

INTERNATIONAL SOCIETY FOR HISTORY DIDACTICS
INTERNATIONALE GESELLSCHAFT FÜR GESCHICHTSDIDAKTIK
SOCIÉTÉ INTERNATIONALE POUR LA DIDACTIQUE DE L'HISTOIRE

P R O G R A M M E

for the XVI. International Congress of Historical Sciences

in Stuttgart

1 9 8 5

Theme: History Didactics in research and education

Thursday, 29th August 1985

Research into the theory and practice
of History Teaching

9.00 - 12.00 h

In conjunction with the Georg-Eckert-Institute for international research into textbooks: Textbook revision and international research.

Hannam (GB)

Director of the GEI

14.00 - 17.00 h

Comparative stock taking of research work into the Teaching of History and theoretical approaches: international bibliography.

Pellens (D)

Langenbach (NL)

17.00 - 18.30 h

Concluding discussion of the day's theme: Jensen (DK) and Laronde (F)

with the moderators of the two sections.

Fürnrrohr (D)

Friday, 30th August 1985

Education and study in History Didactics

9.00 - 12.00 h

Advanced work in Higher Education: the problems arising out of the training of History teachers.

Zenner (D)

Schneider (CH)

14.00 - 17.00 h

The problems of minority groups: Mutual understanding through historical education.

de Keyser (B)

Szabolcs (H)

17.00 - 18.30 h

Concluding discussion of the day's theme:

Fontaine (NL) and van Kampen (D) with the moderators of the two sections.

Fürnrrohr (D)

History Didactics in research and education

presented by

THE INTERNATIONAL SOCIETY FOR HISTORY DIDACTICS

International exchanges of ideas about teaching History have been going on for a long time. If the subject is not to be limited by mere national interests the same thing must also happen to the theory behind the teaching of history. This must happen if human co-operation is to be made feasible beyond the confines of national frontiers.

History teaching and the theory behind it, is a relative newcomer to the subject. How History developed, how it has an effect on historical consciousness and on society in general should be considered. Unfortunately research into history teaching and the exchange of ideas about it seem to stop at the frontiers of each country. There is one exception: the revision of textbooks which is usually carried out bilaterally. The importance of this activity as a means of preserving peace has been recognised more clearly during the 20th century.

The first half-day of our programme will be devoted to the international revision of textbooks. This will be undertaken together with the Georg Eckert Institute of Braunschweig but the revision of textbooks is only one part of the complex problem and should not exclude the discussion of history teaching in some depth. The International Society for History Didactics was founded in 1980 for just that purpose. The main aim of the society is to develop these aims and to maintain contacts beyond national frontiers. The Society has nearly twohundred members with large numbers of History teachers among them. It is a requirement that all its members are actively involved in academic concerns and that they are internationally minded.

At the 16th International Congress in Stuttgart in 1985 the Society presents itself as an 'organisme international affilié' and the theme of its two day conference is 'History Didactics in research and education'.

29th August 1985: Research into the theory and practice of History Teaching.

Textbook revision and international research.

In the 19th century many countries became converted to Nationalism and this is reflected especially in their historical research and the teaching of history. A sense of national identity was helped to develop by these means. The minds of men and women were again conditioned to the idea of re-armament after the First World War; ^{this} has been caused by the nationalistic drives for power. Hatred, the willingness to fight, arrogant pride as well as international misunderstandings were part of nationalistic propaganda and found its way into school textbooks.

The opposition of workers, trade unionists and European peace movements was of no avail. In Paris in 1899 the first move to revise textbooks internationally was not received with enthusiasm. After World War One there were serious attempts to revise textbooks in Central Europe as well as South America and permanent collaboration was established in Skandinavia.

After the Second World War textbook revision was re-discovered by UNESCO and the enterprise was welcomed both by East and West. The Georg Eckert Institute was founded in the Federal Republic of Germany in 1952 and political, educational as well as research interests coincided here. In the following decades bilateral discussions of school textbooks were successfully concluded here. Nowadays international textbook revision on these lines is no longer possible:

In the place of the single text book reading materials which range widely over a number of subject matters have been introduced. International schoolbook research must therefore attempt to cover a wider field than ever before.

Comparative stock taking of research work into the Teaching of History and theoretical approaches: international bibliography

Because decisions regarding what is relevant to the teaching of history are made on national and sometimes even provincial levels it may be that

some of us are not at all certain that an international bibliography concerning teaching and research would be all that useful. Obviously teaching will not be improved just by the provision of bibliographies but then the question must be asked: is history teaching the exclusive object of research and methodology? What must be discussed goes beyond how an awareness of how History is conveyed and structured. No one would want to replace a regional or national sense of identity by an international one. Not only is it impossible to do this in a short time but the differences are of importance to the individual. The one should not replace the other but group identities should be incorporated at wider and less exclusive levels. International purposes can be understood with greater objectivity if viewed in a wider context. The concerns of single nations or groups can be related to a greater order of things.

These are the tasks which should be undertaken:

- 1) International exchanges about historical research, what goes on in history lessons and how national traditions are preserved; how stereotyped views of the enemy are demolished; how cliches and slogans are abandoned; how constructive evaluation is achieved and how deeper understanding can be furthered.
- 2) How the different media of all countries can share their sources, new ideas and approaches, joint production of work which in turn can be adapted by one's own media.
- 3) Teacher Training: if knowledge of what goes on in other countries is increased, collaboration might follow coupled with teacher exchanges.
- 4) If a given theme contains conflicting points of view, wider treatment, more comprehensive accounts of what happened, versions of improved judgements may be made available.
- 5) An examination of history teaching and research must be based on the writings of the countries involved if a comparative approach is to be of any use.
- 6) An international bibliography which is bound to be limited in its time and space dimensions, is bound to underline the need for co-operation. Areas and themes not touched on so far might be included. All reports and collections of materials might be brought up-to-date as time goes on.

- 7) Subjects or themes successfully explored in one country might be taken up by another.
- 8) One can only superficially touch on the multi-dimensional complexities of the histories of each country. Detailed and deep studies are essential; histories of cultures and national consciousness are necessary.
- 9) Each country has its own reasons for being the way it is. If only the reasons for this were better understood a more suitable theory for teaching History might be found.
- 10) Future teachers concerned with the theory and the teaching of History have the duty to produce convincing research. An international bibliography will provide a data bank for work concerned with the future.
- 11) Whoever aims at a systematic and comprehensive international handbook on History teaching and research will have to begin with a fund of international information which is precise and as comprehensive as possible.

30th August 1985: Education and study in History Didactics

Advanced work in Higher Education: the problems arising out of the training of History teachers.

The training of 6th form teachers has been the concern of universities in Europe. Only candidates with certificates in higher education, the Abitur or the Bacalaureat are accepted.

Primary teacher training: teachers were not expected to have completed more than their primary education in the 19th century. The usual form for them was the teacher training college or the 'seminary'.

In both areas of teacher training standards rose in the 19th century. Nowadays it can be taken for granted that university students have successfully completed 12/13 years in primary and secondary schools. One or two and in some cases three subjects will have been studied in order to take the examinations. What has to be established in each case is whether the teacher who is passed into the educational system has enough knowledge to teach the subject. It follows that a practical course in teacher training has to be taken either as 'Referendar' or apprentice teacher. Within one to three years teachers have to pass a second examination which qualifies them for the profession.

We enquire about the part played by the theory behind training history teachers whether at polytechnics or universities. Didactics can be understood as the science of teaching and learning. Many History teachers in the Federal Republic of Germany are convinced that the subject in schools should concern everyone and all age groups. What takes place in schools is only part of didactics but of course the most important part. The assumptions behind educational theory and teaching history in the classroom are closely connected. The next question concerns the connection between theory and practice. Are teachers who enter the profession sufficiently concerned for the theory behind their subject? Two possibilities might be considered here: should teacher training be more theoretical or more practical?

The problems of minority groups: mutual understanding through historical education.

People who come from another culture see the problem of relationships between minority and majority very sharply. What is all right for the individual becomes a difficulty when large numbers are involved. Where there are ethnic, cultural and linguistic differences the impression given to outsiders is that something exclusive and mysterious is going on. What is seen by the minority group as traditions established over many years will be perceived as provocation by the majority.

What history teachers must ask themselves in view of all this is, can the subject make a contribution to a more harmonious co-existence in and out of School? Living side by side may be made easier and more tolerable and danger of conflict might be reduced.

When contacts between different civilisations are presented in school lessons does the learning there contribute to understanding when the cultures meet 'real life'?

In the Federal Republic of Germany the Muslim, and in particular the Turkish minority comes to mind. Teaching History and identifying the underlying fears might lead to a better understanding between local population and foreign minority groups. It may be possible to lessen difficulties.

Turkish 'guest workers' as well as Arabs, Iranians and Pakistanis represent underprivileged minority groups who are mainly living on the margins of the society. When there is a tendency to discriminate against them ('Turks Out') they resist and they take recourse to a powerful nationalism of the sort propagated by Kemal Ataturk. This outlook is opposed by underground Koran schools. Their aim is to wean pupils from the influence of European history and to direct them to orthodox beliefs.

What part can history play in the education of these people as well as do justice to their past as Turks or as Iranians? This is particularly relevant to the second generation because many of them want to stay and become German/European as well - to put it another way: a complex sense of identity has to be transmitted.

How can the well established majority be educated, using History, to achieve a modus vivendi with the newcomers and how can they in turn come to terms with the majority in their country?

Deeper historical knowledge may lead to a better understanding.

Summary: Charles Hannam

Vergleichen können ist ein Element der Freiheit; Vergleichen ein Schritt zur Freiheit.