



# ***The History of Refugees in Gloucestershire***

***‘Pupils need to know that events in the past are connected to related events at the time and have a legacy, often lasting until today.’***

Mary Myatt (The Curriculum—Gallimaufry to coherence)

***‘The more you know about the past, the better prepared you are for the future.’***

Theodore Roosevelt



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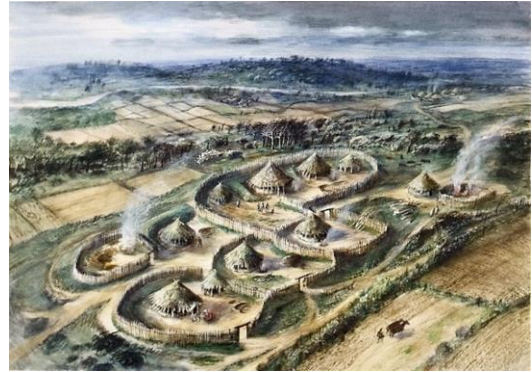
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# The History of Refugees in Gloucester and the Surrounding Area - Activity Ideas

## ***Activity 1: Timeline (information sheets and images)***

Get the children to look at the information sheets on the History of Refugees in Gloucester and create a timeline using the images to show the history of refugees in Gloucester.



## ***Activity 2: Timeline posters (information sheets)***

Split the children into groups and ask them to each focus on one time period in history. Give them the information sheets and get them to create posters with images and information about their given time period, focussing on the refugees that came to Gloucester during that time period. You could then create a class timeline.



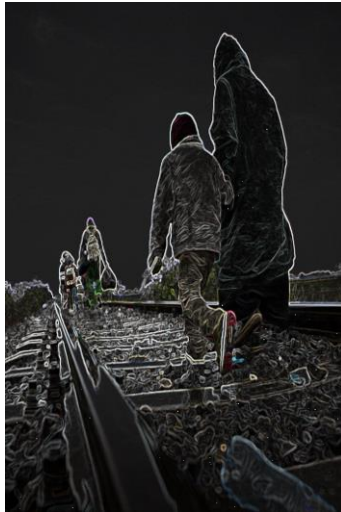
## ***Activity 3: Storyboard – (information sheet & template)***

Get the children to create a factual storyboard looking at the history of refugees in Gloucestershire.

## ***Activity 4: Fact file – (information sheet and template)***

Get the children to read the information sheets and create their own fact file. This could be an overview of all time periods or they could focus on just one.

# **The history of refugees and migrants in Gloucester and the surrounding area**



**Did you know for many hundreds of years people who have had to flee from their homeland have found refuge in Gloucestershire? Today there are still people from all over the world seeking asylum and living in the United Kingdom.**

There are many reasons people become refugees. These reasons include:

- Religious/national/social/racial
- Political persecution
- War
- Gender/sexual orientation
- Hunger



# **The history of refugees and migrants in Gloucester and the surrounding area**

If you thought that most immigration had occurred in the 20<sup>th</sup> century you would only have a small part of the picture of Gloucester.

One of the most important things to remember about immigration to the United Kingdom is that the United Kingdom is an island and therefore if people are not immigrants themselves then you can be sure that some of their ancestors were, whether that is as far back as 50,000 years ago or yesterday!

People came to trade, people came to settle, people came to raid and take slaves and people came as slaves and stayed. Archaeologically we have evidence of this, especially within the last 2000 years.

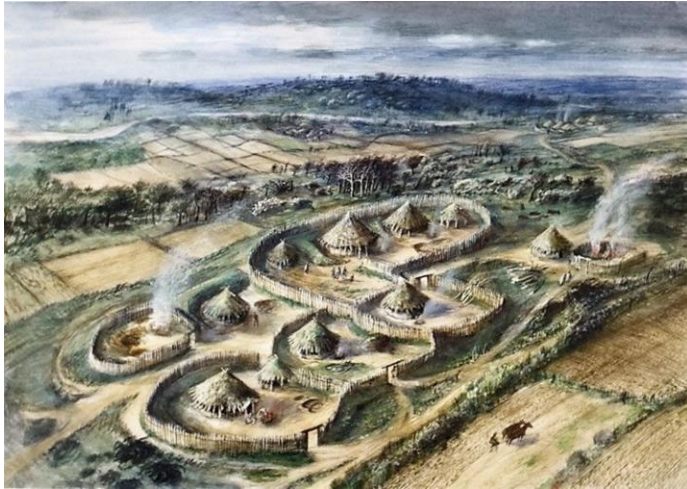
Gloucester has always been an important city and so people have gravitated to it.

It is one of the few cities in this country that show evidence of prehistoric use of the city.

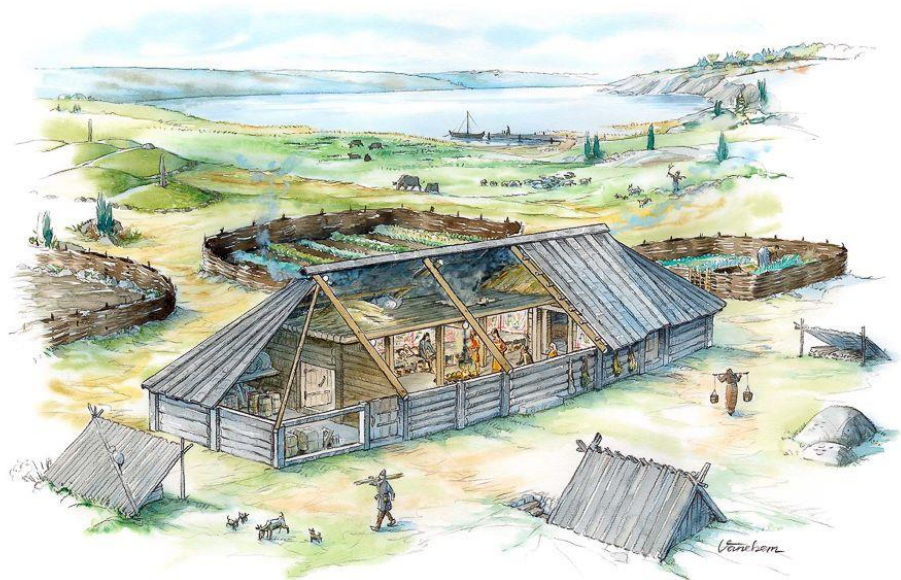


## *Early refugees and migrants*

There were likely to have been both immigrants and refugees from both the bronze and Iron Age. These came from Eastern and Western Europe and quite possible Northern Africa to live and trade in Britain.



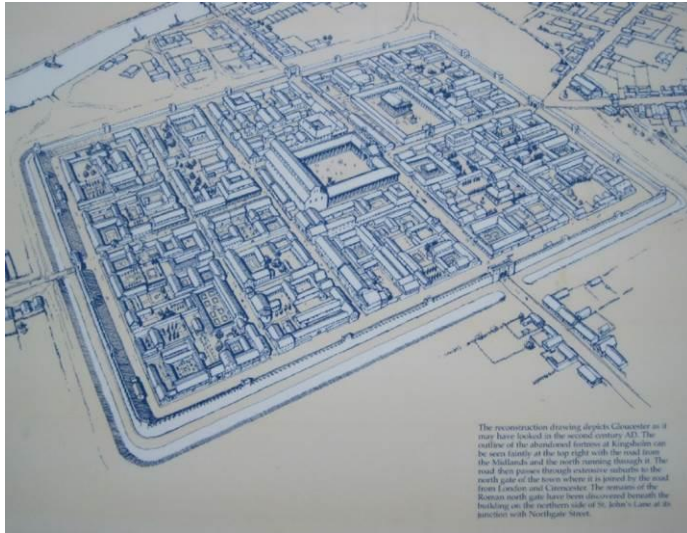
A Bronze Age Village



An Iron Age Village

## **Roman Gloucester (43AD – 410AD)**

Gloucester lies at the first point where the River Severn can be easily crossed, so it was a natural place to build a town. About 49AD the Romans built a fort to guard the river crossing at Kingsholm. In 64AD they built a new fort on the site of Gloucester town centre. Gloucester's location made it a very important city and put it in line for subsequent Royal Status.



The army was made up of people from around the world. Most of the people who came to Gloucester would have been part of the auxiliary troops. These troops were infantry, cavalry and engineers. They originated from Europe, Eastern Europe, Africa and as far away as India. There were even Roman emperors from Africa (Septimus Severus) and the Middle East (Phillipus Arabs). Rufus Sita came from Thrace, which is now called the Balkans in Eastern Europe. Today he might even be considered an asylum seeker.

When the Roman Army moved on in about 75AD the fort was turned into a town for retired soldiers. Those who had completed their 25 years were given a parcel of land or money to settle in the city. That means that people from all over Europe, the Middle East and Africa settled here. The new town was called Glevum. Roman Gloucester was laid out in a grid pattern. In the centre of the town was a forum (a market place lined with shops and public buildings).

During the 2<sup>nd</sup> Century the town became densely populated with extensive suburbs, this growth stimulated trade and industry and brought even more people to the area.

Rufus Sita tombstone – Auxillary Cavalryman who came from Thrace (possibly now Bulgaria)



# *The Anglo-Saxons & Vikings (410AD – 1066AD)*

Some historians believe that after the Romans left Britain that numbers in Gloucester itself probably declined, although there may have been a small number of farmers living inside the walls and farming the land outside.



However, most historians agree that within Gloucester some people still thrived, there may be a return to a more barter state than the currency used in the Roman period. This led to people having smallholdings on their properties within the city. Gloucester was a colony full of ex-soldiers. They were able to protect themselves and other citizens and they led a highly disciplined life. Gloucester did not 'just break down because some Romans leave' as some historians would suggest, it just became a bit more insular for a while.

New people came to the United Kingdom across the North Sea – these people were known as the Anglo-Saxons. The 'Anglo-Saxons' were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. The land they settled in was 'Angle-land', or England.' The Anglo-Saxons captured Gloucester in 577 AD after they won a battle against the native Celts. We do not know if people were living in Gloucester at that time.



In the late 7th century the Saxons founded a monastery at Gloucester and the town began to revive. Craftsmen and merchants came to live in Gloucester once again. In the early 8th century a writer called Gloucester 'one of the noblest cities in the kingdom'.

In the late 9th century the Anglo-Saxons created a network of fortified towns called burghs. In the event of a Viking attack, all the

men in the area would gather in the burgh to fight. The Vikings left their homelands in Scandinavia and travelled to other countries such as Britain and Ireland, in longboats. The Vikings were well known for their fierce fighting against local people, stealing from churches and burning buildings to the ground. The people of Britain called the invaders 'Danes' but they actually came from Norway, Sweden and Denmark. The term Viking comes from the Old Norse language and means 'a pirate raid'. However not all Vikings came to fight, many came peacefully, to settle. They were skilful at crafting and made beautiful wooden and metal carvings. Many were farmers who kept animals and grew crops. In 877 the Vikings occupied Gloucester for some months. The Anglo-Saxon chronicles states '(the Vikings) . . . ravaged the Kingdom of Mercia . . . and with one involved movement encamped the town of Gloucester.' Some Chronicles say the Vikings 'built booths' in Gloucester which could represent a temporary camp or trading site. In 878 the Vikings left Gloucester to attack other areas nearby.

During the 10<sup>th</sup> Century, a fresh Vikings force (certainly either Danish or Norwegian) sailed up the River Severn and invaded the Mercian territory around Hereford and Gloucester. Gloucester was not captured and flourished in the 10th century. During this century it had a mint factory producing coins, bringing even more people to live and work in Gloucester. A suburb grew up outside the North gate.

**Skeleton dating back to the Anglo-Saxon time of a sub-Saharan African lady aged between 18-24.**



## **The Normans (1066AD-1154AD)**

In 1066 William of Normandy invaded England. The old Saxon nobility were killed and replaced by the Normans. The Normans came from Normandy in Northern France. However, they were originally Vikings from Scandinavia. From the 8<sup>th</sup> Century Vikings invaded much of the European coastlines with raids and plundering. Over time they assimilated into medieval European society and many abandoned paganism and became Christians. The Normans are well known in history for their military achievements (particularly the Crusades), but history shows that they demonstrated remarkable skill in governments around Europe. The Normans established many monasteries, cathedrals and churches in England and even built many castles to defend their new land.

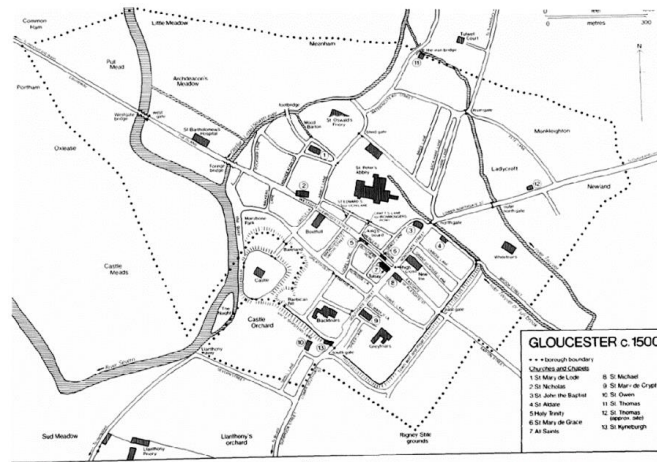
William Fitz-Osbern was the Earl of Hereford and controlled more of the west of England. The Sheriff of Gloucestershire and Constable of Gloucester Castle was Roger de Pitres, his family dominated Gloucester during the next few centuries.

William the Conqueror came to Gloucester in 1085 and while he was there he ordered that the Domesday Book be written. It is thought that the king had much thought and discussion about the country, how it was occupied and with what sort of people. He had a record made showing how much everybody had who was occupying the land in England and how much money it was worth. Many of the people occupying the land by this time would have been migrants to the United Kingdom.

Many Jews are thought to have come to Britain during the Norman Conquest of the country by William the Conqueror in 1066. The first written record of Jewish settlement in England dates from 1070. These Jews were descendants from an ancient tribe in the Middle East, and for much of their history, they had to flee persecution.



## **Medieval Gloucester (1066-1485)**



Medieval times in Britain cover the time period of 1066-1485, this includes the Norman time period. Gloucester may have had a population of about 3,500 in Medieval Britain, made up of people from all over the world. By the standards of the time, it was a fairly large town. (In those days towns were much smaller than they are today). It was said that Gloucester was ranked 10th among the towns of England for wealth.

In the late 11th century the Normans built a wooden castle in Gloucester (this was rebuilt in stone in the 12<sup>th</sup> Century).

The main industry in Medieval Gloucester was wool making. Raw wool was brought to the town from the Cotswolds. In Gloucester, the wool was woven then finished at the clothier's mill. The wool was cleaned and thickened by pounding it in water and clay. When the wool dried it was dyed.

There was also a large leather industry in Medieval Gloucester. There were tanners and craftsmen who made things out of leather, such as cappers, shoemakers and glovers. In Gloucester iron was worked to make nails, weapons and tools. Cloth and grain were exported from Gloucester and wines were imported from France. There was also a considerable fishing industry in the River Severn.



Many Jews are thought to have come to Britain during the Norman Conquest of the country by William the Conqueror in 1066. The first written record of Jewish settlement in England dates from 1070. These Jews were descendants from an ancient tribe in the Middle East, and for much of their history, they had to flee persecution. There was a community of Jews who lived and worked in Gloucester in the 12th century. In 1154 the existence of the Jewish community was noted in the official Treasury records. Jews were not allowed to bury their dead anywhere other than London until 1177. During this era Jews faced both good times and persecution. They are thought to have lived on good terms with their non-Jewish neighbours, including clergy, they entered churches freely and in times of commotion sought out refuge in the abbeys. Many Jews helped build a large number of abbeys and monasteries.



In 1268, they were falsely accused of a torturing and ritual murder of a Christian named Harold. In 1275 partly as a result of this false accusation, all Jews were forced to leave Gloucester and go to Bristol. In 1290, all Jews were expelled from England by the Edict of Expulsion. The Edict of Expulsion was a royal decree issued by King Edward I of England expelling all Jews from the United Kingdom. By the end of Henry IV reign, they were no longer accepted by the upper-classes and anti-Jewish sentiment spread further throughout the nation.

There is a very old story that has been told for generations that the people of Gloucester were unlike any other city in Britain. It is thought that the people of Gloucester were kinder to its Jewish citizens than other towns and cities. There is no verified evidence of this but is an interesting 'folk tale'.

In the 13th Century, the friars arrived in Gloucester. Friars were like monks but instead of withdrawing from the world, they went out to preach. Franciscan friars arrived in 1231. They were called Greyfriars because of the colour of their clothes. Dominican friars, known as Blackfriars, followed in 1239.

Greyfriars Monastery in Gloucester was founded in 1231, but in about 1518 a local family called the Berkley's (of Berkley Castle) paid for the church to be rebuilt in a perpendicular gothic style. This incorporated the earlier church but only survived a short while due to the suppression of monasteries in 1539 whereby the friary was surrendered to the king.

Gloucester Blackfriars was founded in 1239 on the site which had once been part of a Norman castle. The Blackfriars took on traditional monastic vows of poverty, chastity and obedience. They would attend church nine times a day unless excused.



Gloucester declined in the 15th century and the town entered a long economic depression. The main reason was probably increasing competition from other towns in the wool trade. An additional reason may have been the fact that Wales had now been conquered and Gloucester was no longer in a strategic position.

**Medieval stone in the Cellar of 'The New County Hotel' in Gloucester**

# *The Tudors (1486-1603) and The Stuarts (1603 – 1714)*

The 16th and 17th Century cover a variety of time periods within British history. During the 16th century and 17th century the wool trade continued to decline. Gloucester also suffered from frequent outbreaks of plague. There were epidemics in 1565, 1573, 1577, 1580, 1593 and 1637.

By the early 17th century Gloucester was less important than it had once been. Nevertheless, it was still a fair-sized town with a population of about 4,000.

Gloucester was still a busy port and a market town for the surrounding region, bringing many people to the town. Furthermore, although the cloth industry declined pin making boomed in Gloucester in the 17th century.

By the late 17th century the population of Gloucester was probably about 5,000.

French Protestants (or Huguenots) were increasingly persecuted in the latter decades of the 16<sup>th</sup> Century. Huguenots began to move to Protestant countries (including Britain) bringing with them skills as weavers and glass-making. Persecution continued and the revocation of the Edict of Nantes of 1685 sparked another wave of forced assimilation, persecution, prosecution and death. Britain was viewed as a country where they were likely to be welcomed and around 50,000 came to Britain.



Several hundred Huguenots settled in Bristol, setting up a French Church with a congregation of around 300, most of whom classed themselves as weavers.



From there, many spread across Gloucestershire, where the established wool trade could utilize their weaving skills. Specific communities are hard to identify but the Huguenot legacy is found in many family names – and the Glasshouse pub at the foot of May Hill.

## *The Georgians (1714 – 1830)*

During the 1700s Gloucester was becoming a social centre and during the winter rich people would often visit Gloucester for concerts and plays. The Bell Inn was a popular place visited.

The ownership of enslaved Africans was common in Gloucestershire during this time period. In several areas in Gloucestershire including Littledean baptism and burial records have been found using terms such as 'black slave' and 'black negroe'. Records show that in the early 1800s slaves were still arriving from Gloucestershire. In Stroud, records show that on the 7<sup>th</sup> May 1801 William Ellis, son of Qualquay Assedew, 'a Negro of Guinea', aged 12 years, was baptised. Many slaves experienced hardship, some even turning to crime. In March 1849 John Collins, a sailor from Antiga (aged 19) was sentenced to two months of hard labour for larceny. Historical records show details of the lives, achievements and contributions slaves and migrants made to British society by numerous native African people. These achievements and contributions range from politics and medicine to sport and entertainment.

It was not until 1807 that Britain saw the 'Abolition of the Slave Trade Act' which made it illegal to buy and sell slaves in Britain's colonies of Africa, the Caribbean, North America and India. However, it was not until 1834 that slavery was abolished throughout the British Empire. When this happened immediate freedom was granted to slaves under the age of six. Any other slaves had to serve an apprenticeship of between four and six years.

During the 18<sup>th</sup> Century life for the rich was good, but not for the poor. Harvests had been very bad and a committee called "The Guardians of the poor" was formed and administered relief to the whole city. They managed the poor houses and many people were set to work in the pin-making industry. Conditions were very bad and people were expected to work very long hours, even young children who in theory had a school to go to.



Robert Raikes ran the Gloucester Journal and campaigned for reform with his colleague Thomas Stock. Robert Raikes set up the first Sunday School movement. At these schools reading and writing along with religious studies was taught.

A religious group called the Quakers arrived in Gloucester in 1655, but they were badly persecuted and the Mayor beat them with canes and closed their meeting houses. Quaker meeting houses were simplistic in design to reflect the form of worship they were designed to accommodate. The Quaker house in Gloucester was set up in 1678 (in Back Hare Land – now park street), two cottages were acquired and combined to make a meeting house.

## *The Victorians (1837-1901)*



In the 19th century conditions in Gloucester improved. In 1820 Gloucester gained gas street lighting and in 1831 a dispensary where the poor could obtain free medicines opened. Then in the 1850s and 1860s, a piped water supply was built. In the late 19th century a network of sewers was built. In 1872 a school of art and school of science opened. Then in 1879 horse-drawn trams began running in Gloucester.

At the beginning of the 19th Century, pin-making was Gloucester's main industry and it employed about 20% of the inhabitants.

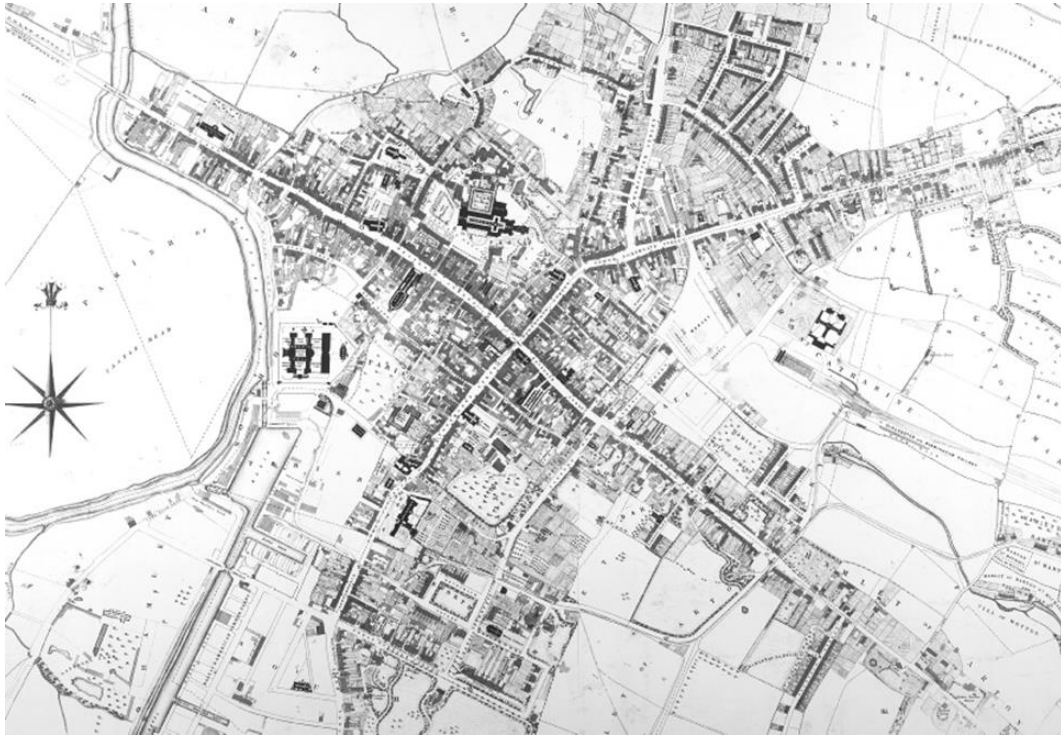
In 1819 a dry dock was built where vessels could be repaired. Another followed it in 1853. In 1827 a ship canal was built from Gloucester to Sharpness. Timber from Scandinavia was brought along this canal. North Warehouse was built in 1827. Biddle's warehouse was built in 1830. In 1840 two more warehouses were built, Vinings and Reynolds.

Victoria dock opened in 1849 from where coal was transported. Three more warehouses, Phillpotts, Herbert and Kimberley were built in 1846. A Customs House was built in 1845 and the Mariners Chapel opened in 1849.

The railway reached Gloucester in 1840. In the late 19th century a new industry began making railway carriages. There was also flour milling, timber milling, making farm machinery and some shipbuilding. On the other hand, pin-making went into decline and had ended by the mid 19th century. Although Victorian Gloucester was not a manufacturing centre it was an important market town.



Gloucester grew rapidly in the 19th Century. By 1851 the population of Gloucester reached 17,500. By the end of the century, the population was about 47,000. In the late 19th century growth spread to Kingsholm and Tredworth.



## *20<sup>th</sup> Century Gloucester*

Gloucester grew rapidly in the 20th century. In the 1900s growth spread to Tuffley, Wotton, Hucclecote and Longlevens. Gloucester spread outwards engulfing the surrounding countryside.

Conditions in Gloucester improved rapidly. Gloucester gained an electricity supply in 1900 and in 1904 the horse-drawn trams were replaced by electric ones. These were, in turn, replaced by buses in 1929.

Slum clearance began in Gloucester in the 1920s. The slums were replaced by council houses. In the 1950s council estates were built at Lower Tuffley, Podsmead, Elmbridge and Matson. Slum clearance continued in Gloucester city centre. Private houses were built in Barnwood, Hucclecote, Saintbridge and Abbeymead.

Aircraft manufacture began in Gloucester in 1915. A municipal airport opened in Gloucester in 1936. In the later 20th century Gloucester docks declined.

In the late 20th century industries in Gloucester included making farm machinery and railway rolling stock, aircraft manufacture, timber mills, ice cream manufacture and printing. Nevertheless, the manufacturing industry in Gloucester declined in importance, while service industries like banking and insurance increased.

During the First World War an estimated one million Belgians fled their country after the German invasions in August 1914, around 100,00 came to Britain. By June 1915, there were 1,209 Belgian refugees in Gloucestershire. Soon after the war, most Belgian refugees left the UK.



*Our Spanish Friends.*

Following a coup de tat by right-wing, nationalist generals and led by the Fascist Franco, the democratically elected leader of Spain, Manual Azaña, was deposed. What followed was a bitter and divisive civil war that led to millions of Spaniards being displaced and half a million refugees fleeing to France where many were interned in camps. Towards the end of the Civil War when it looked increasingly likely that the Nationalists would win, many Republican fighters and supporters left Spain looking for

refuge. The people at the Whiteway Colony were quick to offer support to ten refugees who

subsequently arrived at Miserden over the spring and summer of 1939. The refugees were given food, shelter and clothing. In return, they contributed to the running of the colony by helping with daily chores, cooking and farm work.

In the Second World War, the British Government relaxed some of its strict immigration rules to allow in certain categories of Jewish refugees letting in around 10,000 children (mostly Jewish), who were fleeing the Nazi regime. The children were sent, without their parents from countries including Czechoslovakia, Austria, Germany and Poland. These children became known as the Kindertransport children.

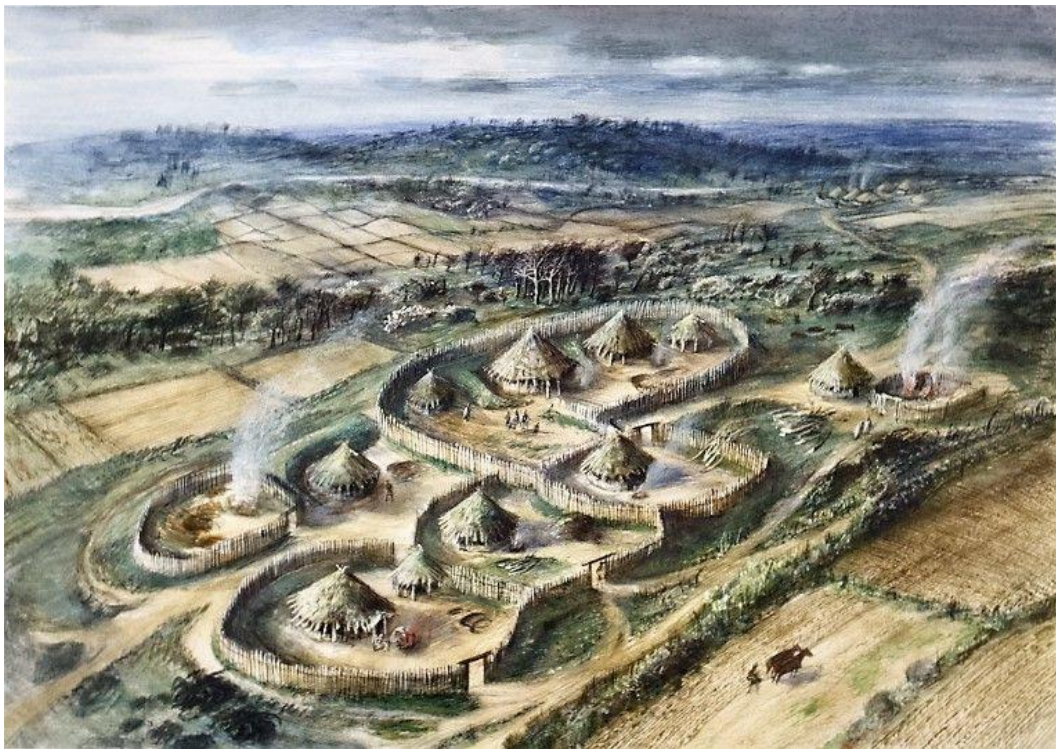
There were many black soldiers, sailors and airman from WW2 that settled in Gloucester after the war.



# The Bronze Age (3000-1200BC)



A bronze age beaker - originated in Eastern Europe

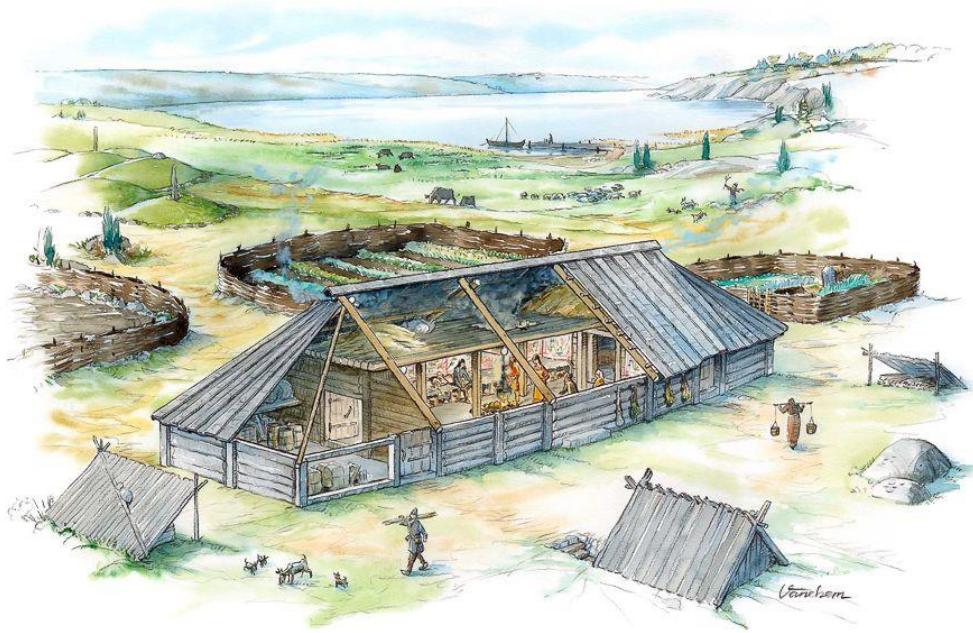


A bronze age village (by Sorrell)



*A bronze age decorated urn*

# The Iron Age (500 BC – 332 BC)



An Iron Age Village (by Mat Vanehem)



An Iron Age Pot

## The Romans (64AD-407AD)

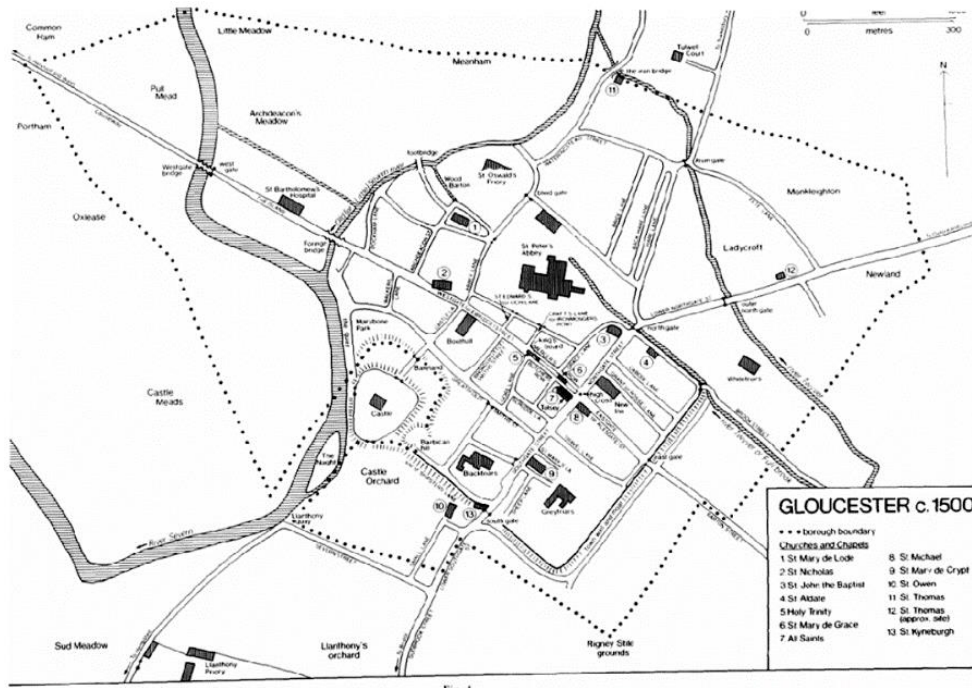


A Roman pot



Rufus Sita tombstone – Auxillary Cavalryman  
who cam from Thrace (possibly now Bulgaria)

## Medieval times (5<sup>th</sup>-15<sup>th</sup> Century)



Medieval Gloucester (illustration)



## Medieval tiles - Gloucester Cathedral



Reconstructions of a Medieval pot and deer aquamanile (i.e. jug)



Reconstruction of a Medieval wedding plate

## Anglo-Saxons (410AD – 1066AD)



Anglo-Saxon Gloucester illustration

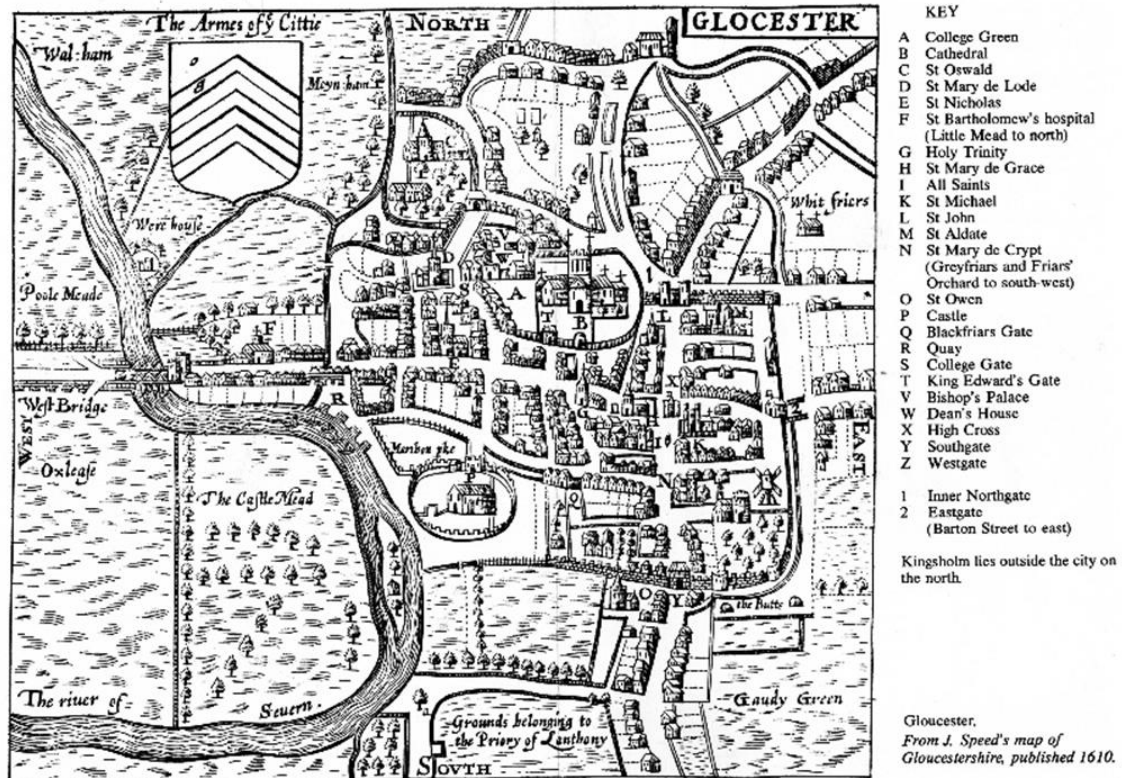


Anglo-Saxon skeleton found in Fairford (remains are that of a woman, aged between 18 and 24, from Sub-Saharan Africa).

## The Normans (1066AD – 1154AD)



# The Tudors (1485-1603)

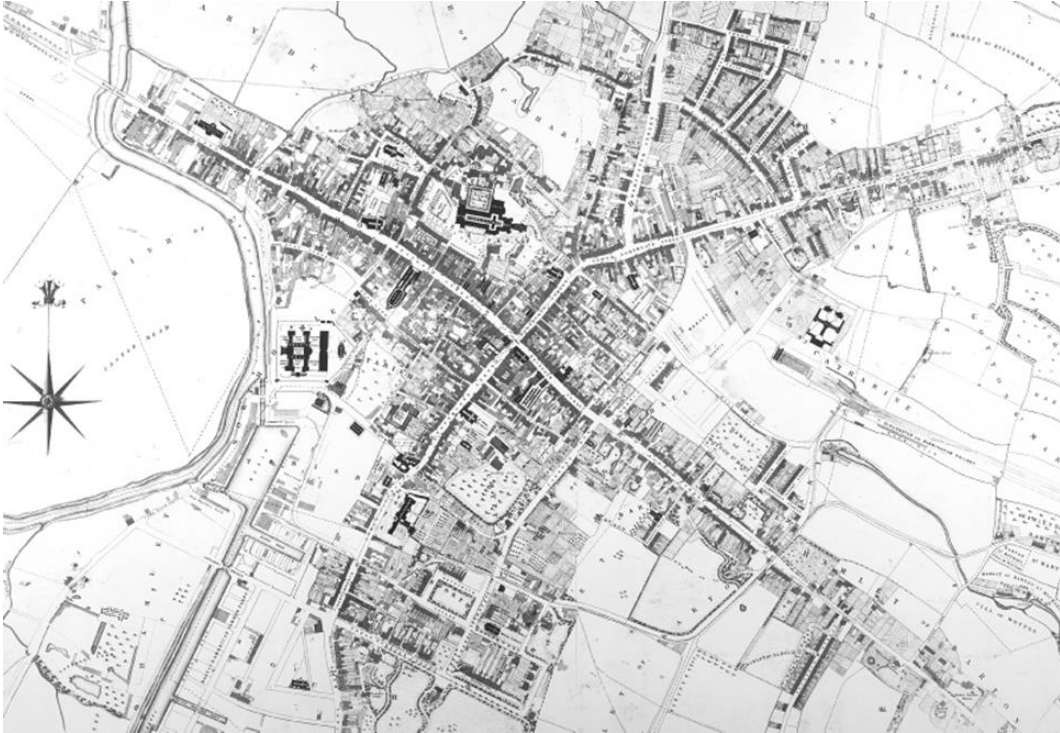


Gloucester during the 16<sup>th</sup> Century



Refugees to Gloucester (Huguenots – French Protestants)

## The Victorians (1837-1901)



*Gloucester during the 18<sup>th</sup> / 19<sup>th</sup> Century*



*Victorian children from Gloucester (Gloucester Archives)*



*Our Spanish Friends.*

Spanish refugees (The Whiteway Community)



Spanish refugees (The Whiteway Community)

# 20<sup>th</sup> Century

## World War one (Belgium refugees)



Ww1 - Belgian Refugees (many of them came to Gloucester)



Ww1 - Belgian Refugees (many of them came to Gloucester)

## World War 2 – The Kindertransport Children

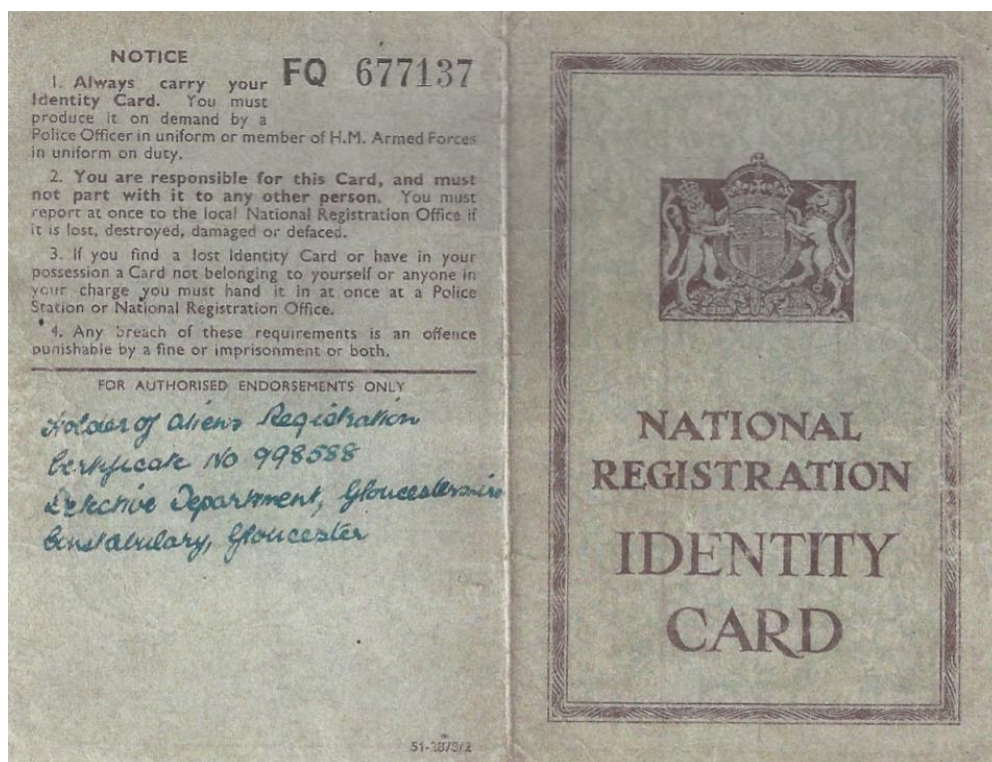


Source: Gloucester Archives

WW2 – The Kindertransport Children  
and 'The Gloucester boys'



WW2 – Tags for Zorek Werner – refugee to Gloucester in WW2)



Ww2 - National identify card for Zorek Werner - refugee to Gloucester in ww2)

<b>REFUGEE BOYS FOR GLOUCESTER HOSTEL.</b>		
	<b>yrs.</b>	<b>mths.</b>
1. Walter Kolpak.	12.	0
2. Guenther Meyex.	14.	10.
3. Ivan Mularsky.	14.	24
4. Julius Mularsky.	12.	8.
5. Peter Nebenzahl.	13.	9.
6. Kurt Reimann.	14.	0.
7. Robert Suschitzki.	12.	8.
8. Arnold Ullmann.	13.	7.
9. Harry Vorgang.	13.	5.
10. Werner Zorek.	13.	8.
		Vienna.
		Bochum.
		Luebeck.
		" (brother)
		Hamburg (orphan).
		Danzig.
		Vienna.
		Berlin.
		Vienna.
		Breslau.

Ww2 - List of 'The Gloucester boys' - refugees to Gloucester (lived in Kingsholm) during WW2

# Belgian refugees - activity ideas

## ***Activity 1: Case Study Belgian refugees (information sheets)***

Get the students to read the information about the Belgian refugees and then the case study of the Belgian refugees in Cheltenham, highlighting interesting facts as they do. Give them some time to discuss the following questions:

- Why did the Belgian refugees come to the United Kingdom?
- Roughly how many Belgian refugees fled their homes in August 1914?
- Where in Gloucester did the Belgian refugees come?
- What can you find out about the refugees in Cheltenham?
- Dig Deeper: Look at the 'Then and Now' information sheet and have a class discussion about issues and tensions that remain in the UK around refugees and asylum seekers.



## ***Activity 2: Belgian Refugees (information sheets, blank newspaper templates)***

*Talk to the children about the Belgian refugees in Cheltenham and why they came to the UK. Next, give them the copy of the newspaper report and ask them to highlight/annotate what they can find out about the article.*

*Having done this get the students to plan a newspaper report. Make sure they include basic information about the Belgian refugees and then the details of the Belgian refugees in Cheltenham.*

## ***Activity 3: What happened to the Belgian Refugees (information sheets)***

Talk to the children about the Belgian refugees and how there is little evidence today that they were ever in the UK. Read through the information sheet 'what happened to the Belgian refugees' bringing out what the children think is important information.

Having read the information sheet get the students to make notes and then write a summary about what happened to the Belgian refugees.

***Activity 4: Have attitudes to refugees changed since the Belgian refugees came to the UK in WW1 (Information sheet/questions)***

Get the students to read the information sheets 'Then and Now' and 'Have attitudes to refugees changed since the Belgian refugees came to the UK in WW1?' highlighting some of the attitudes towards refugees in WW1 and also today.

Having done this get them to answer the related questions.

***Activity 5: Belgian refugees 'class' (Information sheet/questions)***

Talk to the students about what is meant by the term 'class'. Having done this look at the issue of 'class' in relation to the Belgian refugees. Use this information as a stimulus to look at whether we have a 'class' system today and how this affects attitudes and behaviours.

***Activity 6: Housing Belgian refugees (Information sheet)***

Look at the information regarding the housing of Belgian refugees. Having done this discuss with the students and get them to think about how they would feel if they were a refugee who could not stay with the rest of their family. Ask them to brainstorm any solutions to this situation.

***Activity 7: Important documents (information sheet)***

Talk to the children about the various forms of evidence we have that help us to find out about the past. Look at the various documents that Belgians refugees had and answer relevant questions.

***Activity 8: Historical Evidence (Illustration/questions)***

Use the illustration of the German invader and child to stimulate conversation about what the picture shows, how reliable the picture is, what their interpretation would be. The image represents a member of the German military (shown by the uniform, sausages and Hindenburg caricature) threatening a poor Belgian boy who is determined to fight. It is a classic cartoon and used in various modes of the 19<sup>th</sup> and 20<sup>th</sup> Century.

***Activity 9: Refugees – what's changed (information sheet/questions)***

Look at the poster of 'The Hun and the Home' and get them to answer the associated questions.

## Belgian Refugees in the First World War

**An estimated one million Belgians fled their country after the German invasion and subsequent occupation in August 1914, 250,000 came to Britain.**



On 15<sup>th</sup> September 1914, Maynard Colchester Wemyss wrote to a friend that, as Chair of Gloucestershire County Council, he asked for people to take in a family and provide food and furniture. "I feel sure I shall have no difficulty in getting hospitality for 1000 families in Gloucestershire", he wrote. By June 1915, there were 1,209 Belgian refugees in Gloucestershire.

*Hucclecote is readily taking its part in the reception of refugees, arrangements having been made to accommodate twenty at "Brookfield" which Ald. Hannam-Clark has kindly lent for the purpose. At a meeting of parishioners, held on Thursday night promises of subscriptions and furniture were freely forthcoming.....We anticipate that before long every parish in the county will have its honoured Belgian guests."*



*"Among the Belgian refugees who reached Gloucester on Tuesday evening by train from London was a family allocated by the Tewkesbury-Belgian Refugee Committee to a cottage provided by Mr. Strickland at Apperley. Mr. Leonard Hone, the hon. Secretary. met them at Gloucester, whence they were conveyed in a spring cart to their destination. The family consists of five - Robert Van Groenderbeck, an ironworker, of Louvain, his wife Georgine, and his three children, Joseph, Robert and Paula."*



HASSALL.

The Sec. 71 Duke Street  
Grosvenor Square, W.

## **Belgian Refugees in Cheltenham**



**BELGIAN REFUGEES IN CHELTENHAM.**

Another batch of Belgian refugees have arrived at Cheltenham (19 in number), and are housed at Linden Lawn, Charlton Kings, in very comfortable circumstances. Miss Hough (in centre at back) is honorary matron. There are four married couples, an elderly lady, and 10 children. [Photo by the Cheltenham Newspaper Co., Ltd.]

Because of the work of Neela Mann in her book "Cheltenham in the Great War", we have lots of details about the refugees who came to Cheltenham. The Echo of 19 September 1914 highlighted an advertisement suggesting a house to be taken to accommodate 20 Belgians (NOT of the poorest classes), headed by a voluntary lady superintendent, a paid housekeeper and two paid Belgian servants.

The project could be supported if 100 people could be found to subscribe 2s per week. In the days following

a Belgian Relief Fund was started. A letter from the mayor appealing for homes appeared in the local papers. Within days some thirty householders had offered to receive one or more refugees in their homes.



"Good class business people" at Mr Fairlie Muir's Crofton Lodge, and 5 servants.



Belgian Refugees "of the industrial class" with Miss Plumer in Cheltenham

The first group of 20 arrived on 7 October – French-speaking and Protestant and described as being of "middle or trading class". A few days later 20 Flemish-speaking Roman Catholics "of the peasant class" arrived. Another group of 14 and then 4 more families arrived before the end of the month.

Only two Flemish speakers were identified in Cheltenham so there was a shortage of interpreters. But the people and organisations of Cheltenham raised money, held concerts, gave clothing, made cakes, found work and supported the refugees during their stay.

Ten doctors (including the town's first female GP) gave their services free of charge. Cheltenham Ladies College offered 15 free places, whilst Pate's Grammar School for Girls took 7, as did the Ursuline Convent in The Park. Five boys were taken free of charge by Cheltenham College, 2 by Dean Close, 9 at the Grammar School for Boys, 1 at Glyngarth School, and another at Mt Gurney's private school. Eight students had free admission to the School of Art and four to technical schools.

# What can you find out about the Belgian refugees?

**OUR CITY OF REFUGE.**

That History has a peculiar way of repeating itself is a well-worn aphorism, but it required a War with the tyrannical power of Germany to repeat a Flemish influx into Gloucestershire.

A few centuries back the honest Flemish weavers were driven out of their fair country by intestine troubles, and were received by sympathetic, large-hearted John Bull and encouraged to ply their craft as weavers. This was the beginning of the cloth trade in Gloucestershire and other parts of the West of England.

The second great Belgian exodus to England's hospitable shores took place in the terrible time of August, 1914, when the little country at the cross-roads of Europe—its meeting place and battlefield as its greatest poet once described it in Cheltenham—was invaded without warrant or warning by a barbarous people, who subjected its loyal populace to horrors and sufferings unspeakable.

On the advent of this pitiless enemy, many thousands of Belgian exiles sought shelter in England from the fate they had seen meted out to their compatriots and which might soon have been their own.

Events had succeeded each other so rapidly that nothing was ready in this country for their reception. In a few days, however, a War Refugees' Committee was organised, the assistance of the authorities and the sympathies of the clergy were enlisted, large buildings were obtained for first shelters, and an appeal made to the generosity of the British public met with a magnificent reception on all sides.

Very soon more than one hundred thousand Belgians were received into English homes as though they were part of the family. A still greater number were given the necessary help to secure a home for themselves.

Cheltenham took its fair share of the responsibilities thrust upon this country, and that share was only brought to a close as recently as the early days of last month.

An appeal from the Local Government Board was made to the then Mayor—the late Alderman Skillicorne—for hospitality to the victims of the War in Belgium, and this was passed on to the townspeople by the Press.

Many offers were made, not always of a suitable nature, but a really practical scheme, proposed by Miss Plumer, and other ladies, was at once adopted.

This was the furnishing of empty houses as hostels and securing a maintenance fund by obtaining promises of weekly subscriptions.

Though the final accounts have not yet passed the auditor, it may be said here that probably between six and seven thousand pounds in money alone was contributed by the town of Cheltenham.

A Belgian Refugees' Committee was formed in September, 1914, under the chairmanship of the Mayor and from this a Management Sub-Committee was selected over which Brig-Gen. F. H. Hall presided and which had for its members Mesdames Badcock, R. Davies, Feilden, Hardy, Lane, and C. J. Phillips, the Misses Ker and Plumer, the Mayor (Councillor T. Rees Jones); the Rev. Father Thomas, and Messrs. Meynell, W. Morgan, A. Saunders, R. O. Seacome (Town Clerk), and W. Welstead.

The Mayor and Brig-Gen. Hall were joint Hon. Treasurers, and Mr. H. N. Winterbotham undertook the heavy duties of Hon. Secretary.

Miss Plumer had the pleasure to report at the first meeting of the Committee, on September 23rd, 1914, that Western Lodge (lent by Mrs. Leaver) had been furnished and equipped and was ready for twenty refugees. St. Philip's Lodge, (lent by Lt.-Col. E. J. Tickell, D.S.O.) was ready a few days later and was the first to be occupied, on October 8th. Oakfield, The Park (lent by Mrs. Quicke) was opened later in the month. In November, Torquay Villa, Selkirk Street, was lent by Mr. A. C. Billings and maintained chiefly by the subscriptions of the employees of his firm. In December, No. 6, Painswick Lawn was taken furnished and opened.

At the urgent request of the London Committee another Hostel, for refugees of a better class was opened at Longford, The Park, (lent by Mr. W. Baker) in January, 1915, and for a few months Greenfields, The Park, was similarly occupied.

Private hospitality was also extended to refugees by the Rev. Canon Waterfield, Mr. W. Fairlie Muir, J.P., Mrs. Talbot, Mr. W. R. Charles, C.M.G., Miss Parker, the Misses Ker, Miss Ogleby Davies, Miss Phillips, Miss Roscoe, Mrs. Beckingsale, and Miss Barnard.

The Hostels were placed under the management of a sub-committee under the chairmanship of Brig-Gen. Hall and matrons

The immediate superintendence of the domestic economy was undertaken by Mrs. Hardy, Mrs. Badcock and Mrs. Feilden.

The health of the Refugees, which generally speaking remained good, was looked after by Drs. J. Bramwell, Grace Billings, Conder Hebblethwaite, Holmes, Allman Powell, Pearson, Pruett and Sanderson. These all gave their services. The sanitary conditions were carefully supervised by the Medical Officer of Health (Dr. J. H. Garrett) and the Chief Inspector of Nuisances (Mr. A. E. Hudson).

The education of the younger Refugees was not neglected. In fact some of them had greater advantages given to them than they could have obtained in their own country.

Five boys were taken, free of charge, at Cheltenham College, two at Dean Close School, nine at the Grammar School, two at Glynarth, and one at Mr. E. R. Gurney's.

Fifteen girls were received at the Ladies' College, seven at Pate's Grammar School for Girls, and the remainder at the Ursuline Convent School in the Park.

The provision of clothing proved a serious question. At first numerous gifts were made, but the course of this supply soon began to fail, and the provision of new clothing proved a heavy item of expenditure.

Besides the several Hostels mentioned two others were opened independently of the Committee and maintained by separate subscription funds.

One of these was carried on for some months by local medical men. The other, which accommodated some thirty-five Refugees was started at Southwood House, Bath Road, by the Cheltenham Habitation of the Primrose League, and was ably superintended for a long time by Miss E. C. Platt.

The charge of the Clothing Depot and the duties of distribution were undertaken by Mrs. Hall, Mrs. Searight, Mrs. Green and Mrs. Barton-Gardner who had some laborious work to perform, as it was noted that fondness of dress was a characteristic of Belgians of all classes.

There can be little question that dealing with the problem of the Belgian Refugees in Cheltenham was not the least difficult of the War efforts put forth by the town, and called for an exceptional amount of tact, and, in some instances, firmness.

The intermingling of the Flemings and Walloons, for example, did not always tend to harmony, and the language question was necessarily trying. In the direction of harmonising these features the local Roman Catholic priests and several ladies conversant with the country, its peoples and languages, rendered fortuitous aid.

Again, it soon became apparent that many of the Refugees were in possession of means, and it was decided to require each Refugee to make formal declarations of their resources.

The result of this enquiry disclosed that several Refugees were in receipt of incomes which justified the Committee in requiring some contribution to be made towards their maintenance, and from time to time further contributions were required from Refugees who had obtained employment, which many did when it was found that such could be done without displacing British labour.

The problems which confronted similar Committees in other towns were not unknown in Cheltenham. Here, as elsewhere, the Refugees did not sufficiently realise that their first duty was to try and be self-supporting. They were peculiarly reluctant too, to do any work for other Refugees—the racial distinction doubtless operating here. But although the Committee had its full share of difficulties the Refugees as a whole showed themselves grateful for what they received.

The funds of the Committee were at various times helped by Concerts, Lectures and Entertainments. The accounts were kept by Miss Lukin, Miss Morris, Miss Feilden and Miss Seaton and audited by Mr. W. Welstead.

The burden of the Committee work naturally fell heaviest on Brig-Gen. Hall, chairman of the Management Sub-Committee and joint Hon. Treasurer, and on Mr. H. N. Winterbotham the Hon. Secretary.

Upon Gen. Hall devolved the care of the finances of the Committee, as well as the guidance of the Sub-Committee in the many difficult questions which arose from time to time in connection with the Hostels.

Lastly, but not least, must be recognised the splendid services of the Hon. Secretary, Mr. H. N. Winterbotham, which can hardly

**Read the above 1919 CLO report on Belgium Refugees and highlight what you think the most important information is. What does it tell you about the Belgian refugees and their settlement in Gloucestershire?**

## ***Now and then!***



A newspaper article of 3 May 1919 concluded that “There can be little question that dealing with the problem of the Belgian Refugees in Cheltenham was not the least difficult of the War efforts put forth by the town, and called for an exceptional amount of tact, and, in some instances, firmness.”

It identified some of the difficulties:

- A lack of harmony between Flemings and Walloons. The Fleming and Walloons were members of two different cultural and language groups from Belgium – (they even spoke different languages).
- A growing awareness that some refugees had incomes justifying a requirement they contributed to their maintenance
- How refugees could find employment without displacing British labour
- A view that “Refugees did not sufficiently realise that their first duty was to try to be self-supporting”



There was also a strong expectation that refugees should be “grateful”

## Many of these issues and tensions remain today

## *What happened to the Belgian refugees?*

History sources tell us there were an estimated 250,000 Belgian refugees who came to Britain during WW1. This was one of the largest single influx of refugees in Britain's history.

There were not many communities in the UK that were not affected by the arrival of the Belgian refugees. Most were housed with families across the United Kingdom.

However, without looking at the history of the UK you may not even know they came to this little country. Today there is little physical evidence that they were ever here. One example that can be found is a single monument in London's Victoria Embankment Gardens given in thanks by the Belgian Government.



When the Belgians came to the UK they were greeted with open arms, the government used the plight to encourage anti—German sentiment and public support for the war.

Although most Belgians lived with families there were some purpose-built villages, such as Elisabethville. Elisabethville was a self-contained community of people who only spoke Flemish or French, they lived in a township that was built on fields in the north-west outskirts of Birtley, beside a railway line. They had their own schools, shops, hospitals, newspapers, churches, prisons and police, they even used Belgian currency and it was considered Belgian territory and run by the Belgian government. The Belgians adapted to their new surroundings quickly and were a highly efficient workforce, although their interactions with the British were often strained.

History suggests that one of the reasons the Belgian refugees disappeared is that when WW1 finished the British Government wanted its soldiers back home. After initially welcoming refugees as heroes, people became unsympathetic to the foreigners and wanted them to leave. Some sources suggest that after the war the government didn't want foreigners anymore as they were taking jobs meant for the British. Many Belgians had employment contracts terminated meaning they had no work and no other option but to return home. Many Belgians came to Britain with the expectation of return. They were not surprised about going home as they had only left to avoid the Germans until they were defeated.

Within 12 months of the war ending more than 90% had left the UK and returned home. This was helpful for the Belgian government as they also needed people back in their



country to work. The ones that stayed, perhaps marrying an English partner soon integrated into British society and, being White European, were no longer noticed.

It has been suggested that one of the reasons the Belgians were forgotten is that when the British soldiers returned from the war they did not want to talk about their experiences and as a result of this those who had stayed at home did not feel they could talk about their experiences either. It meant that the history related to the Belgian refugees was not remembered at a national level in any specific way or in the homes where they had stayed.

When WW2 broke out new refugees came to the UK and the events of 1939-1945 overtook what had happened in many people's minds. It is only in recent years that historians have begun to look again at the history of the Belgian refugees.

(Source: <https://www.bbc.co.uk/news/magazine-28857769#:~:text=Official%20records%20from%20the%20time,run%20by%20the%20Belgian%20government.>)

## **Have attitudes to refugees changed since the Belgian refugees came to the UK in WW1?**

<p><i><b>Belgian refugees in the UK in</b></i></p>  <p style="text-align: center;"><b>WW1</b></p>	<p><i><b>Refugees in the UK today</b></i></p> 
<p>History tells us that when the Belgians came to the UK they were greeted with open arms, the government used the plight to encourage anti—German sentiment and public support for the war.</p>	<p>Evidence today suggests that the public’s attitude regarding refugees and migrants is polarised. Some people believe that they are a ‘threat’ to culture, wealth and security, whilst others believe that they bring a ‘positive narrative’ emphasising the potential benefits of immigration to culture, the economy and society.</p>
<p>History suggests that one of the reasons the Belgian refugees disappeared is that when WW1 finished the British Government wanted its soldiers back home and refugees out. Some sources suggest that after the war the government didn’t want foreigners anymore! Many Belgians had employment contracts terminated meaning they had no work and no other option but to return home.</p>	<p>It can be argued that the UK is one of the worst destinations for people seeking asylum. In 2016, Britain refused asylum to 71% of applicants. The current position is that people seeking asylum can only apply for permission to work if they have been waiting for an initial decision on their asylum claim for over 12 months. Those who are given permission can only do skilled jobs on the Shortage Occupation List. Those jobs are at ‘graduate level’ or above. Asylum seekers are given somewhere to live (often in a flat, hostel or B&amp;B). Each person gets £37.75 to pay for things like food, clothing and toiletries.</p>
<p>When WW2 broke out new refugees came to the UK and the events of 1939-1945 overtook what had happened in many people’s minds.</p>	<p>In the UK today we are bombarded with news every day, there is always a new story that often overtakes the last.</p>

Key question:

**Have attitudes to refugees changed since the Belgian refugees came to the UK in WW1?**

Having read about the attitudes towards the Belgians in WW1 and attitudes about refugees today what are the similarities and differences?

Why do you think attitudes have changed? Are the circumstances the same or different for the refugees?

The Belgium refugees were white, European and Christians. Many of the refugees and asylum seekers coming to the UK today are from different races and have different faiths. Do you think these things impact people's attitudes?

What are your overall thoughts about what you have read?



Challenge: Can you find any evidence to support your ideas?

## **Belgian Refugee 'class'**

Several historical sources show that the Belgians were often defined by their 'class'

The term 'class' when considering people is defined as 'a group of people within a society who possess the same socioeconomic status'. (Socioeconomic status refers to people who have similar income, education and social status within societies) The idea of 'class' has widely been used in censuses and in studies of social mobility.

With the huge numbers of Belgian refugees arriving the UK in such a short space of time the reception, allocation and accommodation process was almost impossible, this was not helped by the number of organisations involved (such as War Refugees Committee, Local Government Board and Catholic Women's league).



Registration meant a rudimentary classification of Belgians, better-off refugees were provided with a pink registration card and all others were given a blue label. A pink card entitled refugees to better transport and better accommodation.

*The first group of 20 who arrived on 7 October were French-speaking and Protestant and described as being of "middle or trading class". A few days later 20 Flemish-speaking Roman Catholics "of the peasant class" arrived. Another group of 14 and then 4 more families arrived before the end of the month.*



The caption next to this image said: "Good class business people." At Mr. Fairile Muir's Croton Lodge, and 5 servants.

Key question:

## **Do you think we have a 'class' system today?**

***How do you think it was decided what sort of class people were in?***

- 'Good Class', 'Middle or trading class' and 'Peasant class'.

***Do you think we have a 'class' system today? Would someone's 'class' change the way you think of them?***

***Do you think the following is fair? Can you justify your reasons?***

The current situation in the UK is that people seeking asylum can only apply for permission to work if they have been waiting for an initial decision on their asylum claim for over 12 months. Those who are given permission can only do skilled jobs on the Shortage Occupation List. Those jobs are typically at 'graduate level' or above.



## **Difficulties housing Belgian refugees**

It was not always easy to work with the authorities, who had put certain requirements in place:

“Belgian Refugees for the Forest

The Cinderford Relief Committee have received upwards for forty applications from people who are prepared to shelter Belgian refugees. At the moment of writing, none of the unfortunate Continentals have arrived in the district, and the task of sheltering them is more difficult by the decision of the authorities that they must, as far as possible, be received in groups. Many families are quite ready and even eager to accommodate one or two children or adults, but in a mining community like this, households which could comfortably entertain extra guests to the number of half a dozen or so, are of necessity scarce. The rulings of the powers that be are often most mysterious, but none can be more incomprehensible than that which marks out the quiet, and comparatively insignificant.....”

***How would you feel if you were a refugee who could not stay with the rest of your family because there was no space in people's houses?***

***Can you think of any solutions to this situation?***

***What would you do?***



## Important documents for the Belgian refugees!

Annotate the document below, showing the key information

This paper is NOT a Certificate of REGISTRATION.  
Celle n'est PAS un certificat D'INSCRIPTION.

**PROVISIONAL CERTIFICATE OF BELGIAN NATIONALITY.**  
**CERTIFICAT PROVISOIRE DE NATIONALITE BELGE.**

No. **32552**

**BELGIAN CONSULAR OFFICE,**  
**CONSULAT DE BELGIQUE,**

Sex male at BIRMINGHAM  
Sera à

Born at Opinote the 31 oct 1873 26 JUN 1916 191 .  
Né à le

I have personally examined Gaspar Jean who has  
J'ai personnellement interrogé qui

produced sufficient evidence to show **BELGIAN** nationality. I issue this **PROVISIONAL**  
a produit des preuves suffisantes de sa **NATIONALITE BELGE.** Je délivre ce **CERTIFICAT**

**CERTIFICATE** being satisfied that the above named person is a **BELGIAN SUBJECT.**  
**PROVISOIRE** ayant des raisons suffisantes de croire que la personne prémentionnée est Belge.

Identification Left Thumb-Mark  
Empreinte du Pouce gauche.

POUR LE CONSUL DE BELGIQUE  
Le Chancelier.  
J. Lintermans  
Consul.  
Consul.

SIGNATURE  
OF HOLDER  
Signature  
du porteur  
J. Gaspar



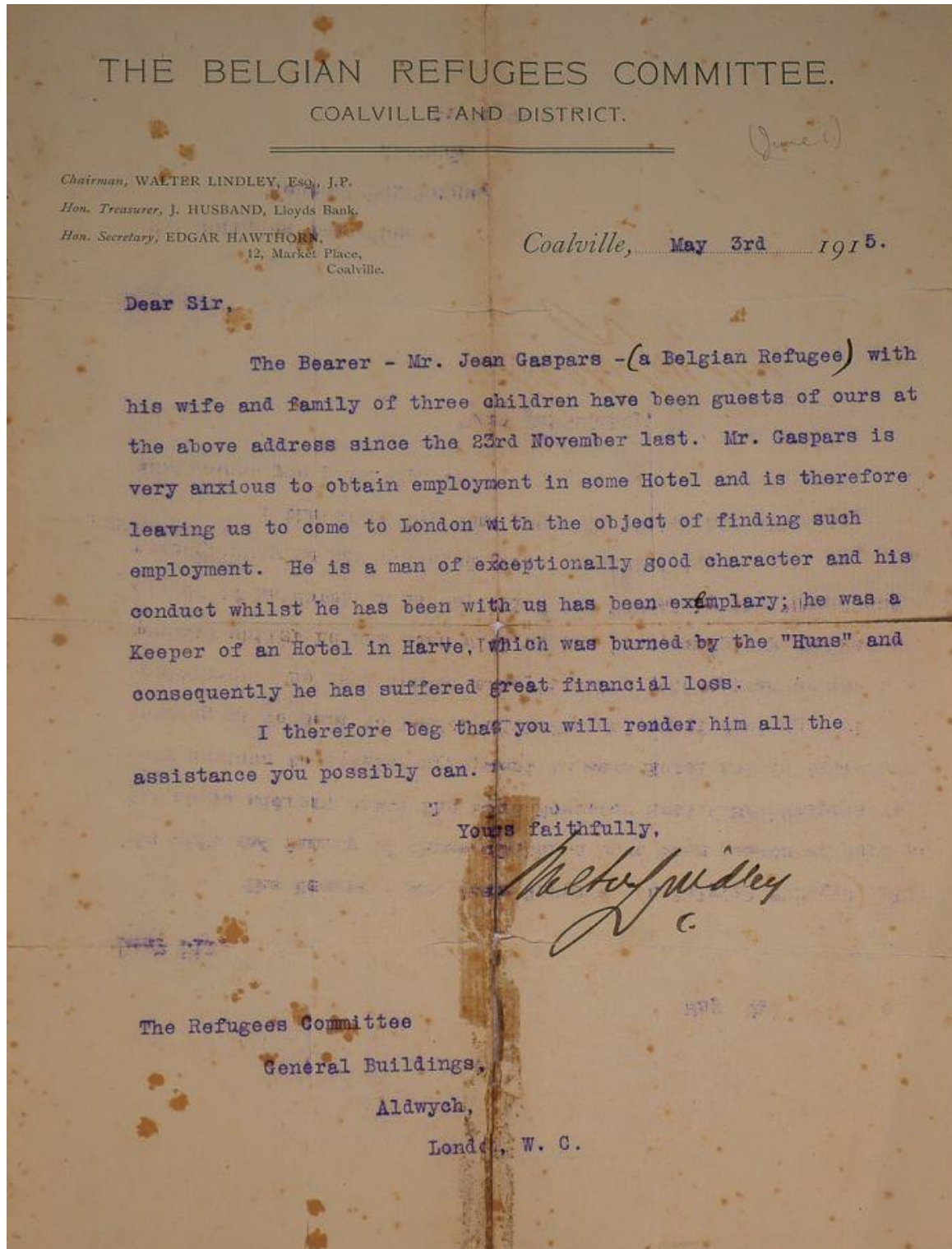
**Why would this document be important to a refugee?**

**What does it prove?**

**What other evidence might a Belgian refugee have to show where he was from?**

**Why would this letter be important for a Belgian Refugee moving to London for work? Think about evidence Mr Gaspars might need to show that he is suitable for a job.**

**What are the positive things in the letter that would help Mr Gaspars to get a job?**



## **Belgian refugees in World War 1**



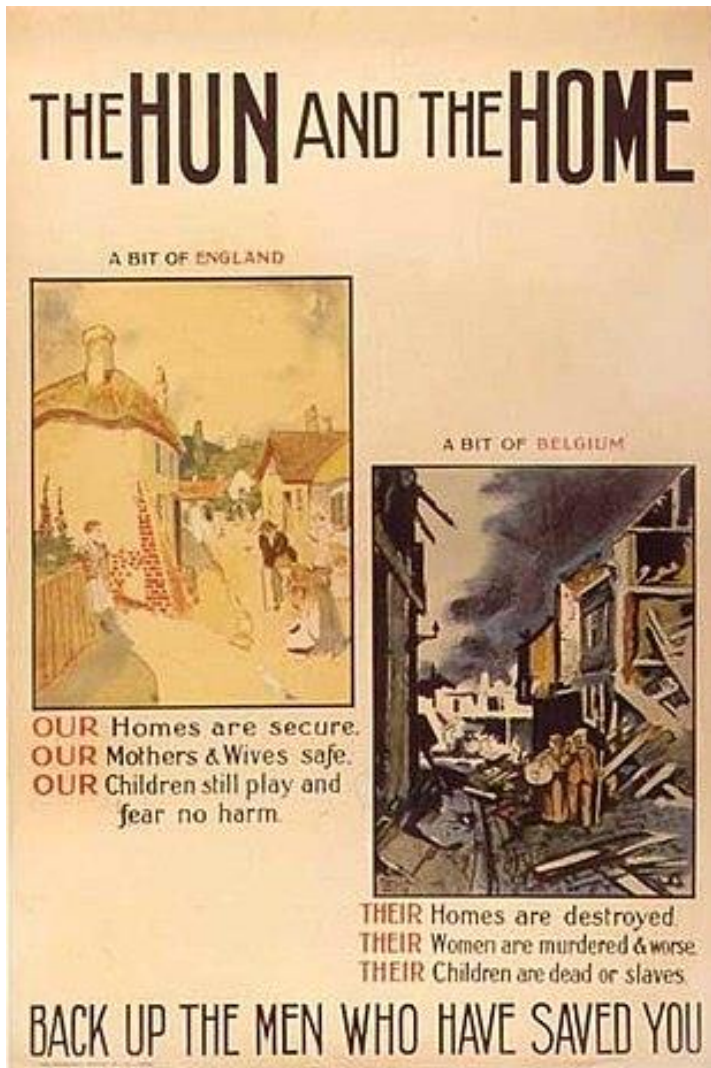
***What can you tell me about this picture? Look carefully for clues.***

***What do you think the Belgian child is feeling and why?***

***What do you think the German military man is doing and why?***

***This is not a photograph but an artist's sketch. What is your interpretation of this sketch?***

## **Refugees – What's changed!**



This is a poster encouraging people in the UK to support Belgian Refugees. An estimated one million Belgians fled their country after the German invasion in August 1914, 250,000 came to Britain.

### **Think about the following questions:**

Why do you think this poster was created?

How does the poster make you feel?

How might the people in the UK have felt about so many Belgians arriving in the country? What might they be afraid of? What could they do to help?

Now think about refugees in the UK today and have another look at the questions above. Would your answers be the same or different? Remember to justify your answers.

# Whiteway Community - activity ideas

## ***Activity 1: Case study Whiteway Community (information sheet)***

Get the children to read the case study of the Whiteway Community highlighting any interesting facts as they do. Give them some time to answer the following questions:

- What was the Whiteway Community?
- Who was involved in the Whiteway Community?
- What factors forced the Spanish refugees to come to the UK?
- What facts did you find interesting and why?
- What have you learnt?
- How do you think the refugees in the Whiteway Community felt about how they were treated?
- Dig Deeper: How do communities today help migrants and refugees when they move into a community? (e.g. Refugees fleeing the Civil war in Syria today)

## ***Activity 2: Diary entry – The Whiteway Community (information sheet)***

Talk to the children about 'The Spanish Civil War' explaining that many Spanish people needed to leave the country looking for refuge. Then introduce the Whiteway Community, explaining what they stood for and how their community worked.

Get the students to mind-map facts about the Whiteway Community and the Spanish refugees and then write a diary entry 'Being a Spanish refugee in the Whiteway Community'.

## ***Activity 3: Storyboard – The Whiteway Community (information sheet & template)***

Get the children to read the case study of the Whiteway Community. Explain to them that they are going to use this information to create an imaginative story about being a Spanish refugee in the Whiteway Community.

## ***Activity 4: Fact file – The Whiteway Community (information sheet and template)***

Get the children to read the case study about the Whiteway Community. Having done this get them to create their own fact file.

## **Case Study - The Whiteway Community and refugees from the Spanish Civil War**

The Whiteway Colony was originally set up as a Tolstoyan community by a group of eight like-minded socialists in 1898. The idea of socialism is to spread wealth more evenly and to treat all people fairly.

The Tolstoyan movement was based on the philosophical and religious views of a Russian novelist Leo Tolstoy. Their views were formed by studying the ministry of Jesus, particularly the Sermon on the Mount.

Situated just eight miles from Stroud, in the area of Miserden, Whiteway it is still going strong over two centuries later with about 150 people calling it home today. The Whiteway Colony has moved on from its original founding principle that rejected the idea of private property but for many years it aimed to build a socialist utopia in the heart of the Cotswolds. The founding members of the colony were so against the idea of ownership of land that it is said they burned the original deeds to the 41-acre site at Miserden on the end of a pitchfork.

The Spanish Civil war (July 1936-April 1939) was a war in which Francisco Franco a Spanish General and his troops took control of Spain, overthrowing the democratically elected Republican government. Many people were against Francisco Franco but the fascist governments of Germany and Italy provided troops and supplies to help him. The Soviet Union sold them weapons.

What followed was a bitter and divisive civil war that led to half a million deaths, and many people being put into concentration camps, millions of Spaniards being displaced and half a million refugees fleeing to France where many were interned in camps.

Towards the end of the Civil War, a lot of those who fought against Francisco Franco and his army fled looking for refuge. The people at the Whiteway Colony were quick to offer support to ten refugees who subsequently arrived at Miserden over the spring and summer of 1939. The refugees were given food, shelter and clothing. In return, they contributed to the running of the colony by helping with daily chores, cooking and farm work.



*Our Spanish Friends.*

From 1939, for a period of 2 years, a hall provided a home for a group of ten Spaniards who were republican refugees from the Spanish Civil war. The schoolroom was used as their sleeping quarters, while the hall was used as a living space. They grew vegetables on the southern side of what is now the car park. The men worked locally and were well received, most subsequently integrating into Gloucestershire.



Through consultation with the refugees, the colonists at Whiteway devised a system whereby everyone could live comfortably together. This included a rota for meals, an open approach to sorting out any issues as well as a zero-tolerance approach to alcohol consumption. The refugees were encouraged to learn English during their time at Whiteway – the intention being to enable them to find a job in the local community. Many locals responded generously towards the arrival of refugees with gifts of oranges and bananas with local fundraising activities to provide hard cash to support the community in helping establish these refugees in their new lives in Britain.

Red tape for refugees existed even in the 1930s and the requirement to fill in the government's forms correctly made it a difficult task for non-native speakers of English. Once again Whiteway colonists stepped up to the plate and helped these men to jump through the bureaucratic hoops set out for them to be in a position to apply for jobs. Nicholas, a cobbler by trade was up and running as soon as new tools could be found for him, Elessio and Vincent found work in the dockyards of Gloucester. As time went on the men began to earn more money from paid employment and they were then able to contribute to their upkeep.

Eventually, the refugees were in a position to move on from Whiteway. For two years they had been given the care and support they needed by the people of Whiteway to start a new life after their lives had been turned upside down by the Spanish Civil War. They could not return to Spain and had to make a new life in the UK. Franco remained in power until 1975 and if they returned they would have faced imprisonment and possible death.

# Kindertransport Children - activity ideas

## ***Activity 1: Case Study Kindertransport Children (information sheet)***

Get the students to read the case study of the Kindertransport Children highlighting any interesting facts as they do. Give them some time to discuss the following questions:

- What was Kindertransport?
- Why was it so important?
- What facts did you find interesting and why?
- What have you learnt?
- How do you think the refugee children felt when they left their homes? Consider what was happening to them, their families and their Jewish friends before they left.
- Dig Deeper: Can you think of any examples today where children have to flee from their homes for safety?



## ***Activity 2: Diary entry – the Kindertransport Children (information sheet)***

Talk to the children about WW2 explaining that many children had to leave their homes in the city and move to the countryside to stay safe. Introduce the Kindertransport children and explain that they were forced to leave their homes and were refugees to the UK.

Get the students to mind-map the story of the Kindertransport children including where they came from, why they had to leave their homes, how they might have felt.

Having mind-mapped their ideas get the children to write a diary entry of 'The day I left my home'.

## ***Activity 3: Case study 'The Gloucester boys' (Information sheet)***

Read through the case study of 'The Gloucester Boys'. Having done this, get the children to highlight the information they think is important and to then write a summary about 'The Gloucester Boys'.

#### ***Activity 4: Paul and Edith Arnstein (Information sheet and worksheets)***

Talk to the students about Paul and Edith Arnstein. Get them to use the information provided to answer the questions about them. Ask the students to explain to you what the difference is between fact and opinion. Having done this allow the students time to fill in the table about Paul and Edith.

#### ***Activity 5: Case study Werner Zorek***

Read through the case study of Werner Zorek. Give the students time to answer the following questions:

- Who was Werner Zorek?
- What facts did you find interesting and why?
- What have you learnt?
- How do you think Werner Zorek felt about the letter he received from his mum?

Talk to the students about Werner Zorek. Get them to use the information provided to answer the questions about him. Ask the students to explain to you what the difference is between fact and opinion. Having done this allow the students time to fill in the table about Werner Zorek.

#### ***Activity 6: Case study Werner Zorek (information sheet and biography planner)***

Read through the case study of Werner Zorek. Ask students to answer the following questions:

- Who was Werner Zorek?
- What facts did you find interesting and why?
- What have you learnt?
- How do you think Werner Zorek felt about the letter he received from his mum?

Get the students to plan a biography using the biography planning sheet. For those needing extra support give them the planning sheet that already has information about Werner Zorek added.

Having planned a biography, get the students to write a biography about him.

#### ***Activity 7: Werner Zorek letter from his mother (information sheet)***

Talk to the students about Werner Zorek. Show them the letter written by his mother and talk about how she must have felt writing this letter. Ask the students what they would include in a letter like this. Ask them how Werner Zorek would have felt receiving this letter.

### ***Activity 8: Photo evidence (worksheet)***

Talk to the students about the various types of evidence we have that help us find out about the past. Talk about the importance of photographs and ask what they can show us. Give the students the various photographs and get them to use their investigation skills to describe what they can see in the photographs. When they have done this ask them to annotate the pictures with as much information they can about what is happening in them.

### ***Activity 9: Identity cards (worksheet)***

Explain to the students that refugees to the United Kingdom were issued with identity cards. The Government introduced a National Registration Identity Card, everyone including children had to carry their identity card at all times to show who they were and where they lived.

Ask the students what information they think could be found on the Identity cards. (Owner's name and address, any change of address, a national registration number, a stamp from the local registration office to make it valid).

Explain that one of the reasons people had identity cards was in case they got separated from their family or guardians or their homes were bombed and people were killed or injured.

Give the students the worksheet and ask them to annotate explaining what information can be found.

### ***Activity 10: References (worksheet)***

Talk to the students about what they think a 'reference' for a job might be. Brainstorm why references are needed when applying for a job.

Explain that refugees to the United Kingdom had to get references to be eligible to stay in the United Kingdom.

Spend some time looking at the reference sheet for Werner Zorek. Get the students to write down the positive reasons given in the advisory committee report on why Werner Zorek could stay.

### ***Activity 11: Comparison (worksheet)***

Talk to the children about how even today many people are having to flee their homes. Get them to make comparisons between Kindertransport children and Syrian refugees today.

## **Kindertransport**

Imagine being told that to stay alive you would have to flee from your home, leave your family and move to an unknown country where you didn't understand the language. This is what happened to around 10,000 children who had to flee from Germany to Britain on boats and trains called Kindertransport.

Nazi authorities were acting violently against the Jews and on November 9-10, 1938 they staged a violent massacre (also called a pogrom) known as Kristallnacht (Night of Broken Glass). Homes and businesses were attacked and 91 Jews killed. After this, the British Government relaxed some of its strict immigration rules to allow in certain categories of Jewish refugees letting in around 10,000 children (mostly Jewish), who were fleeing the Nazi regime. The children were sent, without their parents from countries including Czechoslovakia, Austria, Germany and Poland.

Charities such as the Red Cross and British Jewish societies organised the Kindertransport, which involved helping children between the age of 5-17 years old travel to Britain by train and boat via Holland.

The children had to move to a country where they could not speak the language, had no family and no idea of who was going to be looking after them. Younger children were often housed with foster families, most of whom were well looked after, but some of whom were treated cruelly. Older children often lived in hostels.

On arrival at Harwich, they were housed in a former holiday camp before being dispersed around the country.

Many of the Kindertransport children stayed in the UK after the war because their parents had been killed by the Nazis and they had no family to go back to.



## *The Gloucester Boys*

Most of the Kindertransport children were placed in foster homes, but the boys who came to Gloucester were considered too old to be fostered.

The Gloucester Association for Aiding Refugees raised £800 to buy 18 Alexandra Road, Kingsholm as a hostel for the boys.

<u>REFUGEE BOYS FOR GLOUCESTER HOSTEL.</u>		
	yrs.	mths.
1. Walter Kolpak.	12.	0
2. Guenther Meyer.	14.	10.
3. Ivan Mularsky.	14.	24
4. Julius Mularsky.	12.	8.
5. Peter Nebenzahl.	13.	9.
6. Kurt Reimann.	14.	0.
7. Robert Suschitzki.	12.	8.
8. Arnold Ullmann.	13.	7.
9. Harry Vorgang.	13.	5.
10. Werner Zerek.	13.	8.
		Vienna.
		Bochum.
		Luebeck.
		" (brother)
		Hamburg (orphan).
		Danzig.
		Vienna.
		Berlin.
		Vienna.
		Breslau.

To look after the boys the Association employed Dr & Mrs Arnstein, a German speaking Jewish couple from Prague, at a salary of £100 a year. Dr Arnstein, a lawyer, had already been in trouble with Nazi authorities in Prague. The offer of this job allowed the Arnsteins to leave Czechoslovakia and enter Britain and saved them from certain death in the concentration camps.



Source: Gloucester Archives

The Kindertransport boys spoke little or no English. To start with, they were sent to Archdeacon Street Boy's School until they were old enough to leave school and start work. By Christmas 1939, WW2 had started. A Gloucester department store organised a party for the boys and they were even given some presents.



#### GLOUCESTER REFUGEES' HOSTEL

The chairman and committee of the Refugees' Hostel at 18 Alexandra Road, desire to thank the under-mentioned for their generous gifts (in cash and kind) for Christmas:— The Mayor and Mayoress (Puddings, etc.), Mrs. W. L. Edwards (turkey), Mrs. W. P. Cullis (ham), Mrs. Phelps (mince pies), Mr. Lawrence (mince pies), Miss Ward (18 tumblers), Anon (slippers for each boy), Miss E. Hartland (gloves for each boy), Mr. W. P. Cullis (pull-over for each boy), Mrs. Lorrimer (crackers and sweets), Mr. Eric Fowler (roller skates, games and sweets), Mrs. Colburn's Working Party (21 pairs of stockings), Mrs. Harris (biscuits), Miss M. Colwell (10/-), Mr. and Mrs. Jukes (10/-), Mr. Arthur Elliott (20/-), Conservative Women (cakes, etc.), and many other gifts of crackers, games, sweets, fruit, Devonshire cream, etc.

Description of the type of the work of the boys in the hostel 18, Alexandra Road, Gloucester.

Seven of the ten boys, living in the hostel are at work now:

Guenther Meyer, Ivan Mularsky, Werner Zorek, Peter Nebenzahl, Harry Vorgang, Arnold Ullman, Curt Reiman.

Guenther Meyer started work on the 28th. of October 1939 with Messrs Wm.T. Nicholls Ltd, builders, St. Paul Road Gloucester. He worked in the saw mill for about 6 months and was then transferred to the shop, St. Paul Road, to learn the carpentry, and before Christmas 1940 to the firms yards in Hempstead, Gloucester, to help building army huts. He was then put again into the saw mill, where he is still working. His apprentice forms have not been signed yet. His wages are 17sh.6d. a week. His contribution to the hostel is 9sh. a week.

Ivan Mularsky started to work on the 23th. of March 1940, at St. Aldate Garage, Northgate Street Gloucester. He is learning there everything, in the line of automechanic for example stripping down cars or lorries. The Garage is now under the control of the Ministry of Supply. His wages are 1 Pound a week, his contribution to the hostel 12sh. 6d. weekly.

Gunther Meyer was the first boy to leave school and start a job, in October 1939. By the time his report was written, in the autumn of 1940, seven of the boys had jobs and by August 1941 all ten had left school and were in work. They were expected to contribute towards their keep.

In November 1941, the Arnsteins resigned as wardens and it was decided to close the Alexandra Road Hostel. The boys were found lodgings for which the Association paid 22 shillings and 6 pence per week each, as well as continuing to provide other support.

27th. November, 1941.

Mr. W. Davies,  
Russell Road,  
Quedgeley.

Dear Mr. Davies,

I am writing, for my committee, to thank you and Mrs Davies for so kindly offering to have Kurt Reimann to live with you. It is good of you to offer him a home, and we are pleased to let him come to you.

We propose to pay 22/6 a week, for board, lodging, and laundry, for each of our boys, and we hope this will suit you. We shall still be responsible for their clothes and other expenses, and for their general welfare.

We hope you will feel you can consult us at any time you wish, and we shall always be glad to be of any help we can.

With thanks to you for all your kindness to Kurt since he has been at the Golden Anchor, and especially for going with him to the Tribunal at Bristol.

Yours truly,

Hon. Sec,

The Gloucester Association for Aiding Refugees continued to support the boys until they reached the age of 18. Kurt Reimann joined the British Army, as did Peter Nebenzahl and Arnold Ullman. Harry Vorgang moved to Manchester and Walter Kolpak went to America where he had relatives.

Boys ~~left~~ became independent as follows:

G. Mayer.	May 9. 1942
J. Mulinski	Apr. 11 1942
K. Reimann	Aug. 14 1943. (Army)
P. Nebenzahl	Jan. 1 1944 (Army)
<del>W. Zorek</del>	Apr. 10 1943.
<del>A. Ullman</del>	June 21. 1945 (Army)
H. Vorgang	June 6. 1942 (Manchester)
R. Suschynski	Sept. 1943.
J. Mulinski	Jan 6 1944
W. Kolpak	May 11. 1945 (America)

The Story of the Kindertransport boys who came to Gloucester has been put together from documents in the archive of the Gloucester Association for Aiding refugees which are kept safely at Gloucestershire Record Office.

## Jobs undertaken by “The Gloucester Boys”

Seven of the ten boys, living in the hostel at 18 Alexandra Road are at work now: Günther Meyer, Ivan Mularsky, Werner Zorek, Peter Nebenzahl, Harry Vorgang, Arnold Ullman, Curt Reiman.

Guenther Meyer started work on the 28th of October 1939 with Messrs Wm. T. Nicholls Ltd, builders, St. Paul Road Gloucester. He worked in the sawmill for about 6 months and was then transferred to the shop, St. Paul Road, to learn carpentry, and before Christmas 1940 to the firm's yards in Hempstead, Gloucester, to help to build army huts. He was then put again into the sawmill, where he is still working. His apprentice forms have not been signed yet. His wages are 17 shillings 6d. a week. His contribution to the hostel is 9 shillings a week.

Ivan Mularsky started work on the 23<sup>rd</sup> of March 1940, at St. Aldate Garage, Northgate Street Gloucester. He is learning there everything in the line of auto mechanic for example stripping down cars or lorries. The Garage is now under the control of the Ministry of Supply. His wages are 1 Pound a week, his contribution to the hostel 12 shillings 6d weekly.

Peter Nebenzahl started work on the 29<sup>th</sup> July 1940 with W. Judd, printer and stationer, 19 St Johns Lane, as a compositor. His work is chiefly composing and doing small jobs like visiting cards and a few errands. His wages are 11 shillings 6d a week, his contribution 7 shillings a week.

Werner Zorek started work on the 29<sup>th</sup> July 1940 at W. J. Nicholls Ltd. Builders and Decorators, St Paul Road Gloucester. He worked in the sawmill and will continue to do so until he reaches the age of 16. Then he will start to work as a cabinetmaker and commence his apprenticeship. His wages are 16 shillings 6d a week, his contribution 9 shillings a week.

Harry Vorgang started to work on the 22<sup>nd</sup> of December 1940 at Mr Andersen's Garage in Longford, Gloucester to an auto-mechanic trade, became ill and left the garage in March 1941. He started again to work on the 23<sup>rd</sup> of June in Blinkhorns Wireless department Eastgate Street, Gloucester. He is helping to repair and in the delivery of wireless sets. He is sometimes helping in selling wireless sets and other electrical goods, his wages are 12 shillings 6d.

Arnold Ullman started work on the 19<sup>th</sup> January 1941 at the carpenter of the Dean and Chapter of the Cathedral in Gloucester. He is repairing stones and does woodwork. His wages are 5 shillings a week, his contribution 0.

Curt Reiman started to work in January 1941 in the taylor's workshop of the firm 'Golden Anchor' Southgate Street Gloucester. He is making all sorts of works, which beginners can do such as buttonholes, sleeves and vests. His wages are 8 shillings, his contribution 3 shillings.

# **Paul and Edith Arnstein – The people from Gloucester who looked after the Kindertransport refugees**

*Written by Peter and Tim Arnstein (grandchildren of Paul and Edith)*

Paul Arnstein (1888-1985) and Edith Arnstein (1902-1978), were both born in Carlsbad, which was then in the German speaking part of Bohemia known as the Sudetenland, which was populated mainly by ethnic Germans and, in turn, part of the Austrian empire. Paul was a lawyer who practised in the courts in both Carlsbad and Prague where Czech was spoken. Edith had attended university for a year where, as a member of the International Guild of University Women she either met or began corresponding with Mrs Cullis, who lived in Gloucester. Edith's father was also a lawyer. They married in 1922 had two sons, Richard in 1924 and Alfred, in 1926 or thereabouts. Until the Depression of the 1930s, life had been good for them. In addition to his legal practice, Paul had built an apartment block, where the family lived in one apartment, the others being let. A good income enabled them to live comfortably and to socialise with many friends and family.



Economically, the depression hit hard. Worse was to come in the rise of Hitler and Nazism in neighbouring Germany. The Sudetenland remained in Bohemia as part of the new state of Czechoslovakia formed in 1919 after the collapse of the Austro- Hungarian Empire. In March 1938 Germany annexed the Sudetenland. The Arnstein family then found themselves living under a regime where, as Jews, they were liable to be rounded up and deported to concentration camps and almost certain death. They, therefore, left Carlsbad for Prague, where they stayed temporarily whilst they sought sanctuary from the Nazis. Like most educated German Jews, the anti-Semitism of the German nation came as a complete shock. Were it not for the extreme generosity of the Cullis family, through GAAR, offering to engage them as wardens of the hostel, they would not have been granted a visa and would not have made it to safety by crossing the



Channel. Edith was fluent in both English and French and as such, they were looking to escape to either France or England.

As a man of his times, we would tend to doubt that Paul was very “hands-on” with the boys and our own experience of him as a grandfather would have seen his role as caring and protective, but principally as the keeper of discipline. Edith, however, was the practical one. She was used to running her parents’ hotel and was a very good cook. She was also a deeply caring person and would have looked after the boys’ emotional needs as well as providing a home for them as best as she could in the circumstances.

Rationing permitting, she would have provided the boys with the food they were used to, a link with a home which we feel sure would have been appreciated. Apart from frequently mentioning the help and generosity of the Cullis’s, we don’t recall much being said about their time running the hostel. Our father and Fred were sent off to school at Wycliffe College, which had been evacuated to Wales, again arranged for by the Cullis’s and they therefore probably did not spend much time at the hostel.

Following the closure of the hostel in 1941, Paul worked for a time in a solicitors’ office before becoming a civil servant, working at RAF Records. Edith found work as a lab assistant, testing materials used in the manufacture of aircraft undercarriage. They remained in Gloucester, living at Coventry Close and Swallow Crescent before being able to buy a bungalow in Zoons Road Hucclecote. They loved their life in Gloucester taking full advantage of the surrounding Cotswolds where they frequently visited for walking trips. They were both passionate about the arts and culture. Paul was a more than competent pianist and would play regularly. Evenings were spent either playing or listening to concerts on the ‘Third Programme’, reading and keeping up to date with national and international events. Politically, Edith was a supporter of the Liberal Party, whilst Paul was perhaps a little further to the right.

In the early 1960’s Edith and Paul followed to London to be near their children and grandchildren in the mid 1960’s. They took full advantage of London’s cultural facilities and also were now close to old friends from Carlsbad who they met regularly. They were a couple truly devoted to each other. Edith died in 1978 following which Paul lived with our parents in Wimbledon before moving to join Fred and Sheila in Liverpool where he died in 1985. I know that Paul, Edith, Richard, Fred, along with ourselves, would wish to acknowledge that we owe an eternal debt of gratitude to the work of GAAR and in particular the generosity of the Cullis family.

## Paul & Edith Arnstein



What period of British history were Paul and Edith alive in? When were they born and when did they die?

Where did they come from?

What were their jobs before they came to the United Kingdom?

Why did they move to the United Kingdom?

Why are Paul and Edith remembered in history? What did they do?

What was their connection to Gloucester?

What else can you tell me about Paul and Edith?

Use the table below to write a summary of your ideas about Paul and Edith Arnstein. On the left write facts only. On the right write your ideas about them, e.g. their family. Remember that the things you write on the right are your own opinion, not facts!

What FACTS do you know for sure?	What can you guess about Paul and Edith Arnstein?

In your opinion what is the most important thing you have learnt about the Arnsteins?

# **Case Study: Werner Zorek**

## ***A Journey from Breslau to Gloucester and Beyond***

Werner, the only member of his immediate family to survive the Holocaust, was born on October 14, 1925, in what was then Breslau, Germany, which became Wroclaw Poland after WW2. He was the second child of Alfred and Frieda Zorek. His older sister, Erna, suffered from Down's Syndrome, which unfortunately meant that she became a potential victim of the NAZIs twice over.



To cope with the events, he survived, Werner developed a selective memory and shared only parts of his life before the war with his own family. His son Michael recounts that his father spoke of a happy childhood in Breslau and his seemingly unaffected response to Anti Semitism across Germany from Hitler's rise to power. Michael notes that he never spoke of his Bar Mitzvah which occurred 19 days before Kristallnacht, nor that his father was imprisoned in Buchenwald shortly after.

He also never talked of the Kindertransport but recalled taking a "great adventure" when he was just eleven in 1936, two years before the Kindertransport even started, blocking out the events that were perhaps too cruel and difficult to remember.

Much of the information was discovered by his children after his death. One of the things his son noted was that Werner kept his Kindertransport cardboard tag for 67 years after his arrival but never spoke about his experience.



Arriving in England, and after being housed at Harwich which had been turned into a holding camp for the children, Werner was moved to Barham house. From there he was chosen with other boys aged 12-14, considered too old to foster, to live in Gloucester. Werner was lucky that he had people to vouch for him as at the outbreak of war the British Government was interning enemy aliens. When, in

1941, the Arnsteins, who were running the hostel, decided to retire he was able to stay in Gloucester rather than be interned, being rehoused with the family of a friend.

In 1945 Werner started looking for information about his parents and sister who had been sent to Auschwitz. In 1947 he received, like so many children who had survived, the unofficial information of their death.

In 1947 Werner decided to move to the United States. His home in Europe no longer existed having become part of Poland and employment prospects were low in the UK, leading him to decide on the USA. He found work with the husband of a cousin and later took a position at Bloomingdales Department Store NY, until 1994 when he retired. He married and had two children. Zorek lived to be 81 years old. When he died he left two children, four grandchildren and many more questions than answers. Much of the information is gathered from letters and photographs as well as information gleaned online.

His son prefaces his father's story with the description "a story" not "the story", but this is so true of so many people who survived the times before, during and after WW2; some unable to remember, some unable to face the horrors they or their family or friends survived. Much is conjecture based on bits of information. What is important is that people like Werner survived and went on to build new lives and families and left pieces of their lives, legacies to be seen by those who go after and remembered.

Information from:

Zorek, M; 2019; *Werner Zorek: A Journey from Breslau to Gloucester and Beyond*

## **An extract from a letter for Werner Zorek from his mother (translated from German)**

Breslau 4.2.1939

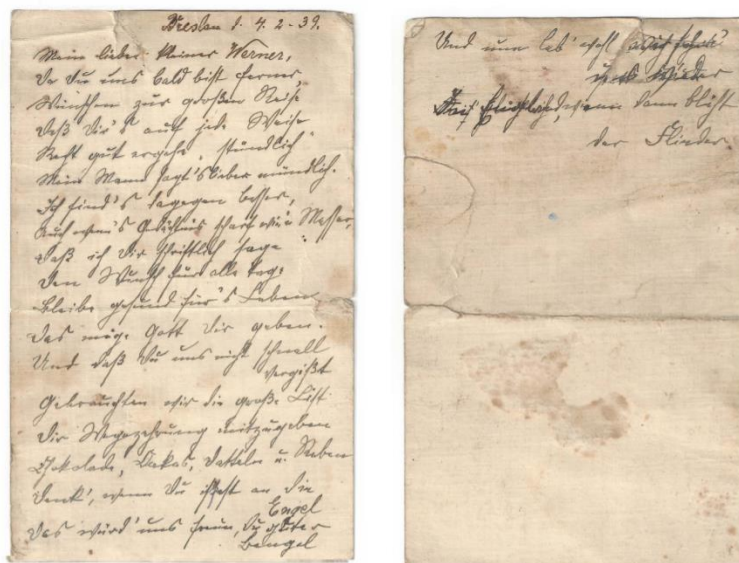
My Dear little Werner, as you will soon to be far away from us, on your great journey I wish that every hour goes well for you.

My husband says it is better to tell you verbally I find it better, on the other hand, to write it down while the memory is sharp as a knife. Then I wish you, for all days, that God may grant you health for life and that you don't forget us too quickly.

We have a long list of consumables to give to you to eat on the way, chocolate, dates, dakus, grapes, think of the Engels when you eat them that will make us happy you loved rascal.

And now live well, be happy then the lilac will bloom.

*A lot of the second page is illegible. It is unknown what dakus is.*



**How do you think Zorek's mother would have felt writing this letter?**

**How do you think Zorek would have felt when he received this letter?**

**What would you include if you had to write a letter like this?**

## Identity cards

Refugees, including Werner Zorek, needed an identity card in order to be able to stay in the country.

**NOTICE** **FQ 677137**

1. Always carry your Identity Card. You must produce it on demand by a Police Officer in uniform or member of H.M. Armed Forces in uniform on duty.
2. You are responsible for this Card, and must not part with it to any other person. You must report at once to the local National Registration Office if it is lost, destroyed, damaged or defaced.
3. If you find a lost Identity Card or have in your possession a Card not belonging to yourself or anyone in your charge, you must hand it in at once at a Police Station or National Registration Office.
4. Any breach of these requirements is an offence punishable by a fine or imprisonment or both.

FOR AUTHORISED ENDORSEMENTS ONLY

*Holder of Alien's Registration Certificate No 998588  
Detective Department, Gloucester  
Constabulary, Gloucester*

51-3875/2

**NATIONAL  
REGISTRATION  
IDENTITY  
CARD**

NUMBER <b>OBBW 293 : 8</b>	SURNAME <b>ZOREK.</b>
CHRISTIAN NAMES (First only in full) <i>Werner.</i>	REGISTRATION OFFICE ODG 18 JUN 43
CLASS CODE <i>B.25H.</i>	
FULL POSTAL ADDRESS <i>Kautara, Barnwood Road, Gloucester.</i>	REGISTRATION OFFICE ODG 11 AUG 47 SOUTHAMPTON
HOLDER'S SIGNATURE <i>Werner Zorek</i>	
CHANGES OF ADDRESS. No entry except by National Registration Officer, to whom removal must be notified.	
REMOVED TO (Full Postal Address) <i>Daneshurst, Barnwood Gloucester.</i>	FOR OFFICIAL ENTRY ONLY (Leave blank). Signature and other entry on any alteration. MARKING OF INADVISABLE IS PUNISHABLE BY A FINE OR IMPRISONMENT OR BOTH.
REMOVED TO (Full Postal Address) <i>Donnington, Farnham</i>	
REMOVED TO (Full Postal Address) <i>Donnington, Farnham</i>	
REMOVED TO (Full Postal Address) <i>Donnington, Farnham</i>	
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REMOVED TO (Full Postal Address) <i>Donnington, Farnham</i>	

## References

Refugees also needed evidence from others to show that they were eligible to stay in the country, these included references from people.

No. 3188		NAME ZOREK, Werner	
No. of H.O. Perm. 2599			
Date of Birth 14-10-25	Religion Jewish	Name and address of Parents ZOREK, Alfred and Frieda, 15 N. 10th Avenue, Breslau, A.J.	
Date of arrival in England 8 Feb.	Camp Barnwood		
Date left Camp (1) 14/6/41	English addresses (2) 3/5/46, "Danescourt", Barnwood Road, Gloucester.		
Weekly amount (if any) paid to foster parents			
Responsible Area Committee Gloucester			
18.2.40	no quarters, no folder		
25.1.40	He Mills (USA) sent by Reg 12-9-41.		
Oct 43	welfare report: excellent health. Boy lives with employer and is treated as one of the family by the excellent people who have now taken full responsibility for all his needs while paying progressive wages. Zorek has made the most of his exceptional opportunities, is extremely happy and doing very well. He is keen on cycling and has obtained First Class National Examination Certificates in Subjects studied at Technical College.		

Werner Zorek was interviewed and following the outbreak of World War II, it was decided that he could stay in Gloucester, as several people had vouched for him. Some Kindertransport children, mostly boys in their late teens, were incarcerated under suspicion of being enemy spies.

The advisory committee reported the following for Werner Zorek:

Reasons for Decision.	
<p>ZOREK came to this country on the 8th February 1939, under the auspices of the Refugee Children's Movement, and is of Jewish race.</p> <p>His father, mother and sister are still living in Breslau. The alien states that his father was formerly a shopkeeper, but was deprived of his business by the Nazis. His parents and sister were unable to leave Germany owing to their assets in the Danish Banks being frozen. The alien has received a letter from his aunt in America stating that the family are well, and his father is now working in a canning factory.</p> <p>The alien was vouched for by Mr. F. Jukes, Welfare Officer for the Gloucester Association for Aiding Refugees, Mr. W.P. Cullis, J.P., and Miss Ethel Hartland J.P., of Gloucester, who say that he is thoroughly reliable, honest and trustworthy.</p> <p>He is at present employed as a woodworker by Messrs. Wm. T. Nicholls Ltd., St. Paul's Road, Gloucester, and resides at a Hostel maintained by the Refugee Children's Movement.</p> <p>The Committee regarded the alien as a genuine racial refugee, and in view of the fact that he is under supervision at the Hostel, were of the opinion that he could be safely left at liberty and exempt from the special restrictions.</p> <p>Regional Advisory Committee No. 7, BRISTOL.</p> <p>Signature <i>Richard O'Sullivan</i> Date 3rd November 1941.</p>	
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COPYRIGHT OFFICER WILL ADVISE	Image Reference: 1

# Werner Zorek



What period of British history was Werner Zorek alive in? When was he born and when did he die?

Where did he come from?

Why did he move to the United Kingdom?

What was his connection to Gloucester?

What else can you tell me about Werner Zorek?

Use the table below to write a summary of your ideas about Werner Zorek. On the left write facts only. On the right write your ideas about him, e.g. his family, his home. Remember that the things you write on the right are your own opinion, not facts!

What FACTS do you know for sure?	What can you guess about Werner Zorek?

In your opinion what is the most important thing you have learnt about Werner Zorek?

## Werner Zorek biography planning

Werner Zorek	<p>Introduction:</p> <ul style="list-style-type: none"> <li>• Werner Zorek was a refugee</li> <li>• Moved to Gloucester during WW2</li> <li>• Known as a Kindertransport Child</li> </ul>
	<p>Early Life:</p> <ul style="list-style-type: none"> <li>• Born October 14<sup>th</sup>, 1925</li> <li>• From Breslau, Germany</li> <li>• Parents were Alfred &amp; Frieda Zorek</li> </ul>
	<p>Moving to the UK:</p> <ul style="list-style-type: none"> <li>• Arrived in England and housed in a holding camp for children</li> <li>• Too old to foster so moved to Gloucester and was housed in a hostel in Alexandra road.</li> </ul>
	<p>Life in the hostel:</p> <ul style="list-style-type: none"> <li>• Supported by Gloucester Association who bought the house</li> <li>• Lived with 9 other boys and was looked after by Paul and Edith Arnstein</li> <li>• Spoke little English</li> <li>• Sent to Archdeacon boys school until old enough to start work.</li> </ul>
	<p>Later life:</p> <ul style="list-style-type: none"> <li>• Worked in a sawmill until he was 16</li> <li>• Went to work as a cabinet maker and do an apprenticeship</li> <li>• 1947 moved to the United States.</li> <li>• Worked at Bloomingdale's department store in New York</li> <li>• Married and had two children</li> <li>• Lived until 81 years old</li> </ul>
	<p>Conclusion:</p> <ul style="list-style-type: none"> <li>• Parents died in the Holocaust</li> <li>• Never talked about his experience as a Kindertransport child but kept the cardboard tags he travelled with.</li> </ul>

## Werner Zorek biography planning

<h1>Werner Zorek</h1>	Introduction:
	Early Life:
	Moving to the UK:
	Life in the hostel:
	Later life:
	Conclusion:

# Photo evidence

These photographs are of some of the children who came to the UK as part of the Kindertransport scheme.

You can find out a lot about the past just from photographs. Use your investigation skills and explain to a partner what you can see in the photographs below. Do the pictures help you to find out about the past? Next, annotate the pictures with as much information you can about what is happening in them.

Lots of people are watching;  
they were probably  
interested to see the  
Kindertransport children.





# Identity cards

There were some really important documents needed for refugees, including an identity card.

What information can you find on these documents? Why do you think refugees had to carry the identity cards with them?

# NOTICE

FQ 677137

1. Always carry your Identity Card. You must produce it on demand by a Police Officer in uniform or member of H.M. Armed Forces in uniform on duty.

2. You are responsible for this Card, and must not part with it to any other person. You must report at once to the local National Registration Office if it is lost, destroyed, damaged or defaced.

3. If you find a lost Identity Card or have in your possession a Card not belonging to yourself or anyone in your charge you must hand it in at once at a Police Station or National Registration Office.

4. Any breach of these requirements is an offence punishable by a fine or imprisonment or both.

FOR AUTHORISED ENDORSEMENTS ONLY

*Holder of alien's Registration  
Certificate No 998588  
Police Department, Gloucester  
Auxiliary, Gloucester*

NATIONAL  
REGISTRATION  
IDENTITY  
CARD

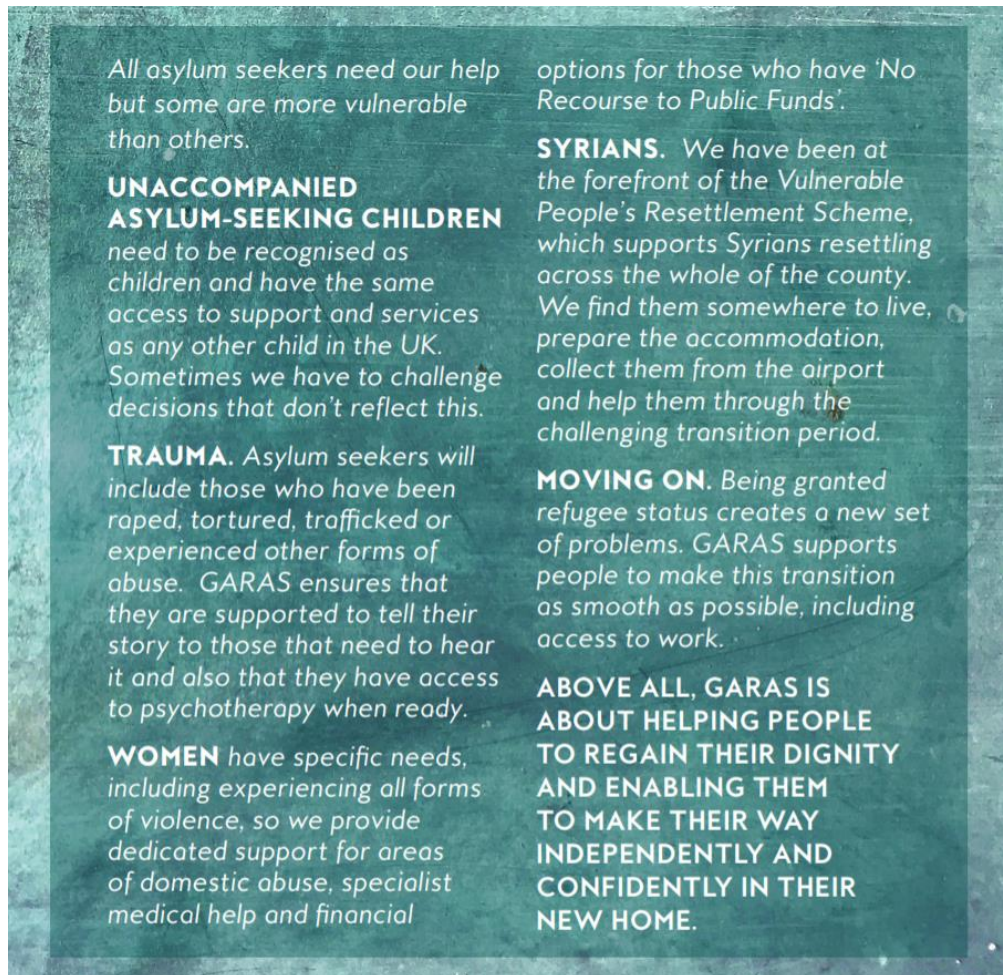
51-107512

NUMBER		SURNAME
OBBW 293 : 8	ZOREK.	
CHRISTIAN NAMES (First only)		
<i>Werner</i>		
CLASS CODE		
<i>B.25H.</i>		
FULL POSTAL ADDRESS		
<i>Kaulara Barnwood Road. Gloucester.</i>		
HOLDER'S SIGNATURE		
<i>Werner Lock</i>		
CHANGES OF ADDRESS. No entry except by National Registration Officer, to whom removal must be notified.		
REMOVED TO (Full Postal Address)		
<i>Danesbury, Barnwood Gloucester.</i>		
REMOVED TO (Full Postal Address)		
		
REMOVED TO (Full Postal Address)		
REMOVED TO (Full Postal Address)		
REMOVED TO (Full Postal Address)		
REMOVED TO (Full Postal Address)		
OBBM 302 2 348X		

# Comparison – then and now!

Even today people have to flee their countries due to persecution. Just like with the Kindertransport children, both individuals and organisations help to make this happen.

GARAS is one organisation that helps refugees and asylum seekers in Gloucester today.



The UNHCR has said that by the end of 2018 there were 6.7 million Syrian refugees worldwide. The UK has helped by providing aid to refugee camps on the Syrian boarder and has pledged to resettle 20,000 Syrians by 2020 through the Vulnerable Persons Resettlement Scheme.

Find out about the Syrian refugees and consider any similarities and differences to the situation of the Kindertransport children.

<https://www.worldvision.org/refugees-news-stories/syrian-refugee-crisis-facts#fast-facts>

### **Further information/Useful websites:**

The following links provide additional information, lessons plans, images, documents etc. Please be aware it is the responsibility of the person using these links to check that the content is appropriate for their students and GARAS will not be held responsible for any content that is deemed unsuitable.

- Historic England - Case studies, lesson plans, teaching resources, images, documents etc.: <https://historicengland.org.uk/services-skills/education/heritage-schools/>
- A History of the County of Gloucester: Volume 4, the City of Gloucester (detailed information, images, maps):  
<https://www.british-history.ac.uk/vch/glos/vol4>
- Gloucester Archives – Case studies, lesson plans, teaching resources, images, documents etc.:  
<https://www.gloucestershire.gov.uk/archives/>
- Gloucester Civic Trust – information, videos etc.  
<https://www.gloucestercivictrust.org/>
- BBC – Slavery in Gloucester:  
[http://www.bbc.co.uk/gloucestershire/content/articles/2007/02/19/slavery\\_gloucs\\_feature.shtml](http://www.bbc.co.uk/gloucestershire/content/articles/2007/02/19/slavery_gloucs_feature.shtml)
- BBC – Slavery in Gloucester:  
[http://www.bbc.co.uk/gloucestershire/untold\\_stories/african/slavery.shtml](http://www.bbc.co.uk/gloucestershire/untold_stories/african/slavery.shtml)
- Gloucestershire Live: Slavery in Gloucester:  
<https://www.gloucestershirelive.co.uk/news/cheltenham-news/hundreds-people-gloucestershire-benefited-slave-4211358>
- Cotswold Archaeology – Excavating Roman Gloucester  
<https://cotswoldarchaeology.co.uk/community/discover-the-past/archaeology-in-your-area/gloscat/>
- Gloucestershire Archaeology – Information, research, projects:  
<https://www.glosarch.org.uk/index.html>
- Know your place – interactive maps over various time periods (including overlay option)  
<http://www.kypwest.org.uk/tag/gloucestershire/>
- Ben Uri Collection - Teaching resources and lessons plans that explore themes of identity and portraiture  
<https://benuri.org/schoolsandfamilies/>