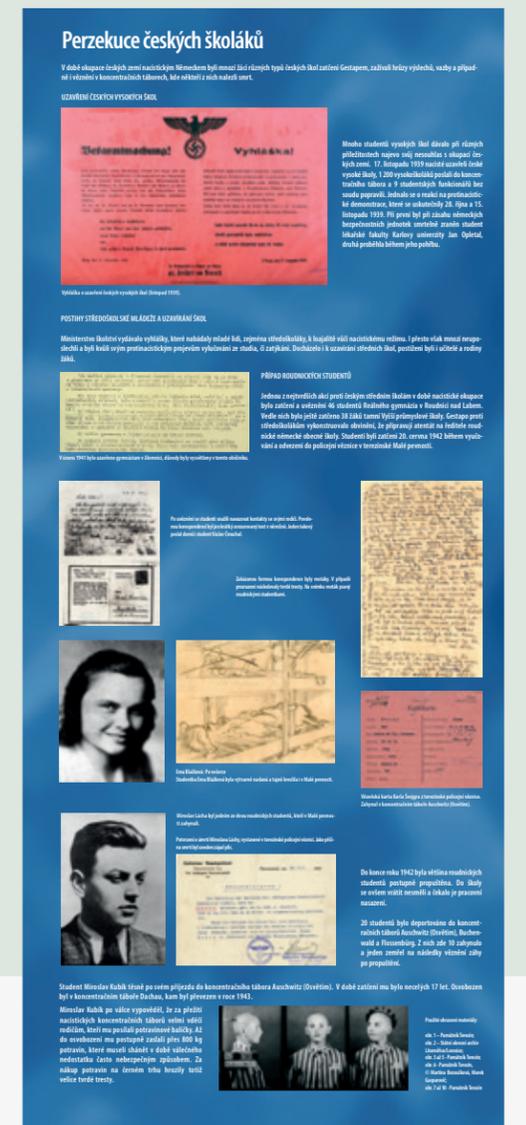
The participants received information on the next stages of their work and each team and individual was told who would be their consultant and supervisor during the drafting of scripts for the exhibition panels.

The specialized exhibition on the school environment in the Czech lands in the years 1938-1945 was publicly presented for the first time at this meeting.

Topics of the individual panels of the specialized exhibition:

- The Czech lands in the years 1938-1945
- Czech schools in the years 1938-1945
- Persecution of Czech schoolchildren
- Education of Jewish youth
- Education of Roma youth
- Education (clandestine) in the Terezin Ghetto (2 panels)
- German schools in the Czech lands in the years 1938-1945
- After-school education of youth (2 panels)

These ten panels contain basic information covering the issues of schooling and schools in the Czech lands in the given period.



One of the roll-ups for the exhibition – "Persecution of Czech schoolchildren"

STAGE FOUR (JUNE – SEPTEMBER)

The research participants started work on the exhibition panel scripts (the structure of the scripts is explained in the chapter on Methodology) under the guidance of their teachers. One of the members of the organizing team also served as a consultant for each pupil or student team. Each consultant checked and proofread the finished scripts (for grammar and factual accuracy). Communication between team heads and consultants proceeded by e-mail and phone.

Challenges due to the school year in the Czech Republic

This stage was challenging as it began at the end of the school year (June) when teachers and students in the Czech Republic are very busy. July and August are summer vacation months in the Czech Republic when teachers leave for their holidays and are no longer in contact with their students. The following September, some students were no longer at the same school, having finished graduated to a higher educational level. Similarly, some of the team heads changed their jobs and began teaching at other schools. In spite of all these difficulties the ultimate goal of this stage was successfully reached.

Public presentation of the specialized exhibition on the school environment in the Czech lands in the years 1938-1945 continued throughout this stage.

STAGE FIVE (OCTOBER – DECEMBER)

The scripts for the exhibition panels were proofread and the final panel layouts designed. Institutions providing materials to be published in the exhibition (documents, pictures) arranged to deliver them. Ultimately, the finished panels were printed for display.

At the same time, public presentation of the specialized exhibition on the school environment in the Czech lands in the years 1938-1945 continued.

Follow Up

Following the completion of the panels small presentations of individual teams work have occurred. The first comprehensive exhibition encompassing the work of all the teams involved in the project was held between March and May 2017 at the Faculty of Education of the Charles University in Prague. Since that, the exhibition has been travelling around the country and being displayed at the individual schools participating in the project and in other institutions (museums, information centres, etc.).

Příbramská reálka za protektorátu, část II.

Povinná kino-představení
K dalším povinným nařízením na škole patřily návštěvy biografu. Žákům byly promítány jednou týdně filmy ovlivněné německou propagandou, a to jak v budově bývalé sokolovny, v kině Viktoria v Pražské ulici nebo jen v prostorách kreslíny školy.

Tichý odpor
I přes neustálou obavu z hrozících represí a postupného útlakového smrtícího počtu studentů ve škole dokázali někteří učitelé nepřítomně vzdorovat nacistickému teroru.

Uhelné prázdniny, povinné brigády a sběrové akce
Nedostatek uhlí a zima v učebnách, doručily často ředitele Stacha vyhlašovat několikadenní uhelné prázdniny. Také o letních měsících nebylo snadné se vypořádat s mamolními nařízeními. Okupanti totiž tvrdili, že školní kolektiv lze využít jako levnou pracovní sílu. Studenti a učitelé se tak museli každé léto zušlechťovat práci na svých sbírách léčivé rostliny, barevné kovy, textil či papír.

Volný čas a sport
Vedle svých školních a domácích povinností se protektorátní školáci mohli ve volném čase věnovat náštěm i mnohým příjemnějším aktivitám. Oblíbené nejdříve kámože po Pražské ulici, zpěv u sborníka Antonína Vepřky, turistické pochody či sportovní klání na hřišti Spartaku, byly mnohdy jedinou útechou v těžké době. Taneční zábavy, skauting nebo Sokol však nacisté zakazovali.

Totální nasazení
V posledním roce války se ve škole již téměř neučilo. Výuku neustále přerušovaly uhelné prázdniny nebo protiletectké poplachy. Po zaslechnutí sirény museli dát učitelé okamžitě povel žákům k rychlému přesunu do krytu ve sklepení budovy školy. K úplnému zastavení vyučování došlo po Vánocích, kdy se žáci s učiteli scházeli jen jednou týdně k převzetí domácích úkolů. Z důvodu předání budovy školy německým úprkčikům začala výuka od poloviny dubna improvizované v restauračních místnostech areálu Svaté Hory.

Osvobození a doba těsně po válce
Květnová revoluce začala v Příbrami ráno 5. Května 1945 a zúčastnili se jí jak profesori, tak někteří žáci z vyšších tříd. Po osvobození bylo postupně obnoveno vyučování, škola však dále trpěla nedostatkem pomůcek. Vyučování pro totálně nasazené osmé ročníky bylo prodlouženo až do poloviny července. V září mohli dojít konečně k maturitám.

Použité obrazové materiály:
Obr. 5, 7, 8, 13, 17 – SOVA Příbram; obr. 2, 3, 9, 10 – Hornické muzeum Příbram; obr. 6 – Národní pedagogické muzeum a knihovna J. A. Komenského; obr. 15, 16, 18, 21, 22, 23 – soukromý archiv Antonína Dvořáka III.; obr. 4, 14, 24 – soukromý archiv Jiřího Pechara; obr. 11, 19, 20 – soukromý archiv Jany Lišky; obr. 12 – archiv badatelů Z. Příbram II. Jednotky vady 179.

Školákem ve válečných letech

Příbram
Scénář: Eliška Banišková, Ondřej Borek, Markéta Hořková, Markéta Svobodová, Polena Šarounová, Ivo Zelený, Klára Škorpová, Příbram II. Muzeum (sklad) ve vydání Mgr. Jana Lišky, 2016

One of the roll-ups – one panel prepared by the team from the primary school from Příbram.



The Crematorium and the Jewish Cemetery in Terezín. Photo: Radim Nytl, Terezín Memorial.

Methodology

Leaving aside the artistic level of the project, *Schoolchild in the War Years* was primarily designed as a research project. The chief output of its research is a touring exhibition. The ultimate goals, as outlined by the project's organizers (the goals are discussed above), should be reached by working with the existing literature and historical sources, hence by means of research carried out by school teams and individuals under the supervision of their teachers and experts from the organizing institutions.

Theoretical proficiency of the heads of teams

Due to the research nature of the project it is expedient for the teams to be headed by specialists (teachers) well versed in the basic methods used by historians, i.e. researchers exploring the past. In addition to that, they should be also familiar with the individual stages of historical research. Many teachers, who studied history at the university, may already have certain knowledge, eventually also some experience, in this respect. But if this is not the case, it is up to the experts from the organizing institutions to introduce the teachers (team heads) to these aspects and train them in this field, if need be. Rank-and-file members of the teams (pupils, students) need not be acquainted with the theoretical aspects of the research project since they work under the guidance of their own teachers (team heads).

STAGE OF RESEARCH WORK ON THE PROJECT

1. Selecting the topic and asking elementary questions relating to it

The theme of the project *Schoolchild in the War Year* was deliberately selected as a wide-ranging issue (detailed information given above) to enable the pupils, students and teachers entered in the project to choose, within the project, their own specific topic they would like to devote themselves to, a subject in which they are intrinsically interested and with which they could be better identified and accept as their own. After selecting their specific theme, the participants have to ask themselves the principal questions that should be answered during the research. It is only natural that additional queries are likely to emerge with the gradual detailed exploration of the topic.

2. Collecting literature and making a critical review of the sources

Each research team as well as each individual taking part in the project should first find out whether relevant literature (studies and articles in specialized, nationwide, regional or local press, monographs or other publications, texts on the Internet etc.) has been published on the selected topic (e.g. history of their school). Experts from the organizing institutions will then provide the teams and individuals entered in the project with information on specialized literature devoted to the project's subject in general and to the broader contexts of the selected historical period (in case of this project: literature dealing in general with schooling in the Czech lands in the years 1938-1945 and also with the Protectorate of Bohemia and Moravia). The participating teams should not only compile lists of literature according to the above-mentioned criteria but also amass such sources. If they fail to get the relevant studies, articles and books (in public libraries or other sources) in the original, it is vital to find at least copies of such texts (either photocopies on paper or in an electronic version – scans, digital photographs). The selected literature should be studied, the individual sources compared, critically reviewed (this primarily does not mean to criticize but rather to evaluate their information value, factographic accuracy etc.) and then enquire about the usability of the individual texts vis-à-vis the selected topic and outputs of the research project.

3. Searching for and studying sources, subjecting them to critical review and interpretation

The research teams and the individuals working on the project should find out which particular sources can be used when dealing with the subject in hand and where these sources are kept. Such sources are either stored in public institutions or can be in private ownership.

As for the topic and actual setup of the project *Schoolchild in the War Years*, of greatest importance in the Czech Republic are state district archives which keep, in addition to many other sources, important written documents (school chronicles, protocols on consultative meetings of schools' teaching staff, official records, eventually correspondence etc.) from the provenance of the specific schools found in the given district. But sources on the history of schooling in the Czech Republic may also be found in other types of archives. For instance, the central National Archives in Prague keeps written documents relating to the existence and agenda of the country's Ministry of Education.

If the heads of the teams (teachers) happen to have a poor grasp of archive-keeping, the experts from the organizing institutions should be able to give them relevant information on what kind of sources can be found in different types of archives, how are these sources stored in such archives (archive collections) and how can the individual researcher find his feet in the collections of archive documents (inventories, catalogs etc.). Sources on the history of schooling in the Czech lands may also be in private ownership (especially diaries written by teachers, pupils and students, old textbooks, photographs and other pictorial materials) or may be kept in institutions other than archives (primarily in museums, e.g. the National Pedagogical Museum in Prague or the East Bohemian Museum in Hradec Králové, and in libraries, for instance in the National Library in Prague or the Moravian Regional Library in Brno etc.).

A statement by a survivor of the Protectorate may also be classified as a source (see below on the oral history method).

Sources should be viewed critically. Once again, this does not necessarily mean that they have to be criticized at all cost, but their information and documentary value, their factographic accuracy, credibility and authenticity should be assessed. Of special significance is the researcher's interpretation of sources, i.e. their correct perusal, comprehension and correct explanation of their content. It is equally important to answer the question how can such sources be used vis-à-vis the selected topic and output of the research project.

Basic difference between literature and sources: A historical source is everything generated or arising in the past out of which findings on history can be obtained by using different historiographic methods (these methods are discussed below). For its part, literature comprises texts that inform of and describe thus acquired findings.

4. Reconstructing the selected topic

This involves using the information found in the existing sources and literature for the reconstruction of the chosen subject and drawing conclusions and finding answers to the questions which were asked at the outset of the research project or which emerged in its course.

5. Creating output

Output of the project may be a text, a website, web or another form of public presentation, such as, e.g. an exhibition panel or a touring exhibition. As for the task of making exhibition panels for the compilation of a touring exhibition, selected by the organizers of the project *Schoolchild in the War Years* during its pilot stage as the key output, it is necessary to draw up for each panel its script (scenario), which is then developed by a graphic artist when working on the graphic layout of the panels.

POTENTIAL RESEARCH METHODS TO BE USED IN THE PROJECT

Research methods constitute a general package of principles, procedures and techniques conducive to learning of history through historical sources. These methods are duly selected in relation to the problems under scrutiny and to the amassed sources. During their work, the research teams engaged in the project Schoolchild in the War Years apply particularly the methods given below. This overview does not represent an exhaustive list of all the methods employed by historians, but rather a selection of methods most likely to be used by the participating research teams in their work on the project.

1. Inductive and deductive method

Induction is a method whereby we proceed from the study of a particular instance to general conclusions. To put it in other words, drawing inferences from the specific to the general. The opposite of induction is deduction: a reasoning procedure going from the general to the specific. Both methods are guided by the principles of logic and are complementary to one another.

Examples of the inductive method: Since we learnt from the available sources that the known number of pupils of class X at school Y was in the Z age bracket, we may assume that all the pupils of that class were of the age Z. The more pupils from class X at school Y of the age Z we know, the more probable our conclusion will be that all the pupils in that class X at school Y were in the age group Z. But since we do not have data on all the pupils of the class X at school Y, we should reckon with the possibility that we may later discover a source that will prove this claim wrong.

Example of the deductive method: Since we know from the available sources that only pupils talented in sports were selected for a team representing school Z at a district athletic meet, and since we also know that pupil XY was a member of that team, we may assume that this particular pupil was a talented athlete.

2. Direct and indirect method

The direct method involves the process of obtaining facts from a source in which such information is directly contained. This method is mostly used for simple description of a historical event. On the other hand, the indirect method is applied to already known findings concerning a studied phenomenon for which relevant sources are missing. However, if we had these sources, we would have probably obtained similar or identical findings.

Example of the direct method: Chronicle of an elementary school in town X says that electricity was installed in the school in October 1942. Therefore, we may readily accept the fact. If, moreover, we find such a fact recorded in another source, independent of the above-mentioned school chronicle, it is highly probable that this was really so.

Example of the indirect method: Chronicle of an elementary school in town X describes what was a mandatory practice imposed on teachers to commemorate the anniversary of the establishment of the Protectorate of Bohemia and Moravia and based on a decree of the Ministry of Education. Even though we do not have such information confirmed in case of an elementary school in neighboring community Y, we may indirectly assume that the latter school also had to commemorate such an anniversary in the same way as the school in town X.

3. Progressive and retrospective method

The progressive method is employed to trace the past events as they followed one another. On the other hand, when exploring a preceding historical period, the retrospective method takes into account findings and knowledge relating to the subsequent periods.

4. Biographic analysis and collective biography method

By portraying the life of one specific person it is possible to learn about the context of the life of that person and its times. Besides that, the collective biography method allows to examine the life of a group of people when we have insufficient sources for the study of the life of the individual members of the group. However, the circle of such persons is delineated by their association with a formal institution (for instance the teaching staff of a school etc.).

5. Oral history method

This is a method utilizing oral presentation of the recollections of survivors, which constitute a source of information for the researcher. The actual interview and treatment of the oral statements should be conducted in keeping with the specific expert and ethical principles guiding oral history. First and foremost, one should realize that these are not ordinary interviews. Statements of the survivors must be recorded on audio carriers and duly archived, eventually transcribed, while observing a whole number of other specialist rules.



The Crematorium of the former Concentration Camp in Litoměřice, photo: Radim Nytl, Terezin Memorial.

EVALUATION

Two evaluations were made during the one-year project. The first evaluation came at the end of the two-day meeting of the participants in the project's research part, held in the Terezín Memorial. The second one took place at the end of the project when the heads of the teams had been asked to comment on the whole project after the chief volume of their work was finished.

EVALUATION NO. 1 – CONCLUSION OF A ONE-DAY MEETING IN TEREZÍN

Even though evaluating questionnaires were distributed to all the participants in the meeting, members of the research teams and their heads, these were focused primarily on the young participants. The organizers wanted to find out how the young people perceived this non-traditional meeting of youth, held as part of the project. In fact, the gathering was not attended by one class of students who knew each other quite well, but – on the contrary – there were groups of people of different age brackets coming from different parts of the country; their only common link was their shared participation in the project, an aspect that could bring them closer together.

In the Czech Republic, June is the last month of each school year, followed by two-month summer vacations. Many participants in the project were just finishing their studies at their schools and were about to leave to study at another school. As a result, this meeting offered one of the few possibilities to get their feedback on how they actually viewed their participation in the project.

We selected open-end questions; the participants were not asked just to tick off one of the offered answers but had to formulate their own replies.

Questions in Evaluation No. 1

- Which new facts have you learnt at the meeting?
- How did you enjoy the stay here?
- What turned out to be difficult for you?
- What are the subjects you will be contemplating in the future?
- What do you see as the most important thing your participation in the project has brought to you?

Some of the answers:

Responses of the participants in the meeting to the project and to the meeting itself:

I have learnt to process information. To select the most relevant things. To arrange facts into a required format and present them to others. To query subjects with people who share my interests.

I contemplated issues I haven't given much thought before and I have improved my skills in speaking in front of other people.

Had a swell chat with friends!

Cooperation with institutions (archives, museums), a chance to learn how to work with sources, cooperation and communication with other people, an opportunity to understand the schooling system in the Protectorate of Bohemia and Moravia.

For two days, I was surrounded by excellent people with the same interests as I have. I liked the marketplace very much.

I realized many things that we do not discuss in everyday life or at school.

Exchange of experience and information and a superb team.

From the final evaluation – youth meeting:

What kind of difficulties you had to grapple with while working on the project and during the meeting of its participants:

The most substantial task was to set a clear-cut goal, to distinguish the irrelevant from the substantial, not to waste time.

To overcome stage fright at the marketplace when addressing the other groups.

It was difficult to answer the question which of the project's topics appealed to us most of all? During our research we were impressed by a wealth of information and it will be very hard to create a draft of an exhibition panel out of them.

To start speaking – I was afraid to get going, but now I can communicate quite easily.

What will you contemplate in the future?

How both teaching at school and the whole schooling system have changed since the war (1939-1945)? How those children lived during the war and how much afflicted they were by the contemporary events and developments, and finally what kind of contribution our work (exhibition panel on the history of their school) is going to have in the future?

I will contemplate how lucky we are to be able to be educated in freedom and to develop our own abilities and skills.

That the life in the Protectorate of Bohemia and Moravia was complicated and that people were under constant stress, that I can be happy not to be living at that time, and how can I help in preventing any recurrence of such times?

That all the survivors had a difficult beginning of their lives and how they coped with handicap.

EVALUATION NO. 2 – QUESTIONNAIRE SENT TO TEACHERS (TEAM HEADS) AT THE END OF THEIR WORK ON THE PROJECT SCHOOLCHILD IN THE WAR YEARS

The questionnaire was sent out to the heads of the research teams. Its purpose was to get feedback through which the organizers could improve their future communication with and approach to other individuals/teams participating in the project.

Questions in Evaluation No. 2:

1. Where and how did you learn of the existence of the project *Schoolchild in the War Years*?
2. What was the decisive factor for you in joining the project?
3. How did you motivate your pupils/students to join the project?
4. Did you encounter any major problems and complications you had to tackle while working on the project? Be specific, please.
5. Did you notice, during your work on the project, any changes in your pupils' and students' perception of your school or the pertinent topic or the historical period you studied as part of the project? Be specific, please.
6. Did you feel positive support from the management of your school? What was the actual form of such support? If you did not feel any support, what was the reason for this in your opinion?
7. How do you evaluate communication with the organizers? Was there anything you missed? What, on the other hand, was it that had favorable effect on you?
8. How do you evaluate cooperation with the institutions/individuals with which you carried out your research and acquired materials/sources for the topic on which you worked (i.e. archives, museums, survivors, collectors etc.)?
9. Was your work on the script for the exhibition panel a positive or rather negative experience? What were, in your opinion, the positive and negative aspects of the work on the script for the exhibition panel?
10. Was your participation in the project beneficiary in your opinion? If so, how much beneficiary was it: a/ for you personally, b/ for your pupils, c/ for your school, and d/ for the locality of your school? If you think that your participation in the project was not beneficiary for you, kindly tell us why?
11. Are you, your pupils or eventually colleagues from your school interested in attending the preview of the exhibition *Schoolchild in the War Years* to be held in the Faculty of Education of Prague's Charles University in the afternoon on March 15, 2017? If so, at what time do you think you could arrive?
12. Are you interested in short-term installation of the exhibition *Schoolchild in the War Years* (31 panels) in your school or anywhere else in your locality? If somewhere else than in your school, where exactly?
13. Would your school be interested in a long-term loan of the panel/panels on the making of which your pupils participated?
14. Other comments you would like to add in connection with the project since you view such comments important. If you have no comment to make, leave this out.

Our Findings From the Questionnaires

MOTIVATION

Commenting on the issue of the **motivation** of their pupils and students, the teachers often used the existing website *Schoolchild in the Protectorate*, which they jointly viewed; on some occasions, pupils/students completed some assignments given there. Some of the participants described the planned youth meeting in the Terezín Memorial in the middle of the project as motivating. The project is quite unique in a way; many participants have never worked on such a project, which proved to be attractive. In some cases, it was useful that a class of the future participants in the project just happened to go to the Terezín Memorial for a school seminar, which also helped in their motivation to join the project.

On many occasions, the key role was played by the teacher himself who stimulated in the pupils interest in the history of the place they daily go to. Their findings often proved to be enriching not only for the pupils and students of the given schools themselves but also for the towns involved etc.

PROBLEMS AND COMPLICATIONS ENCOUNTERED WHILE SOLVING THE PROJECT

Even though the era of the wartime Nazi occupation of this country is relatively quite easy to map out thanks to the wealth of preserved documents, it still represents a historical period posing more general issues. And when it comes to research into the specific walks of life, in our case in individual schools, researchers may encounter different problems. In this respect, we have already mentioned the shortage of sources and information on a given school in the archives.

Since some of the participants had to work with sources in German, they invited their colleagues teaching German to join in. Another aspect that surfaced during the project solving was the conclusion that young people sometimes did not understand the actual meaning of various period concepts. It was also more difficult to keep the schoolchildren's attention during long work with their sources; it was frequently necessary to study numerous documents before one could ferret out a relevant piece of information.

Obstacles that also emerged during the work on the project were varying descriptions of one and the same event in the sources, which made it necessary for the team heads and participants to chase up information and decide which of the existing versions is the true one.

CHANGED VIEW OF THE SCHOOL ENVIRONMENT, HOME, TOPIC OF THE PROJECT

In spite of different ups and downs the individual teams had to cope with, in most cases the pupils and students did grasp the interconnection between family history and history of the relevant school. The school became a "living" creature with its own history and traditions. Researchers often found out that the particular school is known for many notable students (alumni) or teachers who taught at the school and who should not be forgotten.

COOPERATION WITH INSTITUTIONS, SURVIVORS

Cooperation with these institutions turned out to be useful; in most cases the team heads noted what they called an obliging approach on the part of the employees of these institutions, but not in all the cases.

What appeared as a more controversial aspect was the search for survivors who remember that particular era since this is quite a distant period and many people no longer recollect those times. Sometimes it was not easy to find surviving contemporaries in a given locality at all. If a survivor happened to be eventually found there were other complications, such as diseases such older people suffered, some people refused to speak to large groups of persons, sometimes they would just communicate through their relatives. But there were positive cases

as well when survivors would willingly come to a school and talk with its pupils and students on a given topic, show them their own old pictures and documents etc.

EVALUATION OF THE INVOLVEMENT IN THE PROJECT – POSITIVE AND NEGATIVE ASPECTS

For most of the project participants this was a completely new experience, virtually in all the stages of the project – research, youth meeting, drawing up script for the exhibition.

Researchers had positive words to say about cooperation with their pupils/students whom they now got to know from a different angle: not only as schoolteachers from their classroom. And young people in particular had an opportunity to take a look beyond the illusory boundary of their school, to "explore" some uncharted territories. For their part, schoolchildren had a chance to look at themselves, discover their skills through diverse partial activities. Quite significant was the project's contribution to the local school and its community, bringing to light new pieces of information on regional history.

"The pupils thus managed to project a period of great historical events into the specific life of a local community, deepening and strengthening their relationship with the place they live in."

"Somebody (probably for the first time) traced the history of a specific school in that period and singled out events that should never be forgotten."

"Pupils heard a lot of information about our town and learnt to be patient and follow things through."

"The chief asset of the project for our school lay in the fact that we could present the final project as part of the celebrations of the anniversary of our school."

"The pupils learnt to process information, select what is substantial; during the project presentation they tried out what is it like to speak in front of a group of strangers."

"Work of our students can now be utilized during history lessons; what is more, popularizing our school made it more visible regionally. The town of Židlochovice has expressed interest in the work, the relevant student's commented presentation will be broadcast on the municipal TV channel, while the Židlochovice information center has at its disposal a leaflet based on the work."

Important remarks from the organizers

We have 3 points to share with anyone who will have the intention to use some of the parts of the project (or the whole one). We think these three are of a very big importance, because to if you take care of them, it helps to fulfil better the plans and timetable of the project.

TIMING OF THE PROJECT

During the whole programme we were working with schools, teachers, students and pupils. In the Czech Republic, there are two months of school summer holiday in July and August (in this time, teachers are usually on holiday, in fact - inaccessible in many cases). So at that time is very difficult to communicate with them.

Other problem is that pupils who finishes the ninth year of their school attendance at the primary school (at the age of 15) leave for the secondary schools, so they are leaving their schools and teachers (team leaders in this project) can not work with them anymore.

For such a project would be better, if it could be planned and implemented from September till August) (not from January to December).

TO THE PREPARING OF THE SCRIPTS FOR THE EXHIBITION PANELS

Communication with the archives and other institutions

In case, that you need some copies of documents or photos for some printed output, it is very important to receive these copies from the institutions (where the originals are deposited) in a very high quality – for the graphic designer for the subsequent work with it.

The best and easiest way how to have them in such quality is the following one – the teachers (leaders of the teams) give you a list of the documents - those which they found in archives etc. and which they would like to use and you personally would ask the archives, institutions for the copies in a high quality.

Then you can receive them immediately, nothing is delayed.

Proofreading and editing of the texts for the printed outputs

When you are preparing some printed materials, there is one (among others) very important person, and this is someone who will do the proofreading and editing of the texts.

In the best case that should be someone who did not write the texts, is independent and had not seen the texts several times before.

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Director of the Terezin Memorial, Jan Roubinek (right) with an American astronaut Andrew Feustel, who visited the Terezin Memorial during his journey around the Czech Republic in April 2019, photo: Radim Nytl, Terezin Memorial.



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