Universeum Network Meeting

Strasbourg,
22-24 June 2006

Inventorying and preserving university collections – what for?

• PROGRAMME •

Universeum Network Meeting
Strasbourg, 22-24 June 2006

Inventorying and preserving university collections – what for?

Sponsored by :

Service régional de l'inventaire, Région Alsace
Université Louis Pasteur de Strasbourg, Mission culture scientifique et technique
ACI « Patrimoine et histoire des sciences physiques à Strasbourg »

Locations :

Palais du Rhin
2 Place de la République
67000 Strasbourg

Hôtel de Région
1 place du Wacken
67000 Strasbourg

Amphithéâtre R4
Université Louis Pasteur
7, rue de l'université
67 000 Strasbourg

(see map p. 9 - 10)

Organised by :

Frédérique Boura, Conservatrice régionale du patrimoine, Région Alsace
Sébastien Soubiran, Mission CST, University Louis Pasteur of Strasbourg

Contacts and registration :

Sebastien Soubiran
+33 3 90 24 06 16
sebastien.soubiran@adm-ulp.u-strasbg.fr

Crédits photos :

Claude Meninger, Service régional de l'inventaire ; Bernard Braesch, Université Louis Pasteur

• PROGRAMME •

Thursday, 22 June

18h-19h30, registration and welcoming reception, Palais du Rhin, 2 place de la République (Tramway line B, C ; Stop : Republique)

Friday, 23 June

Hôtel de Région, 1 place du Wacken (Tramway Line B ; Stop : Wacken)

9h00, Opening,
Gérard Traband, président de la commission culture et sport au conseil régional, Région Alsace
Hugues Dreyssé, directeur de la Mission culture scientifique et technique de l'Université Louis Pasteur

9h30-10h00, General introduction

Frédérique Boura, Conservatrice régionale du patrimoine, Région Alsace
Sébastien Soubiran, Mission CST, University Louis Pasteur of Strasbourg

10h-11h00 Teaching and research work

Sofia Talas, University of Padou
The new didactical project in Padua: "Physics Laboratories and Historical Scientific Instruments"

Alfons Zarzoso, Museu d'Història de la Medicina de Catalunya (to be confirmed)

Bjørn Vidar Johansen, Museum of University History, University of Oslo, Norway
Establishing a museum: New possibilities, new questions

11h-11h20 Coffee break

11h20-12h30 Teaching and research work (continued)

Kati Heinämies, Helsinki
Collections of the Helsinki University Museum: An educational experience for students and an enjoyable excursion for seniors

Discussion

12h30-13h45, Lunch, Hôtel de Région

13h45-15h45 Public understanding of science and heritage preservation

Reet Mägi, Tartu
Promoting public understanding of science and knowledge: University of Tartu Museums and Cultural Tourism

Jean Davoigneau, French ministry of Culture
Making collections of astronomical instruments exists: preserving the French astronomical observatories heritage

Delphine Issenmann, University Louis Pasteur of Strasbourg
Making collections of astronomical instruments exists: the concrete example of Strasbourg

Discussion

16h15-19h30, **Guided tours**, Collection of Egyptology, botanical garden and astronomical observatory

19h30, Cocktail party at the astronomical observatory

Saturday, 24 June

University Louis Pasteur, 7, rue de l'Université (Tramway line C ; stop : Université)

9h-10h30, **University museum and collections: works in progress**

Panu Nykänen, Helsinki University of Technology
Holding the Mercury

Catherine Gadon, Université de Toulouse
Regard on the scientific and medical heritage of the University Paul Sabatier in Toulouse

Inge Kukk, University of Tartu, Art Museum, Estonia
Displaying the cast collections – to whom and why?

Paul Lamber, Utrecht University Museum
New semi-permanent exhibition in the Universiteitsmuseum Utrecht: From Utrechtzaal to Kennislab

10h30-11h, Coffee break

11h-12h30, **Guided tour,** Museum of zoology

12h30-13h45, Lunch, guided tour of the Museum of seismology

13h45-15h30, **Inventorying and preserving university collections – what for?**

Table-Ronde : Paolo Brenni, Steven de Clercq, Cornelia Weber, Liba Taub (to be confirmed)

Concluding remarks

16h00-17h00, Guided tour, collections of Anatomy

19h30, Dinner

Sunday, 22 June

10h00, Guided tour, astronomical clock of the Cathedral

Abstracts

COLLECTIONS OF THE HELSINKI UNIVERSITY MUSEUM

An educational experience for students and an enjoyable excursion for seniors

Kati Heinämies
Museum of the University of Helsinki

Most of the special collections of the Helsinki University Museum were originally assembled to support teaching. Although teaching methods have since changed and the curricula of most disciplines no longer contains instruction on their history, the Museum collections can still be used to support teaching. The Faculty of Medicine offers elective courses in the history of medicine, which include a visit to the University Museum intended to acquaint the students with the collections on the history of medicine. Likewise, nursing schools regularly arrange visits to the Museum to allow their students to view the collections on nursing in earlier periods. The handicraft collections are used in teaching a few times each academic term. The collection of antiquities obtained by the Museum some years ago has been studied by the students of classical philology. In recent years, the University Museum has welcomed students of museology as trainees responsible for coordinating the Museum's changing exhibition and maintaining the Museum's web page.

The Cabinet of Physics at the University of Helsinki was originally used by students as observation and teaching material but also as an exhibition on physical phenomena and scientific progress, open to the public a few hours each week from 1857 to the 1950s. The equipment and instruments were then moved to storage in various attics and basements. The Helsinki University Museum later rescued these objects and placed them on display. Since then, interest in these collections has been revived: students of the Helsinki University of Technology have made a copy of the galvanometer which was originally constructed by the Finnish physicist J. J. Nervander and exhibited in Paris from 1833 to 1834. This copy is now used in teaching on electromagnetism.

The Helsinki University Museum promotes the use of its collections in teaching and research. The most active visitors to the museum exhibition, however, are senior citizens.

ESTABLISHING A MUSEUM: NEW POSSIBILITIES, NEW QUESTIONS

Bjørn Vidar Johansen, Project administrator
Museum of University History, University of Oslo, Norway

Currently the Norwegian universities are debating whether their museums should go on being parts of the university organisation, or rather become separate institutions. Dealing with various fields of cultural and natural history, the university museums host important collections, do scientific work on a high level as well as functioning by law as national administrators of archaeological heritage or natural resources. Critics, however, feel the museums are falling behind in their interpretation work, e.g. in producing new exhibitions or attracting new visitors, and suggest it would be easier dealing with this problem outside the university system.

While the old university museums are facing possible changes, the University of Oslo is establishing a new museum of Norwegian university and science history. Founded in 2001, the Museum of University History is now involved in various projects, as well as being developed as a future institution. According to plan, the Museum will move into the old Observatory from 1833, near the Oslo city centre. Until 2009 the largest wing of the building, former dwelling of the Observatory's founder professor Hansteen, will be used by the Ibsen Centre, a group doing research on the playwright Henrik Ibsen. The rooms in the observation wing are currently being restored, and the old instruments will be returned to the building. Recreating an 19th century observatory, open to public only on special weekdays or on occasions,

seems to be the most probable solution until the Ibsen Centre leaves the building and more space will be available.

The Observatory holds an important part in the Norwegian natural science history. Professor Hansteen's work in electromagnetism was groundbreaking, as well as his study of astronomy.
Hansteen held numerous public positions and was an important man in the cultural society of the town. Artists like Edvard Grieg gave concerts in the building, which was designed by one of Norway's foremost architects. Hansteen's daughter, Aasta, became a celebrated painter and one of the most important Scandinavian fighters for women's rights. The numerous aspects of the building itself offers many attractions for a future museum, but they may also complicate the university's aim, which is to focus on the scientific heritage.

My talk will try to explore the various possibilities and the ways the Observatory museum hopefully can achieve an identity and appeal to a public. However, the Museum of University History is now facing many choices and is in deep search for a way to combine its different tasks. How to reach visitors, for example, is an important issue. In that respect, my talk will probably be based on questions, rather than answers.

DISPLAYING THE CAST COLLECTIONS – TO WHOM AND WHY?

Inge Kukk
University of Tartu, Art Museum

The paper focuses on the "forgotten" collections and suggests how these collections can be brought back to the spotlight to effectively manage a museum of plaster casts today.

Changing a "dead" collection to a "live" collection

- Find the museum's identity – determine the museum's role in local town, region and state.
- Exhibit plaster casts together with the original collections.
- Highlight the strengths of collections.
- Focus museum's activities on target groups that are potentially interested in and can benefit from the museum.
- Change the weaknesses of your collection to the strengths.
- Broaden the museum's profile and create media events

The collection of plaster casts enables to see all of the best sculptures from Greek and Roman period in the same place and original size.

Who are the visitors of the Art Museum of University of Tartu?

- 45% of the visitors are students – visits to the museum have become integrated parts of certain study programmes and thus linked to the curricula of schools.
- 49% of the visitors are tourist and local public to see the oldest museum in Estonia.
- 6% of the visitors have deeper interest in the ancient art who visit the open depository and collections.

NEW SEMI-PERMANENT EXHIBITION IN THE UNIVERSITEITSMUSEUM UTRECHT: *From Utrechtzaal to Kennislab (from Utrecht Room to Knowledge Lab)*

Paul Lamber
Utrecht university museum

April 7, 2006 the new semi-permanent exhibition of the University Museum Utrecht was openened. It replaced the exhibition dating from the opening of the new museum back in 1996. The old exhibition, called 'Geleerd in Utrecht' (Learned in Utrecht). It was commonly known as the Utrechtzaal (Utrecht

Room). This room was structured along the lines of the scientific disciplines that were studied and taught at Utrecht University. In large, stylish glass cases an abundance of historic scientific objects was shown. Besides that, objects illustrating the history of the university and its traditions and portraits of Utrecht professors were also shown. The focus was education, most of the objects had a history as teaching objects and were shown as such. But after 10 years the room needed a change. Although beautiful and impressive objects were exhibited, visitors experienced it as distant and rather dull. There was little text to be found and the information brochures in the room did not always provide the visitor with the answers requested.

The new room differs profoundly from its predecessor. It has been baptised Kennislab (Knowledge Lab) as a parallel to the museum's very successful Jeugdlab (Youth Lab), where children can experiment with science as we meet it in our daily lives. The subtitle is 'Science in the making'. In the Knowledge Lab the scientific process, how scientists work and how science develops, is shown. Science is shown as a creative and investigative process, developing according to a basic set of steps, where inquisitiveness and curiosity are driving forces. Another goal is to let the visitor understand the historical development of science and how science and knowledge grow in relation to the surrounding world and culture and to existing knowledge in other fields. The objects serve in this context a different goal than in the old room. Instead of being shown as unique treasures from the academic heritage of the university, they now illustrate the scientific stories that are told.

The scientific process is shown in five steps, each representing a stage in the scientific process. Each step is shown in its own cast (exhibit). There is no fixed order, and the visitor can walk around randomly. The five casts are:
Question: science starts with a question; among the known someone observes something unknown; the scientist wants to know the explanation.
Idea: the creative idea comes in. This is the stage for brainstorms and the formulation of a first hypothesis.
Test: the idea is being tested with an experiment; does the idea work in practice, or do you have to reconsider the idea? This can be a physical experiment, but also a literature search, or a social scientific questionnaire.
Understanding: if question, idea and test result into new knowledge, we reach the stage of understanding. This is usually the result of hard work, testing, going back to the question, reformulating the hypothesis, testing again and modifying.
Distribution: new knowledge is distributed. First among fellow scientists by means of articles, dissertations and books; then among students with lectures, practical lessons and manuals; and finally among the general public, e.g., by means of newspapers or television.

Each cast shortly tells and shows stories from the history of science, mostly from Utrecht, but some stories are more general examples from the history of science. The stories are not complete; each one is told and illustrated with objects only within the context of the cast it belongs to. However, in depth background information, either in folders on the desks, on memo boards or in computers provides elaborate extra information for those who are curious to know more.

Time Line
Two out of the four walls of the room are filled with a 'time line'. This time line starts in 1636, the year Utrecht University was founded, and ends in 2006. It is divided into five historical periods, one period per century, the 20th century divided into two. The time line tells, with objects and short video films, the history of the Utrecht University, its important scientists and student life throughout the ages. The time line puts the scientific developments in a more general historical context.

PROMOTING PUBLIC UNDERSTANDING OF SCIENCE AND KNOWLEDGE: UNIVERSITY OF TARTU MUSEUMS AND CULTURAL TOURISM

Reet Mägi
University of Tartu

Tartu is a university city in which the university holds a particularly prominent place in the city's history. Many of the city's architectural landmarks, monuments and tourist sights are linked to the university. The University of Tartu Museums are open to the public and a significant share of our patrons are tourists. The University of Tartu Museums are often included in the sightseeing plans of tour groups.

Tour groups consist of a wide variety of different categories of people, which means that any one group is likely to represent various categories of the public that the Museums focus on in their work. Thus, receiving school pupils excursions can be regarded as museum educational work.

One of the aims of the activities of the University's Museums is to promote public understanding of science and learning. To attain this aim in the field of cultural tourism, the University has drawn up a development strategy titled "The University of Tartu as a Tourist Attraction". For the most part, the Strategy deals with museums, looking at those in conjunction with other tourism-relevant institutions (the Botanical Gardens, etc.) and the University's sights (historical University buildings). The University and its museums occupy an important place in Tartu's strategic plan for tourism development and the city's other strategic documents. Cultural tourism constitutes a separate heading in the Baltic Cultural Tourism Policy Paper drawn up by Estonian, Latvian and Lithuanian National Commissions for UNESCO.

Tourism is a field in which UT museums have developed an excellent cooperation with other museums and partners, including the local council and various tourism-promoting organisations. This is likely to spill over into other spheres of museum work.

Tourism has a larger role that benefits museums generally. Direct support for museums comes from ticket sales, while indirect assistance stems from tourism development projects that bring in funds which facilitate the attainment of the principal aims of museums, including promoting public understanding of science and knowledge among all of their target publics. Unfortunately, the legal status of the University of Tartu Museums has not permitted us to apply for independent tourism projects in ways that other Estonian museums have done.

The presentation gives an overview of the significance of the Univeristy of Tartu Museums as Tartu's tourist sights, sets out the objectives of the University's Museums in the field of tourism and their relationship to other activities seeking to promote public understanding of science and knowledge, one of the primary aims of the University of Tartu Museums.

THE NEW DIDACTICAL PROJECT IN PADUA: "PHYSICS LABORATORIES AND HISTORICAL SCIENTIFIC INSTRUMENTS"

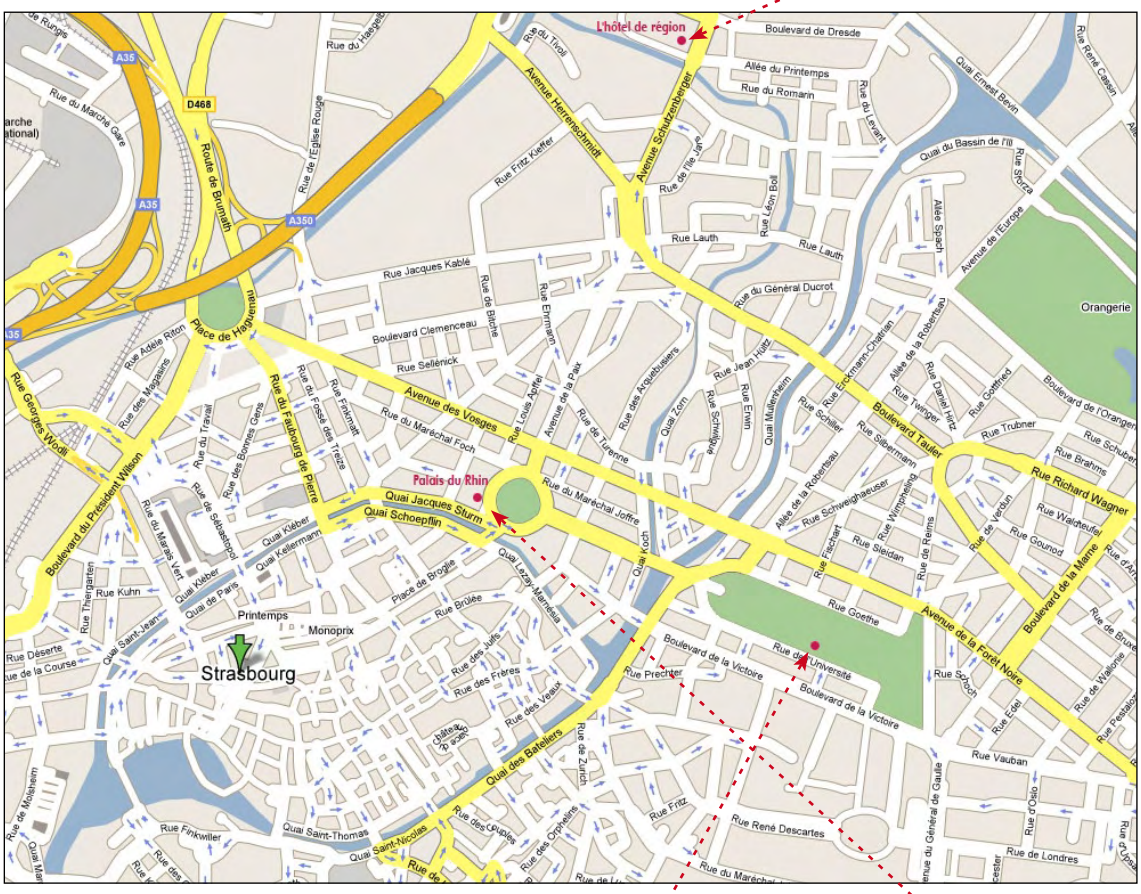
Sofia Talas
Museo di Storia della Fisica, Università di Padua

The Museum of the History of Physics of the University of Padua, in collaboration with the Physics Department, has started setting up a new didactical project for secondary school classes. The project aims to give the students the opportunity of analysing a given physics theme through both a thematic guided visit at the Museum and an experimental activity that the students carry out in a laboratory close to the Museum.
The paper will present and discuss this new project, which on the one hand offers a didactical approach to the Museum's collection of scientific instruments and on the other hand brings the Museum itself to play a crucial didactical role to teach the history of physics and to point out the fascinating sides of physics. In this sense, the project is included in the PLS Project ("Progetto Lauree Scientifiche"), a national project promoted and financed by the Italian University Ministry in order to increase the number of students in scientific fields.

Plans

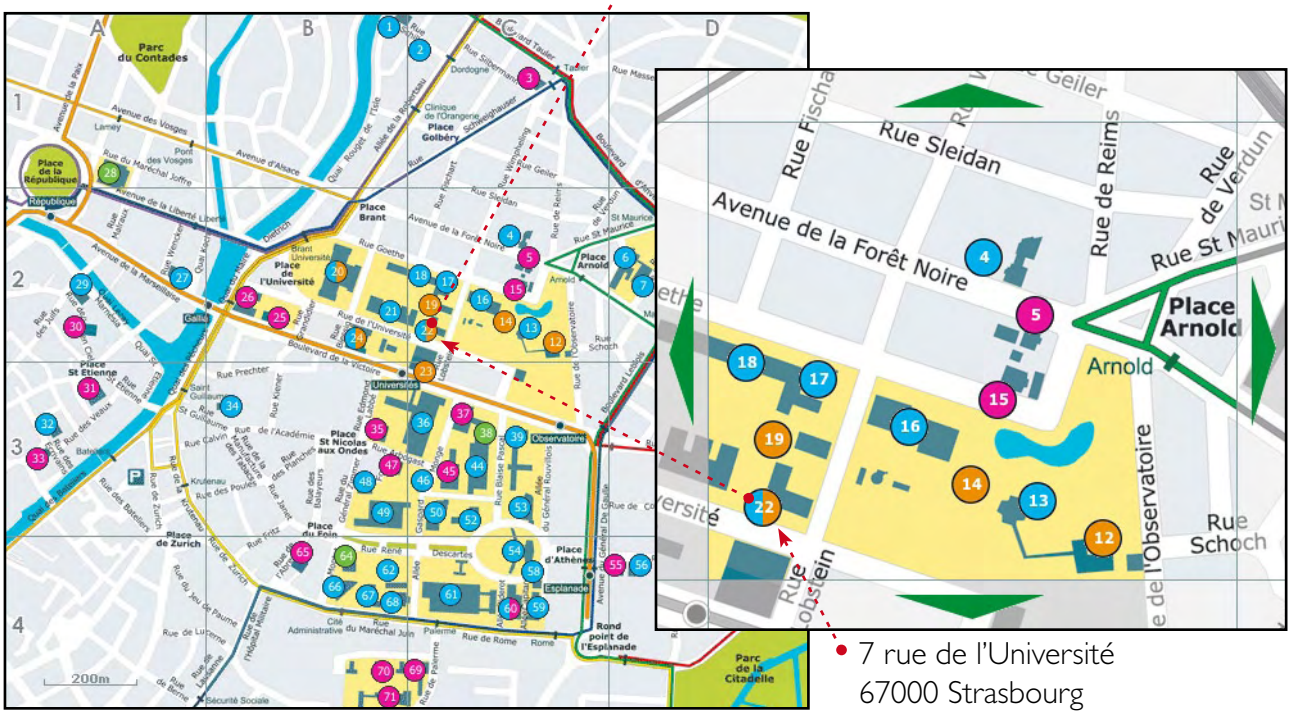
http://maps.google.fr/

• Hôtel de Région
1 place du Wacken



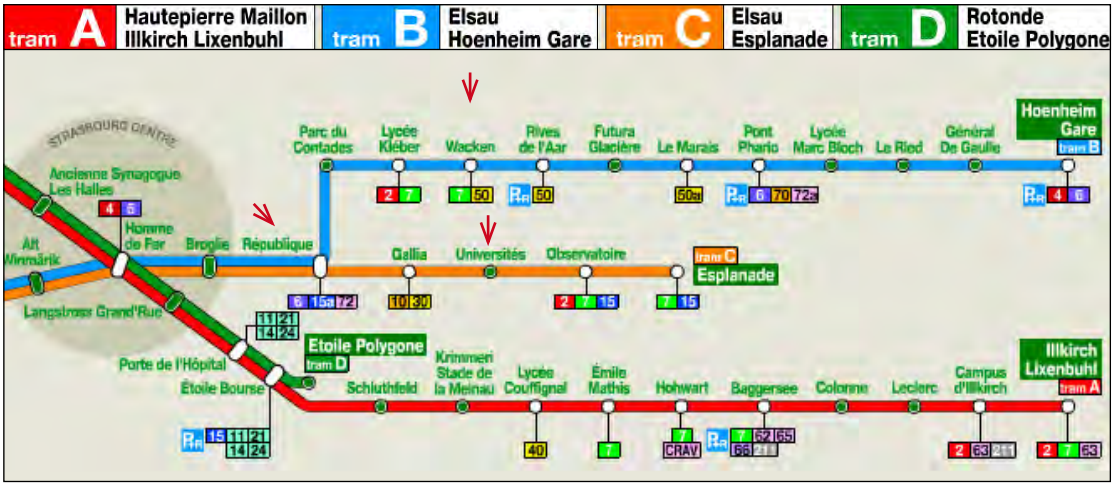
• Palais du Rhin
2 Place de la République

Plan University Louis Pasteur of Strasbourg
http://www-pole.u-strasbg.fr/plans/



• 7 rue de l'Université
67000 Strasbourg

PLAN TRAMWAY
http://www.cts-strasbourg.fr



Depuis Wacken (Hôtel de la région) prendre la ligne B > Elsau
Changer à République(Palais du Rhin), ligne C >Esplanade
Arrêt : Universités

Universeum participants

Nom	Address	Institution
Sjur Bergan	Sjur.BERGAN@coe.int	Head of Higher Education and Research Division, Council of Europe
Frederique Boura	frederique.boura@culture.gouv.fr	Service régional de l'Inventaire, Alsace
Thomas Bremer	bremer@ROMANISTIK.UNI-HALLE.DE	Martin-Luther-Universität Halle-Wittenberg
Paolo Brenni	pbrenni@galileo.imss.firenze.it	University of Florence
Marie-Claire Cadeville	Marie-claire.Cadeville@ipcms.u-strasbg.fr	AMUSS-Strasbourg
Claudine Cartier	claudine.cartier@culture.gouv.fr	Direction des Musées, Ministère de la Culture
Steven de Clercq	S.W.G.deClercq@MUSEUM.UU.NL	Utrecht Universiteit
Jean Davoigneau	jean.davoigneau@culture.gouv.fr	Ministry of Culture, France
Hugues Dreyssé	Hugues.Dreysse@IPCMS.U-STRASBG.FR	Université Louis Pasteur Strasbourg
Catherine Gadon	gadon@adm.ups-tlse.fr	Université Paul Sabatier, Toulouse
Diana Gasparo	dgasparo@ulb.ac.be	Université Libre de Bruxelle
Annabelle Hebert	amuss@yahoo.fr	AMUSS-Strasbourg
Kati Heinämies	kati.heinamies@helsinki.fi	Museum of the University of Helsinki
Delphine Issenmann	Delphine.issenmann@adm-ulp.u-strasbg.fr	Université Louis Pasteur de Strasbourg
Bjørn v. Johansen	b.v.johansen@muv.uio.no	University of Oslo
Inge Kukk	inge.kukk@ut.ee	University of Tartu Art Museum
Paul Lamber	paul.lambers@museum.uu.nl	Utrecht university museum
Reet Mägi	reet.magi@ut.ee	University of Tartu History Museum
Panu Nykänen	Panu.Nykanen@hut.fi	Technical University of Helsinki
Nathalie Nyst	nnyst@ulb.ac.be	Université Libre de Bruxelle
Susanne Schütz	schuetz@romanistik.uni-halle.de	Martin-Luther-Universität Halle-Wittenberg
Rolf ter Sluis	r.ter.sluis@ub.rug.nl	University Museum of Groningen
Sébastien Soubiran	Sebastien.Soubiran@adm-ulp.u-strasbg.fr	Université Louis Pasteur, Strasbourg
Sofia Talas	sofia.talas@UNIPD.IT	Museo di Storia della Fisica, Università di Padua
Jan Tapdrup	jt@dtv.dk	Tekniske Museum, Technical university of Denmark
Liba Taub	LCT1001@CAM.AC.UK	Whipple Museum, University of Cambridge
Ralf Torsten	NG2@zuv9.verwaltung.uni-halle.de	Universität Halle-Wittenberg
Stanislaw Waltos	waltos@MAIUS.IN.UJ.EDU.PL	Jagiellonian University Museum Cracow
Cornelia Weber	weber@MATHEMATIK.HU-BERLIN.DE	HZK, Humboldt-Universität zu Berlin
Alfons Zarzoso	azarzoso@museudelamedicina.org	Museu d'Història de la Medicina de Catalunya