



*Overleaf: Fragment of a Hittite tablet. OIM A6004. Clay. Hattusa. Ca. 7.0 x 8.6 cm. After Theo van den Hout, "The Rise and Fall of Cuneiform Script in Hittite Anatolia," in Visible Language: Inventions of Writing in the Ancient Middle East and Beyond, edited by Christopher Woods, p. 104, fig. 4.6 (Oriental Institute Museum Publications 32; Chicago: The Oriental Institute, 2010). Photo by Anna Ressler*

## PUBLIC EDUCATION

Carole Krucoff

### Introduction

Public Education's first full year as its own unit within the Oriental Institute has been marked by exciting growth and innovation, both in the structure and operation of our department and the educational services we are providing on site and online. Working together as one department, Education and Volunteer Program staff are collaborating in new and rewarding ways with Oriental Institute faculty, staff, and students, as well as with the wider university community. Read on to see how our joint efforts this past year attracted 6,870 adult, youth, and family visitors — a record-breaking number — to our public programs, and how major grant-funded initiatives have enabled us to reach nearly one million online visitors with web-based educational services for teachers, students, and families. Then see how both the Institute and the community are benefitting from the invaluable public and behind-the-scenes services provided by our Volunteer Program.

### Adult Education

Presenting rich and meaningful adult education programs to serve longtime friends and engage new audiences is central to the mission of Public Education. This year we collaborated closely with faculty, graduate students, and museum staff to develop a wide range of courses, workshops, symposia, and special events (fig. 1). These programs attracted over 2,400 adults of all ages and backgrounds who were eager to broaden their understanding of the ancient Middle East and its connections to the modern world.

### Courses

Many of our on-campus adult-education courses are offered in collaboration with the University of Chicago's Graham School of General Studies. This year our joint multi-session courses included:

- Sex, Drugs, and Rock and Roll: A Lively Introduction to the Ancient Near East, which was team-taught by Katharyn Hanson and Eudora Struble
- Images for Eternity: An Introduction to Ancient Egyptian Art, taught by Rozenn Bailleul-LeSuer



*Figure 1. Christopher Woods, Associate Professor of Sumerology, shares recent research at the "Inventions of Writing" symposium. Woods is also a member of the new Faculty Working Group for Public Education. Photo by Wendy Ennes*

## PUBLIC EDUCATION

- An Introduction to Ancient Egyptian Hieroglyphs, and Intermediate Ancient Egyptian Hieroglyphs, both taught by Foy Scalf
- Iran Past and Present, taught by Tobin Hartnell
- The Splendors of Assyria: History and Culture of an Ancient Empire, taught by Vincent J. van Exel

In addition to on-campus courses we offered three distance-learning opportunities. Hieroglyphs by Mail, a sixteen-week correspondence course, was taught by Andrew Baumann and Mary Szabady. Mary also taught Intermediate Ancient Egyptian Hieroglyphs by Mail, a follow-up to the introductory course.



*Figure 2. Terry Friedman, Wendy Ennes, and Kate Grossman visit the Mesopotamian Gallery to discuss production of materials on ancient Mesopotamia for docent training and online adult education. Photo by Carole Krucoff*

Our third distance-learning course is a prime example of ways new collaborations with Oriental Institute faculty and students are helping us enhance our educational programming. For the last several years we offered Cuneiform by Mail, a course that introduced the cuneiform writing system using Akkadian vocabulary from the first millennium BC. This year, Christopher Woods, associate professor of Sumerology, suggested that since Sumerian was one of the languages for which cuneiform was likely created, we might want to change the focus of Cuneiform by Mail to provide an introduction to Sumerian. Under Woods guidance, graduate students Monica Crews and Seunghee Yie developed and are now instructing students nationwide with a course curriculum that provides a

rich introduction to the Sumerian language, culture, and script.

The success of our distance learning courses has inspired another innovative collaboration based on two important needs. First is the desire many of our distance-learning students have expressed for adult education courses to be offered online, including courses that focus on ancient Mesopotamia, today's Iraq. Second is the need for an expanded and updated training manual section on ancient Mesopotamia as a resource for our volunteer docents. Wendy Ennes, associate head of Public Education, Terry Friedman, volunteer services associate, and Kate Grossman, PhD candidate in Near Eastern art and archaeology, who has special interest in ancient Mesopotamia, have joined together in a research project that is producing material to meet both these needs (fig. 2).

Each of these three people bring special expertise to the project. As part of the process that has made Public Education its own unit with the Oriental Institute, two advanced graduate students are now on our staff as content specialists. Megaera Lorenz, PhD candidate in Egyptology, has joined us, and Kate Grossman is also with us as a content specialist. Using her in-depth knowledge of ancient Mesopotamian history and culture, Kate is developing content for inclusion in the docent training manual and for a new online course on Mesopotamia. Terry is working with Kate to ensure the material meets our docents' needs, and Wendy, who holds a Master Online Teaching Certification from the University of Illinois, is shaping the ways text, images, captions, and interactive discussion will be presented online.

The training manual and online course material will receive a final review by another group of new partners, the faculty members who are now serving as the Faculty Working Group for Public Education. Fred Donner, professor of Near Eastern history, is the group's chairman. Donald Whitcomb, associate professor (research associate) of Islamic and medieval archaeology, and Christopher Woods, associate professor of Sumerology, are also members. As our new collaborators, the Faculty Working Group will advise, review, and act as a sounding board for development of materials and innovative new programs and edit content where needed to ensure academic accuracy.

We look forward to partnering with the Faculty Working Group, especially in regard to adult education online. In tandem with developing the online course on ancient Mesopotamia, Wendy and graduate student Jane Messah — whose skills and support have been invaluable — are creating an online module designed to train Oriental Institute graduate students in best practices for online teaching. Once trained, these students will be able to create and then offer an array of distance learning courses similar in variety to those offered on campus. The involvement of the Faculty Working Group will ensure the highest standards of range, content, and quality for these learning experiences, holding great promise for eventual expansion of Oriental Institute outreach to lifelong learners across the nation and around the world.

### ***Special Adult Education Events***

Along with exciting new developments in courses for a lifelong learning, we offered a broad spectrum of single-session adult education events throughout the year. Many highlighted the museum's special exhibits and featured presentations by Oriental Institute faculty, museum staff, and students. During the summer we presented three programs in conjunction with *Pioneers to the Past: American Archaeologists in the Middle East: 1919–1920*, which showcased Oriental Institute founder James Henry Breasted's historic travels to obtain ancient Middle Eastern art and artifacts. "Egypt in Chicago," an Oriental Institute/Art Institute Field trip led by Emily Teeter, special exhibits coordinator, and Lucas Livingston, Art Institute assistant director of museum programs, offered an insider's view on how Breasted's travels led to the creation of Chicago's three major ancient Egyptian collections. "Who Owns the Past: An Exploration of Archaeology, Politics, and Cultural Heritage" was offered in partnership with the Road Scholar organization (previously called Elderhostel). Former chief curator Geoff Emberling and Emily Teeter were the presenters for this special program. The event also included docent-led tours of the Egyptian Gallery (fig. 3), and a buffet luncheon at the Quadrangle Club. The final *Pioneers to the Past* program featured a tour of the exhibit with Museum Archivist John Larson who discussed Breasted's Middle East travels and behind-the-scenes information in the archival collections that bring those journeys to life.



*Figure 3. Docent Deloris Sanders leads a tour for Road Scholar (formerly Elderhostel) highlighting the special exhibit, Pioneers to the Past: American Archaeologists in the Middle East: 1919–1920. Photo by Carole Krucoff*

## PUBLIC EDUCATION



Figure 4. Theo van den Hout introduces the “Inventions of Writing” symposium held in conjunction with the Visible Language special exhibit. Photo by Wendy Ennes

Visible Language: The Invention of Writing in the Ancient Middle East and Beyond, inspired several programs in conjunction with this special exhibit. “Inventions of Writing” a half-day symposium, explored how the latest research shows that writing was invented not just once but separately in four distinct times and places — ancient Mesopotamia, Egypt, China, and Mesoamerica. The program featured speakers from the Oriental Institute as well as guest lecturers; all fielded numerous questions from the audience during a lively panel discussion after the individual presentations. Speakers from the Oriental Institute

included Theo van den Hout, professor of Hittite and Anatolian languages, executive editor of the Chicago Hittite Dictionary Project, and chairman of the Department of Near Eastern Languages and Civilizations (fig. 4); Christopher Woods, associate professor of Sumerology and curator of the exhibit; Janet Johnson, Morton D. Hull Distinguished Service Professor of Egyptology; and Joseph Lam, PhD candidate in Semitic languages. Guest speakers included Edward Shaughnessy, Lorraine J. and Herrlee G. Creel Distinguished Service Professor in Early Chinese Studies, University of Chicago, and Joel Palka, associate professor, anthropology and Latin American studies, University of Illinois at Chicago.

“Cuneiform 101,” a special workshop led by Kathleen Mineck, PhD candidate in cuneiform studies and Hittitology and managing editor of the *Journal of Near Eastern Studies*, offered a unique approach to Visible Language programming. After a slide lecture on the development of the cuneiform script, Kathleen gave everyone a hands-on lesson in producing the script, followed by a museum tour to examine how cuneiform script was used for a variety of languages all across the ancient Middle East.



Figure 5. Matthew Stolper explains how 3-D digital technology is changing the ways we conduct research during “Reading the Past,” a professional development program for teachers co-sponsored by the Smart Museum of Art and the University’s of Chicago’s upcoming Logan Center for the Arts. Photo by Wendy Ennes

Reading the Past, a professional development program for teachers, was another innovative Visible Language program. Offered in conjunction with the University of Chicago’s Smart Museum of Art and supported by the upcoming Reva and David Logan Center for the Arts, this program featured the exciting stories told by sixth-century Chinese art on view at the Smart Museum and the Persepolis Fortification Archives clay tablets stored at the Oriental Institute. Jointly planned by Wendy Ennes, Kristy Peterson, Smart Museum education director, and Julie Marie Lemon of the Logan Center, the program included a Smart Museum tour led by Peterson,

a reception and visit to Visible Language at the Oriental Institute, and a presentation by Matthew Stolper, John A. Wilson Professor of Assyriology and director of the Persepolis Fortification Archives Project, who explained how 3-D digital technology is changing the way we conduct research and understand the past (fig. 5). Gallery talks by Curator Christopher Woods in the fall and by Emily Teeter in winter rounded out our Visible Language programming.

In the spring we presented *The Scorpion King*, an exclusive film screening and discussion session in conjunction with the special exhibit *Before the Pyramids: The Origins of Egyptian Civilization*. This National Geographic film featured world-famous archaeologists who shared discoveries on the earliest era of ancient Egyptian civilization. Breasted Hall was filled to near capacity with visitors who came for the screening and panel discussion with two of the eminent scholars who appeared in the film. The panel, moderated by Emily Teeter, curator of *Before the Pyramids*, included Günter Dryer, director of excavations for the German Archaeological Institute at Abydos, and Renée Friedman, Heagy Research Curator of Early Egypt at the British Museum and director of the expedition at Hierakonpolis (fig. 6). Both shared their experiences during the making of the film and their discovery of early developments that are among the most important in the history of humankind. We thank Oriental Institute Visiting Committee member Tom Heagy and his wife, Linda, for their support, which enabled us to offer this special event free of charge for everyone.

Two gallery tours of *Before the Pyramids* led by Emily Teeter also drew large audiences. The first focused on the special exhibit; the second highlighted *Before the Pyramids* followed by a tour of the Egyptian Gallery to trace the rise of one of the ancient world's most powerful civilizations.

Other special programs also drew large audiences this past year. Hosting concerts as part of the annual Hyde Park Jazz Festival continues to attract hundreds of new visitors to the Oriental Institute. This year the Charlie Johnson Quartet delighted the crowd in Breasted Hall with great jazz and a dash of funk and blues. Flutist Steve Flowers (fig. 7) and keyboard artist Roger Harris filled every chair in the Persian Gallery for two concerts in that magnificent setting. All told, these programs attracted nearly 500 visitors, many of whom had never been to the Oriental Institute. Most asked to be signed up for the *E-Tablet* and are now regularly receiving event and membership information.



Figure 6. Günter Dryer (left) clarifies a point as Emily Teeter (center) and Renée Friedman (right) listen during their panel discussion for *The Scorpion King* program. Photo by Wendy Ennes



Figure 7. An ancient Persian sculpture from Persepolis smiles down on flutist Steve Flowers during his Hyde Park Jazz Festival performance at the Oriental Institute. Photo by Marc Monaghan

## PUBLIC EDUCATION

The U.S. premiere of *Incredible Isfahan*, a major new production from internationally acclaimed Iranian documentary filmmaker Farzin Rezaein, brought another large audience of new visitors to the Oriental Institute. After introducing the film, which uses contemporary views combined with dazzling computer images of the Persian city of Isfahan (fig. 8), Rezaein joined everyone for a signing of the film's companion book and a reception featuring Persian cuisine catered by Masouleh Restaurant. This special event was co-sponsored by the University's Center for Middle Eastern Studies.

Our free Sunday afternoon screenings of documentary and feature films on the ancient Middle East, shown in Breasted Hall, continue to attract media and community interest. We celebrated Women's History Month in March with a screening of the 1963 version of *Cleopatra* starring Elizabeth Taylor (fig. 9), presenting the latest, re-mastered version of this Oscar-winner on the big screen, as it was meant to be seen.

## Outreach and Partnerships with the University Community

Collaboration with departments and organizations on campus to serve the University of Chicago and the wider community became an important focus of Public Education outreach this year. Two special collaborative events took place this fall when the University of Chicago joined with the citywide Humanities Festival for a full day of programming in Hyde Park. Two of the festival's thirteen events were hosted and publicized by the Oriental Institute. In conjunction with the festival's theme of *The Body*, one event was "A Mummy Comes to Life." This program, organized by Emily Teeter, spotlighted our ancient Egyptian mummy Meresamun

and featured a talk by Emily on Meresamun's personal and professional life. The event also included presentations by Dr. Michael Vannier, professor of radiology at the University of Chicago, who showed the results of the latest CT scanning of Meresamun, and by forensic artist Joshua Harker, who demonstrated how he used the CT data to reconstruct Meresamun's physical appearance. Breasted Hall also hosted a program on "Studying the Body," a history of medicine presented by the University of Chicago's library.

For the University's own Humanities Day, Fred Donner drew an overflow crowd to Breasted Hall with a lecture on his recent book *Muhammad and the Believers: At the Origins of Islam*. Our docents also led two sold-out Humanities Day tours of the museum.

Outreach to University of Chicago students also took center stage for us. We joined with Morris Fred of the University of Chicago's Master of Arts in the Social Sciences (MAPSS) program to manage this year's recruitment and placement of MAPSS students as Oriental Institute interns. We hosted an orientation program and reception attended by eighty students who heard various staff members describe the internship opportunities available in their departments. We then

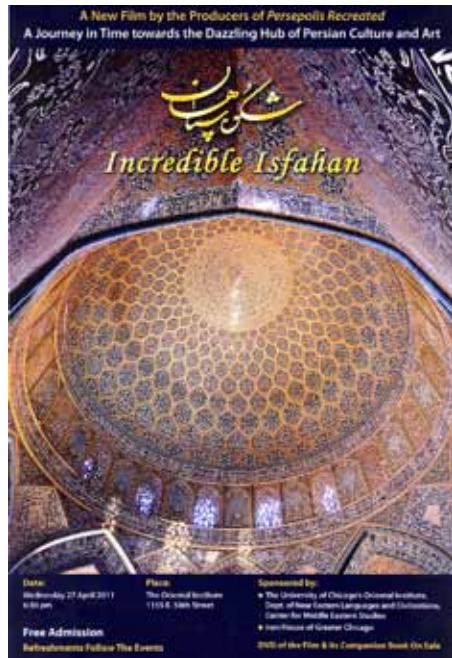


Figure 8. Poster for the Oriental Institute screening of *Incredible Isfahan*, which was the U.S. premiere showing of the latest major production by Iranian documentary filmmaker Farzin Rezaein

directed the formal applications we received to the appropriate staff and faculty so that interviews could be arranged. The process resulted in placement of twenty-two MAPSS interns all across the Oriental Institute, with ten coming to our own department to provide the invaluable support you will see described throughout this report (fig. 10). Later in the fall, we received a letter from John MacAloon, director of the MAPSS program, who wrote to tell us how pleased he was to have this extensive collaboration with the Oriental Institute, which he called “our most valued inter-unit relationship.”

We joined with the Oriental Institute Membership Office for additional outreach to students. As part of the University of Chicago’s Arts Pass program, the Oriental Institute began offering free memberships to all University students in May 2010. In September, Membership Coordinator Maeve Reed and Education Programs Associate Jessica Caracci joined together to build awareness of the Oriental Institute and its student membership program during New Student Orientation Week. They distributed materials at student resource fairs all across campus, ran information booths at several of these events, and they developed, publicized, and arranged for a new students’ museum tour and reception focusing on “Treasures of the Oriental Institute.” These outreach efforts brought us hundreds of new student members. Later in the year, Jessica joined with Maeve to offer student members “Tell Night” — a simulated archaeological dig in the Kipper Family Archaeology Discovery Center managed by Public Education. We all agree that this new membership program is key to building student awareness of the Oriental Institute, making us an integral part of the student and campus experience.

## Major Initiatives for Teachers and Students

Empowering teachers to enrich student learning through meaningful study of ancient civilization is also central to the mission of Public Education. Grant-funded support is the vital foundation that enables us to provide innovative and in-depth on site and online learning experiences for teachers and their students. This year we completed two major grant-funded multi-year initiatives and received support for two new projects. All are helping us reach teachers and students in ways that will be meaningful and beneficial well into the future.



Figure 9. Filmgoers at our Sunday film series enjoyed a spectacular cinema epic when we screened the 1963 version of *Cleopatra* during Women’s History Month in March



Figure 10. Intern Samuel Crenshaw, who provided vital office management and Kipper Family Archaeology Center assistance for Public Education, was among the many MAPSS students who contributed invaluable support to the Oriental Institute this year. Photo by Terry Friedman.

### *Teaching the Middle East: A Resource for Educators*

A prime way to serve teachers and their students is to draw upon the Oriental Institute's scholarly expertise, renowned collections, and online capabilities. This year nearly one million visitors were attracted to the online educational outreach programs we have already made available on the Institute's website. These include Ancient Mesopotamia: This History, Our History, the Teacher Resource Center, and Kids Corner, which features a unique interactive on mummification in ancient Egypt.

Teaching the Middle East: A Resource for Educators is our newest online educational initiative. Funded by the National Endowment for the Humanities (NEH), this large-scale, web-based project was developed by the Institute in collaboration with two University of Chicago partners — the Center for Middle Eastern Studies (CMES) and the eCUIP Digital Library Project.

Teaching the Middle East was designed with the needs of educators in mind. In our outreach work with local high school teachers, both the Oriental Institute and CMES have often heard how difficult it can be to unravel complex historical and current events in the Middle East and link those events to the required curriculum. World history teachers across the United States face the same instructional challenges.

Teaching the Middle East directly addresses these challenges. Launched in December 2010 after three years of development, the project's website provides teachers of ancient and modern Middle Eastern history and cultures with in-depth, reliable, and accessible online resources that draw upon the best in humanities scholarship to help build student understanding of the ancient and contemporary Middle East (fig 11).

The Teaching the Middle East website contains eighteen learning modules that focus on major topics of Middle Eastern history and culture. Each module is organized following the same blueprint. Scholarly essays introduce the themes, concepts and ideas for each topic; Framing the Issues discusses key concepts in greater depth; Examining Stereotypes considers timely, often controversial issues; Image Resource Banks offer copyright free visuals for educational use; Learning Resources provides ready access to maps, books, websites, interactives, and more. Classroom Connections provides teacher-developed lesson plans that directly connect all module materials to curriculum.

Such an extraordinarily rich and diverse educational resource involved a host of contributors. The essays as well as in-depth discussion of key issues and stereotypes were prepared by fourteen University of Chicago scholars whose expertise ensure the resource provides the best in academic research. Contributors include:

- Orit Bashkin, assistant professor of modern Middle Eastern history
- Fred M. Donner, professor of Near Eastern history
- Geoff Emberling, former chief curator, Oriental Institute Museum
- Janet H. Johnson, Morton D. Hull Distinguished Service Professor of Egyptology
- Wadad Kadi, The Avalon Foundation Distinguished Service Professor Emerita of Islamic Studies
- Walter E. Kaegi, professor of history
- Jennie Myers, Oriental Institute research associate
- Michael Sells, John Henry Barrows Professor of Islamic History and Literature
- Holly Shissler, associate professor of Ottoman and Turkish history

- Gil J. Stein, professor of Near Eastern archaeology and director, Oriental Institute
- Martin Stokes, fellow of St. John's College, Oxford University
- Matthew W. Stolper, John A. Wilson Professor of Assyriology
- Christopher Woods, associate professor of Sumerology
- John F. Woods, professor of Iranian and Central Asian history and Near Eastern languages and civilizations

Orit Bashkin, Geoff Emberling, and Gil Stein served as the project's Faculty Review Committee.

The Classroom Connections sections of each module were developed by eight accomplished high school educators from across the metropolitan area who served as Teaching the Middle East's advisory board. These educators, whose feedback and ideas were invaluable, created the discussion questions and thirty-six classroom lesson plans that are key teaching and learning tools for each module. Advisors included Farhat Khan, Roosevelt High School; Maryhelen Matejevic, Mount Carmel High School; Blake Noel, Bronzeville Scholastic Institute; Lisa Perez, Department of Libraries, Chicago Public Schools; Peter Scheidler and Mike Shea, both of Kenwood Academy; Laura Wangerin, Latin School of Chicago; and Howard Wright, Hinsdale South High School.

A complex, multi-year and many-layered initiative, Teaching the Middle East needed a dedicated, creative, and visionary project director. Wendy Ennes, Associate Head of Public Education, was the driving force of Teaching the Middle East; her organizational abilities and guidance were central to the project from the time she developed the successful grant proposal in 2007 to the moment the resource was launched. Wendy arranged for and facilitated meetings with faculty and teacher advisors; handled all budgetary concerns and reports; and served as liaison to the National Endowment for the Humanities. She also supervised the work of Department of Near Eastern Languages and Civilizations and CMES graduate students and other student interns who researched and provided links to web resources and helped edit essays and lesson plans. In addition, she worked closely with colleagues from the Institute and our partners on campus. Leslie Schramer of the Institute's Publication Office copy edited each module with care and precision. Alex Barna, outreach coordinator for CMES, played a key role in facilitating completion of faculty essays; Steven Lane of eCUIP designed the handsome and highly user-friendly website; and Julia Brazas, director of the University of Chicago's WebDocent project, served as professional evaluator. All told, Wendy managed the workflow of forty-five people over the entire project.

Since its launch, Teaching the Middle East: A Resource for Educators has been attracting nationwide attention. Wendy has written two articles on the project; one was fea-



Figure 11. Homepage for the NEH Teaching the Middle East: A Resource for Educators website. Design by Steven Lane, eCUIP Digital Library Project, The University of Chicago Library

## PUBLIC EDUCATION

tured on EDSITEment, the NEH website for educators, and one appeared in the Spring 2011 issue of *The Middle Ground Journal*, published online by the National Middle School Association. Wendy has also spoken about the project at educator meetings throughout Chicago and she has been invited to speak at the annual meeting of the National Conference for the Social Studies when it convenes this fall in Washington, D.C.

Teaching the Middle East has been an extraordinary partnership that combined the expertise of scholars, teachers, public programs specialists, and technology professionals. As Wendy herself describes it, our common aim has been to help teachers and their students discover the great currents of continuity and change throughout Middle Eastern history, and to contradict the stereotypes that sometimes cloud our perception of this region. Teaching the Middle East seeks to offer new ways of seeing and understanding how our shared human concerns cross oceans, cultures, and time.

### ***Interactive Learning and the Middle East: Serving Schools and the Latino Community***

Over the past several years, the generosity of the Polk Bros. Foundation has enabled us to reach underserved school and family audiences in a wide variety of significant ways. These include the creation of award-winning curriculum materials on the ancient Middle East for classroom use, the creation of Family Activity Cards in English and Spanish to engage families with key objects on view in the museum, and the development of interactive computer kiosks that are now available throughout the museum's galleries. Most recently, the Foundation awarded us support for *Interactive Learning and the Middle East: Serving Schools and the Latino Community*. Begun in 2008, this initiative, which was designed to help us serve the city of Chicago's growing Latino community, had four major goals:

1. Transform our interactive computer kiosks from an English-only to a bilingual English/Spanish format so that Spanish-speaking as well as English-speaking families could take full advantage of these educational museum experiences
2. Partner with a panel of educators representing a cross-section of schools and student needs to transform our computer interactives into a curriculum-related DVD in English and Spanish that would enrich state-mandated study of ancient civilizations and as well as technology instruction
3. Build increased awareness among Latino families about the rich resources available to them at the Oriental Institute
4. Build awareness of the new DVDs as a highly effective educational resource for Chicago's educational community, as well as for educators across the nation and Spanish-speaking communities worldwide.

Over the past three years, this project has drawn upon the talents and creativity of a broad range of educators, translators, multi-media specialists, and marketers. The Herculean task of creating a Spanish-language version for the materials that accompany our computer interactives was accomplished over the first year and half, led by Wendy Ennes as project manager and by Catherine Dueñas, volunteer services associate, whose fluency in Spanish has been crucial to the entire initiative. All of our other translators are listed in previous annual reports.

During the translation phase we also turned our attention to ways our computer interactives could most effectively be transformed in a curriculum-related DVD, which would

move these resources beyond the museum's walls and into the classroom. An advisory board of five Chicago Public School (CPS) educators worked with Wendy on shaping the format of the DVD and they created a rich array of curriculum-based lesson plans related to the ancient Middle Eastern content of our computer interactives. The board's members all had in-depth experience in teaching ancient civilizations and also represented a broad cross-section of the CPS community. Board members included Joanne Groshek, teacher of special needs students; Ninfa Flores, bilingual education instructor; Stephanie Pearson-Davis, teacher of at-risk students; Jeffrey Sadoff, teacher of gifted students; and Mary Cobb, former computer education instructor. The educational expertise of these teachers is reflected in the excellence of the lessons they developed, which is important assurance that the DVD will enhance and enrich classroom learning.

In last developmental phase of Interactive Learning and Ancient Middle East, Wendy Ennes assumed the role of multi-media specialist and focused her attention on the time-and-labor-intensive process of integrating both written and spoken Spanish-language materials into the software programming and the kiosks in the museum. Only then could she turn to the production of the DVDs. Wendy completed both crucial aspects of the project this year and we were ready to focus on our final goals — building awareness about the bilingual services available at the Oriental Institute and also awareness of the new DVDs — entitled *Ancient Artifacts of the Middle East!* (fig. 12).

Our awareness campaign took two approaches. The first, for the museum, is called “Every Day is Family Day at the Oriental Institute.” At the suggestion of staff at the Chicago Public Libraries (CPL) and the Metropolitan Library System (MLS) we created brightly colored bilingual posters and thousands of bilingual bookmarks announcing this theme. CPL then distributed the posters and bookmarks to all of its seventy-two branches and the materials are also in place at eighty-eight branches of the MLS.

Mariel Gruszko, a MAPSS intern who worked with us this year, took charge of this library project along with several other aspects of “Every Day is Family Day.” Fluent in Spanish and experienced in community outreach, Mariel made contact with Latino student groups on the University of Chicago campus to spread the word about our bilingual resources. She also worked with William Harms of the University's News and Information office on an outreach campaign to the Spanish-language media to determine what would be the most effective approaches for developing an ongoing relationship with them. In addition, she wrote an *Información en Español* page for the Oriental Institute website, making descriptions of all our bilingual services available to Latino website visitors. Finally, she edited both the Spanish and English text for a new bilingual Oriental Institute lobby sign. Designed by Preparator Brian Zimerle, this sign was created in order to make all Spanish-speaking, as well as English-speaking, families feel welcome at the Oriental Institute (fig. 13).

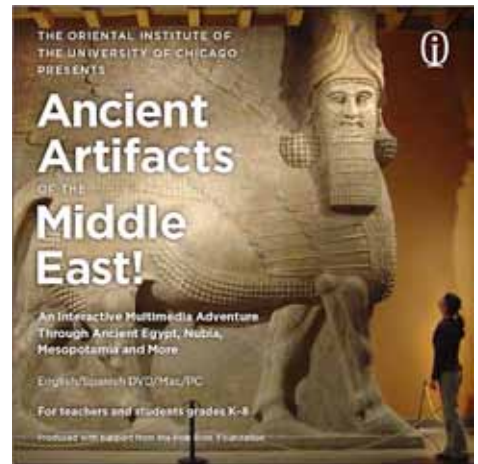


Figure 12. *Ancient Artifacts of the Middle East!* — an interactive, curriculum-related DVD in English and Spanish developed with support from the Polk Bros. Foundation — is designed to enrich K-8 classroom study of ancient civilizations, as well as technology instruction and bilingual education. Cover design by Wendy Ennes

## PUBLIC EDUCATION



Figure 13. This new lobby sign, designed by Preparator Brian Zimerle as part of our outreach initiative to the Latino community, was created to welcome Spanish-speaking as well as English-speaking families to the Oriental Institute

Lloyd A. Fry Foundation, the name of this initiative is ArcGIS Cross-Curricular Education for Sixth Grade Students (ACCESS). CAMEL uses ArcGIS, a suite of standard Geographic Information Systems. for analysis of Middle Eastern landscapes, which can reveal the imprint of thou-



Figure 14. MAPSS intern Mariel Gruszko (left), provides teachers with classroom and museum resources in English and Spanish at an Educator's Open House supported by the Polk Bros. Foundation. Photo by Carole Krucoff

Mariel also joined us to in January to help host a special Educator Open House (fig. 14) that launched and distributed the new DVD free of charge to every teacher who attended. Since that time we have been working with the CPS Department of Libraries and Information Services and the CPS Office of Language and Cultural Education to join us in promoting this new educational resource. The DVD is also on sale for a modest price at the Suq, and it is featured on Suq's webpage, promoting it to all the local, regional, national and international educators who visit our website annually.

Our entire department is grateful for the long-standing support of the Polk Bros. Foundation, and we take great pride in the outcomes of Interactive Learning and the Ancient Near East. This project has enabled us to make the Oriental Institute a more welcoming environment for Chicago's Latino community and to provide educators with a unique bilingual resource that we believe will enrich teaching and learning about the ancient world for years to come.

### The ACCESS Project

Along with completion of two major projects, Public Education began an exciting new initiative this year in collaboration with the Oriental Institute's Center for Middle Eastern Landscapes (CAMEL). Funded by the

thousands of years of human activity. The ACCESS project is designed to demonstrate that ArcGIS can also be used to change and enrich the ways middle school educators teach required social studies and science content.

ACCESS is modeled after an earlier Oriental Institute outreach initiative with middle school teachers from Claremont Math and Science Academy, a CPS school whose students come from an underserved community on the city's southwest side. In a unique collaboration led by Wendy Ennes and Scott Branting, assistant professor and director of CAMEL, the Claremont teachers received a brief professional development course on how landscape analysis using geo-spatial technologies can impact and guide

archaeological study of the past. The teachers then helped CAMEL staff customize the ArcGIS software and exercises into lessons for use by their sixth grade students. CAMEL and Oriental Institute staff joined the Claremont staff to teach these lessons, which successfully engaged the students in using distributional analysis to discover the buried location of a rare golden medallion. The outcome of this pilot project showed us that middle school students can master highly sophisticated research processes if they are presented in ways that appeal to their interests and are taught jointly by experts in science and technology, public education specialists, and middle school teaching professionals.

Built on the foundation of the Claremont pilot, ACCESS is expanding both the process and the project team. Dr. John Loehr, CPS K–12 director of science, and Martin Moe, K–12 director of social science, have become new partners. They are helping us recruit three underserved schools where principals and teachers are eager to access new tools and ways of teaching science and social science to engage a variety of learning styles and student needs (fig. 15). There is great need for these new tools and methods. Loehr and Moe have told us that 95 percent of CPS middle school students enter high school unprepared for science and that new approaches such as the use of ArcGIS are crucial, since CPS students struggle to work with data, form hypotheses and understand the relationship between cause and effect.

Based upon this understanding of teacher and student needs, Wendy has been working with CAMEL staff to create an in-depth professional development program that will train teachers to focus on student learning through study of GIS. This real world technology can inspire students' development of critical intellectual and practical skills in both science and social science, as well as increase their employability in today's world.

The curriculum of the Ancient Landscapes course that is taught at the University of Chicago by CAMEL staff is the foundation for the ACCESS professional development program. This school year, Tiana Peyer-Peireira and Xander Piper, MAPSS interns interested in science teaching and learning, joined the project and began to clarify and edit the content of the Ancient Landscapes course. Their goal was to make this material more accessible to an audience of teachers unfamiliar with ArcGIS. After months of intensive work, Xander and Tiana left us at the end of the school year, and Allison Hegel, an intern from the University's Jeff Metcalf Fellows Program, joined the project. With her strong educational design skills, Alison is shaping the labs into their final form.

Recruitment of teachers and their involvement in professional development is scheduled for this fall. Throughout their training, the teachers will be asked to transform the content they are learning into lessons designed to meet the needs and interests of their students.

**The Oriental Institute of the University of Chicago**  
needs **THREE** schools  
to participate in the

**ACCESS**  
ArcGIS Cross-Curricular Education  
for Sixth Grade Students  
STEM Program

We are seeking 3 schools with 3 top-notch teachers to partner with us to design an innovative cross-curricular Geographic Information Systems (GIS) curriculum. One science teacher, one social studies teacher and one technology coordinator are needed from each school

**Become An Innovator!**  
Benefits for Schools & Teachers!

- Create new STEM tools for teaching science and social studies 6th grade curriculum!
- Train students in the use of cutting-edge technologies!
- Explore new ways to teach problem-solving skills!
- Earn \$9,000 of technology credits for your school!
- Gain up to 30 CPDUs for each teacher!
- Become a mentor and a professional development leader for CPS!

**Want to be an Innovator?**  
By Friday, November 12th contact:  
John Loehr - jloehr@cps.k12.il.us  
Martin Moe - msmoe@cps.k12.il.us

Program Funded By:  
The Lloyd A. Fry Foundation and Chicago Public Schools

Figure 15. Recruitment flyer for ACCESS, our new ArcGIS Cross-Curricular Education for Sixth Grade Students program supported by the Lloyd A. Fry Foundation. Flyer design by Wendy Ennes

## PUBLIC EDUCATION

The effectiveness of the teacher training, as well the learning outcomes for students, will be evaluated by Dr. Jonathan Margolin of Learning Point Associates, who has already begun to draft evaluation tools.

We believe the ACCESS project is a model that can help transform the ways CPS educators teach and study by providing real-world teaching and learning resources. Follow our progress in next year's annual report.

### ***The Museums and the Public Schools Project***

The Museums and the Public Schools (MAPS) project is a ten-year partnership between selected museums in the city and more than twenty Chicago Public Elementary Schools. This year, the Oriental Institute was invited to join the MAPS project, becoming part of an initiative that also includes the Art Institute of Chicago, Chicago Children's Museum, Chicago History Museum, DuSable Museum of African-American History, National Museum of Mexican Art, and the Peggy Notebart Nature Museum.

The goal of the MAPS program is to create a lasting impact on teaching and learning by integrating museum resources into the educational process of participating schools through sustained museum/school partnerships throughout the academic year. The partnership process begins with each museum offering a professional development workshop for all the schools taking part in the project. Then the schools apply to the museums they wish to work with as partners. Each museum is encouraged to select three schools from among the applicants so that a strong, year-long relationship of outreach visits to the schools as well as visits to the museum can be established and maintained.

Lauren Wojnarowski, who holds a master's degree in historical administration from Eastern Illinois University, joined our department as MAPS program coordinator, a position supported by funding from CPS. Lauren had been an intern at the Oriental Institute in 2009 as part of requirements to earn her master's degree. The excellence of her work, especially with schoolchildren, as well as her familiarity with our educational resources, made her the ideal candidate for the coordinator's position.



Figure 16. Lauren Wojnarowski, Coordinator for our Museums and the Public Schools (MAPS) partnership with city schools, leads a workshop introducing teachers to Oriental Institute educational resources and services, including programming in the Kipper Family Archaeology Discovery Center (KADC). Photo by Wendy Ennes

Working under Wendy's Ennes' supervision, Lauren developed and presented a professional development workshop for participating MAPS schools. The workshop introduced teachers to the Oriental Institute's resources and school programming (fig. 16). Because of their strong interest in the Oriental Institute and its content connection to their curriculum, Lauren chose Johnnie Coleman Academy, Kanoon Magnet School, and McCutcheon Elementary School as our three MAPS partners.

Over the course of the school year, Lauren visited each school to have planning sessions with teach-

ers and principals; distribute Oriental Institute curriculum materials; set schedules for school outreach and museum visits; and teach classroom lessons using reproduction artifacts, images; and other museum materials. She also prepared the students for their museum visits, which included guided gallery tours as well as a hands-on dig experience in the Kipper Family Archaeology Discovery Center (KADC), the Oriental Institute's simulated excavation site (fig. 17).

While many of our grant-funded programs enable us to provide extraordinary resources and learning experiences for teachers, the MAPS program is unique in that it focuses on bringing museum educators into the classroom to work side-by-side with teachers, joining with them to integrate museum resources and field trips directly into the classroom curriculum. We look forward to an ongoing relationship with the MAPS program and the meaningful partnerships it encourages between the Oriental Institute and the Chicago Public Schools.



Figure 17. Students from Johnnie Coleman Academy, one of our MAPS partner schools, excavate, record, and analyze discoveries during their KADC experience at the Oriental Institute. Photo by Carole Krucoff

## The Kipper Family Archaeology Discovery Center

The Kipper Family Archaeology Discovery Center (KADC) is a simulated archaeological dig that recreates an ancient Middle Eastern excavation site. Designed to be a hands-on learning laboratory, the KADC engages students in thinking like scientists as they uncover, record, and analyze their finds in the simulated site. Then they discover how ancient artifacts go “from ground to gallery” on a docent-led tour of the museum.

The KADC served 750 and middle school students and their teachers this past year. Participants came from the city and suburbs and ranged from gifted students to those with special needs. In addition, support from the MAPS program, described above, enabled us to provide bus transportation and fund all costs of the complete KADC experience for our three partner schools (fig. 18).

Jessica Caracci, education programs associate, became KADC Coordinator in 2008 and her management was integral to the program's development and success. Along with publicizing the program and scheduling all school visits to the KADC, this past year Jessica recruited, trained, and supervised three graduate students from the



Figure 18. On a recent visit to the Oriental Institute, major KADC supporter Barbara Kipper (left) joined Morris Fred and Gil Stein to commend MAPS partner teacher Shevinna Sims from Johnnie Coleman Academy for her excellent work in preparing students for their KADC experience. Photo by Carole Krucoff

## PUBLIC EDUCATION



Figure 19. "Dad, look what I found." A father and son team up to excavate and record their discoveries during a KADC program for families as part of the Neighborhood Adventure Series sponsored by the Chicago Office of Tourism. Photo by Jessica Caracci

MAPSS program — Matthew Nunnelley, Marissa Stevens, and Cathleen Stone — to serve as KADC facilitators. They were joined by Erica Griffin, Oriental Institute volunteer. Kendra Grimmert, a student in the University of Chicago's Art Department, returned as a facilitator for a second year and joined Jessica in training the new recruits. Jessica also invited Katharyn Hanson and Eudora Struble, PhD candidates in the Department of Near Eastern Languages and Civilizations, to provide special insights on archaeology and the reproduction artifacts in the KADC tell during the facilitators' training.

Along with its service to schools, the KADC has become the springboard for development of programs to provide new learning experiences for youth and families. This past year, Jessica collaborated with the Chicago Office of Tourism to offer a KADC program for families as part of the city's Neighborhood Adventure Series (fig. 19). This program sold-out almost as soon as it was announced. Jessica also included excavation sessions during our annual children's summer day camps offered with the Lill Street Art Center. And she worked with MAPSS intern Sam Crenshaw, along with KADC facilitators Erica Griffin and Matthew Nunnelley, to provide a special excavation and pottery reconstruction program for Boy Scouts to earn their Archaeology Badge (fig. 20).

University of Chicago students enjoyed the KADC this past year when Public Education and Membership hosted a special hands-on dig for student members during an evening event that quickly filled to capacity. A more formal learning experience took place when students enrolled in the University's Anthropology of Museums course taught by Morris Fred came to experience the simulated dig. They then joined Gil Stein to discuss the unique educational environment of the KADC and its role within the setting of a renowned archaeological museum and research institution.

The success of all these programs validates Jessica Caracci's vision for the KADC. After being with the Oriental Institute for over five years, Jessica left us this spring. Among her many contributions, she gave us the foundation for development of an array of KADC programs that can provide diverse audiences with meaningful learning experiences for many years to come.



Figure 20. Boy Scouts from Troop 28 intently engage in reconstructing pottery during a KADC program to earn their Archaeology Badge. Photo by Carole Krucoff

## Youth and Family Programming

Public Education presented longtime favorites as well as new initiatives for youth and families this past year, nearly all in collaboration with local or citywide partners. Several programs used off site outreach formats to reach new audiences, while other events

took place at the Oriental Institute to serve old friends and attract new visitors.

### **Outreach Programs**

This past summer was our busiest outreach season. For the thirteenth straight year we traveled to the Lill Street Art Center on the city's north side for "Be an Ancient Egyptian Artist," a week-long day camp for children ages eight to twelve that fills to capacity every time it's offered. Teaching artists Agnes Sohn and Meg Peterson took part in two week-long sessions of the camp; each included a visit to the Oriental Institute, where the campers took part in a KADC excavation and art-making session led by Agnes, Kendra Grimmert, and former facilitator Sarah Brophy.

In August we ventured out to Millennium Park for a Family Fun Festival sponsored by Chicago's Department of Cultural Affairs. More than 1,000 parents and children gathered under the big festival tent to enjoy music, games, and the opportunity to "get up close and personal" with our reproduction mummy, who came with us and became a star of the show. Erica Griffin, Kendra Grimmert, and Jessica Caracci introduced our mummy and invited everyone to visit the real mummies on view at the Oriental Institute. In September we took part in the 57th Street Children's Book Fair, where docent Carole Yoshida invited children and their parents to make and take home a scroll that became their own ancient Egyptian-style "book" (fig. 21). All these events help introduce the Oriental Institute to local and citywide audiences.

Two special outreach programs helped us share information about all of the bilingual services we now have available at the Oriental Institute. After hearing about our new services, the Pilsen Neighbors Community Council invited us to take part in *Fiesta del Sol*, their annual summer festival for the city's Latino community. Catherine Dueñas, volunteer services associate, organized the activities and arranged for the staffing of our *Fiesta del Sol* booth. Erica Griffin, summer intern Lauren Horn, and docent Semra Prescott joined Cathy to paint children's faces with ancient Egyptian-style symbols and offer everyone samples of our bilingual family activity cards, discount coupons for the Suq, and directions on how to find the Oriental Institute (fig. 22).

Later in the year we took part in *Día del Niño*, a spring celebration for the Latino community hosted by Chicago's National Museum of Mexican Art. Catherine



Figure 21. Docent Carole Yoshida helps a mother and child make an ancient Egyptian-style "book" at the 57<sup>th</sup> Street Children's Art Fair. Photo by Carole Krucoff



Figure 22. Visitors to the Oriental Institute booth at *Fiesta del Sol* were welcomed with smiles and greetings in Spanish by (L-R) interns Lauren Horn and Erica Griffin, Volunteer Services Associate Catherine Dueñas, and docent Semra Prescott. Photo by Carole Krucoff

## PUBLIC EDUCATION



Figure 23. MAPSS intern Abigail Abisinito helps visitors make origami pyramids during the *Día del Niño* family festival organized by the National Museum of Mexican Art. Photo by Carole Krucoff

our marketing campaign to the Spanish-language press, will bring us many new Latino visitors.

### At the Museum

The KADC was the site of a family event this past year — the sold-out Neighborhood Adventures program. And visitors to the museum took home 13,480 of our bilingual Family Activity Cards, a 14 percent increase over last year. But once again it was mummies who took center stage with the family audience when we hosted our annual “Mummies Night” in October. This pre-Halloween event, which was offered in conjunction with the citywide celebration of “Chicagoween,” featured a “tomb-full” of activities led by docents and interns. These ranged from a “Guess the Mummy Lollipops” contest to dressing up in costumes from “King Tut’s Closet” (fig. 24), and from folding origami pyramids, bats, and frogs to treasure hunts in the Egyptian Gallery. This year, the Membership and Education Offices joined together to



Figure 24. Adults as well as children enjoyed dressing up in items from “King Tut’s Closet” during Mummies Night, our annual pre-Halloween celebration for families. Photo by Wendy Ennes

and Semra, along with MAPSS interns Abigail Abisinito and Mariel Grusko, staffed the Oriental Institute booth. While all are fluent in Spanish, it was impossible for them to speak to the several thousand people who attended *Día del Niño*. However, more than 750 visitors lined up at our table to fold origami pyramids (fig. 23) and learn about the Oriental Institute, which was new to almost everyone our staff encountered. All received samples of our bilingual materials and information about our Spanish-language website, as well as special invitations to visit the Oriental Institute and enjoy a free museum audio-tour in either English or Spanish. We hope these outreach programs, along with

present “Mummies Night” and for the first time a modest admission fee was charged, with free admission as a special benefit for Oriental Institute members (fig. 25). While attendance was somewhat less than in years past, “Mummies Night” attracted over 300 children and their families, and the admission fees covered all the event’s costs.

In February we presented “The Magic Carpet: Stories, Songs, and the Art of Writing,” a family program in conjunction with the Visible Language special exhibit. Funded by the Illinois Arts Council, this event, which included hands-on activities and gallery treasure hunts, featured master storyteller Judith Heineman and musician Daniel Marcotte in an interactive performance

that explored how writing began. Then the performers invited children onto the stage in Breasted Hall to bring tales from ancient Egypt and Mesopotamia to life. Even though this program took place in the midst of an historic Chicago blizzard, 120 people came to “The Magic Carpet,” and many parents told us how grateful they were to have such a special mid-winter event for families.

## Behind the Scenes

Looking back on all that has been accomplished this past year, I’d like to say how much Public Education appreciates the ongoing interest, expertise, and support of faculty, staff, and students, many of whom are mentioned in this report. Special thanks go to Gil Stein, director of the Oriental Institute, and Steve Camp, executive director, who guided and encouraged us throughout the first year as our own unit. Additional thanks go to Kate Grossman and Megaera Lorenz, our new graduate student content advisors. Kate’s work on volunteer training and on-line course materials development has been invaluable. Megaera has been equally helpful in re-shaping the content of our on site adult education programming to reflect the latest Oriental Institute research, an outcome that will be visible in our fall programming. She is also adding depth to the upcoming training sessions for new KADC facilitators.

Our sincere appreciation goes to the family events and special programs volunteers who worked with us this past year. All our special programming for adults, families, and the university community could not have taken place without the time and talents of these dedicated people (fig. 26). A record of all their names appears in the Volunteer section of this report.

Wendy Ennes, associate head of Public Education, is central to every aspect of the department. Her leadership in all our major grant-funded initiatives for teachers, students, and families is evident throughout this report. Wendy’s strong strategic planning skills and goal-setting abilities have also been vital to new initiatives during our first year as an independent Oriental Institute unit. A prime example is her leadership in moving our adult education programming into the online realm, which holds such great promise for outreach to life-long learners nation-wide and around the world.

Wendy’s vision and drive, along with her grant-writing abilities, project-man-



Figure 25. Education Programs Associate Jessica Caracci, dressed as a cowgirl, and Membership Coordinator Maeve Reed, a friendly pirate, greeted guests and sold admission tickets for Mummies Night. This year’s pre-Halloween celebration was co-sponsored by Public Education and Membership. Photo by Wendy Ennes



Figure 26. Docents Gabriele Correa da Silva and Katje Lehmann stand ready and waiting to meet children and their parents at Mummies Night. Gabriele and Katja were among the many volunteers who contributed their time and talents to special programs and family events this past year. Photo by Wendy Ennes

## PUBLIC EDUCATION



Figure 27. Children learn KADC excavation techniques from facilitators Kendra Grimmert and Matthew Nunnelley. They were among the corps of interns who aided us in countless ways this past year. Photo by Carole Krucoff

agement skills and online expertise, also make her a major asset to the Institute as a whole. She supports a wide range of Institute and museum initiatives, from participating on the New Media Committee and the museum's Community Focus Group panel to her work on the Institute's Integrated Database (IDB) project, a long-term initiative to link the many computerized databases throughout the institute. Wendy is managing a pilot program funded by grant from the Institute of Museum and Library Services to develop and test a user-friendly front end, or online portal, to the IDB. The accessibility of this portal is key to successful use of the

IBD by academic researchers and the general public.

Wendy would be among the first to acknowledge the invaluable role that our department's sixteen MAPSS and volunteer interns have played this past year. Many have already been mentioned in this report, but their major contributions as members of our team deserve recognition here. Jane Messah is working with Wendy on the writing and editing, as well as development of technological aspects, for the upcoming online course on ancient Mesopotamia and the online training course for graduate students. Tiana Peyer-Peireira, Xander Piper, and Allison Hegel have provided crucial editorial support for the ACCESS project. Matthew Nunnelley, Marissa Stevens, and Cathleen Stone, along with Erica Griffin, did outstanding work as KADC facilitators. Kendra Grimmert made vital contributions as KADC trainer and facilitator, as well presenter and coordinator for special adult and family programs (fig. 27). Caitlin Wyler provided research and programmatic support in her second year as a summer intern. Abigail Abisinito provided invaluable assistance with marketing and public relations as well as office management, and her Spanish language skills were key for our outreach to the Latino community. Along with planning and taking part in *Día del Niño*, she translated into Spanish all the main label text from the *Before the Pyramids* so that this special exhibit could become accessible to Spanish-speaking visitors. Huiying Chen translated the *Before the Pyramids* labels into Chinese as part of a Chicago Convention and Tourism Bureau outreach program for visitors from China. She also helped plan and evaluate several of our major public programs, including the "Invention of Language" symposium, "The Scorpion King" event, and "The Magic Carpet." Interns Rachel Kornfield, Mariah-Grooms Garcia, and Susan Weaver made major contributions to the Volunteer program; their work is described in the Volunteer section of this report.

MAPSS intern Samuel Crenshaw merits special mention here. Throughout the fall and winter he worked alongside Jessica Caracci to provide essential office management and KADC support. When Jessica left the Oriental Institute in the spring, he stepped in to assume the multi-faceted role of education programs associate, doing a superbly professional job until he graduated from the MAPSS program in June.

Jessica Caracci's many contributions to the success of Oriental Institute public programming are visible throughout this report. With us since 2005, her professionalism and grace brought her the respect and admiration of the volunteers, faculty, and staff who had the pleasure to work with her. Along with her outstanding leadership as coordinator of the KADC, her organizational skills were evident in all she did to make our group tour program run smoothly and efficiently. Her administrative abilities and creativity were also central to the success of our programs for adults, youth, and families, and her marketing and public relations skills were key to our increases in program participation. Jessica left her position as education programs associate to pursue her life-long dream of becoming a pastry chef. We appreciate all her efforts as a valued member of our team, and we wish her the very best of success in her new career.

In June, Kathryn ("Kat") Silverstein joined us to become our new education programs associate. Kat holds a MA in education from the University of New Hampshire, a BFA from the University of Michigan, and she has a broad range of experience with cultural and arts institutions in Chicago. We welcome her aboard and look forward to working with her!

The following section presents the many achievements of the Volunteer Program, supervised by Volunteer Services Associates Terry Friedman and Catherine Dueñas, our extraordinarily talented and dedicated colleagues. This year our collegial relationship became even closer as we all collaborated with faculty, staff, students, and volunteers to shape and present new outreach programming for the public. Read on to see how the Institute and the community have benefitted from the work of our remarkable volunteers, and all that Terry and Catherine have helped them accomplish.

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