

KU LEUVEN

kulak



LATVIJAS
UNIVERSITĀTE

DIPARTIMENTO DI PEDAGOGIA

IV Seminario Nazionale PRIN

LE FORME DELLA MEMORIA SCOLASTICA

Primi affondi interpretativi

Ore 9.30

Avvio dei lavori

Introduce

Paolo ALFIERI, Università Cattolica del Sacro Cuore

Saluti

Simonetta POLENGHI, Direttrice del Dipartimento di Pedagogia,
Università Cattolica del Sacro Cuore

Prima sessione

Gli ambienti mediati e la memoria scolastica collettiva

Presiede

Carla GHIZZONI, Università Cattolica del Sacro Cuore

Relazioni

Mariagrazia FANCHI, Università Cattolica del Sacro Cuore

I media e i processi di costruzione della memoria collettiva

Marc DEPAAPE, Katholieke Universiteit te Leuven

How to represent pedagogical processes in (school)museums?

Comunicazioni

Sabirina FAVA, Università Cattolica del Sacro Cuore

Inquietudine e disincanto giovanile tra i banchi:

"Un anno di scuola" di Gianni Stuparich dal racconto al film

Anna DEBÈ, Università Cattolica del Sacro Cuore

La disabilità a scuola tra piccolo e grande schermo:

prime riflessioni e prospettive di ricerca

Ore 12.30

Chiusura della prima sessione

Seconda sessione

Affondi interpretativi sulle altre forme della memoria
scolastica

Ore 14.00

Avvio della seconda sessione

Presiede

Roberto SANI, Università degli Studi di Macerata

Comunicazioni

Gianfranco BANDINI, Università degli Studi di Firenze

Carmela COVATO, Università degli Studi di Roma Tre

Juri MEDA, Università degli Studi di Macerata

Maria Cristina MORANDINI, Università degli Studi di Torino

Presentazione del portale www.memoriascolastica.it

Paolo FERRANTI e Luca LEVANTESI, Elcos

Conclusioni e presentazione della Call for Papers

del Convegno Internazionale finale di Macerata

(12-14 dicembre 2022)

Roberto SANI, Università degli Studi di Macerata

Presentazione del progetto "Celebrazione e crisi

dell'expertise nei luoghi della cura: la negoziazione

dei diritti epistemici e deontici nelle interazioni educative

e sanitarie tra autorevolezza e accountability"

Letizia CARONIA, Università degli Studi di Bologna

Dibattito

Ore 17.00

Chiusura dei lavori

Giornata di studi

Venerdì 26 febbraio 2021

Webinar - Piattaforma Microsoft Teams

Informazioni

La presente iniziativa si inserisce all'interno delle attività scientifiche programmate nell'ambito del Progetto di ricerca di rilevante interesse nazionale «School Memories between Social Perception and Collective Representation Italy, 1961-2001» in proc. 2017/1572/201, di durata triennale, approvato con Decreto del Direttore generale per il coordinamento, la promozione e la valorizzazione della ricerca del Ministero dell'Istruzione, dell'Università e della Ricerca n. 226 del 12 aprile 2019 e finanziato dal medesimo MUR.

PER RICHIEDERE ALL'EVENTO CLICCA QUI

Le iscrizioni al processo effluente entro martedì 23 febbraio 2021 fino ad esaurimento posti.

Per ulteriori informazioni scrivere a: dip.pedagogia@unicatt.it

MEMORIA SCOLASTICA

In collaborazione con



UNIVERSITÀ
CATTOLICA
del Sacro Cuore

How to represent pedagogical processes in (school)museums?

Come rappresentare i processi pedagogici nei musei (scolastici)?

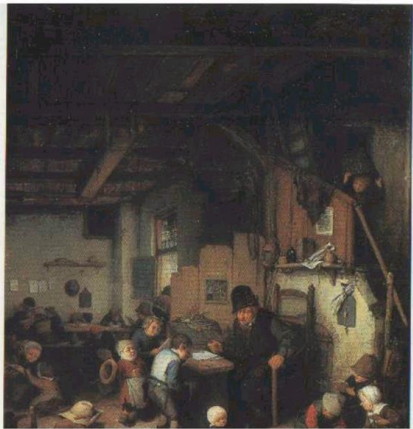
Marc Depaepe



Introduction

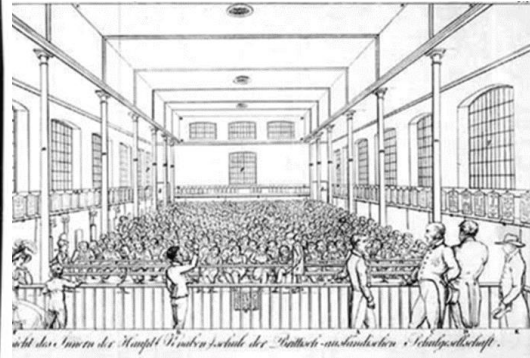
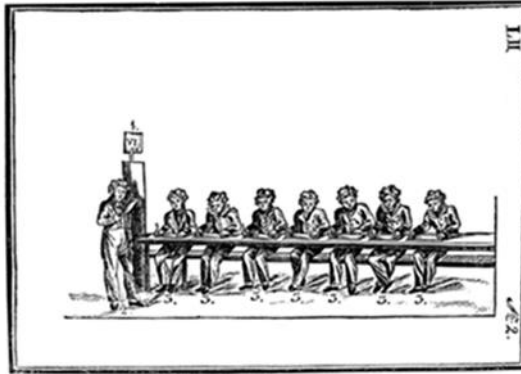
- Why did I agree to contribute to this seminar?
- The Italian research project seems to be close to the one I am involved in, at the moment in Riga (Izp-2020/2-0282) at the University of Latvia.
- I myself am not specialized in childhood history, nor in museology, but did throughout my professional life **research** in the “history of education”: “schooling” became at the center of “childhood” during the 19th & 20th centuries (compulsory education) ► being a “pupil” seems to have been the daily duty of children... But what happened with them in schools, in classes? The “black box” of the history of education? ► “grammar” of schooling? “grammar of educationalization” = much more than Foucaultian disciplinization





Adriaen Van Ostade (1616-1685) 'De Schoolmeester', 1662, Parijs, Louvre
De lagere school in België van de Middeleeuwen tot nu (Brussel: ASLK, 1984), p. 299

209



...icht der Innern der Haupt-Verkehrsschule der Antwerp-Universität - Schulgesellschaft



Johannes Van den Broek, school of design, Schiedamschen en schoolbouw in Vlaanderen (Antwerpen: Museum, 1985)

Silences & Images



The Social History of the Classroom

Edited by
Ian Grosvenor, Martin Lawn, & Kate Romanziere



Sjaak Braster, Ian Grosvenor &
María del Mar del Pozo Andrés (eds.)



The Black Box of Schooling

A Cultural History of the Classroom

P.L.E. Peter Lang



M. DEPAEPE
in cooperation with
K. Dams
M. De Vroede
B. Eggermont
H. Lauwers
F. Simon
R. Vanderberghe
J. Verhoeven

ORDER IN PROGRESS

Everyday Education Practice in Primary Schools - Belgium, 1880-1970

Studia Paedagogica 29



Leuven University Press
2010



KU LEUVEN

kulak

Title ► a far too “ambitious” question?

- Avoiding “pretentious” answers... perhaps easier to say how “not” to (re)present historical processes ► analogy with **writing** history of education? A lot of possible answers... more than one “single” solution
- Hereafter only stressing some or even one aspect of the “representation” of history of education in school- or education museums...
- Based on my more than 40 years research experience in the history of ed. – including visits to schoolmuseums in different countries... and expertise as advisor education museum in Ypres (1990-2016)
- Related to (a +/- educationalized) “treatment” of the past/ heritage ► Nostalgia? Amateurism? ► Relevance? Usefulness? Lessons?



Nostalgic memories

S
O
U
V
E
N
I
R
S



S
O
U
V
E
N
I
R
S



L'école d'autrefois

En 1881, le ministre Jules Ferry a fait voter pour que l'école soit gratuite.

Puis, en 1882, il fait rendre l'école obligatoire : de 6 ans et jusqu'à 12 ans.



KU LEUVEN kulak

Looking for “lessons” from the past...?

- Tension(s) between “history” and “education” in H. of Ed..
- The history of the “history of education” as a research field = +/- from “pedagogy” to social and “cultural history” (educational ► historical interest)
- The evolution of the history of education as a teaching subject: more or less the same? From the center to the periphery of the curriculum...
- Same evolution in the education museums? From “didactic” institutions (in the mid 19th century) towards “cultural” museums on a professional basis?
- We are not yet there... and will perhaps never be? At least, we can try ► cultural approach also has indirectly an “educational” value



Interview in “Lessen”, (Lessons [sic]!)
National Schoolmuseum, Dordrecht, the
Netherlands...

*Een bevrijdende,
ontmoetende en soms
helende dialoog?*



Ronald van den Heerik

*Marc Depaepe over
onderwijsmusea als laboratoria voor
historisch-pedagogisch onderzoek*

Our experiences from The Ypres
case: school museum against
peace museum, like David against
Goliath?

- Attraction of school pupils: work pack as appetizer for school trips
- Practical workshops, playing the old school... discourse of fun...
- our incessant plea for a *scientific basis* in order to interpret the history of education in all its complexity....
- Cf. the socialising role of the school in society... the very idea of a quasi-universal grammar of schooling, embedded in the semantics of educationalising or educationalisation...



KU LEUVEN

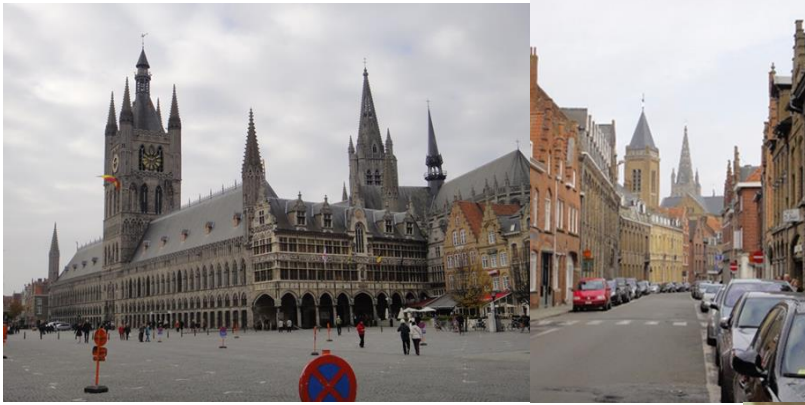
kulak

My (“our” +/- also F. Simon’s) point of view...

- (Recent) articles & interviews ► education museums as “laboratories” for (cultural) history of education research...
- By overcoming too “idealized”, “triumphantical” “educationalized” (moralized?) messages behind school museums (e.g. of the importance of schooling, social effects, pedagogical values, transferred norms, ideologies, etc.) ► if history is “used” for something else than intrinsic purposes it easily ceases to be history
- By overcoming tensions and contradictions between “memory” and “history” (cf. heritage education, peace education...) ► using memories as sources for history
- ***It’s all about “interpretation”*** at the basis of a variety of sources ► critical reflection of the role of schools in society...



Y
p
r
e
s

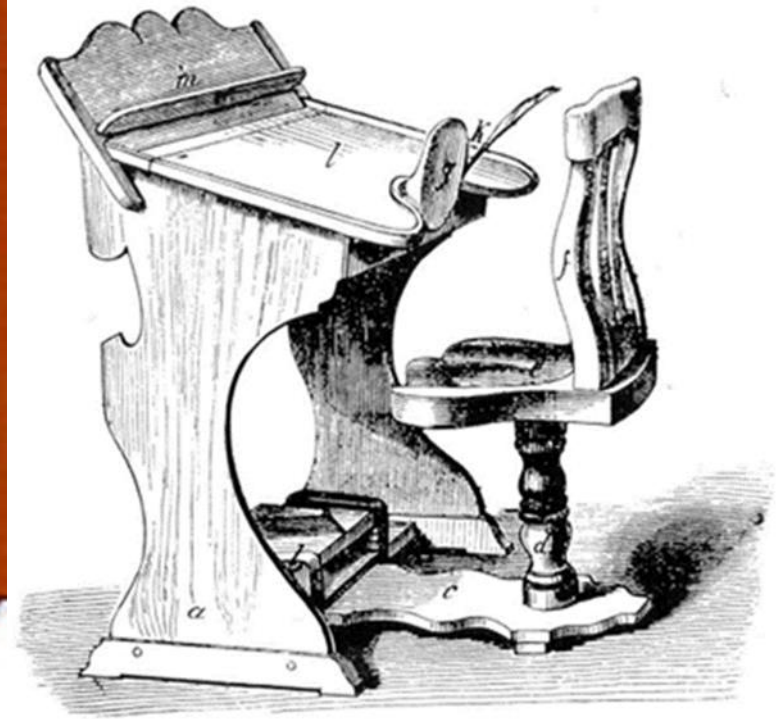
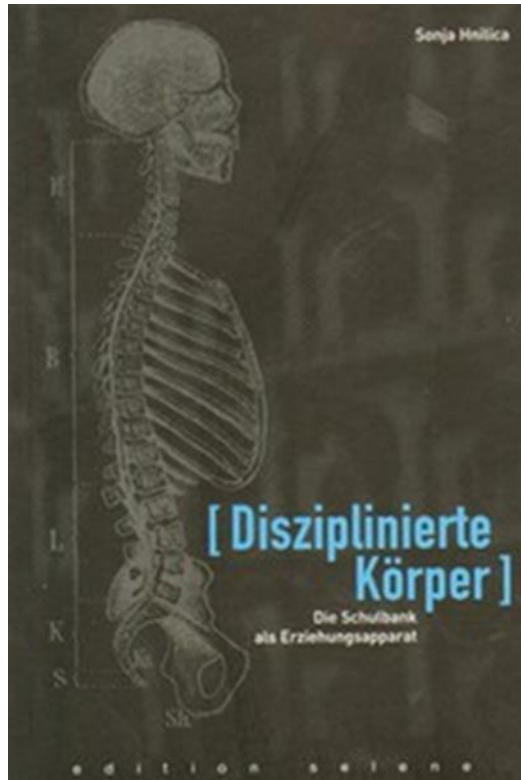


“New” cultural history of education?

- Not necessarily Foucaultian interpretations (▶ “new” cultural history of education)
- More pragmatic... different point of views, multilayered explanations... importance of changing perspectives!
- Cf. example of the “school desk” – “icon” of schoolmuseums all over the world...
- Effects of “education” need not necessarily to be seen as “disciplinary” straitjacket (cf. example of W. Benjamin)
- Nevertheless ▶ also source of resistance... (cf. images)
- However, traditionally (re)presented in museums as “static” artefacts of the educational past...



More than teh grand theory of the Foucaultian “gaze” and the “biopolitical context”...?



The school desk as an educational apparatus, Hnilica, 2003; “the forgotten body” – about gymnastics and medicalization, Velle, 1995; Happel, 1874: anti-masturbation school desk....

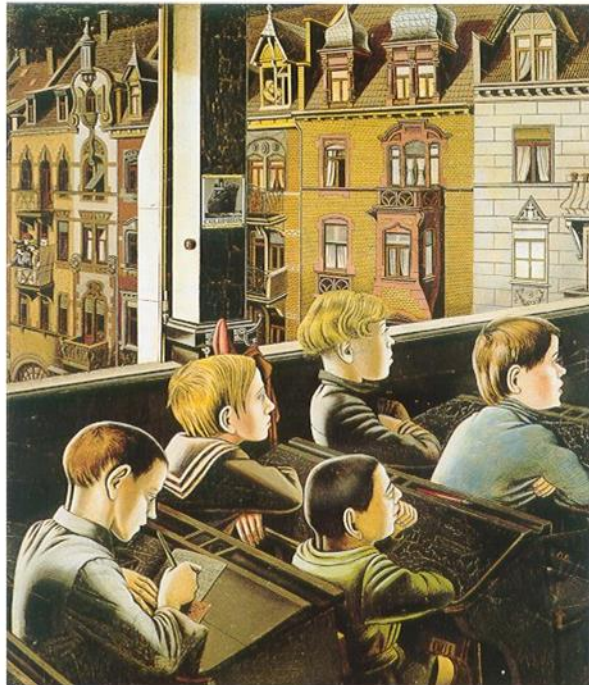


KU LEUVEN

kulak

Walter Benjamin (1):

- “The doctor discovered I was nearsighted. And he prescribed not only a pair of glasses but a desk. It was very ingeniously constructed. The seat could be adjusted to move toward or away from the slanted desktop that served as a writing surface; in addition, there was a horizontal bar built into the chair back that provided comfortable support, not to mention a little bookrack which crowned the whole and which could slide back and forth. It was not long before the desk at the window had become my favorite spot. (...)



(Ill. 1: Painting of Karl Hubbuch, 1925, from Müller & Schneider, 1998)

W. Benjamin

Walter Benjamin (2)

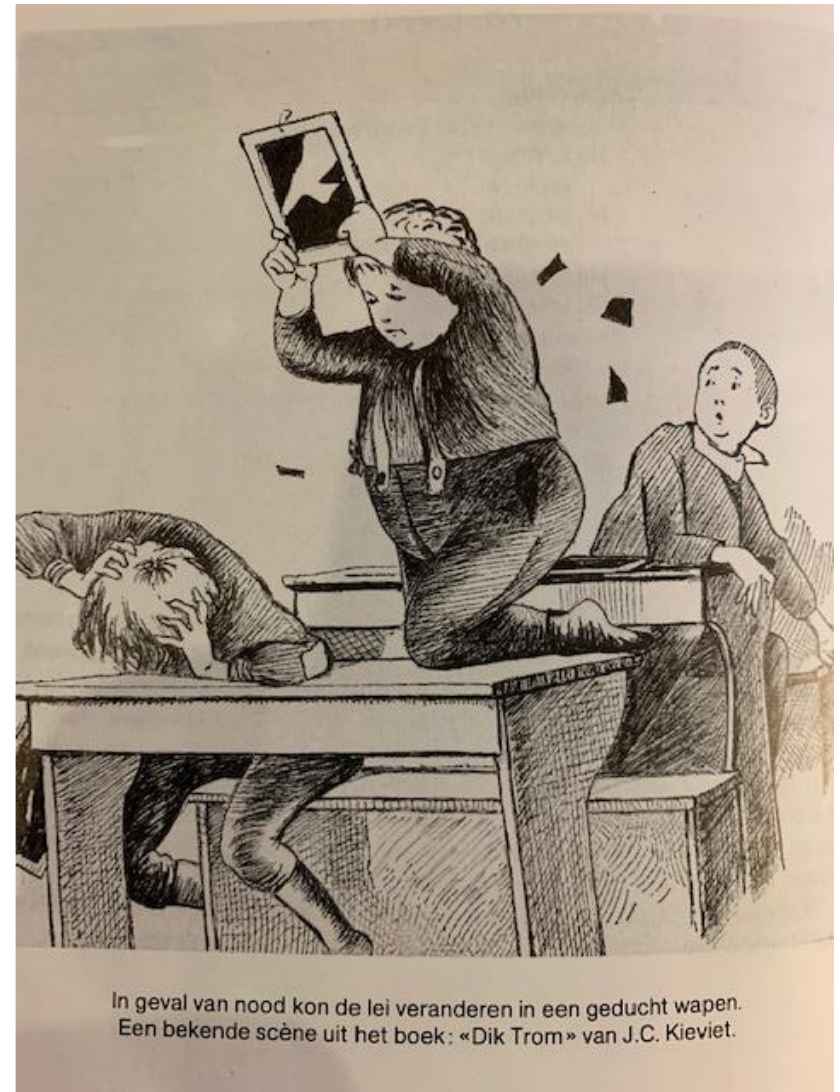
The desk thus bore a certain similarity to my school bench. But it has this advantage: it was safely hidden away there, and had room for things my school bench knew nothing about. The desk and I were united against it. And hardly had I regained my desk after a dreary day at school, then it gave me new strength. There I could feel myself not only at home but actually in my shell – just like one of those clerics who are shown in medieval paintings, kneeling at their prie-dieu or sitting at their writing desk, as though encased in armor. In this burrow of mine, I would begin reading (...) I sought out the most peaceful time of day and this most secluded of all spots. I would then open my book to page one with all the solemnity of an explorer setting foot on a new continent”.



KU LEUVEN

kulak

Resistance



In geval van nood kon de lei veranderen in een geducht wapen.
Een bekende scène uit het boek: «Dik Trom» van J.C. Kieviet.



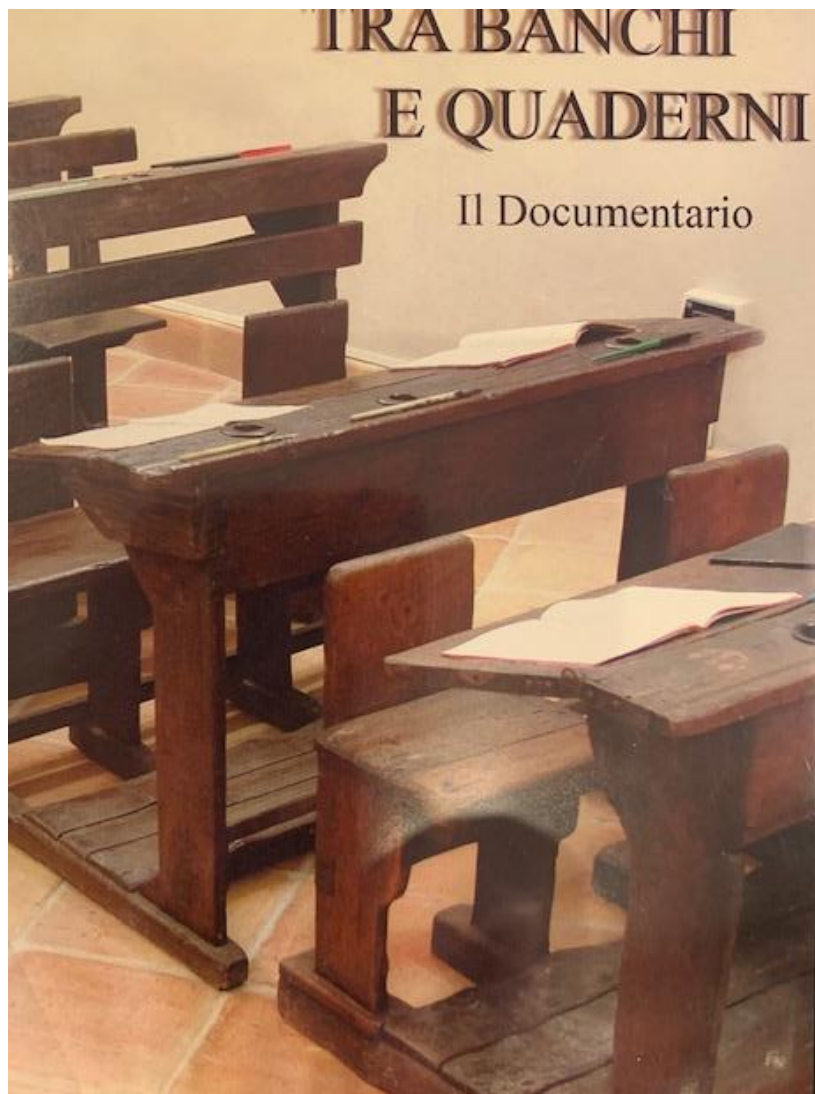
KU LEUVEN

kulak

How to visualize such processes?

- What about films? ► visual/pictorial “turn”... our articles
- We have been accused of “iconophobia” by pleading for the use of multiple sources; written sources for the context (“pedagogical journals” mother of the everyday-reality in education?) Learning to read “normality” through the “normativity” of sources...
- Combination of sources... making the visualization more “dynamic”: use of sound, film (e.g. representation of fascism by march-music ... in Macerata, 2007: dvd *Tra Banchi e Quaderni*)
- But also by the confrontation of sources... e.g. “meritocratic” function of the schools... and intelligence tests ► “natural” law? (cf. image vs. Statistics; law, etc...)





Cf. R. Sani ► la ragioni di una mostra:

"(...) un suggestivo itinerario a ritroso nel tempo, ripercorrendo le tappe fondamentali della storia della scuola in età contemporanea attraverso vecchi quaderni e molti articoli di cancelleria"

Paolo Ricca ► I contenuti della mostra:
"La mostra tenutasi (...) per la vasta eco e i consensi ricetuvi, rimanere circoscritta ad un episodio occasionale, ma doveva, più propriamente, essere riproposta in chiave itinerante allo scopo di portare a conoscenza di un più vasto pubblico i suoi contenuti"



KU LEUVEN

kulak

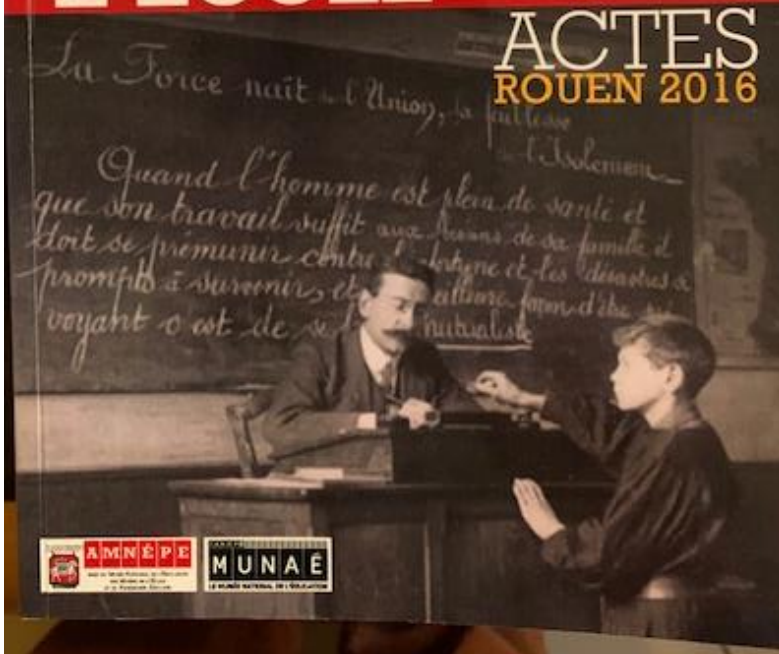
In the concrete:

- Schoolmusea should become more “professional” (scientifically oriented towards cultural history) without losing the positive side of amateurism (e.g. Rouen 2016)
- Means co-operation, synthesis, but first and foremost historically valid, avoiding too much presentism, anachronism, evangelism, parochialism, let alone recuperation and instrumentalization of history for ideological or political reasons (cf. Ypres et al. “peace” education; heritage education ► explicit messages for the future... do they work?)
- Strengthening the meta-reflection on our own position, theoretically, methodologically, philosophically, ideologically, etc.; anticipating criticism, but also taking it seriously (eclecticism e.g.?)



PREMIÈRE RENCONTRE FRANCOPHONE DES MUSÉES DE L'ÉCOLE

ACTES
ROUEN 2016



Rouen 2016 ► 2018

J.-F. Condette: *“conserver les traces du passé pour mieux comprendre les enjeux du présent...”*

“le musée d'éducation: un vaccin contre le présentisme niais et un lien nécessaire avec la recherche en éducation et la formation des enseignants”

“ (...) non pour multiplier les “cimitières” d'objets et d'idées du passé scolaire et cultiver la nostalgie du temps jadis, mais au service d'une étude raisonnée des contextes et des réalités éducatives sur la longue durée, pouvant expliciter les enjeux du présent”



KU LEUVEN

kulak

Still educational value? Bildung?

- The effects of the spectator's (non-pedantic) confrontation with exhibitions cannot be planned. (Like the effects of education itself!); one can **only hope** that the range of well-selected artifacts from history **will appeal** to the visitor, giving the latter, as it were, an aha experience that allows a liberating, meeting, and sometimes also healing dialogue with the past.
- This does not necessarily lead to a moral (but at the same time ahistorical) condemnation, but a better understanding of the zeitgeist of the time and thus also more (self-?) putting 'wisdom' in perspective, which may also be accompanied by postmodern irony about the way in which people in the past worried about the education and upbringing of their children.



von Hentig (2011)?!

*Jedenfalls **kann** Bildung nutzen. Der Hauptnutzen erwächst aus dem Nutzlosen – der Welt des “schönen Scheins”, dem Spiel der Fantasie, der Musik. In der Dichtung, in der geformten und gedeuteten Erfahrung lässt sich sowohl Schutz, Heilung, ein Heimathafen für die angeschlagene Seele und auch Anlass und Anleitung zu Abwehr und Aufstand finden. Nicht minder wichtig ist die Festigung der eigenen Position durch das “Wissen anderer”. Anschauung, Warnung und Rat werden dem zuteil, dem Bildung nicht in erster Linie Besitz bedeutet, sondern Eröffnung von Möglichkeiten; er wird suchend, prüfend, urteilend, erfindend, sich bescheidend und sich sammelnd am Ende seine Sicherheit wiederfinden. Vor allem aber kann er seinen Sinn wandeln – auf die einstige Sicherheit verzichten. Kurz: Bildung und ihre Hilfsgesellen machen ihn gegenüber den “Verhältnissen” frei, in denen er sich befindet. Aber vielleicht ist das doch nur wieder eine Umdeutung des Wortes “nützlich”.*



KU LEUVEN

kulak

Some examples

- For example, with regard to sex education, about which educators have raised numerous concerns throughout history that time has overtaken (example).
- Or about gender inequality in the participation of university education and the painful arguments that were put forward at the time to maintain them (see also last issue of PH, 2020/6 ► ed. by S. Polenghi & T. Fitzgerald)
- KU Leuven 100 years ago: first admission of female students: The fact that the Belgian bishops still believed that women with a university degree would neglect their duties as mother and wife, may sound disconcerting, but it is probably still more poignant when one realizes that they were eventually turned around for pragmatic reasons: the fear of losing students ...





De eerste meisjesstudenten verbleven, onder het waakzaam oog van kloosterzusters, in de Sint-Geertrui-Universiteitsarchief

Het GROTE GEHEIM

Omgaan met lichamelijkheid en seksualiteit in opvoeding en onderwijs tijdens de 20ste eeuw.



Change of mentalities
1921 – 2021
1952 – 2011/2012



Finally ► history of education can help to think/reflect critically ...



KU LEUVEN

kulak