The role of museums in the creation of pedagogically conveyed images of history- The sculpture of a Franconian warrior and its depiction in Dutch teaching material for history lessons

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In the annual report of the Römisch Germanische Zentralmuseum in Mainz, Germany for the year 1887, the authors mention that the board of the museum were able to commission the artist Anton Friedrich Scholl (1839-1892) with the creation of a life-sized sculpture of a Franconian warrior which was supposed to be based on the museum workers' research results on this topic. After its completion, the sculpture was exhibited in the permanent exhibition of the museum which was and still is one of the leading archaeological institutes in Germany and could be seen there until the time of the Second World War.

It may be surprising that in the first half of the 20th century, Dutch pupils did not have to travel to Mainz to see the Franconian warrior: Especially from the 1930s onwards, Dutch book authors and Illustrators used the sculpture to illustrate school books and create history wall charts, which helped children to get a better idea about how an early medieval soldier looked like, which weapons he used and how he was dressed.

Historians of education who are interested in History school book illustrations and wall charts know that they, like school book texts, contain images of history: They make pupils see the past in a very specific way and create a national collective memory when put together. However, little is known about the creation process of these images and even less about the institutions, objects, books etc. which were used as an inspiration by these illustrators.

For this reason, I want to analyse, among others, illustrations of Dutch history books and a wall chart in order to discuss the following questions: To what extend and how do museums play a role in the creation of images of history which were conveyed through illustrations and wall charts in school?