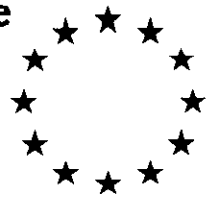


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**Council of Europe**  
**Conseil de l'Europe**



## **Against bias and prejudice**

The Council of Europe's work  
on history teaching and history textbooks

Council for Cultural Co-operation (CDCC)

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Strasbourg 1995



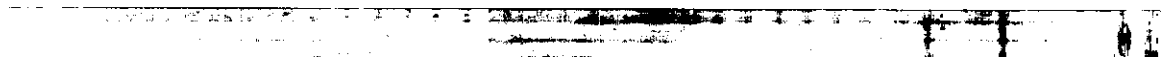
## **Against bias and prejudice**

### **The Council of Europe's work on history teaching and history textbooks**

Recommendations on history teaching  
and history textbooks adopted at  
Council of Europe conferences and symposia  
1953-1995

Council for Cultural Co-operation

Strasbourg 1995



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## INTRODUCTION

### THE COUNCIL OF EUROPE AND HISTORY TEACHING

History and history teaching have always occupied a special place in the Council of Europe's work on education because of their importance in establishing mutual understanding and confidence between the peoples of Europe. The improvement of history textbooks was the subject of the Council's first activity on education, and the importance of history is stressed in the European Cultural Convention of 1954.

This Convention sets the framework for the Council of Europe's work on education, culture, heritage, sport and youth. All Contracting Parties undertake to encourage the study, by their nationals, of the history of the other Contracting Parties. They also agree to promote the study of their own history in the territory of the other Contracting Parties and to grant facilities to the nationals of those Parties to pursue such studies in their territory. To date, 43 States have acceded to the Convention<sup>1</sup>.

The Council of Europe's work on history has been carried out in three stages. The first was an attempt, mainly in the 1950s, to encourage the highest standards of honesty and fairness in history textbooks, and to eradicate bias and prejudice. In the second stage, the Council studied the place of history in secondary schools and drew up recommendations on how to make history a stimulating and relevant part of a young person's education.

In the past six years, there has been a significant revival of interest in history teaching in Europe, and the Council of Europe has started a new series of activities on the subject.

As a result of these new activities, there has been a strong demand for the results of the Council's conferences and symposia on history, and the Secretariat has, therefore, produced the present document which contains the recommendations put forward at these meetings. Furthermore, a bibliography containing information on the Council of Europe's studies, reports and texts on history teaching and history textbooks is available on request from the Secretariat.

#### The improvement of history textbooks

Between 1953-58, the Council of Europe organised six major international conferences on the way in which European history was presented in about 900 of the 2000 textbooks then in use in schools in member States. From the outset, the Council's experts emphasised that the purpose of these textbook conferences was "not to use history as propaganda for European unity but to try to eliminate the traditional mistakes and prejudices and to establish the facts".

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<sup>1</sup> Albania, Andorra, Austria, Belarus, Belgium, Bosnia-Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, the Holy See, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Monaco, the Netherlands, Norway, Poland, Portugal, Romania, the Russian Federation, San Marino, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine and the United Kingdom.

By the fifth conference, there was general agreement that almost all of the authors had done their best to be fair. On the other hand, not unnaturally, most of them had failed "to detach themselves completely from the mental habits and attitudes of a lifetime. For this reason, there is often a tendency to say too much about the authors' own nations and too little about others - especially when the others are the smaller nations of Scandinavia or Eastern and South-East Europe. Usually, the Great Powers are allowed to hold the stage, except that Russia scarcely receives its fair share of space".

This cycle was followed by two further conferences on:

- "Religion in school history textbooks in Europe" (Louvain, 1972);
- "Co-operation in Europe since 1945, as presented in resources for the teaching of history, geography and civics in secondary schools" (Braunschweig, 1979).

### History teaching in schools

The conferences on history textbooks inevitably raised many fundamental questions about the aims and content of history teaching itself, and the Council of Europe, therefore, organised four intergovernmental symposia on history teaching:

- "History teaching in secondary schools" (Elsinor, 1965);
- "History teaching in lower secondary education" (Braunschweig, 1969);
- "History teaching in upper secondary education" (Strasbourg, 1971);
- "Teaching about the Portuguese Discoveries in secondary schools in Western Europe" (Lisbon, 1983). This Symposium was organised on the occasion of the 17th Council of Europe Art Exhibition.

In the second half of the 1970s, the Council of Europe carried out less work on history because Ministries of Education in member States were interested in the programmes of interdisciplinary work in secondary schools. During this period, the Council collected information on how schools in Europe were seeking to establish links between subjects in two areas of the curriculum:

- the so-called "human sciences" (usually involving history, geography, economics, sociology and civic education);
- the so-called "natural sciences" (usually involving physics, chemistry and biology).

From the beginning of the 1980s, the importance of history was stressed in the Council of Europe's work on primary and secondary education, as well as in its activities on such wider topics as the European dimension of education, human rights education in schools, intercultural education, and development education.



Furthermore, the importance of history was acknowledged in several recommendations of the Committee of Ministers. For example, in Recommendation No. R (83) 13 on "The role of the secondary school in preparing young people for life", the Committee of Ministers proposed that education systems should provide all young people with "an introduction to their cultural, spiritual, historical and scientific heritage ...". For its part, the Parliamentary Assembly called for "the adequate teaching of modern history so that young people will be better prepared to promote democracy" (Resolution 743/1980) on "The need to combat resurgent fascist propaganda and its racist aspects").

Since the early 1980s, the CDCC has organised, within the framework of its In-Service Training Programme for Teachers, nearly 30 seminars for history teachers. These seminars have focused on questions of methodology or on important movements or encounters of peoples or ideas in European history, eg. "The Viking Age in Europe"; "The Hanse in Norway and in Europe"; "Europe and the US Constitution" and "Teaching about the French Revolution in schools in Europe". They have involved over 1500 history teachers and teacher trainers from member States.

### A renewal of interest

Towards the end of the 1980s, there was a marked renewal of interest in history teaching in member States, and this movement gained considerable impetus after the dramatic changes in Central and Eastern Europe.

In September 1990, the Council of Europe organised, in co-operation with the Georg Eckert Institute, a European Educational Research Workshop on "History and social studies - methodologies of textbook analysis" in Braunschweig. This was followed by Symposia on:

- "History teaching in the New Europe (Brugge, December 1991);
- "The teaching of history since 1815 with special reference to changing borders" (Leeuwarden, April 1993);
- "History teaching and European awareness" (Delphi, May 1994);
- "History, democratic values and tolerance in Europe" (Sofia, October 1994).

The Brugge Symposium was the first pan-European meeting on history teaching to be organised by the Council of Europe, and the participants asked the organisation to draw up a European Charter for History Teaching. Its aim would be to guarantee the integrity of history teaching and history teachers and to protect them from political manipulation.

The Sofia Symposium recommended that the following criteria be applied to history curricula, textbooks and the practices of teachers:

- do they uphold democratic institutions?
- do they respect human rights, enshrine tolerance, promote understanding and reflect multiperspectivity?

- is critical thinking one of their desired outcomes, together with the ability to recognise bias, prejudice and stereotypes?
- are such attitudes as open-mindedness, empathy and acceptance of diversity encouraged?

The ideas put forward at the Sofia Symposium will be summarised in a booklet for history teachers. This booklet will be a contribution to the European Youth Campaign against Racism, Xenophobia, Antisemitism and Intolerance. The aim of this Campaign is to mobilise young people in favour of a tolerant society based on the equal dignity of all its members. The Campaign was launched formally by the Council of Europe on 10 December 1994 (International Human Rights Day) and it will culminate later this year. 1995 has been proclaimed the International Year of Tolerance by the United Nations.

### The situation in countries in transition

17 States in Central and Eastern Europe now take part in the Council of Europe's work on education, and all of them are re-building their education systems on democratic lines. This involves:

- the preparation of new legislation, new curricula, and new textbooks and teaching resources;
- the renewal of teacher training and educational administration.

The situation is particularly serious in history, and, in November 1994, the Council of Europe organised, in Graz, in co-operation with the Austrian authorities, a Seminar on "The reform of history teaching in schools in European countries in democratic transition". Its aim was to allow the officials and experts, who are in charge of this reform, to exchange information and experience.

Through its special co-operation programmes for its new partner countries in Central and Eastern Europe, the Council is organising a series of national workshops on the reform of history teaching in schools. Workshops have already been held in Belarus, the Russian Federation and Slovenia, and others are in preparation, eg. in Latvia and Lithuania.

Furthermore, in April 1995, the Council of Europe and the Ministry of Education of the Russian Federation organised, in Smolensk, a Seminar on "History teaching and confidence building: the case of Central and Eastern Europe". The Seminar brought together historians and curriculum planners from Belarus, Estonia, Latvia, Lithuania, Poland, Russia and Ukraine to discuss how to teach about sensitive and controversial issues in their shared history. The next step may be the preparation of a set of source books for teaching about such issues.

Politicians, educators and young people in the Council of Europe's new partner countries are often dismayed by the ignorance, in the older member States, of the history and culture of the peoples of Central and Eastern Europe and the Russian Federation. They have suggested that the Council of Europe should promote understanding within Europe by commissioning and publishing - for history teachers in other parts of the continent - a series of booklets or teaching packs on the history of the Council's new partner countries.

### **History and the multicultural society**

In the 1970s and 1980s, the Council of Europe carried out a wide range of activities on the education of the children of migrant workers, and in 1988 the Committee of Ministers adopted a recommendation on "The training of teachers in education for intercultural understanding, notably in a context of migration".

The Recommendation stressed that "the training given to teachers should equip them to adopt an intercultural approach and be based on an awareness of the enrichment constituted by intercultural education and of the value and originality of each culture". In particular, teachers should be aware of the historical causes and effects of migration.

Recently, the Council of Europe has expanded its work on intercultural education to include national minorities through a project called "Democracy, Human Rights, Minorities: Educational and Cultural Aspects". The Project has three sub-themes:

- the management of diversity in democratic societies;
- the educational and cultural rights of minorities and social cohesion;
- history, memory and heritage.

Work on the third sub-theme includes a pilot project on "History and Identity", which involves schools and educators from Austria, the Czech Republic, Hungary, the Slovak Republic and Slovenia. Its results will be available at the end of 1996.

The Council has published a handbook on "Roma, Gypsies, Travellers" by Professor Jean-Pierre LIEGEOIS. The handbook is intended for teachers and local authorities, and it includes chapters on the gypsies in history and on stereotypes of gypsies and travellers.

### **Important partners**

An important partner in the Council of Europe's work on history has been the Georg Eckert Institute for International Textbook Research. In 1965, the Institute, which has the largest international library of history and geography textbooks in Europe, accepted an invitation from the Council of Europe to act as a clearing-house for the exchange of information on history and geography textbooks.

In 1988, the Committee of Ministers adopted Recommendation No. R (88) 17 on "Co-operation with the Georg Eckert Institute for International Textbook Research" which invites member States to:

- help to make textbook authors and teachers aware of the Institute's work;
- encourage publishers of educational material and publishers' associations to send, free of charge, copies of their main history, geography and social studies textbooks to the Institute's library.

The Council of Europe helped to facilitate the establishment of two international non-governmental organisations on history: the International Society for History Didactics; and the European Standing Conference of History Teachers' Associations (EUROCLIO). The Council also co-operates with the International Students of History Association, which is an organisation of university students. These INGOs are important sources of information and advice, and they also act as effective relays for the dissemination of the results of the Council of Europe's work.

### A unique discipline

The Council of Europe's experts have argued that all pupils should study history at every level of their education, because it has a value that cannot be provided by other subjects.

History, they claim, "is a unique discipline, concerned with a special kind of training of the mind and imagination and with the imparting of an accurate body of knowledge which ensures that pupils understand other points of view". It helps young people to understand the relationship of events in time so that they can appreciate cause and effect, change and development.

With regard to the scope of history teaching, the Council's experts have recommended that it should be the teaching of a synthesis, dealing not only with political and military history but with all aspects - spiritual, cultural, social, economic and scientific - of the societies of the past. The experts recognise the difficulty of striking a happy balance in the syllabus between local, national, European and world history. They suggest that local history should not be seen as a subject in its own right but rather as a means of training pupils in historical method and of seeing large problems in microcosm.

The Council's experts have also recommended that full use should be made of active methods in history teaching. These should stimulate individual research, reflection and expression by pupils. In particular, pupils should be given experience in the critical evaluation of different kinds of evidence, and the history teacher should encourage them to adopt critical attitudes towards information imparted by the mass media. For example, in history lessons, pupils should learn to "read films and television" as critically as newspapers.

### The teaching of European history

There has been considerable discussion on the place and nature of European history in school curricula during the Council of Europe's meetings on history.

At the Elsinor Symposium in 1965, the participants agreed that there could be no question of trying to impose a uniform version of European history on schools in the countries that participate in the Council of Europe's education programme. On the other hand, they suggested that "whenever opportunity arises, teachers ought to show their pupils the European importance of, and the European influence on, events of national history". The participants noted certain elements are common to the history of part, or all, of Europe and, thus lend themselves to a European presentation. To illustrate what they meant, they prepared a list of 25 themes which could form the basis of a European history syllabus. The list is given on Pages ... of the present document.

The main theme of the 17th Session of the Standing Conference of the European Ministers of Education (Vienna, October 1991) was "The European Dimension of Education", and the Ministers recommended that, in history, young people should study "the origins of the European peoples and States and the social, political, ideological and religious movements, power struggles, ideas, cultural works, mobility and migrations which have shaped their development".

At the Vienna Summit in October 1993, the Heads of State and Government of the Council of Europe's member States stressed the urgent need to strengthen "programmes aimed at eliminating prejudice in the teaching of history by emphasising positive mutual influences between countries, religions and ideas in the historical development of Europe". As a follow-up to this recommendation, the Council of Europe is carrying out a project to identify innovatory approaches to the teaching of the history of Europe in the spirit of the Vienna Declaration and to provide curriculum developers and teachers with practical advice. The results of the Project will be available at the end of 1995.

The Parliamentary Assembly has called for a more balanced analysis of the distinctive contributions of Jewish culture and Islamic civilisation to the historical development of Europe. All too frequently, it is the negative aspects of these relationships that are emphasised.

Schemes to promote the European dimension of education (eg. through history) should not, in turn, promote selfish or Eurocentric attitudes, and the Committee of Ministers has recommended that education systems in member States should encourage young Europeans to see themselves as "citizens not only of their own region and country but also as citizens of Europe and of the wider world". To raise public awareness of Europe's links and relations with the continents of the South, the Council of Europe has set up, in Lisbon, the European Centre for Global Interdependence and Solidarity, often called "the North-South Centre" for short. The Centre's activities include education and training for global interdependence.

### Learning history outside the classroom

Extra-curricular activities can reinforce, in a significant way, formal teaching about the history of other countries and cultures, and the Council of Europe has set up a European Network on School Links and Exchanges. The Network consists of ministry representatives and official agencies, and its task is to facilitate the sharing of information, experience and good practice. It publishes a newsletter called "Links" and has produced "A practical guide to school links and exchanges in Europe", by Roger SAVAGE. Work is now under way on the preparation of a training unit or module for teachers involved in exchanges.

One of the projects in the Council of Europe's cultural programme has a considerable potential for history teachers. This is the European Cultural Routes Project, and its aim is to make Europeans more aware of their heritage by promoting itineraries that cross several regions or countries and are devoted to subjects of obvious historical or cultural interest, eg. the Vikings, the Pilgrim Ways to Santiago de Compostela, or the Hanse.

These European Cultural Routes could serve as the focus for new forms of joint projects, field trips and school links and exchanges with a historical dimension. Furthermore, the guidebooks, studies, booklets, maps, posters and videos generated by the Cultural Routes can be valuable resources for history teachers.

Because of the importance of history teaching in improving understanding and confidence between the peoples of Europe, the Council of Europe's Education Committee has decided to launch an ambitious new project on history as from 1997. It will focus on teaching about the history of Europe in the 20th Century.

Maitland STOBART  
Deputy Director of  
Education, Culture and Sport  
Council of Europe

## SECTION I

### RECOMMENDATIONS ADOPTED AT COUNCIL OF EUROPE MEETINGS ON HISTORY TEXTBOOKS

#### 1. CONFERENCE ON "THE EUROPEAN IDEA IN HISTORY TEACHING" Calw, Germany, 4-12 August 1953

1. Our purpose is not to use history as propaganda for European unity, but to try to eliminate the traditional mistakes and prejudices and to establish the facts. The Conference is convinced that, in this way, the main lines of a European view of history will emerge.
2. It is especially necessary to avoid any interpretation of historical development which might be used in the particular interest of one state, or which might disturb the friendly relations between peoples.
3. The development of states is one of the essential features of modern times. It is, therefore, necessary to show its importance whilst studying the idea of European unity which, at the same time, never ceases to manifest itself.
4. In order to bring pupils by degrees to a European conception of history, teachers should be recommended to start from local and especially regional history, not only because it is more easily understood by young minds, but still more because it constitutes the only appropriate framework for the study of certain phenomena, the limits of which do not coincide with the frontiers of states.
5. It would be well to bring out the main aspects of the part played in the world by Europe in modern times, particularly the universal diffusion of its population, of its ideas and of its techniques. A study of the formation and evolution of the different empires should be treated within this general framework. At the same time, the characteristics of other civilisations and their contribution to European civilisation should not be neglected, for one should never lose sight of the fact that European history is an integral part of world history.
6. The phenomena common to several European countries should be studied not only within the framework of the existing states but in a general setting. It is particularly important to avoid treating international relations as a kind of extension of national history. The arrangement of certain events in relation to a country, a man, or a current of ideas dominating a given period is, however, legitimate.
7. Teaching should take account of present developments in historical studies, which are moving away from the older, too exclusively political views, in order to give due weight to cultural facts, to economic and social problems, to the main currents of ideas and to the religious element.

8. It would be desirable not to introduce into the past contemporary national antagonisms. On the contrary, one should emphasise that conflicts between states or between sovereigns did not necessarily involve the peoples themselves. In particular, a distinction should be made between the centuries before the French Revolution and the following period, and to show clearly that nationalism is not the general principle of modern history but simply a phase in the historical development of Europe.
9. We cannot understand the present situation of Europe without the background of recent history, in which the problems that we Europeans are facing today often have their roots.
10. If the younger generation is not taught recent history by historians, they will be left exclusively to the influence of press, film, radio, etc.
11. We should not be justified in being too sceptical about the possibility of scientific treatment of recent history. It must be realised that the method of historical criticism in recent history is rather different from that in the history of the Middle Ages. Whereas the sources for medieval history are relatively restricted, they are for modern history if anything too abundant, so that we are faced with the problem of choice. It is possible to make factual statements which stand up to criticism.
12. To develop the critical faculty, it is important that a pupil be presented with different sides of a question. The abundance of material makes this particularly easy in recent history.
13. As a matter of teaching practice, there is no doubt that pupils of certain ages are most interested in the contemporary world.
14. As an adjunct to civics, the study of recent history is invaluable, for, without in any way departing from historical accuracy, it is possible to make the pupil aware of both his rights and his duties as a member of the European community.



2. **CONFERENCE ON "THE MIDDLE AGES", Oslo, Norway, 7-14 August 1954**

1. In some countries, the history of the Middle Ages is taught only once in the curriculum of the schools. Participants at the Oslo Conference believe that the study of the Middle Ages cannot be properly understood, nor can it be fully effective in forming a European spirit, unless it is done by pupils of advanced classes who have a certain maturity of outlook.
2. Without recommending any definite dates for the chronological limits of the Middle Ages, the Conference expresses the opinion that the study of medieval history should start with the great invasions, as that is necessary for a full understanding of this period, and the whole of the 15th Century should be included in this study.
3. In order to avoid all misunderstanding, it would appear desirable that the textbooks should use the term "Europe" in the traditional geographical sense only. On the other hand, research should be made into Greek and Latin sources in order to find the origin of the word and its significance in Antiquity and at the various periods of the Middle Ages.
4. The participants of the Conference would like to see more insistence in textbooks upon the importance of the heritage of Rome and the Greco-Roman world in the formation of Europe and its civilisation. The unifying role of the movement of the Crusades could also be more adequately treated. Finally, attention should be given to the part played by Latin as the common language in intellectual and religious life.
5. It is recommended that the textbooks should not lose sight of the fact that the Eastern Church continued to be an integral part of Christendom after the Schism of 1054.
6. It would appear desirable to lay greater emphasis on the unifying role of medieval universities.
7. The history of the Middle Ages should not be treated from an exclusively Western point of view. Byzantium should, therefore, be given its due importance in the general history of the Middle Ages by drawing particular attention to its role in uniting Western Europe in the fight against Islam, and to the widespread nature of its civilisation.
8. Finally, it would appear desirable to show greater appreciation of the contribution of Islam to the formation of the intellectual and artistic life in Europe.

**3. CONFERENCE ON "THE SIXTEENTH CENTURY"**  
**Rome, Italy, 15-22 September 1955**

1. It seems important to emphasise the necessity of treating the history of this, as of other periods, in divisions appropriate to the subject. This is particularly necessary in the case of textbooks which combine general and national history without separating them into different sections or chapters.
2. It is recommended that, in the treatment of the Reformation and Counter-Reformation, more weight should be given to the essentially religious origins and character of these movements. This would imply a more thorough and accurate exposition of the doctrines both of the Catholic Church and of the Reformers. It is suggested that the authors of textbooks should consult specialists upon what they have to say about these matters.
3. In view of the confusion which at present prevails in the use of the terms "Humanism" and "Renaissance", it is desirable that an attempt should be made to secure generally acceptable definitions of the those terms for use in textbooks.
4. Similarly, the widespread use of the term "Nationalism" calls for a more precise formulation of the concept of nationality and of the national state of the period.
5. In view of the contrast between the presentation of Turkish history in the textbooks of Turkey and of other countries, it is desirable that the cultural influence of Turkey during this period should be more fully explored by the authors of textbooks.

4. **CONFERENCE ON "THE SEVENTEENTH AND EIGHTEENTH CENTURIES",  
Royaumont, France, 2-9 September 1956**

A. **General Recommendations**

1. Respect historical objectivity and avoid the use of derogatory or exaggerated expressions.
2. Pay more attention to the explanation of facts, by analysing their origin, trying to unravel the different influences, and showing their interrelationship, and, in so doing, place them naturally in their European setting.
3. Utilise to the utmost the results achieved in recent research work in the various European countries, in particular in the field of economic and social history.
4. Give a prominent place to the various intellectual, artistic and religious trends of the Seventeenth and Eighteenth Centuries.
5. Introduce pupils to the history of the sciences and arouse their interest in the technical progress achieved in Europe in the Seventeenth and Eighteenth Centuries.
6. Bring out more clearly the following subjects: the idea of justice (for example the birth of international law), the principle of tolerance, the evolution of representative institutions, cosmopolitanism in the Eighteenth Century, interests common to the peoples, plans for the organisation of peace (the Abbé de St. Pierre, Kant, William Penn).
7. Place European civilisation in a world context.
8. Provide textbooks with a subject matter index to facilitate their use beyond the linguistic frontier.

B. **Special Recommendations**

1. The study of international relations must take economic and demographic factors more fully into account.
2. The principal treaties should be treated in greater detail, especially as regards their consequences.
3. Mercantilism should not be confused with the doctrines of Colbert.
4. Social structures should be studied on a comparative basis.
5. A distinction must be clearly drawn between scientific thought and technical developments. It is not sufficient to enumerate names and dates; the main trends of ideas and the interplay of influences should be brought out.

5. CONFERENCE ON "THE PERIOD FROM c.1789 TO c.1871", Scheveningen, the Netherlands, 15-25 September 1957

1. It is recommended that more time be given - if necessary at the expense of purely political history - to the history of the great religious, cultural, economic and social movements, which should be studied in a European context and not merely in connection with the history of individual countries.
2. A brief but precise account of the history of the smaller countries should be given in the context of the period studied.
3. The practice followed in some countries, when dealing with scientific, cultural and artistic subjects, of merely giving bare lists of names without any explanation of their importance, is to be discouraged.
4. The French Revolution should be treated in the context of the broad streams of thought of the Eighteenth Century, and due attention should be paid to the popular movements that took place during the same period in other countries (the Austrian Netherlands, the United Provinces, the Principality of Liège, Ireland, Poland, etc.).
5. Due weight should be given to the influence of the religious question in the course of the French Revolution, and its various manifestations should be clearly brought out.
6. The influence of the French Revolution should not be made to appear to be confined to its own period:
  - (i) a distinction should be drawn, when dealing with the French Revolutionary Wars, between the short early period characterised by the desire to free peoples regarded as oppressed, and the later period of expansion and conquest;
  - (ii) the Napoleonic Wars should not be attributed solely to Napoleon's personal ambition; attention should also be directed to their political, economic and social causes.
7. Stress should be laid on the influence of Napoleon's administrative, judicial and economic reforms on other European countries.
8. It should be made clear that the purpose of the Congress of Vienna was not simply to return to the "status quo" of 1789 but also, while restoring absolute monarchy, to establish a new balance of power.
9. A clear distinction should be drawn between the Holy Alliance, which was largely ineffective, and the Quadruple Alliance of Metternich and Castlereagh, which exerted a considerable influence for a number of years; and due attention should be given to the reasons which led to its decline and dissolution.

10. Since there is much confusion in the use of the terms "national sentiment", "nationality" and "nationalism", care should be taken to distinguish between them. In particular, popular movements for emancipation and unification should be clearly differentiated from the desire for power which is a characteristic of nationalism, particularly among the great powers.
11. When treating the Eastern Question, it is desirable that the Ottoman Empire be studied in its own right and not merely as a factor in the policy of the powers; care should be taken to avoid implying that Turkey is a non-European country.

**6. CONFERENCE ON "THE PERIOD FROM c.1870 TO c.1950"  
Istanbul and Ankara, Turkey, 25 August - 3 September 1958**

**A. General Recommendations**

1. The Conference considers that future generations ought to be given a working knowledge, presented with the objectivity that is the hallmark of our traditional methods of education, of the events that have brought the world to its present situation. It, therefore, expresses the hope that the teaching of history will be carried up at least to 1939 and gradually, following the development of historical research, extend so as to cover more recent events up to and including the Second World War and its immediate consequences. A place must somehow be found in the secondary school curriculum for instruction on the various international organisations of the the post-war years and on the chief political problems of the day.
2. Authors of history textbooks, especially those intended for upper forms, are recommended to include an introductory section dealing with the main problems of the 19th and 20th Centuries. On this point, the Conference would like to recall its earlier recommendations to the effect that instruction on the great demographic, economic, social, cultural, religious and institutional movements in history should be on as wide a basis as possible and given from the continental or even world standpoint rather than the narrow standpoint of the individual countries. The chapters devoted to those general movements should normally cover such subjects as the second phase of the industrial revolution, including the return to protectionism and the growth of industrial concentration; the development of institutions, especially parliamentary government, in the European countries; the birth and development of extra-European states and nations, and their relations with Europe; social movements (socialism, Christian Socialism, trade unionism); religious and spiritual movements and the relations of Church and State; the two World Wars; communism, fascist movements; and the Depression of 1929-32.

**B. Special Recommendations**

1. A special chapter should be devoted to the social, economic and political causes of colonial development and to the variety of methods of colonial administration sometimes to be found existing side by side in a single colonial empire. While mentioning both the good and the bad sides of colonialism, textbooks should also give space to the campaigns against abuses of the system carried on in the mother countries themselves. In many cases, colonialism has resulted in bringing two civilisations face to face, and it is essential that space should also be given to the results of this and to the problems it has presented for the colonial powers and even more for the peoples they have colonised.
2. Europe before 1914 showed two opposing trends, generally neglected by the history books. Although much is made of the dangers resulting from the armaments race, very little attention is usually paid to Europe's common cultural background or to the ease with which goods, ideas and individuals could circulate and the extent to which they did so.

3. The emancipation of women is generally regarded as a landmark in social history, a point however largely neglected by the writers of textbooks and to which the Conference would like to draw their attention.
4. With regard to the origins of the two World Wars, the Conference would like to see the objective view adopted in most textbooks even more generalised, and the emphasis continue to be laid on the causes behind them rather than on the immediate responsibility for their actual outbreak. Even if the mistaken or wrongful actions of certain governments are stressed, the suggestion of collective guilt of a people should be avoided.
5. The Conference would like to see considerably more space given to the peace feelers put out during the First World War, so as to illustrate the part that can be played by spiritual forces and by worldwide organisations such as the Catholic Church or the Socialist International.

**7. SYMPOSIUM ON "RELIGION IN SCHOOL HISTORY TEXTBOOKS IN EUROPE"  
Louvain, Belgium, 18-23 September 1972**

The subject of our Symposium was difficult. During the discussions, it became apparent that it was more difficult than had been thought beforehand. This was why the participants decided not to define the term "religion". They felt that this task should be carried out by scholars: historians, theologians, philosophers, sociologists, etc. They confined themselves to a description of the religious phenomenon or to an enumeration of its main components: a relationship between man and a reality which transcends him, reflected in a belief, an ethic, and rites; a community which groups the supporters of these convictions and behaviour, and which provides itself with a more or less developed form or organisation; and activity by these individuals and this community in the different sectors of social life. It was with this pragmatic point of view in mind that the participants addressed the following recommendations to the Council for Cultural Co-operation of the Council of Europe:

1. The solution of scientific and pedagogical problems raised by the adequate treatment of the religious phenomenon in history textbooks calls for various sorts of co-operation:
  - between the world of research and that of teaching. The relationship should be reciprocal. Scholars should place the results of their research in a convenient form at the disposal of secondary school teachers, and the latter should ask scholars questions. Most frequently, co-operation will be necessary between scholars and teachers, especially in the preparation of periodicals like "Geschichte in Wissenschaft und Unterricht" and in the examination of the case-studies and the preparation of teaching packages. The question of the form which this co-operation could or should take remains open. It would be desirable if the Council for Cultural Co-operation of the Council of Europe (CDCC) were to facilitate this co-operation within the limits of its possibilities;
  - between the CDCC and the International Committee of Historical Sciences as well as national associations of history teachers;
  - between teachers whose subjects touch on the religious phenomenon, in particular between teachers of history, religion, and other human sciences;
  - between the teachers of the various member States of the CDCC in the form of exchanges or participation in refresher courses.
2. The analysis carried out by Professor d'HAENENS and his team for the Symposium should be continued, according to the same method, for other countries and other sets of textbooks. The results should be published.
3. In all periods, religion has been a major component of society. To avoid teaching it, on whatsoever pretext and for whatsoever period, is to be lacking in historical truth. Consequently, it is inadmissible that religion should have disappeared almost completely from most of the textbooks examined by Professor d'HAENENS (less than 1%) and from contemporary history syllabuses. The development of pluralism and secularisation has not deprived it of significance in the 19th and 20th Centuries.



4. The religious phenomenon should always be presented in all its aspects. One should not limit oneself to an analysis of structures or to a problem of relationship with the political authority. Without doubt, it is necessary to take account of the various forms in which religion is embodied in space and time, through the activity of the individuals and social forces which influence the interpretation of the religious message and its insertion into temporal matters. Religion does not stand apart from the world of men. It is undoubtedly necessary to adapt the presentation to the mental age of the students by taking account of recent research into the ability of pupils of different ages to appreciate abstract ideas. This may lead one to place emphasis on one or other aspect, but there can be no question of confining oneself to the "structural" and "political influence" aspect, or even of maintaining a privileged place for this aspect.
5. Religion has always gone beyond the specifically religious field. Many works of art and other undertakings, individual or collective, have been inspired, consciously or unconsciously, by religion. The most beautiful Greek statues were usually votive offerings. Medieval research into optics was stimulated by the concept of God as "Light". To show and explain this action, it is necessary not to limit oneself to presenting the specific and original features of each historical setting, but to give a description of this setting which covers all the components, including those which are traditional, as is often the case for the religious component.
6. Educational theory advises us to proceed from the known to the unknown and, therefore, to take, for special reference in the historical study of the religious phenomenon, the predominant faith in the pupil's environment. The history teacher should not present one faith as being superior to all others, all the more superior in that the other faiths are distant in space and more different in dogma and practice. If the textbooks used in Western Europe accordingly devote a pre-eminent place to European forms of Christianity (Catholicism, Protestantism, Orthodoxy), they should not lose sight of the role of other religions (Judaism, Islam) and their contribution to the development of European culture. They will, thus, serve historical truth, as well as contribute towards a spirit of open-mindedness and ecumenism.
7. Textbook authors and teachers must avoid value judgements, either explicit or implicit, and they should not turn religion into a norm or a target. They should be neither apologists nor detractors. They must avoid projecting back into the past present-day or personal values which would be anachronistic. They also have a duty to tackle the religious phenomenon with tact and respect. They should have constant concern not to offend the conscience of their pupils.
8. It is desirable to show in the religions of the past and other cultural spheres not only their original aspects but also what they have in common with the religions which are being practised today in the country where one is teaching.
9. It was not the task of the Symposium to draw up a list of errors, distortions, omissions and clichés which mar textbooks, but the Symposium expresses the wish that developments devoted by these textbooks to the religious phenomenon should be the subject of a joint examination by scholars from various subjects, members of different faiths, and agnostics.

10. Secondary school teachers will be unable to present the religious phenomenon if they are not introduced to it during their training in the same way, for example, as they are introduced to political economy to enable them to understand and present economic phenomena. The desire that account should be taken of this point in the syllabuses which determine their training would, therefore, meet the frequently expressed wish that the Council for Cultural Co-operation should organise a symposium on the scientific and pedagogic initial training and in-service training of future secondary school history teachers.

**8. CONFERENCE ON "CO-OPERATION IN EUROPE SINCE 1945, AS PRESENTED IN RESOURCES FOR THE TEACHING OF HISTORY, GEOGRAPHY AND CIVICS IN SECONDARY SCHOOLS", Braunschweig, Germany, 3-7 December 1979**

**1. Introduction**

- 1.1 James Baldwin, the American negro author, tells in an essay how he visited the Cathedral at Chartres and entered it at the same time as an old peasant couple. They moved around in the church with a sort of everyday practicality. Baldwin felt that they belonged there and that the church was part of their heritage in a way in which it could never be of his, in spite of all his intellectual knowledge of history. Consequently, he defines "a European" as someone who is able to enter Chartres Cathedral and feel that it has something to do with him.
- 1.2 During the Conference, few participants dared to define Europe except in negative terms. For example, Europe is not the 9 of the European Community, nor is it even the 23 of the Council of Europe's Council for Cultural Co-operation. On the other hand, everybody agreed that Europe has been, and is an important element in the world. Thus, the answer to the question "Why should we teach about Europe?" might simply be "Because it is there!". This Europe is multidimensional, and in a state of flux. It includes Eastern Europe, as well as a large variety of contacts outside and beyond the membership of the international organisations.
- 1.3 The participants at the Conference thought that Europe should be treated as one element in a global approach to the teaching of history, geography and civics. It is an integral part both of our past and of our present culture in its broadest sense. One may choose to ignore the past, but one cannot remake it.
- 1.4 The Conference stressed that the study of Europe should be dynamic, not static, and that it should begin at home. We travel to learn more about our home country, because it is only through travel that we discover traits in our own country, which so far we have taken for granted, as being common to all. In the words of T.S. Eliot, "we shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time". In the same way, the study of Europe might begin by ascertaining what Europe has meant to the place where we live now, by letting the pupils discover how their everyday life has been influenced by foreign contacts in war and peace and by letting them see how many things which they took for granted are the end-product of foreign influence in time and space. Such work should not only make them aware of similarities, but should also help them to understand and respect regional and other differences. This action should not aim at creating a uniform Europe, but one in which the pursuit of common fundamental goals is accompanied by a great diversity of local, regional or indeed national characteristics which should be used as an important resource.
- 1.5 The participants emphasised the importance of teaching about Europe in this spirit, and recognised the valuable contribution which intergovernmental and non-governmental organisations could make to such teaching. The participants then set out to establish the objectives, contents and methods, as well as the kind of help which is required from the international organisations.

## 2. Aims and objectives

- 2.1 The three working groups enumerated a series of aims and objectives. The gist of their remarks on this subject is that tolerance, both with regard to European neighbours and to contacts with the world at large, could be furthered through teaching about "Co-operation in Europe", provided that this teaching does not limit itself to the presentation of one solution and provided it does not avoid areas of disagreement and conflict.
- 2.2 The main objectives of teaching about Europe would be:
- (i) to give the pupils an awareness of the social, cultural and economic implications of the change in Europe's place in the world;
  - (ii) to make them aware of the common heritage, which they share as Europeans;
  - (iii) to show them the interaction, peaceful and otherwise between Europe and the rest of the world, and the changes in European culture brought about by this interaction;
  - (iv) to help them to understand the possibilities of, and limitations to, European co-operation in the future.

## 3. Problems

- 3.1 The main problem identified at the Conference was that, partly because of the age of the pupils under discussion (13-16), the traditional material sent out by international organisations is far too abstract, far too static and far too prone to describe the legal details and the formal framework of the organisations and their work, instead of giving the pupils an opportunity to see what this work can mean for their everyday life. Teachers too tend to reject this kind of material.
- 3.2 Another problem seemed to be that very little is known about the precise way in which young people in the 13-16 age group form their opinions about the process of European co-operation, and it might be useful to initiate research on this point.
- 3.3 It must be realised that the teachers have a key role to play because they are the ones to decide whether a given resource should be used. Consequently, every effort should be made from the outset to offer them material which is interesting, concrete, and readily usable.
- 3.4 It might be difficult to introduce "Co-operation in Europe" in some situations because the timetable is already overloaded, while in others, curricula tend to avoid contemporary political issues and lay greater store on ancient and medieval topics.

## 4. Approach

- 4.1 The Conference discussed different ways of setting about the actual teaching of European co-operation.
- 4.2 Aspects and examples of European co-operation could be used as elements in single subjects. History, geography, civics, ecology, artistic activities and, of course, modern languages lend themselves most readily to this approach.

- 4.3 The subject matter could also be treated in an inter-disciplinary way. This is a more intricate process, but it is very rewarding because it gives teachers an opportunity to break the "one teacher, one class" syndrome. It takes very careful preparation, and time might be set aside to allow teachers to meet both before and during the programme.

## 5. Content

- 5.1 The general opinion is that content should be concrete and should deal with problems, which the pupils know from their own surroundings and which they feel to be of immediate interest to them. Abstract notions will be met with polite passivity or rejection. As Brecht said, "Die Wahrheit ist konkret" ("The truth is concrete").
- 5.2 It is important to remember, in this connection, that the school is not the only source of information and ideas for young people. There is, in fact, an "école parallèle", and the mass media, in particular, play a very large part in forming the pupils' attitudes and fund of knowledge. The teacher, the textbook author and the producer of teaching resources are not working in a vacuum. The pupils' attitudes will be constantly changing and developing in accordance with the information which they receive from television commentators, from sports events, and even from Donald Duck.
- 5.3 One approach might be to work with case-studies. It is important that these studies should show the case in question from different points of view without minimising disagreement and conflicts. The pupils must be given an opportunity both to form a critical and independent opinion and to learn respect for a comprehensive research into the sources of an event.

## 6. Methodology

- 6.1 The Conference noted that many international non-governmental organisations are producing books and material on "Co-operation in Europe", and looked forward to joint ventures which would make new up-to-date material available to teachers. It would also be of considerable help if the existing material were more widely known.
- 6.2 The Conference thought it important that the teacher's, and indeed the pupil's, choice of subject area, content and material should be respected. No detailed models for teaching should be pressed on teachers and their classes. Knowledge is like fish, and must be caught fresh every day. Curricula, however, tend to preserve the status quo, and plenty of scope should be left for classroom decisions on the methods.
- 6.3 If the study of Europe is carried out through case-studies, they should lend themselves to excursions, visits by outside specialists, and the use of local material at hand, eg. newspapers and video-taped newsreels. A concrete, everyday approach would help pupils to feel that the problem under study had a direct bearing on their lives.

## 7. Teacher training

- 7.1 The Conference reviewed what is already being done to help teachers to acquire a European perspective.

- 7.2 The Teacher Bursaries Scheme of the Council of Europe's Council for Cultural Co-operation (CDCC) enables a great number of European teachers to attend short in-service training courses in other member States from which they benefit both professionally and socially. It is to be hoped that this Scheme will grow and develop still further. The participants suggested that the CDCC should devote some of its European Teachers' Seminars to problems identified at this Conference.
- 7.3 The European Community's programmes of study visits, which are complementary to the CDCC's Teacher Bursaries Scheme, have already provided important opportunities for teachers and other educators who want to study another European country at greater length.
- 7.4 It would be advisable if the theme of European co-operation was included in the programme at teacher training institutions. It should also be made part of in-service training, either in:
- (i) short courses where the teachers and their classes can choose from material on display, and where teachers, who have already tried out some of the material, can speak of their experiences;
- or
- (ii) longer courses where one or several aspects of the theme are treated more thoroughly.

There is little doubt that teachers' enthusiasm is closely related to the feeling of being able to cope with a new situation. Consequently, no effort should be spared to raise the general level of both the initial and the in-service training of teachers.

## 8. Encounters

- 8.1 Bringing pupils into direct contact with other nations is by far the most efficient method of work, and the participants expressed regret that not all pupils have the opportunity to participate in school exchanges.
- 8.2 The Conference was warned by some speakers of the danger that not all contact is positive and that some kinds of contacts serve to reinforce prejudices. Family trips abroad were mentioned. Children or young people often bring their normal surroundings and language with them on such trips, and only meet the group of people in the foreign country who are professionally engaged in tourism.
- 8.3 A well-prepared school journey abroad should meet the following conditions:
- (i) the teacher should be enabled to go on a preparatory trip to make the right contacts and see the sights, and to identify the possibilities for independent work for himself. Group work built on travel literature hardly produces more than can be obtained from reading the same literature at home;
  - (ii) the pupils should be involved in the preparations so that they know what to expect and what to look for. As La Rochefoucauld pointed out, unprepared travellers are more or less blind to the nuances of the place to which they go;

- (iii) the pupils should know enough about their own country to be able to make fair comparisons. Pupils often wonder about things which they are told in a foreign country and find them quaint, because they are blithely unaware that the same rules apply in their own country.

## **9. Resources**

9.1 A great deal has already been said about resources at different points in these conclusions and recommendations. However, the point should be emphasised that the material offered to the teacher and the class must be highly professional. For example, teachers and pupils have high expectations of the audio-visual aids which are presented to them. These high expectations stem from the daily use of television and tapedecks, and teachers and pupils will not, and should not, accept poor offerings made by well-meaning amateurs. This calls for a tripartite co-operation among:

- (i) teachers as authors and users (with pilot runs of material in school);
- (ii) international organisations to bring people together and commission work;
- (iii) publishers to market the final product.

9.2 Wherever possible, the committees of experts dealing with audio-visual matters within the CDCC and the European Community should help to make European material available for direct classroom use and for school television.

## **10. Other proposals**

10.1 The Conference recommended that there should be:

- (i) co-operation among the non-governmental organisations working in this field;
- (ii) a European research project on children's attitudes to the idea of European co-operation.

9. **EDUCATIONAL RESEARCH WORKSHOP ON "HISTORY AND SOCIAL STUDIES - METHODOLOGIES OF TEXTBOOK ANALYSIS" (Braunschweig, 11-14 September 1990)**

**GENERAL CONCLUSIONS BY THE SECRETARIAT**

1. **Methods of textbook analysis**

It seems utopian to try and analyse all textbooks under all aspects. A pragmatic approach is necessary to find out whether a textbook is useful in a given situation and in the hands of a particular teacher or pupil. Of course, the contribution of textbook research will be valuable in this context; the Georg Eckert Institute for International Textbook Research in Braunschweig has done pioneer work in this field. International co-operation in textbook research should be intensified; and the dissemination of information about ongoing research and on publications should be improved.

2. **Teamwork in textbook production**

Textbook quality largely depends on good teamwork among author(s), publisher, editor, subject matter specialists, linguists, designers, etc. The publisher considers whether there will be a market for a particular type of textbook and whether it is likely to be approved (in countries where approval is required). The editor chooses suitable authors; together, they look at the curriculum and select the content, taking into account current research. They examine how to present and structure the text so as to ensure that pupils can understand and digest the information. Linguists may help to check whether the text is intelligible to the age-group concerned. Designers and media experts help with illustrations and layout.

3. **Textbook selection**

Many countries use formal approval procedures to guarantee quality, respect for certain values and a balanced viewpoint. However, many educationalists would prefer simply to recommend good textbooks and leave teachers free to choose their books using a list of selection criteria. In no case should teachers come to completely depend on the textbook; they should not limit their teaching to what publishers happen to offer.

4. **Subject matter adequacy**

Of course, textbooks have to be adequate from a subject matter point of view; they should not contain inaccuracies. However, no textbook will ever be up to date in all aspects and completely reflect the latest research. Too hasty an effort to take up current issues may result in inadequate or inaccurate presentation. In cases where historic events and developments are interpreted in different ways, textbooks should indicate several different viewpoints and examine reasons for the controversy. History teaching should not only focus on dates, monarchs and battles; social and cultural history should also be included. The author should have the last word on what to include in a textbook and on what to omit.



5. **European dimension**

Textbooks should present a proper balance of local, regional, national, European and world history and geography. Co-operation among the States of the European Community and among the member States of the Council of Europe presupposes an awareness of Europe's cultural heritage and cultural and intellectual cross-fertilization. History should no longer be presented mainly from a national point of view but the wider European context of events should be developed.

6. **Prejudices and underlying assumptions**

Prejudices with regard to other people and regions have no place in textbooks, but good textbooks need not necessarily be free from underlying assumptions (eg. the assumption that parliamentary democracy is something positive). It would, however, be helpful if the author would spell out his/her assumptions and explain his/her viewpoint. For example, in examining the multicultural society, a textbook should not just list arguments for or against it, but adopt a clear position.

7. **Usefulness of textbooks as learning tools**

Textbooks should be written in a language which pupils and adolescents can understand. Those textbooks which advise on how to teach the subject should cover content selection and suggestions on how to present and illustrate the issues. Many textbooks are too highly scientific; others are not scientific enough. Often pupils get lost in the wealth of text, references, explanatory notes, source material, examples, quotations, etc. Furthermore, textbooks should not just transmit knowledge but stimulate critical thinking.

8. **Layout, design and illustrations**

In a world full of pictures, textbooks will have to compete with other media. Format, type of print, underlinings, boxes, frames, photos, drawings, tables, diagrams, etc. should be deliberately chosen with a particular educational purpose in mind. Textbook research should devote greater attention to these aspects. Textbook evaluation should examine the importance of textbook design and layout as a teaching and learning tool and the ways in which these have developed over time. It should examine whether pictures are well explained so that they are not misunderstood; whether diagrams are clear enough for pupils to understand them. The fact that a textbook is full of pictures by no means guarantees its usefulness as a teaching and learning tool, or that these will help to attain learning objectives.

The time is over when textbooks were only assessed with a view to checking correct context and deleting prejudices about other people and countries. Textbook evaluation has become a more complex activity, checking also the European dimension, the usefulness of the book for teachers and pupils, and successful design, layout and illustrations. International exchange of experience is vital in this context and the Georg-Eckert Institute for International Textbook Research will have to continue to play a key role.

**9. Future work**

Steps should be taken to include research projects (ongoing or completed) in the field of textbook analysis and evaluation in the Council of Europe's EUDISED Database, available online from the European Space Agency Information Retrieval Service in Frascati, Italy. The national EUDISED agencies collecting data about educational research in the various countries will be invited to contact research workers engaged in textbook research to have their work brought to the attention of a wider European public via the Database.

The Council of Europe will examine ways and means of publishing, in co-operation with the Georg Eckert Institute for International Textbook Research, a Repertory of existing textbook research institutes and computerised, national bibliographies giving access to relevant books and articles. Mr CHOPPIN (INRP, Paris) will co-operate with the Institute in Braunschweig to study the feasibility of merging bibliographies or creating a computerised European bibliography of textbook research. The European Educational Thesaurus should be used for indexing; it exists in nine languages. If necessary, the vocabulary concerning textbook research should be increased in the Thesaurus.

Participants in the meeting will form an informal network and will try to help each other in all matters of textbook research, eg. in obtaining certain textbooks from other countries.

Two problems were identified which might influence future work:

- (i) textbook research is closely linked to curriculum reform and development. Textbook research institutes should develop closer working relations with institutes engaged in curriculum development as their work will necessarily overlap;
- (ii) more and more schools will use audiovisual aids and educational technology (eg. computer programmes and networks). This type of material also requires analysis and evaluation in the same way as textbooks. In many countries support centres have been set up to advise teachers on how to choose computer programmes and how to evaluate material of this kind. Textbook research institutes should expand their activities to cover this sector as well or, at least, seek closer co-operation with centres engaged in evaluation of educational technology.

## SECTION II

### RECOMMENDATIONS ADOPTED AT COUNCIL OF EUROPE MEETINGS ON HISTORY TEACHING

#### 1. SYMPOSIUM ON "HISTORY TEACHING IN SECONDARY EDUCATION", Elsinor, Denmark, 21 August - 1 September 1965

##### 1. General questions concerning the teaching of history in secondary schools

- 1.1 The teaching of history should be the teaching of a synthesis, dealing not only with political and military history, but with all aspects (economic, artistic, cultural) of the societies of the past. Like the teaching of geography and civics, this teaching of history should be considered as a basis for the education of the citizen of Europe and of the world.

History ought to be taught in a substantial way in all classes and all parts of the secondary school, as well as of technical schools. In this connection, the Symposium views with concern the possibility that, in the coming years, the time devoted to the study of history in schools may be seriously restricted on account of the claims for time, in a crowded curriculum, of subjects whose practical usefulness may be more easily demonstrated. The Symposium wishes to emphasise that history has a value in the human education of youth which cannot be provided by other subjects.

While it may be desirable not to dwell too much on historical facts which may provoke misunderstanding or even hostility between the nations of Europe, as well as of the world, the participants are convinced that history will best contribute to international understanding if the teacher remains true to his task, the service of truth.

In the teaching of history, especially modern history, in all grades and for all ages, the development of science, technology and engineering is to be considered as subject matter of great importance.

Finally, the participants believe that world history must be taught, not only as part of the study of contemporary history, but also as essential for an adequate study of the past history of Europe.

- 1.2 The study of non-European civilisations of the past and the present - eg. the Steppe civilisations - and their influence on European countries (and vice versa) should not be neglected.
- 1.3 Under modern conditions contemporary history must necessarily form part of the school curriculum. It is very important that the problems of recent years be presented to the pupils.

In the teaching of contemporary history and the problems of recent years, it is necessary that we aim at maximum objectivity, presenting all relevant points of view.

- 1.4 The participants are glad to find that modern methods of history teaching are applied to European schools and hope that they will be applied to an even greater extent.

When dealing with controversial questions, the teacher ought to present all relevant points of view.

A certain minimum of dates must be learned, but it is more important to foster the faculty of understanding and of historical reasoning than to learn a lot of details. It is equally important to encourage and train pupils to use books and other material in order to find the information they need.

It might be desirable that the syllabus in history be modified according to the recommendations previously expressed and that teachers should be allowed to interpret them as broadly as they wished.

For the teachers of history, the participants recommend:

- (i) the use of a wide selection of authentic visual material and of written source material;
- (ii) maximum planned co-ordination with the teaching of geography and other relevant subjects.

In this connection, and in order to promote an understanding of Europe and the world, the participants suggest the preparation, by international organisations such as the Council of Europe or UNESCO, of teaching material assembled by international collaboration, for example bibliographies, texts, film-strips, recordings, etc.

## 2. The teaching of the history of Europe in secondary schools

In the teaching of history, a certain number of important facts which bear witness to the common culture of the peoples of Europe ought to be stressed.

There can be no question of a uniform teaching of history in the different countries. The "European themes" ought to be introduced with a proper regard to the conditions existing in the country concerned.

Whenever an opportunity arises, teachers ought to show their pupils the European importance of, and the European influence on, the events of national history. In countries where the syllabus tends to be exclusively national, European themes might be dealt with after the completion of the traditional syllabus. In all cases, the teachers' aim should be to stress the importance of these "European themes".

As far as possible, history should be presented from the European point of view. Some elements common to European history, influencing part or all of Europe, are especially suitable for this presentation, for example:

- What Europe owes to civilisations past and present, notably Greek, Roman, Byzantine, civilisations; to Judaism, Christianity, Islam, etc;

- The Great Migrations, in so far as they concern the history of Europe;
- Feudalism;
- The Church;
- Rural conditions and towns in the Middle Ages;
- The Crusades;
- Representative institutions and legal principles;
- Medieval thought and art;
- Humanism: the Renaissance;
- The religious reform movements;
- The voyages of discovery and expansion overseas;
- The development of Capitalism;
- The rise of modern states;
- Absolute government and representative government;
- Classicism and Baroque;
- The Age of Enlightenment;
- The Industrial and Agricultural Revolutions;
- The Revolutions of the 18th and 19th Centuries. Liberalism and Nationalism;
- Socialism;
- Intellectual and artistic, scientific and technical developments in the 19th and 20th Centuries;
- European expansion in the world and the formation of colonial empires;
- The two World Wars;
- Democracy, Communism and Facism;
- Europe in the world today;
- Trends towards European unity in the different periods of the history of Europe.

(Attention should be drawn to the place of Byzantine history in medieval civilisation. Byzantine culture should be examined, and common elements of, as well as differences between, Western and Eastern medieval history should be observed.)

This enumeration of themes should obviously not be considered exhaustive.

### 3. The teaching of civics in secondary schools

All education of future citizens aims at creating the desire and the capacity to understand the problems of the world of today and to participate actively in the political, economic and social life of the community. This community may be the municipality, the State, Europe or the world. As the teaching of civics should endeavour to give the pupils norms of social thought and behaviour, respect for fundamental values, love of one's country and the understanding of the community of Europe and of the world, some of the participants think that the aims of the teaching of civics are essentially educative. Others, however, think that civics ought to be considered a special intellectual discipline. However, these points of view are not irreconcilable.

As the aim of civics is not propaganda, but rather to enable the student to form an opinion of his own, there ought to be no indoctrination.

Very many delegates expressed the fear that history itself might be displaced by civics, and thought that the teaching of history should remain separated from the teaching of civics, as the aims and to some extent the methods of teaching are different. On the other hand, they recommended that the same teachers should teach both civics and history. At the very least, a close co-operation between the respective teachers of history and civics is absolutely necessary. This for two reasons: firstly, because the understanding of the present is dependent on knowledge of the past; secondly, because a teaching of history which did not somehow end with the study of the problems of today could, sooner or later, be considered a depreciated subject in secondary schools.

It is essential that the university education of all civics teachers should include a general knowledge of history and some experience of historical method and practice.

Since human geography, like history, is one of the bases of the teaching of civics, and since the participants have felt some concern about certain information they have received, the participants insist that the teaching of human geography be maintained in secondary schools as well as in technical schools and be re-established if it has been abolished.

### 4. Secondary school teachers' training

#### 4.1 The participants consider that the training of future secondary school teachers of history should take place at universities.

It is evident that the students cannot acquire a complete knowledge of the entire history of mankind, but they should, in any case, get a real understanding of the scientific methods used in history, and an introduction to historiography and to historical problems. A critical attitude to historical problems should be stimulated, as well as the desire for research. This can be done by an intensive study of special periods. A sufficient introduction to geography, economics and the study of modern society should be given to the students.

- 4.2 Pedagogical preparation - theoretical and especially practical - ought to form a considerable part of the education of history teachers. The pedagogical training ought to be given by school teachers and ought to be supervised. Secondary school teachers ought to share the work of the authorities which have to decide upon the fitness of students for teaching at school.
- 4.3 The participants think it very important that teachers already in service should bring their knowledge and training up to date and thus be able to include the results of modern research in the teaching of history in schools. The participants recommend that permanent contact be established between teachers already in service and university professors.

In this connection, they suggest that such contact might be provided through the initiative of the Council of Europe, or by UNESCO, or on a national level by the educational administrative authorities or representative non-governmental organisations (such as teachers' associations). The instruction might be given by university professors or by other qualified persons, perhaps from other countries.

- 4.4 The participants consider that an international teacher exchange system is highly desirable and should, if possible, be organised by international organisations in collaboration with the competent national authorities.

2. **SYMPOSIUM ON "HISTORY TEACHING IN LOWER SECONDARY EDUCATION", Braunschweig, Germany, 22-26 September 1969**

1. **The purpose of history**

The delegates consider that by reason of its content and methodology

- (i) history forms a common base for all the humanities;
- (ii) history is necessary for the pupil to understand the condition of man and his own position in the world today.

Consequently, history should be regarded as an obligatory subject for all pupils at every level of their education. These claims arise from the conviction that the teaching of history makes a contribution that no other discipline can provide to the education of the individual.

The following considerations were agreed:

- (i) the teaching of history should lead pupils to acquire progressively a realisation of the problems that arise from the fact that men live in society;
- (ii) history must contain a strong element of critical appraisal of the past and also attempt to assess the present in the light of the past;
- (iii) there is no specific body of historical knowledge which every pupil ought to study;
- (iv) history should not encourage narrow or chauvinistic attitudes;
- (v) history should not be used as an instrument to justify an ideology, whether political or social. The teacher should always present as wide a viewpoint as possible.

2. **The syllabus**

History is a unique discipline, concerned with a special kind of training of the mind and the imagination, and with the imparting of an accurate body of knowledge, which ensures that pupils understand other points of view. It deals with events, thoughts and emotions in time.

The delegates are agreed in condemning the tendency towards encyclopaedism and mere erudition. It is important not to overload pupils with too much detail whose relevance they cannot see. The delegates consider that the emphasis should be placed on the history of civilisations, understood in the widest and not merely in the political sense - that is to say, embracing spiritual, religious, social, cultural, technical, economic, scientific and other matters. It suggests the shaping of programmes which should take into account the mental level of the pupils insofar as psychology has made this clear to us. The delegates draw attention to the urgent necessity for numerous teaching experiments on a scientific basis which would make it possible to evaluate the different approaches. With this in view, the delegates suggest that teaching centres be established by the competent authorities.



History in itself is an integrated study. In any form of integration or co-ordination with other subjects, history should remain central. The Symposium **recommends** co-ordination not only in regard to the planning of the contents of syllabuses but also to the teaching as a whole (eg. team-teaching methods); meetings of teachers of related subjects, etc).

Pupils should acquire a knowledge of a number of historical topics, but on the other hand they should, so far as possible, participate in choosing these topics, if they are to be interested and actively involved in finding out about their position in the world.

The delegates consider that where syllabuses are supplied, they should not be mandatory but only recommendations. They should suggest a series of topics to be studied, and the teacher should decide which to study, a matter which will depend on the age and abilities of his pupils.

The delegates would like to see more emphasis laid upon concentric syllabus-planning, ie. syllabuses starting from aspects of local history and going on to national, European and world history.

The delegates consider that pupils should be helped to understand the relationship of events **in time** in order that they may appreciate cause and effect, change and development.

Teachers should use material and documentary evidence as well as textbooks.

In general, external examinations should not be allowed to inhibit either the choice of material or the method of teaching. All external examinations should be mainly under teacher control.

At least two hours a week should be assigned to the teaching of history to pupils from the age of 11-16.

During the first formative years of the 11-16 age-group, curricula should be such as to enable essential habits to be acquired, more particularly with regard to investigation and the handling of accessible documents, as well as the assimilation of an elementary historical terminology.

Wherever possible, by proceeding with the necessary discernment, a comparison between past situations and current events should be made in order to achieve a better understanding of the subject matter and shed more light more fully on it.

### 3. **Local, national, European and world history**

There should be no attempt to "compartmentalise" history into local, national, European and world: all these aspects of history are inter-related and inter-dependent.

We would regard local history not as a subject in its own right but rather as a means of training pupils in historical method and of seeing large problems in microcosm. We wish to state our conviction of the importance of giving more attention to European history. There is a real problem of finding a proper balance between national, European and world history, keeping in mind the age range of the pupils. Whenever the opportunity is presented,

the national and the European horizons must be widened to a world perspective. The methods of doing this are important and will make considerable demands on the teaching ability of the history teachers. There must be as many references as possible to other related subjects, and to the help that they can give.

### 3.1 Local history

The study of local and regional history should be considered as an important source from which teachers seek the introductory elements leading to a more general study of history.

The benefits arising from the study of local history in lower secondary education may be summarised as follows:

- (i) local history presents material from the student's own environment and experience, and can therefore provide an introduction to historical method and can help the student to develop an historical consciousness;
- (ii) local history provides the best basis for an active methodology;
- (iii) local history offers a humanistic approach to the study of the physical milieu; it can be effectively co-ordinated with local geography and civics; and in itself it provides a synthesis of such local studies;
- (iv) in the context of contemporary population movements, the study of local history can help to overcome the problem of personal adjustment to a new environment;
- (v) local history offers a realistic introduction to the study of social and economic history in a national, European or world context.

Examinations should be controlled and designed in such a way as to encourage the teaching of local history. Adequate teacher participation in the control of examinations is therefore necessary.

It is emphasised that local history is not merely a matter for the elementary school, but has an important role to play in all types of school and on all levels.

### 3.2 National history

National history should not be isolated from its European and world context; but the study of the social and economic aspects of local and national history provides a good basis for the study of European and world history.

### 3.3 European history

It is possible for pupils to see history objectively in a European perspective by the time they reach the end of lower secondary education, and it is most important that this should be achieved.

When dealing with European history, it would be appropriate to underline those points that reveal a common civilisation, without, however, neglecting the specific distinguishing features of that civilisation: the ethnic, regional, national or nation-state contexts.

Nor should the influence exerted by other civilisations on European civilisation and its extension to other parts of the world be forgotten.

In training colleges and universities, an attempt should be made to give student-teachers a European historical perspective. Such institutions should be aware of the special needs of the schools, and if necessary a special syllabus in history for student-teachers might be devised.

### 3.4 World history

In a developing world, problems which do not assume universal significance are few and far between.

It is therefore essential to refer to all civilisations, including non-European systems. These latter should also be examined from the standpoint of their original nature.

Much further thought and research on the problem of teaching world history is required.

As an interim measure, it is suggested that every student in the lower secondary school should be enabled to study one non-European culture in some depth. Such a study would contrast with European history and be complementary in character. Pupil participation in the choice and conduct of such a project would be appropriate.

## 4. Teaching methods

History teaching cannot achieve the objectives outlined above without active participation by the pupils.

The delegates believe that "ex cathedra" teaching must be replaced by active methods which stimulate individual research, reflection and expression, based on the handling and exploitation of documents and other teaching material. The "lecture" should not be used except where it is necessary for the purpose of establishing connections or making syntheses.

However, the choice of method depends on the teacher's personality, the nature of the class, the subject dealt with and the circumstances in which the teaching is given.

Active methods imply:

- (i) access to literature adapted to the various age levels and prepared by institutions which are qualified both in the subject matter and in education;
- (ii) methodical progression which guards the pupils against being confronted with excessive difficulties;

- (iii) less "exhaustive" textbooks to replace the traditional manuals which have proved insufficiently effective as teaching aids: these new textbooks would be aimed more at stimulating the pupils' own activity by questions and work plans, at providing the necessary technical vocabulary of the subject and, above all, at providing as many significant documents as possible;
- (iv) school equipment including specialised classrooms with the necessary material for history teaching (audiovisual equipment, maps, etc), a documentation centre, perhaps with reproduction equipment, and qualified staff to run it. School television can provide valuable supplementary material; it seems highly desirable that history teachers should participate in the preparation of history broadcasts;
- (v) educational study and information centres at regional and national level, centres authorised to collaborate with the international institutions or agencies capable of providing additional material;
- (vi) co-operation or co-ordination at all levels (local, regional, national, international) between teachers of the same subject or different subjects.

At a time when the citizens of all countries are called upon to fill positions which may have an influence on the destiny of mankind, at a time when communication media - especially radio and television - play a decisive role, it is one of the history teachers' tasks to teach their pupils to adopt a critical attitude to information.

## 5. Teacher training

The teaching of history and related subjects must be entrusted to specialists.

This age group, in which the problems of guidance assume particular importance, is an especially crucial one; it is therefore essential that teachers of these classes should receive very full training at university, in the teacher training colleges or in other establishments of higher education. They must be given, firstly, academic training in the subject itself, as part of their higher education, then pedagogic and practical training in special centres.

In their academic training, emphasis must be placed on the study of economic, sociological, geographical, ethnological and political problems. Links with other disciplines, such as the humanities, archaeology, the history of art and thought, literature, technology, etc, must not be neglected.

The pedagogic training must include an introduction to:

- (i) general psychology and child and adolescent psychology in particular;
- (ii) the micro-sociology of groups;
- (iii) general educational theory, and the theory proper to their own subject;
- (iv) specific teaching techniques, including numerous practical exercises and the acquisition of necessary skills in the handling of the material.

All these kinds of training must be continually brought up to date; this implies close co-operation between the universities and the secondary schools with a view to defining joint action.

Continuous refresher training for teachers is necessary, both in educational theory and practice and, where appropriate, in their subject. Such refresher training may take a variety of forms; one-day sessions, symposia, courses, etc.

Local and national authorities must be urged to provide teachers with the means of keeping themselves informed on developments in educational techniques and to organise international exchanges of teachers and educational material.

Above all, efforts must be made to strengthen the teachers' belief in the outstanding educational value of history, for this is an essential condition for effective teaching.

## 6. Recommendations to the Council of Europe, UNESCO and other international organisations

### 6.1 Documentation and copyright

To encourage the development of a European historical perspective, it was suggested that, as a matter of urgency, the Council of Europe should prepare for young secondary school pupils:

- (i) a time chart of general European history based on the themes of the Elsinor Course;
- (ii) another time chart covering the last 200 years of European history and showing the most significant events of the period.

The charts should be of sufficient size for classroom display and should be accompanied by explanatory booklets for teachers.

It was felt that there was a need in history teaching for collections of documents on themes of local, national, European and world history. The Council of Europe and other international organisations were asked to establish lists of useful documents, and to assist in their exchange. In particular, a series of guides to source materials should be drawn up by co-operation between all European organisations concerned.

The Council of Europe was requested to investigate problems arising from the existence of national and international copyrights, especially in the use of parts of secondary sources in the preparation of teaching material.

On the subject of world history, the participants thought that UNESCO could provide guidance and could make more extensive use of existing projects, eg the Associated Schools Project.

It was suggested that the International Schoolbook Institute at Braunschweig should consider extending its activities by compiling an international register of material for history teaching.

## 6.2 Audiovisual aids

Noting that the "Education in Europe" series of publications had already included catalogues of films on various subjects, the participants proposed that the Council of Europe should prepare and publish a list of catalogues of history films available in the member States of the CDCC. It was suggested to member countries where such a catalogue of history teaching films did not exist, that such a task should be undertaken as a contribution to the European list.

To meet the needs of historians and history teachers for audiovisual aids, the participants recommended that a working party should be set up to collect and circulate information on the resources and research involved in the production and use of history teaching films.

It was felt that the production and exchange of films about teaching situations could be of the greatest importance in improving the teaching of history and in encouraging active methods of study.

## 6.3 Teacher training

To bring history teaching into line with modern requirements, it was considered essential to hold another history course under the auspices of the Council of Europe in addition to the Elsinor and Braunschweig Courses. The new course should deal with the initial and continued training of history teachers, and it should be accompanied by a meeting of experts to discuss and view films on the teaching of history for closed circuit television.

It was also suggested that international organisations and teachers' associations should consider convening further international meetings, either at governmental or non-governmental level, to discuss history teaching. It was felt that historians should discuss in particular whether history should be taught in the traditional chronological manner or by topics.

## 6.4 European and national centres

It was noted with regret that little had been done to implement Resolution (65) 17 of the Council of Europe's Committee of Ministers on the creation of national information and documentation centres for the improvement of history and geography textbooks. Consequently, the Council of Europe's member governments were urged to carry out the terms of the resolution as soon as possible.

It was noted with great satisfaction that the International Schoolbook Institute in Braunschweig had accepted the invitation of the Council for Cultural Co-operation of the Council of Europe to act as a European clearing house for information on history and geography textbooks. The participants emphasised the valuable work which had already been carried out by the Institute, especially in collecting documentation, and they recommended that governments and teachers' associations should:

- (i) keep the Institute informed of developments in history and geography teaching in their countries;
- (ii) supply the Institute with documentation.

The participants also expressed the hope that the relevant authorities in Germany would extend their support to and equip the Institute to allow to carry out its European tasks.

**3. MEETING OF EXPERTS ON "HISTORY TEACHING IN UPPER SECONDARY EDUCATION", Strasbourg, France, 7-10 December 1971**

**1. Syllabus planning**

The participants recommended that, in the preparation of history syllabuses for the upper secondary school, the planners' starting point should be contemporary problems and that the history of Europe should be viewed in a world perspective.

**2. Experimental syllabuses**

The participants strongly recommended that the Council for Cultural Co-operation of the Council of Europe (the CDCC) should set up working parties to devise a series of experimental history syllabuses for the upper secondary school. Such syllabuses should be based on the principles discussed during the present meeting and should be tried out in a limited number of schools in some or all of the member States of the CDCC. The schools would be free to make any necessary adjustments to the syllabuses. Machinery should be established within the framework of the Council of Europe to evaluate regularly the effectiveness of these syllabuses.

The participants emphasised that, in the preparation of these experimental syllabuses, account should be taken of the need for appropriate resources.

**3. Prejudices in history teaching**

The participants congratulated the Belgian Delegate, Mr L. T. MAES, on producing "The list of prejudices to be avoided in the teaching of history" which he had presented to the meeting. The participants proposed that this list should be circulated to history teachers' organisations and allied bodies in every member State of the CDCC.

**4. Exchange of information**

The participants recommended that a simple publication, eg. a mimeographed newsletter, should be issued quarterly by the Secretariat of the Council of Europe and/or the International Schoolbook Institute. The aim of the publication would be to make available to teachers information on the addresses, activities, publications, teaching resources, etc. of national and international organisations and institutes, whose work had a bearing on the teaching of history and geography. It was also recommended that each participant at the meeting should prepare a list of suitable organisations and individuals in his or her home country, to which this publication should be sent, and which would also be able to contribute material to it.



The participants recommended that the Council of Europe should carry out a survey of the programmes and other facilities, which were offered by radio and television services in the CDCC's member States, and which were relevant to the themes of the present meeting. The participants pointed out that such programmes were not confined to school audiences but were also presented to general adult audiences and could be increasingly used in the continued training of teachers. A catalogue of these programmes and facilities should be compiled, and kept up to date by the Council of Europe. It should contain full details about sources and hiring procedures.

##### 5. The training of history teachers

The participants re-affirmed the urgent need for a Council of Europe symposium on the initial and continued training of history teachers, which had been expressed in 1969 at the Braunschweig Symposium on history teaching in lower secondary education. They recommended that the Council of Europe should hold such a symposium as soon as possible within the framework of the programme of the Committee for General and Technical Education. The participants were convinced that the symposium would fill an important gap in the CDCC's study of history teaching in secondary education which had begun at the Elsinore and Braunschweig courses and which had been continued at the present meeting. In order to encourage a dialogue between universities and schools and thus obtain as wide a range of advice as possible, the participants at the symposium should include academic historians as well as experts in the initial and continued training of history teachers in the member States of the CDCC.

The participants noted with interest the following proposal by the French Delegate, Mr L. FRANCOIS, and suggested that it should be submitted to the working parties on the preparation of experimental history syllabuses for the upper secondary school (see Recommendation 2 above).

"The teaching of history at upper secondary level must help young people to know and understand the world in which they live.

It is impossible to go over again the whole history from prehistory to modern times, repeating what has been taught at lower secondary level.

A choice must be made.

To deal with only a certain number of questions relating to different periods would result in a piecemeal view of the history of mankind and would transpose into secondary education, at far too early a stage, methods that may be suitable in higher education.

If we choose contemporary history since the middle of the last century, this is because it is since then that the modern world has been made, unmade and remade at increasing speed under the impact of scientific, technical and industrial progress, world war and economic and political revolution. This is the period during which the human condition has been most rapidly and fundamentally transformed, often with a radical change after a millenium or more.

Taking the period from 1848 to today as the subject for our curricula does not mean that we cannot, if need be, go further back to explain a given event or development.

Thus, the brutal contact between China and the Europeans at the end of the 19th and the beginning of the 20th Century cannot be understood without a study of the thousand-year old civilisation of the Chinese Empire.

The choice of contemporary history as the subject for upper secondary curricula brings the following advantages:

- (i) it meets the need most frequently expressed by young people: we want to understand the world in which we live;
- (ii) it respects the requirements of the discipline;
- (iii) it makes possible a combination of universal history, which must provide the general framework, national history and local history;
- (iv) it makes possible a combination of political history, economic and social history, and cultural history;
- (v) restricting the curriculum to this period of contemporary history means that there is time to use active methods: individual research, study of documents, etc.

Hand in hand with this systematic teaching of contemporary history, it would be advisable to:

- (i) devote special periods to the study, on an interdisciplinary basis if need be, of the great issues of the modern world and major problems that arouse the interest of young people;
- (ii) make provision for the optional teaching of some other period of history at the request of a group of students or on the initiative of a teacher."

**4. SYMPOSIUM ON "TEACHING ABOUT THE PORTUGUESE DISCOVERIES IN SECONDARY SCHOOLS IN WESTERN EUROPE", Lisbon, Portugal, 25-29 July 1983<sup>2</sup>**

1. Most pupils in secondary schools in Western Europe learn about the Portuguese Discoveries. Approaches to teaching about this subject in the member States of the Council of Europe's Council for Cultural Co-operation differ because of:
  - (i) time allocation;
  - (ii) syllabus content;
  - (iii) teaching resources;
  - (iv) interpretations of European expansion;
  - (v) the age of the pupils concerned;
  - (vi) the expertise and sensitivity of the teachers.
2. In the past, the European Discoveries were often taught in a chauvinistic or Eurocentric way. In view of the multi-cultural character of many schools in Western Europe, and of the need to educate young people for life in an interdependent world, it is essential that teaching about this topic should not lead to feelings of racial or cultural superiority.
3. The term "Discoveries" needs careful consideration because it might be taken to imply that the rest of the world was a blank before the European Voyages of Expansion, and teachers and textbook authors might wish to use such alternative terms as "European expansion overseas" or "The Age of Encounter".
4. Pupils usually learn about the topic of European expansion through history teaching, but, wherever possible, schools should adopt an interdisciplinary approach. Such subjects as geography, economics, language and literature, the history of art, science and technology, and art and crafts have a valuable contribution to make to a balanced understanding of the topic.
5. The Portuguese Voyages were part of a wider European phenomenon of expansion. However, the pioneering role of Portugal in this wider movement should be clearly acknowledged.
6. The European Voyages of Exploration and Expansion should be placed in:
  - (i) the general context of contacts and exchanges between peoples throughout history. Here teachers might wish to refer to Arab and Chinese travellers and voyages and to the Franciscan missions to the Mongol Empire and North Africa.

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<sup>2</sup> This Symposium was organised on the occasion of the 17th Council of Europe Art Exhibition which was held in Lisbon in 1983 and was devoted to "The Portuguese Discoveries and Renaissance Europe"

(ii) the specific context of travels and exchanges within Europe itself, through, for example trade, study, ecclesiastic and diplomatic duties, dynastic marriages and war.

7. Teaching about the Voyages should not be reduced to a mere enumeration of the various steps and events in the process of expansion. Pupils should be helped to understand:

(i) the background to, and reasons for, European expansion;

(ii) the overall consequences of this phenomenon for Europe and other parts of the world.

Teachers and pupils should realise the complexity of this phenomenon.

8. Among the most important reasons for European expansion were:

(i) changes in mental images and knowledge of the world, in particular in astronomy and geography. Care should be taken to mention the contributions of Arab and Indian science;

(ii) developments in ship-building and navigational techniques;

(iii) demographic and social changes;

(iv) the crusading mentality and missionary spirit. Although relations between Christendom and other religions were usually antagonistic, there were individuals and groups on both sides who displayed interest in, and respect for, the culture of the other, and this fact should be clearly stated;

(v) commercial incentives, including access to the much sought-after commodities of Africa and Asia.

9. Consequences of the Voyages included:

(i) a vast increase within Europe in the knowledge of other peoples, and other countries, and their flora and fauna;

(ii) the disruption of local institutions and trade patterns in Africa and Asia;

(iii) European economic, political, military and - to some extent - intellectual domination of much of the non-European world. In turn, this led to feelings of cultural and racial superiority;

(iv) the transmission of technology and cultural values.

A balanced approach is needed in the classroom so that the full range of consequences can be treated openly and fairly.

10. Pupils should be helped to reflect on why Portugal took a pioneering role in the European voyages. Mention should be made of:

- (i) the position of Portugal as a seafaring nation at the crossroads of the Mediterranean and Atlantic worlds;
- (ii) changes in mental images of the world;
- (iii) technological and navigational developments;
- (iv) the skill and courage of Portuguese navigators, seamen and merchants;
- (v) the results of the economic and social upheavals of the 14th and 15th Centuries, eg. the need for cereals which was one of the reasons for the move into Morocco;
- (vi) commercial incentives, eg. Portuguese knowledge of gold from the African Kingdoms.

Care should be taken not to over-emphasise the role of Henry the Navigator, who was certainly an important catalyst but, by no means, the only impetus for the Portuguese Voyages.

11. When teaching about the Portuguese and other European Voyages, care should be taken to do justice to the considerable achievements of the contemporary civilisations in other parts of the world, eg. Africa, India, China and Japan. Teaching about the Voyages could, thus, serve as a window into other cultures and promote better intercultural understanding.
12. Teachers need a wide range of resources for teaching about the Voyages. These should reflect a variety of points of view so that pupils can make their own analysis of this important historical phenomenon and, thus, gain experience in the critical evaluation of different kinds of evidence.
13. The participants stressed that full use should be made of the rich resources assembled for the Lisbon Exhibition. In particular, they recommended that:
  - (i) primary source material - both European and non-European - should be collated and distributed to teachers in member States;
  - (ii) teaching kits or slide sets should be prepared on various aspects of the Exhibition eg. maps, ships, intercultural influences as shown in art. They could also include examples of pupils' work entered in the Competition for schools on the subject of the Lisbon Exhibition.
14. The participants recommended that a teachers' workshop should be organised in the near future, within the framework of the CDCC's Teacher Bursaries Scheme, in order to facilitate the preparation of the above-mentioned materials.
15. The participants learned with interest of the forthcoming publication of the first volume of "Portugalia Monumenta Africana", which is being produced in co-operation with UNESCO and which contains documents on Portugal and Africa in Portuguese, English and French.

5. **SYMPOSIUM ON "HISTORY TEACHING IN THE NEW EUROPE", Brugge, Belgium, 9-13 December 1991**

1. **General remarks**

Meeting at a key moment in Europe's history, the participants stressed the importance of the Brugge Symposium. For the first time, delegates from almost all European countries, as members or guests of the Council of Europe, and from non-governmental and international organisations were able to pool experience and ideas and make requests and recommendations about the teaching of history in the New Europe. The participation of delegates from Albania, Bulgaria, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Czechoslovakia and the USSR was considered particularly gratifying.

This broad representation and the exchanges which took place were in themselves a success and marked a step forward in the wider co-ordination of history teaching. The discussions brought out the variety of points of view and sharpened the participants' perception of the situation of both history and its teaching in European countries. The Brugge Symposium is therefore not an end result, but a starting point for co-ordinating exchanges and efforts on a much wider basis than in the past. Now the whole of Europe is participating in tasks not so much new as vaster.

2. **Summary of the main discussions**

On the whole the working groups and plenary sessions set out to discuss the themes proposed in the preparatory documents. Considerable time was nonetheless taken up by the exchange of information and views between the countries of Central and Eastern Europe and those of Western Europe.

Regarding Europe: Europe was generally recognised as an area and as an idea. On the latter point, the discussion proved particularly rewarding and, although different opinions were expressed, a number of values were identified as a basis for defining Europe in relation to the other continents, including, if such a list is justified:

- (i) a developing civilisation;
- (ii) different cultures suggesting an image of multi-lingualism;
- (iii) the land of the partial achievement of human rights;
- (iv) a civilisation capable of preserving and transmitting knowledge;
- (v) a civilisation which maintains close links between the sciences and technical skills;
- (vi) the importance of a critical mind;
- (vii) a painful dimension (Europe is also the theatre of conflict and oppression);
- (viii) a civilisation which is expanding, to the detriment of others.

Several studies suggest that this idea, which has roots deep in the past (Anonymous of Cordoba, the Humanists, the Philosophers), long remained confined to a restricted circle until a determined effort at dissemination brought it to the attention of wider groups.

Regarding the various ways of approaching history teaching in Europe:

- (i) with few exceptions, there was a very broad consensus among European countries as regards the drawing up of syllabuses by administrations (the State) and teachers, with teachers enjoying varying degrees of independence and acknowledged responsibility;
- (ii) the need to incorporate all aspects of life in the past (economics, society, culture, politics) was accepted by all delegates;
- (iii) there was a very clear preference for a chronological framework rather than a strictly thematic approach in the teaching of history;
- (iv) the presentation of a new European textbook, to be published in the second quarter of 1992, elicited expressions of support for, as well as reservations or doubts about, the idea and the book's content; this textbook, covering the history of Europe from prehistoric times to the present day, was not intended to replace national textbooks, but to complement them, particularly for the benefit of teachers;
- (v) determining ideal criteria for the choice of content took up a great deal of time in certain working groups. Discussion also focused on the need to be aware of the factors which may influence the choice of those criteria. Teaching history was not solely a question of teaching points of view or transmitting knowledge. It was a dynamic process which was changing constantly and which, as well as offering opportunities for developing abilities, possessed a tremendous educational value (gaining an insight into the different outlooks in different times and places; appreciating that events are not pre ordained and that the present is lived in ignorance of the future).

Regarding attitudes to teachers:

- (i) the very clear general tendency was to have confidence in their skill and role vis-à-vis the pupils and to respect their relative independence. This respect may be important where minorities and the preservation of identity are concerned;
- (ii) there is nonetheless a question - and it is not new - regarding the situation of the teacher caught between the ethics of his/her profession and outside pressures or the stances he/she adopts as an active citizen.

The lack of interest of some young people prompted the following comments:

- (i) it could perhaps be explained by an excessive emphasis in syllabuses on national history or, for the many pupils from disadvantaged backgrounds, by an overly bourgeois slant;

- (ii) society's utilitarian demands have perhaps surprised teachers, who find themselves at a loss to explain the unquantifiable value of history as a discipline;
- (iii) some delegates wondered whether dropping historical narrative was not also a problem, given the illusion fostered by the meaning of the word for history (histoire, storia, etc) in certain languages;
- (iv) it was also observed that, paradoxically, this lack of interest goes hand-in-hand with an enthusiasm for history among the general public;
- (v) the point was also made - and it is not a new one - that schools are not the only places of learning and discovery, though they are still places where, inter alia, skills are learned or a critical approach is developed.

#### 4. Requests and recommendations

##### 4.1 To the Council of Europe:

Taking the European themes proposed in 1965 (see page 34) and now supplemented by the following list:

- The three orders of feudal society
- Mediaeval towns, their development and local law
- The birth of Parliaments (differences and common problems)
- Trade between European regions (the Hanse, Italy, the Vikings)
- The role of the Church in written language and material culture
- Central Europe: the birth of the Nations
- Central Europe: the dual influence of Rome and Byzantium
- Biography of leading intellectuals
- Science and humanism in Europe (16th and 17th centuries)
- The wars of religion and efforts at toleration
- Constituents of national consciousness during the Renaissance
- The Enlightenment in political and material life
- Liberalism and Nationalism in Europe
- The Industrial Revolution
- Europe between two totalitarian systems. The reaction of States and Parties



- Resistance movements during the Second World War
- Fascism and its forms in Europe
- Yalta as seen by both sides
- Europe as seen by others
- Europe: controversy over an idea

The Council of Europe could prepare teaching files providing an insight into European and regional history. Priority might be given to three themes which are less complex than others: the Mediaeval City, the Industrial Revolution, and fascism and its forms. Each file would be in two sections: a general section comprising essential knowledge at European level, and a regional section comprising documents, which would differ from one country to another. These files might be prepared, at the Council of Europe's instigation, by a group of experts which would draft a preliminary text from the European viewpoint.

The text would then be submitted for review in four or five countries representing all the main regions of Europe. In the light of any proposals for corrections regional documents chosen in order to vary the sources and points of view, a consolidated text would be prepared by the group of experts on the basis of the division into two sections. The file would thus be produced by, on and for Europe. The difficulty of translating documents should not be underestimated.

- 4.2 The list of themes, which did not represent a compulsory programme, could also serve as a basis for the possible preparation of other European textbooks drafted by teams of history teachers. It could play the same role in the discussion of syllabuses.
- 4.3 As regards textbooks and syllabuses and their revision, the delegates would like such States and regions as embark on this to take steps, either through the Council of Europe or the Georg-Eckert Institute for International Textbook Research, Celler Strasse 3, D - 3300 BRAUNSCHWEIG, Germany, or directly among themselves:
- (i) to find out what is happening in other countries and to inform them of their plans;
  - (ii) to establish procedures for comparing their textbooks or plans for textbooks. The States of Central and Eastern Europe would like concrete co-operation in this field, co-operation which is in fact relatively undeveloped in the rest of Europe (cf. the work of the Council of Europe and UNESCO on this question). Would it be possible to publish, annually, a news-letter setting out the situation in this respect? Reforms and revisions ought also to take the Council of Europe's recommendations into account. The participants noted, particularly in this field, that there was quite considerable mutual misunderstanding;
  - (iii) the incorporation of European themes in syllabuses and textbooks or the creation of new teaching materials should conform to the strict rules of historical criticism. However, the inclusion of Europe should not result in an excessively Eurocentric content;

- (iv) possibly in conjunction with the files described above, to create teaching handbooks for teachers.

4.4 Requests concerning information may be split into several complementary groups:

- (i) this task is a priority and involves aid towards the development of new curricula and new teaching materials, visits by experts, training courses and, if possible, the setting up of documentation and resource centres;
- (ii) the Council of Europe is invited to publicise and enhance the effectiveness of its information networks; to facilitate and stimulate the circulation of information on education and teaching, particularly of history in all its aspects; to draw up, disseminate and update a list of associations of history teachers in Europe, perhaps in conjunction with the European Association of History Teachers; the organisation of a European secretariat responsible for collecting and disseminating information could be envisaged in conjunction with the proposed setting up of a European teaching centre;
- (iii) the Council of Europe is invited to set up or develop a data and resources bank to foster exchanges between schools, teachers and pupils. Such exchanges deserve to be very strongly encouraged among all European countries and are also a means of combating mutual misunderstanding. States and organisations are invited to support these efforts;
- (iv) the Council of Europe ought to establish or support the establishment of a European teaching centre whose purpose would be to provide resources and facilitate training and exchanges. The Centre should, inter alia, provide teachers with training in the media;
- (v) the Council of Europe should encourage and co-ordinate the establishment of an inter-schools communications network (fax, electronic mail);
- (vi) the Council of Europe is invited to give greater publicity to the European Cultural Routes and to provide information on how to find out more about them.

4.5 The Council of Europe ought to propose a European Charter for History Teaching aimed at everyone concerned. It should guarantee its protection from all political manipulation or control. This Charter should embody principles relating to:

- (i) the balance between the main fields covered (regional, national, supra-national, European and world history; economic, social, political and cultural history), the emphasis placed on the different fields naturally varying according to period and educational level. The teaching of history by and for minorities ought thereby to be guaranteed;

- (ii) history as a science which allows knowledge to be acquired and the question of understanding and different interpretations of the subject matter to be approached, and which therefore also develops intellectual faculties such as criticism or open-mindedness (through interdisciplinarity). Respect for the integrity of historical subject-matter should be guaranteed. Exchanges and contacts can play a part in this connection;
- (iii) respect for the skills and intellectual integrity of the qualified teacher;
- (iv) the attention to be paid to those to whom history is taught, who have the guarantee that the Charter's principles will be respected.

4.6 The Council of Europe ought to launch or support surveys or studies on:

- (i) the reasons for pupils' lack of interest and changing nature of their reasons; their access to history (inside and outside the classroom);
- (ii) the relationship between teaching methods and any political message transmitted (eg. is lecturing anti-democratic?);
- (iii) the teaching of history in secondary schools in Europe and/or relevant international research projects; the pupils' awareness of history and the teaching of history in its cultural and transcultural dimensions;

4.7 The Council of Europe is invited to organise and encourage meetings and to disseminate information on any meeting concerning the teaching of history, particularly:

- (i) local or regional meetings (see the project on the contribution of local and regional authorities to European education policy);
- (ii) the One World 92 project, including the teaching pack;
- (iii) the Baltic Sea project (see the report on the Tuusula seminar, 4-9 August 1991);
- (iv) European seminars for history teachers, with thematic teaching workshops possibly on basic themes of European history and on the European Cultural Routes; the Crusades might be an appropriate theme for such a programme;
- (v) in conjunction with the Netherlands Ministry of Education and the Dutch Association of History Teachers, an international symposium for history teachers on teaching about the history of Europe since 1815; this symposium will be held in 1993;
- (vi) further symposia on themes such as identity, nationalism, an intercultural approach to history teaching, and teaching about minorities. The participants note with satisfaction that the Greek authorities will organise a symposium on history in 1993.

4.8 The Council of Europe might support the organisation of a European network of history inspectors and advisers.

4.9 To States, associations and teachers:

- (i) To rethink the syllabus for pupils from 11/12 to 18/19 years of age: should there be continuity (from pre-historic times to the present day) or two chronological progresses, one for each level of secondary education?;
- (ii) To do their utmost to promote knowledge and understanding of the identity and history of others;
- (iii) To avoid rigidity in syllabuses and to implement not brutal change but gradual revision and reform;
- (iv) The region might constitute the first approach to history, which would then move on to wider (national, European, world) frameworks. But in no circumstances should the regional approach be set in a nationalist or regionalist perspective;
- (v) Regions and states which write history textbooks should do so with scrupulous respect for others and for minorities.

4.10 The participants would like non-governmental organisations, particularly the International Students of History Association, to be henceforth associated with the Council of Europe's work.

**6. SYMPOSIUM ON "THE TEACHING OF HISTORY SINCE 1815 WITH A SPECIAL REFERENCE TO CHANGING BORDERS", Leeuwarden, the Netherlands, 20-23 April 1993**

1. A growing number of organisations have emerged which have a European-wide interest in the teaching of history. The Council of Europe has a long track record here. The Task Force on Human Resources, Education, Training and Youth of the European Commission is showing some interest. The European Educational Publishers' Group (EEPG) is interested in publishing suitable teaching materials and teacher guides for modern European history. The Consortium of Institutions for Research and Development in Education in Europe (CIDREE) has recently undertaken curriculum research on history teaching in Europe and a report is planned. Last but by no means least, the history teachers' associations have come together to establish Euroclio, a development which no doubt will be widely welcomed by teachers throughout Europe. It is important that these organisations work together in a spirit of collaboration. The Council of Europe has an important role to play in co-ordinating this collaborative process.
2. A first step in this direction might be a Symposium of representatives of these different organisations, along with the Council of Europe's Teacher Bursaries Scheme, to initiate a number of pilot development projects to establish:
  - a research database;
  - a teaching resources bank;
  - curriculum development links between schools in different countries;
  - recommendations and initiatives in teacher training.
3. At the Council of Europe Symposium at Brugge, it was recommended that a series of pedagogical dossiers should be developed, under the auspices of the Council of Europe, which would focus on a limited number of specific themes and combine material on a European-wide basis with source material from a number of different countries. Work on these has now begun and will be widely welcomed by teachers and teacher trainers. However, there is scope for more developments along these lines both by the Council of Europe and the EEPG. Three developments that would meet a need expressed by some teachers at this Symposium would be:
  - a document similar to European Cultural Routes, which would focus on current themes, problems and issues but take a long-term and European-wide historical perspective;
  - dossiers which provide translated extracts from primary source materials on major events and themes in modern European history in order to help students to recognise and understand the different national and regional perspectives;
  - educational materials on the histories of minority groups in Europe, particularly those which transcend borders.

4. Although teachers and students throughout Europe need appropriate textbooks and educational materials on European history, steps towards the development of European History textbooks could prove counter-productive - and would be educationally inappropriate - if they seek to present a uniform, common history. Several participants at the Symposium were critical of one such attempt, feeling that it was misleading and biased towards the history of Western Europe. On the other hand, there might be a stronger case for developing a Handbook on the Teaching of European History, particularly if it was the result of collaboration between teachers and trainers across Europe.
5. The Council of Europe and Euroclio have a vital and continuing role to play in the dissemination of ideas about the teaching of European history through their publications, symposia, conferences, courses and bursaries for history teachers. Resources are also needed for courses and conferences for history students in teacher training and for older school students. There is also an important role here for the European Commission. Much is already done to promote youth exchanges and teacher exchanges in the areas of language teaching and vocational education and training. The scope for exchanges between history students and history teachers needs further exploration.
6. It is also important to ensure that more is done to bridge the gap between educational research and history teaching and the Council of Europe, CIDREE and the OECD have an important role to play here. There are also plans to publish summaries of history curricula and syllabuses from different European countries similar to the kinds of summary documents which EURYDICE has published on curriculum reforms and school structures in Western Europe. A joint conference is also planned for 1994 and, hopefully, this will set an agenda for curriculum research in the 1990s and identify the priorities for future work.
7. The CIDREE research project which reviewed history curricula in over 50 educational systems showed very clearly that the officials and curriculum working parties which draw up these syllabuses and guidelines often set very ambitious aims and objectives for the teaching of history. Now there are indications from some Central and Eastern European States that politicians and officials there hope that history teaching will play an important role in the process of nation building and developing a sense of national identity. It is important to be realistic. The average student receives about 30-40 hours of history teaching per year for 3-5 years. The opportunities for effectively using the history curriculum for social and political purposes are inevitably restricted. The amount of content which can be covered is limited. While some educational systems still adhere to curricula which offer a broad sweep of history, sometimes referred to as *Plato to NATO*, often in two years, others have recognised that quality rather than quantity may be the more appropriate route. That is to say, they concentrate on developing historical understanding and awareness and the skills essential for historical interpretation.

Some of the research which has been conducted on the impact of history teaching appears to indicate that that approach may have a more significant effect on the development of the skills and attitudes necessary for effective citizenship than merely the acquisition of a great many, often unrelated, historical facts.

8. It is also important to recognise that the structure of the history curriculum needs to be flexible enough to permit the teacher to offer a longer historical perspective on events and developments than is often possible with the conventional and rather artificial chronological periods that characterise most curricula.
9. Over the last twenty years, we have seen the status of history teaching declining in many educational systems, sometimes because the subject has been misused for political and social purposes, and sometimes because history as a subject has become subsumed within interdisciplinary and multi-disciplinary courses. This is not a plea for those educational systems to return to a heavily compartmentalised curriculum based on artificial boundaries. However, it is a recommendation to ensure that even within these broader courses care should be taken to ensure that students become familiar with the key concepts, methods and assumptions of history as a discipline.

We have much to learn from each other. The mechanisms are now in place to make that possible, but they need to be co-ordinated and they need financial and administrative support if they are to fulfil this important role.

7. SYMPOSIUM ON "HISTORY TEACHING AND EUROPEAN AWARENESS" Delphi, Greece, 11-14 May 1994

CONCLUSIONS

Initial debates took place on the existence or not, and if so the characteristics, of a European identity, and the nature of history and of history teaching - what should be taught, how it should be taught and what its place should be in the overall school curriculum - matters dealt with at previous conferences but nonetheless matters that participants felt were necessary preliminaries to establishing the place of European awareness within history teaching. A variety of responses emerged from the Groups, establishing a number of reservations, requirements, recommendations and priorities. From this creative mélange, the following points may be listed:

- in treating Europe, there is a need to achieve a balance between what is perceived to be common in the European inheritance and the extent to which diversity of experience should be emphasised;
- while all Europeans ought to be able to relate to the Graeco-Roman legacy, the Middle Ages is seen as a seminal starting point for many and much can be drawn from this era to develop in pupils an awareness of the idea of Europe: a Europe where preoccupations with land, with religion, with towns and with kingship, for example, were sufficiently widespread to enable these themes to be adopted as core material everywhere;
- whatever time-span is adopted, there is an obligation for historians to link up with the present day, and attention to Europe should not be to the exclusion of knowledge of the outside world;
- proper attention should be given to the local, the national and the European, but sensitivity must be shown to minorities, whether unique, indigenous minorities, minorities composed of a section of a neighbouring state, or immigrant or refugee minorities, so that their history and their sense of belonging are respected. Indeed, educators should consciously celebrate the diversity that minority groups can often offer;
- those charged with teaching history must be trained as historians, and a balance should be sought between respecting their skill and autonomy in the classroom and the requirements of prescribed curricula. This balance can be expressed, for example, in who has the authority to choose textbooks and associated teaching material. Many felt that the teacher had a vital leadership role to play in the diffusion of tolerance and understanding;
- history should be compulsory for all pupils for as long as possible during their schooling and certain themes, for example democracy, migration, and Christianity, should be explored by all, as the foundation of European civilisation. History, both as knowledge and process, should be prized above all as the encourager of sceptical thinking and questioning;



- every effort should be made to enable history teachers and their trainers to confer, exchange, meet and co-operate across Europe, at every level, fostering knowledge, diminishing prejudice, building relationships;
- these observations led to certain conclusions, some placing additional burdens upon the Council of Europe, not only because of the fine, innovative record that it has already achieved but also because it stands out as a visible source of action above the preoccupations of individual States.

The Delphi Symposium had proved very fruitful for its participants and the Council of Europe should retain confidence, therefore, in the value of such experiences. But, there is also a need for a range of gatherings, large and small, Europe-wide and regional, seminars, networks, specific workshops to tackle particular problems, larger gatherings of teachers, teacher-trainers, education officials, even school pupils, not forgetting that new technologies can facilitate co-operation through E-mail, video conferencing, fax etc.

**The Council of Europe should:**

- (i) expand its role as a facilitator of exchanges, and a supplier of bursaries (schemes which underpin democratic values and multiperspectivity), especially across frontiers within regions, such as the Mediterranean, the Black Sea, the Balkans etc;
- (ii) endeavour to persuade member States that history at secondary level should be taught only by specialist history teachers;
- (iii) in co-operation with all member States create a collection of slides illustrative of the main themes of European history (perhaps 300-400 per theme) and also publish a selection of maps, and diagrams on transparencies;
- (iv) provide an exhaustive list for historians of regional and national documentation centres;
- (v) oversee a full-scale survey of the structure and content of teacher training in Europe, and convene a conference to discuss its findings;
- (vi) assume a more active role as an information agency;
- (vii) organise a network of experts willing to assist in developing resources or structures related to history education or curricula matters.

There is a need to tread carefully and sensitively along the road ahead but multiperspectivity might prove the best guiding concept

The spirit of Delphi, so well nurtured by the Council of Europe, must live on to inspire its future undertakings.

**SYMPOSIUM ON "HISTORY, DEMOCRATIC VALUES AND TOLERANCE IN EUROPE:  
THE EXPERIENCE OF COUNTRIES IN DEMOCRATIC TRANSITION, Sofia, Bulgaria, 19-  
22 October 1994**

**CONCLUSIONS**

The history teaching profession is being asked to assume great responsibilities. History teachers may not welcome the compliment, but they cannot refuse it.

In taking on these responsibilities, history teachers require much assistance: in resources more than advice; in the countries in transition more than in established democracies. A great deal of thinking and innovation has already taken place, East and West. Best practice must be sought out, recorded and made accessible. Because many countries in transition are walking a tightrope with huge potential for good or bad, resources must be targeted in their favour as a European priority.

Although there is a risk that the Council of Europe may be accused of social engineering, even though for the best of reasons, we must not be deterred from our effort to see that history teaching reflects the positive values in which liberal democratic societies believe. History can so easily be abused to sanction or even promote racial, religious or cultural prejudice, hatred and violence. We have to ensure that, in contrast, it is a vehicle for civilised behaviour and values. Indeed, we have to be able to devise recommendations in such an open and balanced way that we cannot be accused of favouring any political party or faction or any mere theoretical fad or fashion. That is our challenge.

To assist us, there are criteria that can be applied to the curricula and the textbooks, and even the practices of teachers to ensure their validity and effectiveness in our current need. These are evident in many Council of Europe publications<sup>3</sup> and also in the objectives of this Symposium:

- (i) do curricula recognise the role of history in promoting democratic values and tolerance? Do they recognise the importance of reinforcing mutual understanding and confidence between minorities and majorities, between the peoples of Europe, and those of other continents? Do they equip pupils with sufficient knowledge of the past and present struggle for democracy and do they foster a critical attitude towards information, openmindedness, awareness and acceptance of diversity, civil courage and empathy? Do they help to develop appropriate skills such as the ability to think critically, to understand other points of view, to detect bias, prejudice and stereotypes, to collect and analyse material from various sources and to arrive at fair and balanced conclusions?
- (ii) do textbooks reflect recent research and introduce pupils to essential historical concepts? Do they avoid stereotyping and glorification and the problem of bias by omission, eg. women in history? Do they reflect the validity of many histories, of multiperspectivity?

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<sup>3</sup> (see *History Teaching: Bibliography of the documents of the Council of Europe, 1953-1994*, Strasbourg 1994)

- (iii) are history teachers trained so that they can help pupils to acquire the motivation, knowledge and skills to operate and improve democratic institutions and to uphold the rule of law; to acquire values which include tolerance, solidarity and respect for diversity, and which regard history as a window to other cultures; and to adopt a critical attitude to information, to make independent and balanced judgements, to be wary of the misuse of history and not to be swayed or manipulated by extremist views or biased information?

Further advice regarding curriculum creation, textbook production, initial and in-service teacher training, adaptable to the varied circumstances of large or small countries, East or West, established or in transition may be culled from the Symposium papers. An information exchange should be established, and far greater awareness and dissemination of best practice in every field should be facilitated. Ministries of Education, teachers and teacher organisations have the responsibility in this area.

Finally, the Council of Europe should draw up a European Charter for History Teachers, designed to protect them from political manipulation.

**SEMINAR ON "THE REFORM OF HISTORY TEACHING IN SCHOOLS IN EUROPEAN COUNTRIES IN DEMOCRATIC TRANSITION", Graz, Austria, 27 November - 1 December 1994**

**Recommendations for future action**

1. The Council of Europe should:
  - i. provide a forum for the discussion of teaching about problems in recent history which have sharply divided society;
  - ii. consider ways of disseminating the experience of those who have already attempted to deal with such problems.
2. It became evident at the Seminar that much of the previous work produced over many years by the Council of Europe on bias and prejudice in history textbooks is not known about in the new member States in democratic transition. The Council should consider ways of making known to this new audience the work of experts on these topics, and the reports which have been written.
3. Seminars of experienced authors of history textbooks from several countries to share techniques would be valuable.
4. Some delegates from the new partner countries repeated a request for a history putting their part of European experience in a way which would inform Western Europeans about them.
5. The Council of Europe could make available a list of experienced teacher-trainers who would be willing to run workshops on new approaches and methods in teaching history.
6. Travel bursaries for visits by key teacher-trainers would facilitate the spread of ideas.
7. There was some support for the idea that the Council of Europe should hold further discussions on these issues. Out of such discussions a Charter for History Teachers might be developed. This text might state some of the minimum conditions necessary for genuine teaching and learning of history in schools. This view was put most forcefully by delegates from countries where there is still considerable government control and popular pressure against expression of a range of views.

**SEMINAR ON "HISTORY TEACHING AND CONFIDENCE BUILDING: THE CASE OF CENTRAL AND EASTERN EUROPE", Smolensk, Russian Federation, 26-28 April 1995**

**STATEMENT OF AIMS REGARDING HISTORY TEACHING AND CONFIDENCE BUILDING**

1. The participants at the Seminar on History Teaching and Confidence Building, jointly sponsored by the Ministry of Education of the Russian Federation and the Council of Europe and held in Smolensk from 26-28 April 1995, affirm the unique contribution which history can make to the education of the young person and to the development of informed, active and responsible citizens within a pluralistic, democratic society.
2. The study of history should also contribute to the process of confidence building in Europe, in particular between neighbouring States and peoples.
3. The Seminar participants agree that their respective national curricula should:
  - highlight mutually positive influences in their common history and promote a multiperspectival approach to shared historical problems;
  - include opportunities for learning and teaching about controversial and sensitive historical issues in an open and frank manner;
  - promote attitudes which encourage respect for diversity and differing cultural values within each country and between neighbouring states;
  - provide opportunities for pupils to acquire and develop the key historical skills of investigating, evaluating, critical thinking and problem-solving. These are the tools by which we can eliminate bias and prejudice in history;
  - take account of the contribution made by cultural and ethnic minorities to each country.
4. The participants at the Smolensk Seminar undertake to bring this statement to the attention of the appropriate educational authorities within their country, and they invite the Council of Europe to incorporate the above principles in its future work on History.