

A Century of Occupations, Political Experiments and Renewed Statehood in Central Europe as Reflected in Postage Stamps (and History Teaching)

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The text of this paper analyses the issue of political and territorial transformations in Central Europe as reflected in postage stamps issued from 1918 to the present day. Stamp production, as a historical source, also reflects modern history in the form of jubilee issues and the choice of the subjects presented, thereby contributing towards the shaping of our collective memory. This paper recommends their didactic use in history teaching on the basis of an account and analysis of these subjects. The process described leads to an effective alternative educational medium that strengthens interdisciplinary co-operation between school history teaching and media studies.

Key words: *history teaching; didactics of history; postage stamps; propaganda; media education; political and territorial transformations; Central Europe; anniversary*

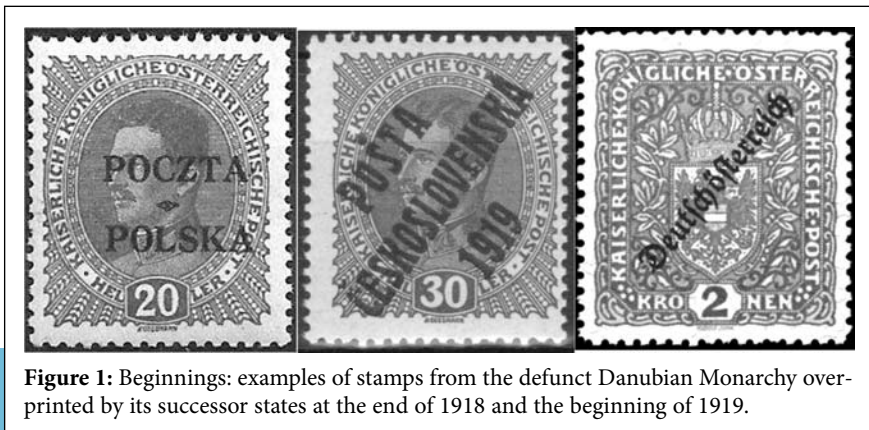


Figure 1: Beginnings: examples of stamps from the defunct Danubian Monarchy overprinted by its successor states at the end of 1918 and the beginning of 1919.

Introduction

While the period of time covered by this paper clearly reflects our current hundredth anniversary, the spatial localisation of the collection of philatelist material and data was far more difficult (in part due to the planned length of the text). Central Europe is seen imprecisely and purposefully in this paper through Austro-Hungary's successor states with the projection of German or (Soviet) Russian influences. The didactic focus of the paper considers the applicability of the determined data in history teaching.

Reflections of transformations of statehood, internal structures and their anniversaries have a fundamental importance in shaping the cultural memory and in the politics of social memory. Their deeper comprehension in national history and in transformations of commemoration through the use of visual media (including postage stamps) undoubtedly contributes to the cultivation of the historical awareness of the pupil in relation to the question of national identity. Since the given initiatives significantly strengthen the inter-subject character of the chosen topic (particularly in connection with civic education), the medium of the postage stamp, also promoting fundamental topics in modern history, has provided a suitable boundary (with a view of the intended extent of the text).

The fact that it has proved possible to spread interest in this media object among historians, didacticians and pedagogues active in history teaching (if not in any earthshattering way) indicates a simple explanation – stamps are of the nature of a pictorial source and, similarly to textual sources, contain valuable information about the time at which they were issued. For historical cognition, nevertheless, they demand the application of corresponding methods of source criticism and, for our purposes, adequate didactic implementation in history teaching.¹ Logically, they have a place, from the viewpoint of their classification for the needs of education, both among authentic teaching materials and among media of sensory perception such as photographs, caricatures, posters, reproductions of works of art, etc. They

¹ The cornerstone of philately, consisting of the discovery of imperfections, singularities or the shortcomings of the creators and producers of a stamp, is practically entirely neglected in this text for logical reasons. This paper likewise does not rely on specialist philatelic terminology and also makes no attempt at the strict standard designation of the philatelic material used. Attention is restricted to topics of political importance and their didactic possibilities. The inspirational effect of the use of postage stamps in teaching lies, in part, in their potential alternative expansion of the individual extracurricular interests of pupils. The promotion of philately indisputably contributes not merely to general education and the development of the historical awareness of the pupils. Specialist and specific (i.e. philatelic) skills are also discovered and augmented during work with postage stamps. These may, in turn, support the development of certain personal qualities such as patience, a sense of the aesthetics of classification of philatelic material, etc.

are also a readable source that graphically communicates the transformations the state structure has undergone and the traditions and legacy it advocates. The changeable frequency of a subject on the timeline and its form can also.

Postage stamps accompanying transformations of Central European statehood are now readily available over the Internet. We can study their appearance and description in philatelic catalogues classifying stamps according to consistent rules. A national catalogue and the services offered on the webpages of the Czech Post Office, etc. can also be used.² A key source are the postal gazettes of the Ministry of Transport and Communications and their historical versions going back to the year 1919. Stamp collecting hobby magazines can also be used.³ The basic specialist texts considering Czechoslovak stamps include the multi-volume edition *Monografie československých známek (Monograph on Czechoslovak Stamps)*.⁴ Since the subject of our interest here is the didactic potential of postage stamps, and not their study from the philatelic perspective, only sporadic reference can be made to the literature considering stamps in terms of production processes, printing techniques, production defects, rarities, perforations, etc. An important role is, for this reason, played by secondary sources of information and the work of specialist historians on historical personalities and detailed historical contexts that can help shed light on the interpretation and symbolism of the depicted events and incorporate them into teaching as an alternative medium through which the pupil can discover historical facts. One of the key works of modern German media didactics by H. J. Pandel⁵ and the text by British historian and didactician Robert Stradling⁶ (translated into Czech) promoting the principle of multi-perspective

² <https://www.filaso.cz/katalogy.php>; <https://www.ceskaposta.cz/sluzby/filatelie-a-postfila/znamky/prehled-znamek> [on-line] [cit. 2017-07-03] etc.

³ c. f., for example, the inter-war volumes of the magazine *Český filatelista (The Czech Philatelist)*, the post-war *Filatelie (Philately)* or *Zpravodaje Společnosti sběratelů československý známek (Bulletins of the Society of Collectors of Czechoslovak Stamps)*.

⁴ *Monograph on Czechoslovak Stamps*. Volume 1, *Popřevratová doba. Hradčany 1918–1920 (The Post-Revolutionary Period. Hradčany 1918–1920)*. Prague 1968; *Monograph on Czechoslovak Stamps*. Volume 2, *Legionářské 1919 – hospodářství a věda 1923 (Legionary 1919 – The Economy and Science 1923)*. Prague 1971; *Monograph on Czechoslovak Stamps*. Volume 3, *Výplatní známky 1923–1939 (Revenue Stamp 1923–1939)*. Prague 1979; *Monograph on Czechoslovak Stamps*. Volume 7, *Pošta čs. vojsk v Rusku 1914–1920 (The Post of the Czechoslovak Armies in Russia 1914–1920)*. Prague 2016 (in the case of volumes relating to the First Republic, i.e. 1–3 and 7, use is also made of older publications). *Monograph 6 – Československé známky za období 1945–1992 (Czechoslovak Stamps 1945–1992)* has not been produced to date in spite of various proposals (similarly the *Monograph – Česká republika (The Czech Republic)*): In: <http://www.infofila.cz/navrh-naceleneni-monografii-ceskoslovenskych-a-ces-r-2-c-794> [on-line] [cit. 2017-07-02].

⁵ Pandel, H. J.: *Handbuch Medien im Geschichtsunterricht*. Schwalbach 2005.

⁶ Stradling, R.: *Multiperspektivita ve vyučování dějepisu: příručka pro učitele (Multiperspectivity in History Teaching: A Guide for Teachers)*. Praha 2003.

perception of information sources and comprehension of their relationship to the present day provide introductory guidance when devising roles that annotated mass media can play in modern history teaching. As far as Czech authorship is concerned, the branch didactic synthesis focusing on the media by the authors Labischová and Gracová, with links to additional sources, can also be recommended. A number of previous works by the author of this paper are also devoted to this topic.⁷

Military, political and diplomatic transformations in the Central European region reflected in postage stamps

The defeat of the Danubian Monarchy in World War I and the division of the empire into many independent countries removed a significant player from the international scene. The final issue of the Austro-Hungarian Imperial and Royal series of stamps of 1916 depicted the national coat of arms, Emperor Karl I and the imperial crown. This series of stamps was also given the rather thankless task of recording the formation of new state structures – Poland (or its southern part to be more precise), Ukraine (or Western Ukraine), Czechoslovakia, Romania (or parts of former Galicia and Bukovina) and the State of Slovenes, Croats and Serbs (provisionally in postal relations on the territory of Slovenia, Bosnia and Herzegovina) – by means of stopgap overprints.

Let us first notice the transformations of the reflection of the successor **Austrian** statehood in stamps over the course of time. The newly declared state of German Austria initially endeavoured to legitimise itself by overprints of imperial stamps, and in June 1919 managed to issue its own stamps, although the Treaty of Saint-Germain expressly forbid any kind of alliance with Germany. There are practically no stamps commemorating the establishment of the state in the interwar period – the results of the peace conference logically represented a great disappointment to the citizens of this successor state. Two authoritative regimes in Austria in rapid succession could not prevent the enticement of Nazi Germany which celebrated the “Anschluss” with the issue of a stamp to mark the referendum of 10 May 1938. Beneath the motto “Ein Volk, ein Reich, ein Führer” we see a young blonde German man in military boots who is passing a flag with a swastika to another young man in white knee socks. Following the victorious

⁷ Labischová, D. – Gracová, B.: *Příručka ke studiu didaktiky dějepisu (Guide to the Study of the Didactics of History)*. Ostrava 2008; Štěpánek, K.: *Moderní dějiny v reflexi poštovní známky a její didaktický potenciál (Modern History Reflected in Postage Stamps and Their Didactic Potential)*. In: Khonová, J. – Holubová, B. (eds.), *Přítomná minulost: XXVII. A XXVIII. letní škola historie (The Present Past: XXVII and XXVIII. History Summer School)*. Praha 2016, etc.

campaign by the Russian army, and undoubtedly under the influence of the occupation authorities in 1945, we see the overprint Austria on stamps with Adolf Hitler, sometimes with a latticed motif to prevent any propaganda. A year later, there is an issue of eight stamps that repudiate Nazi ideology in the language of clear symbols (a broom sweeping fragments of the swastika from Europe, etc.). The transition of Austrian statehood into neutrality reaches a symbolic climax with the Staatsvertrag (State Treaty) in 1955, commemorated by a stamp in a ten-stamp anniversary series (1,000 years of Austria, 1996). The Austrian Post Office took a similar symbolic stand on the Anschluss of Austria to Nazi Germany on 11 March 1938 with the anniversary stamp of 1988. The eloquent text *Finis Austriae* is accompanied by a depiction of the fence of a concentration camp.

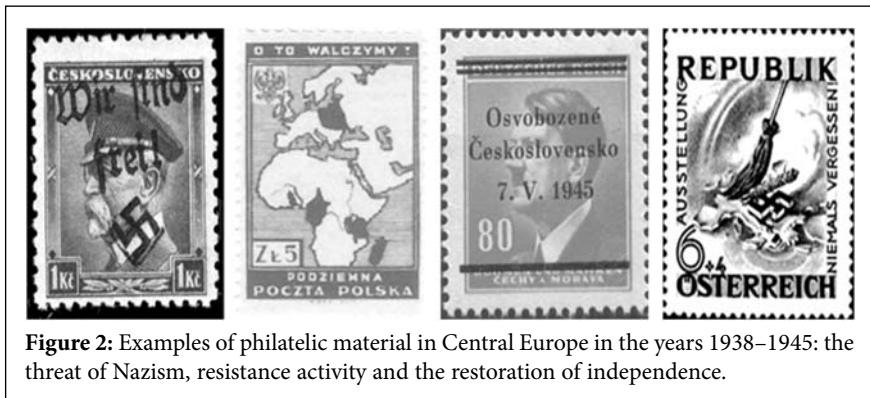


Figure 2: Examples of philatelic material in Central Europe in the years 1938–1945: the threat of Nazism, resistance activity and the restoration of independence.

The overprinted stamps with the text *Czechoslovak Post 1919* on old Austrian stamps featuring motifs of the ruler or the royal crown are not merely historical evidence of the building of an independent state on the ruins of monarchy, but also an example of the difficult period our post office went through at the beginning of Czechoslovak statehood. Nevertheless, Czechoslovak stamps assumed exclusive validity from the first of March 1919.⁸ The first president, his closest colleagues E. Beneš and M. R. Štefánik, and the pan-Sokol rallies found themselves the focus of interest. The shift of interest to anniversaries on the battlefields in the middle of the nineteen thirties not merely strengthened the fighting tradition of the Army of the First Republic, but was also in all probability already a reaction to the

⁸ State overprints of old Austrian and Hungarian stamps. Ministry of Post and Telegraph Offices in Prague Decree no 3426-VI-29 of 8 February 1919 (Gazette no. 9, page 32) ordered that old Austrian and Hungarian stamps become invalid on the soil of the Czechoslovak Republic.

worsening international political situation in Europe. The stamps elucidate the historical correlations of the Nazdar Company, the Czech Retinue, the Battle of Zborov, the Battle of Bakhmach and the Battle of Arras in World War I.

The territory of the First Czechoslovak Republic underwent an absolutely fatal transformation as a consequence of the Munich Conference in September 1938. These territorial and administrative changes were convincingly captured both by the emergency cancellation of existing stamp issues and by new stamps. Pupils will find the eloquent overprints “Wir sind frei!” (“We are free!”) accompanied by Nazi symbols and similarly motivated postmarks on the stamps that circulated in the then freshly occupied Sudetenland.

The new post-Munich Second Republic, officially known as Czecho-Slovakia, had little time to achieve very much in the area of postal communication in the 167 days of its existence. Nevertheless, Slovak autonomist and separatist pressure was, however, reflected on its stamps. The historical hyphen appears in the country’s name in a number of issues (with the portrait of T. G. Masaryk, for example) as a silent witness to the gradual decline of the joint statehood of the Czechs and Slovaks.

The beginnings of the six-year German occupation are clearly documented by another stopgap overprint. Before the appearance of postage stamps reflecting the new situation, they were amended by the text “Czechoslovakia” being crossed out and the words “Böhmen u. Mähren” and the translation “Čechy a Morava” (“Bohemia and Moravia”) added. Nevertheless, the “protection” of the German Reich is later documented eloquently by regular Protectorate stamps. Adolf Hitler was understandably given greater attention in stamp issues as soon as the Nazis had postal communication under their control to their satisfaction. During the course of 1944, however, Germany found itself in a deep crisis that came to a symbolic climax the next spring with the fall of Berlin. The death throes of the occupying administration swiftly mobilised the Czech resistance movement and an armed uprising broke out on 5 May 1945. “Revolutionary” overprints reading “Liberated Czechoslovakia 7. V. 1945” over the stamp portrait of Adolf Hitler (Figure 2) and similarly “Truth Wins, CSR” with a lime twig are original historical testimony to the end of fighting and the immediate assumption of power in the individual regions. These stamps were generally instigated by individuals or provisional bodies as soon as the German units were withdrawn. They have become much sought after by collectors both for their symbolic importance and their limited number.⁹

⁹ c.f. Uhlíř, J. B.: *Protektorát Čechy a Morava v obrazech (The Protectorate of Bohemia and Moravia in Images)*. Praha 2007, pp. 370–375; Čvančara, J.: *Heydrich*. Praha 2011, p. 275; *Monografie československých a českých známek a poštovní historie – pošta v době nadvlády (Monograph on Czechoslovak and Czech Stamps and Postal History – The Post Office at the Time of Occupation)*, Part 11, volume II. Praha 2013.

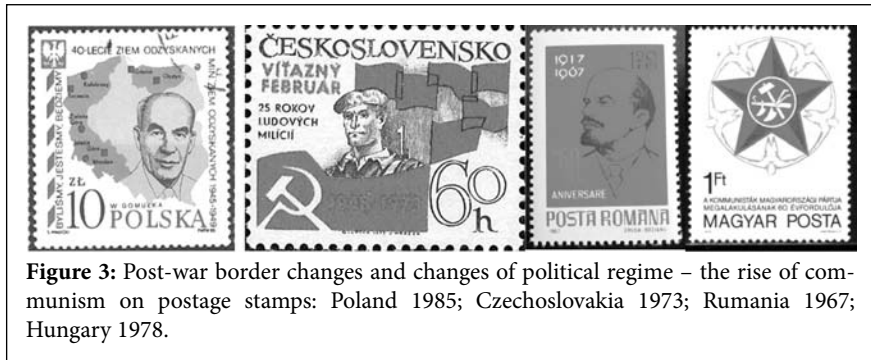


Figure 3: Post-war border changes and changes of political regime – the rise of communism on postage stamps: Poland 1985; Czechoslovakia 1973; Rumania 1967; Hungary 1978.

The influence of the liberation of Czechoslovakia by the Allied armies and the participation of volunteers in the resistance was immediately reflected in stamp form. Engravers and graphic designers produced designs of Czechoslovak state symbols, statesmen, military artefacts and war heroes from the foreign resistance.¹⁰ The first anniversary of the May Uprising of 1945 was celebrated by the liberated state with a symbolic series with a sheet of stamps on which Saint George kills the dragon.¹¹

The stamp issues in the period after February 1948 were intended, first and foremost, to provide active help to the legitimisation of the Communist regime. The typical topics we can find, accompanied by the obligatory rhetoric, include glorification of the five-year plans, electrification of the railways by “Socialist emulation for the fulfilment of the plan, mechanisation for higher yields in agriculture”, “the consolidation of arable land”, “Collective livestock rearing”. The model and guardian of the transformations performed is the Soviet Union promoted in the most various ways (With the Soviet Union for Time Eternal). While the topics covered may, it’s true, have included the anniversary of the foundation of the independent state, it manipulated the ideological “revision” of the original state symbolism for propaganda purposes.

The non-violent end of the Communist regime in November 1989 was only reflected in stamp form after a slight delay following the division of the joint state.¹²

¹⁰ The unusual fates of one such issue caught the attention to such an extent that they became the main subject of a television history magazine. Available in the Czech Television archive at <http://www.ceskatelevize.cz/porady/10095687448-historicky-magazin/207452801280034/> [cit. 28. 8. 2015].

¹¹ c.f. The Gallery of Postage Stamps of Czechoslovakia and the Czech Republic at <http://filatelie.fsr.cz/index.php?cat=4>.

¹² <http://www.znamkovazeme.cz/1-000-evropa/1-13-ceskoslovenskopolsko/1-066-karpatska-ukrajina/>.

The Polish post office began issuing regular Polish postage stamps in January 1919. The subject of one of the first series were the “architects” of the elections to the legislative Sejm in January 1919, including provisional head of state Jozef Pilsudský. The Second **Polish** Republic anticipated the gradual renaissance of the power position it had enjoyed during the times of the Polish-Lithuanian Union.¹³ Attempts were made to gain foreign territories in Africa, and the issue of regaining former eastern territories was approached with the same seriousness.¹⁴ This ambitious way of thinking also remained in place in Polish society during the occupation. A stamp issued by the resistance movement (hiding behind the fictitious *Podziemna poczta polska*) in the years 1942–1943 shows the motherland and the territories it claimed in Africa (Figure 2). These stamps were produced during the Nazi occupation of Poland during World War II. They were made for the purposes of propaganda (and not for postal purposes!) and served as receipts for donations made to the resistance movement. It goes without saying that it was extremely dangerous to hold these stamps in the occupied territory.¹⁵

Neither Germany nor Soviet Russia was enthusiastic about a revived Polish state. Problematic relations also continued with interwar Czechoslovakia due to Cieszyn Silesia. A similar problem could also be expected with Lithuania.

Postage stamps are a means of legitimisation for a country. They demonstrate to foreign countries and its own population which territories it controls. The Russians also used them in this way after they occupied the territory to the east of



Figure 4: The fall of the Communist Bloc on Central European stamps since 1989 – the restoration of democracy, new alliances and a reminder of dissent, an emphasis on the national principle: Poland 2005; Czech Republic 1999; independent Slovakia 1993.

¹³ The Polish-Lithuanian state enjoyed a great boom in the 16th century. This state began to be known as Rzecz Pospolita, which has the same meaning as *res publica*, as a result of the weakening of the power of the sovereign and the great growth in the influence of the numerous aristocracy.

¹⁴ The History of Poland, p.

¹⁵ <http://www.stampspoland.nl/series/varia/tajna.html>

the line secretly agreed between Ribbentrop and Molotov. They issued a series commemorating the annexation of what they called western Ukraine and Belarus. They again commemorated this event with a series of stamps in 1949 when the Polish authorities officially recognised the new borders of these two republics. Evidence of the process of break-up and occupation of the Polish state can be seen by the overprinted, and later regular, stamps of the “General Government”.

Following the Yalta Conference, the USSR occupied contentious territories it had held in the years 1772–1920 and 1939–1941, and the eastern border of Poland was fixed on the “Curzon Line”. Poland was, however, enlarged by “new territories” to the west as far as the border with Germany on the Nisa and Oder. These changes led to great migrations of the population (Figure 3).

Poland found itself in the Soviet sphere of influence after the war. Later conflict between state power and the resistance led by Solidarity with the support of the Catholic Church continued practically until the beginning of 1989 when the communist leadership recognised Solidarity and declared free elections in which it suffered a crushing defeat, and Poland took the path to democracy (Figure 4).

The Hungarian Republic, as successor state to the Danube Monarchy, lost a large part of the territory of historical Hungary. As in Austria, the Hungarians were also far from enthusiastic about the result of the peace conference, convincing evidence of which comes in the form of the non-existence of stamps commemorating the new Hungarian statehood in 1918. There was an attempt at a revolutionary communist dictatorship known as the Republic of Councils in Hungary during the course of 1919 under the influence of Russia, though this failed in a conflict with a foreign alliance lasting several months. We can find the corresponding overprints on the stamp issues of the Magyar Posta of 1919 – *Magyar Tanácsköztársaság*. In the years 1920–1946 there was a Hungarian state in the form of a constitutional monarchy headed by Regent Miklós Horthy. He can be identified on stamps under the designation Magyar Király (Kir.) Posta or Magyarország. Hungary occupied Transylvania on the basis of the Second Vienna Award Northern of 1940. The Paris Peace Treaties of 1947, nevertheless, again confirmed the country’s borders as those of the Treaty of Trianon. After a few years of post-war revival, the communists, supported by the Soviets, took power and in August 1949 declared the Hungarian People’s Republic. We do not find the Hungarian equivalent Magyar Népköztársaság on stamps, but merely the text Magyar Posta. The period of communist domination can, however, be easily recognised in the radical transformation of the motifs on the stamps issued.

The disintegration of Austro-Hungary also influenced developments in the Balkans. The overprinted stopgap of 1918 immediately following the foundation of the entirely new state of the southern Slavs reflects both sources of territory to the north from which this state structure drew. In the former Austrian territory – later autonomous Slovenia within the Kingdom of SHS – Austrian stamps were

used at the beginning with the overprint “SHS”. Issues for Bosnia Herzegovina (originally annexed by Austria) were also overprinted “SHS”. Croatia-Slavonia, which had withdrawn from its union with Hungary, also overprinted stamps of the Hungarian Post with the abbreviation “SHS”. The constituted Kingdom of Slovenes, Croats and Serbs (SHS) used a modification of a popular motif – a figure pulling off its chains – to celebrate its new statehood. In this case, it depicted a standing man naked to the waist. During the course of 1919, stamp issues appeared in both Latin and Cyrillic script depending on whether they were issued for Slovenia, Croatia or Serbia. Following the dissolution of Yugoslavia (the new name of the kingdom also used on stamps from 1929 onwards) by Nazi Germany, the Croatian fascists declared the Independent State of Croatia, which took in the majority of the Croatian lands and the whole of Bosnia Herzegovina, in the spring of 1941. Overprinted stopgaps with the text *Nezavisna Država Hrvatska*, sometimes supplemented by the Croatian coat of arms, again came into use. The subject matter of the later regular stamps of Croatia called blatantly for military co-operation with the Third Reich. The subjects of the stamps of the revived post-war Yugoslavia testify eloquently to the independent direction taken by the state towards socialism “without the supervision of Moscow”. The disintegration of the federation on a national principle is again shown by the stamps of the individual countries of the former Yugoslavia after 1991.

For the sake of completeness of the picture, mention must also be given to the interwar and post-war stamps of Hungary and Romania. They are a reliable image of the alternating successes of the two countries in the fight for historical Transylvania.

On the didactics of the topic

The decisive criterion for the application of stamps in history teaching need not necessarily be merely the illustration of events on the timeline. Let us mention, in the methodical respect, at least the most important rules governing the application of iconic text: Description of the image (people, objects, symbols of place – and their arrangement). Analysis (How are the people, etc. depicted? The meaning of symbols? Who is the stamp’s communication aimed at?). Interpretation (What was purpose or goal of the creator or orderer of the work? What was not depicted and why not?).

Pupils can be set a large number of assignments involving postage stamps, from factually undemanding tasks to assignments that strengthen their understanding of deeper contexts. In this way, we promote the skill of perceiving a postage stamp less as an ostensible “mirror” to historical events, and more as an interpretation of historical fact. Introductory assignment inspirations are focused primarily on the correct *chronological arrangement* of philatelic materials differentiating:

- **contemporary issues** (i.e. issues purposefully profiling personalities actively presented in the media of their time or contemporary events)
- **commemorative – anniversary issues** (i.e. purposefully commemorating historical figures or events)

Pupils may also work on specific tasks with philatelic material serving for memorising and revising schoolwork:

- 1) Put stamps in chronological order in a table according to the historical events depicted – differentiate the topics that reflected current events from topics that were just a reminder of the past at their time.
- 2) Put stamps in chronological order in a table according to the historical events depicted.
- 3) Put stamps in order according to the year in which they were put into circulation.



Assignment: Give a brief summary of the historical events that led to the creation of these overprinted stamps and add chronological details:
Approximate solution: the fall of Austro-Hungary,

the foundation of the Czechoslovak state 28. 10. 1918 and republic 14. 11. 1918.

Teachers may also:

- a) test the factual knowledge of their pupils about events and figures depicted on postage stamps.
- b) determine the type of media and sources of information (newspapers, films, popular magazines, etc.) from which pupils have drawn information about events or historical protagonists (and judge the quality of the information shared by pupils according to the type of media).
- c) set additional small assignments from media sources (the Internet, textbooks, literature, etc.) with the aim of supplementing this information.

The stamp production of many decades naturally offers many additional independent assignments of varying degrees of difficulty: those taking part in such activities may sort stamps on an empty form and thereby test their knowledge of chronology or try to reflect political and regime changes in relation to individual historical topics (the influence on the collective memory made by special stamp issues). **Goal:** The correct completion of a table of modern history will strengthen and deepen the pupils' skills, knowledge and communication. It will promote learning, problem solving and communication skills. The teacher can further

specify and amend these plans in accordance with specific goals of history teaching under specific conditions.



3) Stamps issued to mark the first anniversary of the independent states of Central Europe in 1919 depict a figure or heraldic beast tearing its chains. **Describe and interpret** the symbolic elements of the subject matter. **Name** the target group at which the scene is aimed. **Think about** the historical events that influenced the appearance of the scene. **Try to decide** which events the issuer of the stamp symbolically evaluates positively and negatively in this way.

4) **Compare** the anniversary stamps on the statehood of Central European states from 1919 and after World War II with those issued in the 1990s. **Describe** the figures, objects and symbols. **Find** the main differences and search for an explanation in the decisive political transformation of the times.

Conclusion

During our study of transformations of Central European statehood as reflected in a small sample of postage stamps, we have found a large number of strongly propagandist, symbolic and allegorical features. These features have retained their lucidity and unambiguousness of interpretation in the present day despite the passage of time. The application of iconic text in (history) teaching should not, nevertheless, be restricted merely to a single source of information. It goes without saying that multiple perspectives are desirable in modern (history) teaching. Postage stamps may indicate trends in the priorities of society at a certain time regarding stereotyped symbolism, personality cults, fighting traditions, the legitimisation of existing regimes or the adoration or negation of previous regimes. This does not, however, suffice as a reliable measure of the existence or degree of these propagandist expressions, and further media comparison is required. On the elementary level, it is desirable to bring this principle into history teaching (although mere motivational or factual application may prove beneficial for the popularisation of the media in view of the age of the pupils). A multi-perspective strategy combined with forms of discovery teaching then represents one of the possible forms of effective implementation of media education in history.

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