

MINORITIES ON THE HOMEFRONT

'ENEMY ALIEN' INTERNMENT IN THE BRITISH EMPIRE 1914-1919



Education Learning Resource
– Primary 7 and older



Cover image Christmas Card from Internment Camp in South Africa. *Fintel Collection.*

1.

INTRODUCTION

This Learning Resource presents a global theme with a local Scottish focus. It has been developed as one element of a wider project which examines the internment of 'enemy aliens' throughout the British Empire during the First World War. It is funded by the Arts and Humanities Research Council and led by Aston University, Birmingham. Partners in Scotland include Live Borders, Archaeology Scotland, Edinburgh Napier University and the Internment Research Centre at the Heritage Hub in Hawick.

Through the activities pupils will gain an insight into an important aspect of the First World War which has ongoing relevance in the modern world. Minorities are still perceived as a threat, deportations remain an ongoing policy, and asylum seekers continue to be detained in the UK.

Some of the themes touched on in this Learning Resource may prove distressing for some pupils as they deal with family separation and discrimination against groups of different ethnicities.

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Professor Stefan Manz (Aston University Birmingham)



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Hawick Museum

Ian Lowes Collection

Manx Heritage Trust

German Federal Archive

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Whitworks

Fintel Collection

Bernd Koch

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Stobs Camp, Hawick. Bernd Koch Collection.

2.

CURRICULUM FOR EXCELLENCE LEARNING LINKS

SOC 2-1a: I can use primary and secondary sources selectively to research events in the past.

SOC 2-04a: I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

LIT 2.02a: When I engage with others I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.

LIT 2.08a: To help me to develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and know how useful these are.

LIT 2-14a: Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

LIT 2-29a: I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence

RME 2-09d: I am developing my understanding of how my own and other people's beliefs and values affect their actions.

EXA 2-05a: Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

3.

HOW TO USE THIS RESOURCE

This learning resource draws on research undertaken on the internment of civilians during the First World War. It is designed for use by pupils in P.7 in primary schools. It can, however, also be easily adapted for older pupils.

Much of the information about internment camps has come from the ongoing research on Stobs Camp near Hawick which held civilian internees from 1914 -1916, as well as military prisoners of war throughout the war. Today the site is of archaeological importance, being possibly the best preserved First World War Camp in the world. Guided tours are available for schools who wish to visit the site.

The teaching materials explore themes of equality and diversity through the stories of mostly German but also Austro-Hungarian, Ottoman and Bulgarian nationals. They had made their homes in Britain or were just travelling here and suddenly found they had become 'enemy aliens' at the outbreak of war. Their situation deteriorated as the media of the time, primarily newspapers, focused on German brutality in the war, using emotive language to whip up hostility towards 'the enemy within'. This led to demands for internment or deportation which was implemented by the British government in the UK and throughout the Empire.

The situation of these civilian internees is explored through

- extracts from letters
- newspaper headlines
- posters
- postcards
- magazine articles
- reports
- photographs

These original sources of information show

- how prejudice develops in society
- how the mental health of internees suffered during detention
- the types of strategies they used to meet the challenges of long periods of internment
- how the state can (over)react in a situation of perceived danger

The aim is to give pupils insight into people's responses to a particularly challenging historical situation. Comparative material from the media today can be included at the teacher's discretion in order to encourage pupils to explore how the media in Britain react to perceived threats today.

The appendix provides a list of further reading and links to websites which support the project.





4. CLASSROOM LEARNING ACTIVITIES

4.1. BEHIND THE WIRE - CLASSROOM EXHIBITION

All Class Activity

A map, posters, information panels, photographs, newspaper headlines, letters and poems are provided within the pack. They are highlighted with a blue triangle in the top right of the page. These pages should be printed out or photocopied to provide material for a classroom exhibition. If space allows they can be blown up to A3 and mounted on the walls. They can then be used by pupils to research the topic and undertake the activities suggested below.



INTERMENT - WHO AND WHY

On 5th August 1914, the day after Britain had declared war, the 'Aliens Restriction Act' was passed by the British government. This permitted the government to control the movement of the citizens of countries with which Britain was at war, including where they could live and what they were allowed to do.

All 'enemy aliens' had to register with the local police station. By the end of August 1914, 50,633 Germans and 16,141 Austrians had registered.

The decision to intern certain 'enemy aliens' came on 7th August. The citizens of Germany and other enemy countries who lived in Britain or even just visited for work or as tourists, were arrested and interned.

Internment was used to hold, indefinitely and without trial, men between the ages of 17 and 55. By 1917, 29,511 male 'enemy aliens' of military age were interned in camps in Britain.

They were interned because they were seen as a risk to national security and to prevent their return to Germany to join the Kaiser's army. German-born women, children and older men were deported back to Germany.

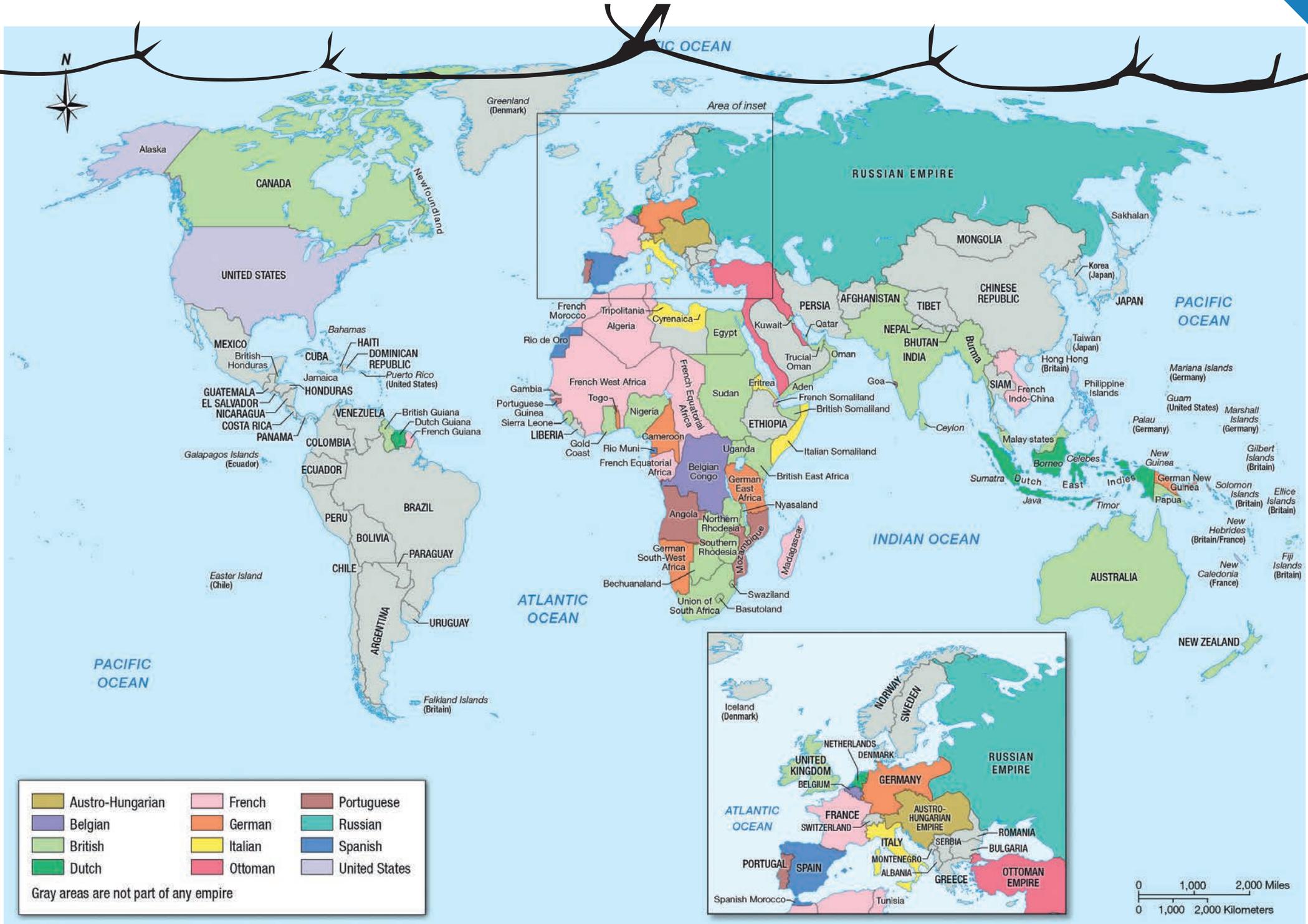
WHO WERE THE MAIN COMBATANTS IN THE FIRST WORLD WAR?

THE ALLIES

BRITAIN AND ITS EMPIRE
BELGIUM AND ITS EMPIRE
FRANCE AND ITS EMPIRE
RUSSIA
ITALY (FROM 1915)
USA (FROM 1917)

VERSUS

THE CENTRAL POWERS
GERMANY AND ITS EMPIRE
AUSTRO-HUNGARIAN EMPIRE
OTTOMAN EMPIRE (TURKEY)
BULGARIA



Map of world in 1914, showing territories of imperial powers.

4.2.

'ENEMY ALIENS' IN BRITAIN DURING THE FIRST WORLD WAR

ACTIVITY 1

With the pupils, read the information panel about internment, look at the map of the world in 1914 and the list of combatants and explore the range of nations and empires involved in the First World War.

Using the newspaper headlines, extracts from speeches, accounts of arrests, posters and postcards – research how Germans are portrayed and what kind of words are used to describe them.

How would you feel if you had a German surname in 1914?

Why do you think the Royal Family changed its name from Saxe-Coburg Gotha to Windsor?

Why do you think the Germans appear so frightening in some of these posters?

Divide the pupils into two groups.

Group 1 is made up of British children, group 2 of the children of German mothers and fathers living and working in Britain at the start of World War 1.

Ask each group to consider how the words and images they see make them feel.

Are the feelings of the pupils in each group similar or different?

Ask each pupil to write a short letter to their grandmother telling them about what they have seen and how it makes them feel.

Teacher's note: in the course of this activity, if it seems appropriate, comparisons might be made with newspaper headlines today which pick out certain ethnic, religious, political or economic groups and use emotive words or images to describe them. Some pupils may make the connection themselves.

"Clear Out The Germans, Say The People"

Headline from Daily Sketch 1915

... a cry was raised suddenly to raid premises occupied by persons of German birth or descent. Pork butchers' shops in High Street and South Street, and a hairdresser's saloon in the latter thoroughfare was visited by the angry mob, which in a short time had assumed extraordinary dimensions, and matters looked decidedly ugly!

Perth, May 15, 1915

"A detestable system of espionage practised for many years by the German Government in this and other countries had been unmasked, and even the greatest friends of Germany had been appalled by the revelations of treachery."

LORD PROVOST OF EDINBURGH
AT MEETING OF TOWN COUNCIL,
OCTOBER 1914

THE MANX ALIEN CAMPS.

SPECIAL COMMISSIONER'S
REPORT.

A WISE CHOICE.

COMPLETENESS OF THE
ARRANGEMENTS.

"THE ROYAL HOUSE OF WINDSOR."

King George Adopts a New Family Name.

NO GERMAN TITLES.

The King yesterday adopted for his house and family the name of Windsor. The Privy Council at which this was done was one of the most important held since the Coronation.

It was attended by the Duke of Connaught, the Archbishop of Canterbury, the Lord Chancellor, the Prime Minister, the Lord President, the Earl of Rosebery, Mr. Andrew Fisher (Australia), Mr. G. N. Barnes, Lieutenant-General Smuts and the Hon. W. P. Schreiner (South Africa).

A ROYAL PROCLAMATION.

A Royal Proclamation, signed by the King, was afterwards issued. It set forth that:—
Henceforth the Royal House and Family shall be styled and known as the House of Windsor.

All German titles and dignities held by his Majesty and the descendants of his grandmother, Queen Victoria, are to be relinquished and discontinued.

All the descendants in the male line of Queen Victoria, who are subjects of these realms, other than female descendants who may marry, or may have married, shall bear the said name of Windsor.

The Proclamation concludes with an announcement of the discontinuance of the use of the degrees, styles, dignities and titles and honours of Dukes and Duchesses of Saxony and Princes and Princesses of Saxe Coburg and Gotha, and all other German degrees, titles, honours, etc.

The operation of the Proclamation (says the Press Association) would, in a given case, be something like the following:—Prince Arthur of Connaught, having a son born to him, such son would bear the family name of Windsor.

The King's action is the logical sequel to the recent dropping of all German styles and titles by other members of the Royal Family.

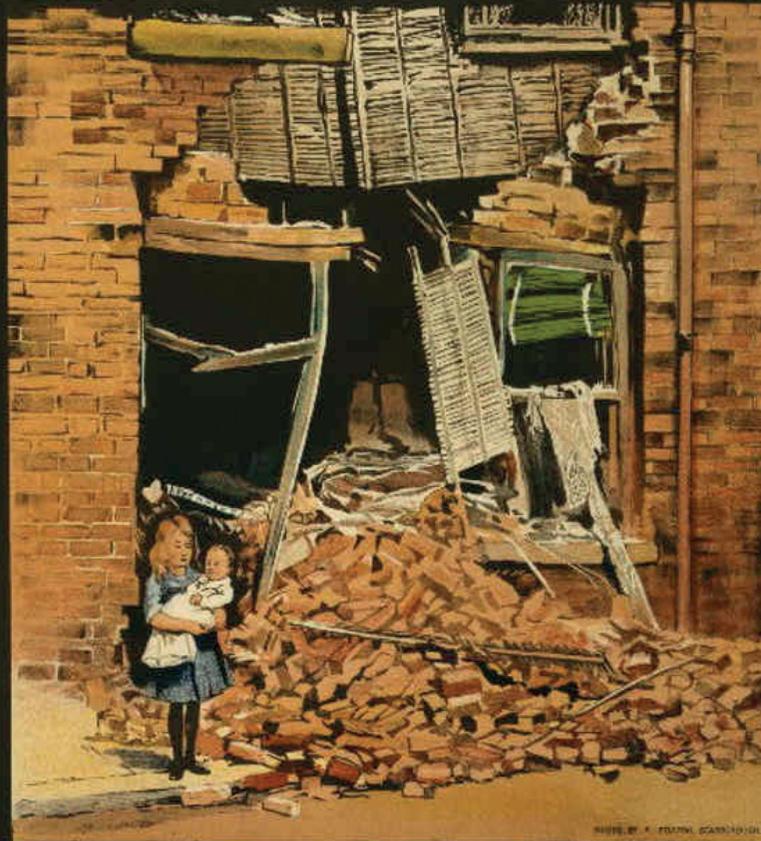
M.P.s AND ENEMY DUKES.

Mr. Swift McNeill, on the second reading of the Titles' Deprivation Bill (Lords), in the House of Commons yesterday, said the Bill aimed at the Dukes of Cumberland and Albany, who still retained their high British titles. Why had it taken the Government three years to eliminate traitors and introduce this measure? He hoped German influence would be a thing of the past, and there would be no more presents of fortresses like Heligoland to the German Emperor.

The Bill was read a second time.

Fi

MEN OF BRITAIN! WILL YOU STAND THIS?



No 2 Wykeham Street, SCARBOROUGH, after the German bombardment on Dec: 16th. It was the home of a Working Man. Four People were killed in this House including the Wife, aged 55, and Two Children, the youngest aged 5.

**78 Women & Children were killed and 228 Women
& Children were wounded by the German Raiders
ENLIST NOW**

Newspaper headlines reporting looting of German owned homes and businesses, London.

Dubotzki Collection.



Postcard of German internees behind wire.



Guard tower, internment camp in Australia.
Dubotzki Collection.



WOMEN LEAD
ANTI-GERMAN RIOTS
ALL OVER LONDON.

ANTI-GERMAN RIOTS
LONDON IS THE HOME FOR THE HUN IN WAR
DAILY SKETCH
GUARANTEED DAILY NETT SALE MORE THAN 1,000,000 COPIES.
No. 1,927.
LONDON, THURSDAY, MAY 13, 1916.
(Registered as a Newspaper.) ONE HA

Clear Out The Germans, Say The People



...took place in London and all over England yesterday the German Government alone is responsible. In the words of Mr. Asquith, in the House of Commons—there had arisen a feeling of righteous indignation among all classes in this country for which it would be difficult to find a parallel. The rioters were taken during attacks on shops in Poplar, which was the scene of fierce anti-Teuton outbreaks.—(Daily Sketch Photographs.)

“THE CRIMES OF OTHERS”
Mr. Asquith's Anxiety To Protect
The Innocent.

Boys Against Alien
The East End was particularly active in...
The Daily Sketch witnessed several of the out-
breaks. This is how they proceeded.
Lobby and confectioner's shop in Burdett-

GERMAN
Between Salmon...
India Dock-road, all in the
Germans formed themselves in
and are delaying police and

“On May 13 and 15, police in Manchester arrested a large number of aliens, and these were conveyed under escort from Manchester to Stobs internment camp...arriving there on the 15th. There were 152 prisoners altogether, and their property – money watches, and such like – was rolled up into packages for transit. The property was handed over to the custody of the military authorities at the railway siding at Stobs.”

Glasgow Herald
1915



Account of the arrest of a German civilian in Glasgow

*Arno Singewald, chief chemist at
Tennents Brewery in Glasgow*

“I was arrested on the 11 September 1914 at 7 in the morning by two policemen. They ordered me to the police station of Craigendoran, my Scottish place of residence. I was not allowed to take an overcoat or any toiletries. I was then taken to the Maryhill Barracks in Glasgow by train and locked up in a detention cell together with a waiter. Another young gentleman had already spent the night there on a wooden plank bed without a cover. In the afternoon nine of us were marched through the streets of Glasgow, guarded by a Sergeant and six soldiers. Bystanders frequently threw things such as orange peel at us. From the station we were taken to the Redford Camp near Edinburgh.”



Anti-German Poster

ACTIVITY 2

Read "A Spy in Edinburgh".

Discuss how stories like this would make people feel during the First World War.

*Imagine you have to plan a poster, warning people about the danger of spies.
What sort of pictures or words would you use on the poster?*

When you have planned this, each pupil can design their own poster to warn of the danger of spies.

There is an example provided.



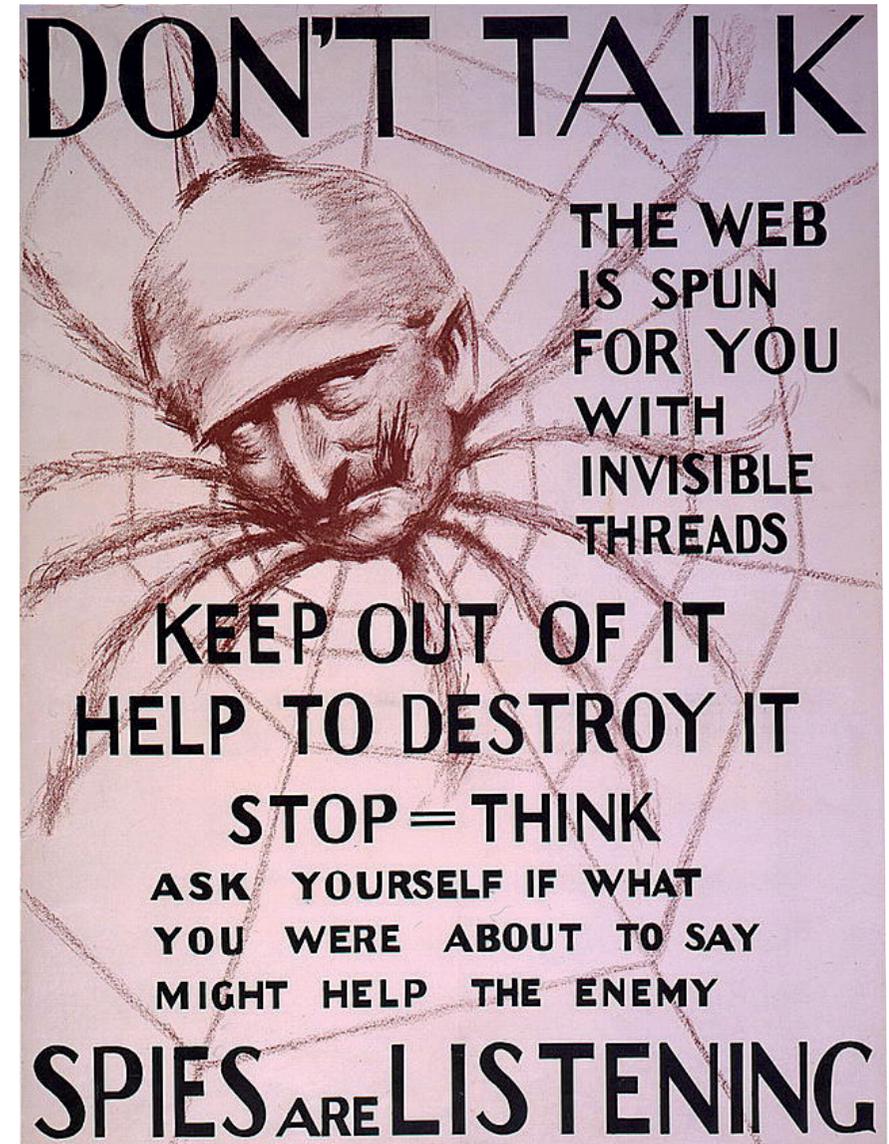
A SPY IN EDINBURGH

Carl Lody grew up in central Germany and was orphaned at an early age. He went to sea at the age of 16 and later served briefly in the Imperial German Navy at the start of the 20th century. Poor health forced him to abandon a naval career, but he remained in the naval reserve. He joined the Hamburg America Line to work as a tour guide.

In May 1914, several months before war broke out, Lody was approached by German naval intelligence officials. He agreed to their proposal to employ him as a peacetime spy in southern France, but the outbreak of the First World War in August 1914 resulted in a change of plans. In late August, he was sent to the United Kingdom with orders to spy on the Royal Navy. He posed as an American – he could speak English fluently, with an American accent – using a genuine U.S. passport stolen from an American citizen in Germany. Over the course of a month, Lody travelled around Edinburgh and the Firth of Forth, observing naval movements and coastal defences. On one occasion he spent the night in the County Hotel in Peebles.

He had been given no training in espionage before his mission, and within only a few days of arriving he was detected by the British authorities. His un-coded communications were detected by British censors when he sent his first reports to an address in Stockholm that the British knew was a post box for German agents. The British counter-espionage agency allowed him to continue his activities in the hope of finding out more information about the German spy network. By the start of October 1914, concern over the increasingly sensitive nature of his messages prompted the authorities to order his arrest. He had left a trail of clues that enabled the police to track him to a hotel in Ireland from where he had hoped he could escape from the UK.

Lody was arrested and put on public trial, the only one held for a German spy captured in the UK in either World War. He did not attempt to deny that he was a German spy. He was convicted and sentenced to death after a three-day hearing. Four days later, on 6 November 1914, Lody was shot at dawn by a firing squad at the Tower of London- in the first execution there in 167 years. His body was buried in an unmarked grave in East London.



Anti-spy Poster

ACTIVITY 3.

With the pupils, look at the two newspaper accounts of the sinking of the Lusitania in May 1915 and the execution of Edith Cavell in October 1915.

As these stories will not be familiar to them, the pupils can research the two stories and compare the modern accounts they will find on Google with the accounts given in these newspapers.

*Ask the pupils to discuss the differences in the accounts.
Encourage them to explore the reasons for these differences.*



THE LUSITANIA IS SUNK; 1,000 PROBABLY ARE LOST



GERMANS TORPEDO THE GIANT STEAMSHIP AND SHE FOUNDERS EIGHT MILES FROM IRISH COAST

The Boat Aft Lined and Officers Work Heroically, but Inrush of Water Through Great Holes in Vessel's Bottom Sank Her Down, Bow First, in Twenty Minutes
TWO FEARFUL MISSILES TEAR THROUGH
SIDE NEAR BOW AND AT THE ENGINE ROOM
Great Ship is Nearing St. George's Channel as the Unseen Enemy Launches Torpedoes That Sank Her Hull



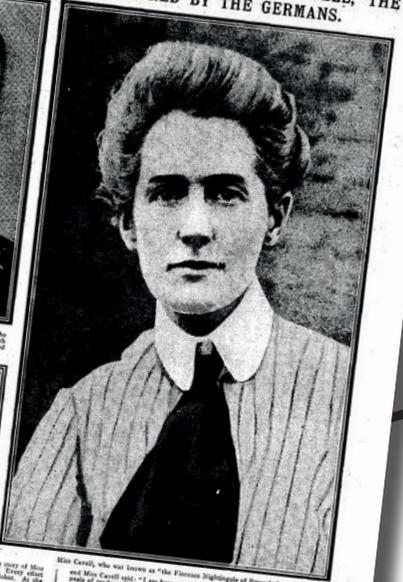
George A. Kessler One of Those Saved, Says Message to Cunard Office Says

TRAGIC STORY OF MISS CAVELL'S HEROIC DEATH

The Daily News

CERTIFIED CIRCULATION LARGER THAN ANY OTHER PICTURE PAPER IN THE WORLD
No. 3743 FRIDAY, OCTOBER 22, 1915
One Halfpenny

HAPPY TO DIE FOR HER COUNTRY: HOW MISS CAVELL, THE
BRITISH NURSE, WAS MARTYRED BY THE GERMANS.



Miss Cavell, who was known as 'the Flower of Brabant' and Miss Cavell said 'I am happy to die for my country.' In answer to the appeal she issued for organizing a Cavell Memorial Fund to pay her funeral expenses.

Wireless Call for Help to Queenstown
Land Stations, but Naval Officers
Disappear Before Aid Can Reach Her.
TWO ARRIVE AT QUEENSTOWN WITH
THE SURVIVORS FOUND IN BOATS
Numerous Dismembered Passengers Aboard, but No List of
Saved Can Be Obtained—Injured Are Hurried to Hos-
pitals and Many Are Reported Dead from Injuries.

1,000 LIVES LOST, LAST ESTIMATE
London, Saturday, Oct. 21.

ACTIVITY 4.

Read the letter "Fritz's Firm Friends" about help for German internees and discuss whether it is fair.

Do you think most Britons felt like this about Germans who were held prisoner?

Compare it to the letter from Winifred Burnet about her experience of helping a German friend.

FOLLOW-UP ACTIVITY

Read the statement below and ask pupils to list the reasons for and against taking action against German civilians. Once they have done this, a class debate could be held to present the arguments for or against interning civilians

"The British were right to discriminate against people of German heritage living in Britain during the First World War."

The sinking of British ocean liner THE LUSITANIA on 7th May 1915 sparked outrage and anti-German riots. The letter below was sent in the aftermath of the riots in Sheffield, England.

From Winifred Burnet of Sheffield, sent to Yorkshire Telegraph and Star Newspaper on 17th May 1915

Sir, -in relation to the anti-German riots, I want to ask you if an English man's home is still his castle, because in this neighbourhood it seems as though it isn't. I am an English girl, and continually taunted with the expression, "You blooming German spy", "You rotten German spy", "German refugee" and similar expressions. It was like this.

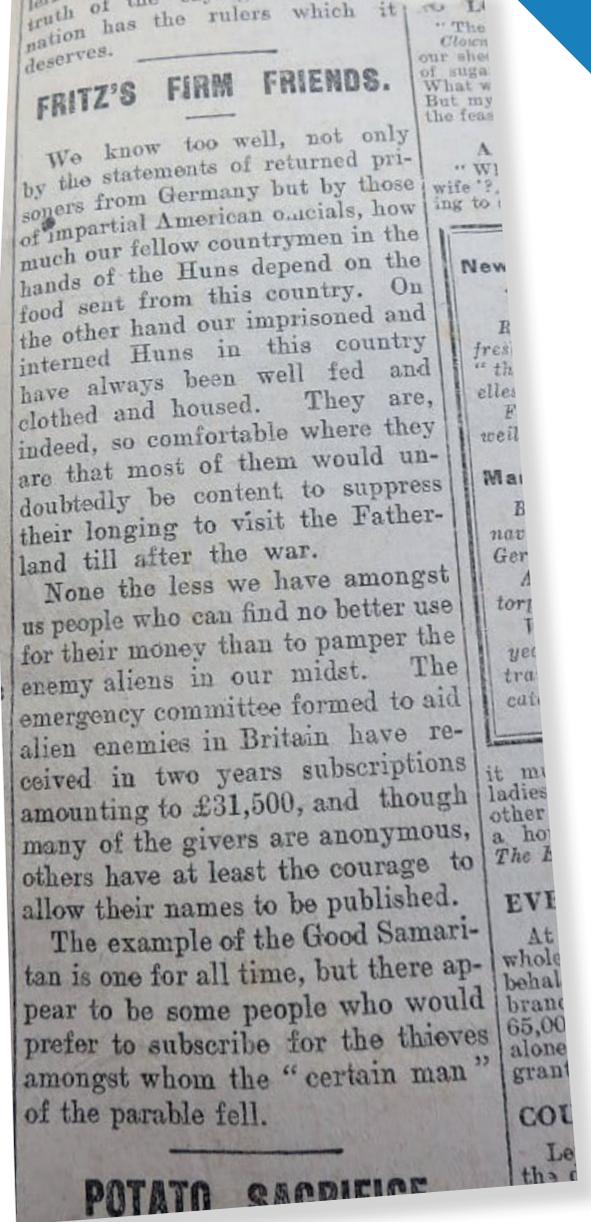
The Telegraph and Star (newspaper) came on Friday night, as usual, and our neighbour asked me if I had read what was done down Attercliffe, and so on reading it I found that a friend's shop had been pillaged, so quite naturally I went to see, and it was cruel to see the dilapidated place, and places of others.

Well my friend had no place of refuge, so she said she was coming to our house, as her house was in danger, so she put a few things in a taxi and brought them to our house. No sooner were we in the house, crash went a pot, and the sleers (name-calling) were awful. We couldn't keep my friend, so she went, where we don't know.

...today it's the same, sleers and jeers, and the people have promised faithfully to lynch me and someone is going to break my jaw. What is an English girl to do, and if it wasn't for the protection of the police I should be at the mob's mercy. One of our windows has been broken by stones and my father was stoned until he was ill. Is this civilisation?

I have lost my eldest brother in the war. By that we suffered enough, without any more. I am certainly English, for which I thank God, though one cannot help their nationality.

Yours truly,
Winifred Burnet.



Above: Copy of news clipping.
Manx National Heritage (MS10417).

Left: Extract from letter published in Yorkshire
Telegraph & Star May 17, 1915.

4.3.

LIFE IN AN INTERNMENT CAMP IN BRITAIN DURING WORLD WAR 1

ACTIVITY 1

Research the lives of men in the camps using the reports, letters, poetry and photographs provided.

The Stobs Camp Heritage Trail, available at <http://www.stobscamp.org/stobs-camp-heritage-trail/> provides a virtual tour of an internment camp in the Scottish Borders. The WW1 section of the history of Stobs Military Camp, available at www.stobscamp.org, provides a great deal of information about the lives of internees in the camps.

Try to find out the following information.

Where did they live?

Would it be comfortable and pleasant?

How many men shared a hut?

What did they eat?

Was it healthy and enjoyable?

How did they pass the time?

Find out how many things they could do in the camps.

In addition to civilians, the reports on the right also mention military prisoners of war who had been captured on the battlefields in Europe. How did they feel about being interned?



Stobs Camp, nr. Hawick, N.B. 13th June, 1916.

I arrived at Camp at 9 15 on Tuesday and I saw Col. Bowman at once. I found him very nice; he told me at once he expected I should receive a lot of complaints as he had, for one thing, stopped papers for a week as there had been a lot of cheering when Kitchener's death became known. I had some ten minutes' talk with him when he told me there were five parties from the Military Camp going to different parts of Scotland to do mining, quarrying and forestry. The number going will be about 600. Captain Ashby, from Leigh, is going to take charge of one party and he asked me specially to go up and see them. This matter will be in the hands of Col. Bowman I expect, and I have asked him to write me if a visit from me would be of any special service.

The electric Power Station was burnt down two weeks ago. So far nothing has been done to restore it and the men are afraid they will have to do without their Theatricals etc. on account of this.

The men themselves put barbed wire round a playing field on the top of the Field, and for some weeks have been waiting for the authorities to connect the Field with the balance of the Camp. The Commandant says it is the fault of the Royal Engineers. It is a great pity the men are losing the fine weather. If they were in their normal state it would not make any difference, but everything that goes wrong worries them a great deal.

The Y.M.C.A. Huts are a great boon and have done untold good. From 25 to 30 meet together each morning at 9.30 for an hour and I had the great pleasure of meeting with them on Thursday morning, and it was gratifying to see how appreciative the attenders were.

The workshop was remarkably well occupied, many of the men have bought wood from the store and are making boxes for themselves (to pack their things in) expecting to get home this fall. Many otherd are making skittle alleys, the balls and pins being very crude as a good sized lathe is needed. There are now over 30 alleys in the Camp, some of them are under the Huts, so they can be used in wet weather.

About 40 of the Civilians have been employed clearing out an old pond. I think it is going to be used for bathing.

The lectures I wrote about cannot take place at present, but may be allowed later on.

I asked the Commandant if route marches could be had for some of the men, but he said it was out of the question.

Left: Report on visit to Stobs Camp, Hawick, by Society of Friends. ©Religious Society of Friends (Quakers) in Britain.

Below: Two extracts from report on conditions at Stobs Camp by Swiss Legation 1917.

Housing	
The men are housed in wooden huts, the dimensions of which are:-	
Length	36.50 metres
Breadth.....	6.10 metres
Height at the side.....	3.45 metres
Height at the gable.....	3.25 metres

A partition divides every hut into two equal sections, each to accommodate 30 men. Each section has 12 windows, and it is furnished with 3 electric lamps, 1 stove, 4 tables and benches, and wooden bedboards and trestles, with 4 blankets and a straw mattress for every bed. The straw is changed at regular intervals

Sanitary Arrangements

The water supply is good and plentiful. There is 3 ablution huts, each fitted with 18 taps and 80 basins. The bath house has 18 showers with hot and cold water, and a cold water swimming tank.

Daily ration available to prisoners in Stobs Camp

Bread	5 ozs
Broken biscuits or equal quantity of bread in lieu of biscuits not obtained	4 ozs
Meat (Beef or Horseflesh)	4 ozs (3 days a wk)
Bacon (Cheese)	1 3/5 ozs (3 days a wk)
Salted, smoked or pickled herrings	10 ozs (2 days a wk)
Tea 1/4oz or coffee 1/2oz	
Sugar	1oz
Salt	1/4oz
Potatoes	30 ozs
Other fresh vegetables	4 ozs
Split peas or beans	3ozs
Rice or oatmeal	1oz
Magarine	3/14oz
Pepper	1oz for every 100 men

LIFE IN THE CAMPS

At the start of the war the men interned were housed in various holding facilities across Britain, including police stations, barracks, race courses and army camps. Over time larger camps were established to hold most of those detained. Stobs Camp near Hawick in the Scottish Borders was one.

Between November 1914 and April 1916 up to 2,283 'enemy aliens' were held there, including 2,098 Germans, 181 Austrians, 3 Turks and 1 Bulgarian. In addition, Stobs held an equal number of military prisoners of war. After April 1916 the civilian internees in Britain were moved to a large camp at Knockaloe on the Isle of Man, which held 22,000. They were eventually released by 1919 and many were deported to Germany.

The treatment of internees in the camps was usually fair but the monotony of life there, separated from family and friends, worrying about businesses and



Stobs Camp, Hawick. Ian Lowes Collection.



The caption says: Civilian Prisoners Camp, Knockaloe, Isle of Man. Manx National Heritage (MS10417).

livelihoods, and with no idea of when you might be released was very damaging to mental health. This was described as 'barbed wire disease'.

Internees showed remarkable resilience in the face of their situation - writing and producing camp magazines, organising sporting activities, forming orchestras to give concerts, performing plays, providing education through lectures and libraries.

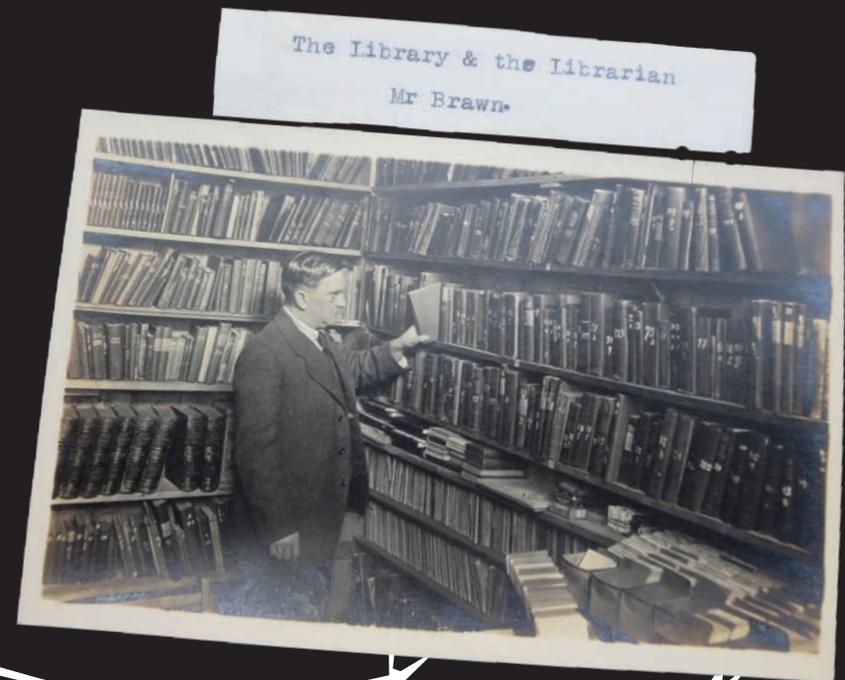
All these activities helped them to express their feelings and cope with the experience of powerlessness common to prisoners.

A number of organisations including the Quakers, the Young Men's Christian Association (YMCA) and some German groups who were permitted to organise relief helped support the internees with equipment such as books and instruments.

Official reports on the conditions in camps were made by representatives of neutral countries: the USA up to 1917 when it joined the British side, and Switzerland from 1917.



A display of crafts made by internees. Ian Lowes collection.



Library and librarian, Knockaloe Camp, Isle of Man. Manx National Heritage (MS 10417).



Gymnastics team outside YMCA hall, Stobs Camp, Hawick. *Manx National Heritage (MS 10417).*



Scene of play performed at Stobs Camp, Hawick. Women's roles were performed by men. *Manx National Heritage (MS10417).*

Skittle Alley Jompound. 4.



Skittle Alley, Knockaloe Camp, Isle of Man. *Manx National Heritage (MS 10417).*



Football team, Knockaloe Camp, Isle of Man. *Manx National Heritage (MS 10417).*

Workshop Compound- 4.



Workshop Knockaloe Camp, Isle of Man. *Manx National Heritage (MS 10417).*



Boredom in Knockaloe Camp, Isle of Man. <http://1914-1918-online.net>.

Billiards Compound- 1.



Billiards at Knockaloe Camp, Isle of Man. *Manx National Heritage MS 10417.*



Musicians at Stobs Camp. *Manx National Heritage (MS10417).*

ACTIVITY 2.

Using what you have learned about the camps, imagine you are an internee and write a letter home to your family, telling them about life in the camps.

Teacher's note: - letters from the camps were censored. Let pupils write their letter, then censor it and tell them what sort of things they are not allowed to say, for example any mention of food not being good, or conditions being poor.

OR

Write a diary entry describing a day of your life in the camp: where you live, what you eat, how you passed the time that day and how you felt at the end of the day.

Teacher's note:- diaries were not censored. As prisoners did not leave the camp they could write freely about conditions and how they felt.



Nicht zwischen die Zeilen schreiben!

Stobs, den 6. Dezember 1916. Mein Lieb, liebe Kinder!
Now we are in the midst of winter here in Scotland since some days. The cold is unbearable. One feels well only near the stove. I don't like winter at all. One cannot see any more at four o'clock in the afternoon. The days are too short and the evenings are too long. It is a pity, that the petroleum light is so much dark for my eyes. Ich habe, um die Abende besser verbringen zu können das Schachspiel erlernt. Es macht mir riesigen Spaß. Ich habe nach Hedwig um Schachfiguren geschrieben. - Liebe Anne, sind eigentlich die Stobsiaden nach dort gekommen? Schreibe bitte mal darüber. Wie geht es euch, liebe Anne? [Translation: I have learnt how to play chess to pass evening times. I very much enjoy it. I have written to Hedwig, asking her for chess pieces. - Dear Anne, have the Stobsiade issues arrived there? Please write to me about it. How are you, dear Anne?]

Stobs, den 6. Dezember 1916. Mein Lieb, liebe Kinder!

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One of the most painful feelings produced by long interment such as I have undergone, is the sense of being cut right off from the world, and being absolutely unable to participate in its activity.

In this connection the kind enquiries of relatives and friends made during my interment, have been greatly appreciated. Anyone who has not passed through a similar experience will hardly realise what an intense relief and comfort it was to know that such enquiries were being made. It helped me to feel less out of the world.

Extract from memoirs of Edward Stibbe 1919, English internee held at Ruhleben Camp, Germany

Extracts from internees' letters and diaries translated into English, with envelope showing censor's stamp. Scottish Borders Council collection, administered by Live Borders, Hawick Museum.

Kaum glimmert morgens schwacher Funke in des Ofens rundem Bauch, steht ein Topf mit trüber Tunke schon darauf und duftet auch: Bratkartoffeln, Speck und Würste, Eier, Zwiebeln, Leim und Tee, und das Zischen, Brodeln hörste und du sagst: Oh weh! Und du sagst: Oh weh, wie übel ist bei uns die Hüttenluft, ständig riecht's bei uns nach Zwiebel und nach Fett und Bratenduft; warum ist der Ofen, frag ich, eben und nicht rund? Das ist höchst abscheulich, sag ich. Das ist ungesund!...
Trotz der unangenehmen Luft fühle ich mich trotzdem wohl und sende Dir, Du meine Anne, und den Kindern herzliche Grüße & Küsse. Dein Willi.
Prisoner of War, No 7801
Stobs near Hawick
Hütte 56
Schottland

Kaum glimmert morgens schwacher Funke in des Ofens rundem Bauch, steht ein Topf mit trüber Tunke schon darauf und duftet auch: Bratkartoffeln, Speck und Würste, Eier, Zwiebeln, Leim und Tee, und das Zischen, Brodeln hörste und du sagst: Oh weh! Und du sagst: Oh weh, wie übel ist bei uns die Hüttenluft, ständig riecht's bei uns nach Zwiebel und nach Fett und Bratenduft; warum ist der Ofen, frag ich, eben und nicht rund? Das ist höchst abscheulich, sag ich. Das ist ungesund!...

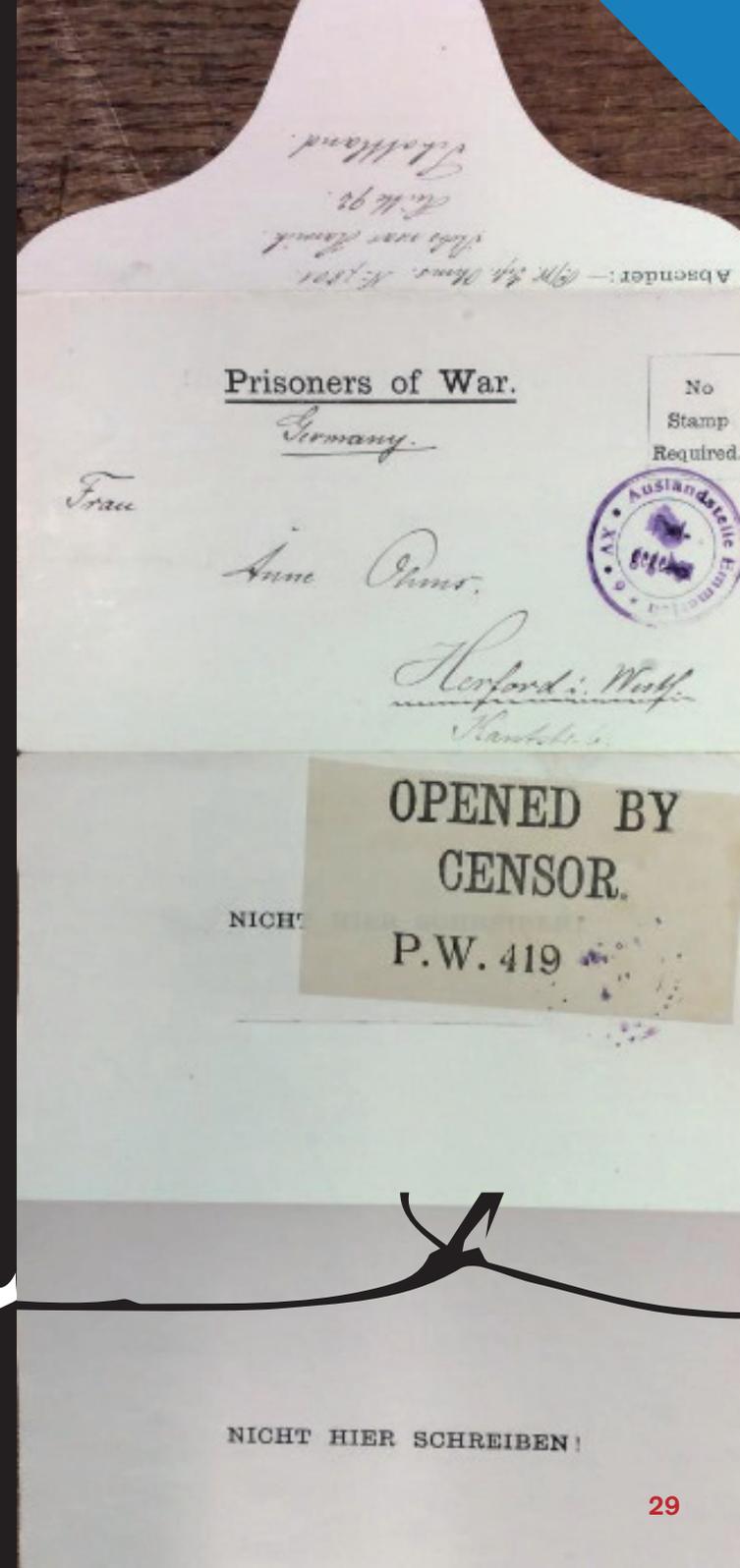
Trotz der unangenehmen Luft fühle ich mich trotzdem wohl und sende Dir, Du meine Anne und den Kindern herzliche Grüße und Küsse. Dein Willi.
Prisoner of War, No 7801
Stobs near Hawick
Hütte 56
Schottland

Translation: There's hardly a spark in the oven's round insides first thing in the morning before a pan with dismal gravy sits on it and smells: roast potatoes, bacon and sausages, eggs, onions, paste and tea, and you hear the hissing and bubbling and you say: oh dear! And you say: Oh dear, how horrible the air in the hut is, it stinks all the time of onions and fat and the smell of roasting, why, I ask, is the top of the oven flat, and not round? That is most disgusting, I say. That is unhealthy!...

Despite the disagreeable air I feel fine and send you, my dear Anne and the children, kind regards and kisses. Yours, Willi.
Prisoner of War, No 7801
Stobs near Hawick
Hut 56
Scotland

Finally it was officially noted (and indeed in the newspaper) that a definitive agreement had been reached in which all internees over the age of forty five will be sent to Germany. What joy this must be for the older internees! Should we have to endure this sad and spiritually draining, inhumane imprisonment much longer?

Diary of Willi Wolff, German-born cotton broker from Manchester office of German textile firm, arrested October 1914, released 1919.



ACTIVITY 3.

Look at the cover of the magazine and design your own cover. It could show things you long to see - flowers and trees and mountains, or it could be a cartoon showing the camp and guards. Be as imaginative as you like.

OR

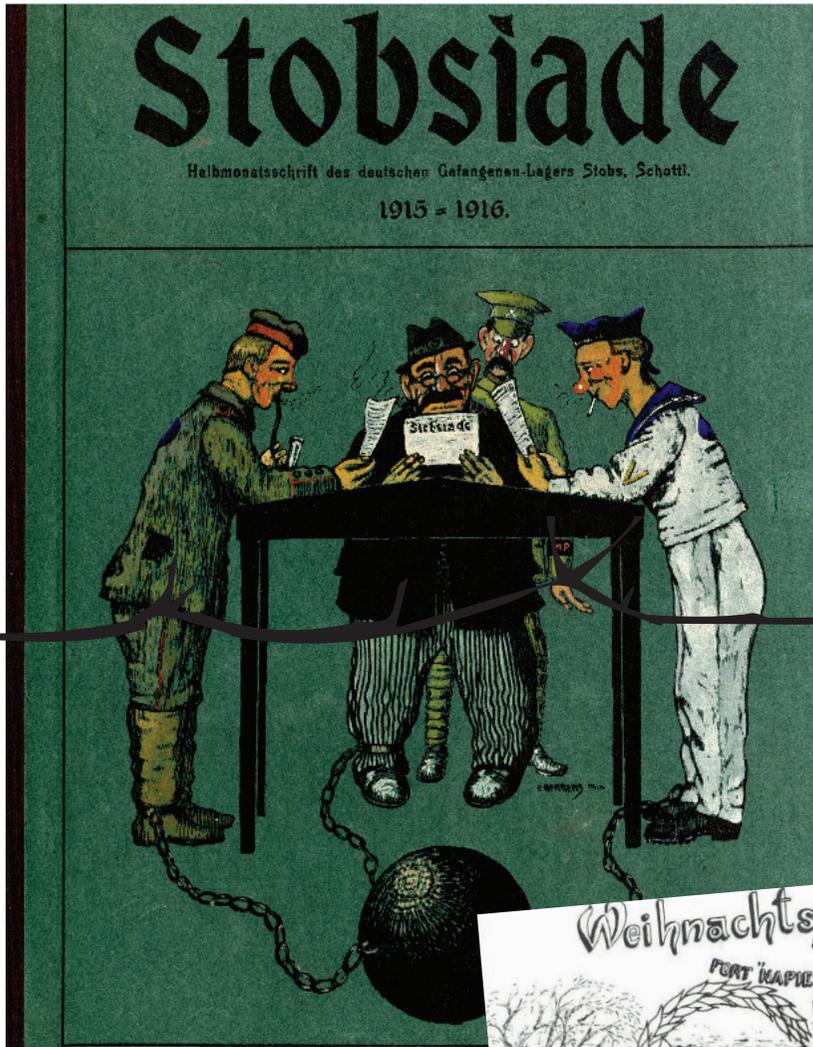
Design a postcard to send home to your family, writing a short message to them on the back of it.

OR

Write a song about your captivity.



Porridge March by internee Emil Györi.
Manx National Heritage (J48/7209).



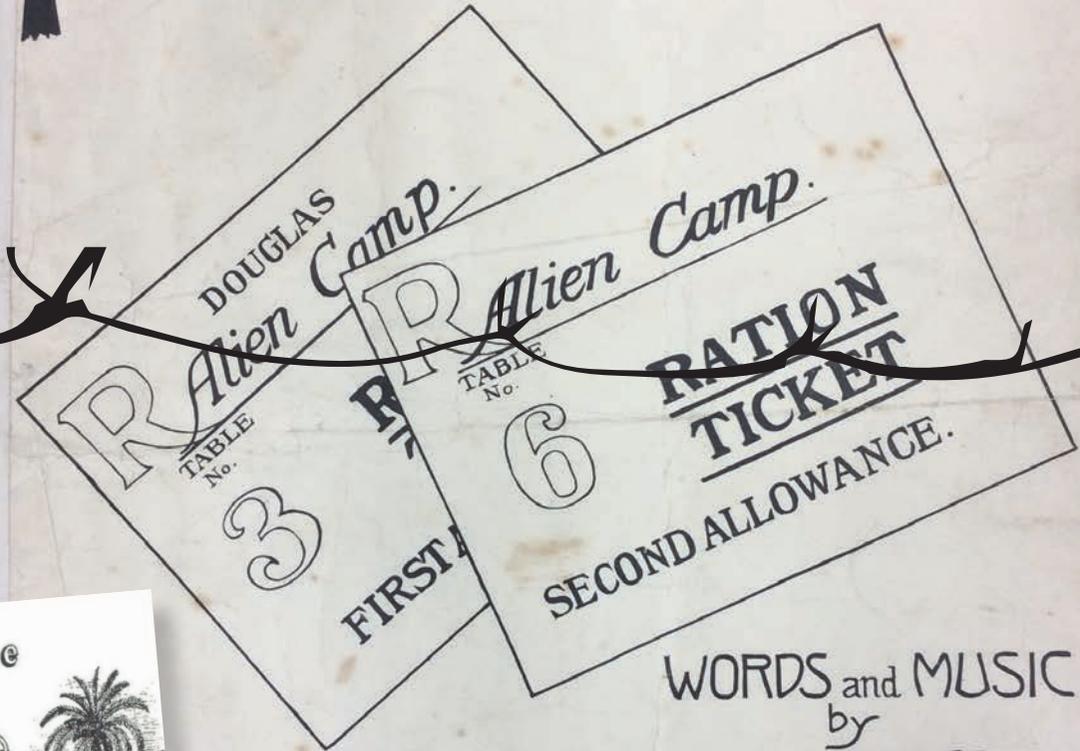
Cover of magazine, Stobsiade, produced by internees at Stobs Camp and printed in Hawick. German Federal Archive.



Christmas Card produced in internment camp in South Africa. Fintel Collection.

47209
J. 480 48/347 (14A)
DEDICATED TO LIEUT.-COL.
H.W. MADOC COMMANDANT.

PORRIDGE MARCH.



WORDS and MUSIC
by
EMIL GYÖRI

ENGLISH WORDS
by

R.F.H. SUHR

S. K. BROADBENT & Co. L^{TD}
DOUGLAS, I. O. M.

THE BLACKBIRD'S LITTLE SONG

How bad it might be, how much it hurts
It will pass
It will be good again! Be brave, be brave!

A little bird in the fir tree enclosure
Sang to me this morning as I was on my way
However bad it was
Be brave, be brave
It will be good again!
It will pass!

Even if it was so wintry
The month of May will come again!
It will be May, and green
The sun will come and the roses will bloom
It will be so lovely as it always was
In every May, in every year

Dear little bird among the pine
I thank you for your little song
I'll sing it too
And write it down

And take it to my loved one's home
She will not be sad for me anymore!

Cäsar Flaischlen

PROLOGUE

They have raised a high fence
Round the little space on which we live
And the big gates are locked shut
Stopping our exit to the world
Into the narrow circuit of dead hours
Till the outside world became a puzzle
And freedom a pious hope

Slowly the sluggish hours creep by for us
Till our steps become tired and sleepy
And many a dull eye only shows
A longing for home, and melancholy
Lucky the man who finds the modest strength
To pick himself up in this misery
Raising hope like a proud banner
High in a knowlede of his power

HOPE

You know the deep sadness of winter
Pale hand scabble in the snowflakes
And fearful yearning spreads out heavily behind it
The brain's confusion, damp hair
And every thing a stony white

Still you know that the solid ice
Will rattle and crack as it drinks in the spring
The new life releases a waft
And tomorrow on a brush
You will find the first buds

ACTIVITY 4.

Write a poem about your feelings about being held a prisoner with no idea when you will be free again.

FOLLOW-UP ACTIVITY

Do your own research on:

- the Yarl's Wood Immigration Removal Centre in Bedfordshire. How does Britain treat asylum seekers today?
- the Moria Refugee Camp on the Greek Island of Lesbos. How does Europe deal with immigration from poorer countries, or with refugees from war-torn countries?
- deportations from the UK of people with a West Indian heritage ('Windrush generation'). Are these deportations justified?
- attitudes towards Muslim minorities in Britain today. What are similarities and differences to the situation during the First World War?

APPENDIX

Sources of information on Stobs Camp, Hawick

Internment Research Centre at the Heritage Hub, Hawick
www.stobscamp.org
<https://canmore.org.uk>
www.scotlandswar.ed.ac.uk
www.historicenvironment.scot/archives

Stobs Camp Heritage Trail - available via internet at <http://www.stobscamp.org/stobs-camp-heritage-trail/> to access the trail on a computer or to download the app onto a mobile device.

Hawick Museum
Hawick Library

Letters and postcards from prisoners, Hawick Museum Collection
National Collection of Aerial Photography NCAP
Photographs - <http://www.stobscamp.org/timeline/>

Newspaper stories available at libraries in Scottish Borders or British Newspaper Archive (subscription required)

**THIS EDUCATION RESOURCE
IS AVAILABLE ONLINE AT:**

www.stobscamp.org/IRC

