Encounters in Theory and History of Education Rencontres en Théorie et Histoire de l'Éducation Encuentros en Teoría e Historia de la Educación



Part I: Artwork

Volume 24, 2023

Conceptions and Practices of Education in a "Longue Durée" Approach: Paths to a Critical Self-Reflexive History of Education

URI: https://id.erudit.org/iderudit/1109115ar

DOI: https://doi.org/10.24908/encounters.v24i0.17039

See table of contents

Publisher(s)

Faculty of Education, Queen's University

ISSN

2560-8371 (digital)

Explore this journal

Cite this document

(2023). Part I: Artwork. Encounters in Theory and History of Education / Rencontres en Théorie et Histoire de l'Éducation / Encuentros en Teoría e Historia de la Educación, 24, xi-xi. https://doi.org/10.24908/encounters.v24i0.17039

Article abstract

Balancing Power is a screen-print regarding the juxtaposition of brutality and beauty. The figures in the print are two elite mixed martial artists who, upon completion of their fight, bow down to one another with a regal respect. In the background are fireweeds, a plant that grows rampant after a major forest fire in areas of North America. The presence of fireweeds and the gesture of respect after a fight share the same characteristic as they are both a moment of beauty after a moment of intense brutality. It is only in the moments of bad we appreciate the moments of good so much more.

This document is protected by copyright law. Use of the services of Érudit (including reproduction) is subject to its terms and conditions, which can be viewed online.

https://apropos.erudit.org/en/users/policy-on-use/



Érudit is a non-profit inter-university consortium of the Université de Montréal, Université Laval, and the Université du Québec à Montréal. Its mission is to promote and disseminate research.

https://www.erudit.org/en/



Balancing Power Michael Martins 2023