

HISTORICAL CULTURE AND HISTORY EDUCATION  
AN INTERNATIONAL BIBLIOGRAPHY

A Report on the Project

by

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Members of the International Society for History Didactics are well aware that some four years ago a major volume was published surveying the literature on the subject under the title Geschichtskultur--Geschichtsdidaktik: Internationale Bibliographie (Ferdinand Schöningh Verlag, Paderborn, 1984). The three editors, Karl Pellens (Weingarten), Siegfried Quandt (Giessen), and Hans Süßmuth (Düsseldorf), along with seventeen other authors from eight countries, assembled a book which presented the current state of knowledge on the complex of topics encompassed by the concepts historical cultures and historical didactics in fourteen of the major countries of the world. One essay was devoted to each country, and substantial critical notes cited the relevant literature. The book made its appearance in time for the 1985 International Congress of the Historical Sciences at Stuttgart. It was widely reviewed and has become a significant reference work in the field.

Soon thereafter plans began for continuing the work on this expanding field. Three questions were of special urgency: First, how could the orientation of the book be expanded to take into account the importance for historical consciousness of communication forms and institutions (such as the mass media) which go beyond history education in the schools. Secondly, how could additional countries be included, in order to make coverage not only international but--in so far as possible--world wide? And thirdly, in what language ought future such volumes to appear, so that they would be most useful to the scholarly community and the broader public all over the world? At a meeting of the International Society for History Didactics in Leck, West Germany, in 1986, I was approached by Karl Pellens and Walter Fürnrohr, President of the Society, and activities began in earnest to address these questions.

The result is the announcement that Kraus International Publications of New York has contracted to publish a completely new edition of the international bibliography in time for the next International Congress of the Historical Sciences, set for Madrid in August 1990. The working title, set forth above, has sidestepped the issue of the word "didactic" which has been so usefully discussed in the recent issues of this journal under the leadership of Piet F. M. Fontaine. Instead, it has gone to the heart of the issue by juxtaposing history education and historical cultures. Each of the concepts is to be interpreted broadly. History "education" implies an emphasis on schools and curriculum, but it goes beyond that to such "educational" institutions as museums, organized cultural activities, and the mass media. Historical "cultures" implies not only the facts and formal interpretations of the past, but ideals, beliefs, and attitudes as well.

All essays in the new volume will appear in English in order to maximize accessibility to the work. The citations to the technical literature will, of course, remain in the original languages, with brief English translations for titles not in French or German. I have been asked to join the editorial committee with the major responsibilities for working with Kraus International and for seeing to the appropriateness of the final English

language texts. We plan to expand the coverage to as many as twenty countries literally encircling the globe, and we are seeking to include the many ways in which historical understanding and consciousness is communicated, rather than limiting the subject to formal education. The committee met in Giessen in July 1988 to finalize its plans.

We are pleased that the *Comité international des sciences historique* and UNESCO have recognized the importance of this project and agreed to provide a modest subvention to defray some of the costs. Kraus International Publications, furthermore, is investing in the project, and the support of the institutions of higher learning of the editors and authors is also important to its ultimate success. Unfortunately, time is short. In order to meet the essential deadlines and complete the volume at the close of 1989, the authors and editors have had to make significant sacrifices in their schedules.

But the goal, we believe, is a worthy one. In future years we expect that Historical Culture and History Education will be the standard reference source on the didactics of history in all its ramifications around the world, the book which must be consulted by everyone doing serious research in the field.