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Nota di contenuto	Frontmatter -- Acknowledgments -- Contents -- Towards A Public History of Education: A Manifesto -- Musealization -- Like a Voice in the Wilderness? Striving for a Responsible Handling of the Educational Heritage -- Life after the Apology: Making the Unspeakable Visible -- Between Nostalgia and Trauma: Representation of Soviet Childhood in the Museums of Latvia -- Public History between the Scylla of Academic History and the Charybdis of History as a Show: A Personal and Institutional Experience -- Public Voices and Teachers' Identities: Exploring the Visitors' Book of a School Memory Exhibition -- Flowers on a Grave: Memories of a Hidden, but Not Forgotten, School (Hi)story -- Exhibiting -- Story Telling through Fine Art: Public Histories of Childhood and Education in Exhibitions in the Netherlands and Belgium C. 1980 – C. 2020 -- Future Pasts: Web Archives and Public History as Challenges for Historians of Education in Times of COVID-19 -- Conserving the Past, Learning from the Past: Art, Science and London's National Gallery -- Art, Anti-fascism, and the Evolution of a "Propaganda of the Imagination": The Artists International Association 1933–1945 -- Exhibiting the Past: Women in Art and Design in the Nineteenth and Early Twentieth Centuries -- Picturing School Architecture: Monumentalization and Modernist Angles in the Photographs of School Spaces, 1880–1920 -- Storytelling -- Memories of Harm in Institutions of Care: The Dutch Historiography of Institutional Child Abuse from a Comparative Perspective -- Exhibiting

Teachers' Hands: Storytelling Based on a Private Collection of Engravings -- Rocking Horses as Peripheral Objects in Pedagogies of Childhood: An Imagined Exhibition -- On the Trail of the Toucan: A Travelogue about A Peregrination in Educational History -- Reflections of a Textbook Writer -- Making Teacher Union History "Public": The British Columbia (Canada) Teachers' Union, and Its "Online Museum" -- The Pedagogical Press and the Public Debate about Schooling -- Note on the Editors -- List of Contributors

Sommario/riassunto

Gradually the historians of education have broken out of the traditional school museums — which are no longer the sole places to communicate research findings with the wider public — and gone beyond the traditional publication formats. Indeed, they started exploring how to work with the [educational] past in the present, experimenting with presenting the educational past in new ways, and reflecting on how these new forms of mediation and musealisation of sources impacts the research and the (hi)stories told. By zooming in on three themes, musealisation, new ways of exhibiting, and historical storytelling —, this edited volume illustrates the vitality of the history of education, as field of study, and demonstrates its adaptability to the “changing contexts” of its public function. So, rather than being an “endangered species”, the historians of education seem to get fit for the future by showing traditional craftsmanship as well as “engagement with” and “appropriation of” (interdisciplinary) approaches of thinking with the past in the present for wider audiences — stances which are richly illustrated in the various contributions.

With respect to public issues, history matters. With the worldwide interest for historical issues related with gender, religion, race, nation, and identity, public history is becoming the strongest branch of academic history. This volume brings together the contributions from historians of education about their engagement with public history, ranging from musealisation and alternative ways of exhibiting to new ways of storytelling.
