

Why are we here?

Hints for understanding
and for the time better spent at the University



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Zagreb
2006

I have been using this
intruductory lecture for the last
7 years of my career to help
BA students to improve their
studying.

Original Croatian version has been
adjusted for the international use
and for the publishing at the web
site (but I retained its integrity
though it may be obsolete today)

The object of teaching a child
is to enable him to get along
without a teacher.

Elbert Hubbard (1856-1915) American author, editor and printer.



Social and humanist sciences are the unlikely departure point for the life of ease

TO ATTAIN KNOWLEDGE,
ADD THINGS EVERY DAY.
TO ATTAIN WISDOM,
REMOVE THINGS EVERY DAY.

Lao Tse



The 5 minds for the future



1. The disciplined Mind: solid general education but with a specialist insight in to a particular field, profession or art;

2. Synthesising Mind: able to integrate the ideas from different disciplines and fields into a meaningful whole, and present it to others as such;

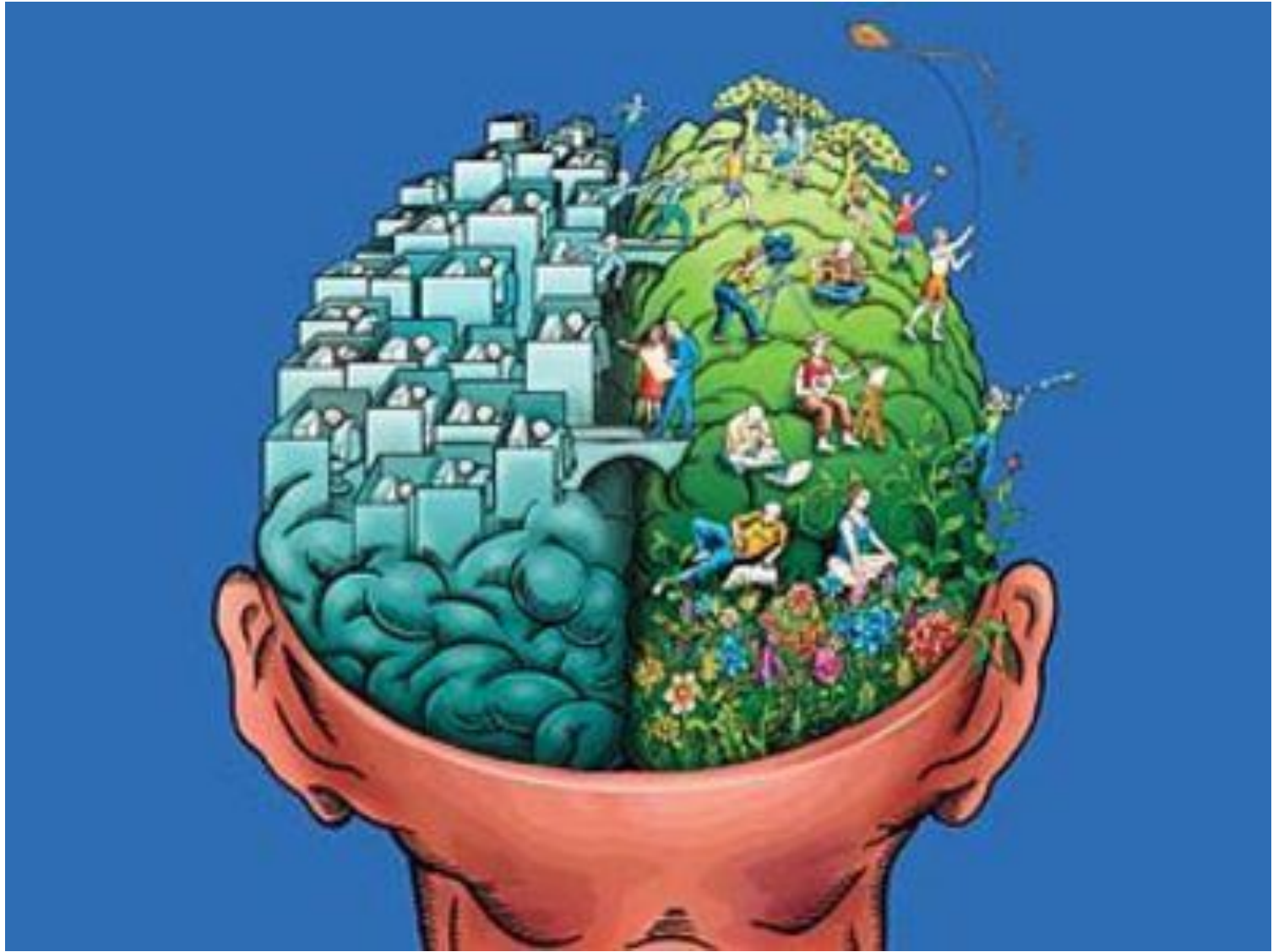
3. The Creating Mind: discovers, solves, clarifies new problems and phenomena, sets up new paradigms;

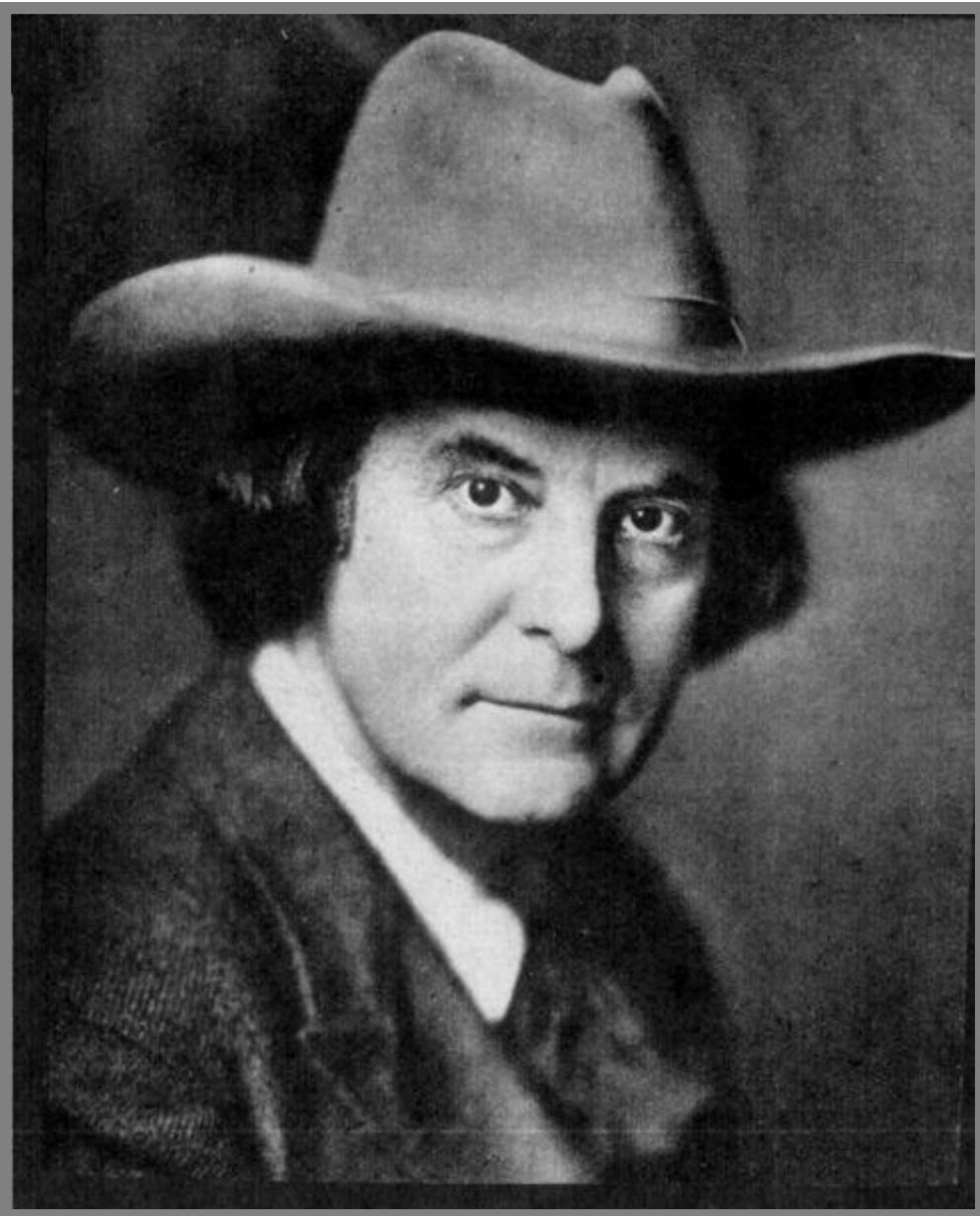
4. The Respectful Mind: tries hhard to understand and respect the other people and different cultures;

5. The Ethical Mind: filled with the sense of responsibility at the job and and in the society, onserving reality abobve own personal interest;

From: Howard Gardner ,“Five Minds for the Future”

A good brain is always useful and amusing
(and so should be anything you are doing)





**The object of teaching
a child is to enable
him to get along
without a teacher.**

**Elbert Hubbard
(1856-1915)
American author,
editor and printer.**

Education

**'Imagination is more important than knowledge.
Knowledge is limited. Imagination encircles the world'**

(Albert Einstein)

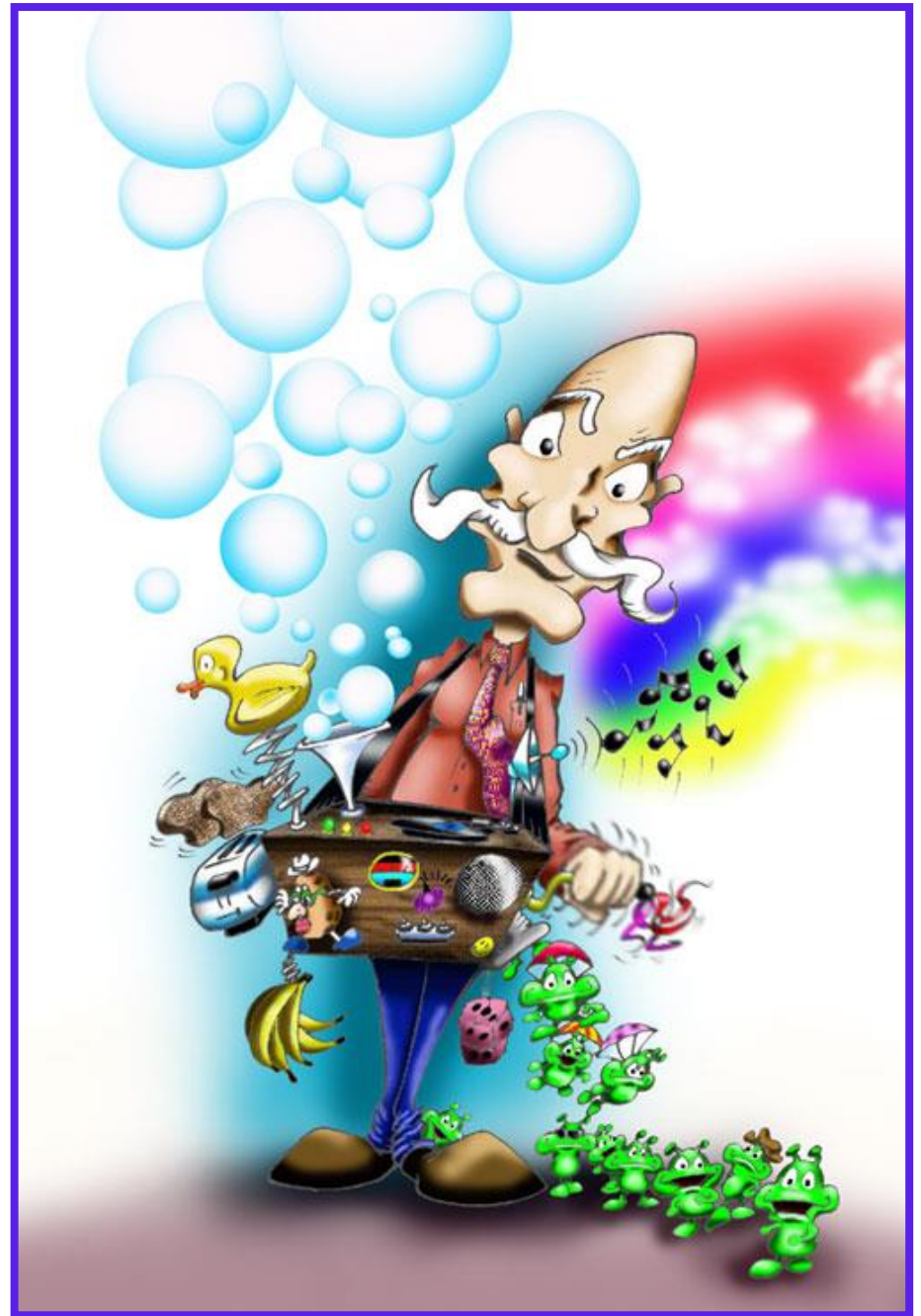
**I have come to believe that a great teacher is a great
artist and that there are as few as there are any other
great artists. Teaching might even be the greatest of the
arts since the medium is the human mind and spirit.**

(John Steinbeck)

Teachers open doors, but you must enter by yourself.

Chinese saying attributed to Confucius

If good, professors
are a special kind of geeks



What potion a professor should offer to students

With oceans of knowledge around

1. Build the basic vocabulary, facts and figures
2. Orientate in the main features of the profession and its theory
3. Give an overview of profession
4. Build respect for the profession, its mission and future
5. Boost or install motivation for success
6. Orientate in resources available
7. Inspire
8. Offer a basic philosophy, ways of thinking, and weltanschauung
9. Elucidate forms and contents of quality
10. Present the contemporary world and the possible tasks in making it better through the art and the theory studied
11. Promote a usable, practical theoretical body
12. Check regularly students' engagement
13. Offer case studies and advice
14. Assert DOs and DON'Ts

Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.



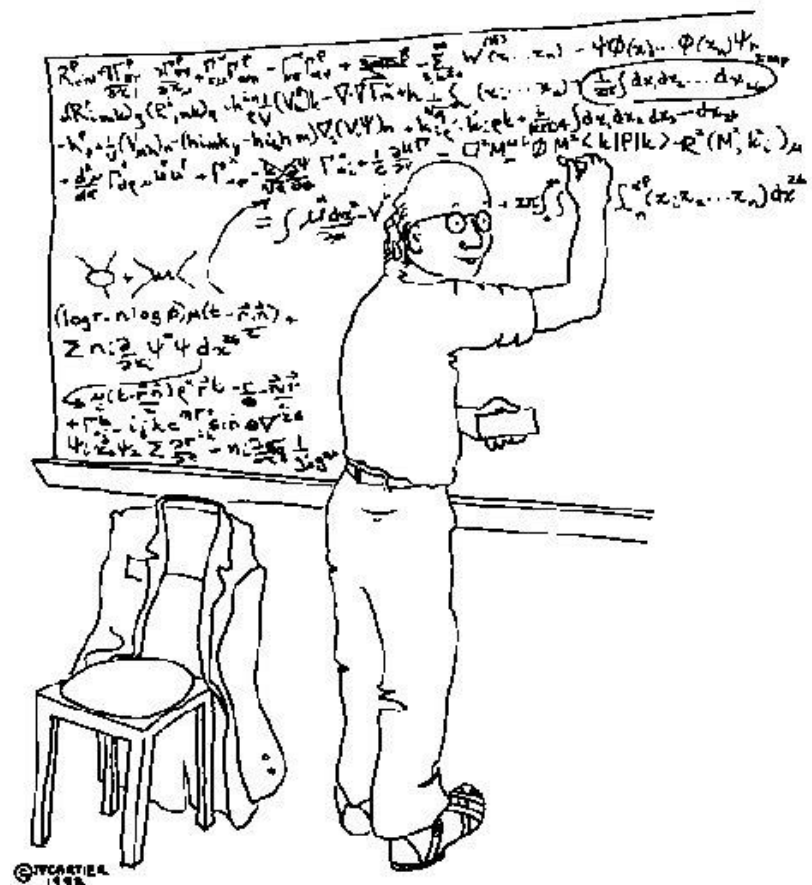
What both sides hate in each other

Lecturers hate:

- Mobilne telephones
- conversations in the audience having nothing to do with the subject
- loud yawning or snoring
- closed and absent minds
- empty look and mere physical presence
- yawning

Students hate when professors are:

- too smart
- arrogant
- conceited
- self-pleasing
- hermetic
- "funny"
(with jokes that only they understand and laugh at)



"At this point we notice that this equation is beautifully simplified if we assume that space-time has 92 dimensions."


When at work,
do take it with
due respect
and responsibility



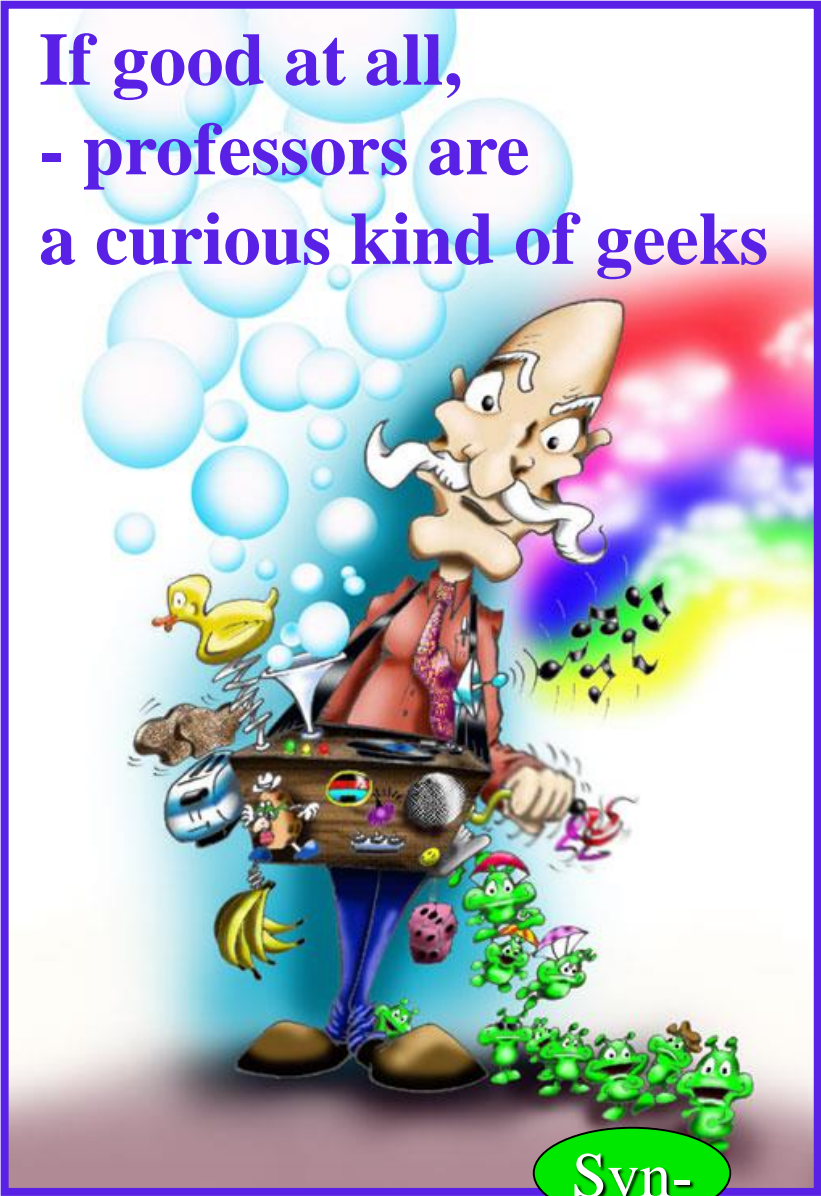
Who am I ?

- **Education**
(Architecture, History of Art, English language, Journalism, Museology)
- **Practice**
(curator, director, editor, lecturer, consultant (own company), public initiatives, cultural tourism, functions in the profession internationally, ICOM EC member...)
- **Theoretician**
(professor, writer of books and articles, "preacher")
- **Innovator**
(heritology/mnemosophy, cybernetic museum, projects)
- **Interested citizen** (own
NGO, frustrated and informed user, consumer and homo politicus)
- **Defined by**
family, homeland, Europeaness, internationalism and profession
- **E-mail: tomislav.sola@ffzg.hr**
- **web sites:**
www.TheBestInHeritage.com
www.globallovemuseum.com

If good at all,
- professors are
a curious kind of geeks



Syn-



Syn-

THE STRUCTURE OF MY PROFESSIONAL INTERESTS -- THE THEMES OF RESEARCH AND LECTURING

The main themes (so that you know my preferences and limits)

1. Heritology as a general theory of heritage

Museology is, although necessary, also a limiting factor; with heritology/mnemosophy as wider perspective of it, we discover our importance and our chances in the competitive contemporary world

2. Cybernetic museum

The cybernetic museum is the one that corrects opposes, adapts, - in brief, the "hic et nunc" museum, which takes active part in managing the modern society; it comprises the qualities of the traditional museum combined with the new responsibility, new ability of communication and new perspectives for the profession; (the theme includes the subthemes: mission, ecomuseums, sustainable development, tourism)

Auxiliary themes:

Entirely or partially included in the main themes but may function separately

1. Marketing

Marketing is a set of managerial techniques formed on the basis of deep understanding of the heritage, heritage institutions, the profession and its mission and of the quality of the museum product.

2. Profession

The assertion is that we are still not a profession and the issuing task is how to build it; we should be much wider a profession, centred upon the totality of heritage.

3. Critique of museums and their theory

Without systematic criticism there can be no improvement of the professional performance.

4. The world we live in

Only by knowing and understanding the world around us, can we create meaningful heritage institutions or profession(s).

5. The art of heritage communication

Heritage communication has to appropriate artistic value to be able to gain effectiveness necessary for accomplishment of heritage mission.

Tomislav Šola

ESSAYS ON MUSEUMS AND THEIR THEORY

Towards a cybernetic museum

The Finnish Museums Association

EXPRESS
TUESDAY, AUGUST 29/MARDI 29 AO

ICOM '89 on Sunday 27th August, Tuesday 29th August, Saturday 2nd September and Tuesday 5th September. Copy for ICOM EXPRESS Nos. 3 and 4 - in English and French only, preferably with the ICOM EXPRESS office (commissariat) before 9 o'clock on Thursday 31st August 1989.

dimanche 27 août, le mardi 29 août, le samedi 2 septembre et le mardi 5 septembre, les pour ICOM EXPRESS no 3 et no 4 uniquement en anglais ou en français, et de préférence, peuvent être remis au bureau de l'ICOM EXPRESS (commissariat) avant lundi 4 septembre '89.

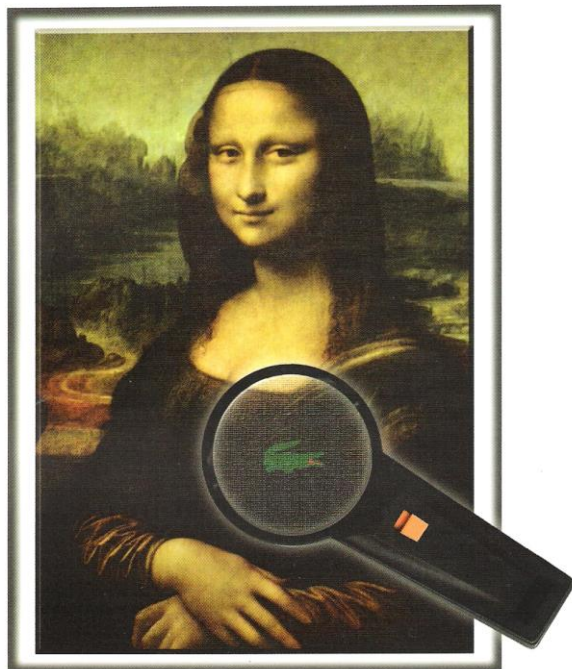


Ouverture d'ICOM '89

TOMISLAV ŠOLA ESEJI O MUZEJIMA I NJIHOVOJ TEORIJ
prema kibernetičkom muzeju

TOMISLAV ŠOLA

MARKETING U MUZEJIMA



ili o vrlini i kako je obznaniti

Zagreb, 2001.



I have come to believe
that a great teacher is a great artist
and that there are as few
as there are any other great artists.
Teaching might even be the greatest of the arts
since the medium is the human mind and spirit.

John Steinbeck



I am not a teacher,
only a fellow traveler of
whom you asked the way.
I pointed ahead—
ahead of myself as well as of you.

George Bernard Shaw (1856-1950)
British dramatist, critic, writer.

For one to learn one's heritage enriches the person and group of origin; to learn of diverse cultures enriches the world.

A proverb



Falling importance results in the seeming ease of studying

- Social sciences are being neglected and disregarded; as a result, they devalue themselves by lowering criteria and expectations;
- There is a falling quality of public universities (the private in transitional countries are notorious for corruption)
- The lack of measurable results that relativizes the criteria
- Public perception: elusive contents and lack of direct practical relevance of social and humanist sciences
- Context: unfavourable societal, cultural and economical context and the collapse of societal criteria and ideals

**Globalisation brings
decrease in quality of
educational institutions:**

**Commercialisation turns
education into commodity
and forces the system to
be based upon profit not
the beneficial outcome.**

**Standardized and well
maintained quality of
educational system is
prioritary public interest.**

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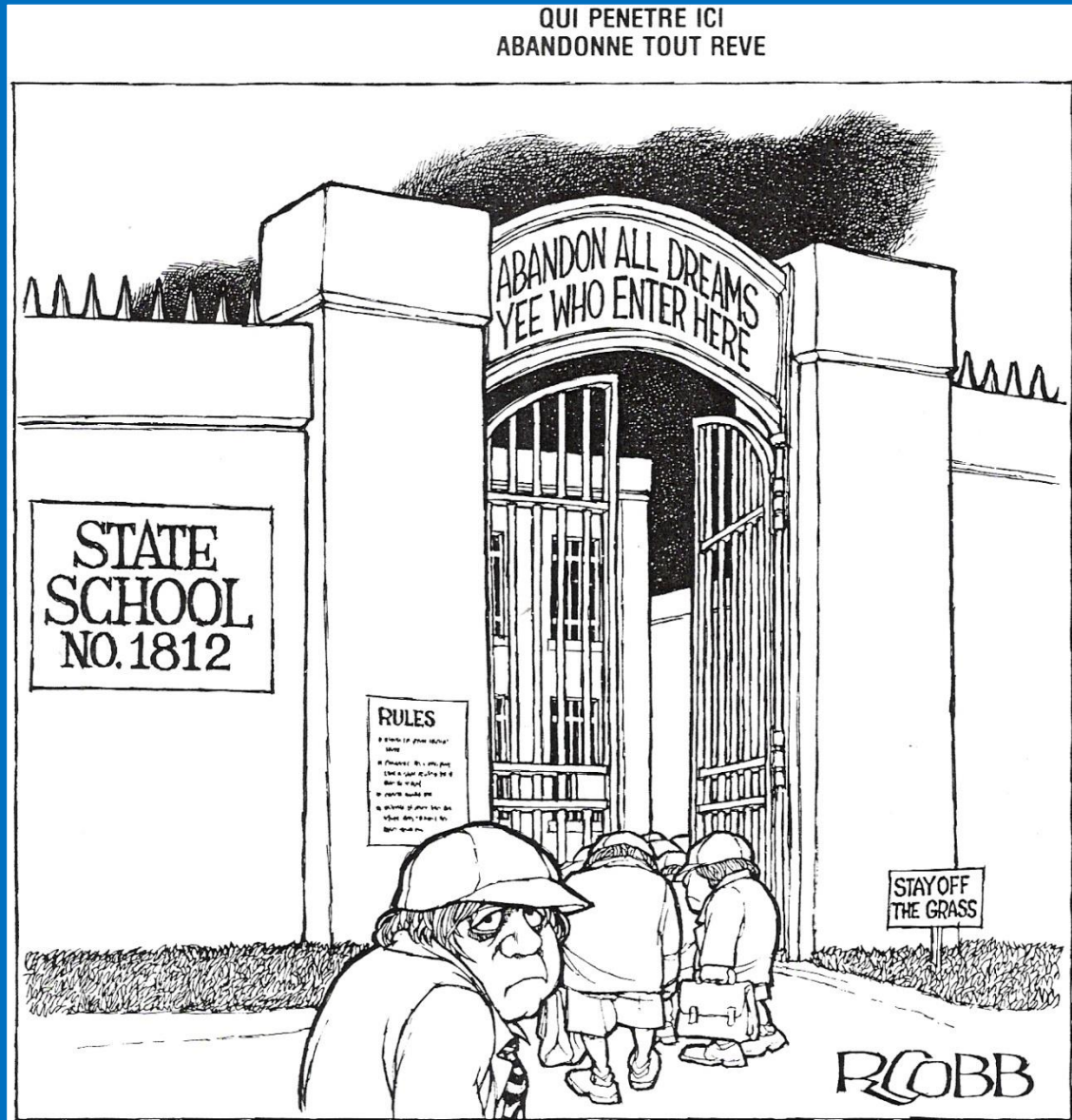
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A bad educational
institution
can,
at best,
provide knowledge,
but it can deprive
students
of the capacity
for independent
reasoning
and the natural strive
for freedom



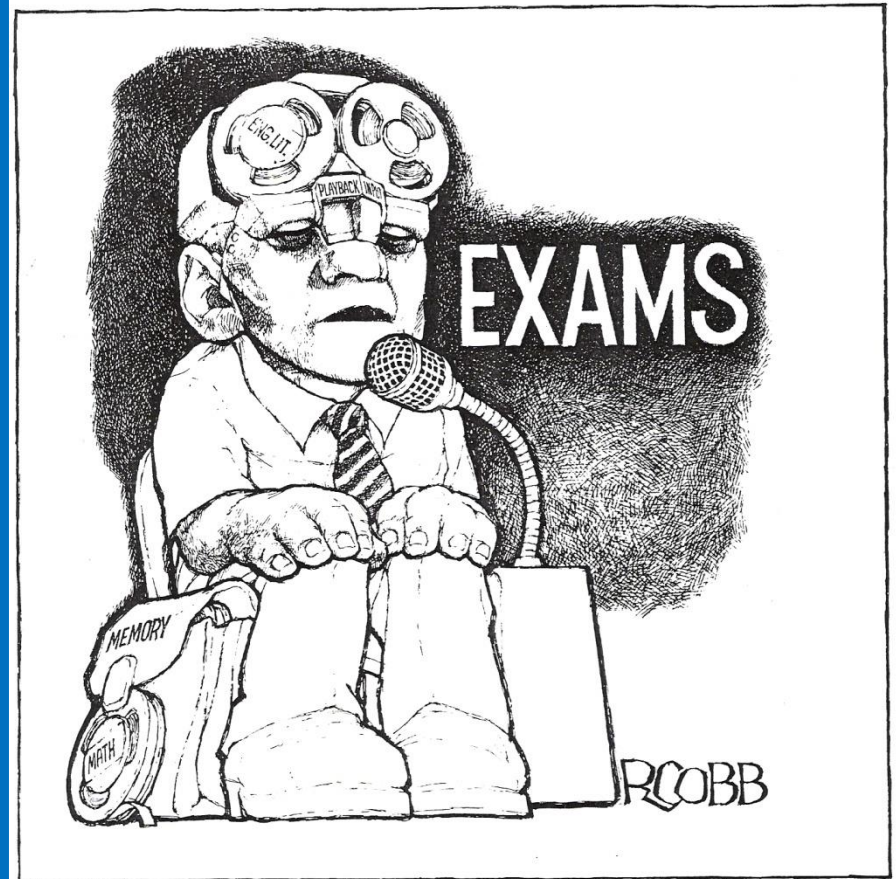
ECOLE D'ETAT N° 1812

DEFENSE DE MARCHER
SUR LES PELOUSES

**A real man is superior
the result of evolution.
Using brain
only to memorize
is misuse and depreciation
of that process.**

Being unable to master
writing or speaking correctly,
let alone creatively,
one's own language
after 17 years of schooling
(as I was able to register with some
MA students) is the sad picture
of both, human nature
and the falling
educational standards.

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The troubles of conventional thinking

- The culture to which you owe is not there to determine what you will think but to colour your reasoning by the sense of belonging to a group or community.
- Wrong are those who use culture as an argument for political, social and philosophical consensus.
- Mass suggested attitudes are always limited, biased, standardized, rigid and addictive.
- Education and the media are trying to create the illusion of freedom, but advocate various forms of slavery and addiction.



Thinking of most people is linear, suppressed, warped, misguided

- Most people were indoctrinated in childhood into various forms of pseudo-thinking.
- To be in accordance with the dominant traits of their own environment in which they were born by chance, most people accept inherited beliefs and way of thinking as the only possible.
- Market institutions, politics, religion and the media prevent most people from ever learning how to think independently and creatively.
- The majority is always conditioned to use intellect and legacy within preset framework.
- Most never get know themselves, nor realize their full potential; they are part of the great societal machine managed by the greedy, selfish elite.
- Spiritually, most people follow paths and ideas of others, perhaps of some who lived thousands of years ago in the exigencies that have nothing to do with the present.
- The majority is given a mandate to be „the voice of the people", and thus function as a manipulative, repressive base necessary to maintain the value systems that prevent progress.
- The majority never arrives to knowing that every individual is image of the supernatural ambition and its possible means

Be independent in thinking

- No creativity or wisdom can exist without mastering the facts and basic knowledge.
- Think independently, but know other and preceding opinions.
- Shape your answers to express your attitude and respect the context.
- Do not let the others decide who you are, what you should do or how to think.
- Come up with clear even if changing notion in what you really believe.
- Be happy and prosperous by doing a job that you love.

The terms of the foregoing:

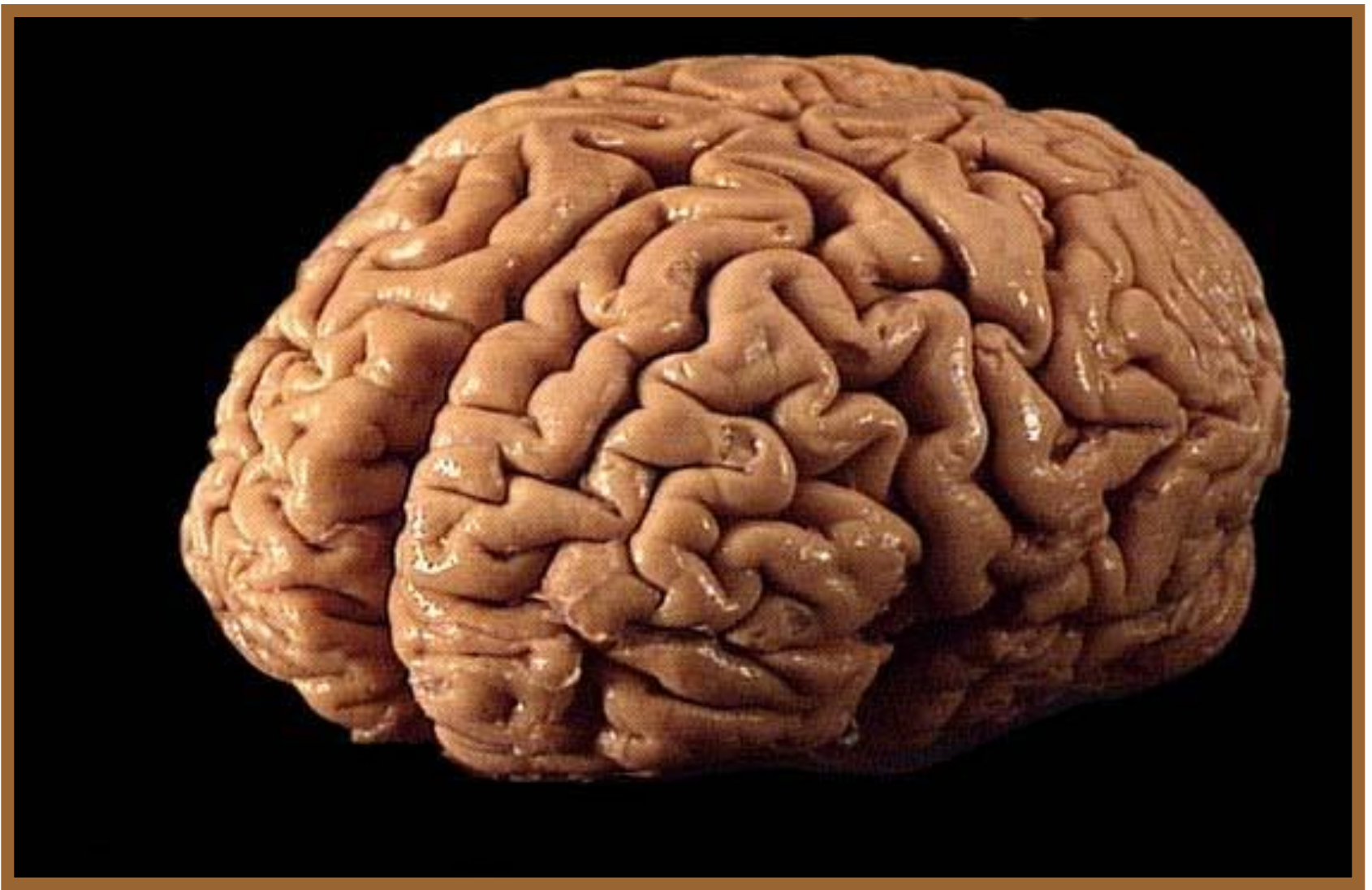
- Expose yourself to all the arguments and everyone's way of seeing things: the truth is multidimensional and different depending on where you are and the time from which you look at it.
- Equip yourself with exact, reliable vocabulary of disciplines and professions about which you want to offer judgement.
- Respect other people's hard work.
- Earn your freedom of reflection and judgement by hard work and honesty.

Holistic thinking

- It is correct to think holistically, comprehensively, taking into account all aspects of the case, - analytical and analogic wise.
- Example: the border between physics and chemistry is the boundary of scientific disciplines, not the actual boundary as such does not exist;
- Holistic thinking is not only rational but also emotional, intuitive and social, based on creativity and imagination;
- The non-linear thinking is multi-disciplinary, multi-dimensional, recognizes the unknown and unexplainable;
- Holistic thinking is skeptical, objective, independent, clear, concise and flexible;
- Linear thinking is diachronic, whereas holistic is synchronic; like a difference between a line and system of related circuits;
- Holistic thinking is a privilege of sages, but all that recognize its value are also participants in search for wisdom;

Use the holistic thinking generally

- Use the intellect to understand the only eternity given to people: the of the human race (allusion on R. Barthes).
- Understand that all ideals are but description of Divine, at least in the way they are accessible to man
- Accept that constant perfection can be the only usable reason for your stay on Earth.
- Decide for yourselves what is good and what is not, what you believe and what not: the past can only offer advice.
- Determine the meaning of your own life, and how you can overcome your own ego.
- Accept that the only purpose of knowledge to lead you to wisdom.
- There is only one logic and only one science in the world: all that we know of are just their uses as applied to different problems and needs;

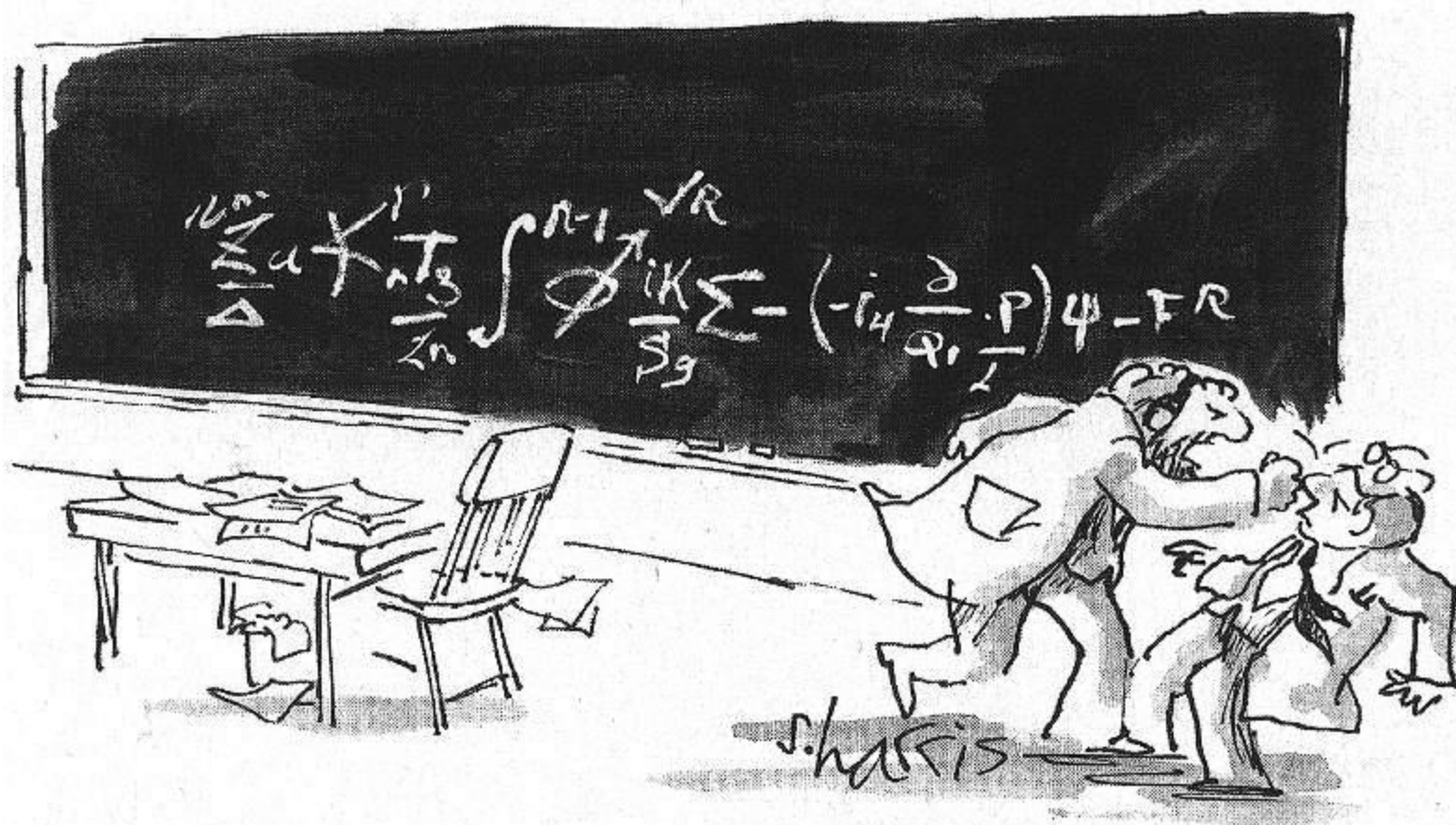


**Brain – the means of freedom or slavery,
biological seat of reason and conscience,
and the only physical connection with the Eternity that we need.**

The professor's task

- To familiarize students with a set of ideas and values the taught subject contains, explains, or advocates;
- To present the basic claims of the respective science or art that the subject serves
- To give reasons and food for thought;
- To offer a useful structure of thinking as a basis for own search;
- To present properly the context of the profession for which the students prepare;
- To credibly describe the professional milieu.
- To teach students the ideal goals, performances and knowledge, and to draw attention to the reality of these as found in the practices;
- To encourage talent;
- To support vocational call;
- To persuade to act and work independently;
- To motivate;
- To teach values of idealism;
- To strengthen moral stance
- To inspire (by arguments, examples of the profession and own example)

Any assertion must have the proof or a convincing explanation.



"YOU WANT PROOF? I'LL GIVE YOU PROOF!"



Seminar can be a lot of fun



Working like a dog is OK if you like what you do!

The way to wisdom is paved by the
well posed questions.

© Tomislav Sola, 2000



The background of the slide is a piece of marbled paper with a grey, hand-drawn border. The marbling consists of irregular, swirling patterns of light grey, white, and pale yellow. The border is slightly irregular, with a small tab at the top right corner.

**SCITOTE DISCIPULI,
VOS NON SCHOLAE
SED VITAE DISCERE**

**„Know, students,
You do not learn for school
but for life"**

A short list of authors for the complementary reading

- Diderot
- Rousseau
- Jonathan Swift
- Lewis Mumford
- Lewis Carroll
- Alvin Toffler
- Robert Pirsig
- Aldous Huxley
- Erich Fromm
- Manuel Castells
- Jacques Derrida
- Naomi Klein
- Ridderstrale, Jonas;
Nordstrom, Kjell
- F.W. Engdahl
- Arundhati Roy
- Noam Chomsky
- James Barnes



DULCIS POST LABOREM QUIES

Who says books cannot be interesting?

