

In the Tuition of the Holocaust at Prague primary schools thesis I dealt with the current state of the ninth grade student's knowledge of Holocaust, Terezin and anti-Semitism. Their knowledge is definitely better than in the post-revolutionary 90s. Students already know the meaning of the term Holocaust, they can match Terezin with World War II and they at least partly understand the terms Osvetim and anti-Semitism. However, it is very complicated to want the students of this age to answer open questions and characterise the terms in their own words.

The Research outcome informed me of a rather critical state of sympathy towards racism, especially the Romani population. It turned out that a qualified and caring attitude of history and civics teachers is highly important.

In the research I sometimes missed demography of the involved students. It would be useful to know typology of the households they come from. I mean especially parents' employment and education. I believe so because according to sociology research parents' education is an important part of children's upbringing and education. This would be really important in the racism sympathy matter.

For the future work with this dilemma I would love to know how many primary school teachers studied a specialised course and what the consequent difference in students' knowledge is in dependence on this factor.

The point of the Holocaust tuition is arousing feeling of responsibility of the world around us in the students. Because as puts it "indifference is of all dangers the most tricky one" Elie Wiesel