Report 1

Discovering, Discussion and Debating – Methods to Rebuild Town-gown Connection

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Introduction

Delft is a city of deep social and cultural significance. The diverse urban forms and spaces of monuments, markets, streets, courtyards, and canals have been represented by domestic artists and are closely connected to its natural landscape and historical development. Nowadays, with the historical treasure, as well as the famous ceramics industry and world-renowned university, Delft city center has now become a place for urban activities for tourists, students and residents. Delft University of Technology has been one of the key urban institutions which contribute in as science and knowledge incubator as well as in important ways to the city landscape. The university used to be presented in historical center and it changed to be an individual campus and separate itself form the city due to many reasons.

My graduation project starts with thinking about the relation between the university and the city. From historical perspective, university used to be embedded in city center together with cultural, economic life and built environment there in medieval age. In 19th century, British universities support industrialization, medical care and public debate. In modern time, universities gradually moved to independent campus as a worldwide phenomenon due to many limits. Various town-gown researches have revealed the barriers and potential strategies to rebuild the connection. In the Delft context, I want to reintroduce the university to the city center by taking use experience from history. By using the university collections as the starting point for the new archive, the new urban institution could be seen as the encounter place for public engagement. Students could face with residents, and benefit each other by discovering, discussing and debating.
Town-Gown
Historical Relation

The phrase “town-gown” refers to the relationship between higher education institutions and the communities where they are located. Both of them hold assets supporting the viability of each other, they “create shared value” through the deliberate maximizing of their interdependent relationships\(^1\). Town in the context of this study means the non-academic population while gown means the university. Hence Town-gown relationship is the cohabitation among community residents, students and the academic community (faculty, registry and so on), which could be friendly or hostile\(^2\).

The first and ideal prototype of higher learning institution in Western culture is the Platonic Academy. Though it is not exist anymore, it was recreated as the ideal place to gather the famous historical sages by Raphael’s Renaissance painting, *the School of Athens*. University architecture is the architecture of ideology from its beginning.

Tension between higher education and the communities was first described in medieval Europe.

![Image](image_url)

**Fig 1.** 14\(^{th}\) century lecture, as painted by Laurentius de Voltolina

The earliest universities were itinerant communities with no fixed premises. Lectures took place in churches, rented rooms, and anywhere else that could be found.

In medieval time, universities took root in thriving cities and gradually ingrained themselves within the urban center. Thomas Bender and his book *The University and the City: From Medieval Origins to the Present* explained that from history,

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\(^1\) Underwood. 2016: 10

\(^2\) Egunjobi and Akerele 2014: 2
universities gradually became embedded in the cultural, economic life and built environments in cities\(^3\). Jonathan Coulson further explained the idea that universities started from the city:

*Lectures took place in houses rented by the masters, while examinations and assemblies were typically held in churches and convents. The early medieval universities possessed no buildings; they were as yet an indistinct community of masters, citizens and students*\(^4\).

As the Renaissance progressed, the university had evolved from a loose association of scholars and masters into an institution. The distinctive architecture and central urban locations indicate that the university towns became stamped with a personality of their own.

![Fig 2. Merton College, University of Oxford from David Loggan’s *Oxonia Illustrata* (1675)](image)

The Universities established in British provisional cities were created to support 19\(^{th}\) century industrialization and are a classic example of urban institutions. These universities not only supported the newly emerging industries in the form of scientific advice and skilled labor but also through their medical schools contributed to raising the health of the population. They also played a leading role in the public sphere by participating in debate about literary, philosophical and scientific subjects\(^5\).

The intensive land use and the decline of funding contributed to a disconnection of universities from the city. The typology of campus turned out to be the result of disconnection. The science journal *Nature* once asked:

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\(^3\) Bender. 1988: 13-21

\(^4\) Coulson and Roberts. 2015: 2

\(^5\) Coulson and Roberts. 2015: 2
So why do so many scientists ignore the needs of our cities? It is time to encourage scientists and universities to pay more attention to urban areas. Researchers who benefit from opportunities in cities should ask what they can give back\(^5\).

Various researches have revealed the significance of public engagement. In his 2016 book *Engaging with Our Neighbors, The Practice of Town-Gown Relations in Missouri*, Tabitha Underwood gave solutions such as community building with off-campus student housing, neighborhood redevelopment and revitalization and neighborhood relations and partnerships\(^7\). In the paper *The Civic University: Re-uniting the University and the City*, authors discussed the drivers and barriers of development and illustrated these challenges with reference to experience on the design of a university and civic leadership development program.

To rebuild the ideal connection between the university and the city, the historical examples can be a reference. The university used to be embedded in city center and developed itself by participating in public life. In this sense, there needs to be a space where we can bring back public participation by discovering, discussing and debating.

\(^5\) Nature. 2010: 883-884
\(^7\) Underwood. 2016: 7-22
Discovering University Collections

University collections can be seen as the first method to induce the larger public engagement which emphasis on the importance for the public to discover individual interpretations.

Today the significance of university collections, once taken for granted, is under intense scrutiny. During 2013, the five oldest Dutch (including Delft) universities signed an agreement on the transfer of two-thirds of their geology and paleontology collections to Naturalis. In our case, TU Delft holds a lot of special collections which have irreplaceable meanings but they are just settled in the library basement and with limited chance to meet with people. The importance of university collection and the potential ways of using them should have better understandings. Collections can be treated as an inspiration to discover knowledge and story.

In Marta C. Lourengco’s PHD pater *Between Two Worlds – the distinct nature and contemporary significance of university museums and collections in Europe*, he explained the original meaning of university collection started with teaching.

As a community, the university has organized its structure, people, buildings, collections and curricula in such a way that learning effectively means learning to research. Universities intrinsically and dynamically combine the creation of knowledge and the dissemination of it. This characteristic gives university museums and collections a unique articulation between objects and knowledge that this research aims at better understanding.

Many of the university collection started being as teaching and research resources. To understand the collection, one need to know more about the history behind it since we can understand what is the new technology development only if we understand we used to have. What’s more, some of the university collections are still valuable for potential research resources. A university museum reflects university’s social responsibility to provide broader education for general public and gives answer to what Nature invokes that researchers who benefit from opportunities in cities should give back their knowledge and benefit cities in turn.

Although the object is more focused on study and research related activities, university museums raises the questions about how to attract public get involved in the program. University collections can be the inspiration to “discover” knowledge and the museums will provide a place for people to discover the story behind the display, to discuss about their own opinions which make connections between different groups. Collections and Museums are an important part of the way society

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8 Lourengco. 2005: 3
makes its history. The outcome should the integration function of exhibitions, labels, storage and acquisition policies, and publicity material and so on. It follows that openness of activity is crucial and, in real life, this leads to initiatives like open storage, object handling sessions, self-study rooms and resource centers.

The Dutch situation gives us another example of how to use university collection within collaboration. *Stichting Academisch Efeito* (SAE), a foundation established in 1997 by the five “old” universities (Amsterdam, Delft, Groningen, Leiden and Utrecht) has been the main actor in the strategic selection and promotion of Dutch university heritage. The implementation plan was divided into five thematic/disciplinary projects: i) geological collections, ii) botanical gardens, iii) medicine collections and v) collections of historical pedagogical panels. The learning lessons lie in two aspects, to increase the public accessibility and to create cooperation around university heritage.

This is also meaningful in our case. On the one hand, we should make selection of what kind of collections which can represent the history, scientific and design development of TU Delft. In this sense, the new university museum should include University History Collection, Rally Peters Collection The Tresor, and the most representative collections of TU Delft, Scientific collections and Design collections. Scientific collections will include historical collections from Calculation Tools Collection, Beijerinck Museum and Design collections will consist from The Chair Collection and Industrial Design Collections. Moreover, there will be temporary exhibitions about the newly development of TU Delft in scientific and design research. On the other hand, the university used to be presented in historical city center for a relatively long time. There might be some historical traces such as the old Polytechnic School institutions and their academic and student’s activities. Some buildings today are still belongs to Delft University and some have already changed to other functions. There are many traces of Delft University alumni and professional staffs in city center like the Paul Tetar van Elven Museum which also related to university history and being part of the art museums in city center as well. Today, the new connection is happening there mainly by student’s activities. If we want to introduce the university institution coming back to city center again, we should also try to make some possible connections or collaborations between the new institution with historical traces and activities happening now.

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Lourenço 2005: 105-107
The communication between different groups of people can be used as the second method to reunite the university and the city.

The role of the university is complex for the mix of institutional demands between academy and city. In the article *The Student City, Strategic Planning for Student Communities in EU Cities*, the authors argue that students and academic communities could be a driving force for urban development but a badly managed mixed-use of public space may create “cultural shock” and give universities a bad reputation\(^\text{10}\). To re-unite the university and the city, both the public space and activities should be carefully considered. By integrating them in the local cultural environment and embedding university in the city fabric, the contact between students and residents would be more and better.

As discussed in the essay *Delft blues: the long road from university town to knowledge city* by Arie Romein that Delft is a “campus town”. Delft University and TNO constitute the backbone of the knowledge capacity in Delft\(^\text{11}\). Delft formed a “campus town” and attached to the large city nearby. Delft also harbors the UNESCO-IHE Institute for Water Education. The knowledge base of Delft is not limited to these institutes for education and research. The city also houses a many knowledge-based firms and organizations. Many of the city’s creative entrepreneurs and workers studied here and still maintain close relation with the university such as guest lecturer, by employing apprentices or by using facilities\(^\text{12}\). The discussion between the university students and alumni will no doubt contribute to a better understanding from campus to market. Now this kind of discussion is held by Studium General and mainly happened in campus. But what if there is another discussion between students and residents?

Instead of academic-related students and researchers, there are also many local residents in the historical city center. They might be interested in the university history as it is part of the city. Children can be interested about the history and development of the university’s scientific and design collections. The students involved in the program can be the communication intermediated between the general public and academic related activities. The public presentation of academic layout and debate among different groups will also contribute to the better relation rather than the conflict between students and residents.

\(^{10}\) Russo and van den Berg. 2003

\(^{11}\) Romein. 2011: 158

\(^{12}\) Romein. 2011: 158
By bringing back public engagement, the ideal image came into my mind would be the general discussion among different groups of people and the freedom to participate in the discussion and to speak. To come back again in the city center, it does not mean only another newly built exclusive academic institution in different place. But it means that university wants to come back again into public life. The discussion should not only limit to academic researchers and students, but among more general public. The discussion between alumni could help the university to strength connections to alumni for years and the alumni could help the students better understand the market from a more practical way. The defends and debates between the residents and students makes it possible for the university to return values for the city and the public response could improve the academic research layouts as the interactive way of benefits. In this way, the public engagement could be a bond for university and city. The new urban institution should be a place for encounter for public engagement.
Conclusion

Town-gown relationship is the cohabitation among community residents, students and the academic university.

From the historical perspective, the ideal academy starts with Platonic Academy, which illustrated the ideal model of open and public academic discussion. In medieval time, universities took root in thriving cities and gradually ingrained themselves within the urban center. Universities became embedded in cities at that time. And in the 19th century, the British university played a leading role in the public sphere by providing support for the newly emerging industries, taking public medical care, and participating in public debate. In modern time, various researches have revealed the significance of public engagement. To rebuild the connection, there needs to be a space where we can bring back public life by discovering, discussing and debating.

Many of the university collection started being as teaching and research resources. University collections are objects to be discovered and a university museum will provide a place for people to discover the story themselves and find their own position and interest. The Dutch collaboration gives learning lessons about increasing the public accessibility and promoting new ways of cooperation of university heritage. There also needs an encounter space to encourage discussion and debate among academic groups and general public. By integrating them in the local cultural environment and embedding university institution in city fabrics, the contact between students and citizens would be more and better.

The first level requires good selected collections in university museum. A university museum for TU Delft should include stories of past, present and future. The new building will contain University History Collection, Rally Peters Collection The Tresor, and the most representative collections of TU Delft, Scientific collections and Design collections. Scientific collections will include historical collections from Calculation Tools Collection, Beijerinck Museum and Design collections will consist from The Chair Collection and Industrial Design Collections. Moreover, there will be temporary exhibitions about the newly development of TU Delft in scientific and design research. This is the university’s social responsibility to provide broader education. The second lever requires more intellectual communication between academic groups and general public. The university can come back into public life by creating more chance for discussion and debate among researchers, students, alumni and citizens. Studium Generale, academic conference and student’s presentation can open to citizens with special interest. They can know more about what is happening in the campus and give back their opinion from another perspective. Citizens will benefit university in turn. All this contribute to a virtuous circle and better town-gown relation.
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Report 2

Traces of the university in the city centre

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**Historical Traces**

**History of University**

Although the University only received its current name in 1986, it has been providing technical education for over years and started in city center.

The Technical University in Delft finds its origin in a military engineering school, initially commissioned by prince Maurits in 1600, planned by Simon Stevin, a pioneering scientist and engineer, he was one of the first to advance physics after Archimedes, but also engineered practical applications around Delft such as water mills. The name of the first school was 'Duytsche Mathematique' (Dutch mathematics), which was the first engineering school in the dutch language. Directly after the French occupation, in 1814, initiatives were taken to establish a new school of military engineers. Prince Willem I designated Delft as the location. The municipality acquired the ‘Fundatie van Renswoude’ to house the school, in Oude Delft 95. In 1842, a new school was founded, the 'Royal Academy'. Its first academic year was 1843, when 48 students enrolled. The school had to be financially independent and all expenses were covered by the 200 Guilders ‘Collegegeld’, an amount which remained the same until the 1970s. In 1863, a national educational reform transformed the curriculum of the school, the military character disappeared, making way for a more technical approach, also expressed in a new name: ‘Polytechnische school’. The school developed a more academic character, and gained rights of promotion, in 1905, when it was renamed again to ‘Technische Hogeschool’. It was not until 1985, when a new law on scientific education declared the term ‘Hogeschool’ not fit for an academic institute, that the current name of the university was applied: ‘Technical University Delft’.  

Initially, all of the university buildings were located in the historic city center. During the half of 20th century, the university began to relocate to a separate university neighborhood.

**University Buildings**

In the nineteenth century the University played an important role in the development of the city. More and more faculties started moving to more spacious buildings outside of the historical city center. The old buildings have been therefore transformed into new functions. Many of the existing historical university buildings can be found in group along the Oude Delft.

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Some are still relating to university activities. Oude Delft 95 is a very special address on the map of Delft. It used to be the original building of military engineer school in 1814 and then the first building and administrative center of Polytechnic School of Delft since the opening in 1864. Oude Delft 95 remained a TUD building until 1963. Then, it became the main building of Unesco IHP also occupied the Westvest 7 which used to be the lecture hall of physics. Unesco IHP is the largest international graduate water education facility in the world and is based in Delft in collaboration with partner universities. So, in some way, the building itself continues the role of public education and is still being used by students and researchers.

The Westvet 9, the building of VAK functions today as a private Academy for the Arts, including classes and presentations in arts, dance, theater, writing, fashion and music. It was part of the “Polytechnische School”, one of the first signs of the Technical University in the city. Today, it is being used as a public cultural place by locals.

However, the majority of University buildings in city center have been changed into student housing or local residential. University lost its connection to historical city center.

**Public Buildings**

Delft diverse urban forms and spaces of monuments, markets, streets, courtyards, and canals have been closely connected to its natural landscape and historical development. The public buildings are quite important and many of them are the city monuments. They merge into the urban context, while at the same time influence their neighborhood by their unique spatial quality. The public buildings are closely connected to their surrounding spaces.

Delft is a city of deep social and cultural significance. There are many museums, monuments, archives, and theaters in city center and they are closely connected the open spaces in city center. Meanwhile, we can find that university seems to represent very limited in the diverse culture in city center. There is no building for the university to introduce itself to the local residents and tourists. University is also part of the history in city center. There need to be some space for university to find its history memory and contemporary connections with residents.

Some public buildings also have some relation to university history such as Paul Tetar van Elven museum. The house in the center of Delft Koornmarkt 67 used to be the private housing of Paul Tetar van Elven, who was an artist and a former teacher at the Polytechnishe School of Technology as a professor in Architecture interior. Paul Tetar van Elven changed the house with furniture and his collections and it has
been changed from a private housing to a museum on the canal after his death.\textsuperscript{14} For the city it is one of the museums along the canal which make up the diverse culture of Delft and for the university it is part of the development about the faculty and alumni which make up the university history. The new archive can be seen as the extension of university institution, but it also needs to have a certain relation with the other cultural facilities in city.

University should try to provide general educational and cultural spaces for public as well as to find its historical traces.

\textsuperscript{14} Hoftijzer and Ressing. 1995: 15-23
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<th>address</th>
<th>year built</th>
<th>original university function</th>
<th>current function</th>
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<td>main building</td>
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<td>lecture hall, auditors</td>
<td>student housing</td>
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<td>cultural and leisure center</td>
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Fig 1. Historical University Buildings
Fig 2. Public Buildings in City Center
Users and mapping

Through the function plans, the majority function is the living, while the other functions concentrated on the area around Oude Kerk, Nieuwe Kerk and Markt square, Beestenmarkt, Bastiaansplein and along the Oude Delft. The result proves that public buildings especially the city monuments with their surrounding spaces play a significant role in urban context and make the neighborhood lively.

From the students’ perspective, it is actually very hard to define the difference between students and residents in private living. Only we can define them by some of the student housing owned by DUWO which are quite separate from each other. However, it is also too limit to analyze on the student housing if comparing to the whole city center. It cannot really show the student living situation in city center because of the mobility. Students can rent a house from an agency or residents for a certain period and it changes frequently.

Then, if we have a look at the public spaces, we may find that they can be a complex of diverse functions of retails, restaurants, bars, cultural and religious facilities. The Bastiaansplein can be seen as the entrance space from the campus to the city center. It is mainly occupied by the retails, cultural facilities and one of the several education facilities in city center. It is a public square mainly by students and residents. The interesting point is that although this is a newly built area, it pretends to imitate the same structure of Delft courtyard typology in a larger scale. It even creates another interior courtyard terrace on the middle roof layer.

The Markt square is different which is defined by the monuments Nieuwe Kerk and Stadhuis. There are many shops and cafes surrounding the square because this is a one of the tourist attractions in city center. Besides residents and students, this is also the place that tourists’ activities happen. It is also a geographical center space which connects different public area in city center by street such as Jacob Gerritstraat to the south and Peperstraat to the east. In relation to the tourists’ activities and the continuity of cultural and religious atmosphere from Markt square, there are some museums such as the Museum Paul Tetar van Elven, Galerie Terra Delft and Medisch Farmaceutisch Museum and cultural and religious facilities along Koornmarkt and Oude Delft. And there are some university related companies along the Oude Delft. But there is no exhibition space like a museum in city center for the university to introduce itself to the public. It is meaningful to have a university exhibition space for the tourists and residents which can contribute to university reputation.
Students and residents share the public spaces such as Markt square and Bastiaansplein. However, although there are many public functions and many museums, there are few educational facilities in this area except bibliotheca Delft and culture center in Westvet. There needs to be more spaces for educational facility especially for university to go back into the city center such as the student study space, lecture auditorium and archive.

Fig 3. Function Plans in City Center

Fig 4. Students and Residents user mapping in City Center
Conclusion

Delft diverse urban forms and spaces of monuments, markets, streets, courtyards, and canals have been closely connected to its natural landscape and historical development.

From historical perspective, the university has been one of the key urban institutions for Delft and it used to start from the city center. More and more faculties started moving to more spacious buildings outside of the historical city center because of the limited land use comparing to city development. Many of the existing historical university buildings can be found in group along the Oude Delft but many of them are transformed into residential housing except the Unesco IHP and cultural center. To rebuild the connection between university and city, there needs to be some space for university to find its history traces. The new archive can be seen as the extension of university institution, but it also needs to have a certain relation with the other cultural facilities in city. So, besides the historical traces of university itself, university should also try to provide general educational and cultural spaces for public.

During decade, the faculty buildings have moved out the fraternity houses remained in the city center. The contemporary traces are student’s activity in the city center. From user perspective, the public buildings and their surrounding spaces play a significant role in urban context and make the neighborhood lively. Delft is a city with so many cultural museums and university related companies but it does not have a place for university to represent itself in city center and to show the history and academic development to the public. It is meaningful to have a university exhibition space for the tourists and residents which can contribute to university reputation. If we considering about the student activities, there also needs to be more spaces for educational facility especially for university to go back into the city center such as the student study space, lecture auditorium and archive which reintroduce the communication between students and residents.
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Report 3
Potential Relations of Integration in University Exhibition and Collection Research

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Introduction

From the former reports, university collections can be used as a starting point to connect TU Delft and historical city center. University collections started being as teaching and research resources. They are important because they are still valuable research resources and help us understand where we are coming from. The first idea is to build a depot in city center which contains University History Collection, Rally Peters Collection The Tresor, and the most representative collections of TU Delft, Scientific collections and Design collections. Scientific collections will include historical collections from Calculation Tools Collection, Beijerinck Museum and Design collections will consist from The Chair Collection and Industrial Design Collections. Moreover, there will be temporary exhibitions about the newly development of TU Delft in scientific and design research.

From the analysis of users and mapping, TU Delft used to present itself part of the fragments in historical city center. While the faculty buildings have moved out the fraternity houses remained and students and their leisure activities are the most obvious present traces of the university now in city center. There should be opportunity to provide an elaborated place of intellectual human connection between the university and the public, affected by collections and realized through students and visitors. A lecture hall for cultural activities held by Studium Generale and student's final presentation of their research could be interesting to public. The workshop will include the collection research and modeling studio and open to students and alumni. Places for student's activities will be more like the extension of university institution. They will mainly open to more specialized students and researchers and Delft citizens that are of special interest or related alumni.

This report will study on potential relations of integrating museum exhibition and other more specialized functions like Studium Generale lectures, student's workshop and professional research. The observation between Amsterdam City Archive and Special Collection of University of Amsterdam focused on the relation between museum exhibition space and street connection. The Interview with Esther Boeles, who was the curator of "Out of the Box" exhibition in Special Collection of UvA, discussed how to organize an exhibition for university collections, how to work as a university institution and how researchers and students take out and use collections to study. The case study of Utrecht University Museum shows another possible relation that university museum can show the stories of past, present and future research projects and work as an encounter space for scientists and visitors to have more intellectual communication. It forms the link between scientific research from the University of Utrecht or other professional research institute and visitors to the museum.
The observation is about the exhibition spaces in Amsterdam City Archive, Special Collection of University of Amsterdam and how do they present and intrigue public from the street level.

![Fig 1. The location of Amsterdam City Archive, Special Collection of Amsterdam University](image)

Amsterdam City Archive collects and protects documents pertaining to the history of Amsterdam and provides information about the city. It contains 50 kilometers of archives, a historical topographic collection with maps, drawings and prints while organizing intriguing activities and temporary exhibitions. For the visitor, Amsterdam City Archive means not only possibilities of researching Amsterdam history. The archives aims at the large public – they organize exhibitions, tours of their collection, projection of the archival films.

The City Archive was transformed from a former bank building with monumental characters. Original in its form, surprising inside, with a lot of natural light and unusual and rich decoration, it is worth a visit on its own. The amazing interior cannot be seen from the outside street, but from the main entrance, there are some...
outside flags to introduce recent exhibition. At the first glance of main entrance, you will directly see the big poster with its name “Stadsarchief”. The warm light on the poster and color attract people’s attention against the monumental building. There are two less obvious entrances for book store and café. On the first floor, the entrance hall is the open space where many activities happening there, including exhibition space, information centre and study room. People walk around the entrance hall and see the temporary exhibition. Unfortunately the quality of exhibition space there is unsatisfied due to the preservation of monumental building. But in general, it is a quite popular space for Amsterdam citizens and the building tries to become more open in the street level.

Fig 2. The main entrance of Amsterdam City Archive

Fig 3. The main entrance of Special Collection of UvA
In comparison with Amsterdam City Archive, the Special Collection of University of Amsterdam seems to hide itself from the street. The current entrances for Special Collection and Archaeology Museum are separated and although the exhibition space of Special Collection lies on the ground floor, it is a dark place without any window to show passersby what is happening inside. Even it is directly next to the street, it looks like a secret place for people who just walking on the street. And the exhibition space inside is actually very hard to use as an exhibition space.

In general the public accessibility and openness affect the quality of exhibition space.
The interview is with Drs. Esther Boeles, who is the curator of “out of box” and the specialist in historical collection of the University of Amsterdam. The discussion is not only about organization of “out of box” exhibition, but also about how to use university collection and how to present to public.

We started our conversation with the meaning of collections of University of Amsterdam. The collections of the University of Amsterdam are the product of centuries of research practice, higher education and institutional history. Why University of Amsterdam want to make a museum to show them? Esther explained that many of these university collections could mean something else than history to us now than they did in the past. Scientific disciplines have changed fundamentally in character: they now operate rather on micro or nano levels, they investigate DNA or big data. At the same time, however, “real” objects – whether they are books, instruments, models or works of art – remain a rich source of information and inspiration, even though it is not uncommon for them nowadays to be used by different disciplines and for other types of research. The collections of the University of Amsterdam are open to everyone which is part of the university’s social responsibility to express knowledge among the public, but they are primarily there for researchers and research trainees. They are the intellectual heirs of all this material and they may one day leave their own traces in the collections in turn.

Then Esther explained her new idea of curating “Out of the Box” exhibition at the very beginning which wanted to provoke the importance of university collection in another way. The organization of “out of the Box” is quite unusual. As a curator, she did not selected meaningful objects merely from the university collections but first asked eight professors and eight students from various disciplines to go in search
and selected objects from the depots that concern them. The undeniable reason is that although Special Collections is open to public, it is primarily there for university related researchers and students. The buildings include Special Collections, Allard Pierson Museum and part of Library of University of Amsterdam, thus they are first considered to be one of the university institutions. For the university, it is very significant what benefits that students and researchers can get from and how will they use them. For Esther, the original idea of inviting both professors and students to select collections for exhibitions aimed at attracting more university students becoming more interested in their university collections and knowing more about there they are coming from. To have the voice from student’s perspective could attract more students from University of Amsterdam and make them know more about the university. It is also very important to make academic exhibition more readable for general public. To make clearer information, the exhibition contained a small booklet in which both the professors and students explain what fascinates and inspires them and continues to generate new knowledge. They are also taken “Out of the Box” in another sense, highlighted as they frequently are in exhibitions, lectures and presentations. As a curator, she prefers the process of working with professors and students and they gave her new inspiration in turn.

Although she likes the organization, she said to be honest she did not feel satisfied with the current exhibition space. The Special Collection is now connected with Allard Pierson Museum and the buildings were transformed from former bank building and hospital. Thus the spatial quality is not good enough and the exhibition space hides itself on the ground floor. The current problem is that the whole building is too closed from street, and the exhibition space is almost invisible from outside.
and too narrow and dark. It is too small to make an exhibition and Esther actually wanted to change the entrance not directly faced with the information desk. She complained about the exhibition space. Then when we talked about what would be a dream space for exhibition. She admitted she actually likes more open and typical exhibition space in art museum and gallery, such as “white cube” and Stedelijk Museum Amsterdam, while the stereotype of university museum or history, archaeology museum seems to be more closed and dark space. It is not for the reason to control light, temperature and humid to preserve documents, but for the reason that these type of museums normally receive less supporting funds and income than art museums. If it is well arranged, university museums can also present exhibition like a “white cube” considering all the controlling conditions but it will cost much more than what they can afford. The current situation of university museums is more like a compromise but it can be better. And a large exhibition space is actually easy and free for organizing and creating something special from the curator’s perspective.

As a university museum, what is more important for the university is that the collections do not only present honorable history, but also contributes to temporary achievement and future development. On the one hand, old objects could help new knowledge work. Students from Art and Design Studies could make use of the statues in Archaeology Museum. They can first search information in university library and carefully observe the statues in the museum and then make a plaster copy to better understand form and proportion of ancient sculptures. The old statue and their copy will serve as initial form and inspiration and the final layout would be diverse individual designs. It can be a collaboration course with other university or like a workshop that open to public. Also, there are some computer collections and now professors and students from Computer Science are working on the early code programming. They took out the old computer machine with the early database and made research on them. They first only thought that it can be a prototype for beginners to understand how programming works in the past. After their research, they realized that maybe they can get new inspiration. Today, new technology like IPhone and notebook always get trouble with insufficient capacity and database, and the old programming actually give another possible solution about how to make everything work within limited database. Researchers became interested in how they will benefit digital technology today.

On the other hand, new technology could also work on discovering new information on old objects. The newly developed scanning and chemical technology has already helped expertise from Archaeology Research to find hidden information from mummy. And the new technology will contribute to better preservation of old objects as well. The museum also host public activities like museum night and museum camp. Recently, the Special Collection invited working staffs and students from Museum Studies around Netherlands to make one week workshops focusing on how to work with museum collections and how to teach young generation
become museum professors. They also have public activities for visitors with special interests. Visitors can see how archaeologist repair and work with collections in hotspot studio, digital labs and exhibition about students’ works.

In fact, the management department puts a lot effort on how to combine the museum, collections and library. In future plan, all the exhibition space will move to archaeology museum and university study space and library will be combined like a scientific research center. The museum will have more open space to public and the main entrance will be renovated from archaeology museum. On the other hand, the scientific research center will be more like an expertise institution to host the daily activities for students and researchers. The research center will have more workspaces, lecture hall for teaching and presentation and research studios. The separation of public and expertise function gives more freedom for inner connection. Esther suggested if there has some strong reason for students to come here such as having a research center or a university course, it will be more normal for them to see the exhibition if they are interested.
During the interview with Esther Boeles, we also talk about my original idea about the combination of depot and expertise functions or taking use of Studium Generale in Delft. In general, the Special Collections is the extended institution of University of Amsterdam so the main target users are the related researchers and students. Besides the university museums as one of the university institutions, Esther suggested that I should also look up different models of university museums that aiming at larger general public or even public science museum like NEMO in Amsterdam. With Esther’s advice, I contacted with Marjelle Hoorn, the association manager from VSC (Netwerk van Wetenschapsmusea en Science Centra), a foundation which supports all Science Centers and University Museums in Netherlands and Flanders for further information. Marjelle suggested me two references that I can look up for, Utrecht University Museums with Science Center.

Utrecht University Museums with Science Center is an example of university museums aiming at larger public and uses collections from Utrecht University heritage or new development to make the scientific process understandable. The University Museum reflects the strategic themes of the university in order to demonstrate to the public how the University contributes to society and to the developments that visitors will experience in the future. The Museum combines with the “Oude Hortus”, the botanical garden. The Museum and garden are both embedded in Utrecht old city center. The museum may be seen as the treasurer of Utrecht academic heritage.

Fig 5. The Exhibition space in Utrecht University Museum
The museum is trying to show the stories of Utrecht University's past, present and future research projects. It forms the link between scientific research from the University of Utrecht and visitors to the museum. The museum is currently working on developing several different Lab pilot projects. There are some educational programs that are designed for different aged children to learn about nature and science, like Jeugdlab and VMBO class. The museum is very popular with children and that is the social responsibility of the university to broadcast the public education. It is also a research museum that will benefit researchers. Over the next few years the museum is set up a goal to develop itself into the Netherlands' top research museum. The research labs are places where visitors to the museum have the chance to encounter modern-day research and the researchers behind it. It will allow the visitor to contribute to science as a citizen scientist and will offer scientist an opportunity to present his research. For example, the next Lab pilot project scheduled to open to the public in 2017 February will be the Fungal Lab. The Fungal Lab is an interactive presentation aimed at introducing visitors to the world of fungi and the research conducted into them. Together with another professional institution CBS Fungal Biodiversity Centre - an institute of Royal Netherlands Academy of Arts and Sciences (KNAW), a citizen science project is currently being developed that will allow the public to actually contribute to research by providing soil samples taken from their own back gardens. Scientists can have a communication with citizens who might be a local expertise of their living environment. Visitors can have better understanding of complicated scientific knowledge through their own participation.

The Utrecht University Museum uses its own collection to make the scientific process understandable. The target user is the general public. In addition, it manages and enables access to the academic heritage of Utrecht University, highlighting the importance of science. In collaboration with professional research centre, the museum works as an encounter place for visitors and scientists to have communication and discussion.
Conclusion

In the report 3, I want to find the potential relations of integrating museum exhibition and other more specialized functions. From the interview with Esther Boeles and Marjelle Hoorn, the functions in Special Collection of UvA and Utrecht University Museum are different because they are aiming at different groups. The Special Collection of UvA is aiming at university students while Utrecht University Museum is mainly for citizens and children.

There actually exist two different circulations for academic researchers and general public. One is for the academic related people and the other is open to everyone.

It is quite interesting that what Esther mentioned that in UvA student took out university collections, made research on them and finally host an exhibition about the layout is also happing in TU Delft. In our faculty, last year there was an interior studio called “take a chair, make a set” which took use of Chair Collection, then made an architectural studio and the student’s work exhibition host in TU library and Prinsenkwartier. For the researchers and students, the university museum holds meaningful collections and they can take use of collections, make research on them. Students will need to give a public presentation and debate with their fellows or related researchers before they can make an exhibition about results. In this way, there is one user’s circulation that runs from the university museum to research center, workshop and lecture hall. Researchers may one day leave their own traces in the collections in turn. The lecture hall could also be a meeting room for TU Delft in city center to welcome university friends and hold scientific conference.

From another aspect, it is university’s social responsibility to broader the knowledge to public especially for children. A university museum will make visitors know more about the past, present and future of science and help build university’s good reputation. If they are interested, they also get the chance to see what students and researchers are doing if they want. Public engagement could also be meaningful for the research and design like in the case study of Utrecht University Museum. In the current science project Fungal Lab, citizens as local expertise are invited to provide soil samples taken from their own gardens and have a communication with scientists to help with their studies. Students from Industrial Design can always ask for user’s opinion. In our context, we could combine academic activities Studium Generale and give it a fixed space in the site instead of TU Library or Rietveld Theater which separate students from the city. The general public is welcomed and the new “TEDxDelft” will also give a chance for better communication between students and citizens. Newly graduates who still lives or works in Delft city center could also take use of facility and they might introduce their working experience to university students. If the collections in university
In conclusion, the university museum as the overlapping function for academic group and public is the most important part and should be adaptive for university collection, exhibition and communication space. The university museum is like a depot that welcomes everyone. It attracts general public to know TU Delft. While the more expertise functions like the research center, workshop and lecture hall should be the extension of university institution and mainly for researchers and students. The surrounding buildings are open to more professional people. Researchers and students can have access to university museum to take out and use collections in their research or workshop space, and could debate with each other or make a public presentation in lecture hall, and finally the new product will be part of the temporary exhibition show new development in university. Or if they do not need collections, students can focus on themselves in different place as they need. University guests are welcomed to meeting room and conference can be held in lecture hall. An ordinary visitor still has access to go to workshop space to see how students is working or attend a TEDxDelft held by Studium General in lecture or a public presentation by students. In my case, the relation would be a public open-depot with expertise university research, workshop space and lecture hall in city center.