

that follow from them, is common to the Soviet general speaker and the reports of co-speakers from other countries¹. In specially singling out the principles and proposals we also proceeded from the desire to attract the greatest possible attention of the Congress participants to the problem in view of its importance.

The second independent part reflects the Soviet experience. The co-speakers in their special reports show the concrete possibilities of teaching history and the distinctive features of the didactics of their countries. The second part has two aspects - the reflection of international history in the national, and perhaps regional, school historiography, and the reflection of the national (regional) history in the international school historiography.

PART I. GENERAL PRINCIPLES AND PROPOSALS

Considering the role of historical consciousness in the life of society, it can be said that teachers of history who are professionally informed about the suffering that wars have inflicted over the centuries have a special responsibility in the struggle for peace and understanding between peoples.

The man of the future is destined to live and work - at least in Europe and a considerable part of America - in the climate of the Final Act of the Helsinki Conference. The teachers in the U.S.S.R. and the socialist countries and the main educational institutions of UNESCO², the European Council (Strasbourg)³, the Federal Republic of Germany⁴, Britain⁵, Belgium⁶ and Switzerland⁷, come out for the cooperation of teachers. It would be very important to receive the respective information of the activity of such centers in other countries.

In formulating the principles of teaching history in school we proceed from the following.

1. The individual of the future should have such knowledge about the history of his country and the world history which will enable him to be a conscious inhabitant of the planet, i.e. to understand the purpose of life and work, and, if the need arises, to defend his outlook, be humane, and oppose chauvinism, racism, the inequality of the sexes and religious and other intolerance; he should make a sober assessment of the contemporary stage in the history of all mankind and his own country, as well as his own field of endeavor, professional or party organization, family and the place he occupies.

2. The demands of the century on the young person beginning his independent life require, from the professional and educational point of view, a knowledge of history as a worldwide process of consecutive

replacement of initially simple forms of society by more complex forms in all parts of the world, and understanding of economic and social reasons for the alternation of historic epochs and the territorial asynchronism of the social and political process. History is stronger than historians and teachers. You cannot tear out pages nor can you pluck people out of history. Obviously the words "All thinking persons should be historians" are correct.

3. In order to prepare such a person for life we should continuously improve the teaching of our subject at a high professional level. The scientific revolution and the growing interest in the present should not weaken our attention to the teaching of history of the past for "history is the instructor of life", it undoubtedly manifests the triumph of creation over destruction, of peace over war, of cultural and other approach over isolation.

4. It is necessary to develop the teaching of history in school undeviatingly following the logic of the subject and preserving consistent scientific historicism, without substituting it for politology and provincial particularism, and without dissolving it in related disciplines. Our goal is to raise the prestige of teaching history in school.

5. Apart from evaluations there are objective facts perhaps equally dear to historians of every outlook. Therefore let facts be represented fully for all the basic stages of history not only with regard to the growth of territory and population but its national and social composition, the dynamics of growth of towns, but for the modern and recent times - with regard to the growth of enterprises, electric power stations, the production of the basic raw materials and goods, scientific and technical discoveries, achievements of culture, the number of copies of books, magazines and newspapers published, and sports records. This material must be based on the latest official data national and U.N. information.

6. There should be no "Europeism"⁸, no pax Americana, no ethnocentrism, but the reflection of history of all peoples and all regions to such an extent that from chosen and combined pieces of text relating to every one of them the pupil could grasp their historic features and dynamics, the continuity of their development, and compare historically and assess the stages of their movement, albeit asynchronous.

7. History textbooks should not be written only by specialists in teaching methods and popularizers, they should become academic, i.e. they should be prepared with the participation of qualified academy and university scientists who would be responsible to our Congress for their scientific level. The Helsinki Final Act in the section dealing with cooperation and exchanges in the field of education stated that the sides wish to strengthen ties between educational and scientific establishments.

8. The teaching of history in school must be creative: one cannot become a musician only listening to music. The schoolchildren must be taught to think critically about the sources, facts and events of the past and present, to generalize and argue in order to enable them to be prepared for independent life in the future.

9. Bearing in mind history teachers, the wide ranges of the problems they deal with and their great importance the International Congress of Historical Sciences should find forms of constant links between scientific historiography and school historical didactics.

10. The monuments of the past, literature, cinema, television and the arts which reflect the history of peoples must also serve the lofty goals of spreading humanism.

There are quite a few history text books which are alien to the spirit of humanism, the spirit of the Helsinki Final Act which makes a provision for the exchange of truthful information in the field of the humanities, including the exchange of textbooks, for the purpose of better mutual understanding⁹. At the same time we realize that the politicians of tomorrow are sitting at their school desks today¹⁰ and in what way we shall bring them up for the 20th and the 21st century depends on us.

What then can we, representatives of states and sciences with different outlooks, offer our colleagues in the world for the future? In submitting our proposals we cannot close our eyes to the fact that ideologically different historical schools assess the past, the present and the future of their countries and the whole world in different ways. This is a historical reality.

At the same time we are not Pythagorean antipodes and the roads to cooperation are not closed before us for regardless of all arguments and the admission that the writing of textbooks is the internal affair of every country we have a conciding "general volume" of facts and scientific and humanitarian notions mirrored in the Helsinki Final Act. The fact that the preparation and publication of textbooks are in private hands in a number of countries should not hinder our efforts. Our task is not a government decision but formulation of the scientists' views on an important problem. If this had not been so it should not have been brought up at the International Congress of Historical Sciences.

In order to carry out what has been planned it is advisable:

1. To establish within the framework of the International Congress of Historical Sciences a special commission with rights for teaching history in school which would provide the necessary international coordination (exchange of programs, teachers, specialists in didactics, trainees, etc.), supply information and make analyses of cooperation in shaping the historical awareness of the 20th - century individual.

2. To create an international journal of teaching history in school charging it with broad informative functions and the exchange of creative experience in the spirit of the principles and proposals formulated here.

3. To publish jointly primary sources - acts (charters, decrees, etc.), narrative and illustrative sources in the principal languages accepted by the International Congress of Historical Sciences.

4. To back the proposal made at the meeting in Bucharest by G. Freimond (Director of the Institute of Higher International Studies, Geneva) concerning the translation into foreign languages of textbooks on the history of the U.S.S.R., Hungary, Roumania and other countries less known to the scientific and pedagogical circles in Europe.

5. In using the experience of a number of countries (France, the U.S.S.R., etc.), to organize cooperation of academy and university scientists with the associations that deal with the preparation of history textbooks for schools while seeking, in preparing school textbooks, atlases and aids, to use only the newest and scientifically authentic material. The objective and careful selection of facts and their unprejudiced interpretation are a necessary prerequisite for knowing other peoples and for understanding their problems¹¹.

6. To raise at the future International Congresses of Historical Sciences the subjects which reflect the role of monuments of the past, literature, cinema and television in instilling human ideas of history and the present. The scientists do not work in order to have their arguments and conclusions emasculated, distorted and degraded on the way to the person being taught; thus they lose because of the unwelcome go-betweens a considerable part of their cognitive value.

Teaching in school is not an easy undertaking and the upbringing of children is even more so. This was eloquently shown in the books by E. M. Remarque, A. S. Makarenko, B. Kaufman and others. Historical education and upbringing is especially difficult because, unlike other subjects, history remains with us for the whole life since human life is part of history. Beginning to work out a new trend in science on an international scale in favourable conditions of detente it should have a strong academic basis for the initial level will determine its future in many respects. Teaching must not be used as a means of settling political scores between governments. In the past voices were heard in some European countries: "The teacher wins the war!" Our goal is to do all we can to enable the teacher win peace.

- 1 By now the following colleagues have agreed to be co-reporters:
L. Genicot (Belgium) (with some reserves), C. Laville, A. Frentice (Canada), M. Sandorzh (Mongolia), S. Stefánescu (Roumania), G. Moron (Venezuela), R. Petrović (Yugoslavia).
We are now awaiting letters from Sh. Takahashi (Japan).
G. Spini (Italy) dissents from the report entirely.
- 2 UNESCO publishes a series: "Vers la compréhension internationale".
- 3 The European Council participates in the publication of "Grundbegriffe der Geschichte. Beiträge zum europäischen Geschichtsbild" (The basic concept of history. Communication with regard to the historic picture of Europe).
- 4 There is the Internationale Schulbuchinstitut in Braunschweig, the FRG (the International Schoolbook Institute), since 1975 - the Georg-Eckert Institut für internationale Schulbuchforschung (the Georg-Eckert Institute for International Investigation of Schoolbooks).
- 5 Britain has the Atlantic Information Center for Teachers operating in London.
- 6 In Belgium there is the Kommission zur Überprüfung der Geschichtsbücher (Commission for the Revision of History Books).
- 7 In Switzerland there is the Geneva University College of Higher International Research.
- 8 This does not do away with the regional belonging or continental traditions of big and small countries. See the Final Act of the Helsinki Conference composed, by the European states bearing in mind their common history.
- 9 Cf. The Final Act, Section 4. Cooperation and Exchanges in the Field of Education.
- 10 Die Problematik der Vorurteile und ihre Auswirkung auf den Geschichtsunterricht. Eine wichtige belgische Initiative von Louis-Theo Maes. In: Informationsbericht. Sammlung "Ideen und Studien", No. 94, Brüssel 1974, S. 20.
- 11 Empfehlungen für Schulbücher der Geschichte und Geographie in der Bundesrepublik Deutschland und in der Volksrepublik Polen. Gemeinsame deutsch-polnische Schulbuchkommission. B. Schriftenreihe des Georg-Eckert-Instituts für internationale Schulbuchforschung, Bd. 22, Braunschweig 1977, Anhang, S. 52.

