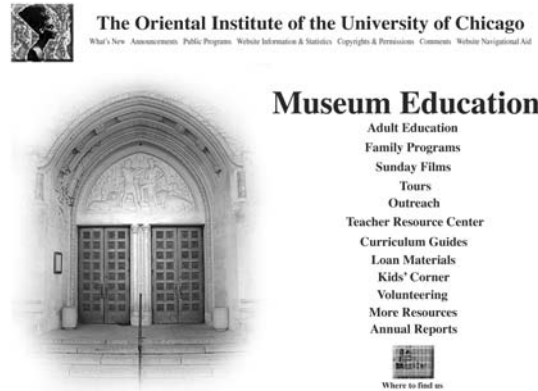


MUSEUM EDUCATION PROGRAM

Carole Krucoff

Service to the University of Chicago community and outreach programs in partnership with sister institutions on campus were major emphases for Museum Education this past year. These programs, along with many other educational services for adults, youth, and families, attracted 7,258 participants, a 14% increase over last year. Much of this increase is directly related to the user-friendly redesign of the Education pages on the Oriental Institute website, which has made information on all of our educational services more accessible to the large numbers of people who visit the Oriental Institute site. The many other ways that computer technology is helping us to expand our audience, diversify our public programs, and broaden our educational services to the community's schools are visible throughout this report. Support from the Lloyd A. Fry Foundation, the Polk Bros. Foundation, and the Regents Park/University of Chicago Fine Arts Partnership is enabling us to enter the virtual realm and also to continue our efforts to develop and present innovative educational experiences in the galleries of the museum.



Redesigned Museum Education homepage on the Oriental Institute website makes programs and services more accessible to all who visit us on the Internet

Outreach to the University Community

Museum Education has always wanted to expand our audience of visitors from the University community, especially the student population that often graduates without ever having viewed the museum's world-renowned collection. But, since University of Chicago students have great demands on their time, finding the right programmatic format to attract and serve them has been a challenge. This changed last year when Maria Krasinski joined the Education staff as Programs Assistant. A recent University of Chicago graduate, Maria was especially alert to student needs and interests, and her contacts in the undergraduate and graduate community allowed her to survey students for input on programs that would appeal to them. She learned that drop-by open houses held on a weeknight early in the academic quarter would work well. Events that featured food and fun as well as educational programming would be most attractive. She also knew from her own student days that blanketing the campus with flyers about events might be the best way to publicize them.

The outcome of Maria's research was "Can You Dig It? The Real Indiana Jones," and "A Taste of Ancient Egypt," two highly successful open houses that attracted hundreds of students from departments throughout the University. Most had never visited the Oriental Institute and were fascinated by the galleries and intrigued by the graduate student archaeologists, linguists, and historians who volunteered to present informal demonstrations of their work. The graduate students who generously donated their time to these programs included Francois Gaudard, Carrie Hritz, Jackie Jay, Leslie Schramer, Josh Trampier, and Alexandra Witsell. The student visitors also enjoyed the free auditorium programs. "Can You Dig it?" offered a free film showing of

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Francois Gaudard, Egyptology graduate student, explains his work on the Demotic Dictionary Project during "Can You Dig It," an Oriental Institute open house for University of Chicago students. Photograph by Carole Krucoff

"Raiders of the Lost Ark." Research Associate Emily Teeter gave an introductory lecture on ancient Egyptian art for "A Taste of Ancient Egypt." Middle-eastern style treats were served at each event and all who attended were given a one-year complimentary membership to the Oriental Institute. They also added their names to our newly created e-mail list, which allows us to contact them all immediately with information on upcoming events.

E-mail was the format used to inform students about our last evening event of the year. The Museum Education and Membership Offices invited all our new and long-time student members to take part in preview tours of the Mesopotamian Gallery

led by graduate student Mark Altaweel and Laura D'Alessandro, Head of the Oriental Institute Conservation Laboratory. After the tours, Education and Membership staff hosted a dinner and roundtable discussion to learn what kinds of educational programs related to the new gallery would appeal to the students and what activities would inspire them to renew the complimentary memberships they had received this year. The information we received is helping us develop a full calendar of student activities for next year.

Collaboration on Campus

While the Student Open Houses were presented by Oriental Institute departments, we also joined forces with the University's College Programming Office to take part in its annual "Experience Chicago Day," an event that invites newly enrolled students to select and spend a full day at an

on-campus cultural institution during Orientation week in September. Forty students, the maximum we could host, selected the Oriental Institute. Thanks to the involvement of many staff members and volunteers, these students received a fascinating introduction to the Oriental Institute's work. Aslihan Yener, Associate Professor of Archaeology, presented a slide lecture on her recent excavations in Turkey. Karen L. Wilson, Oriental Institute Museum Director, lectured on the history of the Institute. She then led the students on tours behind the scenes, joined by John Larson, Museum Archivist; Maria Krasinski, Education Programs Assistant; Charles E. Jones, Research Archivist and Bibliographer; Vanessa Muros and Alison Whyte, Conservators; Raymond Tindel,



Qanun player Hicham Chami (left) and percussionist Kalyan Pathak (right) drew standing ovations in Breasted Hall during "Sounds of the Orient," a concert co-sponsored by the Center for Middle Eastern Studies. Photograph by Wendy Ennes

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Registrar and Senior Curator; and Carole Yoshida, Docent Captain. The students also took docent-led tours of the galleries, and they met with Martha Roth, Professor of Assyriology and Associate Chair of the Undergraduate Program of the Department of Near Eastern Languages and Civilizations. Professor Roth shared ways the students could become involved as Oriental Institute volunteers and work study students. Several are now active members of our volunteer program.

Along with outreach to students, collaboration with campus partners this past year has helped us meet our mission to serve the wider community in all its diversity. Alumni, parents, and community residents joined Saturday docents Dorothy Blindt, Lucie Sandel, and Carol Yoshida for special Egyptian and Persian Gallery tours that they created for the University's annual Humanities Day in the fall. We also joined with the Alumni Association Office to present tours during June Reunion. And this year we developed two special events for the Alumni Office — a family program that invited children and parents to tour the Egyptian Gallery and then create head-dresses in the style of King Tut, and a special lecture on the work of Chicago House by W. Raymond Johnson, Director of the Epigraphic Survey. Both programs attracted large audiences.

We became part of the campus music scene when we partnered with the Center for Middle Eastern Studies to present a Breasted Hall concert in conjunction with the city of Chicago's celebration of Arab-American Heritage Month in November. Qanun player Hicham Chami of Morocco, voted by *Chicago Magazine* as the city's best exotic instrumentalist, and percussionist Kalyan Pathak from India, drew standing ovations from their large and enthusiastic audience, most of whom were new visitors to the Oriental Institute.

Several long-term campus collaborations also took place during the year. We worked with 6th-grade teachers at the Laboratory Schools Middle School to enhance the 6th-grade ancient studies curriculum using the Oriental Institute's award winning curriculum guides. At the high school level, the Education Department collaborated with Laboratory Schools world studies teacher Diane Puklin and Oriental Institute graduate student Jonathan Tenney, who worked together to develop a 9th-grade unit that used primary sources to focus on trade in the ancient Near East. We are exploring the prospect of piloting this unit in other local high schools during the next school year.

The Smart Museum of Art has long been our programming partner, and this past fall we collaborated once again to present a highly successful Family Day for parents and children in Hyde Park/Kenwood. This year, however, we also came together to create and present a semester-long program of joint guided tours for 6th grade students enrolled in the Chicago Public Schools' Global Studies and International Baccalaureate Programs. The tours, which brought classes to both museums in a single day, introduced students to "Sacred Fragments: Magic, Mystery, and Religion in the Ancient World," a special exhibit of Graeco-Roman and Chinese antiquities at the Smart Museum. This was followed by a visit to concentrate on the same topics in the Oriental Institute's Egyptian Gallery. Staff and docents at both museums worked together to develop the tours and accompanying curriculum materials for this in-depth program that served more than 600 Chicago Public School students during the fall and winter.

The second annual Hyde Park-University of Chicago Arts Fest involved us with many campus partners, as we worked together to plan and present a wide range of activities for this community-wide celebration of the arts during the weekend of the 57th Street Art Fair. Sponsored by the University of Chicago, the Fest featured programming by more than 20 campus and community organizations that were connected throughout the weekend by free trolley service. These trolleys brought hundreds of visitors to the Oriental Institute for free gallery tours, documentary film showings, and a free festival of activities for families. The Chicago Storytelling Guild, back

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Adult education instructor Frank Yurco (right) joins one of this students, Dr. Leon Topouzian (left), for a class coffee break this past fall. Photograph by Carole Krucoff

with us for a second year, delighted parents and children with a full afternoon of ancient tales and contemporary stories.

Adult Education

The wide variety of adult education opportunities Museum Education offers each year are part of another major collaboration with a University of Chicago partner. All of our on-campus courses, as well as those we present at the Gleacher Center in the Loop, are done in partnership with the University's Graham School of General of Studies, which works with us on course creation and development of advertising and also joins us in taking registrations. This year, our courses with the Graham School included: Ancient Conquers: The Rise and Fall of the Assyrian Empire, and Mesopotamia: Cradle of Civiliza-

tion, taught by Mark Altaweel; Archaeology and the Bible, Before the Bible: The Archaeology of Prehistoric Israel and the Levant, and Current Debates in Biblical Archaeology, taught by Aaron Burke; The Ancient Egyptian Coffin Texts, taught by Harold Hays; Science and Archaeology, taught by Nitzan Mekel-Bobrov; A Thousand Gods: The Religion of the Ancient Hittites, taught by Kathleen Mineck; The Literature of Coptic Egypt, taught by Jennifer Westerfeld and Phil Venticinque; and Ancient Egypt and the Bible, Ancient Egypt and Its Neighbors, and Ancient Thebes: City of the Pharaohs, all taught by Frank Yurco.

When the special exhibition entitled *Eternal Egypt: Masterworks of Ancient Art From the British Museum* arrived at The Field Museum this spring, it gave us the opportunity to join with colleagues there to create a unique new adult education course. An Introduction to the Land of Pharaohs, taught by Oriental Institute Archivist John Larson, took advantage of the resources at both museums by providing tours and discussion of the Egyptian Gallery at the Oriental Institute as well as viewings and discussion of the *Eternal Egypt* and *Inside Ancient Egypt* exhibitions at The Field Museum. This course may serve as a model for future joint programming with The Field Museum and other Chicago cultural institutions.

The role that technology and the computer are playing in our adult education program has been growing steadily over the past several years. Close to one-third of our participants now register online, especially for the classes that we offer via distance learning. One of the most popular of these is Hieroglyphs by Mail, a correspondence course that was taught this year by Oriental Institute Research Associate Emily Teeter with the assistance of Hratch Papazian. Aaron Burke presented his Archaeology and the Bible course as a distance learning opportunity on audio-tape, enhancing the course with discussion via e-mail and with slides that he posted on the Oriental Institute website. Nitzan Mekel-Bobrov taught his Science and Archaeology course completely online, in association with a University of Chicago organization called Chalk, which is a provider of Blackboard, an online course software. All of these distance learning vehicles enabled us to serve students from twenty-five different states and from locales that ranged from Europe to Australia to South America.

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Gil Stein, Oriental Institute Director (right), and William M. Sumner (left), Director Emeritus, spend a few moments in quiet conversation over lunch during "Paradise Unearthed," a day-long symposium on ancient Persia which included presentations by both. Photograph by Wendy Ennes

In addition to formal courses, other adult education opportunities were available during the year. In the summer of 2002, we presented Exploring the Medieval Middle East: The Cairo Geniza, a field trip to the Spertus Museum in conjunction with the special exhibition *A Gateway to Medieval Mediterranean Life*. This program featured a richly-illustrated slide lecture by Norman Golb, Ludwig Rosenberger Professor in Jewish History and Civilization, on the treasure trove of historic documents discovered in the geniza, a special storeroom in the famed Ben Ezra Synagogue in Cairo, Egypt.

In March 2003, we joined with the Graham School of General Studies to present *Paradise Unearthed: The Rediscovery of Ancient Persia*, a day-long symposium on the history of ancient Iran and the major role played by Oriental Institute archaeologists in the search for the Persian past. Oriental Institute lecturers included Gil Stein, Oriental Institute Director and Professor of Mesopotamian and Anatolian Archaeology, who welcomed participants and introduced the program; Matthew W. Stolper, John A. Wilson Professor of Assyriology, who spoke on "The Achaemenid Persian Empire and Achaemenid Persia"; and Donald Whitcomb, Research Associate and Associate Professor of Islamic and Medieval Archaeology, on "Mythology and History: The Meanings of Persepolis." Guest lecturers included Mark Garrison, Professor of Art History, Trinity University at San Antonio, Texas, who spoke on "Achaemenid Persian Art: New Perspectives from Persepolis," and William M. Sumner, Director Emeritus of the Oriental Institute and Professor Emeritus of Iranian Archaeology, who returned to lecture to the large audience of Oriental Institute members and friends on "Demographic Cycles in the Marv Dasht, Fars Province, Iran, 6000–500 B.C."

Informal, drop-by programs were also available throughout the year. During the summer, we repeated "Lunchtime in Another Time," a free series of noontime gallery talks for the University community and Hyde Park neighbors. Docents Gabriele Da Silva, Joe Diamond, Kathleen Mineck, and Mari Terman developed and presented these special gallery talks. For this year's program, we were also fortunate to have the assistance of Leigh Goldstein, who came to us from

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Columbia University in New York to serve as a summer intern. Leigh's writing talents and marketing skills brought the summer program more media attention than it had ever received, including a feature article and weekly coverage in the *Hyde Park Herald*, as well as a visit from WTTW, the local public television station.

In September, we celebrated Illinois Archaeology Awareness Month with "Camels to Khartoum," a special lecture by Emily Teeter on the Oriental Institute's historic expedition to Egypt and Sudan in 1905/1906. Informal programming was also available every Sunday year-round, with docent-led gallery tours following each of our free documentary film showings.

Youth and Family Programs

Familiar favorites combined with new programs helped us continue serving children and their families throughout the year. For the sixth straight summer we collaborated with the Lill Street Art Center on the north side to present "Be An Ancient Egyptian Artist," our popular children's day camp that fills to capacity almost as soon as it is announced. We also offered ancient-style art-making sessions at the Institute for all the children attending summer camps at the Hyde Park Art Center.

For the first time we also collaborated on family programming with the Graham School of General Studies, our longtime partner in adult education. The new program — a two-part presentation called "What do Archaeologists Really Do?" — invited parents and children to learn how archaeologists excavate ancient sites, reconstruct ancient artifacts, and how recoveries from ancient tombs can tell us about life long ago. This program was presented by Museum Education's Maria Krasinski and by Carrie Hritz, graduate student in Mesopotamian Archaeology.



Maria Krasinski, Education Programs Assistant, helps Abby Stein build a pyramid during a family workshop co-sponsored by the Graham School of General Studies. Photograph by Carole Krucoff

"Pharaoh's Garden," a spring program also presented by Maria Krasinski, along with docent Rebecca Binkley, offered families a gallery tour to discover the flowers and plants of ancient Egypt. This was followed by a visit to the Oriental Institute's "secret" Middle Eastern-style courtyard garden, and then a workshop to decorate pottery with ancient Egyptian-style floral designs.

In addition to workshops, we offered a full calendar of free family programs in collaboration with city-wide events. For the seventeenth straight season we returned to the 57th Street Children's Bookfair where docents Terri and Bill Gillespie, Rebecca Binkley, and junior docent Kristina Cooper showed hundreds of fair-going children and parents how to create an ancient-Egyptian-style book. We also joined in the city-wide celebration of Chicago Book Month in

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Children surround the Oriental Institute touch-screen computer kiosk during Family Day in October 2002. Photograph by Wendy Ennes

October by presenting “Tales from Ancient Egypt,” a storytelling program featuring master storyteller Judith Heineman. Along with ancient tales, this event included hands-on arts projects, self-guided gallery activities, and the chance to try on reproduction costumes from “King Tut’s Closet.” Hundreds of family visitors enjoyed this special program, which was co-sponsored by the Regents Park/University of Chicago Fine Arts Partnership.

In winter, we took part in Chicago’s first *Winter Delights* series, the city’s new initiative to attract the tourist audience during the winter season. “Mummies, Mummies, Mummies!” — our Winter Delights program in January — attracted hundreds of family visitors, due in much good measure to the free advertising we received as part of the city’s widespread press and television campaign.

The success of these audience-building programs was evident in May when huge crowds attended the new event we presented on Mother’s Day. Called “Happy Mummy’s Day,” this program featured children’s films, hands-on arts, and gallery tours. Long lines also formed at our interactive, touch-screen computer kiosks, which encourage parents and children to explore and learn new concepts about ancient Egypt as they virtually interact with our collection in ways it would be impossible for them to do in the exhibits. These kiosks, developed with the support of the Polk Bros. Foundation, are part of a major and ongoing educational initiative to attract the family audience and enhance the museum’s educational experiences for children and parents.

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Exploring the Cradle of Civilization: A Museum Learning Project for Families

In 1999, the Polk Bros. Foundation awarded the Oriental Institute a major grant to research and implement a comprehensive program of museum learning experiences that would attract and serve families who generally do not visit museums. This generous support, which focused on activities for the Egyptian Gallery, enabled us to install the two highly successful computer kiosks described above, as well brightly colored, family-friendly exhibit labeling for our statue of King Tut. We also produced a rich array of Family Activity cards that direct parents and children to search for, and make discoveries about, specific artifacts and then continue the learning



Karen L. Wilson, Oriental Institute Museum Director, previews Mesopotamian Gallery for fascinated children from the North Kenwood/Oakland Charter School. These children and their parents are helping us develop gallery activities for families in a project supported by the Polk Bros. Foundation. Photograph by Wendy Ennes

experience with follow-up activities to do at home. Since the spring of 2002, when the cards were first made available to the public, tracking has shown that 6,993 family visitors have used and taken home these handsome and engaging learning materials.

In the fall of 2002, renewed support from the Polk Bros. Foundation enabled us to turn our attention to self-guided family activities for the new Mesopotamian Gallery. Called *Exploring the Cradle of Civilization: A Museum Learning Project for Families*, this new initiative provides funding to develop family-friendly exhibit labeling, a new series of Family Activity Cards, and a wide variety of computer activities for the kiosks that will be housed in the Mesopotamian Gallery.

Development of such a major project requires extensive research, evaluation, and assessment long before the creative work of materials design and the making of computer interactives ever begins. For the previous project on ancient Egypt, we had the assistance of a group of families from the North Kenwood/Oakland Charter School (NK/O) who helped us shape and then test all of our Egyptian Galley activities. This project has the support of ten new NK/O families, as well as Dr. Marvin Hoffman, Founding Director and Director of Instruction of NK/O, who is serving as educational advisor. Jane Dowling and Teresa Vasquez of Wellington Consulting Group in Chicago are the project's evaluation consultants.

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The family advisors include: Marsha Brookins and Shomari Crocket (age 6); Joanne Cowart and Ellis (age 8); Gary Foster and Gary, Jr. (age 12) and Gabrielle (age 7); Mosea and Schena Harris, and Mosea (age 7); Tressey and Erik King and Quintin (age 6); Janelle LaVigne and Danielle (age 12); Juanita Mahdi-Smith and Brianna (age 5); Robert Palmer and Sabrina (age 5); Fatou and Mamodou Sow and Abdoulaye (age 6); and Veronia and Michael Thompson and Michael (age 13), Terrance (age 10), and Tyler (age 6). These committed parents and children are working with Wendy Ennes, the Oriental Institute's Teacher Services and Family Projects Coordinator, who is supervising the *Exploring the*



Tamiko Langston and Jim Mitchell of Smyth School examine a reproduction of an ancient Egyptian scarab during an Oriental Institute/Chicago Public School teachers' seminar supported by the Lloyd A. Fry Foundation. Photograph by Wendy Ennes

Cradle of Civilization project. Wendy's research began by polling the families to discover the role that museum visits play in their family life and also determine what they find interesting about Mesopotamia, as well as what more they would like to learn. The families also previewed the new Mesopotamian Gallery with Wendy and Karen Wilson to identify the objects they found intriguing and to suggest the kinds of activities they might enjoy and find meaningful as learning experiences. The results from these sessions will help Wendy shape the next stage of the project, when she begins creating the printed materials and computer interactives for future families to use in the Mesopotamian Gallery. In addition to enhancing our services for families, these new learning experiences will also help expand our family audience since the new grant is providing support to translate all of the printed materials into Spanish.

Teacher Training Services

In the city of Chicago and throughout the nation, major attention is being focused on the role that instructional technology plays in the education of elementary and high school students. Wendy Ennes, Teacher Services and Family Projects Coordinator, stated this clearly in her Summer 2003 *News & Notes* article "Utilizing Computer Technology in Museum Education":

An evolving emphasis within school districts is how their schools develop, use, and maintain instructional technology. There is nationwide concern about overcoming the digital divide by ensuring that every child is technologically literate by the time he or she finishes eighth grade. This is but one example of the federal investment that the U.S. Department of Education is making in the nation's schools with the "No Child Left Behind Act." With public policy and federal dollars driving the educational technology mission of our schools, the educational mission of our museum cannot lag too far behind in making its curriculum and collection resources available to teachers and students via the World Wide Web.

Thanks to generous support from the Lloyd A. Fry Foundation, Museum Education took its first steps in this direction in 2001 by creating the prototype for a Teacher Resource Center to exist entirely online. The Center, which began by focusing on ancient Egypt, provided background information and selected lesson plans to help local educators enhance their teaching on

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Wendy Ennes, Teacher Services and Family Projects Coordinator, at Spotlight on Chicago event for educators. Sponsored by the city's Department of Cultural Affairs, this event allowed us to publicize all our educational resources, including the new online Teacher Resource Center. Photograph by Maria Krasinski

ancient civilizations. Continued support from the Fry Foundation this past year has enabled Wendy Ennes to expand and refine the online Center in ways that best meet teacher and student needs. A panel of teachers and technology coordinators from the Chicago Public Schools (CPS) assisted her with this project. They included Mary Cobb, Ray Elementary School; Richard Diaz, Field Elementary School; Ingia Jackson, Nettlehorst Elementary School; Lisa Perez, Von Steuben Metro High School; Trish Ronan, Clissold Elementary School; and Hermine Zakas, Drummond Elementary School. Deborah Pitluk from the CPS Department of Instructional Technology also serves on the panel. Nitzan Mekel-Bobrov, a University of Chicago graduate student in biomolecular archaeology who has expertise in computer programming, assisted Wendy with technical support.

Along with background information and resources on ancient Egypt, the redesigned online Teacher Resource Center now includes a wide variety of resources on ancient Mesopotamia. In addition, it provides digitized images as well as information on pertinent artifacts from the museum's Egyptian and Mesopotamian collections. It also offers easily accessible classroom and museum lesson plans and student activities organized around key curriculum areas that teachers must present as part of mandated classroom study on the ancient Near East.

The lesson plans that appear in the online Teacher Resource Center have been created by the educators who have attended our on-campus professional development seminars for teachers. Over the past five years, the Fry Foundation has provided the Oriental Institute with support to present these seminars, which have provided in-depth training for 177 teachers who have reached more than 14,000 students. This year's seminar, which took place during the summer, focused on ancient Egypt. Teachers also visited the Spertus Museum to see "A Gateway to Medieval Mediterranean Life," a special exhibition on medieval Egypt, and they took part in a

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Volunteer docent Carole Yoshida helps children create ancient Egyptian style books during family event sponsored by the Regents Park/University of Chicago Fine Arts partnership. Volunteers contributed invaluable time and talents to many public programs this past year. Photograph by Wendy Ennes

simulated dig in the museum's Artifact Center, where a recreated tell explores ancient Near Eastern history from the earliest eras to the time of the Romans.

The computer will soon be helping us provide professional development for an even broader audience of educators. The teacher advisors who evaluated the online Teacher Resource Center this past year suggested the Center become the springboard for online professional development that would serve the many teachers who cannot attend our on-campus program, but who would benefit greatly from the content and the Illinois State Teacher Recertification credit that our seminars provide. Wendy Ennes is in the process of developing a prototype online professional development lesson on ancient Mesopotamia that will be tested by elementary and high school educators this year.

Wendy's knowledge and skills in computer-based learning also make her ideally suited to serve as our liaison to Chicago Webdocent, a collaboration for online curriculum development between the Chicago Public Schools/University of Chicago Internet Project and several Chicago cultural institutions. Along with the Oriental Institute, these include the Adler Planetarium, the Chicago Historical Society, The Field Museum, the Museum of Science and Industry, and the Newberry Library. Over the past two years, the Oriental Institute has provided digital images of artifacts, primary source materials, and editorial support to help Chicago Webdocent create five online units of study on ancient Egypt and Mesopotamia. Most are designed for use only by the Chicago Public Schools, but one highly interactive unit on preparing an ancient Egyptian mummy for burial can be found by clicking on the "Kids Corner" section of the Oriental Institute Museum Education webpage. Visit this highly engaging learning experience to see an example of how the tools and products of computer technology can enhance and enrich classroom

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and museum learning in new and exciting ways [<http://www-oi.uchicago.edu/OI/MUS/ED/kids.html>].

Our services for teachers expanded into the realm of the life and physical sciences this year when the Chicago Public Schools invited us to join its highly-regarded Museum Partners in Science program. This program, funded by CPS, asks selected city museums to create professional development seminars for elementary school educators who wish to build their science teaching skills. Our very first Museum Partners in Science seminar, offered in May for twenty educators, focused on archaeology. Aaron Burke, a Ph.D. candidate in Syro-Palestinian Archaeology, introduced the teachers to ways archaeology draws upon both the life and physical sciences to learn about the ancient past. Nitzan Mekel-Bobrov, a graduate student in biomolecular archaeology, focused on how archaeologists interpret history through the study of ancient DNA. Along with lectures and discussion, the program included workshops in the Egyptian and Persian Galleries and an introduction to the Oriental Institute's curriculum materials on science and inventions in ancient Egypt and Mesopotamia.

Other services for teachers this year included our participation in Spotlight on Chicago, an annual resource fair for educators and administrators sponsored by the city's Department of Cultural Affairs. This by-invitation-only event allowed us to share our curriculum materials, class-



Lavie Raven (center) Kenwood Academy social studies teacher, poses in the West Gallery with Carmia Arrington and Darryl Wade, two of his students, in front of a 48 foot mural of the Nile Valley. Raven and his students created the mural as part of "Ancient Egypt: A Hip Hop Perspective," an Oriental Institute/Kenwood project supported by the Regents Park Fine Arts Partnership. Photograph by Jason Smith

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room resources, and museum visit opportunities with teachers from throughout the metropolitan area. Wendy Ennes used a laptop computer to introduce fascinated educators from the city and suburbs to all the assistance they now can find in the online Teacher Resource Center.

Regents Park/U of C Fine Arts Partnership

Closer to home, generous support from a local foundation is helping us further our associations with the public schools in Hyde Park/Kenwood. This year, the Regents Park/University of Chicago Fine Arts Partnership, funded by the Clinton Companies, awarded a fifth year of support to the Oriental Institute, the Hyde Park Art Center, the Smart Museum of Art, and the University of Chicago Music Department, so that all of us can expand our educational enrichment services for the schoolchildren in our community.

At the heart of our participation in the Regents Park Fine Arts Partnership is our special relationship with five neighborhoods schools — Bret Harte School, Murray Language Academy, the North Kenwood/Oakland Charter School, Ray School, Shoemith School, and Kenwood Academy. Partnership support allows us to offer these schools a wide range of educational experiences, including guided tours and special study sessions at the museum as well as artists' residences that enable students to recreate ancient arts processes. Support from the Partnership also enables us to serve these schools in an even wider way. This fall, students and families of all Hyde Park/Kenwood's elementary schools were invited to "Tales from Ancient Egypt," our second annual celebration of Chicago Book Month that is described in the Youth and Families section.

Partnership support also helped us host an open house for local teachers and administrators. Presented in collaboration with the Frank Lloyd Wright Preservation Trust and the staff of Robie House, this event took place during Chicago Artists Month in October and featured demonstrations by the artists who provide Oriental Institute residencies for our partner schools.

Our special relationship with Kenwood Academy continued this past year. As we have done for the last four years, we offered the classroom lectures, museum visits, and pottery reconstruction sessions focusing on Roman Egypt giving Kenwood students studying Latin a new perspective on ancient Roman life and times. The Kenwood program that had the most impact this past year was the direct outcome of a major project begun in 2002. That spring, the Oriental Institute offered a series of workshops on ancient Egypt for students in the University of Hip Hop (Healthy Independent People Helping Other People), an after school initiative at Kenwood that is part of a city-wide program created for young people to explore modern urban culture through the arts and music. As a result of the Oriental Institute workshops, the students transformed what they had learned into a vibrantly colored forty-eight foot long mural of the Nile Valley, as well as four smaller murals that explored ancient Egyptian motifs from a contemporary urban perspective.

Support from the Regents Park Partnership enabled the Oriental Institute to bring these extraordinary murals to our museum, where Wendy Ennes, Lavie Raven, Kenwood world history teacher, and our preparators mounted the murals as a special exhibit in the West Gallery. Called "Ancient Egypt: A Hip Hop Perspective," the murals exhibit had a special opening for its student artists and their friends and families and then went on public view. The exhibit was covered widely in the Chicago press and was seen by thousands of visitors, many of them awed schoolchildren, during its six-month run from November to April. The unique collaboration that led to such remarkable student work and the ability to share the work with the public could not have

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Museum visitors admire smaller murals created by Kenwood Academy High School students as part of the "Ancient Egypt: A Hip Hop Perspective" project. Photograph by Jason Smith
taken place without the support of the Regents Park/University of Chicago Fine Arts Partnership.

Oriental Institute School Affiliates

Generous support and major grant funding has been crucial to development of our wide-ranging services and programs for schools. In 1998, principals of several schools that had been collaborating with us over the years joined together to help create the Oriental Institute/Chicago Public Schools Affiliates Program, a structured system that encourages schools to pay a modest fee for services as grant-funded support comes to an end. We are delighted that, for the fifth year in a row, principals and local school councils have voted to renew the Affiliates program, allowing materials production, museum visits, and outreach services to continue for their schools. We appreciate this reaffirmation of the value schools place on the educational services we offer teachers and students.

Behind the Scenes

Taking stock of all that has been accomplished this past year, I would like to say how much I appreciate the interest, encouragement, and support that Museum Education has received from the Oriental Institute's faculty, staff, and students. Grateful thanks also go to our dedicated Museum Education volunteers; none of our gallery-based public programs, including thematic tours, family programs, and special events for the University community, could have taken place without the time and talents contributed by Debbie Aliber, Jane Belcher, Rebecca Binkley, Dorothy Blindt, Mylicent Buchanan, David Covill, Gabriele Da Silva, Catherine Deans-Barrett, Joe Diamond, Dario Giacconi, Bill Gillespie, Terry Gillespie, Anita Greenberg, Bud Haas, Debby

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Halpern, Ira Hardman, Mary Harter, Lee Herbst, Teresa Hintzke, Elizabeth Lassers, Kathleen Lisle, Michael Lisle, Lo Luong Lo, Masako Matsumoto, Robert McGuinness, Roy Miller, Kathleen Mineck, Donald Payne, Diane Posner, Semra Prescott, Melissa Ratkovich, Patrick Regnery, Stephen Ritzel, Lucie Sandel, Deloris Sanders, Larry Scheff, Joy Schochet, Anne Schumacher, Daila Shefner, Bernadette Strnad, Mari Terman, Karen Terras, and Carole Yoshida. Special thanks to Junior Volunteers Kristina Cooper, Sam Dresson, and John Whitcomb; we couldn't have managed without them at our large events for families.

The commitment, creativity, and vision of the Museum Education staff are what make everything happen. The contributions of Wendy Ennes, Teacher Services and Family Projects Coordinator, are evident throughout this report. Wendy's extraordinary talents as an educator and museum professional make her an invaluable asset to the Oriental Institute.

Maria Krasinski, Education Programs Assistant, shines as developer of University student programming and youth and family workshops. But all would come to a complete standstill without the writing talents, artistic skills, and organizational abilities that make her the quiet but firm command central in our office. Maria is in charge of implementing the registration, confirmation, and financial depositing processes for all reserved adult education, family, and guided tour programs. She also serves as our public relations officer, editor, and graphic design expert. She writes and distributes our quarterly press packets and all individual press releases, and she designs and supervises production of all our educational and marketing materials, including our quarterly calendar of events, which she has given a highly professional new look. All of this belies the frugal nature of the marketing budget with which she works! We are fortunate to have Maria with us.

Two additional people deserve special mention here. In 2003, Catherine Dueñas and Terry Friedman marked their tenth year as the Oriental Institute's Volunteer Coordinators. Under the leadership of these gifted and dedicated women, the Volunteer Program has reached new heights. The program has been resilient in the face of change, has developed new avenues for volunteer service, and has grown in strength and stature to become a model for volunteer programs throughout the city and state. Turn to the Volunteer Program section in this *Annual Report* to see all that Cathy and Terry, and their remarkable corps of volunteers, have accomplished in this tenth anniversary year.
