

Abstract

Title: The incredible reality made its mark - on Carlo Derkert's life and work as an art historian

Language: Swedish

Keywords: Carlo Derkert biography; psychoanalytic; hermeneutics; art pedagogics; art education; art appreciation; childrens art; teaching; consciousness and unconsciousness

ISBN: 91-7346-405-8

The aim of the study is to understand the life and professional identity of Carlo Derkert as an art-historian, guide and lecturer at The National Museum and The Modern Museum in Stockholm. The study has been carried out within the framework of hermeneutics and life history method, art pedagogics and psychoanalytic theory.

Data were collected by visiting Carlo Derkerts home, reading and analysing his personal notes about his lectures and private experiences and interviewing some of his colleagues and friends. My own acquaintance with Carlo has all through the study served as a basic frame of reference.

It is important to look at his life and his profession as a whole. His life-struggle says something about how he became an important art pedagog.

Carlo Derkert was born in Naples, Italy in 1915 but was abandoned by his parents at an early age, in 1916. This experience had a thorough influence on his life. When he was six years old, his mother took him out of Italy. Until he was 20 he had to live with his grandparents. His explanation for this was, prevailing conditions meant that things couldn't be any other way.

To please his mother he studied art history but was not successful in his studies. He finally became a guide at The National Museum and later at The Modern Museum. At first he guided children from schools in Stockholm. Later he also lectured adults and he always had many listeners. His childhood experiences helped him to understand the children he guided at the museums.

By presenting artists who had to struggle with their life-problems, Carlo was able to recognize some of his own. To Carlo, van Gogh was an ever lasting communicating partner.

My understanding of Carlo Derkert can be concluded as follows: 1) his curiosity, 2) his search for knowledge, 3) his awareness, 4) his dependence and longing for love, 5) the meaning of art and artists, 6) his pedagogics, 7) his early childhood, 8) the basic conditions of existence, life and death, he had to cope with (as helpless as all human beings).