1950s may be classified as one of the worst periods in Czechoslovakia’s history. The totalitarian communist regime in the period between 1948 and 1953 is called the Stalinism. The primary objective hereof was to evaluate teaching about the Stalinism period in Czechoslovakia in secondary schools, in particular, to assess the scope of correctness and completeness of the related curriculum and teaching methods. The secondary objective hereof was to introduce and describe the Stalinism as a typical example of totalitarianism and to define crucial elements of this non-democratic form of government using the example of Czechoslovakia from 1948 to 1953. The thesis proceeds from the theoretical part via a case study to the practical part. The first part classifies totalitarianism, defines its historical outset and determines its main features. The second chapter describes and explains the Stalinism, which is a typical example of totalitarianism having functioned in practice in the Soviet Union from where it spread to the majority of the Communist countries, including Czechoslovakia. The third chapter explains the practical application of the Stalinism elements and methods used to control a society according to the Soviet model using the example of Czechoslovakia from 1948 to 1953. The practical part hereof focuses on presentation of the Stalinism period in Czechoslovakia in textbooks for grammar and secondary schools. The correctness and scope of the relevant curriculum and importance of historical and politological concepts in the textbooks designated for teaching basic social science and history are assessed therein. The final part hereof evaluates teaching about the Stalinism period in practice. Based on the questionnaire survey and interviews, the teaching currently applied, use of teaching methods and organizational forms of teaching, time subvention and main teaching topics are compared. Students knowledge of and their interest in the Stalinism in Czechoslovakia was verified by practical teaching on selected grammar school in Czech Republic. This work also contains evaluation and comparison of education on the public, private and church grammar schools. Thesis contains evaluation of education from the perspective of experts from Institute of Research of Totalitarian Regimes and the opinions of political prisoners regarding the education in monitored period.