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## The School Museum Muzeul școlar

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### *Summary*

*The topic regards the new challenges of the school museum today.*

*The school museum has represented an informal way of teaching used throughout the world.*

*Especially pupils really need to see in order to have an acceptable knowledge of the historical personalities or events and geographical notions.*

*In order to set up a school museum, the study proposes a series of chronological steps.*

*Pupils and students are involved in the arrangement of the indoor spaces as they can involve in finding the best solutions for the exhibits. As always, working next to the teachers gives them confidence.*

*After completing the school museum, pupils and students, no matter if they have participated or not to this project, would value their ancestors in terms of courage, respect or admiration. Additionally, a visit may be the key to become a better citizen or a more loyal one to their country. In some cases, the youth become interested in art or history of education, the latter if there are displayed school objects and pieces of furniture used in the past.*

*Keywords: culture, innovation, pedagogy, student, technology*

The school museum has represented an informal way of teaching used throughout the world. It is a place specially designed to present the town/the village history and geography and the school or high school history using three-dimensional exhibits.

It can play a special significance to students when it compares to school lessons because the simple view of a historical exhibit or a work of art induces the sentiments of respect and admiration towards the past and the truth (for the visitors); the reading of the phrase in a course book is just a simple piece of information. On the other hand, history museums play a key role in social education and patriotism.

The school museum has the role to diversify the sources of information and knowledge. When associating objects of interest found in museums, the students approach easily the historical or geographical facts in order to better understand scientific content and competences necessary to pass the exams. In the past, school

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museums approached only the history of culture or the history of the educational system.

New technology provides the possibility of 3D printings in History or Geography. On a smaller scale, pupils and students can see and analyze hominids, first humans, famous personalities from the past, castles, houses, ovens, swords, battles, tools, rivers, hills, planes etc. They can even bring tools or other objects used by their ancestors, as we see no reason to exhibit the real ones with the 3D replicas.

As for History, every exhibit should have its own presentation panel, provided with the name of the exhibit, the epoch, the place of where it was found/ 3D replica, when it was found, who found it, optionally at what lesson it could be used etc. The exhibits were not only presentations, but also a source of new knowledge, a starting point for searching and finding the historical truth, through the students' involvement. This way, students recreate historical facts and historical processes, they notice them in detail and analyze them, they reach hypotheses and deduce the truth; consequently, they rationally understand history and begin to think as a historian. In conclusion, students learn history by history methods, analogically or comparatively, in order to reach to objectivity.

In order to set up a school museum, there are several necessary steps:

- the exploration;
- the elaboration of the project;
- the implementation;
- the assessment and the finalization.

During the exploration, we use the analysis to know to what degree the resources are already available

and the diagnosis in order to verify if the project has chances to be realized (a meeting with teachers and parents in order to present and promote the project, the proposed activities and the outcome), we form a team who will to prepare the project activities and we apply for a documentary visit to a large museum.

For the elaboration of the project, we conclude to objectives, deadlines and the elaboration of the action strategy, we gather exhibitions and we reach to the written form of the project.

At the assessment, we analyze the efficacy (objectives versus results), the efficiency (resources versus results or costs versus benefits), coherence (objectives versus actions) and relevance (coherence versus project environment). At the end/the finalization, we analyze if the project is a success, we advertise the positive results (brochures, prospectuses, and information panels), we grant awards and we decommission the team.

The efficacy and the efficiency of any project are related to the degree of completing the objectives. When planning, we should carefully appeal to the planning functions: regulatory and stimulating function (the objectives should not only determine the activity, but also they should stimulate the actions), the selection and ranking function (the objectives must be achieved in respect to their

priority), the anticipatory function (the participants should have in their mind the result of an activity, even before it is completed) and the assessment function (the participants must measure what they realize in comparison with what they plan; when planning the objectives, the latter should be very clear as some assessment could be made for each step).

For monitoring and assessment modalities, we propose:

- monitoring questionnaire and group questionnaire;
- individual and group test paper;
- interviews;
- discussions;
- meetings for the final assessment;
- reports for the final assessment.

The expected outcome aims at:

- a possibility of finding quick information about the town/the village history and geography;
- the promotion and valorization of the cultural heritage of the past;
- students' competences for the collecting, the dissemination and the presentation of information;
- the creation of a team prepared to research the town/ the village history and geography, the traditional way of life and the local customs;
- informative materials: brochures (100 pieces) and prospectuses (100 pieces).

The school museum will be provided with many collections.

The Ethnographic Collection will have traditional garments/folk costumes, old towels, old tissues, tools for wool, hemp, combs, wooden forks, religious icons, cooking pottery etc.

The Documents Collection will have property acts, selling and buying acts, certificates and photographs.

The Numismatic Collection will have coins and paper money.

The Technical Collection will contain radios, irons, lamps, agricultural tools, balances and weighing machines. The "Crown Estate" ("Domeniul Coroanei", in Romanian), based in Segarcea since 1884, represented itself a history in the evolution of agricultural machines, hence a source for the technical Collection.

The Old School collection will be provided with old furniture, old school objects, old course books, catalogues, graduate certificates, diploma supplements etc. The first Segarcea school dates back to 1838, but the first building especially constructed as a school was inaugurated in 1886.

The Photographic Collection will present photographs about old buildings and working peasants.

Methods used for students' activities imply observation, description, experience, case study, analysis or comparison.

The museum will determine the students to know more deeply the town /the village history, the evolution of occupations during history, local old garments and folk traditions.

The active participation for the setting up of the school museum, especially for the students that have their parents left abroad, will evolve into the love and the caring of their town/village, necessary for preserving the folk tradition and old moral values.

As any project, its management must increase the cohesion of the school students and their degree of involvement.

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