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A museum example in art and design education

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Abstract

Prof. Dr. Ulker Okcuoglu Muncuk Museum of Vocational Education Faculty, Gazi University was founded within Girls Technical Teacher's High School in Ankara in 1974, dedicated to the 50th anniversary of the foundation of our Republic. The museum, which is within the body of Vocational Education Faculty of Gazi University, was joined to General Directorate of Ancient Arts and Museums, The Ministry of Culture and Tourism, in 1982. The museum is first and unique among universities in terms of its features. The museum includes jewelries and written documents, as well as handicrafts, hand-knits, in total 845 works with high artistic value. As places for life-wide learning and living spaces throughout life-long learning, the museum education including their effective use based on experiences is a new and necessary field for Turkey offering historical and cultural richness. The aim and content of museum education includes the use of exhibits, objects and environment as an active learning and development area under the light of basic learning theories and principles with their interdisciplinary aspects, which put students in center.

Keywords: Museum , ancient arts, cultural ,collection.

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1. Introduction

Museum, where cultural inventories of countries are exhibited, is defined as "a continuous institution far from the opinion of interest which is in service of the society's development, open to public, which perform research studies on the materials which witnessed people and their environment; collect and protect them; share information and exhibit the information at the end for examination, education and amusement (Şahan, 2005:488)The purpose of museums is to keep alive, improve, expand, introduce, evaluate and make cultural values adopted; to prevent the destruction and destruction of historical and cultural assets; to evaluate all the opportunities of the country suitable for tourism in favor of the country's economy; to improve tourism, and to contact with non-governmental organizations.

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Culture shows every country' creativity, social features, the way of using the art, aesthetical values, everyday life and folkloric structure.

Collection, protection, research, exhibition and education are the five responsibility areas of museums. Obtaining works of art, conservation, maintenance, restoration and documentation are among the most important functions of museums.

2. Museum studies

Education cannot be limited to schools. The education given in museums gives children the opportunity to question their existence, to make comments about different time units and to have different dimensions in their style of thinking (Tüzün,2010:9).All the activities realized in museums today are considered as an educational experience; and this education is given within the framework of plans and programs. Museums are important places which contribute to enriching the knowledge acquired in school and to having a long-lasting knowledge. The main reason why museums are ideal places for education is that they contain any kind of object related to culture. The information learned in school is practiced in relation with the objects in museums; thus theoretical information becomes concrete, tangible, alive and long-lasting. Students are more interested in a subject when they are given the opportunity to be active and when they establish a connection with their experiences. Thus, thanks to the objects and activities they contain, museums reanimate creative thinking and provide a life-long learning in student's memory. Museum studies in Turkey showed a big development after the declaration of the Republic. This development is essentially based on the importance that Atatürk attached to researching cultural assets and revealing them; and to the expansion of museums in the entire world. There are 185 officials, 141 private, totally 326 museums in Turkey and their number increases each year.

Examining the studies conducted on museology history after the Republic period until today under 3 groups will facilitate the determination of education that museums desired to give and their purpose of foundation. The first period, which is between 1923 and 1952, is when the museums were being founded increasingly. Thirty four museums were founded between these years. The second period is between 1956 and 1996. This is a period where Turkey signed international agreements within the framework of protecting cultural assets. More than 45 museums were founded in this period. The third period is covers the years after 2000 and the time we are living now. The number of private museums increases in this period.

Trips to museums help students to gain rich and meaningful experiences; to improve their skills of making careful observations and most importantly, provide long-lasting visual elements (Çilenti, 1984:70). It is a necessity to make young people accustomed to visiting museums again and again; to develop their habit of visiting museums in order to bring those personal and aesthetical tastes and to make them adopt the idea that education continues even after the closure of schools.

Museums in Turkey aim to reach to active thinking approach based on technological advancements by developing the consciousness of awareness in individuals; creating artistic sensibility; establishing empathy with previous cultures; and developing such skills as creative thinking, observation and research.

2.1. Gazi University Faculty of Vocational Education Professor Ülker (Okcuoğlu) Muncuk Museum

Insert Museum was established in 1975 as a result of long and tiring works with the purpose of helping students to attain these objectives. This is an ethnography museum opened within Girls Technical Higher School of Teaching and dedicated to the 50th anniversary of the Republic.

Most of the works in the museum were provided by the students of Girls Technical Higher School of Teaching 50 years before under the control of the Director Bakiye Koray and by Kenan Özbel and

Tevhide Serav who visited various places in Anatolia. Newly created works in the school which have high artistic values and some donations also enriched this collection.

2.1.1. Collection of Museum

The museum contains nearly 1000 works. These works are grouped as follows:

- Clothes (Bindallı, üç etek, cepken and şalvar),
- Embroideries (Çevre, peşkir, uçkur, nihale, cloths),
- Accessories (Belt, necklace, earring, broaches),
- Laces (point lace, shuttle, crochet lace),
- Purses (for money, tobacco, watch, matches, cigarette holder),
- Other documents.

Today, this museum is the first and single museum among other universities in terms of the features it has. This museum has the features of a laboratory and an education unit which functions within the framework of its own rules.

The museum was attached to The Ethnography Museum of the Ministry of Culture on 21st of May 1982. Upon the death of one of its founders, Prof. Ülker (Okcuoğlu) Muncuk, on 27th of March 2006 it was proposed to change the name of the museum. This proposition was accepted by the rectorship of Gazi University and the proposed name was accepted on 17th of May 2006 by the Directorate General of Cultural Assets and Museums.

2.1.2.Art Education in Museum

The education given in Ülker (Okcuoğlu) Muncuk Museum accompanied by the museum responsible and academics is carried out within the framework of a certain plan. The working hours of the museum is between 09:00 and 12:00 a.m. and 13:00 - 17:00 p.m. Students who would like to use the materials in the museum draw the patterns without losing their characteristic features. They work on a new product with a new composition, different product types and different thread types by remaining faithful to the original one. These works are exhibited in the Art Gallery of Gazi University in certain periods.

Visiting the museum is free of charge for local and foreign tourists. The museum establishes more emotional connections to the culture and people of the past and helps us to understand yesterday and today. Gazi University Ülker (Okcuoğlu) Muncuk Museum is used as a learning environment where active learning is realized in line with a modern museum approach. By this way, it was also realized that museums are not only the places where objects are conserved and exhibited; however also educational institutions.

The knowledge acquired in classroom environment becomes richer and long-lasting in museum environment. Students gain new points of view through alternative learning experiences. They make new production with artistic values. They try to carry the art to a universal dimension. The reason why museums are ideal instruction places is that they contain any kind of objects.

In the studying area created for students in the museum, maximum 20 students have the opportunity to make applied studies at the same time. Such techniques as Dival-style (Maraş-style) works, Turkish-style works, counted works and suzeni (needlework) are applied without destroying

their patterns. Similar products can be worked with new creative designs for knitting works. Shortly, the museum has been used since its foundation by students as a multi-dimensional learning and living environment. The products shown in leaflets with inventory numbers were selected among the old works exhibited in G.U. Ülker (Okcuoğlu) Muncuk Museum. They were recreated by students in the Embroidery Workshop for different usage areas, with different fabrics, threads and compositions.

3. Figures



Figure 1. Inv. No:152,Cloth size:128x46 cm. cotton hand woven, Size: 43 x 106 cm.
Gazi University,Ulker (Okcuoglu) Muncuk Museum Workshop.



Figure 1.1 New embroidery, Cloth out of Ödemiş silk Turkish-Embroidery,N.Baykasoglu Hand Embroidery



Figure 2. Inv. No:161,Towel ,size:150 x 64 cm.cotton hand woven, Size: 43 x 105 cm.
Gazi University,Ulker (Okcuoglu) Muncuk Museum Workshop.



Figure 2.1 New embroidery, Cloth out of Ödemiş silk Turkish-Embroidery,N.Baykasoglu Hand Embroidery



Figure 3. Inv. No:143 ,Towel ,size:90x41 cm. cotton, hand woven, Size: 46 x 106 cm.
Gazi University,Ulker (Okcuoglu) Muncuk Museum Workshop.



Figure 3.1 New embroidery, Cloth out of Ödemiş silk Turkish Counted Work,N.Baykasoglu Hand Embroidery



Figure 4. Inv. No:68 ,Uckur ,size:27x 2.64cm.cotton, hand woven, Size: 43 x 106 cm.
Gazi University,Ulker (Okcuoglu) Muncuk Museum Workshop.



Figure 4.1 New embroidery, Cloth out of Ödemiş silk Turkish Counted Work,N.Baykasoglu Hand Embroidery

4. Conclusion

The education given in museums gives children the opportunity to question their existence, The museum which is now within the structure of Gazi University Faculty of Vocational Education was attached to the Ministry of Culture and Tourism, General Directorate of Ancient Arts and Museums in 1982. The museum is the first and single museum among other universities in terms of the features it has. There are also accessories and written documents besides embroidery, weavery and knitted works in the museum where nearly 1000 work with high artistic value are exhibited.

The museum has a great significance in terms of its contribution to educational programs and activities as it makes contributions not only to learning the classroom however also to life-long learning.

One of the most precious aspects of visiting museums is that museums offer students the opportunity to encounter with alternative learning methods and to actively work with concrete evidences.

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