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### **Studious Play in Art Education as Archive**

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This presentation commences from the premise that there is no one right way to *do* art education. Such a framing of the field goes against art educational history and mandates throwing them into a fictive potentiality while offering up the so-called ‘ways’ of art education as toys for re-creation through study. These modes are informed by education-as-art methods including the creative re-use of educationally-imbued contexts and ephemera such as archives, libraries, institutional spaces, curricular materials, books, and objects. This enticement was posed to a graduate seminar occurring within the context of a ruinous and incomplete archive. Archive as concept and material traditionally signals authority as a collection of largely uncontested and distanced knowledge to be transmitted through teaching, access, and bowing to the implied power contained within archival objects. Along with this hegemonic overlay, any archive is also always limited, displaced, and open to the excavation of history in the present as potentially participatory, ephemeral, idiosyncratic, and profane. We share attempts at suspending the archive’s predetermined use value, throwing the lot into an altered possibility. In lieu of consuming a linear history implied by the archive, we are bringing these authoritative objects to life through a form of studious play. Relying on Agambenian notions of study, play, im-potentiality, and counter-apparatus, we lay out how art education might be suspended through playful study and connecting that which has yet to be connected. Here, art education is no longer art education, but whatever we might imagine it to be without predetermined destinations.