

Reading comprehension

## The Development of Museums

The conviction that historical relics provide infallible testimony about the past is rooted in the nineteenth and early twentieth centuries, when science was regarded as objective and value free. As one writer observes: 'Although it is now evident that artefacts are as easily altered as chronicles, public faith in their veracity endures: a tangible relic seems *ipso facto* real: Such conviction was, until recently, reflected in museum displays. Museums used to look - and some still do - much like storage rooms of objects packed together in showcases: good for scholars who wanted to study the subtle differences in design, but not for the ordinary visitor, to whom it all looked alike. Similarly, the information accompanying the objects often made little sense to the lay visitor. The content and format of explanations dated back to a time when the museum was the exclusive domain of the scientific researcher.

Recently, however, attitudes towards history and the way it should be presented have altered. The key word in heritage display is now 'experience'; the more exciting the better and, if possible, involving all the senses. Good examples of this approach in the UK are the Jorvik Centre in York; the National Museum of Photography, Film and Television in Bradford; and the Imperial War Museum in London. In the US the trend emerged much earlier: Williamsburg has been a prototype for many heritage developments in other parts of the world. No one can predict where the process will end. On so-called heritage sites the re-enactment of historical events is increasingly popular, and computers will soon provide virtual reality experiences, which will present visitors with a vivid image of the period of their choice, in which they themselves can act as if part of the historical environment. Such developments have been criticised as an intolerable vulgarisation, but the success of many historical theme parks and similar locations suggests that the majority of the public does not share this opinion.

In a related development, the sharp distinction between museum and heritage sites on the one hand, and theme parks on the other, is gradually evaporating. They already borrow ideas and concepts from one another. For example, museums have adopted story lines for exhibitions, sites have accepted 'theming' as a relevant tool, and theme parks are moving towards more authenticity and research-based presentations. In zoos, animals are no longer kept in cages, but in great spaces, either in the open air or in enormous greenhouses, such as the jungle and desert environments in Burgers' Zoo in Holland. This particular trend is regarded as one of the major developments in the presentation of natural history in the twentieth century.

Theme parks are undergoing other changes, too, as they try to present more serious social and cultural issues, and move away from fantasy. This development is a response to market forces and, although museums and heritage sites have a special, rather distinct, role to fulfil, they are also operating in a very competitive environment, where visitors make choices on how and where to spend their free time. Heritage and museum experts do not have to invent stories and recreate historical environments to attract their visitors: their assets are already in place. However, exhibits must be both based on artefacts and facts as we know them, and attractively presented. Those who are professionally engaged in the art of interpreting history are thus in a difficult position, as they

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must steer a narrow course between the demands of 'evidence' and 'attractiveness': especially given the increasing need in the heritage industry for income-generating activities.

It could be claimed that in order to make everything in heritage more 'real': historical accuracy must be increasingly altered. For example, *Pithecanthropus erectus* is depicted in an Indonesian museum with Malay facial features, because this corresponds to public perceptions. Similarly, in the Museum of Natural History in Washington, Neanderthal man is shown making a dominant gesture to his wife. Such presentations tell us more about contemporary perceptions of the world than about our ancestors. There is one compensation, however, for the professionals who make these interpretations: if they did not provide the interpretation, visitors would do it for themselves, based on their own ideas, misconceptions and prejudices. And no matter how exciting the result, it would contain a lot more bias than the presentations provided by experts.

Human bias is inevitable, but another source of bias in the representation of history has to do with the transitory nature of the materials themselves. The simple fact is that not everything from history survives the historical process. Castles, palaces and cathedrals have a longer lifespan than the dwellings of ordinary people. The same applies to the furnishings and other contents of the premises. In a town like Leyden in Holland, which in the seventeenth century was occupied by approximately the same number of inhabitants as today, people lived within the walled town, an area more than five times smaller than modern Leyden. In most of the houses several families lived together in circumstances beyond our imagination. Yet in museums, fine period rooms give only an image of the lifestyle of the upper class of that era. No wonder that people who stroll around exhibitions are filled with nostalgia; the evidence in museums indicates that life was so much better in the past. This notion is induced by the bias in its representation in museums and heritage centres

### *Exercise 1. General Comprehension*

Choose the correct letter, **A**, **B**, **C** or **D**.

- 1) Compared with today's museums, those of the past
  - A did not present history in a detailed way.
  - B were not primarily intended for the public.
  - C were more clearly organised.
  - D preserved items with greater care.
- 2) According to the writer, current trends in the heritage industry
  - A emphasise personal involvement.
  - B have their origins in York and London.
  - C rely on computer images.
  - D reflect minority tastes.
- 3) The writer says that museums, heritage sites and theme parks
  - A often work in close partnership.
  - B try to preserve separate identities.
  - C have similar exhibits.
  - D are less easy to distinguish than before.
- 4) The writer says that in preparing exhibits for museums, experts

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- A should pursue a single objective.
- B have to do a certain amount of language translation.
- C should be free from commercial constraints.
- D have to balance conflicting priorities.

5) In paragraph E, the writer suggests that some museum exhibits

- A fail to match visitor expectations.
- B are based on the false assumptions of professionals.
- C reveal more about present beliefs than about the past.
- D allow visitors to make more use of their imagination.

6) The passage ends by noting that our view of history is biased because

- A we fail to use our imagination.
- B only very durable objects remain from the past.
- C we tend to ignore things that displease us.
- D museum exhibits focus too much on the local area.

*Textual and Stylistic analysis:*

1. Macro text type: is the text expository, argumentative or instructive?  
.....
2. Micro text type: is the text a story, newspaper article, essay, book introduction, scientific review, interview, manual, biography, speech or editorial?  
.....
3. Is the overall register: formal /informal /neutral /colloquial?  
.....
4. How would you define the general style of the text?  
.....  
.....  
.....

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For the next questions, read the text below and decide which answer A, B, C or D best fits each space.

### A FAMOUS STORY WRITER

Beatrix Potter was a story writer whose books about animals have been translated into many languages and read by both children and adults. Besides being an author, she was also (1) ..... as a very successful farmer.

Born in London in 1866, Beatrix was (2) ..... for at home by various servants. Every year she (3) ..... the days to her annual holiday in the countryside. She would (4) ..... to her London home small animals which she (5) ..... and drew. As she grew up, she entertained other children with drawings and stories about these animals. In 1901, she printed a book at her own (6) ..... called 'The Tale of Peter Rabbit'. So many (7) ..... were sold that she bought a farm, where over the next eight years she wrote many other stories. They all sold very well and readers liked their (8) ..... colour drawings.

With her growing (9)....., Beatrix started buying more farmland, animals and property. After her marriage, at the age of 47, Beatrix stopped writing, (10) ..... that she had run out of (11)..... She became a farmer and (12)..... the rest of her life working with her sheep and awarding prizes at sheep fairs where people often asked for her (13) ..... on farming methods.

Today, you can visit her house and (14) ..... see the originals of her books and paintings (15) ..... in a special gallery.

- |               |             |              |                |
|---------------|-------------|--------------|----------------|
| 1 A thought   | B regarded  | C believed   | D judged       |
| 2 A attended  | B looked    | C cared      | D minded       |
| 3 A counted   | B numbered  | C imagined   | D considered   |
| 4 A keep      | B get       | C give       | D take         |
| 5 A noticed   | B saw       | C observed   | D remarked     |
| 6 A charge    | B expense   | C earning    | D spending     |
| 7 A images    | B prints    | C pages      | D copies       |
| 8 A complete  | B thorough  | C particular | D detailed     |
| 9 A income    | B wages     | C pay        | D receipt      |
| 10 A telling  | B speaking  | C saying     | D talking      |
| 11 A views    | B ideas     | C opinions   | D beliefs      |
| 12 A involved | B continued | C took       | D spent        |
| 13 A advice   | B mind      | C suggestion | D statement    |
| 14 A just     | B even      | C yet        | D already      |
| 15 A opened   | B revealed  | C displayed  | D demonstrated |

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For Questions 16-30, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers on the separate answer sheet.

### THE IMPORTANCE OF COMPUTERS

Many of the things we do, depend on receiving information from other people. Catching a train, making a phone call and going to the cinema all involve information (16)..... is stored, processed and communicated. In the past this information used to (17) ..... kept on paper in (18) ..... form of, for example, books, newspapers and timetables. Now more and more information is put on computers.

Computers play a (19) ..... in our everyday lives, sometimes (20) ..... us even realising it. Consider the use (21) ..... computers in both shops and offices. Big shops, especially chain stores with branches (22) ..... over the country, have to deal with very large amounts of information. They have to make (23) ..... there are enough goods on the shelves for customers to buy, they need to be able to re-order before stocks (24) ..... out, to decide which things are selling well and (25) ..... on. All these processes (26)..... performed quickly and efficiently by computers.

A (27) ..... of office work in the past involved information on paper. Once it had been dealt (28) ..... by people, the paper was put (29) ..... for future reference. This way of working was (30) ..... particularly easy or fast. A computerised system is much more efficient.

For Questions 31-40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

31 I didn't know it was your birthday, so I didn't send you a card.

sent

If I'd known it was your birthday, I ..... you a card.

32 After the match Lucy was so tired that she couldn't eat much.

too

After the match Lucy was .....much.

33 I've had enough of your untidiness.

put

I refuse ..... your untidiness any more.

34 Could I borrow your surfboard please?

lending

Would ..... your surfboard?

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- 35 My parents didn't let me stay out late when I was younger.  
allowed  
I ..... out late when I was younger.
- 36 How long was your flight from Frankfurt to Seoul?  
take  
How long ..... fly from Frankfurt to Seoul?
- 37 The last time I went skiing was ten years ago.  
for  
I ..... ten years.
- 38 Derek has gone to Florida, in spite of being unable to afford such an expensive holiday.  
although  
Derek has gone to Florida, .....to afford such an expensive holiday.
- 39 Teenagers aren't buying as many pop records these days.  
bought  
Not so many pop records ..... these days.
- 40 I regret inviting Nancy to the party.  
wish  
I ..... Nancy to the party.

Writing Task

Every year several languages die out. Some people think this is not important because life will be easier if there are fewer languages in the world.

To what extent do you agree or disagree with this opinion? (600 words) 20 points.

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