Medical and health museums in Turkey and educational activities

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Abstract

The present research is carried out in the context of museums of health and medicine, educational museum activities and projects conducted in such museums and museum units. The starting point of this research is to explore the contribution of Anatolian civilizations with considerable importance in history of medicine to medical science and to offer possible educational activities which today enable us to better benefit from museums of history of medicine and health. The present research first touched upon the concept of museum education and how education in museums occur and then investigated museums in Turkey (Museums of Health in İstanbul, Edirne, Amasya) and around the world which serve in the field of medicine and health and gave related examples. As the primary subject of this research, the examples of museum education in Turkey were discussed with respect to their development and importance, their situation in terms of museum education and trainers, their objectives and existing and prospective educational activities; and related recommendations were given.

Keywords: Medical museums, museum education, educational activities.

1. Introduction

Since the creation, humankind always in close connection with the concepts of illness and health has succeeded many major improvements in medicine. In this culture influencing Anatolia, each of Egyptian, Mesopotamian, Ancient Greek, Roman, Seljuk and Ottoman civilizations left a separate mark on these geography. Present examples of such works in the field of health inherited from civilizations can be visible in many areas. Some of the dar al-shifas and medical madrasas of past which are to equivalent to present hospitals and faculty of medicine and often located in the same complex today still serve as museums and significantly attract the attention of visitors of all ages.

The goals of museum education are development of museology, prominence of the concept of education in the museum, providing contributions to classes of students in connection with the schedule programmes, the objective to increase of acquisitions and awareness of people of all ages, but most importantly attracting people to such places. Museums of medicine and health will become favourite sites with the help of such activities and the by cooperation of museums and education. Museums of medicine and health will create training places and carry out regular and periodic programs for visitor profiles through education units. Qualifications and background of the training unit employees, planning and implementing activities as well as following, querying and sharing acquisitions are among current issues of today. The present study discusses the locations of museums of health and medicine in Turkey, education units of such museums, offered educational activities and characteristics of the target audience.

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2. Methodology

The present study used a descriptive survey research method in the process of data collection in accordance with the objectives set. Domestic and foreign sources on the subject were searched and museum education studies in related museums were evaluated. As a result of literature review and interviews and observations during visits, the study aimed to help the medical museums in Turkey establish training events and to develop a new perspective.

2.1. Foundation of Museums of History of Medicine in Turkey

Studies on the museums of medicine in Turkey were commenced by Dr. Abdülhak Adnan Adıvar who worked as a teacher of Internal Medicine in 1915 as a headmaster for two years at Dar-ül Fünun Faculty of Medicine (Ottoman University). Dr. Adnan Adıvar appointed Dr. Hikmet Hamdi who was both physician and artist and medical inspector. Dr. Hikmet Hamdi sent to Germany in 1915 carried out investigations visiting medical museums and when he returned, he put his work into practice. In 1917, staff for health museum was recruited and a room in the building of the General Directorate of Medicine in Cağaloğlu was open for service. When the number of oil paintings of Dr. Hikmet Hamdi, informative tables and plaster models in rapidly advancing studies increased, these works were moved to the section allocated to health museum of the building in Divanyolu in which the Committee of National Defence was located. Museum of Health was thus transferred to the place where it operated until the 1960s. In his own oil paintings, Dr. Hikmet Hamdi translated the tables describing diseases brought from Germany and ways to avoid them and thus created works all Turkish people could understand. When plaster casts, plates, oil paintings reached a sufficient number and the preparations for going public were completed, the opening was conducted on 23rd July 1918 by the Manager of National Health, Esad Pasha (Döger and Kurum, 2012:43).

Gevher Nesibe Tip Medresesi ve Şifahiyesi (Medical School and Hospital) (1206) which dates back eight hundred years and are considered as the world’s first medical school is the eleventh large hospital built by the Seljuk Turks of Anatolia; and patients were treated the students of medicine were instructed and the students of medicine were instructed on patients. This building was converted from hospital into a health museum on 14th March 1982. In this sense, it was the first example to be changed from the concept of dar al-shifa into a museum. Dar al-Shifa of Bayezid the II (1484) constructed on the side of the river Tundzha in Edirne was one of the most significant health centres in that period. A lot of doctor nominees were educated in the Medical Madrasa (Medrese-i Etüba) next to dar al-shifa. This health centre was built in such acoustics and planning that it would enable music therapy. With this feature, it was the unique hospital of Turkish psychiatry and civilization. The structure turned into a museum of medical and health in 2000 was also granted the European Museum of the Year Award in 2004 (Sarı, Yıldırım, Özyayın, İzgöer ve EryükSEL 2010). Dar al-shifa which was the original form of Sabuncuoğlu Şerafeddin Medical and Surgical History Museum (1308) in Amasya was built during Ilkhanids era by Amber Bin Abdullah who was the slave of Sultan Olcayto and his wife İlduş Hatun. It is known that in this health centre, on the one hand the slave were cured by water sound, on the other hand the traditional educational form of medicine instructor-student was fulfilled and doctor nominees were trained (Cantay, 1992).

The structure converted into the museum in 2011 majorly contains the treatment methods of Sabuncuoğlű Şerafeddin as the most notable doctor of that period and the dar al-shifa. With the establishment of Cerrahpaşa Faculty of Medicine and Museum of History of Medicine in 1985, a medical museum under the university was for the first time founded. Many historical materials were collected from the heads of the department of faculty, laboratories, drugstores, various civil hospitals, private clinics and pharmacies, retired doctors, dental surgeons, chemists, nurses, midwives, the families of deceased health workers, sellers of second-hand books through donation and purchasing. The oldest building of Medicine Faculty of Cerrahpaşa was arranged as medical museum and opened in the name of “Museum of History of Medicine and Pharmacy” in May the 20 of 1985. According to Sarı et al. (2010), the museum is considered as the richest collection in Turkey in its own field due to the diversity of materials. Many works such as manuscript medical books, miniatures, paintings, surgical materials, pill bottles belong to the latest period of Ottoman and the first years of Turkish Republic. Gülhane Military Medical Academy (GMMA) founded on 25th December 1898 has witnessed many important events in the course of its 101-year
history. Gülhane begun to operate in the name of “Gülhane Seririyat Hastanesi (Clinical Instruction Hospital)” in 1898 in Sarayburnu-Istanbul changed its place five times. When the buildings of Gülhane were occupied after the World War I, in 1918 it was moved to Gümüşsuyu Military Hospital with all patients and belongings and returned to its original place in Sarayburnu in 1923. Gülhane continued to serve at Cebeci Military Hospital in Ankara between 1941-1953, in the present buildings of land forces command between 1953-1972. Since 1972 it has served in the modern campus in Etlik. The materials protected in the libraries and warehouses of Gülhane were the first resources of the museum of history of medicine. These materials were first exhibited in a small salon and presented to visitors in today’s museum opened in 14th March 1988. Bursa Health Museum is full of some old medical and surgical materials which were used by surgeons in the corridors of Muradiye Madrasa and now exhibited in windows. This small museum does not look like an exact museum. However, Muradiye Madrasa where the Health Museum as one of two health museums in Turkey is located is a worth-seeing architecture.

Apart from these mentioned above, there are other museums considered within the scope of health museum which are Florence Nightingale Museum (Istanbul, 1954), Ege University-History of Pharmacy Museum (2007, İzmir), Turkish History of Pharmacy Museum (Istanbul, 1960), Hacettepe University, Ancient Turkish Pharmacy Museum ( Ankara,1983), Marmara University, Faculty of Pharmacy Museum (Istanbul, 1998), Yeditepe University, History of Pharmacy Museum (Istanbul, 2006), Pharmacy and Medical Culture House of Mustafa Nevzat (Istanbul, 1989), Museum of Abdi İbrahim (Istanbul), Eczacıbaşı Museum (Lüleburgaz, 2002), Ancient Pharmacy House (Eskişehir) (Mat, 2007).

2.2. Museum, Museum of Medicine and Museum Education

A museum is a non-profit, permanent institution in the service of society and its development, open to the public, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment (Bakbaşa, 2010:7). According to Hooper-Greenhill (1996), the functions of the museums are protection, research and communication. Medical museum serves to protect and exhibit selected medical materials which are historically and scientifically in order for training of medical staff, supporting facilities of medicine profession and public education (Unat, 1962:701). Museum education is an effort to understand people and oneself in time and place; to maintain cultural heritage; to associate the past, today and future; to protect the cultural works of art; to learn and understand their own and different cultures in a versatile way; to develop an intergenerational understanding and empathy; to make museums living places and to help museums gain the nature of an institution. For students, museum education is not limited only to museum visits, education programs in museums integrate with educational activities outside museum. Moreover, it has such functions as sharing information and social enlightenment with public education (Onur, 2010:29-36).

In recent years educational activities in museums have gained importance and started to be conducted in many types of museums. Thus, the main objective in the activities carried out in a relevant museum using some museum education methods is to provide gains by living, feeling and most importantly by learning. Museums of medical and health history are cultural and educational foundations where the stages of the health culture until today are introduced to health workers as well as people of all ages and interested in this field, and which contribute their learning period and help them socialize.

2.3. Educational Activities in Turkish Museums of Medicine and Health

İstanbul Health Museum have started the school-museum activities to intensify its cooperation with schools. The employees of education unit of the health museum prepared some educational sets consisting of objects, plays and working materials which describe human anatomy and physiology in an entertaining and discovering way. Activities were created in the titles of “What makes me?, Digestion, Teeth, Play of Senses, My Strong Bones, Glance, Box of Discovery”. Thus, students’ learning by experience was supported by creating a direct studying environment with objects. Furthermore, by this practice important contributions were provided for students to develop their artistic skills by using their imagination to strengthen the knowledge of many subjects in the school curriculum.
2.4. Museum Educators (Pedagogue) in Turkey and around the World

Museum educator is an employee whose main purpose is to communicate among society and museum and its exhibitions. At the same time, they are also responsible for providing connection between different parts of museum. For instance, museum management, arrangement of exhibitions, visitor programmes, and educational targets are among their duties. Museum educator/pedagogue has a balancer role in constituting the canal of communication between the museum management and visitors. The duties of museum executive are to form exhibitions and choose the objects to be included in the sections. The educator must enable the museum organization to be visitor-centred in cooperation with museum directorate. This type of arrangement enables visitors to benefit from museums at the maximum level (Brooks, 2004). Museum educators must take into consideration the following five points while preparing educational programmes (Pierce, 1996). 1) The features of the exhibition must be defined. Teaching activities must be planned to be learned more easily according to concept and format of the educational sources in a museum. 2) The museum education materials must be controlled and assessed. In accordance with the findings, these materials have to be developed and arranged again. 3) Written materials have to be clear, understandable and well-arranged. Visual materials must be prepared appealingly for both teachers and students. 4) The feedbacks taken from the teachers are very significant for museum education materials. The teachers’ offers must be taken into consideration while the programmes, services and sources are designed. 5) Museums have to design teaching materials to ensure the aims of the museum-school cooperation are understood well.

The mentality of educational activities in medical and health museums is older and more settled in the world than in Turkey. Museum curators, educators/pedagogues working in this field are more in number in the world than in our country. In Europe where the museum education facilities are much more settled than Turkey, more than one educator/pedagouge works almost in every museum. The Mutter Museum in Philadelphia of USA has a pretty outstanding reputation among the medical museums in the world and overshadowed in the content of educational activities. Apart from the standard museum trip in Mutter Museum, the educators have developed seven subjects in the name of Mutter classes to increase the museum experience. These are informative programmes developed for students from fifth to twelfth grades. Activities take 45 minutes. These activities are arranged with respect to “Civil War Medicine, Operation, The Roles and Contributions of Women in Medicine, Evolution of the Body, Fixing the Bones, Vaccination, Medical Plants, Invisible Science and Anatomic Comparison”

3. Conclusion, Evaluations and Recommendations

It is seen that the medical and health museums in Turkey need some radical innovations and changes to fulfil museum education utterly since it is a must that museum education have to be substantiated by experienced and trained team in this field. Some studies were launched; however, it will take a long time and effort to achieve the desired level. Thus, teachers who use museums in a way have duties in making museums effectively available in this process. There are so many activities for teachers to make museum visits more effective and meaningful. In this sense, there are not well-planned and systematic activities in medical museums in Turkey and these museums need educators/pedagogues and also curators. Convenient places for drama and workshop activities have to be added to these museums. In the concept of this plan, activities should be arranged according to years of age, organization have to be applied in relation to school curriculum for students. Detailed activities for adult participants and visitors should be planned. Comprehensive education sets should be created and studies should be carried out to enable activities to be project-based.

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**Figures**

Figure 1. A scene from the activities in Istanbul Medical Museum

Figure 2. The students during the museum education activities
Appendices: Museum Education Activities

Appendice 1.

Name of the activity: Museum Expert

Time: 20 min.

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Appendix 2.

Name of the activity: Hunter in the museum

Time: 40 min.

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<th>Statue of the work of art</th>
<th>Find the work of art in the gallery. Write the name of the procedure and identify it.</th>
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Write a story about it.

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Appendice 3.

Name of the activity: Similarities and differences

Time: 15 min.

1- Do the doctors’ clothes look like the current ones? Explain by comparing.

2- Write the similarities and differences of the Ottoman classrooms and today’s ones.
According to you, which heating and illuminating systems were being used in that period?

Appendices 4.

Name of the activity: Doctors of Dar-al-shifa

Time: 15 dk.

Choose a role for yourself from the photo and act to a part in the play by drama method.