

2 Portrayals of Soviet Russian History in Chinese History Textbooks since 1949

Abstract. Since the establishment of the People's Republic of China in 1949, Russian political history has always dominated the content of history textbooks in China. This situation was particularly evident in the edition of textbooks before 1996. When it comes to economic history, it does not truly concern the economics but mainly serves political needs. Even though the content of Soviet economic history was lengthened after 1996, political history remained as the mainstream. It was not until 2003 that the new edition of history textbooks elaborated on history in terms of politics, economy, and culture. The economic history of Russia was then truly equal to the political history. As for the description of Russian cultural history, it was often also seen as marginal in textbooks until China brought in new history textbooks in the late 1990s. The new textbooks inherit the "truth seeking" consciousness from the 1996 edition, adopting neutrality for the major events in Russian history and allowing readers to look at Russia's gains and losses from both positive and negative perspectives. With such consciousness in mind, it is likely to become a new mainstream principle in China of how Russian history should be portrayed in history textbooks in the future.

Keywords: Soviet Russian history, Chinese history textbooks, People's Republic of China, Teaching, History education.

Introduction

Russian political history has been playing a dominant role in Chinese history textbooks for more than 70 years. Textbooks have become one of the main channels for young students to understand the world since the establishment of the People's Republic of China in 1949. Investigating the content and viewpoints of the history of the development of Soviet Russia¹ in Chinese history textbooks², on the one hand, can help to understand the recognition and changes of the image of Russia in China's mainstream value system under the current context. On the other hand, through the history of Russia presented in textbooks, we can analyze the influence of the era on writing historical textbooks.

The Description of Soviet Russia in Textbooks in Different Periods

The Description of the October Revolution

The October Revolution, as a major event affecting Russia and the history of the world, has always been a key component of world history in Chinese textbooks. As an important leader, LENIN (1870–1924) was highly praised. What role did STALIN, an important historical figure after LENIN, play in the October Revolution? How do the textbook of different editions evaluate this event and the figures concerned?

In the 1955 edition of history textbooks, STALIN's (1878–1953) role in the revolution is considered praiseworthy. It repeatedly mentions his name as many as 27 times and says that “当列宁避难的期间，斯大林领导了布尔什维克党，领导了关于武装起义的准备工作” (during the refuge of LENIN, STALIN led the

1 The history of the development of Soviet Russia includes the Soviet Russia period (1917–1922) and the Soviet Union period (1922–1991).

2 Before 2001, the history textbooks published by People's Education Press mentioned in this paper are senior secondary school history textbooks. After 2001, in order to show the latest research situation, history textbooks for junior secondary school and senior secondary school published by the same press were selected. Among them, history textbooks for junior secondary school include the newly one published by the ministry, and textbooks for senior secondary school include both a Chinese and foreign history outline (I) (ii).

Bolshevik Party and led the preparations for the armed uprising jobs)".³ It can be seen that the 1955 edition deliberately glorifies STALIN on the issue of the October Revolution while the name of STALIN was not mentioned in the "great victory of the October Socialist Revolution" in the 1957 edition and, therefore, can be seen as downplaying STALIN on purpose.

The new textbooks issued under the guidance of the new curriculum standard basically link LENIN with the October Revolution. For example, the elective textbook *Chinese and Foreign Historical Figures* from 2011 takes one lesson to introduce LENIN and suggests that LENIN was the leader of the October Revolution making great contributions and having created the first socialist country.⁴ The new textbook from 2019 objectively describes LENIN's leadership in the October Revolution: "1917年11月6日晚,列宁秘密来到彼得格勒起义的总指挥宫—斯莫尔尼宫,亲自领导起义 (On the evening of November 6, 1917, LENIN secretly went to the Smolny (Smol'nyĭ) Palace, the headquarters of the Petrograd Uprising, and personally led the uprising)".⁵

The significance of the October Revolution has always been the focus of Chinese textbooks. The 1955 edition of *The Modern History of the Soviet Union* highly praised the October Revolution: "动摇了帝国主义统治,还开启了民族解放运动的新高潮,是马克思主义的巨大胜利 (That the imperialist rule has been shaken and the new upsurge of the national liberation movement has been started is a great victory for Marxism)".⁶ The 1976 edition quotes Chairman MAO (1893–1976) and advocates violent revolution: "只有通过暴力革命,才能夺取政权,摧毁资本主义的国家机器,建立无产阶级专政 (Only through violent revolutions can we seize power, destroy capitalist state machines, and establish a dicta-

3 Li Chunwu 李纯武 (ed.): *Sulian xiandai shi* 苏联现代史 (The Modern History of the Soviet Union), Beijing: Renmin chubanshe 1955, pp. 5–7.

4 Lishi Kecheng Jiaocai Yanjiu Kaifa Zhongxin 历史课程教材研究开发中心 (ed.): *Putong Gaozhong Kecheng Biaozhun Shiyang Jiaokeshu: Lishi Xuanxiu 4: Zhongwai Lishi Renwu Pingshuo* 普通高中课程标准实验教科书:历史选修 4:中外历史人物评说 (Experimental Textbook of Curriculum Standards for Senior Secondary Schools: History Elective 4: Comments on Chinese and Foreign Historic Persons), Beijing: Renmin chubanshe 2011, pp. 89–94.

5 Jiaoyubu 教育部 (ed.): *Yiwu Jiaoyu Jiaokeshu Qi Nianji Xia Ce* 义务教育教科书七年级下册 (Compulsory Education Textbook, the second volume of seventh grade), Beijing: Renmin chubanshe 2019, p. 40.

6 Li Chunwu: *Sulian* (1955), pp. 15–17.

torship of the proletariat)".⁷ Although the 1982 edition of the textbook does not include the quotations of MAO, it still advocates the violent revolution.⁸

In addition to its international significance, the 1996 edition also sees the impact of the revolution on Russia itself: “建立了世界上第一个无产阶级领导的、工农联盟为基础的社会主义国家，为把俄国改造成社会主义工业强国创造了重要前提 (The establishment of the world's first socialist country, led by the proletariat and the alliance of workers and peasants, created important premise for the transformation of Russia into a socialist industrial power)”.⁹ The 2001 edition of the senior secondary school textbook is more objective, pointing out that “使人类进入探索社会主义发展道路的新时期 [...] 是世界现代史的开端 (Putting mankind into a new era of exploring the path of socialist development [...] is the beginning of modern world history)”.¹⁰ It also mentions the controversy of history and mentions in the notes that “在史学界还有一种观点，认为世界现代史开始于 19 世纪末 20 世纪初 (There is also a point of view in the academic world of history that modern world history began in the late 19th and early 20th centuries)”.¹¹ The textbook from early 2005 focuses on the impact of the October Revolution on China: “十月革命的一声炮响，给我们送来了马克思列宁主义 (The explosion of the October Revolution brought us Marxism-Leninism)”.¹² The history textbook for senior secondary school level from 2011, starting with the positive influence on the socialist revolution, sees its success “使得社会主义从理论变为现实，同时也鼓舞了国际无产阶级和殖民地半殖民地人民的解放斗争 (making socialism turn from theory into reality, but also inspiring the liberation

7 Bejingshi Jiaoyuju Jiaocai Bianxiezu 北京市教育局教材编写组编 (ed.): “*Shijie Jindai Xiandai Shi*” xia ce 《世界近代现代史》下册 (World Modern History, Part 2), Beijing: Renmin chubanshe 1976, p.15. (Because it is in the period of the "Cultural Revolution", there is no unified textbook compiled by the state, so the author chooses the senior secondary school history textbook of Beijing, which was widely used in the period of the Cultural Revolution.)

8 YAN Zhiliang 严志梁 (ed.): *Shijie Lishi Xia Ce* 世界历史下册 (World History, Part 2), Beijing: Renmin chubanshe 1982, p. 172.

9 Renmin Jiaoyu Chubanshe Lishi Shi 人民教育出版社历史室 (ed.): *Shijie Jindai Xiandai Shi* 世界近代现代史 (World Modern History, Part 2), Beijing: Renmin chubanshe 1996, p. 5.

10 Renmin Jiaoyu Chubanshe Lishishi 人民教育出版社历史室 (ed.): *Shijie Jindai Xiandai Shi* 世界近代现代史 (World Modern History, Part 2), Beijing: Renmin chubanshe 2001, p. 4.

11 Ibid.

12 Kecheng Jiaocai Yanjiu Suo Lishi Kecheng Yanjiu Kaifa Zhongxin 课程教材研究所历史课程研究开发中心 (ed.): *Yiwu Jiaoyu Kecheng Biao zhun Shiyen Jiaokeshu Zhongguo Lishi Jiu Nianji Xia Ce* 义务教育课程标准实验教科书中国历史九年级下册 (Compulsory education curriculum standard experimental Chinese history textbook, The second volume of grade 9), Beijing: Renmin chubanshe 2005, p. 5.

struggle of the international proletariat and the colonized and semi-colonized people)".¹³ The narrative in the 2019 edition is basically the same and elaborates on the positive role of the October Revolution in the proletarian movement: “是人类历史上第一次胜利的社会主义革命，建立了第一个无产阶级专政国家，推动了国际无产阶级革命运动，鼓舞了殖民地半殖民地人民的解放斗争 (It was the first triumphant socialist revolution in human history. It established the first dictatorship of the proletariat, promoted the international proletarian revolutionary movement and inspired the liberation struggle of the colonized and semi-colonized people.)”.¹⁴

The latest history textbook for senior secondary school level introduces the October Revolution in Lesson 15 of the seventh unit “The Victory of the October Revolution and the Socialist Practice of the Soviet Union.” It highly values the October Revolution for world history: “是俄国与世界历史进程中的划时代事件 [...] 改变了 20 世纪的世界格局。从此，资本主义和社会主义两种社会制度的并存与竞争，成为世界历史的重要内容 (It is an epoch-making event in the historical process of Russia and the world [...] It changed the world pattern of the 20th century. Since then, the coexistence and competition of capitalism and socialism has become an important part of world history)”.¹⁵

In summary, the textbooks from the 1950s to the mid-1960s mainly describe the world significance of the revolution and the great importance of Marxism-Leninism. From the Cultural Revolution period until the early 1990s, the emphasis of these textbooks was put on seizing power by violence. The textbooks in the 21st century have become more objective and turned to praise the October Revolution for creating a situation in which both capitalism and socialism could coexist in world history.

13 Lishi Kecheng Yanjiu Kaifa Zhongxin 历史课程研究开发中心 (ed.): *Putong Gaozhong Kecheng Biaoqun Shiyuan Jiaokeshu: Lishi 1 (Bixiu)* 普通高中课程标准实验教科书:历史 1 (必修) (Experimental Textbook of Curriculum Standards for Senior Secondary Schools: History Compulsory 1), Beijing: Renmin chubanshe 2011, p. 91.

14 Jiaoyubu: *Yiwu Jiaoyu Jiaokeshu Qi Nianji Xia Ce* (2019), p. 42.

15 Jiaoyubu Zuzhi Bianxie 教育部组织编写 (ed.): *Putong Gaozhong Lishi jiaokeshu Lishi Bixiu Zhongwai Lishi Gangyao Xia* 普通高中教科书历史必修中外历史纲要下 (Experimental Textbook of Curriculum Standards for Senior Secondary Schools: History Compulsory: Outline of Chinese and foreign history, Part 2), Beijing: Renmin chubanshe 2019, pp. 90–91.

Description of the Soviet Union During the Stalin Period

The construction of socialism during the Stalin period was mainly embodied in the aspects of the Soviet Union; giving priority to the development of heavy industry is a major feature of the Soviet Union. The 1955 edition of the textbook points out that “苏联社会主义工业化的资金来源于公有制财产与生产率的提高 (the Soviet Union’s funds for socialist industrialization came from the improvement of public ownership of property and productivity)”.¹⁶ Although the 1982 edition does not mention it positively, it is mentioned in the Soviet Union’s objection to “The TROTSKY-ZINOVIEV alliance”. The 1982 edition states that “苏联积累资金的办法已经使农民作出了最大的贡献，如果再按‘托——季联盟’的办法去做，必将使农民破产，农业崩溃，工业化最后也必将失败 (The Soviet Union’s method of accumulating funds has already made the peasants make the greatest contribution. If it still goes on by following the way of the TROTSKY-ZINOVIEV alliance, it will definitely cause the peasants to go bankrupt as well as the agriculture to collapse, and the industrialization will eventually fail)”.¹⁷ The peasants have made tremendous contributions to the accumulation of funds in the Soviet Union, and agriculture has made sacrifices for the development of industry. The 1996 edition directly discusses the damage to agriculture caused by the development of industrialization: “国家从农民身上取走的东西太多，使农业长期处于停滞状态 (There are too many things taken away from the peasants by the state, which makes the agriculture stagnate for a long time)”.¹⁸ The 2001 textbook is relatively objective, mentioning: “农业集体化虽然暂时有利于工业的发展，为苏联工业化的实现提供了条件，但存在着严重的问题和错误 (The agricultural collectivization is temporarily conducive to the industrial development, providing conditions for the realization of industrialization in the Soviet Union, but there are serious problems and mistakes)”.¹⁹ The 2005 edition for junior secondary school level pinpoints that in the process of agricultural collectivization, there are problems of forcing farmers to fight against rich peasants.²⁰ The 2011 edition for senior secondary school level not only directly highlights that funds are accumulated from agriculture for the industrial development but also presents specific figures to prove it. At the same time, it also argues that this measure is intended to enhance economic strength and national defense.²¹

16 Li Chunwu: *Sulian* (1955), p. 55.

17 YAN Zhiliang: *Shijie Lishi* (1982), p. 222.

18 Renmin Jiaoyu Chubanshe Lishi Shi: *World Modern History* (1996), p. 17.

19 Renmin Jiaoyu Chubanshe Lishi Shi: *World Modern History* (2001), p. 15.

20 Kecheng Jiaocai Yanjiu Suo Lishi Kecheng Yanjiu Kaifa Zhongxin: *Yiwu Jiaoyu Kecheng Biaozhun Shiyan Jiaokeshu* (2005), pp. 8–9.

21 Lishi Kecheng Yanjiu Kaifa Zhongxin: *Putong Gaozhong Lishi Jiaokeshu* (2011), p. 96.

In comparison, the edition from 2019 is more comprehensive and better founded as it introduces the background of the agricultural collectivization: “苏联发生了严重的粮食收购危机，斯大林决心 [...] 解决粮食问题 [...] 多方面支持集体农庄的建设，加快组建拖拉机站，为农庄提供机械服务 (The Soviet Union has experienced a serious food acquisition crisis. STALIN is determined to [...] solve the food problem [...] support the construction of collective farms in many ways and the acceleration of setting up tractor stations, and provide farms with mechanical farming)”.²² The textbook introduces the era and rationale behind the agricultural collectivization policy as well as sees the damage to the interests of farmers under the administrative means of planning and the problems caused: “The interests of farmers were affected by serious problems which caused the stagnation of agricultural production in the Soviet Union”.²³ In Lesson 15, “十月革命胜利与社会主义实践 (Victory of the October Revolution and Socialist Practice)” under the fifth unit of the latest history textbook, the development model of the Soviet Union in special national conditions can be seen, that is, industrialization becomes the basis of Soviet industrial power that sacrifices agriculture for both the light industry and heavy industry: “在农业集体化中采用强制手段导致国民经济比例失调 (The use of coercive means in the collectivization of agriculture has led to national economic disproportion)”.²⁴

Discussion of the Stalin model principally differs between the textbooks before and after the 1996 edition. The textbooks before the 1996 edition²⁵ value its advantages of the Stalin model such as economic development and the “New Soviet Constitution”, marking the Soviet Union’s entry into socialism. After 1996, each version is more objective that evaluation not only includes merits but also drawbacks of the model. For example, the 2019 edition argues in a more neutral manner that the Stalin model, have brought economic and political benefits to the Soviet Union. At the same time, it also manages to dig out the setbacks which signify the disadvantages the Soviet Union would face in the future: “苏联在较短时间实现工业化，为日后赢得反法西斯战争的胜利奠定物质基础，显示了社会主义制度的优越性 [...] 但苏联模式的弊端也使苏联付出沉重的代价。(The Soviet Union achieved industrialization within a relatively short period of time, laying the material foundation for the victory of the anti-fascist war in the future, showing the superiority of the socialist system [...] but the drawbacks of the Soviet model

22 Jiaoyubu: *Yiwu Jiaoyu Jiaokeshu Qi Nianji Xia Ce* (2019), p. 49.

23 Ibid.

24 Jiaoyubu Zuzhi Bianxie: *Putong Gaozhong Lishi Jiaokeshu Lishi Bixiu Zhongwai Lishi Gangyao Xia* (2019), p. 93.

25 Renmin Jiaoyu Chubanshe Lishishi 人民教育出版社历史室 (ed.): *Shijie Jindaixian-daishi* 世界近代现代史 (World Modern History, Part 2), Beijing: Renmin chubanshe 1992, pp. 71–72.

were also there to cause the Soviet Union to pay a heavy price)".²⁶ The latest textbook for senior secondary school level also holds the same attitude toward the Stalin model: “奠定了强大国家的基础，为后来取得卫国战争胜利创造了物质条件。[...] 但苏联模式排斥市场经济，片面发展重工业 [...] 导致国民经济比例失调，[...] 影响了苏联的发展。(it laid the foundation of a strong country and created material conditions later for the victory of the Great Patriotic War. [...] However, the development model of the Soviet Union rejected the market economy and developed one-sided development of heavy industry [...] leading to a disproportion of the national economy, [...] which affected the development of the Soviet Union)".²⁷

The Chinese history textbook also describes that in the early period of STALIN's rule, some important Communist Party leaders were defeated by STALIN, such as TROTSKY (TROTSKIĬ, 1879–1940), who played an important role in the October Revolution; BUKHARIN (1888–1938), who firmly supported LENIN's new economic policy; and ZINOVIEV (ZINOV'EV, 1883–1936), the early leader of the Communist International. The 1955 textbook presents TROTSKY as “人民的叛徒 [...] 是帝国主义与俄国地主、资本家的助手和代理人 (the traitor of the people [...] the imperialist and Russian landlord as well as the assistant and agent of the capitalist)".²⁸ In addition, as it is mentioned that LENIN was injured by gunshot in 1918, the book reads: “人民最恶毒的敌人托洛茨基、布哈林、加米涅夫及其帮凶们完全知道，并且参与其事 (The people's most vicious enemies TROTSKY, BUKHARIN, KAMENEV, and their accomplices are fully aware and involved in the incident)".²⁹ Referring to socialist construction, it states: “The TROTSKY, ZINOVIEV, BUKHARIN and other counter-revolutionaries denied that the Soviet Union had the chance of building socialism”.³⁰ Moreover, the 1960 textbook targets at TROTSKY and opportunists: “托洛茨基和机会主义分子出来反对社会主义建设 (TROTSKY and opportunists come out to oppose socialist construction)".³¹ Moving on to the edition from 1976, for the first time TROTSKY and ZINOVIEV have been characterized as “the T-Z anti-party alliance”³² and they are said to appear as the “extreme left”. The 1979 edition is similar to the 1976 edition in the expression of this

26 Jiaoyubu: *Yiwu Jiaoyu Jiaokeshu Qinianji xiace* (2019), p. 50.

27 Jiaoyubu Zuzhi Bianxie: *Putong Gaozhong Lishi jiaokeshu Lishi Bixiu Zhongwai Lishi Gangyao Xia* (2019), p. 93.

28 Li Chunwu: *Sulian* (1955), p. 5.

29 Li Chunwu: *Sulian* (1955), p. 23.

30 Li Chunwu: *Sulian* (1955), p. 86.

31 Renmin Jiaoyu Chubanshe 人民教育出版社 (ed.): *Shijie Xiandai Shi* 世界现代史 (World Modern History), Beijing: Renmin chubanshe 1960, p. 30.

32 Beijing Shi Jiaoyuju Jiaocai Bianxie Zu 北京市教育局教材编写组 (ed.): *Shijie Jindai Xiandai Shi Xia Ce* 世界近代现代史下册 (World Modern History, part 2), Beijing: Renmin chubanshe 1976, p. 61.

issue that they all are given the labels of “左倾 (left-leaning)”, “右倾 (right-leaning)”, “(反党联盟) anti-party alliance” and “投降主义分子 (capitulationists)”. However, the difference is that the 1979 textbook does not label TROTSKY and others as “bourgeois agents”. The edition three years later mentions the historical facts but does not judge them. While it mentions that ZINOVIEV and others revealed the plans for the October revolutionary uprising, no specific judgment is given in the text. In addition, the textbook mentions BUKHARIN’s views on agricultural collectivization, and it says that “BUKHARIN’s opinion has received sympathy and support from many people... but because of STALIN’s dissatisfaction with BUKHARIN, he was criticized and labeled as an “右倾机会主义, 富农代理人 (Agent of right-opportunism and rich peasants)”³³ Yet, these are no longer mentioned in textbooks from 1996 and the subsequent editions.

In summary, the textbooks of the 1950s and early 1960s are mainly negative toward TROTSKY and others; the textbooks of the 1970s remain basically unchanged; the textbooks of the 1980s and early 1990s are more factual but of less judgments. TROTSKY and the likes are no longer mentioned in history textbooks for senior secondary school level since the mid1990s.

Description of the Soviet Union History in World War II

Chinese textbooks basically provide positive points of view about the role of the Soviet Union in World War II. The 1955 edition acknowledges that the Soviet Union was destroying the fascists by its power: “The Soviet armed forces defeated the German fascists on the Western Front and defeated the Japanese fascists on the Eastern Front”³⁴ The 1957 edition also emphasizes the Soviet Union’s crucial role in the war: “In the war that determined the fate of mankind, the Soviet Union played a decisive role”³⁵ Focusing on the outcome of the China’s war of resistance, the 1960 edition gives accounts of Japan’s surrender and thoughts that the Soviet Union’s participation in the war accelerated Japan’s defeat. Additional content has been given in the 1982 edition that the Americans fought against Japan, which signifies the beginning of mentioning and describing the roles of other countries.

The 1996 textbook details the Soviet Union’s defeat in the early days of the war and analyzes the reasons: “A large number of outstanding commanders lost their lives in internal persecution, and the Soviet military’s combat effectiveness

33 YAN Zhiliang: *Shijie Lishi* (1982), p. 224.

34 LI Chunwu: *Sulian* (1955), p. 116.

35 YANG Shengmao 杨生茂 and LI Chunwu 李纯武 (ed.): *Shijie Jindai Xiandai Shi Xia Ce* 世界近代现代史下册 (World Modern History, part 2), Beijing: Renmin chubanshe 1957, p. 111.

was severely weakened [...] The Soviets made serious mistakes in their defense strategy”.³⁶ The first edition of the 21st century not only points out the Soviet Union’s initial defeat and its causes, but also uses concrete figures to prove the huge losses suffered by the Soviet Union: “到 1941 年 11 月，德军已经占领了苏联一百五十多万平方千米的土地，控制了苏联大约 40%的人口以及大部分工业区 (In November 1941, the Germans occupied more than 1.5 million square kilometers of lands of the Soviet Union as well as controlled about 40% of the Soviet Union’s population and most industrial areas)”.³⁷ The 2005 version of the junior secondary school textbook provides in-depth descriptions of the Soviet Union’s great contribution to the Battle of Stalingrad. In addition, after the end of the war against Germany, it sent troops to northeast China to fight alongside China against Japan.³⁸ The latest textbook reports that the Soviet Union “成为抵抗纳粹德国的主战场 (became the main battlefield against Nazi Germany)”,³⁹ and made great contributions to the war.

With respect to the Soviet Union’s expansion of territory during the war, Chinese textbooks of different eras provide very different angles on this issue. The 1955 version mentions that the Soviet Union expanded its territory to the west when the German army invaded Poland, but it was glorified.⁴⁰ For instance, it says that the eastern part of Poland and the Bessarabia of Romania were the territory of the Soviet Union, and that the Soviet Union just made them return to the “homeland”. Finland had to accept the peace agreement because of its failure to attack the Soviet Union on its own initiative; Latvia and other countries joined the Soviet Union because of the people’s referendum. The 1957 edition skips the territorial issue of Romania but the rest of the content is consistent with the one from 1955. The first time that the Soviet Union’s occupation of the territories of these countries has been discussed is found in the 1996 edition: “When the German army invaded Poland, the Soviet Union began to expand its territory to the west and established the ‘Eastern Front’”.⁴¹ Meanwhile, the notes in the book explain the components of the Soviet occupied territory in detail. The 2001 version further shows the illegal occupation of the territories of these countries by the Soviet Union. It is not difficult to see that the textbooks of the 1950s completely modified the facts; afterwards, the issue was not touched upon in the textbooks until the

36 Renmin Jiaoyu Chubanshe Lishishi: *Shijie Jindai Xiandai Shi* (1996), p. 54.

37 Renmin Jiaoyu Chubanshe Lishishi: *Shijie Jindai Xiandai Shi* (2001), p. 51.

38 Kecheng Jiaocai Yanjiusuo Lishi Kecheng Yanjiu Kaifa Zhongxin: *Yiwu Jiaoyu Kecheng Biaozhun Shiyan Jiaokeshu* (2005), pp. 36–40.

39 Jiaoyubu Zuzhi Bianxie: *Putong Gaozhong Lishi Jiaokeshu Lishi Bixiu Zhongwai Lishi Gangyao Xia* (2019), p. 102.

40 Li Chunwu: *Sulian* (1955), pp. 82–84.

41 Renmin Jiaoyu Chubanshe Lishi Shi: *Shijie Jindai Xiandai Shi* (1996), p. 52.

edition of the mid1990s represents the facts. Nonetheless, the new textbooks and the new curriculum rid of mentioning the issue as the Soviet Union's division on other countries' territory in the Soviet-German Non-Aggression Pact is indeed mentioned but not the demands of the Soviet Union on the territory of other countries in the Yalta (Yalta) Conference.

Description of the post-war Soviet Union

In regard to the death of STALIN, three and a half pages are used in the 1955 textbook with thorough appraisal of STALIN's life. In contrast, the 1957 edition takes only one third of a page with little evaluation and very simple narration: “斯大林于1953年3月5日与世长辞了。斯大林逝世以后，苏联人民更加紧密的团结在苏联共产党的周围，满怀信心地向建设共产主义的目标前进（STALIN passed away on March 5, 1953. After STALIN's death, the Soviet people became more united around the Communist Party of the Soviet Union, confidently marching toward the goal of building communism)”.⁴² The textbooks of the 1960s and the subsequent versions barely mention the death of STALIN. It can be seen that the capacity of STALIN's death in textbooks have become more and more diminished, from the initial multipage content and high evaluation to the subsequent limited length, neutralization, and finally omission.

During the Khrushchevian era, China and the Soviet Union had a honeymoon period and subsequently a hostile period. Therefore, the description of Khrushchevian times also reflects the reality to a certain extent. The 1957 textbook focuses on achievements and vigor of the socialist construction movement under the leadership of Nikita KHRUSHCHEV (1894–1971) in the Soviet Union: “成功的进行了洲际弹道导弹的实验。成功地发射了世界上第一颗人造地球卫星 [...] 标志着苏联的科技成就达到了世界的顶峰（Successfully conducted an intercontinental ballistic missile experiment; successfully launched the world's first artificial earth satellite. [...] That marks that the Soviet Union's scientific and technological achievements reached a world peak)”.⁴³ “1958年，苏联的工业总产值比1913年增加了三十五倍（In 1958, the industrial output value of the Soviet Union increased by 35 times compared with 1913)”.⁴⁴ Both the 1996 and 2001 textbooks talk about the reforms led by KHRUSHCHEV after the war. Although they point out

42 YANG Shengmao and LI Chunwu: *Shijie Jindai Xiandai Shi Xia Ce* (1957), p. 112.

43 YANG Shengmao and LI Chunwu: *Shijie Jindai Xiandai Shi Xia Ce* (1957), p. 66.

44 *Ibid.*, pp. 88–89.

that the reforms had a certain effect but ended in failure. The 2011 edition for the senior secondary school level introduces the Khrushchevian reform in detail, including background, content, and evaluation. Note that the Khrushchevian reform improved the Stalin model, but because of the lack in scientific understanding of its drawbacks, it was impossible to make a fundamental breakthrough and eventually ended in failure.⁴⁵ The 2019 textbook is more or less the same: “在批判斯大林个人崇拜的同时，在经济上进行了一些改革。但是没有从根本上突破斯大林时期形成的政治经济体制 (At the same time as criticizing STALIN’s personal worship, some economic reforms were carried out. Yet there is no fundamental breakthrough of the political and economic system formed during the Stalin period)”.⁴⁶

Conclusion

Textbooks of different periods bear different descriptions of the same content of Soviet Russia history. Broadly speaking, Soviet Russia’s political history always takes a dominant position in terms of the main content of textbooks. Chronologically speaking, specific content of this history changes from time to time in textbooks especially after the founding of the People’s Republic of China as the selection of materials for the history of Soviet Russia has appeared to be different. Since 1949, the content of Soviet Russian history has undeniably been dominant in history textbooks in China; particularly evident in all the editions until the 1996 version. The description of economic history serves nothing more than as political propaganda. This is largely reflected in the description of the issue of socialist construction in the Soviet Union. Those editions before the 1996 publication mainly focus on the competition between socialism and capitalism, as well as the domestic political struggles. Although the range of discussing Soviet economic history increased after 1996, political history has still been the mainstream of content until 2003 that the new edition of history textbooks finally starts to elaborate on history by covering not only politics but also economy and culture. The

45 Lishi Kecheng Yanjiu Kaifa Zhongxin 历史课程研究开发中心 (ed.): *Putong Gaozhong Kecheng Biao zhun Shiyan Jiaokeshu: Lishi 2 (Bixiu)* 普通高中课程标准实验教科书: 历史 2 (必修) (Experimental Textbook of Curriculum Standards for Senior Secondary Schools: History Compulsory 2), Beijing: Renmin chubanshe 2011, p. 99.

46 Jiaoyubu: *Yiwu Jiaoyu Jiaokeshu Qi Nianji Xia Ce* (2019), p. 84.

economic history of Russia has become an equal part to the political history. However, the cultural part of Russian history still takes up the least capacity.

The textbooks of different versions of China since 1949 have been different in the selection of angles and perspectives of the history of the Soviet Union. Some details have been given in some editions, but not in others, such as those about Leon TROTSKY. The description of Leon TROTSKY and those similar has gradually been ignored since the 1992 edition, and there is no description of these persons in the 1996 edition and thereafter as a result. Two typical issues are presented in each version of textbooks, that is, the October Revolution and the socialist construction of the Soviet Union. Although the textbooks of different times place different emphasis on these two issues, these two aspects are often the key content of the narration in the description of historical content.

There are two versions of textbooks that can be regarded as the turning point in the development of Chinese history textbooks with reference to Soviet Russian history: one is the 1982 textbook and the other is the 1996 textbook. Both have great impacts on the presentation of content in their subsequent editions. For example, the content about Russian history in textbooks in the 15 years after 1982 is based on the content in the 1982 version; those from 1996 to the present are mainly written with reference to the 1996 edition. Both the 1982 and 1996 version share one thing in common: showing more respect to history. For example, the 1982 version depicts a different Soviet Union by removing negative comments on BUKHARIN and others as well as adding more information about the history of the Second World War; the 1996 edition allows readers to learn from new historical knowledge and provides various aspects to understand the Soviet Union.

China has adopted brand new editorial history textbooks since 2019. The new textbook continues with the “truth seeking” consciousness takes a neutral stance in the descriptions of the major events in Soviet Russian history, allowing readers to look at Russia’s gains and losses from both positive and negative perspectives. This principle of seeking truth from facts is reflected on the mention of the “October Revolution” and “World War II”, and thus showing a more objective methodology in describing the historical image of Russia. The study of the content in this edition appears to be more rigorous and concise. Compared with the textbooks of previous editions, the new edition lays out the content in a more compact manner. For some controversial issues such as “STALIN’s death” and “the struggle for rights among Soviet Leaders”, the new edition takes no consideration and partly omits them. The embodiment of the rigorous and realistic orientation has been a general trend since the 1996 version of textbooks. To conclude, it is likely for such trends to become the mainstream principle of presenting Soviet Russian history in Chinese history textbooks in the foreseeable future.

