Advice for using the information sheets

The preparation sheets allow students to get acquainted with the soldier they will be researching before their visit. The sheets have more details about the personal background of their fallen soldier. The aim here is that the students obtain information about the individual, seeing him as a person behind the name and photo. This creates empathy and involvement.

The preparation sheets can above all be used as a starting point for delving deeper into, for example, the international character of the First World War and the Battle of Passchendaele. Points of interest (in addition to the country of origin/identity and general themes such as social background, patriotism and militarization of society) for each character are:

ADAMSON, George Addis	→	Religion
AITKEN, Arthur Heather	→	Colonialism
ANDERSON, James Edward	→	Social inequality before WWI
ARDEN, Neville Henry	→	WWI as a world conflict (Middle East)
CROWLEY, John Nicholas	→	Conscription, propaganda
DICK, William Waterstone	→	The industrial society
FITZGERALD, Edwin Patrick	→	Neutrality versus interests and beliefs
GRAY, Edmund	→	Religion, the Irish conflict
HOLBORNE, William Daniel	→	Migration, colonialism, prejudice
JEFFRIES, Clarence Smith	→	Migration, industrialization, colonialism
KITCHEN, Athol	→	Migration, colonialism
MACINNES, Hugh	→	Migration, globalization, propaganda
MOORHOUSE, Harry	→	Colonialism, position of the individual in a conflict
MOORHOUSE, Ronald	→	Background (link to Harry)
NASH, Frederick George	→	WWI as a world conflict (Turkey)
RHODES, William	→	The industrial society
VERHAEGHE, Richard Léon	→	Migration, colonialism, prejudice
WILKINSON, James	→	Industrialization, colonialism, migration

Note that the background of the characters is very diverse. Various walks of life are represented and even within "nationalities" there is a good deal of diversity (several have a migrant background, for instance).

After the visit, put the preparation sheets (1.B) together with the post-processing sheets (3.A). Discuss (e.g. in a group) topics such as the role of an individual in the

First World War, what his motivations were and what kind of impact a fallen soldier might have had in this world conflict. You can make the link to how these topics are discussed with Belgian students, in what is called remembrance education:

- Ask the students research questions in which they can use evidence instead of being guided by their emotions.
- Find out what we have in common, including factors that applied to the Germans as well, and approach the stories from that point of view. When we see clearly that there is a common basis, we can discover differences in a well-founded manner.
- Consider that other people had different values, convictions and beliefs.
- Can we make a link to current world conflicts?

Points of interest for each character (in addition to the impact of WWI on communities, personal suffering and the post-war need to build monuments to deal with loss) include:

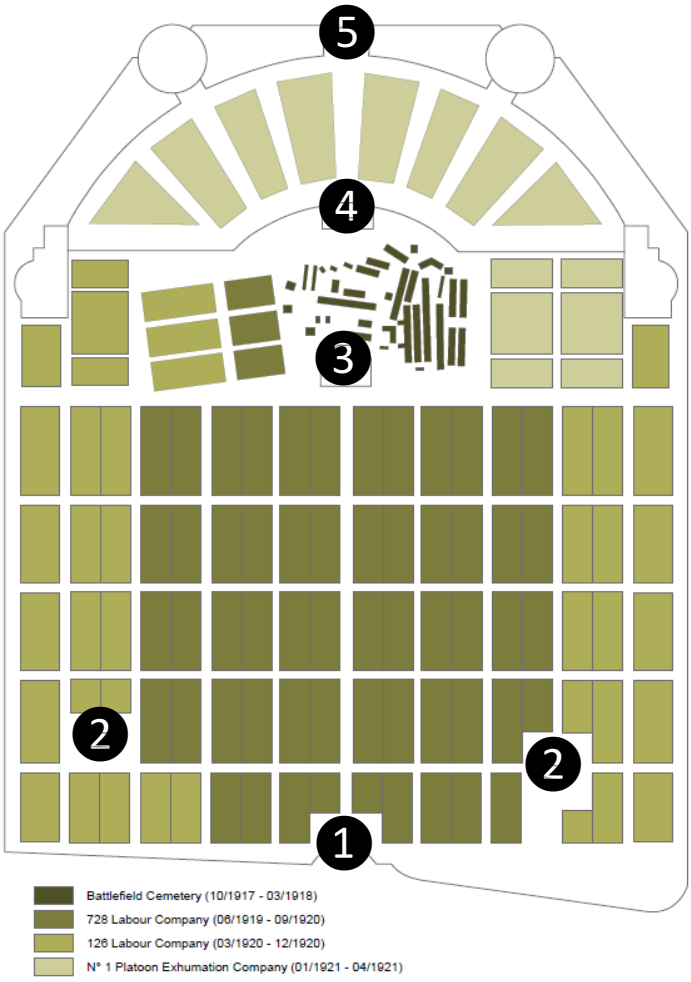
ADAMSON, George Addis	→	Religion, brother
AITKEN, Arthur Heather	→	Press as a medium for commemoration
ANDERSON, James Edward	→	The meaning of memorabilia
ARDEN, Neville Henry	→	The meaning of memorabilia, press
CROWLEY, John Nicholas	→	The Red Cross, sons
DICK, William Waterstone	→	Shell shock, 'pilgrimages', impact today
FITZGERALD, Edwin Patrick	→	Mourning process, contemporary initiatives
GRAY, Edmund	→	Religion, the Irish conflict
HOLBORNE, William Daniel	→	Compensation, honouring
JEFFRIES, Clarence Smith	→	Honouring, the meaning of a VC vs. other fallen soldiers
KITCHEN, Athol	→	Press as a medium for commemoration, brother
MACINNES, Hugh	→	Mourning process, Scottish identity
MOORHOUSE, Harry	→	Link story Ronald, impact until today
MOORHOUSE, Ronald	→	Link story Harry, impact until today
NASH, Frederick George	→	Missing vs. a known grave
RHODES, William	→	Mourning process, daughter Irene
VERHAEGHE, Richard Léon	→	Identitity, impact until today
WILKINSON, James	→	Compensation, honouring

Tyne Cot Cemetery

This information is shown at the Visitors Centre, where the story of Tyne Cot Cemetery is supported by images and objects.

Tyne Cot Cemetery is the largest Commonwealth War Graves Commission (CWGC) cemetery in the world. There are almost 12,000 graves, and a memorial wall bears the names of 35,000 soldiers who have no known grave. Most of those commemorated here died during the Third Battle of Ypres, also known as 'Passchendaele'.

Tyne Cot was designed by architect Sir Herbert Baker and his assistants, including John Reginald Truelove, with sculpture by Ferdinand Victor Blundstone. They were influenced by both classical and traditional English styles. The plants and flowers create the impression of an English garden, making a peaceful, beautiful, final resting place.



1. **Wall and gateway**

The wall and gateway are made of silex and limestone. Baker was inspired by traditional English craftsmanship and local materials.

2. **German bunkers**

Tyne Cot Cemetery was laid out around five German bunkers that were part of the Flandern I-Stellung (Flanders Position), of which two can still be clearly seen. Two others have disappeared under the buildings and green spaces, while the central bunker was incorporated into the Cross of Sacrifice.

3. **Cross of Sacrifice**

The Cross of Sacrifice can be found in many CWGC cemeteries. It was designed by Sir Reginald Blomfield and represents the faith of the majority of those buried here.

4. **Stone of Remembrance**
   Also known as the 'War Stone', this memorial was designed by Sir Edwin Lutyens and is found in larger CWGC cemeteries. It bears a quotation from the Bible (Ecclesiasticus 44:14) chosen by Rudyard Kipling 'Their name liveth for evermore'.

5. **Tyne Cot Memorial**
   The names of 35,000 casualties who have no known grave are inscribed on the 230 metre wall. Most died after 15 August 1917. The names of more than 1,160 New Zealand soldiers who died in the area in October 1917 can be found through the opening in the middle. Other CWGC memorials around Ypres commemorate thousands more 'missing', including the CWGC Menin Gate.

Tyne Cot during the Battle of Passchendaele

In 1917, Tyne Cottage, or Tyne Cot for short, was a bunker or 'blockhouse' camouflaged as a small house. It formed part of the German defences of the Flandern I-Stellung (Flanders Position). This site was very important strategically because of its higher elevation and its perfect view of Ypres. By this point, the front line no longer consisted of densely manned trenches, but by concrete bunkers with machine gun nests.

On 4 October, Australian troops broke through the position at Tyne Cot. An inscription below the Cross of Sacrifice honours them.

Over the days that followed, Australian and New Zealand troops tried in vain to advance from here towards Passchendaele. Not until 26 October did the Canadians manage to shift the front line forwards. Where Tyne Cot Cemetery now lies, the landscape was totally barren except for the bunkers. The largest of these served as a medical dressing station shortly after being taken. Those who succumbed to their injuries were buried at this site. That was how the cemetery began.

Caring for the Dead

During the First World War, the British Army decided not to repatriate the bodies of soldiers to their countries of origin. It was argued that those who fought together should remain united in death, close to the place where they died. Some were buried in makeshift battlefield cemeteries.

Others remained where they fell. Many were lost in the mud of Passchendaele. Special army units searched the battlefields for bodies. Together with remains already buried in smaller cemeteries, they were taken to large 'concentration' cemeteries like Tyne Cot. Between 1919 and April 1921, the dead were reburied here close to the field graves made around the aid post in the bunker. Wooden crosses

were eventually replaced with headstones made of Portland stone. It was not until 1927 that the construction of the cemetery you see today was completed.

The Commonwealth War Graves Commission

In late 1914 a Red Cross unit led by Fabian Ware began to record the burial places of British Army soldiers. Its work was recognized by the military authorities and it became the Directorate of Graves Registration and Enquiries. In May 1917, the Imperial War Graves Commission was founded. The organization's first responsibilities were to register the dead, build cemeteries and mark the graves of fallen soldiers, and to construct memorials for those with no grave. Its founding principles were that all should be treated equally regardless of rank or class. Since 1960, it has been known as the Commonwealth War Graves Commission or CWGC. Today the CWGC is responsible for the commemoration of 1.7 million men and women who lost their lives in service with Commonwealth forces during the two world wars. It cares for graves and memorials in 23,000 different places in more than 150 countries.

Commemoration and Remembrance

Tyne Cot Cemetery was inaugurated on 19th June 1927. By that time it was already a place of pilgrimage. On 11th May 1922, the British monarch King George V visited the cemetery to pay his respects. Veterans of the war and the families of those who lost their lives here also began to visit in the 1920s. The cemetery has always been a special place for local people. During the Second World War, when Belgium was occupied, they helped to tend the graves here. Since the cemetery's creation, world leaders and millions of visitors have come here to pay tribute to the dead and to keep their memory alive. Today, the gardeners of the Commonwealth War Graves Commission continue to care for the graves here, ensuring that CWGC Tyne Cot Cemetery remains a fitting memorial to those who fought and died at Passchendaele.

Inspiration

If you do not book a guided tour at Tyne Cot Cemetery after the research workshop Passchendaele Archives, it is recommended that you proactively put the students to work at the cemetery. These points of attention and tips can help you make the visit run smoothly:

- Make sure that each group can visit the grave or panel of their fallen soldier.
- Point out to students that they should also look at other, surrounding graves: different nationalities, missing soldiers; what information can be seen on the headstones?
- On site the students can:
    - Take a picture of the grave or memorial panel;
    - Analyze the content of the headstone;
    - Leave a message;
    - Tell other students what happened to their soldier on his fatal day.
- Students can also get started with a digital tool, such as a vlog.

Please take note of the following rules at the cemetery:

- Teachers with school groups are asked to ensure their students behave appropriately, especially at the Cross of Sacrifice.
- You are not allowed to deviate from the paths or to walk between the graves and across the flowerbeds.
- If students have a task that requires them to write, please point out to them that the tombstones and walls are not to be used as support.
- No eating, drinking or smoking is allowed at the cemetery.