



DGIV/EDU/HIST (2001) 13

Seminar on

“New approaches in the preparation and publication of
history textbooks in the Russian Federation”

Vladivostok, Russian Federation,

21 – 23 May 2001

Strasbourg

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The opinions expressed in this work are those of the authors and do not necessarily reflect the official policy of the Council of Europe.

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I. INTRODUCTION

For three days, the flag of the Council of Europe flew over Vladivostok. Under the umbrella of the most representative European organisation, an international seminar on “New approaches to the preparation and publication of history textbooks in the Russian Federation” was held on 21-23 May 2001.

The Seminar was prepared and organised by the Council of Europe, the Ministry of Education of the Russian Federation and the Department of Education and Science of the Primorie Administration.

Among the Seminar’s participants were representatives of the Ministry of Education of the Russian Federation, directors of the Department of Education and Science of the Primorie Administration, professors of local universities, scientists from the Russian Far East, teachers of Primorie schools, specialists in teaching methods, psychologists, lawyers, editors from Moscow and the Far East, publishers of school textbooks, experts from the United Kingdom, Germany (Georg Eckert Institute for International Textbook Research) and Japan (International Society for Educational Information).

Vladivostok was chosen as the Seminar’s venue because of its geopolitical location and because history education in Primorie has special features which are typical of border areas. Moreover, there are all the possibilities for the creation of modern textbooks, for example:

- qualified specialists (researchers of the Institute of History, Archaeology and Ethnography of the Far East Peoples, the Far East Branch of the Russian Academy of Sciences; college history professors; specialists in methods of the Primorie Institute for Retraining and Advancement of School Teachers; creative teachers; designers, editors);
- rich archives (unique documents deposited in the Russian State Historical Archives of the Far East and other archives of Primorie);
- modern publishing facilities (“Dalpress”, “Dalnauka”, university and private publishers).

The seminar in Vladivostok is a part of the programme of the Council of Europe on the reform of history teaching in secondary schools. It is one of the series of seminars held in Arkhangelsk, Petrozavodsk and Yaroslavl etc, where questions concerning the preparation and publication of new history textbooks were discussed, as well the meeting of experts in history from the Russian Federation and Japan (“Tokyo Meeting”).

The principal aim of the Seminar was the elaboration of a strategy and determination of the ways of renewing the contents and structure of school history textbooks.

The Seminar's tasks included:

1. summing up the experience of the speakers, teachers, researchers, school teachers in the Far East in the preparation and publication school history textbooks;
2. an analysis of the interpretation of historic facts in school history textbooks;
3. the definition of the place and role of textbooks on regional history in school history education;
4. an estimate of the possibilities and functions of the design of school history textbooks;
5. the elaboration of recommendations on the preparation and publication of new school textbooks on history.

The Seminar Programme consisted of:

- plenary sessions;
- discussions in working groups.

The working languages of the Seminar were Russian, English (simultaneous interpretation), Japanese (consecutive interpretation).

The Council of Europe's leaflets, reports about previous seminars, research papers, information bulletins and other materials, as well as the proceedings of the International Society for Educational Information were distributed to the Seminar's participants. In addition, an exhibition of Russian, British, Japanese and German textbooks took place.

The Seminar was greatly appreciated by the representatives of the Ministry of Education of the Russian Federation, the Primorie Administration, Presidents of local Universities, representatives of the Russian Far East territories, as well as by experts from Japan, Germany, the United Kingdom, and the Consul General of Japan in Vladivostok.

N.I. Shugai, Head of the Department of Education and Science, Primorie Administration told about the successes Primorie has achieved in education in general, and in history education in particular.

V.K. Batsyn, Head of the Department of Regional Policy, Ministry of Education of the Russian Federation, noted that the new situation in the world, the opening of borders requires new textbooks, reflecting the integration

processes. One such example is the “Tbilisi Initiative”, in which the creation of a joint textbook for the Caucasian countries is under way. This textbook is the result of cooperation between the Ministry of Education of the Russian Federation and the Council of Europe. Regional seminars allow important materials to be discussed, summarising the experience of Russian and foreign specialists.

T.D. Minkina-Milko, Programme Officer, representative of the Council of Europe, described the activities of the Council on the preparation of school history textbooks in cooperation with the Ministry of Education of the Russian Federation. The Council of Europe has paid special attention to teaching history from its origin in May 1949. The great importance of studying history was emphasised in the European Cultural Convention of 1954. History creates the outlook of people, equipping them with the knowledge of historical experience, which eventually allows the correct evaluation of political and social processes, the development of one’s own point of view, making independent evaluation and respecting the opinion of others.

The Council of Europe and the educational administrations of the Russian Federation have been cooperating in the preparation of new history textbooks through:

- the organisation of national seminars on the preparation of new history textbooks;
- a review of Russian history textbooks by the specialists of the Council of Europe;
- the joint preparation of training aids;
- the “Tbilisi Initiative”;
- meetings of Russian and Japanese experts in history education in order to prepare new school history textbooks.

In the opinion of the Council of Europe, the aim of the seminars on the preparation of history textbooks is not only to use history to promote the idea of European unity, but to overcome traditional mistakes and prejudices.

Takamatsu Akira, Consul General of Japan in Vladivostok, mentioned that Japan plays an active role in carrying out international education programmes and, has Observer status in the Council of Europe, and provides an intellectual and financial contribution to this Organisation. As a result of cooperation between the Council of Europe, Japan and Russia, the follow-up Meeting to the Seminar on “The teaching of history in multicultural societies and border areas” (St. Petersburg, June 1999) and the Meeting of Experts on History Teaching – Japan and the Russian Federation (Tokyo, October 2000) took place.

Special attention is paid in Japan to history textbooks. The Consul General emphasised, that the preparation of history textbooks should be based on principle of objectivity. It is not hatred, but tolerance and the spirit of trust that should be stressed. Japan is trying to strengthen cooperation and increase exchanges with the Russian Far East in economic, cultural and social spheres. Takamatsu Akira expressed the hope that the exchange of opinions by Asian and European specialists would improve the mutual understanding of peoples.

Yoji Komatsu, Deputy Director of the International Society for Educational Information, informed the participants of the activities of the Society, which collects and investigates the interpretation of the history of Japan in foreign textbooks and other training materials. There is a database consisting of 30,000 texts from 120 countries. Specialists of the Society prepare school training aids in print form, on CDs and videos in different languages.

The Society's activities include:

- the exchange of textbooks and training aids between various countries;
- exhibitions of training materials in Japan and abroad;
- invitations to Japan for specialists in education from different countries;
- the organisation of working meetings, seminars, etc.

V.I. Kurilov, President of the Far East State University, emphasised the importance of such a seminar held under the umbrella of the Council of Europe, and the topicality of the elaboration of new approaches to the preparation and publication of history textbooks.

R.M. Samigullin, Vice-President of the Far East State University, mentioned that the University has great experience in the preparation of educational literature in cooperation with the Primorie Institute for the Retraining and Advancement of School Teachers.

II. PLENARY SESSIONS

SUMMARIES OF MAIN PRESENTATIONS

During the Seminar, two plenary sessions were held. The purpose of the presentations was to determine the range of problems related to the Seminar, and to identify questions requiring joint discussion and further practical solutions.

The first plenary session was opened with a presentation by **N.A. Belyaeva**, Chair of Humanities, the Vladivostok Department of the Russian Customs Academy. In her presentation, “The importance of history textbooks as the basis for the creation of pupils’ outlooks”, she noted that, during the last 10 years, a lot of experience in teaching history in a spirit of pluralism has been acquired in Russia. Textbooks and teaching materials based on new concepts of the historical process, on the creative use of the pedagogical experience of other countries, and on understanding new sources of information, were published. History textbooks are a source of historical information for pupils. So, there should only be a positive answer to the “old” question of whether modern schools need history textbooks. The textbook of today must keep to its “classical” nature, even when using modern computer technologies. One of the main functions of a history textbook is to help pupils create the image of the world, understand its diversity and to find their own place in it.

However, modern textbooks do not fit into this approach. One of the conditions necessary for improving the quality of modern textbooks is a combination of global and regional approaches.

Present-day regional textbooks should give information about the general and the specific in history, about the main historical personalities with whom pupils are familiar, thus making them participants in the historical process. This is an example of the educational influence of regional history teaching aids.

Robert Maier, Georg Eckert Institute for International Textbook Research, gave a presentation on “Teaching history in a regional context” and noted a growing importance of local history in the second half of the 20th Century. “We are witnessing the “regionalisation” of a state. Since the 1970s, there has been a public initiative in Germany to strengthen the interest in and affection for all regional matters. People are anxious to put villages in order, as well as old city blocks, to preserve monuments, to study local languages. The interest in local and regional history has increased both among professional historians and ordinary people.”

Robert Maier gave the following reasons for studying regional history in schools:

- everyday history is well investigated at a micro-historical level;
- understanding history is easier if it is based on well-known and clear examples. As regional history is very close to pupils, it is easier for understanding;
- studying regional history allows us to set up a link between “big history” and our own life; school pupils begin to understand that, in the future, they will play an active role in the life of their region;
- from the point of view of educational psychology, regional history offers the use of unique opportunities. Visiting museums and archives, getting to know monuments and the memoirs of contemporaries provides an emotional experience;
- structural historical approaches are easier to understand through local historical facts;
- historical facts can always be found on a regional level, which may serve as examples for illustrating transregional processes;
- the active migration of peoples in today’s world needs some kind of counterbalance which may be created due to the study of regional history;
- regional history helps pupils to realise the importance of careful attitudes to monuments and to their conservation.

For economic reasons, it is impossible to make a separate textbook for every city or small district. In practice, federal lands, which are close to each other in political and geographical terms, join their efforts and approve one textbook for a “big region”. There is no textbook in Germany which is used in all federal lands.

The share of regional materials in history textbooks is 5-10%, although together with information, which is studied in the context of the foreign history of countries, it rises to 20%.

Robert Maier warned of some dangers that may arise:

- nothing specific in a given area should overshadow the general; a “small native land” and the whole world should never be opposed;
- it must be remembered that some problems may be solved only through a global approach, others – through a regional one.

In conclusion, Robert Maier emphasised that there should be a particularly careful approach to studying the history of bordering territories and that of relations between one’s own and neighbouring nations.

E.P. Volodarskaya, Vladivostok Institute of International Relations, Far East State University, in her presentation on “Textbook on history as a source of knowledge and a means of teaching” pointed out the following functions of a school textbook: (informational, systematising, teaching and educational) she demonstrated the common features and differences in textbooks; dwelled on principal, explanation and additional structures of the contents. She agreed with most teachers and specialists in methodology, that a history textbook must be considered as the basis around which to construct a lesson, but the book must be multi-level.

L.A. Sokolova, Head of “History” Department, “Prosveschenie” Publishing House, Moscow, emphasised that new textbooks must present the whole system of images of the historical process, its trends and contradictions, principal events. Textbooks must teach pupils to get knowledge from different sources on their own, to develop their ability to analyse and evaluate facts and events, and to formulate their own judgments.

L.A. Sokolova told the participants about a new series of textbooks for 5th-11th Forms, where the latest scientific interpretations of key problems are presented, with new headings, such as “Children in history”, “We have remembered that...”, with extracts from historical documents, quality illustrations, tables, schemes, diagrams, maps. These books include special questions and home work, a glossary and information about relevant WEB sites. There are materials of two levels of complexity in each paragraph. The design of textbooks, with accents on the font and colour are also of interest.

These new textbooks will help to:

- develop skills of adaptation in the surrounding world;
- create the ability to analyse material and to single out the most important data;
- promote an independent way of gaining knowledge;
- stress the priorities of human values.

V.A. Turaev, Deputy Director of the Institute of History, Archaeology and Ethnography of the Far East Peoples, Far East Branch of the Russian Academy of Sciences, described the interpretation of relations between different nations in the course on the “History of Russia” and in school textbooks. In his opinion, one of the main tasks of history teaching is to create a national consciousness in pupils. It is the foundation of patriotism, which, on the one hand, means devotion to one’s own country, as well as tolerance and respect to other ways of life, on the other. The importance of school history education is growing today, especially those of its aspects which concern relations between the peoples of Russia, their history and culture. In his opinion, the national-

ethnic policy of Russia (both positive and negative moments at different historical periods) is not properly presented in school textbooks.

D.L. Brodyansky, Far East State University, has 40 years experience in teaching palaeohistory and basics of archaeology to 1st-year students. With rare exceptions, he said, school-leavers know nothing about these branches of history.

Archaeology as a science about human origin, forms the outlook of persons and provides a scientific approach to new information. Archaeology is an international science, which is a serious argument in favour of more actively studying it during history lessons.

L.E. Fetisova, Director of the Centre for investigation of the culture of Russian Far East Peoples, analysed the issue of regional culture in secondary school programmes and in textbooks. She was of the opinion that the interpretation of culture is a “weak point” in federal and regional textbooks. Achievements in the knowledge of art, and of religious culture were not adequately claimed by historical science. Cultural matters are described very briefly in today’s textbooks. Culture is not presented as a process, artistic texts are used as illustrations to political theses, but not described as a notable phenomenon of spiritual life.

The ethnographic element of the cultural space should be presented in a more detailed way in the new regional textbook and it should also be borne in mind that textbooks are not only for schools in cities, but also in villages.

V.V. Sovasteev, Far East State University, gave a presentation on “Interpretation of the history of Asia Pacific countries in textbooks and the prospects of its study in Primorie schools”. He noted that the role of the Asia Pacific region in world history will grow in the 21st Century. To create in pupils’ minds an adequate image of these countries and their cultural and civilisation specifics, it is necessary to forget the ideology of Europe’s centrism, which still exists in school textbooks. In the last few years, some textbooks were published containing information about the history of Asia Pacific countries. But this is not enough, because political events (the origin of authoritarian regimes, the build-up of military power, aggression) are the focus of attention, but not the history of society and culture.

It is necessary to take further steps. Something has already been done. For instance, the textbook “the History of Russian Primorie” was published in 1998; it describes the history of foreign relations and economic ties of Primorie with its neighbouring countries.

In his opinion, further study of Asia Pacific countries would require the following:

- the publication of a textbook “the history and culture of Japan in documents and illustrations” and similar textbooks on the history and culture of China and Korea;
- the preparation and publication of a textbook on the history of Asia Pacific countries at the end of the 19th-20th Centuries;
- the preparation and publication of books on the history of Japan, China and Korea.

It would facilitate a more fundamental study of the history of Asia Pacific countries and, finally, would promote a deeper understanding between the peoples of the Asia Pacific region.

Yasushi Toriumi, International Society for Educational Information, in his presentation “History education and history textbooks in Japan’s primary and junior high school education” informed the Seminar’s participants about history teaching in Japan, described history programmes, and noted that Japanese textbooks are published according to “National Curriculum Standards”. Textbooks in Japan are under the supervision of a commission of inspectors, which guarantees their high scientific level. The procedure of a textbook’s creation starts with the elaboration of a working plan and the setting up of a team of authors, which consists of researchers and teachers, who write the text. Then, the manuscript is submitted to the commission of inspectors for expertise. Manuscripts that have been approved by the Ministry, get a “textbook” status and are put on display in the prefectures in order to give those concerned a chance to examine them. The right to adopt textbooks rests with the Textbook Selection Committee, which is formed from the Board of Education together with principals and teachers’ representatives from schools.

Since education at primary and junior high school is compulsory, all textbooks are distributed free of charge. In high schools, there is a charge for textbooks, but maximum prices are laid down by the Ministry of Education, so they are far cheaper than ordinary books.

A minimum of three years is necessary between the initiation of a textbook project and the coming into use of the finished textbook; in practice, the process normally seems to take four or five years.

Yasushi Toriumi told in detail about changes in the teaching of history in Japanese schools (revision of educational trends, of teaching programmes etc.)

Masayoshi Matsumura, International Society for Educational Information, gave a presentation on “Multidirectional approach to history education in junior high schools today” and emphasised that interpretation of historic events in textbooks must be objective and comprehensive. He paid special attention to the teaching of international relations which is full of negative events, such as wars, local conflicts, national and religious differences, etc. History should become one of positive, peaceful examples, the number of which is sufficient for pupils to be oriented for establishing in the future new international relations. An approach to history teaching must be adopted: to study the history of international relations, to react actively to changes in social life, which is more and more international and global. This is essential for countries with common borders, such as Japan and Russia.

In the opinion of **Richard Morris**, United Kingdom, the design of a textbook may help in studying history. When working on the creation of a history textbook, a designer cooperates with the author of the text. From the beginning, designers receive abstracts of all chapters and make the preliminary design of a textbook. After that, the author decides how much text can be placed on each page, while the editor decides on the general outlook of a textbook, the number of illustrations, schemes, diagrams, tables etc. Prints, structure of each page and turn of pages and colour are defined according to the age of pupils. There should be enough space between the lines of the text for good understanding. A separate task for a designer is the choice of fonts for titles and subtitles. Illustrations must be informative and sense-attached to the text. All this aids rapid assimilation.

L.G. Nebesskaya, a teacher of School N° 9, Vladivostok, informed the participants about the questionnaire “What should a history textbook look like?” which was prepared both for primary and secondary schools. All school pupils in their answers noted the importance of a textbook’s design. In their opinion, a good textbook means a book with a hard binding, attractive cover made of modern materials, with a lot of illustrations (maps, charts, diagrams). Pupils were also asked to evaluate the format of the illustrations, their arrangement in a text, fonts (variety and size). Special attention was paid to the colour, a textbook should be bright and attractive, i.e. “beautiful”.

It was noted at the Plenary Session, that history education – both in school and university – is mostly oriented towards studying politics, economy and military history, but not towards ethnic and cultural aspects. Moreover, Russian history education tends to be “Europe-centric”. The history of Asia and other continents is given less space. They are described mostly as subjects of European influence or as exotic examples.

The history of Russia in federal textbooks is, as a rule, a history of the European part of the country, or, to be more exact, the history of Moscow and St. Petersburg, while the history of Siberia and the Far East is not well presented in school history textbooks.

The general opinion on history textbooks was as follows: a textbook is an important tool of knowledge and a way to help to organise the educational process, it favours the development of thinking and cognitive activity of pupils. It forms the outlook of children, helps to present the image of the world as a whole, and to put one's own place in it. The future of society depends on today's history textbooks, on the values and priorities which it presents.

DISCUSSIONS IN THE WORKING GROUPS

Within the framework of the Seminar, open discussions took place in groups with the purpose of exchanging opinions as well as working out proposals and recommendations.

The Seminar participants were divided into four working groups to discuss the following subjects:

- Preparation and publication of new textbooks on regional history;
- New approaches to the design of school history textbooks;
- Interpreting historical events in school textbooks;
- Problems of reflecting in school textbooks modern approaches to studying history.

During the discussions in the working groups, the participants dealt with the problems of improving history textbooks and of updating their contents.

While preparing for the seminar, the historians and teachers conducted a careful analysis of the whole set of 74 history textbooks proposed by the Ministry of Education of the Russian Federation for 2001-2002 school years. They researched, in part, the balance of the text with other textbook elements; how much the "methodological device" helps acquire knowledge and whether it opens a possibility to take a look at the history with "one's own eyes"; whether it encourages independent study of the material; whether the design (illustrations, maps, diagrams) is helpful in understanding the material, etc.

The teachers and historians differed in judging the value of new textbooks. Some said the books had improved. First of all, positive evaluation was given to the attempts of authors to overcome the ideological stereotypes which were characteristic of former textbooks, and to abandon a narrow "class" approach. Another merit of the new textbooks was a notable extension of sections on the development of public opinion, culture, introduction of the material devoted to

ways of life, customs and individual persons. Due to this, history begins to take on a “lively and personal” character. The design of the books has considerably improved and become more modern.

Other teachers were of the opinion that the modern textbooks failed to interest school pupils, they do not teach thinking, do not awaken feelings; many complex historical problems in them are made too “smooth” or avoided; the textbook lays down a list of events, facts, and persons. But the main thing is that the modern textbooks cannot satisfy the need to shape a world outlook. As a rule, they are biased when describing national and foreign history. This has to be overcome; history should always be written courageously and honestly.

The contents of history textbooks, in the opinion of the seminar participants, should correspond to the new state of public opinion and cultural phenomena, which are the after effects of changes in all areas of life. These processes inevitably affect school history education, i. e. under the influence of changing conditions, traditional views are subject to new interpretation; new information appears, new notions, and new questions arise.

Not all agreed with this opinion. Some thought the purpose of school courses on history was a clarification of historical truth. A textbook, they consider, is meant to develop the ability to separate a fact from its interpretation. “The ability of the younger generation to draw lessons from history depends on how close to the truth school textbooks may be. And that is something that the relations among states and peoples greatly depend on.”

A small number of participants was certain that each country has the right to interpret its own history in its own way and that no interference from outside is acceptable.

As a result of the discussions, the seminar participants came to the following conclusion: a selection of facts and their interpretation in textbooks should be based on axiological criteria that guarantee a positive influence on the moral education of school pupils, consolidate society and ensure a balance between federal and regional interests.

With great interest, the teachers and historians addressed the issue of the way in which the history of relations among peoples is reflected in textbooks. The problem is one of the most topical for a multinational country such as Russia.

The most important task of modern history education is to shape the national consciousness of school pupils. Its specific feature is for a person to acknowledge the equal right of others to their history, the specific features of their lifestyles, culture, standards of behaviour. Such consciousness forms the basis of civic society.

The history of relations among the peoples of Russia is complex and inconsistent. There were periods of unity and moments of incomprehension, feud and even military conflicts. That is exactly how history should be shown on the pages of school textbooks, according to the seminar participants. Any attempt to hush up facts or present history in a better way than in fact it was, brings about distortion not only of historic reality, but of a person's consciousness as well.

In a multinational country, it is ethnocentrism that will inevitably lead to shaping an imperial consciousness, expressed in "historical blindness" with respect to both the people of one's own state and its neighbours. The mutual influence of cultures has to be shown unequivocally. Therefore, the teachers emphasised in school textbooks the absence of special sections devoted to national Russian state policy concerning all stages of its history.

As a result of the discussions, both historians and teachers concluded that a good history textbook should be singled out when it had the following qualities:

- objectivity in the interpretation of material;
- bearings on common values, absence of national, racial, religious and other stereotypes;
- reflections of controversial questions through the publication of documents, giving different standpoints;
- a harmonious correlation between traditions, continuity and innovation;
- accessibility, clarity, easy comprehension, conformity with the age of pupils;
- developmental nature of the textbook;
- a modern design, presence of an illustrative plot, good quality printing.

The participants named, as the principal value of a textbook, its ability to form outlook, improve skills, such as to interpret historical sources and show differences in opinions and ways of interpreting historic events. The book must open a wide range of opportunities for getting knowledge of history, including knowledge of methods of research.

The textbook must call for cooperation, lead to productive, creative thinking, ensure that a student continues to look for the best decision.

The teachers stressed, as being of particular importance, the book's ability to bring about a user's attitude: "History is a whole living thing"; "There is a wish that feelings and knowledge could merge in the textbook into one great emotional experience"; "This is no history if it only distinguishes peoples by a country of residence, direction of movement, dates and names of some people".

The following are shortcomings found in textbooks as pointed out by seminar participants:

- too much information;
- language: dry and too “scientific”;
- text: lack of adaptation to the age of pupils;
- prevalence of material on war and politics;
- lack of material concerning culture, arts, religions;
- a text which plays the main role rather than other components of a textbook such as photographs, drawings, extracts from documents, diagrams, tables etc.;
- primitive design, absence of an illustrative plot, bad quality printing - all that adds to the textbook’s appearance being far from pleasing.

The teachers and historians were particularly concerned with the absence in textbooks of the history of proof. It is obvious that anyone who has not learned the art of proof is unable to distinguish a correct judgment from a wrong one. Such people can easily be manipulated by some irresponsible politicians, and this may result in social disorders.

Proper attention at the seminar was paid to discussing the importance of regional history, of its connecting role, as it links a country's history to that of a region; it forms an integrated picture of historic processes, brings respect to the culture and traditions of indigenous peoples.

Teachers are of the opinion that it is necessary to change the existing structure of the school course on regional history, i.e. to introduce a special course “History of native area” (primary school), “History of Primorie and the Far East” (basic school), and a course on the history of the countries of the Asia-Pacific region - in the senior secondary school; as well as optional courses on archaeology and ethnography, each in close relation with courses on Russian and world history.

The new structure of courses should be preceded by an important stage, i.e. the preparation and publication of regional textbooks. There can be no productive work on studying regional aspects of history without the appropriate literature.

In the Russian Far East, the following regional textbooks have been prepared and published by local historians and teachers:

- “History of the Sakhalin Oblast from ancient times to the present”. Yuzhno-Sakhalinsk, 1995 (group of authors);
- “History of Russian PrimorieVladivostok”, 1998 (group of authors);

- “History of the Russian Far East in new and modern times”. Khabarovsk, 1999 (A.Yu.Zavalishin.).

The historians and teachers have positively evaluated the first experience of publishing of regional training aids. However, schools do not only need textbooks, but a set of methodological aids on regional history: maps and atlases, collected documents, working notebooks, computer textbooks, etc.

The participants emphasised that the geopolitical position of the Russian Far East, as well as the growing significance of Asia-Pacific region, require a proper reflection not only in regional, but also in federal textbooks. There should also be the history of the Asia Pacific countries, and their growing influence in the world. This will allow international ties and neighbourly relations to be strengthened.

The historians and teachers spoke of the need to engage experts from the Far East regions as well as from Asia Pacific countries to review the regional material to be included in federal textbooks.

Lively discussions took place on the issue of publishing the textbooks. In the opinion of seminar participants, the state should have a publishing policy placing the accent on socially needed literature, where textbooks are given top priority. The price of textbooks should be adjusted by the state, and there should be a strict control on the prices by regional authorities. Legislative acts should be adopted to support the publishing of textbooks and other training materials (atlases, maps, video films, etc.).

The question of reprinting and circulating federal textbooks in regions should be considered in the nearest future. Practice has shown that the transfer of the rights on publishing textbooks from the centre to regions makes their distribution more operative and the price lower. This is the only condition which enables the renewal of school library stocks, and an opportunity for parents to provide their children with textbooks.

In addition, attention should be paid to the situation regarding publishing literature on local history. At present, different organisations in the region release interesting literature, but its circulation is small (200-300 copies), which makes it unavailable to pupils and teachers. It would be a good idea to combine the efforts of history experts in preparing and publishing a “teacher's history library”.

The following way seems the best to create, in the limits of the Far Eastern federal area, an integrated regional programme of publishing textbooks, by finding internal funding for it. This will ensure stability, and provide prospects for publishing textbooks in the provinces of the Far East.

So, the approval of the new priorities in the publishing policy will require an investigation, development and introduction of serious new models in preparing and publishing textbooks in the Far East.

The participants noted the importance of the design of school textbooks. The exterior should be attractive to children with bright colourful illustrations, varied fonts, good paper, high quality printing. Besides, the teachers emphasised, illustrations should be used as a source of information, and as a pedagogical tool. For the photographs, maps, schemes “to speak”, short captions only are not sufficient, there should be small descriptive texts or tasks. A wish was voiced that varied graphic elements should occupy increasing space in textbooks since they help perception and remembering textual information (50 % of the volume of the textbook in primary, 30% in basic and senior secondary school).

There was a discussion on types of textbook presentation: paper, video, electronic textbooks. All the seminar participants were of the opinion that, in addition to a printed textbook, there should be a constantly updated computer, multimedia, active, coloured textbook with references to the unlimited resources of the Internet.

The historians and pedagogical public of Primorie and the Far East clearly understand the need of more actively entering the international educational sphere. There are two ways of doing that; i.e.

1. studying foreign experiences on preparing and publishing school textbooks and training literature on history;
2. understanding modern multimedia forms of the presentation of knowledge.

The final plenary session heard presentations by the Council of Europe specialists, **R. Maier** and **R. Morris** as well as **Yasushi Toriumi**, **Masayoshi Matsumura** as well as by **O. Strelova** and **Ye. Shimkene**, representing the Far East region.

After that, reports of the working groups were presented by **A. Aniskevich**, **O. Obertas**, **K. Lykov**, **V. Turaev**.

The generalised information on the work of the seminar and recommendations were presented by **T. Romanchenko** (Primorie Institute for Retraining and

Advancement of School Teachers). She said the discussions and presentations, exchanges of views, open discussions in working groups had resulted in a number of important conclusions:

1. Federal textbooks on the history of Russia are to be complemented by material on the history of Siberia and the Far East; the textbooks on world history should be amended with the material on history and culture of the Asia-Pacific countries. Approval and review of the regional material should be carried out on the spot, which will allow mistakes and other failings to be avoided.
2. As the experiences of the last 10 years have shown, the supply of federal textbooks in the Far East region is insufficient, and they are also overpriced. So, there is a great need to work out a regional publishing policy which would give priorities to textbooks and set a maximum price on them. In this, the pedagogical community pins its hopes on the Far East federal area authorities.
3. All conditions in the Far East for publishing of regional training material are there. A number of varied training aids have been prepared by historians and teachers. These could be widely used in history lessons and could become a significant support in the realisation of the state programme of civic education. However, publishing is difficult due to lack of financing. This problem requires an immediate solution – through creating a mechanism of financial support to regional publishing for the needs of schools.
4. The publication of textbooks should precede any structural changes in training plans, both federal and regional. This would allow a teacher to get acquainted with the textbook before and select any necessary additional material.
5. The time is ripe to combine the efforts of intellectuals (historians, teachers, archivists, local history experts, designers, psychologists, editors, publishers) in developing new textbooks reflecting the achievements of modern historical science and the realities of present-day life. Provincial institutes for the retraining of teachers could become centres for pooling such efforts.
6. It is necessary to continue a dialogue and exchanges with foreign specialists and teachers. The experience of Japan's International Society for Educational Information should be used after being adapted to Russia's conditions. Setting up a centre for the exchange of training materials (archive documents, maps, photographs, video films) could be the first step. An attempt of the kind has been made and, since 1997, “pedagogical exhibitions” have been functioning in Vladivostok, where different training materials (textbooks, visual aids, author's programmes) are on display. Representatives of

Khabarovsk, Sakha-Yakutia, Sakhalin and other territories of the Far East, as well as from China, are participating in the exhibitions.

In her conclusions, **T. Romanchenko** summed up the most important suggestions and recommendations voiced during the discussions in the working groups and which are addressed to different organisations:

Council of Europe

The Council of Europe has been contributing a lot to the reform of history education in Russia, it gives an effective help to its regions. In this connection, the seminar participants proposed that the Council should become a go-between in the realisation of the project "Europe - Asia". The result would be the publication of a textbook prepared by specialists of different countries (including the Asia-Pacific region) on recent history, which could then get the approval of Russia's Ministry of Education.

As a result of the productive cooperation of the Council with many countries, unique material has been gathered, summing up the experience of Russian and European specialists working in all areas of school history education. The seminar participants consider it worth the effort to set up an education centre of the Council of Europe for studying and spreading this experience; Vladivostok could be an appropriate place to host such a centre. It could become an integrative link for pedagogical and scientific public in the Far Eastern region.

Ministry of Education of the Russian Federation

During the last few years, the Ministry has been paying greater attention to the development of history education. Attempts are being undertaken to create new history textbooks. The participants consider it reasonable to include in federal history textbooks the materials on history of the Far East, on national-ethnic Russian state policy in different historical periods. Textbooks on world history should be amended with the materials on history and culture of the Asia - Pacific countries, which would reflect the place of these countries in the world in recent times. Any regional material which could be introduced into new federal textbooks, should be revised in the different areas, including those in the Far East.

A number of organisations in different countries have a positive experience in solving the problems of preparing and publishing textbooks. For example, the "International Society for Educational Information" of Japan has been researching foreign textbooks containing material on the history of Japan, as well as the way in which the history of Japan is taught in other countries. The society has 90 training centres to exchange information. A lot of work studying textbooks is being carried out by the Georg Eckert Institute (Germany).

The participants invite the Ministry of Education to organise similar work and regularly inform teachers and historians of the Far East (through issuing digests, reviews, publications in professional journals, Proceedings of the Comparative Pedagogical Board etc) of the way in which the history of Russia is taught in different countries of the world.

The teachers and historians suggested that a programme for foreign countries should be prepared, that would contain necessary minimum of knowledge on the history of Russia, which it wishes to see in foreign textbooks. In exchange, they wish to receive similar material from foreign countries.

Office of the President's Representative in the Far East Region

At present, the Administration of the Far East federal area and the federal inspections in provinces have great potential. It is their Representative who is expected to carry out active and persistent actions aimed at supporting the Far East school, and history education in particular. The beginning, in the opinion of the participants, could be in planning such publishing policy that would give priority to textbooks.

The results expected of this regional policy are:

- on the spot reprints of federal textbooks for the Far East general educational institutions so that they are fully provided with them;
- government regulation of textbook prices; in the first place, for primary and basic schools;
- real financial support for initiatives by historians and teachers to create textbooks on the history of the Far East, which would awaken the interest of schoolchildren to the history of their region.

Department of Education and Science of Primorie Administration

Sincere hopes on the part of the seminar participants are invested in the Department of Education and Science of Primorie Administration. First of all, this concerns the programme of publishing regional textbooks for the Territory until 2005. The main aims of the programme, in the opinion of the seminar participants, should be:

1. revision of the structure of regional history teaching in general educational institutions;
2. publication of the textbooks prior to making changes in any basic regional training plan. This can be exemplified by the publishing of a training aid "The history and culture of Japan in documents and

- illustrations” for the 10th - 11th forms, which has been positively reviewed by Russian and Japanese specialists;
3. the development of the project aimed at preparing and publishing a “Teacher's regional history library”, in cooperation with the Society of Studies of Amurski Krai, the Primorie Local History Museum, and other historical and archive institutions;
 4. financing of the preparation and publication of textbooks and other teaching materials for school pupils, including a package of the archive documents on the history of the Far East and Asia Pacific region.

The Primorie Institute for Retraining and Advancement of School Teachers

The Primorie Institute for the Retraining and Advancement of School Teachers is a centre for the Territory's teachers. In order to improve the quality of education of the history teachers, the participants recommend the following:

- initiating the exchange of textbooks and training materials, published in different provinces of the Far East through the library of the Primorie Institute for Retraining and Advancement of School Teachers;
- establishing, in cooperation with higher education institutions, an “association of Primorie historians” to work out new approaches to, and methods of, teaching history, as well as for the development purpose of training programmes and the preparation of the necessary training material and its review;
- the organisation of a centre for the studying of teaching history in Asia-Pacific countries to collect, process and spread the information (the Internet being one mean of communication);
- teachers should be taught how to get grants from charitable organisations to carry out textbook publishing projects;
- the establishment of special courses for teachers to study the history and culture of Primorie and the Far East region, to teach them methods of research, so that the skill could eventually be passed on to their pupils.

Vocational Training Committee, Vladivostok Municipal Administration

The participants recommend a change in the structure of the introductory course on history as well as the inclusion (as a regional component) of a course “Vladivostok: history, culture, modern times” in the 4th form of primary school. A similar course has been taught for several years in many Russian towns. A training aid for such a course in Vladivostok has been prepared.

The teachers of Vladivostok hope that the Committee will finance the publication of this textbook and will thus contribute to developing the respect and interest of the young generation to the local and regional history.

Closing plenary session

T.D. Minkina-Milko (Programme Officer, Council of Europe) thanked the participants for their work and expressed the hope that the recommendations, worked out at the seminar would be fulfilled.

V.K. Batsyn (Ministry of Education of the Russian Federation) and **Yoji Komatsu** (International Society for Educational Information, Japan) expressed satisfaction with the seminar and thanked the organisers for the high level of its organisation.

K.A. Mezhonov (Department of Education and Science of the Primorie Administration) noted the effectiveness of the seminar, thanked the Council of Europe, the Far Eastern and foreign experts for their cooperation, wished the participants success in developing new textbooks, and expressed his gratitude to the International Society for Educational Information, Japan for reviewing the training aid “History and culture of Japan in documents and illustrations”.

N.I. Shugai (Department of Education and Science of the Primorie Administration) said that the results of the seminar allowed some conclusions to be made: the historical and pedagogical public of Primorie is ready to participate in choosing the strategy, the contents and the structures of history education, and to create new history textbooks. He thanked the Council of Europe and all the seminar participants, organisers, and interpreters for the fruitful work.

R.M. Samigullin (Far East State University) emphasised that the seminar provided a powerful impetus for further development and publishing history textbooks in the Far Eastern Region and declared the seminar closed.

The international seminar “New approaches to preparing and publishing the textbooks on history in Russian Federations”, held in Vladivostok, was a notable event not only for Primorie, but also for the whole Far Eastern Region.

The present report was prepared by Tatiana N.Romanchenko
(The Primorie Institute for Retraining and Advancement of School Teachers)

It was approved at the meeting of the Chairs of the Seminar’s Working Groups.

III. PRESENTATIONS

By Mr Richard MORRIS

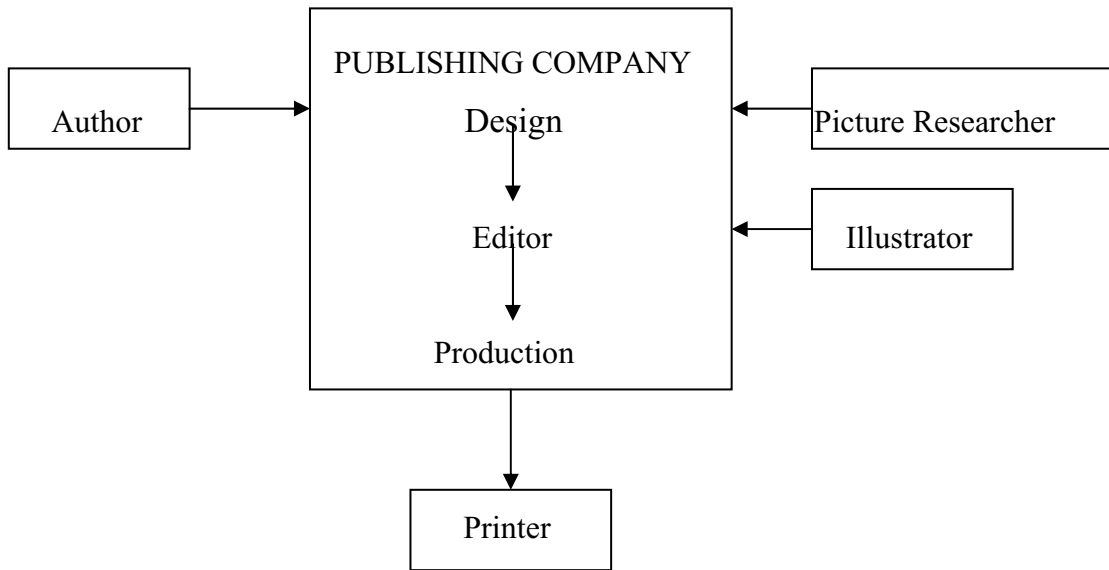
Present-day design in history textbooks and how design can help in teaching history

Before looking at specific examples of what a designer can contribute, I think it would be useful for me to outline what I mean by designer. Having run design workshops in a number of countries I'm aware that the term “designer” has many different meanings.

Book designers are responsible for the whole visual look of a book. They will have chosen the format; the typefaces to be used; the layout of the pages – that is the positioning of text and pictures; colours if colour printing is available; graphic devices to highlight certain features; how information should be displayed in diagrams, tables and maps; and of course they will have designed the cover. This last item is what most people think a designer does – but their work on the text pages is far more important to the student, after all that's where the information is.

In the United Kingdom most publishing designers will have studied Graphic Design for three or four years at a University or specialist Art College to degree level. In addition to their artistic/design training, they will be very experienced with the latest computer technology. The greatest change of the past 20 years in publishing is the change to a completely digital workflow using computers and scanned images. However I don't intend to talk about technology today although I would be happy to discuss this side of design later if anyone is interested.

Designers are an integral part of British publishing companies and the whole publishing process. Producing educational books is very much regarded as a team effort. The following simple diagram shows the basic structure of many publishing companies.



Authors are rarely employed within the publishing company. They are independent and paid on a royalty basis. The key functions of Editor, Design and Production are usually found within the company, although many designers, including myself, are freelance. Picture researchers and illustrators are always freelance and very frequently commissioned by designers for a specific project. Most publishers do not have their own printing presses. It is the function of the Production department to purchase print from all over the world depending on price/quality/timing.

It is now very rare for educational publishers to publish books which they have not commissioned themselves. Within the Editorial department, there are several levels of Editor – the most important being the Commissioning Editor. It is their responsibility to identify the market need and then commission a book to fulfil that need. In most cases, the Editor will commission someone who either is or has recently been a classroom teacher at the level the book is aimed at. In all cases, the manuscript will be commissioned to conform with the National Curriculum established by the Ministry of Education. However, there is sufficient room for interpretation within that framework for a number of publishers to produce books on the same topic of history. This gives schools a choice when they decide which books to buy for their classes. Of course, the design of each book will be different – this may become a deciding factor for the school when they inspect the various titles on offer – so design is very important.

Because authors are commissioned the publishing company has control of the whole process from manuscript to finished book. This includes the design and illustrations. Authors are not usually responsible for supplying photos, illustrations etc. They do however supply reference material for what is required in the form of sketch maps, diagrams, and lists of photos including sources so they can be researched.

Designers do not have total freedom to do what they like. The way the author has written the manuscript combined with the images that are required will dictate the design in many respects. In the past, authors would complete their manuscript before passing it to the editor and then eventually to the designer. By this stage, it could be very difficult to make alterations based on design considerations. Today, we work in a very different way.

Once an author has been commissioned to write the book they will normally supply one or two sample chapters together with a synopsis of the whole book to the editor. It is at this very early stage that the designer now becomes involved, being briefed by both the editor and author to produce sample designs. Already you can see that we are working as a team. Once the designs have been created these will be presented by the designer to the editor and the author.

What are the advantages of producing sample designs at such an early stage?

The following are some of the key advantages:

Design ideas can be incorporated by the author as they complete the writing. An example perhaps would be breaking up the text by using sub-headings.

The author will have a clear idea of how much text they can get on each page, and the editor will have a more accurate estimate of the final extent of the book. It is very difficult to calculate accurately the extent of an illustrated book from a manuscript so this enables the publisher to set more accurate budgets.

The use and number of photos and illustrations will be confirmed.

Sample designs can be tested in schools and shown to other interested parties. It is much better to get reactions to the design and the text at this stage rather than when the book is being published.

Simple guidelines can be given to the author by the designer on how to type the manuscript to make later production stages much easier. This assumes the manuscript is being typed on a PC and that the book will be made-up electronically. If the author is prepared to use style codes when typing the manuscript this will speed up the page make-up process significantly.

The publishing team now have a clear idea of what the finished book is going to look like. This is very useful for marketing purposes, and also for the motivation of the whole team.

Before looking at specific design features I want to show an example of a history book aimed at 14–16 year olds teaching the period of German history between the first and second world wars. Nearly all history textbooks aimed at this age group are written in the same way. There is a narrative combined with a wide range of contemporary source material, with activities and assignments for students.

Who is the designer designing for?

The most important thing to remember is that you are designing primarily for the students. You are not designing for the author or the publishers – they aren't the ones in the classroom learning history.

What is the designer trying to achieve in order to help the student learn?

A book which is stimulating to look at. The pages should have a variety of layouts, so they are not boringly identical. White space should be used effectively to balance text or pictures and allow the page to breathe. Interesting shapes can be created with cut out pictures, but only when this is appropriate. These pictures break up the monotony of square pictures.

The typeface, type size and line length should be appropriate to the age and reading ability of the student. Remember, the eyesight of the students is likely to be much better than ours, so the type size does not need to be very large. Large text typefaces might make the students think that the book is aimed at a younger age group. The typography should be light and approachable not dense and heavy. Larger type sizes should be used if the students are likely to have poor reading ability, so they are able to recognise character shapes. That is why we use large type for primary children's books.

The layout of the page makes the progression through the material easy to understand. This is particularly important on multi-column page layouts where the order of text and illustrations can become confusing.

Headings are clear and differentiated from each other and stand out from the text. It is helpful to students to have the text broken up into manageable chunks rather than long continuous narratives. Headings help with signposting across the spread and help with information retrieval.

Illustrative material – photos, maps, diagrams and tables – should relate closely to the text which refers to it. Text and pictures should always appear on the

same page or spread, never over the page. Pictures should be captioned using typography which is clearly differentiated from the main text.

The pictures should be both relevant and informative and the quality of the original should be high enough to ensure they can be reproduced. Ensure that there is a variety of pictures: contemporary researched photographs, printed ephemera, works of art, maps, and diagrams. Artists' interpretations of historical events are very rarely used in the United Kingdom now. Every effort is made to use reproductions of real artefacts or contemporary photographs rather than try to recreate an event or scene for which there may not be any real evidence for artists to base their work on. As a result this kind of illustration can be historically very suspect.

Special features are clearly identified by the use of colour or graphic devices.

The design has to be appropriate for the subject matter and also the budget. The design needs to take into account the printing process and constraints – availability of colour, quality of paper.

The book should lastly be aesthetically pleasing, it should have style and integrity.

If the designer can achieve most of these criteria when designing the sample pages and when they make up the finished book, then they will have done the best that they can to create a book which students will find easy and stimulating to use. Design cannot change a poorly written book into a good one. However, poor design can certainly ruin a well-written book by creating visual barriers to reading and understanding and setting a style or feel which students do not relate to.

By Professor Yasushi TORIUMI

How Russian history is taught in Japanese school education — with emphasis on the accounts of Far East Russia in history textbooks for high schools

Introduction

The subject of my presentation is how the history of Russia and Russo-Japanese relations are taught in history education in high schools in Japan. Professor Masahide Bito made a comprehensive report on the same subject in the St. Petersburg Follow-up Meeting to the Seminar on “The teaching of history in multicultural societies and border areas” in June 1999, in which I also made a report on the teaching of the history of the Russo-Japanese relations from the late 19th to the early 20th Century (especially the Russo-Japanese War). To avoid overlaps, the presentation will introduce and review the accounts of the history of Far East Russia and the relations between the region and Japan in history textbooks for high schools. In Japan, more than 20 high school textbooks are published for each of the courses of Japanese History (A and B) and World History (A and B). I shall here review some parts of five textbooks that have relatively large shares: Yamakawa Shuppan’s “Shosetsu Nihonshi (Detailed History of Japan)” for Japanese History B, “Gendai no Nihonshi (Modern Japanese History)” for Japanese History A, “Shosetsu Sekaishi (Detailed History of the World)” for World History B, “Gendai no Sekaishi (Modern History of the World) for World History A, and Tokyo Shoseki’s “Sekaishi” for World History B.

[Note: Japanese History B and World History B are general histories from antiquity to the present day, while Japanese History A and World History A are histories focused on modern (generally from the 18th Century onward) times.]

1. History textbooks for high schools in Japan do not give many pages to Far East Russia. As for the periods before the 16th Century, the region is referred to not in part devoted to the Russian history but in the history of East Asia centring on China.

For instance, accounts of Bo Hai, which was founded at the end 7th Century and possessed until the early 10th Century a large territory including the north-eastern provinces of China, the northern part of North Korea and Khabarovsk and Primorskii provinces of Russia, are included in Japan’s ancient history in textbooks for Japanese History. References are made to the founding of Bo Hai at the end of 7th Century and to the exchange of envoys and attending trade with Japan from the 8th to 10th Century. The textbooks state that Bo Hai originally dispatched envoys to Japan for political purposes, that is for countering Tang (China) and Silla (Korea) dynasties and that, after the late 8th Century, trade became the chief purpose for both parties with the result that

rarities from Bo Hai such as furs and honey were highly prized by the court nobility in Japan.

Studies of the history of Bo Hai and its relations with Japan have been actively conducted in Japan since the 1990s, using both Japanese and Chinese sources, with some historians involved in joint researches with their Chinese and Russian counterparts. The results of such studies have begun to be incorporated into history textbooks for high schools.

2. The history of Russia in textbooks for World History begins with the account to the effect that, in the 9th Century, a group of Vikings led by Rurik (Rus') entered the Slavic territory and founded a principality in Novgorod and subsequently Kievskaya Rus'. Far East Siberia in relation to the history of Russia proper first appears in the context of Russia's eastward expansion after the late 16th Century. It is common knowledge that, from the 17th to 19th Century, Russia's eastward expansion resulted in various conflicts with China under the Ching dynasty.

Russians appeared around Ezochi (Hokkaido) and were repeatedly involved in border incidents with Japanese in Ezochi, Sakhalin and the Kuril Islands from the late 18th to the early 19th Century. Such incidents made Japan, which had adopted a policy of seclusion under the Tokugawa shogunate and closed the door to the Western countries except Holland, acutely aware of the dangers of foreign invasions and the need for national defence. Textbooks for Japanese History devote many pages to Russo-Japanese relations from the late 18th to the early 19th Century.

3. Russia's eastward expansion reached the Amur River in the middle of the 19th Century. Taking advantage of the disturbances in Ching (China) caused by the Taiping Rebellion and the Second Opium War, Russia annexed the territories north of the Amur River by concluding the Treaty of Ai Hui in 1858 and subsequently took possession of Primorskii Province by the Treaty of Beijing in 1860, becoming one of Japan's neighbours across the Sea of Japan. The growing Russian presence in the Far East along with the inroads of America and European powers into the region became a serious menace to the Japanese in those days. Since the 18th Century, Russia has always been considered to be the great northern power that might threaten the security of Japan. In fact, from the late 19th to the early 20th Century, a series of Russian endeavours for southward advance including the development of the naval port in Vladivostok, the construction of the Siberian Railway, the Tripartite (Russian, German and French) Intervention after the Sino-Japanese War, the lease of Port Arthur from China and the establishment of a military base there, and the occupation of Manchuria, became a serious threat for Japan.

As I stated before, I made, in the St. Petersburg Meeting a presentation on how the Russo-Japanese relations, especially the Russo-Japanese War, are depicted in history textbooks; so I shall not touch upon it here. However, I would like to emphasise again that the war was fought not on Russian or Japanese territories but on Chinese and Korean territories, a fact which seems to characterise the Russo-Japanese War.

Far East Russia is highlighted again in history textbooks in connection with the Siberian expedition after the Russian Revolution. In 1918, Japan dispatched troops to Siberia as a member of the allies and stayed in Far East Siberia until 1922. I shall place below some excerpts from textbooks, which deal with Japan's dispatch of troops to Siberia.

Conclusion

Although history textbooks for high schools devote many pages to Russian history, Far East Russia is not paid due attention, with the result that there are hardly any organised accounts of history of the region. For instance, "Shosetsu Sekaishi" describes in about four pages a series of events from the outbreak in 1917 of the Russian Revolution to the establishment and international recognition of the USSR in the early 1920s; but they are mostly accounts of occurrences in European Russia, the synchronous situations in Far East Russia are almost completely neglected. In history education in Japan, Russia is treated as if she were an entirely European country, with her vast territory in Asia almost disregarded.

I have to point out another problem: as I indicated in the St. Petersburg (June 1999) and Tokyo (October 2000) Meetings, the accounts in textbooks of the history of Russo-Japanese relations are focused too much on nation level events such as diplomatic negotiations and wars and incidents. More stress should be laid on lives and cultures of the peoples of each country and exchanges between in such spheres.

In Japan, private publishers are now in the process of editing new history textbooks for high schools according to the new official curriculum guidelines. The new textbooks, which will be used from April 2003, are expected to give more emphasis to internationalisation and life history.

I understand in Russia too history textbooks are being made incorporating cultural pluralism and regionalism. I will observe such endeavours in Russia with respect and will provide any help that may be necessary.

By Professor Yasushi TORIUMI

History Education and History Textbooks in Japan's Primary and Junior High School Education

(1) Educational Reform and History Education After the Second World War

In 1945, in addition to being defeated in the Second World War, Japan came under the control of the Allied Forces, mainly made up of the United States Army. These forces implemented a variety of reforms that extended across politics, economy, culture and education. The classes in Japan's history "National History" in primary and junior high school education which had carried out nationalistic education under the control of the Japanese Government, were stopped for nearly a year at the order of GHQ (General Headquarters), and the textbooks used during the year were all disposed of. In the subsequent years, educational reform was promoted, and in 1947, based on the principles of peace, democracy and respecting the individual, the Fundamentals of Education Act, the School Education Law was enacted, declaring equal opportunity for education, coeducation, and school education. This marked the start of a new education system comprising six years of primary school, three years of junior high school, three years of high school and four years of university (the so-called 6-3-3-4 system). Compulsory education was extended for primary and junior high to a total of nine years (previously six to eight years). Although this education system has undergone many minor changes in the subsequent years, it has basically continued unchanged to the present day.

Based on this new education system, history education also made a new start. A new subject called social studies was established, and studies concerning history were positioned as subjects within social studies. At this time, the name "National History" was abolished, to be replaced with "Japanese History" (in high school, "Western History," "Oriental History" and "National History" were amalgamated to "World History" and "Japanese History").

The system of government textbooks prevailing in primary education was abolished, and a system of authorisation by the Ministry of Education adopted (for junior high and high schools the official approval system used in the past continued unchanged). This textbook system has undergone a number of minor revisions, but basically it remains the same today.

The aim of the textbook approval system is to have the nongovernmental sources draw up textbooks rich in individuality and variety, while at the same time ensuring that their contents are both appropriate as basic teaching material for use in school education and of an adequate scholastic level.

Under the textbook authorisation system, non-governmental publishers first compile books that, while conforming to the Gakushu shido yoryo (“National Curriculum Standards”) laid down by the Ministry of Education, also embody their own original ideas and methods. These are then examined by the Ministry of Education to see whether or not they conform to the criteria established by the ministry; only then are those that meet the requirements authorised as textbooks.

Currently, there are approximately 10 different social studies textbooks for primary and junior high schools, while more than 20 different textbooks are published for Japanese History and World History respectively.

(2) History Study under the Existing Gakushu shido yoryo (1989 Version)

The Stressing of Internationalisation and Humanistic Elements

With primary and secondary education, the Ministry of Education provides guidelines regarding the aims and content of the teaching of individual subjects in the various grades, and it is laid down that the textbooks used must likewise, as described above, be drawn up on the basis of these guidelines.

In March 1989, new Gakushu shido yoryo were laid down, and a revision of the content of courses in primary, junior high and high schools was undertaken. These new courses of study were implemented for primary school from April 1992, for junior high school from April 1993, and for high school from April 1994.

Across all subjects, the main aims of the revisions that took place were as follows. Firstly, to deepen understanding in response to internationalisation. Secondly, to promote individuality and diversity by awakening self-directed interest in students.

In the subject of history, the revisions put added stress on the point of view of Japan as part of international society, the human aspects of history, and the need for increased attention on the study of modern and contemporary history; they also aim to deepen understanding of other cultures through studying the history of contacts with other nations and peoples. These changes are emphasised as appropriate in primary, junior high and high school education. A concrete manifestation of these revisions is a history curriculum focusing on

the heritage formed by persons and cultures (primary school), a Japanese history curriculum that addresses the history of Japan in the context of world history (junior high), the addition of Japanese History A and World History A concentrating on modern and contemporary history (high school), making world history a compulsory part of the high school curriculum, and emphasis on studying the history of private lives in primary, junior high and high schools.

□ History Studies in Primary School

History studies in primary school are carried out as part of social studies. According to the new Gakushu shido yoryo, the aim of social studies in primary school is “To deepen the understanding of modern society, to develop an understanding and feeling for the land and history of Japan, and to foster the base for civics necessary for students to become part of a democratic, peaceful country and society”.

Social studies in primary school include three sessions of classes (as a rule, one session = 45 minutes) each week from grade 3 to grade 6. Grade 3 students learn about the city, town or village in which they live, grade 4 students learn about the prefectures, and the area is gradually extended initially to study the lives of people living in the region. In this study, students learn about changes in the people and lives of the region, the work of people who have developed the culture and industry of the country, and the lives of people at that time. Grade 5 students learn about Japan's industry and geography, and grade 6 students learn about Japan's history and political/international relations.

History is Japanese history, but rather than the so-called historical study, students study the people and cultural assets of basic items important to Japan's history. This is based on the reflection that history studies in primary school in the past often had a tendency to take on the type of study that involves the meaningless citation of dry facts and cramming students' heads with information.

The Gakushu shido yoryo lists 42 famous persons in Japanese history who should be dealt with in history studies. That this list includes people such as Ganjin, Francisco Xavier, M.C. Perry and other foreigners regarded as having made a great impact of introducing foreign cultures into Japan, reflects the “internationality” of our period.

The history of foreign countries is not directly studied in primary school, but relations with foreign countries are dealt with to a considerable extent in Japanese History. In particular in the subject of modern history and contemporary history, wars and cultural interaction with foreign countries is one of the most important themes dealt with.

With regard to the treatment of content concerning wars, with statements like “We would like to deal with the great losses inflicted upon the people of China and the Korean Peninsula in these wars (Sino-Japanese War and Russo-Japanese War), and would like students to be aware of the shadows of these wars” and “It is important to deal with the great losses brought about by Japan on China and other countries in these wars (the Sino-Japanese War and the Second World War), “the Ministry of Education is instructing schools to teach students about the losses that wars bring about on the neighbouring countries (Ministry of Education, Primary School Guidelines, Social Studies Edition, pp. 67-68, June 1989, School Library).

Although not dealt with in historical subjects, in the social studies curriculum of primary schools, grade 6 students study several countries that have strong cultural and/or economic relationships with Japan, and they learn about the lives of people who live in those countries. The countries chosen are left to the publisher of the textbook and the free judgment of the teachers in the classroom, but in recent social studies textbooks for primary schools, the US, China, Korea, Australia are often dealt with. In some regions (e.g. northern and eastern Hokkaido), there are some schools that teach about Russia.

□ History Studies in Junior High Schools

In junior high schools, “historical subjects” which combines world history and Japanese history is one subject of social studies. (The other subjects are “geography” and “civics”). Whether the students follow the 140 sessions of history for four lessons a week (single session is 50 minutes) over one year or for two lessons a week over two years is left up to the school to decide. The purpose of history studies in junior high school is to foster the ability to think historically, particularly about Japanese history in the context of world history, and the current textbooks which have come to stress this subject even more, contain roughly 70% Japanese history and 30% world history.

Social studies in primary school is a compulsory subject, as it is in primary school.

□ History Studies in High School

According to the 1989 Gakushu shido yoryo, history studies in high school underwent great changes in terms of the organisation of subjects. The main changes are described below.

- (a) The study of history and geography was made independent of the social studies curriculum. Geography and history, which were separate subjects before the Second World War, were positioned as subjects within social studies in line with the United States in the post-war

educational reform, but in 1989 these subjects were separated once more. This amendment is said to be attributed to the influence of historians whose standpoint was that rather than history being one part of social studies, the humanistic aspects of history should be given more emphasis.

(b) Course that focuses on modern and contemporary history Japanese History A and World History A (both two sessions of 50 minutes each week) were established. In these subjects, students study mainly modern and contemporary history (in Japanese history from the 19th Century onwards, and in world history from the 17th/18th Centuries onwards), and history before this is only given a brief overview (in textbooks, modern and contemporary history accounts for 70% and non-contemporary modern history 30%). Japanese History B and World History B (four sessions per week) have also been established as subjects in which students study historically from the primitive and ancient times to the present day.

(c) Making World History a required course

It was made compulsory for high school students to study either World History A or World History B (Japanese History A and B are elective subjects). The reasons for this are that the study of world history is vital to deepen international understanding, and important to perceive Japan from a wider perspective.

(d) Important points in studying Japanese History and World History In Japanese History, priority is placed on teaching a comprehensive understanding of Japan's history from a world perspective. In World History, priority is placed on teaching an understanding of the diversity and complexity of culture, and its mutual exchange.

That completes a discussion of the future direction of history education in primary and junior high school in line with the current Gakushu shido yoryo. As a matter of course, the Gakushu shido yoryo is first and foremost no more than a guideline, and not all history textbooks have been created in line with the course of study. In addition, in the actual classrooms in which history is taught, this guideline may not necessarily be adhered to, with a variety of creative innovations based on regional characteristics taking place.

(3) Amendments to Education Courses and Subjects Currently in Progress

In Japan's primary and junior high school education, a five-day school week will be implemented across the board from 2002 (currently students attend school two Saturdays each month). This is planned considerably to reduce the

number of teaching sessions. That is to say, the annual number of teaching sessions for grade 6 primary school students will be cut from 1015 sessions to 945 sessions (one session = 45 minutes), and for grades 1 and 2 junior high students, the number of teaching sessions will be cut from 1050 sessions to 980 sessions (one session = 50 minutes). In social studies too, the number of sessions for grade 6 primary school students will be cut from 105 sessions to 100 sessions, and for grades 1 and 2 junior high students the number of sessions will be cut from 140 sessions to 105 sessions (4 sessions/week to 3 sessions/week).

To respond to this situation, each subject must select the content of study and provide so-called “problem-solving type” learning for priority items that bring into full play the independence and autonomy of students and foster their ability to learn for themselves and to think for themselves, instead of education that crams information into students' minds.

The Gakushu shido yoryo has in the past been revised roughly once every 10 years, but on this occasion a new Gakushu shido yoryo was announced for primary schools and junior high schools in November 1998 and for high schools in March 1999 (the former to be implemented from April 2002, and the latter from 2003). Editing of new history textbooks in accordance with the new courses of study is currently in progress. Samples of textbooks for primary and junior high school education, which had been approved by the ministry, were completed in April 2001 and are put on display in each prefecture in order to give those concerned a chance to examine them. Probably in July or August 2001, the textbooks for their respective subjects will be in each school district or each school. Samples of new textbooks for senior high school will be completed in April 2002. While the items of study are decreasing, it is expected that innovations will be incorporate to encourage pupils to learn an understanding of history from a diversified international perspective, and to investigate history themselves using a variety of materials, and discuss that history. There is a danger however; that the selection of content of study may result in a deficiency in information concerning basic history, and history education is faced with a great dilemma.

By Professor Masayoshi MATSUMURA

The histories of Japan's neighbouring countries in textbooks for junior high schools—a new approach

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The territory of Japan consists of many islands of various sizes, laying down lengthwise from northeast to southwest off the eastern coast of the Eurasian continent. Arable land makes up only 18 % of her territory of 378,000 km², the remaining 82% being mountainous districts. As a matter of course, the inhabitants have sought their livelihood in fishery and marine transport as well as agriculture on the small plains. Natural disasters such as earthquakes, tsunami and typhoons have limited the realm of their lives. Typhoons especially made many Japanese navigators castaways on foreign lands. On the other hand, such geographical conditions have made Japan relatively secure from foreign invasions and made the Japanese somewhat inclined to exclusionism.

However, the Japanese are no different from other races in that they have always sought better and more convenient living conditions with inexhaustible curiosity and dauntless spirit. The surrounding sea did not prevent our ancestors from going out in quest of the fruits of higher civilisation, learning the art of navigation and building vessels capable of crossing the ocean. In this sense, the history of Japan is characterised by both self-inclusive and expansive tendencies.

The self-inclusive and expansive tendencies seem to have alternately gained the better. When looking back at the long history of Japan, we can see that repeated “foreign consciousness” became intensified after a domestic-oriented system had lasted for a certain period of time and become saturated. When such foreign consciousness became strong, the Japanese sought new culture and institutions in neighbouring countries such as Russia, China and Korea across the narrow strip of water. In spite of her prima facie exclusionism, Japan has been always acutely conscious of foreign relations and of her image abroad. Her oft-cited susceptibility to *gaiatsu* (foreign pressure) may be accounted for, to some extent, by such an historical background.

In this sense, accounts of external relations with the neighbouring countries are indispensable to the teaching of the history of Japan proper in junior high schools.

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1) Russia – The history of diplomatic relations between Japan and her north-eastern neighbour began in 1855 when Admiral Putyatin concluded the Russo-Japanese Friendship Treaty (known as Shimoda treaty). The 150-year

history of the Russo-Japanese relationship in current textbooks for junior high schools is mostly the accounts of conflicts over territories, wars and incidents, and violations of treaties. Such accounts of political and military events seem to have created a distrust and unfavourable impression of Russia among young Japanese.

I have recently read “History and culture of Japan explained in data and illustrations” (Vladivostok, 2000), which is a beautifully bound textbook for junior high schools compiled under the supervision of the Russian Academy of Sciences. At the end of the textbook is a statistical table on the public feelings in each country toward the other, titled “What do we think of each other?”. According to the table, only 4% of the Japanese like Russia while 28% dislike her (65% neither like nor dislike Russia and 3% do not answer). In contrast, as many as 56% of the Russians like Japan and only 5% dislike her (29% neither like nor dislike Japan and 10% do not answer). Such a state of “one-way love” should be improved as soon as possible. At any rate, some degree of reciprocity is to be desired.

What is remarkable in the history of the Russo-Japanese exchanges is that Japanese castaways on the Siberian Sea played important roles. For instance, in 1695, 160 years before the establishment of diplomatic relations with Russia by the Tokugawa shogunate, a merchant in Osaka, whose name is Denbei, was cast away on the coast of the Kamchatka Peninsula and rescued by Russian authorities. He was brought to Saint Petersburg and became the teacher of the first Japanese language school in a foreign country that was established in 1736 by the command of Peter the Great. In 1783, Daikoku-ya Kodayu, a sea captain in Ise Province, and his crew were cast away by a typhoon on one of the Aleutian Islands. Kodayu and his crew returned to Japan after 10 years of hardships in Russia. “Hokusa Bunryaku (Concise Account of Affairs in the Northern Country)” compiled in 1794 was a 12-volume record of Kodayu’s experiences in Russia. Those transactions were primitive forms of the “exchange of information”, which is considered to be the basis of international relations.

2) Korean Peninsula—To the south of Siberia, the Korean Peninsula juts out into the ocean in the shape of a rabbit. The peninsula, which is now divided by the 38th parallel, used to be a bridge over which the ancient civilisation of Asia was conducted to Japan. Since Chinese characters and Buddhism, originating in China and India respectively, were introduced to Japan through Korea in the early 6th Century, the Japanese continued to import culture and institutions of the continent through the intermediary of the peninsula.

Korea, which was called “Korai” in Japan, served as a bridge for the Mongolian Invasions in 1274 and 1281. In 1592 and 1597, Toyotomi

Hideyoshi, who had brought Japan under his single authority, invaded Korea twice intending to subjugate China's Ming dynasty and assume the leadership of East Asia. The Japanese-Korean relationship improved in the 17th Century and Korea remained an exception to Japan's seclusion policy until the end of the Tokugawa shogunate. Korean kings dispatched to shoguns 12 "Chosen Tsushinshi (Korean Envoys)" from 1607 to 1811.

Japan was forced to open her gate to the world by the visits in 1853 and 1854 of Commodore Perry. Soon after opening the gate, Japan started to follow the course of modernisation (which was westernisation) under the slogan of "Datsua Nyuou (Escape from Asia and approach to Europe)". As the strength of her national power developed through successful modernisation, Japan tried to dominate East Asia. Especially, the hegemony over the Korean Peninsula, considered a bridge to the continent, was Japan's greatest concern. The Sino-Japanese War (1894-95) and the Russo-Japanese War (1904-05) were fought over the control of the peninsula. After her victories in the two wars, Japan annexed Korea in 1910. Korea remained to be colonized until Japan was defeated in the Second World War in 1945. It is common knowledge that the Korean War (1950-53), fought against the backdrop of the Cold War, was the direct cause of the present state of the split of the peninsula.

3) China—For more than 2000 years, Japan was a pupil to China, whose civilization she continued to assimilate. In the Asuka, Nara and early Heian periods (7th to 9th Centuries), Japan dispatched embassies to the Sui and Tang dynasties of China to bring home China's advanced culture and institutions. Japan continued to import China's higher civilisation: Buddhist monks who studied in China brought home Chinese culture in the Kamakura period, and even in the Edo period, when the shogunate closed the country to foreigners, relations with China were maintained through Nagasaki Port. Japan has been greatly influenced by China in terms of thought, literature and institutions as well as daily conveniences.

Japan in the Meiji era was more advanced than China in modernisation and managed to win the Sino-Japanese War. As a result, the Japanese began to despise the former master. Ten years later, Japan defeated a major European power in the Russo-Japanese war. Since the two wars were fought far away in the Korean Peninsula and Manchuria (the north-eastern provinces of China), the Japanese failed to realise the misery of the war. Not only China but also other neighbouring countries such as the Philippines and Nepal sent students to victorious Japan. Exulting too much in her victories, Japan became over-confident as if she had taken the leadership in Asia. Having lost self-control, Japan started the Manchurian Incident in 1931 and entered into the Sino-Japanese War starting from the Shanghai Incident in 1937. The prolonged hostilities in the Chinese territory eventually threw Japan into the "Greater East Asian War" (Pacific War) against the Allied Powers including the USA, United

Kingdom, France and Holland.

□

Japan in the pre-war period seems to have adopted a policy of “befriending distant states and antagonizing neighbours”, a successful example recorded in the pages of a history of ancient China. The Anglo-Japanese Alliance was concluded in 1902 to be targeted at Russia. The Rome-Berlin-Tokyo Axis in 1940 was an attempt to counter the countries that were to become the Allies. However, Japan’s plan for building up a wealthy nation and development through enhancement of military power ended in a complete failure.

Post-war Japan adopted an exclusively defense-oriented policy, having renounced the use of military force against other countries under the new pacifistic constitution. As a member of the free world, Japan started to import raw materials and export high-value-added goods manufactured utilising the technologies cultivated during the war, and eventually became the world’s second-largest economy. Japan has contributed to the modernisation of developing countries by imparting information as to the method of economic development and by providing monetary assistance.

Today, Japan has adopted a new policy of “escape from Europe and America, approach to Asia” instead of the former policy of “escape from Asia, approach to Europe and America” (“Datsua Nyuoo”), establishing friendly relationship (atoning for acts of aggression in the past) with neighbouring countries such as Russia, South and North Korea, Mongolia and China. “A good neighbour is better than a brother afar off” is a Japanese proverb, we can trust neighbours rather than distant relatives. “Sincere intercourse with neighbours” was also the motto of Amenomori Hoshu, the Confucian scholar in the Edo period who worked as diplomat in charge of the Japanese-Korean relations for the Tsushima clan. Relations with our neighbours should be based on such an honest, peaceful and truthful spirit.

History textbooks should present the histories of neighbouring countries in such a way, because they are used for the education of the young Japanese on whose shoulders rests the future of Japan in a more internationalised and global world.

APPENDIX I

PROGRAMME OF THE SEMINAR

Sunday 20 May 2001

Arrival of the participants

Monday 21 May 2001

09.30 - 11.00 **Plenary Session**

Chair: Mr Konstantin MEZHONOV, Head of the Education Department of Primorie Region.

Opening of the Seminar by:

- i. Mr Nikolay SHOUGAY, Head of the Education and Science Department of Primorie Region;
- ii. Mr Vladimir BATSYN, Deputy Head of the Department of Regional Policies, Ministry of Education of the Russian Federation;
- iii. Ms Tatiana MINKINA-MILKO, Programme Officer, Council of Europe;
- iv. Mr Akira TAKAMATSU, Consul General of Japan in Vladivostok;
- v. Mr Yoji KOMATSU, Assistant Director, Public Relations Department of the International Society for Educational Information, Japan;
- vi. Professor Vladimir KOURILLOV, Rector of the State Far East University, Vladivostok;
- vii. Dr Rem SAMIGULLIN, Voce-Rector, Far East State University.

11.00 - 11.30 Break

11.30 - 13.30

Plenary Session

Round Table on: “Preparation and publication of new history textbooks on regional history”:

Chair: Professor Alla ANISKEVICH, In-service teacher training Institute of Primorie Region, Vladivostok

Presentation on: “A role of history textbook in teaching and learning history in secondary schools” by Dr Nadejda BELIAEVA, Head of the History Department, Russian Customs Academy, Vladivostok.

Presentation on: “Teaching history in a regional context: the example of Germany”, by Dr Robert MAIER, Georg Eckert Institute for International Textbook Research, Germany.

Presentation on: “New approaches in preparation of regional history textbooks”, by Dr Ekaterina VOLODARSKAYA, State Far East University, Vladivostok.

Presentation on : “New generation of history textbooks prepared by the Publishing House “Prosvehsenye” by Ms Larisa SOKOLOVA, Moscow;

Presentation on: “Interpretation of international relations in present-day history textbooks”, by Dr Vladimir TURAEV, Institute of History, Archaeology and Ethnography of the Far East, Far East Department of the Russian Academy of Science, Vladivostok;

Presentation on: “Archaeology in secondary schools”, by Dr Dmytriy BRODYANSKY, Far East State University, Vladivostok;

Presentation on : “Teaching about regional culture in present-day secondary schools”, by Ms Ludmila FETISOVA, Institute of History, Archaeology and Ethnography of the Far East, Far East Department of the Russian Academy of Science, Vladivostok;

Discussion with all the participants.

13.30 - 14.30

Lunch

14.30 - 16.00 **Plenary Session on issues related to teaching the history of neighbouring countries**

Chair: Professor Alla ANISKEVICH, In-service teacher training Institute of Primorie Region, Vladivostok

Presentation on: “How the history of neighbouring countries is being taught in the Far East Region of the Russian Federation”, by Professor Vitaliy SOVASTEEV, State Far East University, Vladivostok.

Presentation on: “New approaches in the presentation of the history of neighbouring countries in history textbooks for secondary schools in Japan”, by Professor Masayoshi MATSUMURA, Japan.

Presentation on “How Russian history is being taught in secondary schools in Japan”, by Professor Yasushi TORIUMI, Japan.

Discussions with all the participants.

16.00 – 16.30 Break

16.30 – 18.00 **Round Table on: “New approaches in designing history textbooks for secondary schools”:**

Chair: Professor Alla ANISKEVICH, In-service teacher training Institute of Primorie Region, Vladivostok

Presentation on: “What constitutes present-day design in history textbooks for secondary schools and how a designer can help in teaching history in a classroom”, by Mr Richard MORRIS, United Kingdom;

Presentation on: “Textbook’s design as a factor of effectiveness of teaching”, by Professor Olga OBERTAS, Vladivostok State University of Economics and Service;

Presentation on: “The role of design in teaching history in secondary schools”, by Ms Larisa NEBESSKAYA, History teacher, School, N° 9, Vladivostok.

Discussions with all the participants.

20.00 Dinner

Tuesday 22 May 2001

09.00 – 10.30 **Working Group Session**

Working group N° 1

“Preparation and publication of new history textbooks on the regional history”

Chair: Professor Alla ANISKEVICH, In-service teacher training Institute of Primorie Region, Vladivostok

Rapporteur: Dr Andrey NADTOK, In-service teacher training Institute of Primorie Region, Vladivostok

Resource persons: Dr Robert MAIER, Germany.
Professor Yasushi TORIUMI, Japan

Working group N° 2

“New approaches in designing history textbooks for secondary schools”

Chair: Professor Olga OBERTAS, Vladivostok State University of Fine Arts

Rapporteur: Mr Evgeniy MANNER, Designer, Vladivostok State University of Fine Arts

Resource person: Mr Richard MORRIS, United Kingdom.

Working group N°3

“Interpretation of historical events in school textbooks”

Chair: Professor Vadim TOURAEV, Institute of History, Russian Academy of Sciences

Rapporteur: Ms Ludmila GAVRISH, Leading Specialist, Education Department of the Administration of Primorie Region

Resource person: Professor Masayoshi MATSUMURA, Japan

Working group N° 4

“New methods in teaching history in secondary schools and history textbooks”

Chair: Professor Konstantin LYKOV, Deputy Director, History Institute, Vladivostok

Rapporteur: Dr Galina KAZACHUN, Far East State University, Vladivostok

Resource person: Ms Larisa SOKOLOVA, Publishing House “Prosvesheniye”, Moscow

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| 10.30 – 11.00 | Break |
| 11.00 – 12.30 | Working Groups Session |
| 12.30 - 13.30 | Lunch |
| 13.30 - 15.00 | Continuation of the Working Groups |
| 15.00 - 15.30 | Break |
| 15.30 – 17.00 | The rapporteurs should report to the General Rapporteur and the Secretariat on the conclusions and recommendations of the round tables and working groups. They should all prepare their texts in writing and submit a copy to the Secretariat. These texts will be included in the report of the Seminar. |
| 20.00 | Dinner |

Wednesday 23 May 2001

9.30. – 11.30 **Plenary Session**

Chair: Mr Konstantin MEZHONOV, Head of the Education Department of Primorie Region

- i. Presentation of the conclusions and recommendations by the rapporteurs of the round tables;
- ii. Presentation of the overall conclusions and recommendations of the Seminar by the General Rapporteur.

Comments by the participants.

Closing speeches :

- i. Ms Tatiana MINKINA-MILKO, Programme Officer, Council of Europe;
- ii. Mr Vladimir BATSYN, Deputy Head of the Department of Regional Policies, Ministry of Education of the Russian Federation;
- iii. Mr Yoji KOMATSU, Deputy Director, International Society for Educational Information, Japan;
- iv. Mr Konstantin MEZHONOV, Head of the Education Department of Primorie Region
- v. Mr Nikolay SHOUGAY, Head of the Education and Science Department of Primorie Region;
- vi. Dr Rem SAMIGULLIN, Vice-Rector, Far East State University.

20.00

Official Dinner

Thursday 24 May 2001

Departure of the participants

APPENDIX II

REPORTS OF THE WORKING GROUPS

REPORT of Working Group 1

“Preparation and publication of new textbooks on regional history”

Chair: A.S. Aniskevich
Rapporteur: A. A. Nadtok
Resource persons: R.Maier (Georg Eckert Institute, Germany)
Y.Toriumi (International Society for Educational Information, Japan)

The change of Russia's geopolitical role and the Far East at the turn of the century brings about a need to change the history education, as well as to create new federal and regional history textbooks.

Regional history education is a link between national and world history. It helps to create the regional identity of a person without which the integration of the Russian Far East into the modern world is impossible. It is necessary to give up the ideology of Europe's “centrism” and to stress the importance of regional history.

The Working Group on the “Preparation and publication of new textbooks on regional history” considered the following problems:

- role of regional history textbooks in the general education process;
- character, structure and form of material described in regional history textbooks;
- specificities in the description of the past in history textbooks;
- the ratio of global, national and regional aspects in regional history textbooks. 35 persons took part in the Working Group. Among them, Primorie teachers, authors of textbooks, lecturers from local universities, experts on the staff of the Education Department (Primorie Administration), specialists in teaching methods of the Primorie Institute for Retraining and Advancement of School Teachers, publishers, librarians, lawyers, psychologists.

Dr. **R. Maier** (Georg Eckert Institute) in his presentation “Teaching history in a regional context” shared the experience of publishing textbooks in Germany. The publishing houses of some “Lands” print German history textbooks that are specially adapted for the particular region. Two thirds of the book's volume consists of world history, one third of regional history. Dr. **R. Maier**

emphasised the role of teachers in the preparation of textbooks, who give information and advice to textbook authors. The opinion of pupils on what they would like to be changed in textbooks is also encouraged.

Professor **Ya. Toriumi** (International Society for Educational Information) described the way they teach the history of Russia in Japan, with most attention being paid to teaching the history of the Far East and Russo-Japanese relations. Materials on official history (diplomatic relations, treaties, military conflicts) are most prevalent in Japanese textbooks. The Professor was of the opinion that it is necessary to give more information on culture and traditions.

There is a multilevel study of history in Japan's schools: in the 3rd form, it is the history of a city, a village, then that of a Prefecture; beginning from the 6th Form, the history of Japan and world history are studied. Teaching is under strict regulations of the Ministry of Education, but in cooperation with regional authorities. At present, there are few schools in Japan where Russian history is studied, and there is only a small number of specialists in the history of Russia.

A.Yu. Zavalishin (Khabarovsk State Academy of Economy and Law) gave his view on Russo-Japanese relations and their interpretation in regional textbooks. In his opinion, the main task of history education today is to abolish in historical textbooks the traditional image of “enemy” and to give more information about relations between neighbours.

N.N.Kuzmenko (Vladivostok State University of Economics) proposed that study of regional history should start with the history of one's own city or district. In primary school, to study the history of the Territory, Russian Far East, and, in secondary school, to study the history and culture of the East Asia countries.

Generally, teachers accepted the textbook “History of the Russian Primorie” positively. They were the less proposals made for the following future edition:

- the introduction of multilevel tasks in the teaching methods;
- increasing the illustrative component of textbooks, more use of charts, maps, schemes, diagrams, which will make learning easier;
- giving more information about persons – social activists, businesspeople, patrons of the arts, etc.

They voiced the hope that the study of regional history would help pupils to get to know their region, the area of their future activities.

The authors of a new textbook were advised to:

- ensure continuity in the teaching of regional history, from primary to secondary school;
- publish a reading-book on Far Eastern history;
- take into consideration the age and psychological features of pupils;
- include tables on historical events in the region, Russia and in the world, as well as chronological tables and a glossary with geographical names and terms;
- introduce material on the history and culture of Asia-Pacific countries.

In addition, the creation of special TV programmes on regional history was recommended.

A.S. Aniskevich (Primorie Institute for Retraining and Advancement of School Teachers) noted that modern textbooks require a humanistic approach: attention to culture, real life, personalities. The main thing is sensitivity and “animation” of historic facts.

A.A. Nadtok (Primorie Institute for Retraining and Advancement of School Teachers) called attention to the importance of the creation of a complex of methodology on regional history which should include the following:

- regional history standard;
- history textbook;
- reading book;
- atlas and a set of outline maps;
- working notebook;
- video- and audio-materials;
- demonstration set of visual aids (tables, diagrams, portraits etc.);
- test materials (questions and tests, topics of essays and reports, contest questionnaires etc.);
- programmes for extracurricular work on regional history and culture, - and methodological recommendations for them;
- teacher's methodological aids.

The Working Group recommends:

- when preparing a new textbook on regional history, it is necessary to avoid any ideological stereotypes while emphasising the analysis of material and spiritual culture of the peoples of the Far East. Political events and political figures should not overshadow a “living” history;
- shaping the pluralistic outlook of pupils which should go along with the emphasis on the ties and mutual dependence of countries and peoples in the modern world;

- discussions of controversial and unresolved problems in the history of the Russian Far East and East Asia should not be avoided.

Organisational issues:

- the creation, on the basis of the Primorie Institute for Retraining and Advancement of School Teachers, a Coordination Centre to collect, process and distribute information on regional and local history;
- the organisation of a team of specialists responsible for the preparation of regional textbooks and relevant methodological supplements;
- the creation of a WEB-site for receiving and distributing information on regional history in the Russian Far East and all over the Asia Pacific Rim.

REPORT of Working Group 2

“New approaches in designing history textbooks for secondary schools”

Chair: O.G.Obertas
Rapporteur: E.V.Pimenova
Resource person: Richard Morris (United Kingdom)

The Group analysed the following problems:

- the design of a textbook as a factor of improving the effectiveness of learning;
- the correspondence of design of school history textbooks to the age of pupils;
- problems of material arrangement in the books.

The participants were: Primorie teachers, lecturers of local universities, staff of the Education Department (Primorie Administration), specialists in teaching methods of the Primorie Institute for Retraining and Advancement of School Teachers, publishers, librarians: totally 17 persons.

The Seminar opened with an interesting presentation by **Richard Morris**, a British textbook designer, a specialist invited by the Council of Europe, who spoke about making school textbooks in the United Kingdom. As he explained, there are no restrictions whatsoever on authors; designers make their own decision regarding the book's format, text composition, prints, illustrations, colour etc., using modern computer technologies.

When asked for an opinion on the design of some textbooks published in the Far East region, **R. Morris** mentioned a lot of text and an insufficient number of “visual accents” in them.

The report was followed by a discussion on new approaches in the design of textbooks. **V.P. Burya**, Editor-in-Chief of “Private Collection” Publishing House noted that, unlike their British counterparts, Russian publishers work under regulations of the State Standard, and, also a full-coloured, illustrated textbook with various prints is expensive and may therefore not be available to everyone.

Professor **O.G. Obertas**, Head of Design Chair (Vladivostok State University of Economics and Service) emphasised that when creating a book, especially a textbook, an author faces the complex problem of presenting its character, style, contents in their entirety. Unlike adults, who store a rich set of images formed during their life, children need figurative information about a historical event they are studying.

A history textbook is a window into the world. It must be exclusively attractive and able to arouse a desire to read it. That is why making textbooks is not the job only for historians, specialists in methods of teaching and psychologists, it is also that of designers and graphic artists.

L.G. Nebesskaya (School No.9, Vladivostok) told of the results of a mini-sociological vote by pupils on their attitude to textbook design. Two different questionnaires, for primary and secondary school, were prepared. The results showed that all pupils need bright, colourful, illustrated textbooks.

N.N. Bogdan, (Psychology Chair, Vladivostok State University of Economics and Service) mentioned that definite psychological regularities are the basis for the creation of the cognitive activity of children. So, while preparing textbooks, it is necessary to take into consideration the age of pupils.

Some teachers spoke about the use of colour in a textbook; different colours is essential as they facilitate the search for information. It is important to use various prints and special symbols, with questions and tasks. Modern textbooks should be of a high printing quality, so pupils can get good photocopies for their homework.

The teachers came to the conclusion that illustrative materials (drawings, pictures, maps, schemes, tables, diagrams) should be given at least 50% and 30-35% of a book’s space, for primary and secondary school respectively.

The Working Group recommends that:

- the design of a textbook should be regarded as an important factor in the contents and motivation of training activities in school;
- making history textbooks should be mainly teamwork by various specialists (author, editor, specialist in teaching methods, psychologist and designer);
- as a textbook is being created as an integrated piece of information, its structural elements (text, illustrations, prints etc.) should be balanced. A text and its illustration materials should be placed on the same page. New notions, dates, names, key ideas and conclusions should be accentuated by colour and different prints. There should be enough space on pages so as to makes it easier to understand the material;
- illustrations should be informative, captions should become an element of teaching (question, task);
- the quality of illustrations should be good enough to make a good photocopy;
- the should be continued on the preparation of textbooks on CDs.

REPORT of Working Group 3

“The interpretation of historic events in school textbooks”

Chair: V.A.Turaev
Rapporteur: L.I.Gavrish
Resource person: Masayoshi Matsumura (International Society for Educational Information, Japan)

The Group considered the following problems:

- the variety of interpretations of the past in school history textbooks;
- the reflection of national and regional specific features in modern textbooks;
- specificities of ethno-national approaches to interpretation of the world history.

34 persons participated in the Working Group. Among them, Primorie teachers and lecturers from local universities - textbook authors, experts on the staff of the Education Department (Primorie Administration), specialists in teaching methods of the Primorie Institute for Retraining and Advancement of School Teachers, publishers.

A.L. Ivliev (Institute of History, Archaeology and Ethnography of Far East Peoples, Far East Branch of the Russian Academy of Sciences, Vladivostok) analysed the interpretation of the history of medieval states on the territory of the Far East, presented the results of the latest archaeological investigations which should be included in textbooks.

L.I. Gallyamova (Institute of History, Archaeology and Ethnography of Far East Peoples, Far East Branch of the Russian Academy of Sciences, Vladivostok) analysed the interpretation of the October Revolution of 1917 year in textbooks for the 9th and 11th forms.

Masayoshi Matsumura (International Society for Educational Information) said that the Japanese are sensitive to the presentation of their history and culture in textbooks of other countries. The contents of school textbooks (especially the interpretation of relations between Russia and Japan, as well as Japan and Korea and other countries) should be revised according to the "globalism and internationalisation" concept.

L.E. Fetisova (Institute of History, Archaeology and Ethnography of Far East Peoples, Far East Branch of the Russian Academy of Sciences, Vladivostok) emphasised that history should be studied in the light of culture. Primorie school pupils, studying regional history, should receive information about life, traditions, customs of the peoples of Russian Far East as well as the peoples of the Asia Pacific region.

In the opinion of **L.I. Gavrish** (Education Department, Pervomaisky District Administration, Vladivostok), most textbooks on modern history remind her of reference books. To set the interest of pupils, bright colors and lively representation of material should be strengthened.

V. A. Turaev (Institute of History, Archaeology and Ethnography of Far East Peoples, Far East Branch of the Russian Academy of Sciences, Vladivostok) came to the conclusion that the foundation of ethnic and national consciousness lies in the family, and formed when people communicate, and are anchored in one's life experience. One of the main tasks of history teaching is to create a civil consciousness of the young generation.

The Working Group recommends:

- the inclusion, in the course of the history of Russia, of information about the history of ancient peoples on the territory of the Russian Far East, about the origins of the Bohai State, Churuzhen Empire, the life of ancient peoples, their relationships with neighbouring states;
- dealing not only with heroic but also with tragic events, such as the October Revolution, the Civil and Great Patriotic Wars;

- giving more information about the history and culture of nations in Russia, their interaction and mutual enrichment;
- adding to the textbooks for the 10th and 11th forms a new chapter devoted to the national and ethnic policy of the Russian State at different historical stages and to pay more attention to the national problems of contemporary Russia and the ways to solve them.

REPORT of Working Group 4

“Interpretation of modern approaches to the study of history in school textbooks”

Chair: K.F.Lykov
Rapporteur: G.A.Kazachun
Resource person: L.A.Sokolova (Moscow)

The Group discussed the following three problems:

- new approaches to the determination of world history periods;
- reflection in the textbooks of the variety of kinds of civilisational development;
- description in textbooks of the present state and prospects of cultural interaction between the Asia Pacific countries.

39 persons participated in the discussions. Among them were Primorie teachers, textbook authors, lecturers from local universities, experts on the staff of the Education Department (Primorie Administration), specialists in teaching methods of the Primorie Institute for Retraining and Advancement of School Teachers, psychologists.

The Group analysed school textbooks on Russian and world history.

In the opinion of the Working Group members, the interpretation in textbooks of modern history in Russia, of such events as the October Revolution, the history of parliamentarism, the Civil War, collectivisation, industrialisation must be reconsidered and changed. The attitude to some historical persons is, sometimes, unbalanced and depends on today's political situation.

The participants stressed that the information on the Labour and Socialist movements, the Second International in the history textbooks should be extended.

Teaching Modern history in the 9th Form and world history in the 10-11th Forms is considered to have reached a critical stage due to the non-availability

of textbooks corresponding to the concept of the "concentric model"; the model itself was severely criticised by the participants.

There is no common approach to the determination of world history periods, nor have the criteria been clearly defined.

Textbooks on world history should not be only concentrated on the European history but should include more information on the other parts of the world.

O.V. Sidorenko (Far East State University) in her presentation "School history textbooks and the problem of adaptation of first and second year students of the History Faculty" mentioned that the contents of textbooks do not provide for minimal level of knowledge of history for those who wish to go to university.

In the opinion of **N.A. Troitskaya** (Russian State Historical Archives of the Far East), the authors of today's textbooks appear unable to combine "civilisational and formational" approaches; the definition of civilisation is vague. Pupils must have more access to historical documents. A set of relevant documents – both for pupils and teachers - must be issued as a supplement to the existing textbooks on the history of Russia and world history.

G.A. Kazachun (Far East State University) emphasised the need for new textbooks, especially for higher forms, in which the problematic approach should be used and the most important moments underlined. Historical facts should be chosen carefully; teaching methods, favouring the creation of analytical skills and of personal opinion when studying material, should be devised.

S.M. Dudarenok (Far East State University) devoted her presentation to the history of religion in textbooks and the role of different religions in the history of the country.

N.M. Malinina (Far East State University) believes that the description of cultural issues in textbooks is rather simplistic. In her opinion, history in a school should be studied in the light of "culturology."

G.S. Saradzhyan (Far East State University) emphasised the need to present in textbooks the new achievements of historical science.

Some teachers mentioned that many textbooks contain too much information; they suggested publishing two types of history textbooks: one basic ; the other – for specialised "humanities" classes, and noted that history textbooks should not only give information, but create the position of pupils in society.

The Working Group recommends:

- speeding up the adoption of the concept of history education;
- while preparing a new textbook on World history, giving a balanced information on the history of Europe, Asia and other continents, emphasising the most important issues;
- setting up a methodological set of aids on World history, which would include programme, textbook, reading-book, instruction on teaching methods. The set should contain multi-level tasks for each age group;
- forming a team of authors to prepare a textbook on world history for 10th and 11th Forms where a history of the Asia Pacific countries would be presented on a larger scale than it is in existing textbooks;
- requesting the Education Department of the Primorie Administration for financial support in preparing and publishing a textbook on the history and culture of Asia Pacific countries.

APPENDIX III

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