

## Contents

### Vol. A

1	<i>YOUTH and HISTORY</i> – An Intercultural Comparison of Historical Consciousness (MAGNE ANGVIK) . . . . .	A 19
1.1	Aims, History and Methods of the Project . . . . .	A 19
1.1.1	Introduction . . . . .	A 19
1.1.2	Aims of the Project . . . . .	A 20
1.1.3	Participating Countries . . . . .	A 23
1.1.4	The History of the Project . . . . .	A 24
1.1.5	Target Group and Sampling Plans . . . . .	A 27
1.2	The Questioning . . . . .	A 28
1.2.1	Approval and School-Contacts . . . . .	A 28
1.2.2	The Field Phase (Data Collection) . . . . .	A 29
1.2.3	Student Reactions . . . . .	A 30
1.2.4	The Realized Sample and its Particularities . . . . .	A 32
1.2.5	Data Entry and Initial Analysis . . . . .	A 34
1.3	The Questionnaire . . . . .	A 35
1.3.1	Aims and Instruments for a Cross-Cultural Comparison of Historical Consciousness . . . . .	A 35
1.3.2	The Questionnaire as an Operationalization of Concepts and Hypo- theses about Historical Consciousness . . . . .	A 37
1.3.3	Development, Testing and Translation of the Instrument . . . . .	A 41
2	Descriptive Comparison of European Students' and Teachers' Data (Analysis Centre, Hamburg) . . . . .	A 48
2.1	Introduction: Strategies of Reduction and Structuring for the Description of Historical Consciousness (BODO VON BORRIES) . . . . .	A 48
2.1.1	Reduction of Complexity . . . . .	A 48
2.1.2	Risks of Misleading Interpretation . . . . .	A 52
2.1.3	Opportunities for Additional Analyses . . . . .	A 55
2.1.4	Presentation of the Data . . . . .	A 57
2.2	Historical Motivation and Historical-political Socialization (ANGELA KINDER- VATER and BODO VON BORRIES) . . . . .	A 62
2.2.1	Background Characteristics and Dispositions of Students . . . . .	A 62
2.2.2	Relevance and Aims of History (Q. 1: RELEV and Q. 2: AIMS) . . . . .	A 65
2.2.3	Interest in History: Periods, Kinds and Areas (Q. 21-23: PERIO, KIND and AREA) . . . . .	A 71
2.2.3.1	Periods (Q. 21: PERIO) . . . . .	A 71
2.2.3.2	Kinds of History (Q. 22: KIND) . . . . .	A 74
2.2.3.3	Teachers' Data on Students' Interest in Kinds of History and Com- parison with Students' Answers (TQ 5: TKIND, Q. 22: KIND) . . . . .	A 80
2.2.3.4	Areas (Q. 23: AREA) . . . . .	A 81
2.2.4	Fun with and Trust in Different Presentations of History (Q. 3: FUN and Q.4: TRUST) . . . . .	A 86
2.2.5	Historical Instruction: Perception of Usual Methods and of Focused Goals (Q. 5: USU and Q. 6: FOC) . . . . .	A 95
2.2.6	Teachers' Data on Historical Instruction and Comparison with Stu- dents' Answers (TQ. 3 and 4: TUSU and TFOC) . . . . .	A 103
2.2.7	Teachers' Data on Main Problems of Teaching History (TQ. 6: TPROB) . . . . .	A 105
2.3	Chronological Knowledge, Historical Associations and Historico-Political Concepts (ANDREAS KÖRBER) . . . . .	A 106
2.3.1	Chronological Representations (Q. 19, 20 and 32, 33) . . . . .	A 106

2.3.2 Associations with Historical Periods (Q. 26-28: ASMA, ASCO and ASIN) . . . . .	A 110
2.3.2.1 Middle Ages (Q. 26: ASMA) . . . . .	A 112
2.3.2.2 The Colonisation Period (Q. 27: ASCO) . . . . .	A 119
2.3.2.3 Industrialisation (Q. 28: ASIN) . . . . .	A 123
2.3.3 Associations with Contemporary History (Q. 29, 30: ADOLF and ASEE) . . . . .	A 127
2.3.3.1 Adolf Hitler (Q. 29: ADOLF) . . . . .	A 127
2.3.3.1 Eastern Europe Since 1985 (Q. 30: ASEE) . . . . .	A 132
2.3.4 Judgements to Historico-Political Concepts (Q. 45-47: NATIO, EURO and DEMOC) . . . . .	A 136
2.3.4.1 Nation and National States (Q. 45: NATIO) . . . . .	A 137
2.3.4.2 Europe and European Integration (Q. 46: EURO) . . . . .	A 142
2.3.4.3 Democracy (Q. 47: DEMOC) . . . . .	A 146
2.3.5 General Conclusion . . . . .	A 152
2.4 Political Attitudes and Decisions Based on Historical Experiences and Analyses (BODO VON BORRIES) . . . . .	A 153
2.4.1 Reconstruction and Preservation of Past Phenomena (Q40: MARRY, Q. 43: PRSRV) . . . . .	A 153
2.4.1.1 Enforced Marriage in the Past (Q. 40: MARRY) . . . . .	A 153
2.4.1.2 Conflict Between Traffic and Monuments (Q. 43: PRSRV) . . . . .	A 157
2.4.2 Argumentation with Historical Claims (Q. 41: ABN, Q. 42: PAY) . . . . .	A 161
2.4.2.1 Claims for a Lost Territory (Q. 41: ABN) . . . . .	A 161
2.4.2.2 Obligations for Colonial Reparations (Q. 42: PAY) . . . . .	A 165
2.4.3 Legitimation of Economic Wealth and Civil Rights (Q. 39: RICH, Q. 44: IMMI) . . . . .	A 167
2.4.3.1 Ascription of Wealth (Q. 39: RICH) . . . . .	A 167
2.4.3.2 Immigrants' Rights and Integration (Q. 44: IMMI) . . . . .	A 169
2.4.4 Commitment to Political Values and Issues (Q. 31: IMPO, Q. 48: PRVOTE) . . . . .	A 172
2.4.4.1 Important Values of Life (Q. 31: IMPO) . . . . .	A 172
2.4.4.2 Voting About Controversial Topics (Q. 48: VOTE/PRVOTE) . . . . .	A 176
2.5 Linkages of Three Time Levels: Interpretations of the Past, Perceptions of the Present and Expectations of the Future (BODO VON BORRIES and OLIVER BAECK) . . . . .	A 181
2.5.1 Determinants of Change in Past and Future Times (Q. 24: NOW, Q. 25: NEXT; BODO VON BORRIES) . . . . .	A 182
2.5.1.1 Influences in the Past (Q. 24: NOW) . . . . .	A 182
2.5.1.2 Influences in the Future (Q. 25: NEXT) . . . . .	A 186
2.5.2 Teachers' Data on Change in Past and Future Times and Comparison to Students' Answers (TQ. 7: TNOW, TQ. 8: TNEXT; BODO VON BORRIES) . . . . .	A 187
2.5.3 Characteristics of Past and Future (Q. 35: PAST, Q. 36: FUTUR, Q. 37: FEURO; BODO VON BORRIES) . . . . .	A 190
2.5.3.1 Countries 40 Years Ago (Q. 35: PAST) . . . . .	A 190
2.5.3.2 Own Country 40 Years Ahead (Q. 36: FUTUR) . . . . .	A 192
2.5.3.3 Europe Forty Years Ahead (Q. 37: FEURO) . . . . .	A 195
2.5.4 Comparing Living Conditions at Different Time Levels and in Different Places (OLIVER BAECK) . . . . .	A 195
2.5.4.1 New Comparative Measures . . . . .	A 195
2.5.4.2 Country-Specific Characteristics . . . . .	A 197
2.5.4.3 Influence of Social data . . . . .	A 202
2.5.5 Biographies Forty Years Ahead (Q. 38: FSELF; BODO VON BORRIES) . . . . .	A 202
2.5.6 History as a Line in Time (Q. 34: LINE; BODO VON BORRIES) . . . . .	A 203
2.6 Summary: Problems and Results of the Cross-Cultural Comparison (BODO VON BORRIES, ANGELA KINDERVATER and ANDREAS KÖRBER) . . . . .	A 206

2.6.1	Recapitulation of Aims and Conditions of the Analysis	A 206
2.6.2	Main Results I: Second Level Constructs	A 209
2.6.3	Main Results II: Particularities of Countries and Regions	A 213
2.6.4	Main Results III: Differences of Systems and Social Data	A 217
2.6.5	Main Results IV: Contrasts of Minorities and Majorities	A 222
2.6.6	Preliminary Evaluation and Final Remarks	A 230
3	National Peculiarities – The View of the National Coordinators	A 235
3.1	Introduction (MAGNE ANGVIK and BODO VON BORRIES)	A 235
3.2	Icelandic Youth: Optimistic, Democratic and Patriotic (BRAGI GUÐMUNDSSON, Akureyri)	A 236
3.2.1	Primary Schools	A 236
3.2.2	Age, Residence and Religion	A 237
3.2.3	The Attitude to the Past	A 238
3.2.4	The Attitude to the Present	A 238
3.2.5	Hopes for the future	A 239
3.2.6	Summary	A 240
3.3	Do Norwegian Youth Feel Inside or Outside Europe? (MAGNE ANGVIK, Bergen)	A 241
3.3.1	Background	A 241
3.3.2	Education	A 242
3.3.3	Norway's Relation to Europe	A 242
3.3.4	Attitudes towards History	A 243
3.3.5	Presentation of History	A 243
3.3.6	What Happens in History Lessons?	A 244
3.3.7	Interest in History Compared to Other Aspects	A 244
3.3.8	Norway and Europe	A 245
3.3.9	Conclusion	A 246
3.4	Denmark: Selected Aspects on Youth and History in Denmark (VAGN OLUF NIELSEN, Copenhagen)	A 247
3.4.1	Background	A 247
3.4.2	Selected Questions	A 247
3.4.3	How do Pupils Understand the Subject "History"?	A 248
3.4.4	What Happens in History Lessons?	A 249
3.4.5	What is the Pupils' Interest in History?	A 250
3.5	Sweden (CHRISTER KARLEGÅRD, Malmö)	A 252
3.5.1	Background	A 252
3.5.2	The Swedish Sample	A 252
3.5.3	Swedish Teachers on History Teaching	A 252
3.5.4	Some special features of Swedish Students	A 253
3.5.5	Sweden and Nationalism	A 253
3.6	Historical Consciousness of Finnish Adolescents (SIRKKA AHONEN, Helsinki)	A 257
3.6.1	Background: Society and School in Finland	A 257
3.6.2	Special Characteristics of the Finnish Historical Consciousness	A 258
3.6.3	Discussion	A 261
3.7	One Society: Two Different Interpretations of History – The Estonian Case (ANDRUS SAAR, Tallinn)	A 262
3.8	Peculiarities of the Historical Consciousness of Lithuanian Students (ARUNAS POVILIUNAS and IRENA ŠUTINIENĖ, Vilnius)	A 265
3.8.1	Lithuanian Situation	A 265
3.8.2	Contemporary Changes and Historical Consciousness of Lithuanian Adolescents	A 266
3.8.3	European and Lithuanian Future Seen from the Viewpoint of Lithuanian Adolescents	A 267
3.8.4	Peculiarities of the Historical Consciousness of Lithuanian Ethnic Minorities	A 267

3.9 Youth and History: Testing Russian Teenagers in the Time of Transition (VICTOR NEMCHINOV and IRINA TSENINA, Moscow) . . . . .	A 270
3.9.1 Background . . . . .	A 270
3.9.2 Constraints . . . . .	A 271
3.9.3 Sample strategy and stratification pattern . . . . .	A 272
3.9.4 Russian educational system . . . . .	A 273
3.9.5 Semantic compatibility . . . . .	A 273
3.9.6 First results and follow up research suggestions . . . . .	A 274
3.10 Ukraine: Youth in the Transitional Society (IRINA BEKESHKINA, Kyiv) . . . . .	A 275
3.10.1 Transitional Period and the Status of History . . . . .	A 275
3.10.2 Motivation to Deal with History . . . . .	A 275
3.10.3 Students' Attitudes to and Decisions in their Social Context . . . . .	A 276
3.10.4 Conclusions . . . . .	A 278
3.11 Historical Consciousness of Polish Teenagers: The European Challenges (FRANCISZEK RYSZKA and JAN GARLICKI, Warsaw) . . . . .	A 279
3.11.1 Remarks Concerning the Findings . . . . .	A 279
3.11.2 How Does the Consciousness Of Young Poles Compare to Other Countries? . . . . .	A 279
3.12 YOUTH and HISTORY – Hungarian Peculiarities (LÁSZLÓ KÉRI and ZOLTÁN BÉKÉS, Budapest) . . . . .	A 282
3.13 Former and Current Specificities of Teaching History to Youth in the Czech Republic (FRANTIŠEK ČAPKA and BOHUSLAV KLÍMA, Brno) . . . . .	A 284
3.14 Slovenia: Dislike of History and Politics (VESNA V. GODINA and VALENTINA HLEBEC, Ljubljana) . . . . .	A 287
3.14.1 Background: Teaching History in Slovenia . . . . .	A 287
3.14.2 History and Politics . . . . .	A 288
3.14.3 Missing answers . . . . .	A 290
3.14.4 Possible Ways of Interpretation . . . . .	A 291
3.15 Croatia: Historical Consciousness in the Conditions of Breakdown of one Value System, Building the Nation State and the War (IVAN ŠIBER, Zagreb) . . . . .	A 292
3.16 Bulgaria's Teenagers at the Crossroads in Europe (KAMELIA GEORGIEVA, TZVETAN MARKOV, and ASSEN KANEV, Sofia) . . . . .	A 295
3.16.1 Bulgarian Educational System . . . . .	A 295
3.16.2 Interest in History . . . . .	A 295
3.16.3 Attitude to One's Own Country and the Nations . . . . .	A 298
3.16.4 Bulgarian Teenagers and European Integration . . . . .	A 299
3.16.5 Attitude to Democracy . . . . .	A 299
3.16.6 Concluding Observations . . . . .	A 300
3.17 Greece Between Tradition and Modernity, in Search of an Equal Place in the European Taxonomy of Peoples (ANNA FRANGOUDAKI and THALIA DRAG- ONAS, Athens) . . . . .	A 303
3.17.1 Dutiful Students, rather Conventional towards Authorities . . . . .	A 303
3.17.2 Greek Students do Not Take Democracy for Granted . . . . .	A 304
3.17.3 Ethnocentrism: An Established Dichotomy Between "Us" and the "Others" . . . . .	A 306
3.17.4 The European Union: Democracy and Cultural "Superiority" . . . . .	A 308
3.18 History Consciousness and Teenagers of Turkey (ORHAN SILIER, Istanbul) . . . . .	A 310
3.18.1 The Sample . . . . .	A 310
3.18.2 Background Information . . . . .	A 310
3.18.3 Main Features of the Results . . . . .	A 311
3.19 Israel: Values in Transition: Questionnaire Results of the Israeli Sample (DAN BAR-ON, SHIFRA SAGY, EMDA ORR, and R. RUDOY, Beer Sheva) . . . . .	A 316
3.19.1 Sample . . . . .	A 317
3.19.2 Results . . . . .	A 317

3.20 Historical Consciousness under Special Circumstances: The Case of the Young Palestinians (ELIA AWWAD, East Jerusalem) . . . . .	A 322
3.20.1 Introduction . . . . .	A 322
3.20.2 Results . . . . .	A 323
3.20.3 Conclusion . . . . .	A 327
3.21 Historical Consciousness and Learning History Among Portuguese Adolescents (JOSÉ MACHADO PAIS, Lisbon) . . . . .	A 328
3.21.1 Background Information . . . . .	A 328
3.21.2 Some Pertinent Facts and Questions . . . . .	A 329
3.21.3 History . . . . .	A 331
3.21.4 Learning History . . . . .	A 334
3.21.5 Summary . . . . .	A 336
3.22 Spanish Students' Interests and Ideas about Learning and Teaching History (MARGARITA LIMÓN and MARIO CARRETERO, Madrid) . . . . .	A 337
3.22.1 Introduction . . . . .	A 337
3.22.2 Some Comments to the Spanish Sample . . . . .	A 337
3.22.3 Results . . . . .	A 337
3.22.4 Section 1: History teaching and learning . . . . .	A 338
3.22.5 "How much interest do you have in the following periods of history?" (Q. 21) . . . . .	A 340
3.22.6 Conclusions . . . . .	A 342
3.23 Specificities of Historical Consciousness in Italian Adolescents (EMILIO LASTRUCCI, Rome) . . . . .	A 344
3.23.1 Description of the Italian Sample . . . . .	A 344
3.23.2 Interest in History (Q. 1 and 2) . . . . .	A 346
3.23.3 Differences in School-Strata . . . . .	A 347
3.23.4 Gender Differences . . . . .	A 349
3.23.5 Interest in Religion and in Politics (Q. 12, 13 and 14). . . . .	A 351
3.23.6 Factors Influencing Historical Change (Q. 24 and 25) . . . . .	A 352
3.24 A bit Ethnocentric, but not Nationalists. The Historical Consciousness of Southern Tyrolean Pupils (FRANZ LANTHALER, Meran) . . . . .	A 354
3.24.1 Background Information . . . . .	A 354
3.24.2 Our Position Within the Project . . . . .	A 356
3.24.3 Why are the Students so Undecided? . . . . .	A 356
3.24.4 In the Middle of Europe, Average Europeans . . . . .	A 357
3.24.5 Between Italy and the German World . . . . .	A 358
3.24.6 Which are the Differences Between the Single Groups? . . . . .	A 359
3.24.7 Outlook . . . . .	A 360
3.25 Peculiarities of the Historical Consciousness of German Adolescents (BODO VON BORRIES, Hamburg) . . . . .	A 361
3.25.1 Germany and Europe . . . . .	A 362
3.25.2 East and West Germans . . . . .	A 364
3.25.3 Stability and Change . . . . .	A 366
3.25.4 Foreigners and Germans . . . . .	A 367
3.26 Not much Fun in the Flemish History Lessons (JOS VAN DOOREN, Brussels) . . . . .	A 369
3.26.1 History and the Flemish secondary schools . . . . .	A 369
3.26.2 In which Respect is the Average Flemish Participant Different from the Average International Participant? . . . . .	A 369
3.26.3 The Way Flemish Pupils Experience History and History Courses . . . . .	A 371
3.26.4 Some Particularities in the Historical Consciousness of our Flemish Pupils . . . . .	A 374
3.27 Youth and History. Some Initial Conceptualizations and Analyses of the British and Scottish Data (PETER LEE, ALARIC DICKINSON, DEREK MAY and DENIS SHEMILT, London and Leeds) . . . . .	A 377
3.27.1 Context: Changes in History Education in England and Wales . . . . .	A 377
3.27.2 Context: History Education in Scotland . . . . .	A 379

3.27.3	British Data Collection	A 379
3.27.4	Data Analysis	A 380
3.27.5	Differentiating Factors Identified by the Central Project Analysis of the English and Welsh Data	A 384
3.27.6	Analysis of the Scottish Students' Data	A 385
3.27.7	Analysis of Data from the Teachers' File	A 386
3.28	Historical Consciousness of French Teenagers (NICOLE TUTIAUX-GUILLON, Paris)	A 388
3.28.1	A Few Remarks	A 388
3.28.2	French Educational System	A 389
3.28.3	High Status of History	A 389
3.28.4	Specificities of School History	A 392
3.28.5	Opening to Immigrants or Indifference to Nation?	A 394
3.29	A Teacher's View on Historical Consciousness of Dutch Pupils; Aims and Expectations, Results and Reality (WILL T.W. BOUWMAN, Helmond)	A 396
3.29.1	Background	A 396
3.29.2	The Test and the Teacher, Reflections on the (Un)Expected	A 397
3.29.3	What Aspects of the Dutch Results can be Seen in the Light of Attitudes?	A 398
3.29.4	The View on Democracy and the Attitudes of our Pupils	A 398
3.29.5	Final Conclusions	A 400
4	Further Questions and Perspectives from Different Disciplines	A 401
4.1	Educational Perspectives and Questions (VAGN OLUF NIELSEN)	A 401
4.1.1	Introduction	A 401
4.1.2	Historical Consciousness	A 401
4.1.3	Examining the pupils' historical consciousness	A 403
4.1.4	Relations Between the Pupils' and the Teachers' Answers	A 404
4.2	History	A 407
4.2.1	Scientific Perspectives in the Context of Historiography and Culture of History (SIRKKA AHONEN, MAGNE ANGVIK, BODO VON BORRIES, WILL T.W. BOUWMAN, ANDREAS KÖRBER, and ORHAN SILIER)	A 407
4.2.2	Between Optimism and Pessimism: Young Europeans Looking for a (Common) Sense of History (LUIGI CAJANI)	A 411
4.3	National Identity among European Adolescents: A Psychosocial Approach (THALIA DRAGONAS and ANNA FRANGOUDAKI)	A 417
4.3.1	National Identity as a Psychosocial Subject	A 417
4.3.2	Ethnocentricity, Eurocentricity and the Others	A 418
4.3.3	Final Note	A 422
4.4	"'Europe' is a Geographical Expression, Nothing More" (LASZLÓ KÉRI)	A 424
5	Appendix to Volume A	A 430
5.1	Bibliography	A 430
5.2	List of Contributors and National Coordinators	A 437
5.3	Other Publications and Presentations on <i>YOUTH and HISTORY</i>	A 440
5.4	Questionnaires	A 442
5.4.1	Students' Questionnaire	A 442
5.4.2	Teachers' Questionnaire	A 460
5.5	Index of Variable-Names (SPSS), -Numbers (NSDstat) and Questions	A 469
5.5.1	Alphabetical Index by SPSS-Variable Names with Labels	A 469
5.5.2	Concordance of SPSS-Variable-Names and NSD-Variable Numbers	A 482

**Vol. B**

1 Preface .....	B 12
2 Items and New Measures (ANDREAS KÖRBER) .....	B 13
2.1 The Background .....	B 13
2.2 The Focus of the Project and its Main Problem .....	B 13
2.3 Developing Constructs .....	B 15
2.3.1 Using Factor-Analysis .....	B 15
2.3.2 Using Scales .....	B 17
2.3.3 Consequences .....	B 18
2.4 Non-Exclusive Character of the Presented Structure .....	B 19
2.5 Construct-Variables .....	B 19
2.5.1 Analytical Independence and Dependence .....	B 19
2.5.2 Variable-Naming Conventions in the SPSS-Datasets .....	B 19
2.6 Documentation of the Constructs .....	B 19
2.6.1 Factor-Tables .....	B 20
2.6.2 Scale-Tables .....	B 23
3 Relevance of History and Historical Socialization .....	B 24
3.1 Relevance of History and Aims of History (Q.1: RELEV and Q.2: AIMS) ...	B 24
3.2 Fun with Historical Media (Q.3: FUN) .....	B 33
3.3 Trust in Historical Media (Q.4: TRUST) .....	B 42
3.4 Fun with and Trust in Media (Q. 3 and 4: FUN and TRUST) .....	B 51
3.5 Usual Practice in History Lessons (Q.5: USU; TQ.3: TUSU) .....	B 56
3.5.1 Students' Answers (Q.5: USU) .....	B 56
3.5.2 Teachers' Answers (TQ. 3: TUSU) .....	B 62
3.6 Focus of History Lessons (Q.6: FOC; TQ.4: TFOC) .....	B 66
3.6.1 Students' Answers (Q.6: FOC) .....	B 66
3.6.2 Teachers' Answers (TQ.4: TFOC) .....	B 72
3.7 Problems of Teaching History (TQ.6: TPROB) .....	B 78
4 Social Data and Mental Dispositions .....	B 82
4.1 Students' Data (Q. 7-18) .....	B 82
4.2 Teachers' Data and School's Background (TQ. I-XVI) .....	B 93
5 The Knowledge-Measure (Q. 19,20,32,33) .....	B 105
5.1 Original Measures .....	B 105
5.2 Possibilities of Combined Correctness-Measures .....	B 105
5.3 Pair-Comparisons and Derived Constructs .....	B 106
6 Interest in History .....	B 118
6.1 Interest in Periods of History (Q. 21: PERIO) .....	B 118
6.2 Interest in Kinds of History (Q.22: KIND; TQ.5: TKIND) .....	B 125
6.2.1 Students' answers (Q.22: KIND) .....	B 125
6.2.2 Teachers' Answers (TQ.5: TKIND) .....	B 136
6.3 Interest in Areas of History (Q.23: AREA) .....	B 142
7 Time-Levels I: Influence of Factors in Past and Future .....	B 149
7.1 Determinants of Change in the Past (Q.24 NOW) .....	B 149
7.2 Determinants of Change in the Future (Q. 25 NEXT) .....	B 162
7.3 Determinants of Change in the Past and in the Future (Q. 24/25: NOW/ NEXT) .....	B 174
7.4 Determinants of Change in the Past in the Teachers' View (TQ.7: TNOW) ...	B 190
7.5 Determinants of Change in the Future in the Teachers' View (TQ.8: TNEXT)	B 198

7.6 Teachers' Estimation of the Development of Influences (TQ. 7/8: TNOW/ TNEXT) .....	B 206
8 Associations with Historical Periods and Contemporary History .....	B 221
8.1 Initial Remark and Teachers' Report on Coverage in Historical Instruction ...	B 221
8.2 Associations with the Middle Ages (Q. 26: ASMA) .....	B 224
8.3 Associations with the Colonial Period (Q.27: ASCO) .....	B 230
8.4 Associations with the Industrialization (Q.28: ASIN) .....	B 235
8.5 Associations with Adolf Hitler (Q.29: ADOLF) .....	B 240
8.6 Associations with the Changes in Eastern Europe since 1985 (Q.30: ASEE) ..	B 247
<i>Q.31 (IMPO) see chapter 10.1, p. B 295.</i> .....	B 252
<i>Q.32 and 33 see chapter 5, p. B 104.</i> .....	B 252
9 Time-Levels II: Characteristics and Trends .....	B 252
9.1 The General Course of History: A Line in Time (Q.34) .....	B 252
9.2 The Own Country 40 Years Ago (Q.35: PAST) .....	B 255
9.3 The Own Country in 40 Years' Time (Q.36: FUTUR) .....	B 259
9.4 Europe in 40 Years' Time (Q.37: FEURO) .....	B 265
9.5 Comparison of the Country in the Past and the Future and of the Country and Europe in the Future (Q. 35/36/37: PAST/FUTUR/FEURO) .....	B 271
9.5.1 First Approach: Differences .....	B 271
9.5.2 A Second Approach: Rotation of the Coordinate-System .....	B 282
9.6 Personal Life in 40 Years' Time (Q.38: FSELF) .....	B 290
10 Measures for Present Political and Social Orientation .....	B 296
10.1 Importance of Values (Q.31: IMPO) .....	B 296
10.2 Attribution of Property (Q. 39: RICH) .....	B 311
10.3 Enforced Marriage (Q.40: MARRY) .....	B 317
10.4 Annexation of Newland (Q.41: ABN) .....	B 324
10.5 Colonial Reparations (Q.42: PAY) .....	B 332
10.6 Preservation of Monuments (Q.43: PRSRV) .....	B 337
10.7 Immigrants' Rights (Q.44: IMMI) .....	B 346
10.8 Voting Issues (Q.48: VOTE,PRVOTE) .....	B 351
11 Historical-Political Concepts .....	B 360
11.1 Initial Remark and Teachers' Report on Coverage .....	B 360
11.2 Nation (Q.45: NATIO) .....	B 362
11.3 Europe (Q.46: EURO) .....	B 368
11.4 Democracy (Q.47: DEMOC) .....	B 373
<i>Q. 48 (VOTE) see chapter 10.8, p. B 350.</i> .....	B 379
12 Students' Constructs of Second Level .....	B 379
12.1 Motivation .....	B 379
12.2 Knowledge, Epochs and Concepts .....	B 379
12.3 Political Attitudes and Values .....	B 380
12.4 Expectations of the Future .....	B 381