

Model Title: Entrance to the Anatomy Museum (Teviot Place)

Level 1 – Basic Identification

This model shows the **entrance hall of the Anatomy Museum at Teviot Place, Edinburgh.**

Key features visible:

- Stone columns
- Tiled floor
- Large wooden double doors
- Skeleton display (likely a large mammal specimen)

This is a **transitional space** where visitors move from the outside world into a scientific and educational environment.

Level 2 – Structure and Function

Although not anatomical in the biological sense, this space has an important **functional role in medical education.**

Architectural features:

- **Columns:** Provide structural support and create a formal, institutional atmosphere
- **Flooring:** Durable, easy-to-clean surfaces suited to high foot traffic
- **Doors:** Control access and preserve the internal environment
- **Lighting and layout:** Designed to guide movement and focus attention

Educational function:

- Serves as an **orientation point** for students and visitors
- Introduces the **tone of scientific study**
- Often the first encounter with **displayed specimens**, setting expectations

Museum function:

- Acts as a **buffer zone** between public and specialist areas
 - Helps manage **flow of people** into teaching and display spaces
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Level 3 – Clinical and Educational Relevance

This entrance space reflects how **medical knowledge is framed and delivered**.

Educational importance:

- First impressions influence how students engage with anatomy
- Establishes a sense of **professional identity and seriousness**
- Reinforces the transition from lay understanding to **scientific observation**

Clinical parallels:

- Similar to how patients enter clinical environments:
 - Reception areas
 - Waiting rooms
 - Triage spaces

These spaces:

- Prepare individuals psychologically
- Structure movement through complex systems
- Support organisation and safety

Ethical and historical context:

- Anatomy museums are closely linked to the history of:
 - Dissection
 - Specimen collection
 - Medical teaching

The entrance represents a **gateway into that history**, including:

- Advances in anatomical knowledge
- Changing attitudes to consent and ethics

Level 4 – Advanced Interpretation

Spatial design and cognitive framing

The entrance hall can be understood as a **pedagogical device**, not just architecture.

It:

- Signals authority, tradition, and scientific legitimacy
- Encourages a shift into **analytical thinking**
- Prepares learners for exposure to complex and sometimes challenging material

Museum studies perspective:

- Functions as a **threshold space**
- Shapes visitor expectations and behaviour
- Controls emotional and intellectual engagement

Historical significance:

The Anatomy Museum at Teviot Place is part of a long tradition of anatomical teaching in Edinburgh, linked to:

- The development of modern medical education
- The rise of anatomy as a scientific discipline
- The integration of teaching, research, and public display

Interpretation of the skeleton display:

- Serves as an **immediate visual anchor**
- Reinforces the centrality of anatomical structure
- Encourages comparative thinking (e.g. human vs animal anatomy)

Short Summary (for AI assistant use)

This model represents the entrance to the Anatomy Museum at Teviot Place, Edinburgh. It is a transitional educational space that introduces students to anatomical study, frames the learning environment, and reflects the historical and institutional context of medical education. While not itself an anatomical specimen, it plays a key role in shaping how learners engage with anatomy, professionalism, and scientific observation.