

GERMANS AND DANES MEETING ON THE FRONTIER

A Danish-German conference on history-teaching was held at Akademie Sankelmark in the Federal Republic of Germany in September the 16th to 18th.

The meeting was arranged by the Danish, the Schleswig-Holsteinish, and the Hamburgian Association of history-teachers in co-operation with Deutsches Kulturinstitut in Copenhagen and the Georg-Eckert-Institut in Braunschweig. Participants were teachers, school-officials and historians from universities and teacher-education, about 50 persons in sum.

Themes for the conference were:

1. The history of Denmark in German school-books and vice versa
2. Trends in the teaching of history in Denmark and in the Federal Republic

This programme was in fact the result of a compromise. From the beginning the arrangers from the two nations differed a bit in their weighing of the two themes - Germans preferring the first, Danes the latter - and the actual course of the conference proved the difficulties of making the two themes hang together - in the meaning of utilizing the results from one discussion in the course of the other. Nevertheless, a lively debate took place around both themes.

Reports on teaching-materials were delivered by Hans A. Jacobsen, Birkerød - on German books - and Ulrich March, Bad Bramstedt, on Danish books. Jacobsens qualitative approach pointed to a variety of errors and misunderstandings, while March's more quantitatively inclined analysis put questions to the amount of German and Central-European history (versus national history) in the Danish books.

Jacobsen's lecture and the following debate disclosed that international work on schoolbook-revision in the early 1950ies has had little impact on the making of teaching materials during the last

thirty years - at least concerning Danish-German history. The differences in the amount of non-national history were discussed on considerations on the extremely different positions of the two nations.

For several years a group of German and Danish scholars have been working at a bi-lingual set of teaching-material, consisting of historical documents, and concerning the history of the border-region in the 19th and 20th century.

The work, now in its last phase, was presented to the audience by a team of authors, as a solid result of international co-operation.

The second theme was opened by Sv. Sødring Jensen. The lecture started out from a description of the educational explosion in Denmark and the overall political aim - educational equality - as part of the background for the changes in forms and contents of the teaching of history. Importance was attached to the request for structure and "la longue durée", and the trends towards social history and the history of every life. Gustav Süß, Mainz - chairman of the Association of History-teachers in the Federal Republic - presented a periodization of the history ~~and~~ history-teaching since World War II: a return to Weimarian teaching in the 50ies, history as optional courses, integration of disciplines and training of skills in the 60ies - and for the 70ies a restoration of history as an independent subject, and a renaissance for narration and biography.

The lectures were followed by debates in plenum and in group sessions. Certain difficulties - which I perceive as recurring problems in international relations - became visible: it is not easy to discuss possible relations between trends in the teaching of history - and the social, cultural and - maybe in special - the political developments of different nations; and it is not easy to move from the level of recommendations and syllabuses to factual descriptions of everyday teaching and learning in school. Nevertheless, a valuable exchange of experiences took place.

The conclusions of the conference - which also included the showing and discussion of a historical film, an excursion to the Landesmuseum and a reception - were drawn by Sv. Sødring Jensen and Karl-Ernst

Jeismann. The latter presented criteria for future investigations of history-books and encouraged openmindedness as necessary in matters like these: Historical consciousness, he said, is like a bundle of nerves, not protected by skin ...

Sven Sødriug Jensen

INTERNATIONALE BIBLIOGRAPHIE

DIDAKTIK DER GESCHICHTE

Im Auftrag unserer 'Internationalen Gesellschaft' ist die internationale Bibliographie der Geschichtsdidaktik, die bereits in unserer Satzung gefordert ist, nun in Vorbereitung. Sie wird als Bd. 3 der Reihe "Geschichte.Politik" bei Schöningh in Paderborn erscheinen. Sie wird herausgegeben von Karl Pellens, Siegfried Quandt und Hans Süßmuth; die Redaktion liegt bei Eugen Hoffmann.

Möglichst durch Autoren aus den Ländern selbst wird diese Bibliographie etwa 15 Länderartikel umfassen, die neben einem einführenden Essay die aktuelle geschichtsdidaktische Bibliographie dieses Landes erschließen. Abgerundet wird der Band durch Grundsatzkapitel der Herausgeber über das Verständnis der Didaktik der Geschichte - Systematische Perspektiven und Entwicklungsstand - über die internationale Dimension der Geschichtsdidaktik, über die geschichtsdidaktischen Zeitschriften in Europa und Übersee sowie über Möglichkeiten und Grenzen internationalen Vergleichs in unserer Disziplin.

Besonderen Wert erhält die Bibliographie dadurch, daß viele Autoren aus Ost und West - zumeist Mitglieder unserer GESELLSCHAFT - für die mühevollen Arbeit des Sammelns und Sichtens gewonnen werden konnten. Angaben, die nicht auf Englisch, Französisch oder Deutsch gemacht werden, sind auch übersetzt, so daß diese Bibliographie ein Ausgangspunkt internationalen Austauschs und eine Grundlage wissenschaftlicher Vergleiche werden dürfte.

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