





## PUBLIC EDUCATION AND OUTREACH

Catherine Kenyon

### Introduction

In my first year taking the helm of the Public Education and Outreach Department it was my great pleasure to spend the first several months observing and getting to know the amazingly dedicated and talented group of staff, docents, and volunteers. Meeting with faculty, staff, and volunteers in my first months allowed me to see our strengths and look for opportunities to develop new programs and audiences for the Oriental Institute. The department and staff have been reorganized to maximize our resources and strengths.

All department staff were assigned to an audience type — youth and family, adults, K-12 teacher and students, volunteers — allowing the staff to become “expert” with their group, to build collaborations and outreach initiatives, and to understand the specific needs of each audience in order to refine our limited human and marketing resources. Each of our public programs is designed for one of these specific audiences in mind. Moriah Grooms-Garcia serves as the youth and family program coordinator, Carol Ng-He joined the team in November as the K-12 and continuing education program developer, Terry Friedman is the department’s volunteer manager, and Sue Geshwender is the education associate and assists Terry with managing volunteers and docents on Thursdays and Fridays. In addition to managing the department, I hold responsibility for developing programs for the adult audience.

To create and facilitate this new “team-ness” we meet on a weekly basis to understand each other’s workload, share ideas, and look for ways to pitch in and help our colleagues on projects. We have instigated an annual staff retreat (our first was held in March at the Garfield Park Conservatory) focused on outreach and marketing strategies. Volunteer Shel Newman participated during the last half of the workshop. He facilitated an activity that focused us to look deeper at our roles in the department. Education staff has spent time this year cross-training our positions so that we can fill in for each other when one of us is out of the office. The Education Department’s room 221 received a facelift with a redesign to create a professional, organized space that is more conducive to working. We now have an integrated phone system that connects the volunteer and education lines on all department phones.

The department has grown in many ways this year with new staff members Carol Ng-He and myself, while we also said goodbye to three long-time department staff, Carole Krucoff, Wendy Ennes, and Cathy Dueñas. We have begun to lay the groundwork for new programs, refinements to current initiatives, and are continuing to reform how we do business. I am thrilled to present below our accomplishments for the past year and give you a sneak peek of what is on the horizon for the coming year.

### **Youth and Family Programs.** *Moriah Grooms-Garcia*

Nearly 800 people took advantage of our youth and family programs in fiscal year 2012–2013, a significant increase from the year prior. Contributing to this progress were a host of inventive bird-themed events, created in conjunction with our special exhibit *Between Heaven*

## PUBLIC EDUCATION

& Earth: Birds in Ancient Egypt, and the offering of long-time favorite programs (for example, Secret of the Mummy and Junior Archaeologists) on a regular basis. In addition, two large collaborative family festivals brought in both old friends and new visitors (fig. 1).

### **Art and Archaeology**

The year started off with the Oriental Institute co-hosting, with the Lillstreet Art Center, the annual Be an Ancient Egyptian Artist Camp. Youngsters between the ages of 5 and 11 attended the week-long camp, which was offered for two sessions during the summer of 2012. For half the camp's duration our own Kipper Family Archaeology Discovery Center (KADC) facilitators filled the role of "artist-in-residence," facilitating the making of Egyptian-themed crafts. The camp culminated in a trip to the Oriental Institute and its simulated archaeology dig site, the KADC.

Two other family archaeology programs saw growth this year: Junior Archaeologists and the Boy Scout Archaeology Merit Badge Workshop. Previously offered on an annual basis, the Institute began offering the programs at regular intervals this year, running a total of ten programs and helping more than 160 Scouts earn their archaeology badges (fig. 2).

### **Literacy**

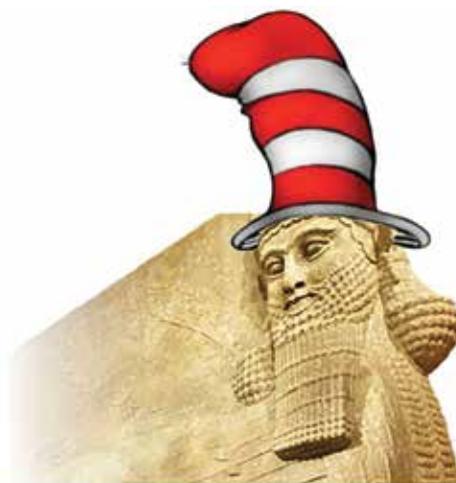
This year saw the inception of a storytime series hosted by the Museum's biggest bird of all, Lamassu. This program, called LamaSeuss, pairs one of the Institute's most iconic pieces with one of the most well-known American children's book authors — Dr. Seuss — for a fun and educational opportunity that teaches children about the ancient world. The lamassu, with his cuneiform inscription and colossal stature, makes the perfect entry point to learn about ancient writing, animals, and other themes (fig. 3).



*Figure 1. Jeannette Louis, from Sand Ridge Nature Center, explains the abilities and importance of hawks and other birds in the LaSalle Banks Education Center at the Oriental Institute during the Birds of a Feather program*



*Figure 2. Boy Scouts work on their archaeology merit badge using the Oriental Institute's Kipper Family Archaeology Discovery Center*



*Figure 3. The LamaSeuss series gets kids interested in the ancient Near East*

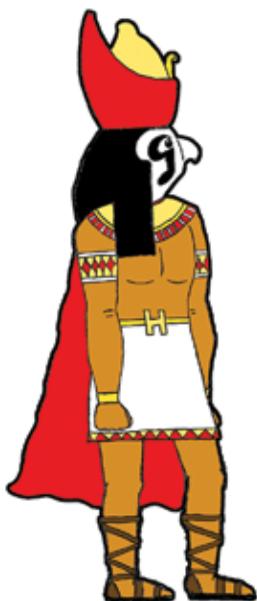


Figure 4. Intern Jenna Chapman helped us create a “super” version of the ancient Egyptian god Horus for the Super Birds program. Kids created stories of Horus triumphing over Seth

This spring the program Super Birds invited participants ages 8–14 to use a comic book-style storytelling technique to make the bird-headed and bird-bodied deities of the ancient Egyptian pantheon defeat the evil Egyptian god Seth and his cohorts (fig. 4). The program was positively received and we hope to develop it further in the future.

Mummies’ Night, which takes place around Halloween and attracts an average of 300 participants every year, has been one of Public Education’s feature annual programs. At the end of last year we developed a pared-down version of Mummies’ Night called Secret of the Mummy. This smaller-scale program showcases our reproduction mummy activity and a mummy-themed tour of the Joseph and Mary Grimshaw Egyptian Gallery, without the costumes and other activities present at the larger annual Halloween event. Offering this smaller version of the Oriental Institute classic on select Sundays has exposed an additional 160 museum-goers to our reproduction mummy, including alumni during this year’s University of Chicago Alumni Weekend.

Along with special programs for parents and children, every day is family day at the Oriental Institute. Our interactive computers are regularly in use and this past year our full-color Family Activity Cards, which can be found in nearly every gallery, proved to be as popular as ever; more than 12,000 of these cards were taken home by visitors compared to the nearly 9,000 taken the previous year.

### Family Festivals

The Oriental Institute became a feature for Latino Art Beat (a national not-for-profit arts organization that engages Latinos in the visual and performing arts) in their first-ever independent film, titled *Visiting the Museum*. The film, based on a short story written by young Latino author Manny Reyes III as part of a series of short, scary stories for young teens, was shot onsite and premiered at the Oriental Institute this past fall. In the film, two boys visit the Oriental Institute Museum and accidentally bring a mummy back to life. The film was paired with the classic Boris Karloff movie *The Mummy* and a costume contest. This opportunity to work with Latino Art Beat introduced a new audience to the Oriental Institute (fig. 5).

One of the most successful new family events this year, with 120 participants, was a program entitled Women and Girls in the Ancient World: Their Story, Our



Figure 5. Oriental Institute Museum chief curator Jack Green dressed up as an “archaeologist just out of the tomb” for the Latino Art Beat event



## PUBLIC EDUCATION

Story. This program told the stories of the mothers and daughters of ancient Nubia, Egypt, Anatolia, and Mesopotamia through the Oriental Institute's collection. Artifacts and topics were presented by four female archaeologists in short demonstrations throughout the galleries. The Education staff worked with University of Chicago Lab School teacher Cindy Jurisson to conceptualize this program, and Bonnie DeShong from the DuSable Museum helped to advertise the program (fig. 6).

### *Offsite Programs*

This year we focused on two highly successful offsite programs with area partners. The Children's Book Fair (formerly known as the 57th Street Children's Book Fair) has been an annual Hyde Park celebration of books and reading since its start twenty-six years ago. The Oriental Institute has the distinction of being the only community institution that has taken part in the fair since its inception. Families enjoyed the Oriental Institute's booth at both the fall Children's Book Fair and the spring 57th Street Art Fair. Parents and children were eager to make rubbing imprints of ancient Egyptian reliefs, stamp ancient Egyptian symbols on their hands, and touch 2,500-year-old potsherds (fig. 7). As in the past, the fairs let us introduce the Oriental Institute to families from around the city.



*Figure 6. Benedetta Bellucci demonstrates the workings of a spindle whorl at Women and Girls in the Ancient World: Their Story, Our Story*



*Figure 7. Facilitator Matthew Amyx helps a youth create a rubbing imprint of one of our relief replicas at the Children's Book Fair in Hyde Park*

## *On the Horizon*

The coming year will see a number of exciting youth-and-family-centered projects and programs. A major priority to growing these programs will include developing programs for the homeschool audience; the Institute looks forward to building a deeper relationship with these special family groups. Other new offerings include Little Scribe, an interactive gallery program that teaches the history of writing. A fuller offering for area Scouts, and a summer camp for youth in the summer of 2014, are also being planned. These and other programs will be highly influenced by the department's new relationship with Project Archaeology, a national heritage education program that develops curriculum to enable educators to teach archaeology to youth through inquiry-based learning. The Oriental Institute intends to become the fulcrum for building an Illinois state chapter of Project Archaeology and to both disseminate its curriculum to teachers as well as use its materials to build and offer programs to youth. The Project Archaeology curriculum will become a centerpiece of the Oriental Institute's offerings. Project Archaeology curriculum and concepts may also become a facet of the gallery tours offered to school groups and the Kipper Family Archaeology Discovery Center program. This partnership will enable the Oriental Institute to work more closely with the teachers who use its resources as part of their class curriculum, and to develop enriching professional development and outreach opportunities.

## **K-12 Teacher and Student Programs.** *Carol Ng-He*

We are proud to report the development of new K-12 education initiatives and continuing education programs to engage teachers, students, and adult learners in meaningful ways.

On Saturday, November 17, 2012, we partnered with the American Schools of Oriental Research (ASOR) to host a free full-day professional development program for K-12 educators called *Beyond Indiana Jones: Middle Eastern Archaeology in the Classroom* (fig. 8). The program included presentations of curriculum ideas and activities by five ASOR members and our education staff. The topics and presenters were:

- “Why Is the Past important?” by Ellen Bedell, PhD in Egyptology and teacher at the Ellis School, in Pittsburgh, Pennsylvania
- “Archaeological Artifacts and Interpretation through Context,” by Stefanie Elkins, MAEd, teacher of art history at Andrews University, in Berrien Springs, Michigan
- “Pottery Lesson,” by Jeanne DelColle, teacher in American and world history at the Burlington County Institute of Technology and a recipient of New Jersey State Teacher of the Year in 2011 (fig. 9)
- “Daily Life in Bible Times,” by Pamela Gaber, professor of archaeology and Judaic studies at Lycoming College,



*Figure 8. Teachers collaborate on a hands-on activity for Jeanne DelColle's pottery lesson during the Beyond Indiana Jones professional development workshop (photo by Carol Ng-He)*

PUBLIC EDUCATION

Pennsylvania, and director of the Lycoming College excavations and field school at Idalion, Cyprus

- “Virtual Tour of Petra and Qumran,” by Neal Bierling, secondary education teacher and archaeology workshop
- “Fun Ideas for Teaching Ancient Egypt,” by Kristine Huffman, a secondary education teacher, archaeology workshop leader, and supervisor at excavations in Israel, Jordan, and Cyprus
- A presentation of the Oriental Institute’s online resources, the Kipper Family Archaeology Discovery Center, and a guided tour of the Oriental Institute Museum by youth and family program coordinator Moriah Grooms-Garcia

The program drew nearly thirty educators from all over the Chicago area. The program offered Illinois teachers nine CPDUs for re-certification.



Figure 9. Jeanne DeIColle, a presenting teacher, talked about her curriculum design that engaged students in learning about cultural heritage preservation (photo by Carol Ng-He)

**Online Outreach**

Beginning in January, we developed a new internal collaboration with eight other area-studies centers on campus to launch a cross-campus micro-website, called UChicago K-12 Outreach (<https://k12outreach.uchicago.edu/>) (fig. 10). Our collaborators are the Center for East Asian Studies, the Center for East European and Russian/Eurasian Studies, the Center for International Studies, the Center for Middle Eastern Studies, Neighborhood Schools Program, the Smart Museum of Art, and Southern Asia at Chicago. This new online platform increases online visibility of all participating affiliates among our K-12 audiences and facilitates cross-promotion of University-developed education programs.

To engage educators and their affiliated schools beyond the Museum, a new blog, titled From Ground to Gallery, was created in February. The blog provides a dynamic space where educators can share curriculum and new ideas for

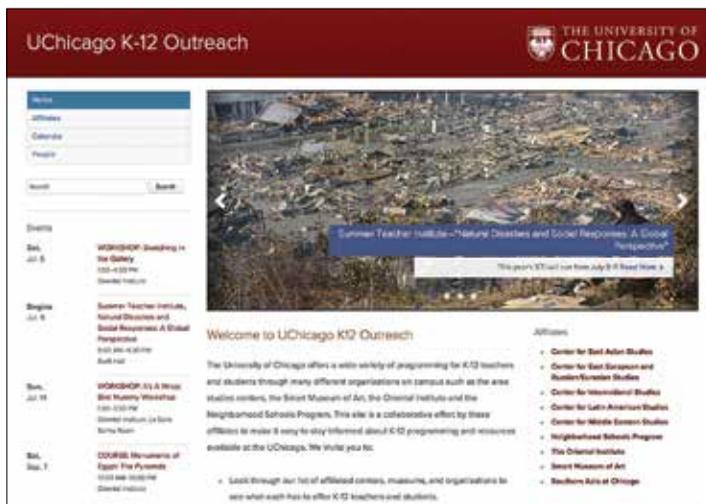


Figure 10. Screenshot of the UChicago K-12 Outreach micro-site

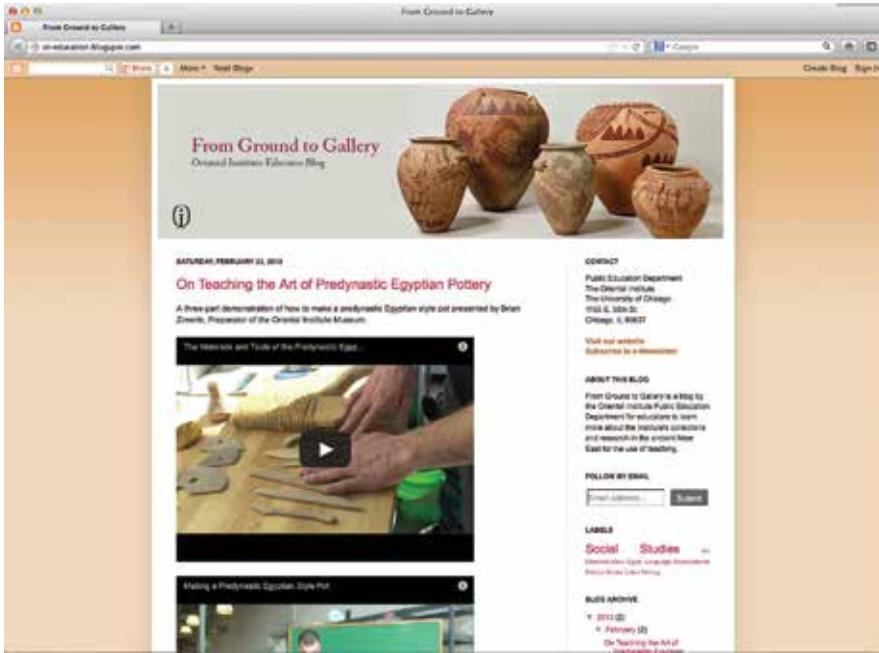


Figure 11. Screenshot of the new educator blog, From Ground to Gallery

Figure 12. Screenshot of e-Scribe, the new monthly educator newsletter

Share this:   

Game of 20 squares  
Egypt, New Kingdom, 1550-1070 B.C.  
E371



**e-Scribe**   
Monthly Educator Newsletter

**Learning Opportunities**

**Sketching in the Gallery, Saturday May 4, 1-4pm**

Spend your Saturday afternoon sketching in the museum with artist, [Vesna Jovanovic](#).

Find inspiration from the special exhibit [Between Heaven & Earth: Birds in Ancient Egypt](#) and learn the foundations of sketching from theory to hands-on practice. Create a compelling sketch based on the artifacts found in the exhibit. For ages 16 and up.



Image Courtesy of Vesna Jovanovic

**Read a Book**  
*The Red Pyramid*, by Rick Riordan (2011)

For Grade 4-8. A fiction based on Egyptian mythology. Get it at our [Suq](#) today! To place your order, please call (773) 702-9509.

Fee:  
\$20 (member)  
\$25 (non-member)

3 CPDUs offered. A supply list will be sent upon registration. Bring your own materials. Space is limited!

**SIGN UP TODAY**

## PUBLIC EDUCATION

teaching about ancient civilizations in the classrooms and how they are utilizing the Oriental Institute's valuable collections and resources (fig. 11). Since its inception, the blog has attracted over 350 views from the United States, Germany, Russia, Italy, Sweden, Spain, the United Kingdom, El Salvador, and South Africa.

In conjunction with the From Ground to Gallery blog, the e-Scribe is another new online communication tool targeting K–12 educators (fig. 12). This monthly electronic newsletter serves to keep educators apprised of current research in the field of archaeology of the ancient Near East and how to use this information in the classroom. The e-Scribe offers teachers the latest updates on the Institute's upcoming teacher professional development opportunities, student programs, reading recommendations, and related resources. Since March, the e-Scribe has reached over 850 people from all over the country and will continue to grow through our outreach efforts.

### *Teacher Advisory Council*

To further engage educators throughout the academic year a Teacher Advisory Council (TAC) was inaugurated in March (fig. 13). The Council is composed of eight practicing teachers from various disciplines and grade levels throughout the Chicago metropolitan area, ranging from West Town, Jefferson Park, McKinley Park, Hyde Park, Humboldt Park, Avondale, Oak Park, and Arlington Heights. The Council forms a group of ambassadors for the Oriental Institute in the Chicago area and serves as consultants to advise the Institute on the development of its educator resources and future K–12 programs. These members include:

- Cory Schiffern, social studies teacher at Mitchell Elementary School
- Christine Gray-Rodriguez, art teacher at Garvy Elementary School
- Kayla Vigil, social studies teacher at Namaste Charter School
- John Turek, social studies and language arts teacher at Percy Julian Middle School
- Nashwa Mekky, fifth-grade teacher at Ivy Hill Elementary School
- Jimini Ofori-Amoah, advanced-placement world history teacher at Rowe-Clark Math & Science Academy
- Nissa Applequist, social studies teacher at Lane Tech College Prep High School
- Cindy Jurisson, history teacher at the University of Chicago Laboratory School

This year's Council will serve a one-and-a-half-year term, from the school year of 2012/2013 to 2014; future councils will serve a two-year term. During their term of service, the Council members are also expected to bring their students to the Oriental Institute for a field trip at least once a year.



Figure 13. The newly established Teacher Advisory Council (photo by Carol Ng-He)

## Student Programs

In April we hosted the second annual student symposium, entitled Looting and the Cultural Repatriation of Artifacts, co-organized by Cindy Jurisson, a high-school history teacher at the University of Chicago Laboratory School. Students studying early world history were stationed throughout the galleries in the Oriental Institute Museum to present an artifact they selected for their research project. Prior to their gallery presentation, the class visited the Research Archives and took self-guided tours of the galleries. Immediately following was a presentation on local and legal issues of cultural-heritage preservation by Beth Harris, a Lab School parent and the vice president and general counsel of the University of Chicago. A



Figure 14. Laboratory School students and families participated in the second annual student symposium, this year on the topic of Looting and the Cultural Repatriation of Artifacts (photo by Carol Ng-He)

panel discussion with five of the participating students shared their perspectives on the cultural-heritage preservation efforts they learned about through this project. The program attracted 120 people including students and their parents (fig. 14).

In June, the Public Education Department joined the school days of the Windy City ThunderBolts, a professional Minor League baseball team located in Crestwood, a suburb southwest of Chicago. Over the course of two days we reached out to hundreds of attending middle-school students and their chaperons through a variety of hands-on activities, including rubbing and coloring activities (fig. 15). Students and teachers received a free copy of the Oriental Institute's interactive DVD game "Ancient Artifacts of the Middle East" to enjoy at home and in their classrooms.



Figure 15. Youth and family programs coordinator Moriah Grooms-Garcia manned the Oriental Institute table at the Windy City ThunderBolts School Days (photo by Carol Ng-He)

In addition to offering school groups guided tours of the galleries, the Oriental Institute offers schools the option to participate in the Kipper Family Archaeology Discovery Center and the Artifact Analysis programs. In its first full year of operation the Artifact Analysis program has had over 1,000 participants.

## PUBLIC EDUCATION

The Kipper Family Archaeology Discovery Center (KADC) is a simulated archaeological site based on Tel Megiddo, a major trading hub of the ancient Near East. School groups had the chance to explore the science of archaeology in a hands-on way, using the real tools and systematic methods of the pros to uncover replicas of ancient objects, many of which are on display in the Oriental Institute Museum galleries.

The Artifact Analysis program puts students in the position of an archaeologist post-dig. Each group of three to four students is given a box of replica artifacts that have been found in a particular “locus” of a dig site. Engaging their deductive-reasoning skills, students draw conclusions about the people who created the artifacts and how the artifacts were used. The second half of this two-hour program includes a tour of the Museum galleries. This program has both expanded the age range of students we can accommodate on school field trips as well as the number of students that can engage in an interactive activity while on their field trip to the Oriental Institute.

Special thanks to our 2012–2013 facilitators who taught both the KADC and Artifact Analysis Program:

- Lauren Nareau, MAPSS program
- Jenna Chapman, MAPSS program
- Hannah VanVels, University of Chicago Divinity School
- Matthew Amyx, MAPSS program
- Caitlin Jones, MAPSS program
- Leila Makdisi, MAPSS program

### ***On the Horizon***

In an effort to improve the onsite tour experience for our K–12 teachers and students, we are developing new pre- and post-visit materials to better prepare students and their teachers, as well as to extend the learning when students return to the classroom. We anticipate these new materials will be ready for spring 2014.

We will work in response to the Chicago Public School (CPS) Arts Education Plan and its Arts Liaisons program to host a series of welcome events for CPS Art Liaison teachers in partnership with the Smart Museum of Art. The events will provide free group tours based on ancient art themes found in our collections. This outreach initiative will strengthen our communications with educators, and encourage them to book a tour and use our resources. The Welcome Event will take place quarterly from July 2013 through April 2014.

In recognition of Cathy Dueñas, who served the Institute for twenty-nine years as a volunteer and volunteer coordinator, in the fall of 2013 we will launch the Catherine J. Dueñas Transportation Scholarship Fund. The fund will offer local schools assistance in securing bus transportation to make field trips to the Oriental Institute possible. A scholarship of \$150 will underwrite the cost of one school bus for most districts, making it possible for fifty students to visit the Museum. We will continue to grow this fund for this important cause. Individuals who are interested in making a contribution can go to our website or contact the Development Office for more information.

### **Adult Programs.** *Catherine Kenyon*

The adult public programs are, like the department, undergoing a re-organization and rejuvenation. The department successfully offered sixty-four programs to 3,062 participants

last year for the adult life-long learner, and we intend to build on our wonderful tradition of offering adult programs. These programs represent the Institute's interest in providing compelling activities in conjunction with the Museum's collection, special exhibitions, and research and scholarship. Last year's programs were developed with community partners, enabling us to reach the widest of audiences, attract new patrons to the Institute, and use our resources wisely.

This year the department has begun offering a few new programs and is planning exciting new programs for the coming year. The adult public programs are organized around seven new program categories. In the coming year look for this new organization to show up on the website and in our printed program materials.

### **O. I. Creates**

O. I. Creates is a new program that engages adults in the content and collections of the Museum in hands-on ways. Programs in this category include the It's a Wrap Bird Mummy Workshop that took place in February and was facilitated by docent Wahied Helmy Girgis. The participants learned to create a bird-shaped mummy using repurposed materials, such as cardboard (fig. 16). We are proud to be the only cultural organization in the country that presents this unique hands-on workshop where students learn about how ancient Egyptians mummified birds and some of the theories of why birds might have been mummified. Students also learned how to create some of the unique and beautiful wrapping designs seen on the artifacts in the Museum's collection.



Figure 16. *It's A Wrap: Bird Mummies Workshop for adults* (photos by Catherine Kenyon)

PUBLIC EDUCATION

### **Sketching in the Gallery**

A new regular Sketching in the Gallery program brought Chicago visual artists to the Oriental Institute to teach students (fig. 17). The program engaged small groups of students under the guidance of local practicing artists to experiment with different sketching techniques. The goal of this intimate class was to give participants a deeper personal connection to the artifacts in the gallery, to help them learn to use and refine observation skills, and to acquire visual-arts skills and vocabulary, all from using our collections as a springboard.

#### **O. I. Films**

O. I. Films is a favorite Sunday program showing documentary and feature films about the ancient Near East and Egypt. Last year we showed a total of thirty films to an audience of 562. Plans are underway to grow and rejuvenate this program within the next year.

#### **O. I. Talks**

O. I. Talks include both formal and informal programs focused on the ancient world and the Institute's research and disciplines. Last year we hosted a fall symposium entitled *Birds in Ancient Egypt* (fig. 18), bringing together five speakers from the Oriental Institute, Emory University, the Field Museum of Natural History, and Nature Conservation Egypt. Last year, fall lectures abounded — lectures we offered through the support of the Institute's members and the Volunteer Program's fall mini-series. In the spring we launched a new monthly informal gallery talk entitled the Lunchtime Traveler Series. Combined, the total number of participants in these talks was 1,313.

#### **O.I. Learns**

O.I. Learns are continuing adult-education courses taught by exceptional University of Chicago graduate students, research associates, and visiting scholars. Last year we taught two



*Figure 17. A participant in the May session of the Sketching in the Gallery workshop shares her work (photo by Carol Ng-He)*



*Figure 18. Birds in Ancient Egypt symposium participants. Left to right: Rozenn Bailleul-LeSuer, Foy Scalf, Gay Robins, Douglas Stotz, and Sherif Baha El-Din*

online courses, three onsite courses, and three correspondence courses to a total of 158 students.

### ***On the Horizon***

On the horizon for adult education are O. I. Reads, a new literacy-based program gathering interested readers for a quarterly book club based around works of historic fiction or fiction that are expressly written for the general public. Authors may be from the Middle East and/or write about, or set their works within the context of these regions. Members interested in this book club should contact Catherine Kenyon for more information.

Epic Wednesday is a new after-hours program aimed at the young professional audience. The program is being designed exclusively for adults 21 and over as an evening event that offers visitors open access to the Museum with unique entertainment and engaging hands-on activities that connect visitors with the content and scholarship of the Oriental Institute. With themes that change every month, Epic Wednesday will never be the same event twice. Visitors can reinvent their Oriental Institute Museum experience every month with friends, family, or a special date.

As an outgrowth of the Volunteer Program's exceptional tour program for the K-12 audience, in the fall of 2013 the department will begin reaching out to over 100 Chicago-area senior centers, Rhodes Scholars programs, and other organizations within the senior community to encourage booking a guided docent tour or attend other programs.

We have established a new partnership with the Chicago Mosaic School, the first and only mosaic art school in North America, to offer adult students a program to learn about this art form that originated in the ancient world. We will offer two hands-on mosaic workshops, one in July and one in September. The class utilizes design motifs from the Museum collection and students will create beautiful mosaics using these motifs to take home.

---

## **VOLUNTEER PROGRAM**

Terry Friedman

Volunteers and docents are the lifeblood of the Oriental Institute. Last fiscal year a total of 7,310 hours were clocked by volunteers and docents who led tours; contributed to research for faculty and staff; helped collections, Archives, and Registration keep track of objects and stay organized; and staffed public programs and events.

This is the forty-sixth year of the Oriental Institute's Volunteer Program and it has been a time of reflection and reassessment. We have embarked on a number of new initiatives that are already helping the program achieve more, communicate better, and conduct our work with more ease and efficiency.

### **Online Initiatives**

Online initiatives helped the Volunteer Program streamline many of its policies and procedures. One of these new initiatives was the introduction of Volgistics, an online tour-schedul-

## VOLUNTEER PROGRAM

ing program (fig. 19). After months of testing the program's functionality, this user-friendly web-based system was introduced to the volunteers during the January Volunteer Day program. The move from the traditional pen-and-paper scheduling system to Volgistics has provided greater flexibility with tour staffing, allowing staff, docents, and captains to monitor tour coverage online. Volunteers can now easily manage their time commitments and get a bird's-eye view of where and when help is needed. Sue Geshwender was instrumental in setting up this new system and assisted the department with training all volunteers on how to use the program. Sue also sets up each new volunteer on Volgistics as part of their orientation.

We also redesigned our web page to attract new potential volunteers and provide them with a clear overview of the various ways the Oriental Institute uses the help of volunteers. Job descriptions were developed and posted for docents and volunteers who work at public programs and events, in the Research Archives, and at the Suq. A new online application form was also developed to help potential volunteers apply, and for department staff to manage and easily review the volumes of applications received monthly. This year alone we reviewed over thirty-two volunteer applications.

The monthly newsletter the Volunteer Voice continues to be an important communication tool between the volunteer staff and our volunteer and docent corps. In June, we updated the Volunteer Voice to a new online e-newsletter format that enables us to include images and make the information more engaging and user friendly (fig. 20).

## Docents

This year, from our new group of volunteers, six were selected to become docents and train to give tours. Docent captains continue to play an active role in guiding and training new docents, giving them the support they need



Figure 19. Screenshot of Volgistics



Figure 20. Screenshot of the online Volunteer Voice

to become successful and confident museum tour leaders. Monthly captain meetings were reinstated to help strengthen lines of communication and to provide an important forum to gather feedback with program refinements and changes. A formal job description was developed to standardize their responsibilities.

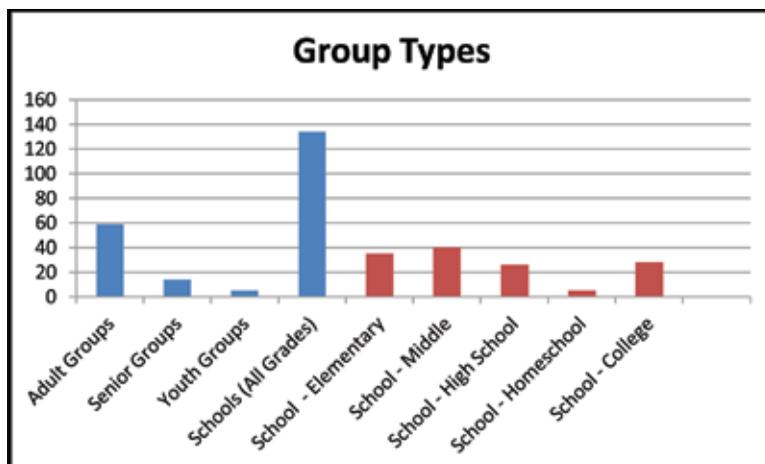
We extend our thanks and appreciation to the following captains and co-captains for their hard work and dedication throughout this past year: Myllicent Buchanan, Gabriele DaSilva, Wahied Helmy Girgis, Dennis Kelley, Stuart Kleven, Larry Lissak, Demetria Nanos, Jean Nye, Stephen Ritzel, Deloris Sanders, Hilda Schlatter, and Carole Yoshida. After five years of serving as Thursday co-captain, Hilda Schlatter has decided to step down from her duties. We are pleased to announce that Margaret Schmid has begun assuming the Thursday captain responsibilities.

### Tour Program

Education associate Sue Geshwender took over the role of marketing and booking guided tours as well as becoming the staff contact for Thursday and Friday docents and volunteers. This past year Sue helped the department create a new online tour request form (with Moriah Grooms-Garcia’s help) that works with the newly completed interactive tour database that Sue developed with the assistance of volunteer Kate Lieber. This new change has allowed the department to continue to collect accurate data about who is coming on tours and what months they are coming (see chart, below). By having access to this tour information we will be able to look for opportunities to market our tours to different groups and fill in tours around the times that school tours drop off. We are keenly aware that schools in the Chicago area are following a national trend in reducing the number of off-campus trips allowed. The financial pressures, increasing class sizes, and labor-force upheaval in the Chicago Public Schools are being felt by a reduction of school visits and we are looking for new ways to fill the gap — these new systems are an important tool in helping us achieve that goal. The tour program’s hard-working docent corps conducted 212 guided tours through the Museum this year.



## VOLUNTEER PROGRAM



### Volunteer Days

Monthly Volunteer Days offer educational programming and gallery-related activities, giving docents ongoing training for conducting high-quality tours. Volunteer Days also provide continuing education for everyone who attends. Last year these programs highlighted the research and projects of Institute faculty and staff. This season we want to thank the following speakers: Jason Barcus, John Brinkman, Wahied Girgis, Jack Green, Ray Johnson, Nadine Moeller, Gil Stein, Emily Teeter, Susan van der Meulen, and Karen Wilson (fig. 21).



Figure 21. The March Volunteer Day featured chief curator Jack Green, who discussed conducting tours for the adult learner and gave a tour highlighting tour techniques for this audience (photo by Carol Ng-He)

### Docent Library

This year we made the first fundamental renovation to the docent library in over ten years. The room was repainted and reorganized to make it brighter, easier to navigate, and more open. Corkboards were added for staff to communicate information about various exhibitions, programs, and lectures that may be of interest to our docents. The hospitality area was relocated to the library creating a comfortable area for volunteers to socialize and study.



Figure 22. Margaret Foorman (right) and Marilyn Murray in the renovated docent library (photo by Terry Friedman)

Margaret Foorman, docent librarian, has continued her work organizing and curating the docent library collection. The annual book sale, which is part of the December Volunteer Day program, raised over \$232 to help keep books in the docent library current. Margaret and Catherine Kenyon have spent time this year reorganizing and asking faculty to review and cull the books in the library to ensure we are offering the best scholarship and resources for our docents and volunteers. Our thanks go to McGuire Gibson, Jack Green, Theo van den Hout, Abbas Alizadeh, Jan Johnson, and Don Whitcomb for helping with this effort. We are pleased to announce that Marilyn Murray has stepped into the role of assistant librarian to help Margaret with library duties (fig. 22). Our thanks to the following

volunteers for their support throughout the year with maintaining this valuable resource: Rebecca Binkley-Albright, Ginny Clark, Fred Eskra, Wahied Helmy Girgis, Sandy Jacobsohn, Marilyn Murray, Stephen Ritzel, and Carole Yoshida. We wish to thank everyone for their generous donations of books and materials that have significantly expanded our library's collection, with a special note of appreciation to the estates of Debbie Aliber Nina Longley, and Mari Terman and to the generosity of Barbara Baird.

## Interns

This year the Volunteer Program officially began fielding internship applications from students around the country and placing them in departments throughout the Institute. In total we placed five interns this year:

- Petra Creamer, Museum
- Rebecca Mae Cuscaden, Education
- Alison Hundertmark, Education
- Brendan Mackie, Volunteer Office
- Lauren van Nest, Education

## Fall 2012 Mini-Series

In autumn, the mini-series *Medicine and Magic in the Ancient World: A Search for the Cure* built on the success of prior fall mini-series. This year's programs brought together faculty members from the Oriental Institute and the University of Chicago Department of Classics and broke all attendance records with an increase of 51 percent in total attendance to the series. The four-part series featured six lectures on medical and magical practices in ancient Egypt, Greece, and Mesopotamia. The lectures offered a rare opportunity to study what ancient Egyptians, Greeks, and Mesopotamians thought about their bodies, disease, and medicine, illustrating how ancient people frequently interpreted their world through a combination of religious and magical elements. Our thanks to participants Elizabeth Asmis, Robert Biggs, Christopher Faraone, Walter Farber, Robert Ritner, and John Wee for their thought-provoking lectures and discussions. Moving forward, the fall mini-series will be

VOLUNTEER PROGRAM



Figure 23. The final session of the four-part *Medicine and Magic in the Ancient World* mini-series featured a panel discussion with (from left to right) Walter Farber, John Wee, Christopher Faraone, and Robert Biggs. Not pictured are Elizabeth Asmis and Robert Ritner (photo by Terry Friedman)

incorporated into the fall lectures sponsored by Oriental Institute Membership. We hope this new collaboration will increase our target audience and give more patrons the chance to attend all the lectures offered in the fall (fig. 23).

### Volunteer Recognition

December Volunteer Day remains a time when faculty, staff, and volunteers come together to recognize the contributions of the Oriental Institute’s volunteers. The event has become an annual celebration, when new volunteers are introduced to the corps and awards for years of service are conferred. This year’s program took place on December 3 in Breasted Hall with a presentation by Gil Stein followed by the induction of eleven new volunteers and a recognition ceremony for volunteers with over five years of service. The event culminated with a luncheon at the University Quadrangle Club (figs. 24–25).

#### *New Volunteer Class*

*\* Denotes new volunteers who are leading tours and working on projects and events*

Laura Alagna  
 Craig Bean, docent in training  
 Lauren Bisio  
 Maeve Carpenter, docent in training  
 Amanda el-Khoury  
 Fred Eskra\*  
 Shirlee Hoffman

Su Kang  
 Ralph Klein, docent in training  
 Paula Pergament  
 Stephen Scott, docent in training  
 Peter Rickert, docent in training  
 Margaret Schmid\*

VOLUNTEER PROGRAM



Figure 24. Volunteer Recognition Award recipients in Breasted Hall. Pictured, from left to right: volunteer coordinator Terry Friedman, volunteers Hilda Schlatter, Larry Lissak, Susan Bazargan, and Roberta Buchanan (all recognized for five years of service), Director Stein, and volunteer coordinator Cathy Dueñas. Not pictured: Anne Schumacher (20 years) and Kitty Picken (35 years) (photo by Craig Tews)



Figure 25. On December 3, faculty, staff, and volunteers gathered together to enjoy the annual volunteer luncheon at the University of Chicago Quadrangle Club to celebrate the year's achievements (photos by Craig Tews, compiled by Brendan Hackie)

## VOLUNTEER PROGRAM

This year, six people were recognized for their years of loyal service to the Oriental Institute. The Volunteer Program's effectiveness and resilience is built on the long-term dedication of its volunteers and we are proud that they each have reached this milestone.

### Retirement of Cathy Dueñas

This year marked the end of an era for the Volunteer Program. For the past twenty years Cathy Dueñas and Terry Friedman have shared the position of volunteer services coordinator. On February 11, 2013, Cathy retired and began a new phase of her life (fig. 26). Cathy came to the Institute as a volunteer in 1984 and joined the Thursday docent team. In 1993, Cathy and Terry replaced Janet Helman as volunteer coordinators, sharing the position for the next twenty years.



Figure 26. Cathy Dueñas (photo by Randy Adamsick)



Figure 27. Head of Public Education Catherine Kenyon (left) honoring Cathy Dueñas with a plaque and scholarship in her name (photo by Craig Tews)

In honor of Cathy's years of service, the Catherine J. Dueñas Transportation Scholarship Fund was established to help underwrite the cost of bringing school children to the Oriental Institute Museum. The fund will give priority to schools with a majority Latino student demographic — a student population that is near and dear to Cathy's heart (fig. 27).

### In Memoriam

The Volunteer Program lost seven loyal friends and supporters this past year: Debbie Aliber, Ira Hardman, Nina Longley, Janet Russell, Elizabeth Spiegel, Mari Terman, and Jane Thain. These individuals exemplified the true spirit of volunteerism by devoting their time, unique talents, and generous financial support to help further the goals and mission of the Oriental Institute. We will greatly miss them and we are thankful that they chose to spend a portion of their lives with us.

## On the Horizon

There are many exciting new initiatives and refinements planned for next year that will help the program develop new approaches to docent training as well as to broaden the scope of educational opportunities offered to all volunteers.

We are proud of the new collaboration with the Membership Department that will incorporate the fall mini-series into the Member's Lectures. The topic presented this fall is *Why Civilizations Collapse: Internal Decay or External Forces?* Look for the program dates in October through January.

In October the Volunteer Program will launch an eight-week docent-training session that marries content with tour-technique training. By the fall, new incoming volunteers and docents will have refreshed training and orientation materials, and we will introduce a concerted effort to recruit University of Chicago students for public-program volunteer positions and graduate students of ancient history to apply for docent positions.

Beginning in January 2014, Volunteer Days will be planned around an annual theme. To get things started, 2014 will be the Year of Archaeology.

On behalf of the department we are all looking forward to a dynamic and thought provoking new year.

### *Museum Docents*

*\* Denotes docents who are also project or event volunteers*

John Aldrin	Erica Griffin*	Mary O'Connell
Dennis Bailey	Ira Hardman (deceased)	Mary O'Shea
Douglas Baldwin	Janet Helman*	Nancy Patterson
Nancy Baum*	Lee Herbst	Kitty Picken
Susan Bazargan	Mark Hirsch*	Semra Prescott*
Christel Betz	Dennis Kelley	Stephen Ritzel*
Rebecca Binkley-Albright*	Stuart Kleven	Lucie Sandel*
Daniel Bloom	Panagiotis Koutsouris	Deloris Sanders
Myllicent Buchanan	Alfia Lambert	Hilda Schlatter*
Roberta Buchanan*	Larry Lissak*	Joy Schochet
Ginny Clark*	Debra Mack*	Mary Shea
Gabriella Cohen	Paul Mallory*	Mae Simon
Gabriele DaSilva*	Margaret Manteufel	Toni Smith*
John DeWerd	Sherry McGuire	Dee Spiech*
Joe Diamond*	Donald McVicker	Mari Terman (deceased)
Margaret Foorman*	Marilyn Murray*	Craig Tews*
Barbara Heller Freidell	Demetria Nanos*	Ronald Wideman*
Dario Giacomoni	Jean Nye*	Steve Wolfgang
Wahied Helmy Girgis*	Daniel O'Connell	Carole Yoshida*

VOLUNTEER PROGRAM

***Volunteers***

Benedetta Bellucci	Abigail Harms	Paige Paulsen
Ray Broms	Akemi Horii	Paula Pergament
Josh Cannon	Jen Johnson	Nicole Pizzini
Robyn Dubicz	Dake Kang	O. J. Sopranos
Andrea Dudek	Su Hyeon Kim	Roberta Schaffner
Alexander Elwyn	John D. Lawrence	Daila Shefner
Bill Gillespie	Katherine R. Lieber	George Sundell
Terry Gillespie	Amy Lukas	Tasha Vorderstrasse
Kristen Gillette	Carlotta Maher	Robert Wagner
Irene Glasner	Alice Mulberry	David Westergaard
Theodore Gold	Shel Newman	John Whitcomb
Debby Halpern	Giulia De Nobili	Agnes Zellner
	Ila Patlogan	

***Suq Volunteers***

Barbara Storms-Baird	Judy Bell-Qualls	Jane Meloy
Ray Broms	Peggy Grant	Norma van der Meulen

***Volunteers Emeritus***

Debbie Aliber (deceased)	Anita Greenberg	Muriel Nerad
Barbara Baird	Mary Harter	JoAnn Putz
Joan Barghusen	Teresa Hintzke	Agnethe Rattenborg
Jane Belcher	Patricia Hume	Patrick Regnery
Gretel Braidwood	Sandra Jacobsohn	Alice Rubash
Noel Brusman	Alice James	Norman Rubash
Andrew Buncis	Morton Jaffee	Janet Russell (deceased)
Charlotte Collier	Betsy Kremers	Anne Schumacher
Bob Cantou	Nina Longley (deceased)	Lillian Schwartz
Hazel Cramer	Jo Lucas	Elizabeth Spiegel (deceased)
Joan Curry	Masako Matsumoto	Jane Thain (deceased)
Erl Dordal	Patricia McLaughlin	Ray Tindel
Mary Finn	Roy Miller	Madi Trosman
Joan Friedmann	Kathleen Mineck	Inge Winer
	Alice Mulberry	

---