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UTILIZING COMPUTER TECHNOLOGY IN MUSEUM EDUCATION

WENDY ENNES, *Teacher Services and Family Projects Coordinator*

At the very heart of every museum's mission lies its power to educate its audience through its exhibits and programs. With the advent of computer technology, and the ever-increasing sophistication of such tools at our disposal, the museum's role in society is in the process of flux. As these highly communicative tools evolve, so must the museum and the public that it serves. And as the role of the museum expands, so do the methodologies it employs in order to achieve its educational goals and reach the audiences that it is mandated to serve. New terminologies such as "digital assets," "repurposing content," "e-learning," and "overcoming the digital divide" have evolved over time, describing the products and challenges that computer technology creates with its very existence. No longer can the museum be seen as merely a static local storehouse of objects and knowledge that visitors access by going to the actual site where cultural treasures are stored. A museum's collection, in tandem with its educational mission, can now extend beyond its walls into the virtual realm of computers and the internet.

The role that education plays at the Oriental Institute Museum is no exception in this challenging shift towards technology. Education is central to our mission and integral to all of our activities. A primary goal of the museum is to serve university students and scholars through rigorous stewardship and documentation of its collection, making it accessible for academic research. It is the job of Museum Education to take the most current scholarly work and transform it for educational use by

the wide-ranging public audiences that we serve. While currently undergoing a major physical reconstruction within its gallery walls, the museum is also tackling a sea change at the subtler level of how we define ourselves within the virtual world. Museum Education is attempting to meet the challenge that the advent of new technologies demand by expanding the educational role of our museum into the virtual realm, both on the internet and in our galleries. Creating an expansive technological presence is no small feat. It requires a complex orchestration of resources such as: seeking funding; meeting local, state, and national education standards; creating partnerships and/or hiring staff with the necessary creative talent and technical expertise; and the ongoing acquisition and updating of the hardware and software needed in order to reach a broader audience.

The terrible events that occurred on 9/11 initiated sweeping economic changes across the board nationwide. Museums across the country suffered by experiencing significant decreases in attendance. School boards, locally and nationwide, slashed bus transportation dollars that were once used to ferry students and teachers to and from museums. Policies were instituted that disallowed student travel of any kind. Only in the past month have the Chicago Public Schools (CPS) lifted its ban on student travel outside of the state. The Oriental Institute Museum was not immune to these economic and policy shifts. Along with other venerable Chicago cultural institutions we experienced a decrease in student and teacher attendance through-

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Children flock around the computer kiosk during Family Day, October 2002

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From the Director's Study

It is difficult to exaggerate the magnitude of the catastrophe that recently befell the Iraq National Museum in Baghdad. During two days of massive looting, thousands of artifacts were smashed and thousands more stolen from the display cases and storage vaults of this museum — the main repository for the archaeological treasures of ancient Mesopotamia. The land between the Tigris and Euphrates saw the development of the world's first cities, states, and empires; the first evidence for the emergence of kingship; the first law codes; and perhaps most important of all, the earliest invention of writing, more than 5,000 years ago. The civilizations of Sumer, Akkad, Babylonia, and Assyria exercised an enormous influence on the world of the Bible and form the foundation of Western civilization. The artifacts, inscribed clay tablets, and works of art that document the rise of the world's first civilization are both figuratively and literally priceless. The demolition of the Bamiyan Buddhas by the Taliban in Afghanistan was an act of barbarism that shocked the world. However the looting of the Iraqi National Museum is incomparably worse because it represents the destruction of the cultural patrimony of an entire nation, and of Western civilization as well.

We at the Oriental Institute feel this loss more painfully than most. From the time of the Institute's founding in 1919, Mesopotamia has been at the heart of our research effort. Over the decades, archaeologists and cuneiform scholars from the Oriental Institute have formed close personal and professional ties with their Iraqi counterparts. A significant portion of the holdings of the Iraq Museum were brought there as the result of Oriental Institute excavations at sites such as Khafajah, Tell Asmar, and Nippur, to name just a few.

But now the damage is done. It will be months, if not years, before the full extent of the damage to the Iraq Museum becomes clear. In the meantime, we at the Oriental Institute are taking active measures to help. Initially pulled together by an emergency call from McGuire Gibson, Clemens Reichel has been coordinating a committed group of volunteers and students such as Carrie Hritz, Mark Altaweel, and Ali Witzell. This group has been working closely with research associates John Sanders and Chuck Jones to create a preliminary version of a website that will document known

holdings of the Iraq Museum. Nick Kouchoukos from the Anthropology Department has been playing a key role both in the structure of the planned website and as a main contact with the University Information Technology center. Thanks to the efforts of visiting Fulbright Scholar Dr. Moain Sadeq from Gaza, Arabic translations of all the major text pages make this website fully accessible to our colleagues in Iraq.

The website can be visited at:

www.IraqLostHeritage.org

It will serve as a clearinghouse for information on the museum looting. It will have images of the artifacts stolen and serve to forestall illegal sales of these looted antiquities by making them too visible to be sold without attracting attention. We will update the status of the different objects as it becomes clearer. Chuck Jones is working to make sure the site will also contain an extensive bibliography of works that catalog materials that were curated at the museum. Finally, we will post contact information so that people can contact the appropriate authorities if they do encounter stolen artifacts. Over thirty-six different organizations and institutions have already pledged their cooperation with the Oriental Institute in support of our efforts at building this web-database.

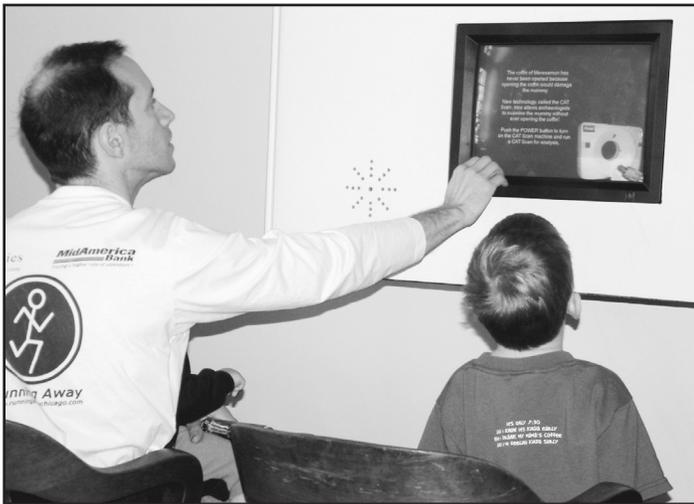
We have a great responsibility here. The international scholarly community has made it clear that they are looking to the Oriental Institute to lead the way in this effort at documenting the museum's holdings, while attempting to make the stolen artifacts "too hot to handle" by illicit antiquities dealers and their potential buyers. Our main goal is to act in complete cooperation with our colleagues in Europe, and above all with the Iraqi State Antiquities Organization to help them recover in any way we can. We all owe our deepest thanks to Mac, Clemens, Nick, and the others named above for the tremendous work they are doing on this project.



out the 2001/02 school year. Although our attendance is now improving, this experience encouraged us to face the challenges of finding new ways to expand our audience and share the educational resources of our museum. While we remain dedicated to attracting and building our museum audience by inviting them to enjoy the educational programming that can be experienced onsite, we also recognize the wide range of benefits that computer technology offers us so that we may reach out to potential new audiences offsite.

REACHING OUT TO KEY AUDIENCES

Museum Education reaches out to a variety of audiences. Key among them are families with young children and K-12 students and teachers. The study of ancient civilizations is mandated for all middle and high school students within the state of Illinois and nationwide. Thus, student and teacher services represent a large percentage of our public programming. We are equally dedicated to the ongoing role of developing museum learning experiences that will attract and serve families. Research has



A father and son interact with the Meresamun CAT scan computer activity during Family Day at the Oriental Institute Museum last October

shown that children who visit museums with their parents or primary caregivers are much more likely to bring their own families to museums in the future. Therefore a long-range approach to educational programming pays off in the life of the museum for years to come. For the past three years, supported by important funding initiatives, educational programming efforts directed towards these two key audiences reflect our newfound fascination with computer technology.

OUR FAMILY AUDIENCE AND COMPUTERS

Generous support from the Polk Bros. Foundation has enabled us to install two interactive touch-screen computer kiosks and self-guided print materials for families who visit the Joseph and Mary Grimshaw Egyptian Gallery. Using the activities on the computers encourages families to explore, interact, and learn new concepts about ancient Egyptian civilization by enabling them to “play” with images of some of the more significant artifacts in our collection. From the time visitors touch the photograph of the front doors of the museum on the screen of the monitor, they are taken on an interactive journey spiraling downwards from outer space, back in time, to an area on Earth known as the ancient Near East. Each interactive experience brings to life, with animation techniques, the story that each artifact is capable of telling about life in ancient Egypt. Children can put our mummy Meresamun through a CAT scan (complete with sound effects) and view her skeletal remains, resin deposits, and wrappings. They can touch points on an image of our statue of King Tut and learn more about the attributes of kingship and what they meant in ancient times. They can also learn what ancient Egyptian families ate, the produce they farmed, and the animals that they raised, by touching sections on a photograph of the carved relief from the tomb of Nespekashuty. Here cows go “moo,” goats bleat “baa,” and geese honk loudly. Based upon our observations of watching families interacting with the gallery computers, visitors to our museum remain highly engaged, staying and exploring a myriad of activities for extensive periods of time.

Renewed support from the Polk Bros. Foundation is enabling us to develop more computer activities for kiosks that will be housed in the new Mesopotamian Gallery. Development of a project such as this requires careful research, evaluation, and assessment, long before the creative work of making the interactives even begins. Fortunately, we have the support of ten committed families from the North Kenwood/Oakland Charter School who will give us feedback on this next round of production of family activity cards and computer interactives. Two years ago another group of families from the North Kenwood/Oakland Charter School participated in helping us shape the family activity cards and computer kiosk activities for ancient Egypt that can now be found at the entrance to the Egyptian Gallery. Family participants in this year’s project will repeat a similar process, giving us the much needed information that we require in order to create the best possible self-guided experiences for families who will visit our ancient Mesopotamian Gallery. Research efforts, as before, will include polling these families in order to better understand the role that museum visits play in the life of their family and learning about their museum usage and visitation patterns. Discussion sessions with the families will help us to better understand their knowledge of ancient Mesopotamia and where gaps in their knowledge may occur. The end result of this lengthy up-front research is that we will have a much better understanding of what works, what doesn’t, and what meaningful experiences families want to take away with them after a visit to our museum. The families involved in this new study will choose the artifacts that are featured in both the print materials and computer activities that we produce for future family visitors to use in the Mesopotamian Gallery. Our ultimate goal is to create fun, engaging, and tangible products that contribute to new ways families can learn about the ancient Near East when they visit our museum.

MUSEUM EDUCATION, COMPUTER TECHNOLOGY, AND CURRICULUM DEVELOPMENT

The important role that the museum plays in society as a provider of primary source materials cannot be overlooked. This role is especially critical when a museum’s collection relates directly to pertinent educational subject matter that can be used by students and teachers from kindergarten through high school. As mentioned earlier, the study and teaching of ancient civilizations is mandated in school curricula nationwide. An evolving emphasis within school districts as to how their schools develop, use, and maintain their instructional technology infrastructure is an important preoccupation of educational administrators. Concern about overcoming the digital divide by ensuring that every child is technologically literate by the time he or she finishes eighth grade 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 the nation’s schools, the educational mission of the museum cannot afford to lag too far behind. Dissemination of primary source materials can be accomplished on an expansive



In April 2003, families from North Kenwood/Oakland Charter School evaluated the educational and fun factors of the interactives on the computer kiosk in the West Gallery. Family input along with grant support from the Polk Bros. Foundation will help us determine the new computer activities that will be developed for the new Mesopotamian Gallery

level when a museum's educational materials are made available through the World Wide Web.

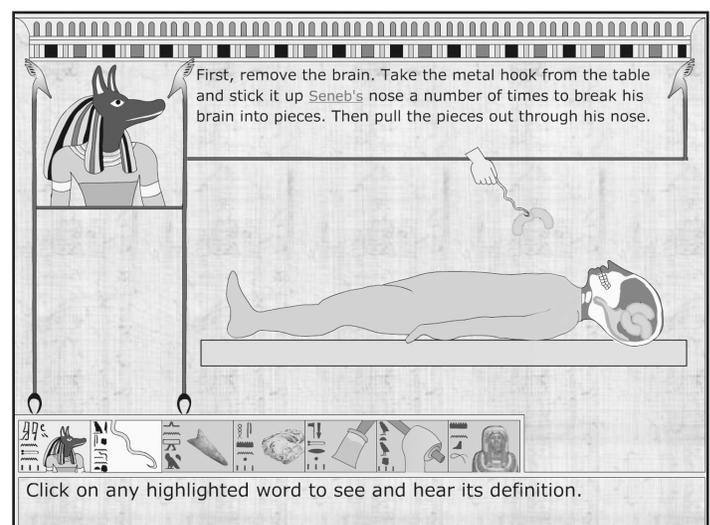
Several years ago, Museum Education produced a series of award-winning curriculum guides for teachers to use in the classroom on ancient Egypt, Nubia, and Mesopotamia. We in Museum Education now dream of "repurposing" the content of our curriculum guides by bringing them to life on our website. Imagine the innumerable benefits to a student or teacher who uses the internet to be able to virtually reconstruct an ancient cuneiform tablet or to travel virtually through an ancient Egyptian tomb. In the fall of 2002, we took our first steps toward reaching this goal by launching our first online Teacher Resource Center with the support of seed funding from the Lloyd A. Fry Foundation. Our online Teacher Resource Center can be found at http://www.oi.uchicago.edu/OI/MUS/ED/TRC/trc_home.html. This timely financial support from the Fry Foundation allowed us to transform portions of our printed materials on ancient Egypt and Mesopotamia into online offerings of curricular information for Chicago Public School teachers. Placing visual and textual information up online such as digitized photographs of pertinent artifacts, background information, and teacher-developed lesson plans about these ancient civilizations allows our museum's collection to become even more accessible to teachers and educators who are able to visit our site. Expanding our presence to the internet has also enabled teachers to be able to book and inquire about tours online, purchase our curriculum guides, check out our loan materials, and increase interest in our volunteer corps.

With another grant that we received last fall from the Fry Foundation we are better able to meet the needs of our local educators. We began on this new round of grant-funded support by gathering together a panel of educators from the Chicago Public Schools. Last fall, the process of meeting with eight social studies teachers and technology coordinators began in order to get their advice as to how we could further improve our

online electronic learning (e-learning) opportunities for students and educators. The general consensus among our advisors was that the current format of our online Teacher Resource Center, while helpful and promising, was not enough to meet student and teacher needs. They asked to see more photographs of artifacts online, more fun and engaging interactives for use by their students, and easily accessible lesson plans so that every content area in their study of the ancient civilizations of Egypt, Mesopotamia, and Nubia is more rich and diverse. Educators need and want in-depth resources in these subject areas as it helps them teach more effectively. Well-produced online interactives, which call upon all of the senses and appeal to various student learning styles can bring the ancient world to life in far more engaging and effective ways than most textbooks can. Our teacher panel also suggested that we offer online professional development opportunities for teachers who cannot travel to the seminars that we currently offer here at the museum. This untapped teacher audience is hungry to learn more, and would benefit greatly by receiving university credit and teacher recertification from our institution. With all of this feedback we are presently engaged in redesigning certain portions of our website in order to meet some of our panel's recommendations. We are also in the early stages of developing an online prototype of a professional development lesson on ancient Mesopotamia that will be tested by teachers who attend our annual summer seminar.

COLLABORATIVE MODELS

The recommendations made by our teacher advisory panel are not small, simple requests. Building and sustaining expansive technological resources for the internet can be extremely time consuming and expensive to produce and maintain. Because we do not have the in-house personnel and technological resources necessary for such broad high-tech expansion, it is necessary for



Scene from "Prepare a mummy for burial," an interactive Flash animation that can be found at "Kids' Corner" on the Museum Education portion of the Oriental Institute website. Sean York and Julia Brazas of Chicago Web Docent in partnership with the Oriental Institute Museum Education Department developed this engaging resource

us to think “outside of the box,” finding ways to meet the challenges put to us by our panel of local educators. One solution is to collaborate with other organizations here on the campus of the University of Chicago who possess the technological means and talented staff members within their infrastructure. Pursuing collaborative models helps us to accomplish our goal of producing engaging and diverse material for use on the internet.

A new association with a University of Chicago organization called “Chalk,” a provider of an online course software known as “Blackboard,” is helping us to shape the online professional development course for teachers. As mentioned above, we are in the process of developing one pilot online lesson for CPS educators. Eventually we hope to offer complete professional development seminars online so that teachers, locally and nationwide, who cannot travel to our institute, can get university and teacher recertification credit from our online course offerings.

Other projects have found us collaborating peripherally with the University of Chicago Internet Project (CUIP). CUIP, a partnership between the University of Chicago and the Department of Learning Technologies of the Chicago Public Schools, is attempting to decrease the large digital divide found among students and schools in the city of Chicago. The slow progress of closing the gap is being accomplished by installing and implementing computer hardware and software and by developing e-learning modules for twenty-eight under-served public schools that surround the University of Chicago campus. Teaching teachers how to utilize the internet and new technologies also falls under CUIP’s mandate. This is done through the Web Institute for Teachers whose courses take place on campus each summer. Also under the umbrella of the CUIP are two smaller organizations, Chicago Web Docent, and the eCUIP Digital Library Project, with whom we have worked to expand teacher and learning resources for Chicago Public Schools.

The mission of Chicago Web Docent is to develop standards and internet-based interactive learning modules for use by students and teachers in the Chicago Public Schools in curriculum areas where there is a gap in online resources. Our work here in Museum Education at the Oriental Institute has involved participating in five collaborative projects on ancient Egypt and Mesopotamia with Chicago Web Docent over the past two years. Two of these projects are interactive modules and three are text-based units of study for the web. We have provided digital images of artifacts, primary source materials, and editorial support for the production of these projects that relate directly to our collections. One entitled “I Read it in the Book of the Dead” can be found at <http://www.chicagowebdocent.org/Public/botdindex.html>. It takes the student studying ancient Egypt on a step by step tour of mummification and burial practices in ancient Egypt. Here artifacts from our museum act as visual storytellers, helping the student to better understand these ancient Egyptian rituals. Students can also prepare a mummy for burial in a separate interactive contained within the learning module. Because Museum Education helped to fund a small portion of the interactive of “Prepare a Mummy for Burial,” we are able to include this most engaging resource on our website. I

The Oriental Institute of the University of Chicago
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Museum Education
 Teacher Resource Center

Welcome! Our Teacher Resource Center features online resources and materials on the ancient Near East for middle school educators, although all items are adaptable to every grade level.

You'll find teacher-developed lesson plans, student activities, and wonderful artifacts from our museum. All materials are based on the *Illinois State Goals for Learning* and also correspond to national standards set by the *National Council for the Social Studies*.

Click on the button for Egypt or for Mesopotamia to enter the ancient world!

Teachers! You will need Acrobat Reader to download lesson plans from the Teacher Resource Center. A new window will open.

Download now

Flash Player & Shockwave is needed to visit Kids' Corner. A new window will open.

Download now

Egypt

Mesopotamia

The Teacher Resource Center is made possible by the Lloyd A. Fry Foundation.

Education Home Tours Curriculum Guides Loan Materials Kids' Corner More Resources Where to find us

Photograph of the introductory web page to the Teacher Resource Center. The Lloyd A. Fry Foundation supported the development of this critical resource for K-12 teachers

would like to invite anyone who has a computer to enjoy this highly creative interactive at <http://www-oi.uchicago.edu/OI/MUS/ED/kids.html>. Two other text-based units of study on ancient Egypt have been produced for the internet, but they are not accessible to the public as they are password-protected for use by Chicago Public School teachers and students only. One is a unit of study called “The Writing’s on the Wall,” and the other is entitled “Write Like an Egyptian.” Both units explore the use and meaning of hieroglyphs. Two additional online interactive learning modules that are currently in production for ancient Mesopotamia are “A Day in Sumer School,” where a young scribe from ancient Mesopotamia narrates how the invention of writing began, and “Ur-sag’s Story,” about the daily life of a farm boy from the ancient fertile crescent.

The eCUIP Digital Library Project at the Regenstein Library has the expertise and computer hardware that can support the creation of digital collections and the development of content and metadata standards for curriculum material on the internet. eCUIP develops its own online digital library in consultation with Chicago Public School teachers by using teachers’ knowledge to make collection-development decisions, as well as partnering with teachers to create original content for its subject-based learning modules. Although our interactions with eCUIP have been limited in the past to the role of content provider, we envision the strong possibility and potential of collaborating on development of an online, searchable “Learning Collection” of our artifacts in the future. This type of collection would encourage, through its design, critical thinking, inquiry, and exploration. An online digital “Learning Collection” of artifacts from the ancient civilizations of Egypt, Mesopotamia, and Nubia would also have the potential of serving a student and teacher audience of national proportions that could rival the current online interactives that the British Museum offers. We are presently seeking funding to support this important new venture.

NOTE FROM THE EGYPTIAN GALLERY

Emily Teeter, Research Associate and Curator of Egyptian and Nubian Antiquities

There are so many wonderful objects in our museum galleries that it is easy to overlook some of the smaller, but still fascinating, artifacts. One of these is a rush sandal (OIM 7189) in the clothing case in the Grimshaw Egyptian Gallery. It dates from the second century BC to the second century AD. It was excavated from a grave in the Fayum by the British archeologist W. Flinders Petrie in his 1901/02 season. It came to the Haskell Museum (the forerunner of the Oriental Institute Museum) the following year, now a century ago.

The sandal is a tour de force of basketry technique. The sole is plaited of strips of fiber about a half an inch wide. A slender bundle of long fibers was sewn around the edge as reinforcement and decoration. The upper part of the sandal is made of a strip approximately 1 1/4 inches tall by 21 inches long that surrounded and enclosed the foot except for the top surface of the toes. The strip is made of two layers of reeds. The inner facing was made of the same type of reeds and with the same plaiting technique as the sole. This was covered with a woven layer of much finer, narrow, fibers to produce a decorative outer surface. The layers were joined by sewing a thin bundle of fibers along their edges. The double strip was then attached to the sole at pairs of holes along its edge. The third element of the sandal — and the feature that makes this a sandal rather than a shoe — are two thongs made of coils of fiber that passed between the first and second toes. It is not clear where the ends of the thongs attached to the upper.

While examining the sandal for photography, we noted that the location of the emplacement for the thong was toward the left side of the sole, indicating that it was for the right foot. But what size is it? I gave up trying to extrapolate from my own foot and called a prominent shoe retailer. I explained the issue to the manager who slowly warmed to my queries. Twenty minutes later she called back, having measured the distance from the heel to the thong of this season's sandals. The answer: It is the equivalent of a man's 5 to 5 1/2 or a woman's size 7 to 7 1/2. We cannot determine whether it was worn by a man or a woman. Approximately three inches of the sole extended beyond the toes. Although today the sole is flat, representations of shoes from the Roman era suggest that the end of the sandal probably curled upward.

This object is included in the book *Ancient Egypt: Treasures from the Collection of the Oriental Institute Museum* that will be published this summer. The book was funded by a generous grant from the Women's Board of the University of Chicago.



Rush sandal (OIM 7189) with plaited sole and woven "upper." Length 13 in; Width 3 3/8 in (33.4 × 8.7 cm). One of the thongs is visible inside the sandal. Scale ca. 1:2. Photograph by Jean Grant

THE HITTITES FINALLY GET (MORE THAN) THEIR HOLLYWOOD FIFTEEN MINUTES OF FAME!

Theo van den Hout, Professor of Hittitology

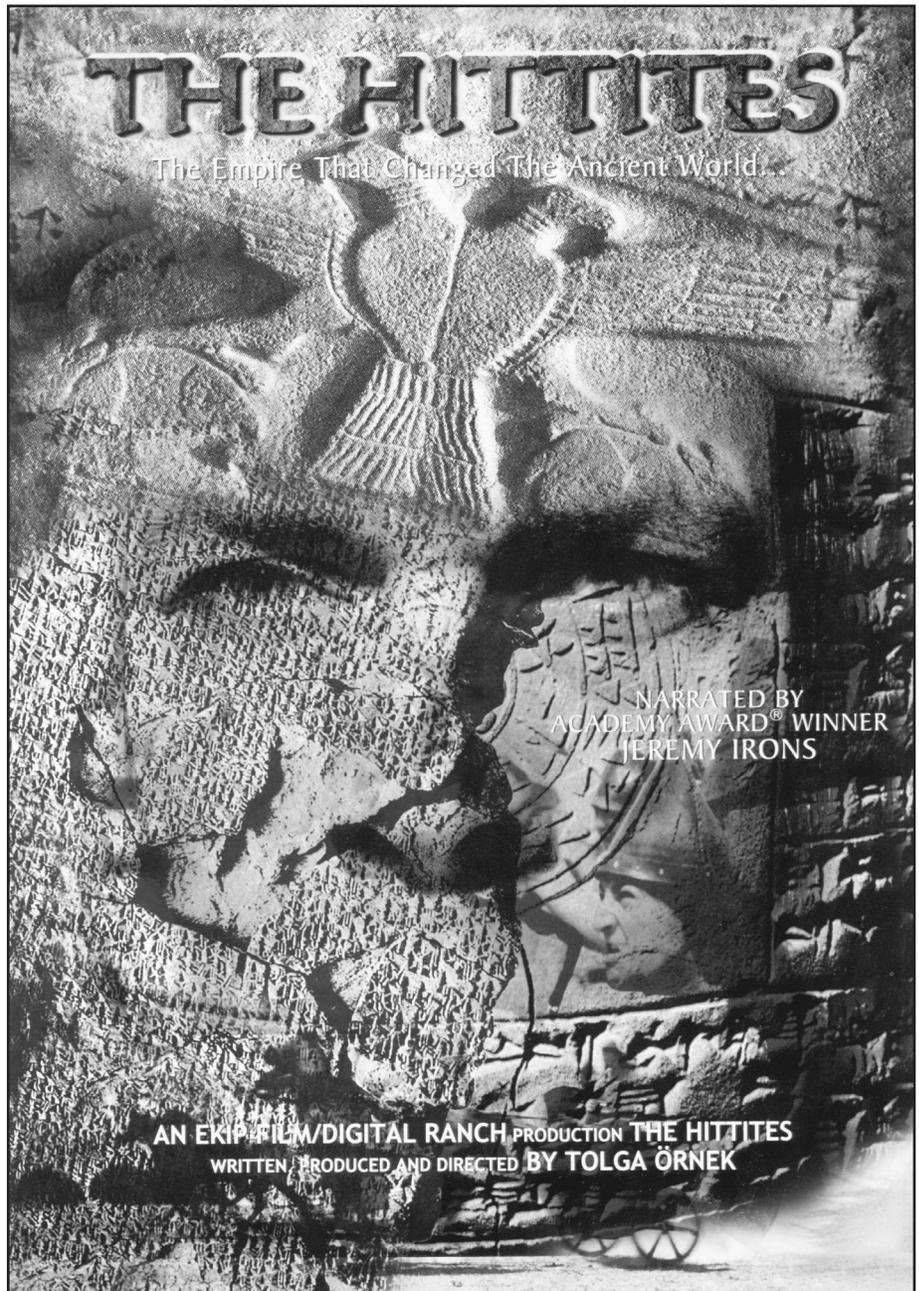
On Friday, April 4, the documentary film "The Hittites: The Empire That Changed The Ancient World" had its premiere in the Samuel Goldwyn Theater in Hollywood, Los Angeles. The film tells the story of the Hittite kingdom from its early beginnings around 1650 BC until its demise shortly after 1200 BC.

Written, produced, and directed by the young Turkish film maker Tolga Örnek, the project started several years ago. It follows the pattern of Örnek's earlier documentary on Mount Nemrud Dağ in southern Turkey with a mix of shots of the antiquities, dramatized parts of major historic scenes, and interviews with scholars. But this movie on the Hittites was made on a much larger scale. Hittite history is told through the lives and times of four kings: Hattusili I, Telipinu, Suppiluliuma, and Hattusili III. The dramatized sequences are prominent to the point that the film is principally a historical drama with beautiful shots of many Hittite monuments and interspersed with interview segments. The film is narrated by Jeremy Irons. In many of the historical scenes the Hittite kings can be heard speaking Hittite translated with subtitles or by the narrator as the speaker's voice gradually fades out.

No cost or effort was spared to bring back to life the world of the Hittites: costumes were made, chariots constructed, weapons forged, and tablets baked. A model of the capital Hattusa was built and further enhanced with computer animation. Battle scenes were shot in the Konya Plain and on a military base near Istanbul. For the inside episodes the halls and rooms of palaces and temples were reconstructed in Istanbul studios. Following the Hittites' footsteps, Örnek traveled to Syria (Ugarit) and Egypt to shoot scenes there. Beautiful are pictures of Anatolia and its monuments in the snowy winter. The musical score was especially composed for this production and recorded by the Prague Symphony Orchestra.

Eleven scholars from several countries were invited to Turkey for interviews in the summer of 2002. Among them were the Oriental Institute's Chicago Hittite Dictionary editors Harry Hoffner and Theo van den Hout. Others came from Australia, Britain, Egypt, Germany, Turkey and the US (Gary Beckman and Billie-Jean Collins). The documentary will be aired on Public Television channels fairly soon. A special Oriental Institute-Chicago screening is planned for early 2004.

With this movie the Hittites get the exposure they deserve: too unknown to the general audience, this film will help to make their culture more widely known and all Hittitologists owe thanks to Tolga Örnek for making this film!



JOSEPH AND JEANETTE NEUBAUER GIFT FOR THE ATCHANA EXCAVATION

University of Chicago trustee Joseph Neubauer and his wife Jeanette have made a gift of \$200,000 to support the first two seasons of excavations by Associate Professor Aslihan Yener and her co-director Associate Professor David Schloen at Tell Atchana in the Amuq plain of southeast Turkey.

After the Oriental Institute's sixty year absence, Yener and Schloen will return to explore an area that is one of most intriguing archeological venues in the Middle East. The Amuq Valley is the crossroad of most of the region's major ancient cavitations. The site is near ancient Antioch, which was excavated by Professor Robert Braidwood in the 1930s.

While measuring only twenty miles long by twenty miles wide, the Amuq Valley has 237 archaeological sites and will provide material for researches for years to come. The region has been inhabited for nearly 10,000 years and has sites that provide evidence of how people live as far back as the Stone Age.

The Amuq Valley, which is also known as the plain of Antioch, includes four cultural zones: Anatolian (Hittite and Hurrian), eastern Mediterranean (Aegean and Cypriot), the Levant and Palestine (Egyptian and Canaanite), and northern Syro-Mesopotamia (Hurrian/Mittani and Assyrian/Babylonian). The variety of artifacts in the area led Braidwood and his team to work there from 1932 to 1938. Based on his work at the sites, he was able to establish a chronology for the development of cultures in Anatolia and Syro-Palestine area which is still used today.

Yener has returned to the Chalcolithic period (ca. 4800 BC) site, Tell Kurdu, which was originally dug by Braidwood. Because a nearby lake was drained to expand agriculture, Yener found she is able to dig below the levels reached the Braidwood team.

Yener and Schloen bring to this project a formidable array of skills in archaeology, art-history, archaeometry, and computer technology. Under their direction, the skilled team of excavators and specialists they have assembled will be able to clarify the numerous complex details of economy and society in the ancient metropolis. In addition, this large-scale project will serve as a training ground for an entire generation of archaeology students. The Oriental Institute is proud to lend its full support to the project.

Finally, Gil Stein, Director of the Oriental Institute, would like to express his deepest thanks to Joseph and Jeanette Neubauer for their generous funding of the first two fields seasons at Atchana. The Neubauers' farsighted decision to support these excavations is a clear indication of the importance of this site and of its potential for contributing to our understanding of the ancient Near East.

To learn more about giving opportunities at the Oriental Institute, contact Debora Donato, Director of Development at (773) 834-9775 or ddonato@uchicago.edu.

Utilizing Computer Technology in Museum Education *(continues from page 5)*

The case for implementing and growing computer technology offerings by institutions such as ours continues to be supported by numerous studies. Computer use by students, teachers, and families can act as a tutor, where technology does the teaching and the system controls what material is presented in a self-paced environment. Students at different levels can move at their own appropriate self-determined times, as is evident in the learning-centered modules that have been developed by Chicago Web Docent or the online professional development lesson that we are creating with "Chalk." When used with the internet or software programs such as those in our gallery, computers can encourage exploration, where the user is free to roam around the information displayed. Exploratory use fosters a self-guided discovery approach to learning facts, concepts, literacy, and procedures.

Utilizing technology to foster learning can make a significant difference in student achievement as measured by standardized tests. The tools and products of computer technology, although no panacea for the ills of the world, are capable of becoming the great denominator because of their inherent ability to reach a wider audience and teach content in new and exciting ways. There are many technological avenues that a museum can

follow in order to promote its educational goals, and what I have touched upon in this article is only the tip of the iceberg. CD ROM's created for home and school use, touch screen interactives, audio tours, an online database of a museum's collection, video, audio, and interactive programs, digital projection, online professional development programs, 3D animation for the web, video-conferencing, and online adult education courses are all ways that the technological tools at our disposal can enhance and inform learning. The role that technology and the computer can play both on and offsite in achieving our educational mission here at the Oriental Institute Museum is boundless in its applications. Employing these technologies encourages innovation, exploration, and fosters the imagination. From animated artifacts, to virtual time travel, computer technology assists us as educators, expanding our reach, expressing concepts and illustrating ideas by bringing our collections and the past to light and to life.

Wendy Ennes is Teacher Services and Family Projects Coordinator for the Museum Education Department.

JUNE 2003

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|--------------|--|--------------|--|
| 15 Sunday | Movie: <i>As It Was in the Beginning</i>
See page 11 for more information. | 5 Saturday | NO CLASS Mesopotamian Art and Archaeology |
| 17 Tuesday | Jerusalem: City of Ages
Gabrielle Novacek
Adult Education Course
Continues through August 5
7:00–9:00 PM, Gleacher Center
See page 13 for more information. | 6 Sunday | Movie: <i>Islam: Empire of Faith, Part 1</i>
See page 11 for more information. |
| 18 Wednesday | The Religion of Ancient Egypt
Frank Yurco
Adult Education Course
Wednesdays
Continues through August 6
7:00–9:00 PM, Oriental Institute
See page 13 for more information. | 8 Tuesday | Jerusalem: City of Ages (cont.) |
| 21 Saturday | Mesopotamian Art and Archaeology: The Legacy of Ancient Iraq
Adult Education Course
Stephanie Reed
Continues through August 16, 2003
10:00 AM–12 NOON, Oriental Institute
See page 14 for more information. | 9 Wednesday | The Religion of Ancient Egypt (cont.) |
| 22 Sunday | Movie: <i>Chronicles and Kings</i>
See page 11 for more information. | 10 Thursday | Opening of Lost Egypt Exhibit
Members Reception from 5:00 to 7:00 PM |
| 23 Monday | Be an Ancient Egyptian Artist
An Oriental Institute/Lill Street Art Center
Summer Day Camp for Kids
9:00 AM–1:00 PM, Lill Street Art Center
Continues Monday through Friday to June 27
See page 14 for more information. | 11 Friday | Lunchtime in Another Time: Write All about It: Hieroglyphs and Cuneiform
Gallery Talk
See page 15 for more information. |
| 24 Tuesday | Summer Day Camp (cont.) | 12 Saturday | Mesopotamian Art and Archaeology (cont.) |
| 24 Tuesday | Jerusalem: City of Ages (cont.) | 13 Sunday | Movie: <i>Islam: Empire of Faith, Part 2</i>
See page 11 for more information. |
| 25 Wednesday | Summer Day Camp (cont.) | 14 Monday | Teaching Ancient Mesopotamia Across the Curriculum
Seminar for Teachers
Continues Monday through Friday to July 25
1:30–4:30 PM, Oriental Institute
See page 15 for more information. |
| 25 Wednesday | The Religion of Ancient Egypt (cont.) | 15 Tuesday | Teaching Ancient Mesopotamia Across the Curriculum (cont.) |
| 26 Thursday | Summer Day Camp (cont.) | 15 Tuesday | Jerusalem: City of Ages (cont.) |
| 27 Friday | Summer Day Camp (ends) | 16 Wednesday | Teaching Ancient Mesopotamia Across the Curriculum (cont.) |
| 28 Saturday | Mesopotamian Art and Archaeology (cont.) | 16 Wednesday | The Religion of Ancient Egypt (cont.) |
| 29 Sunday | Movie: <i>Mightier Than the Sword</i>
See page 11 for more information. | 17 Thursday | Teaching Ancient Mesopotamia Across the Curriculum (cont.) |
| | | 18 Friday | Teaching Ancient Mesopotamia Across the Curriculum (cont.) |
| | | 18 Friday | Lunchtime in Another Time: Mummies and Magic
Gallery Talk
See page 15 for more information. |
| | | 19 Saturday | Mesopotamian Art and Archaeology (cont.) |
| | | 20 Sunday | Movie: <i>Ancient Treasures of the Deep</i>
See page 11 for more information. |

JULY 2003

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|-------------|--|------------|---|
| 1 Tuesday | Jerusalem: City of Ages (cont.) | 21 Monday | Teaching Ancient Mesopotamia Across the Curriculum (cont.) |
| 2 Wednesday | The Religion of Ancient Egypt (cont.) | 22 Tuesday | Teaching Ancient Mesopotamia Across the Curriculum (cont.) |

22 Tuesday	Jerusalem: City of Ages (cont.)	4 Monday	Be an Ancient Egyptian Artist An Oriental Institute/Lill Street Art Center Summer Day Camp for Kids 9:00 AM–1:00 PM, Lill Street Art Center Continues Monday through Friday to August 8 See page 14 for more information.
23 Wednesday	Teaching Ancient Mesopotamia Across the Curriculum (cont.)	5 Tuesday	Jerusalem: City of Ages (ends)
23 Wednesday	The Religion of Ancient Egypt (cont.)	5 Tuesday	Summer Day Camp (cont.)
24 Thursday	Teaching Ancient Mesopotamia Across the Curriculum (cont.)	6 Wednesday	The Religion of Ancient Egypt (ends)
25 Friday	Teaching Ancient Mesopotamia Across the Curriculum (ends)	6 Wednesday	Summer Day Camp (cont.)
25 Friday	Lunchtime in Another Time: At Home in Ancient Egypt Gallery Talk See page 15 for more information.	7 Thursday	Summer Day Camp (cont.)
26 Saturday	Mesopotamian Art and Archaeology (cont.)	8 Friday	Summer Day Camp (ends)
27 Sunday	Movie: <i>Under Wraps: An Autopsy of Three Egyptian Mummies</i> See page 11 for more information.	9 Saturday	Mesopotamian Art and Archaeology (cont.)
28 Monday	Eternal Egypt Seminar for Teachers 9:30 AM–3:30 PM, at The Field Museum Continues through July 30 See page 15 for more information.	10 Sunday	Movie: <i>Out of the Fiery Furnace: From Swords to Ploughshares</i> See page 11 for more information.
29 Tuesday	Jerusalem: City of Ages (cont.)	16 Saturday	Mesopotamian Art and Archaeology (ends)
29 Tuesday	Eternal Egypt (cont.) 9:30 AM–3:30 PM, at the Oriental Institute	17 Sunday	Movie: <i>Pyramids and Great Cities of the Pharaohs</i> See page 11 for more information.
30 Wednesday	The Religion of Ancient Egypt (cont.)	24 Sunday	Movie: <i>The Dead Sea Scrolls: Secrets of the Caves</i> See page 11 for more information.
30 Wednesday	Eternal Egypt (ends) 9:30 AM–3:30 PM, at the Art Institute of Chicago	31 Sunday	Movie: <i>Mount Nemrud: The Throne of the Gods</i> See page 11 for more information.

Travel: New York Double Feature
The Metropolitan Museum of Art and the
Brooklyn Museum of Art
See page 11 for more information.

AUGUST 2003

1 Friday	Lunchtime in Another Time: Glories and Grandeur: The Ancient Persian Empire Gallery Talk See page 15 for more information.
2 Saturday	Mesopotamian Art and Archaeology (cont.)
3 Sunday	Movie: <i>Out of the Fiery Furnace: From Stone to Bronze</i> See page 11 for more information.

SEPTEMBER 2003

7 Sunday	Movie: <i>The Great Pharaohs of Egypt, Episode I</i> See page 11 for more information.
14 Sunday	Movie: <i>The Great Pharaohs of Egypt, Episode II</i> See page 11 for more information.
21 Sunday	Movie: <i>The Great Pharaohs of Egypt, Episode III</i> See page 11 for more information.
28 Sunday	Movie: <i>The Great Pharaohs of Egypt, Episode IV</i> See page 11 for more information.

All programs subject to change.

SUNDAY FILMS

Summer Sundays at the Movies — It's Cool Inside!

Join us in air-conditioned Breasted Hall for the best in documentary films on ancient Near Eastern history, art, and archaeology. Film showings begin at 1:30 PM, last approximately 30–50 minutes, except where noted, and are followed by guided tours of the Oriental Institute Museum galleries. Admission for films and tours are free.

June 15 *As It Was in the Beginning* — The first episode in the critically praised *Testament: The Bible and History* series, this film searches for the roots of the book of Genesis in the great civilizations of Egypt and Mesopotamia. Narrated by John Romer.

June 22 *Chronicles and Kings* — How accurate is the Bible as a geography, archaeology, and history text? This second episode in the *Testament* series compares archaeological evidence with Biblical history.

June 29 *Mightier Than the Sword* — The third episode from the *Testament* series examines the written word in Judaism, as host John Romer visits Qumran and Masada in search of the origins of the Dead Sea Scrolls.

On the first two Sundays in July we present the acclaimed two-part PBS series *Islam: Empire of Faith*, the riveting story of Islam's first thousand years. The series shows how Islam sustained the intellectual legacies of Greece, Egypt, and China and brought immeasurable advances in science, medicine, and the arts to Europe in the Middle Ages.

July 6 *Islam: Empire of Faith*, Part 1 (90 minutes)

July 13 *Islam: Empire of Faith*, Part 2 (90 minutes)

July 20 *Ancient Treasures of the Deep* — From the PBS *Nova* series, this documentary on the underwater excavation of a fourteenth-century BC shipwreck shows how the ancient world from Africa to the Baltic was united by trade.

July 27 *Under Wraps: An Autopsy of Three Egyptian Mummies* — Three ancient Egyptians (a priest, a temple cult-singer, and a twelve-year-old girl) undergo autopsies using the latest scientific techniques, which reveal their stories while leaving their wrappings intact.

August 3 *Out of the Fiery Furnace: From Stone to Bronze* — This first episode from a PBS series on the discovery and use of metal resources highlights bronze, the first high-tech metal of ancient times.

August 10 *Out of the Fiery Furnace: From Swords to Ploughshares* — This episode traces the transition from bronze to iron, and the impact of this change on human history.

August 17 *Pyramids and Great Cities of the Pharaohs* — The land of the pharaohs rises from the sand in this extraordinary film by Egyptologists, historians, and artists who worked together to produce video images of temples, tombs, and pyramids in all their original splendor. (70 minutes)

August 24 *The Dead Sea Scrolls: Secrets of the Caves* — This film tells the remarkable story of the discovery and acquisition of the thousands of fragments and manuscripts known as the Dead Sea Scrolls.

August 31 *Mount Nemrud: The Throne of the Gods* — Discover the eighth wonder of the ancient world in this film highlighting the massive ruins located on Mount Nemrud in eastern Turkey. A source of mystery and debate for more than 2,000 years, these ruins are the focus of a remarkable documentary film that presents never-before seen archival footage of excavations, onsite interviews with scholars, 3-D computer animations, and superb battle re-enactments.

In September we feature the A&E series *The Great Pharaohs of Egypt*, which uses computer recreations, extensive location footage, and the latest archaeological and scientific evidence to tell selected stories of ancient Egypt's greatest kings — and queens.

September 7 Episode I shows how the warrior Narmer united Egypt to become the first pharaoh and also introduces the kings who built the pyramids at Giza.

September 14 Episode II focuses on the military-minded rulers of the New Kingdom. It also explores the legacy of Hatshepsut, one of the most well known of the women who ruled as pharaoh.

September 21 Episode III begins with Akhenaten's ascension to the throne and then examines the many mysteries surrounding this controversial king.

September 28 Episode IV provides an in-depth look at the reign of Ramesses II, whose foreign conquests and massive building projects have made him remembered as Ramesses the Great. After highlighting the long succession of pharaohs who followed Ramesses II, the film concludes with the life and tragic death of Cleopatra.

TRAVEL ANNOUNCEMENT

A New York Double Feature

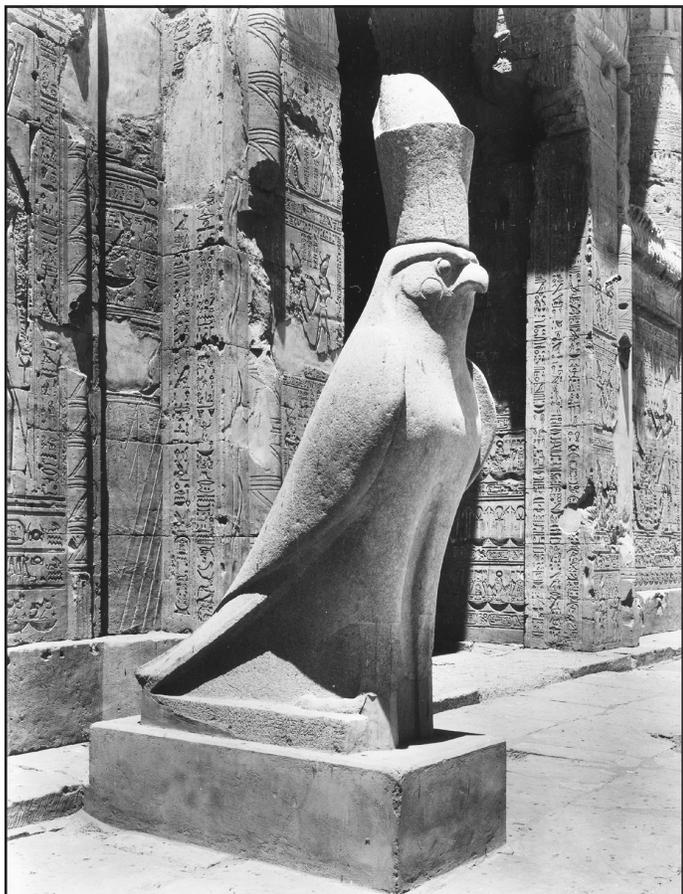
The Metropolitan Museum of Art and the Brooklyn Museum of Art

July 2003

Visit the Metropolitan Museum of Art and the Brooklyn Museum of Art in late July.

Clemens Reichel, Research Associate at the Oriental Institute, will lead you on a guided tour of the Met's special exhibit, "Art of the First Cities: The Third Millennium B.C. from the Mediterranean to the Indus," open May 8–August 17, 2003. Emily Teeter, Research Associate and Curator of the Egyptian and Nubian Collections of the Oriental Institute, will guide you through the Brooklyn Museum of Art's permanent installation, "Egypt Reborn: Art for Eternity," which opened April 12, 2003.

For more information, contact Rebecca Laharia in the Membership Office at (773) 702-9513 or rlaharia@uchicago.edu.



**ORIENTAL INSTITUTE MEMBERS ARE
INVITED TO THE OPENING OF
LOST EGYPT:
IMAGES OF A VANISHED PAST**

Opening: July 10, 2003, from 5:00 to 7:00 PM

**Featuring a Gallery Talk by W. Ray Johnson, Field
Director of Chicago House**

Light refreshments provided

This temporary exhibit features exquisite photographic prints culled from the Epigraphic Survey's unique archive of photographs taken in Egypt between 1880 and 1930, providing an extraordinary impression of the land and people of the Nile Valley as they appeared before the onset of the modern era.

The exhibit is open through September 2003.

This granite statue of the falcon god Horus of Edfu stands in the court of Edfu Temple. In later times the ancient Greeks equated Horus with their god Apollo, and called the city Apollinopolis megalé, "Great City-of-Apollo" (Lost Egypt, Volume 1)

EDUCATION OFFICE REGISTRATION FORM

_____ Jerusalem: City of Ages

_____ The Religion of Ancient Egypt

_____ Mesopotamian Art and Archaeology: The Legacy of Ancient Iraq

Members	Non-members	Total
_____ \$175	_____ \$195	_____
_____ \$175	_____ \$195	_____
_____ \$175	_____ \$195	_____
TOTAL		_____

_____ I would like to become a member of the Oriental Institute. Enclosed is \$50 for an annual membership, \$40 for seniors, UC/UCH Faculty and Staff, and National Associates (persons living more than 100 miles from Chicago within the USA). Memberships may be in two names at the same address. **Please send a separate check for membership donation.**

I prefer to pay by ___ Check ___ Money order ___ MasterCard ___ Visa

Account number: _____ Expiration date: _____ Signature: _____

Name: _____ Address: _____

City/State/Zip: _____ Daytime phone: _____

Send to: The Oriental Institute Education Office, 1155 East 58th Street, Chicago, IL 60637

ADULT EDUCATION REGISTRATION AND REFUND POLICY

Unless a particular program description lists special registration and/or refund policies; the following general policies will apply. For multi-session courses, a full refund will be granted to anyone who notifies us about his/her cancellation before the first class meeting. A student who notifies us of his/her cancellation after the first class meeting, but before the second class meeting, will receive a full refund minus a \$50 cancellation fee. After the second class meeting, no refunds will be given unless the course is canceled by the Education Office. Those who are not registered may not attend classes. The Education Office reserves the right to refuse to retain any student in any course at any time. No credits are issued. All schedules are subject to change. Some courses may be subject to a small materials fee which will be announced at the first class meeting.

For single-session programs, no refunds are given, but if notification of cancellation is received at least 48 hours before the program begins, a credit voucher will be issued for the full amount of the program, less a cancellation fee. The voucher will be usable for any single-session Oriental Institute Museum Education program for a full calendar year from the date that appears on the voucher.

The following courses are co-sponsored by the Graham School of General Studies. Each offers 16 Teacher Recertification CPDUs from the Illinois State Board of Education.

JERUSALEM: CITY OF AGES

Gabrielle Novacek

Tuesdays

June 17–August 5

7:00–9:00 PM

Gleacher Center

450 N. Cityfront Plaza

This course reviews the historical and archaeological development of Jerusalem over the past 3,000 years, considering the city as a major focal point for the three great monotheistic faiths: Judaism, Christianity, and Islam. Examine textual sources such as the Hebrew Bible, New Testament, and Koran, as well as historical documents from as far afield as Egypt and Mesopotamia. Explore the architectural and archaeological remains of the city, enabling one to “walk through” Jerusalem as it would have been seen by its various inhabitants over the last three millennia. Through the interwoven testimony of texts, artifacts, architecture, and iconographic representations of the city and its monuments, the class investigates the theme of Jerusalem as paradise and considers how the various faiths have transformed the landscape into sacred space.

Instructor Gabrielle Novacek is a graduate student in Syro-Palestinian Archaeology in the Department of Near Eastern Languages and Civilizations at the University of Chicago.

This course meets at the Gleacher Center, the University of Chicago’s downtown center at 450 N. Cityfront Plaza, on Tuesday evenings from 7:00 PM to 9:00 PM beginning June 17 and continuing through August 5, 2003. Pre-registration required.

Required Texts

Historical Atlas of Jerusalem. Meir Ben-Dov. New York: Continuum Publishing Group, 2002.

The Bible (Old and New Testaments). Recommended English edition: The New Oxford Annotated Bible with the Apocrypha (NRSV).

The Qur’an. Recommended English edition: *The Koran.* Translated by N. J. Dawood. Penguin Classics, 1990.

See page 12 to register.

THE RELIGION OF ANCIENT EGYPT

Frank Yurco

Wednesdays

June 18–August 6

7:00–9:00 PM

Oriental Institute

The gods and goddesses of ancient Egypt were depicted in a fascinating array of human, animal, bird, and even insect forms. Behind this multiplicity of forms stood profound concepts that met the religious needs of the Egyptians for more than 3,000 years. This course explores ancient Egyptian beliefs about the nature of the universe, the origin of divine kingship, human and divine interaction, the concept of justice and evil, and the significance of the afterlife. The great religious myths are also discussed, as well as ways Egyptian theology ultimately influenced ancient Israel, Greece, and the early development of Christianity.

Instructor Frank Yurco is an Egyptologist who has taught numerous courses on topics of ancient Near Eastern history, culture, and language, both at the Oriental Institute and The Field Museum.

This course meets at the Oriental Institute on Wednesday evenings from 7:00 PM to 9:00 PM beginning June 18 and continuing through August 6, 2003. Pre-registration required.

Required Texts

Conceptions of God in Ancient Egypt: The One and the Many. Eric Hornung. New York: Cornell University Press, 1982.

Ancient Egyptian Literature, Volume 1: The Old and Middle Kingdoms. Miriam Lichtheim. Berkeley: University of California Press, 1973.

Ancient Egyptian Literature, Volume 2: The New Kingdom. Miriam Lichtheim. Berkeley: University of California Press, 1976.

Ancient Egyptian Literature, Volume 3: The Late Period. Miriam Lichtheim. Berkeley: University of California Press, 1980.

The Literature of Ancient Egypt. William K. Simpson, ed. New Haven: Yale University Press, 1997. (This one volume, available in paperback may be substituted for the three Lichtheim volumes.)

Recommended Text

The Gods and Symbols of Ancient Egypt. Manfred Lurker. London: Thames and Hudson, 1982.

See page 12 to register.

MESOPOTAMIAN ART AND ARCHAEOLOGY: THE LEGACY OF ANCIENT IRAQ

Stephanie Reed

Saturdays

June 21–August 16, 2003

10:00 AM–12:00 NOON

Oriental Institute

Until the mid-nineteenth century, the might and splendor of ancient Mesopotamia — today's Iraq — existed only as tantalizing passages in the Bible and the histories of classical scholars. This course explores the stunning archaeological discoveries that reintroduced the world to a fascinating cultural legacy. Learn how a young British adventurer unearthed the ancient capital of Nineveh in northern Iraq and revealed the long-buried palaces of the Assyrian kings. See how the Assyrians were the inheritors of a long cultural interchange that began with the Sumerians of southern Iraq, who gave the world its first cities and the cuneiform writing system. Trace the development of ancient Mesopotamia (ca. 3500–539 BC) through its artistic and archaeological remains and preview the Oriental Institute's new Mesopotamian Gallery, now under construction.

Instructor Stephanie Reed is a Ph.D. candidate in Mesopotamian Archaeology in the Department of Near Eastern Languages and Civilizations at the University of Chicago. Her research interests are Mesopotamian art and archaeology and Assyrian royal imagery.

This course meets at the Oriental Institute on Saturday mornings from 10:00 AM to 12:00 NOON beginning June 21 and continuing through August 16, 2003. There is no class on Saturday, July 5. Pre-registration required.

Required Text

Cultural Atlas of Mesopotamia & the Ancient Near East. Michael Roaf. New York: Facts on File Inc., 1990.

Recommended Texts

Gods, Demons, and Symbols of Ancient Mesopotamia. Jeremy Black and Anthony Green. Austin: University of Texas Press, 1997.

The Art and Architecture of the Ancient Orient. Henri Frankfort. New Haven and London: Yale University Press; fifth edition, 1997.

Babylon. Joan Oates. London: Thames and Hudson, 1986.

Ancient Iraq. Third edition. Georges Roux. Penguin, 1993.

See page 12 to register.

SUMMER CAMP FOR KIDS

"Be an Ancient Egyptian Artist"

An Oriental Institute/Lill Street Art Center Summer Day Camp for Kids

Monday–Friday

June 23–27, 2003

9:00 AM–1:00 PM

OR

Monday–Friday

August 4–8, 2003

9:00 AM–1:00 PM

Lill Street Art Center

1021 West Lill Street, Chicago, IL 60614

Spend a week exploring the spectacular arts of ancient Egypt at this Oriental Institute/Lill Street Art Center Summer Camp for Kids. Participants work with a variety of materials to create pottery, jewelry, and paintings like those found in the palaces and tombs of the pharaohs. Enjoy clay activities, metalworking, and more! This camp includes a one-day visit to the Oriental Institute's Joseph and Mary Grimshaw Egyptian Gallery. For children ages 8–12. Register early — these popular camps fill rapidly!

Fee: \$185, includes all materials and supplies, as well as round-trip transportation for a field trip from Lill Street Art Center to the Oriental Institute.

To register: Call the Lill Street Art Center at (773) 477-6185.

FAMILY PROGRAM

Museum Madness!

June through August 2003

The Oriental Institute Museum is joining cultural institutions throughout the city for the second annual *Museum Madness!* program. Presented by the ChicagoKids.com website, this program encourages children and their families to visit museums over the summer months. Parents who take their children to visit and correctly answer questions at a minimum of three participating museums can enter a raffle to win fantastic prizes.

Visit www.ChicagoKids.com for specific details, then come to the Oriental Institute to answer our questions and also take part in all of our special self-guided family activities — treasure hunts, interactive computer kiosks, and an up-close and personal visit with King Tut!



SUMMER SEMINARS FOR EDUCATORS

Teaching Ancient Mesopotamia across the Curriculum

Monday–Friday, July 14–July 25

1:30–4:30 PM

Oriental Institute

This two-week seminar program provides:

30 CPDUs or 6 CEUs from the Illinois State Board of Education and 2 Semester Hours of Lane Credit from the Chicago Public Schools

The great civilization of ancient Mesopotamia is explored in this Oriental Institute seminar for teachers. Talks by faculty and museum curators focus on the history and culture of this land that is often called the “cradle of civilization.” Discussion sessions and interactive workshops address the goals of the Chicago Reading Initiative, presenting new and exciting ways that museum resources on ancient Mesopotamia can increase students’ word knowledge, comprehension, fluency, and writing skills. All participants receive the Oriental Institute’s award-winning curriculum materials. Special study sessions will preview the magnificent art and artifacts on view in the new Mesopotamian Gallery — set to open in October 2003 — and each teacher will be invited to tour the gallery with their students in the upcoming school year.

Course Fee: \$140

Materials Fee: \$35

Lane Credit Fee: \$20

To register, please call Oriental Institute Museum Education at (773) 702-9507. Space is limited and pre-registration is required.

This seminar is supported in part by the Lloyd A. Fry Foundation.

Eternal Egypt

Monday, July 28, 9:30 AM–3:30 PM at The Field Museum

Tuesday, July 29, 9:30 AM–3:30 PM at the Oriental Institute

Wednesday, July 30, 9:30 AM–3:30 PM at The Art Institute of Chicago

This three-day program provides:

15 CPDUs or 3 CEUs from the Illinois State Board of Education and 1 Semester Hour of Lane Credit from the Chicago Public Schools

Bring the mystery, power, and magic of ancient Egypt into your classroom! In this three-part program co-sponsored by the Oriental Institute, Art Institute, and Field Museum, teachers explore varied ways to integrate ancient Egypt’s art and culture into multi-disciplinary studies, with special emphasis on language arts, mathematics, and the use of the latest technology. Teachers also view The Field Museum’s *Eternal Egypt*, a major traveling exhibition from the British Museum in London, as well as the permanent Egyptian exhibitions at all three institutions. Curriculum materials for the study of ancient Egypt are provided by each museum. Note: this program is geared to teachers of grades 4–12.

Fee: \$150 for the three-day program. To register, please call The Field Museum at (312) 665-7558 or e-mail The Field Museum at the address below:

teacherworkshop@fieldmuseum.org

GALLERY TALKS

Lunchtime in Another Time

Tired of the typical lunch routine? Spend your lunchtime in the ancient world during our series of free gallery talks at 12 NOON on selected Fridays in July and August. After these half-hour explorations of the Joseph and Mary Grimshaw Egyptian Gallery and Persian Gallery, gather for coffee and conversation with your museum guide. Lunch is not provided, but you are welcome to bring your own. Pre-registration required. Call Museum Education at (773) 702-9507.

July 11 — Write All about It: Hieroglyphs and Cuneiform

Explore the galleries to discover the origins and mysteries of ancient Egyptian hieroglyphs. Then compare the emergence of this script with the fascinating history of cuneiform, the wedge-shaped writing used on clay tablets throughout the ancient Near East.

July 18 — Mummies and Magic

Don’t miss this introduction to our exhibits on ancient Egyptian mummies, and the amulets, spells, and writings that Egyptians believed would ensure a safe journey to the afterlife.

July 25 — At Home in Ancient Egypt

Dwellings in ancient Egypt could range from working-class homes, to townhouses, to country mansions. See views of all these house-styles and explore exhibits that feature household furnishings, utensils, and remarkably preserved foodstuffs that tell us much about life at home in the land of the pharaohs.

August 1 — Glories and Grandeur: The Ancient Persian Empire

Encounter the glories and grandeur of the ancient Persian capital of Persepolis, administrative center of an empire that stretched from Greece to Egypt to India until it was conquered by in the fourth century BC by Alexander the Great.

ORIENTAL INSTITUTE RESPONSE TO THE LOOTING OF IRAQ'S CULTURAL HERITAGE

The Oriental Institute expressed concern about protecting Iraq's cultural heritage before the war with Iraq and has reacted strongly to the looting of the Iraq Museum in Baghdad on April 11 and 12. The following selection of media appearances highlights the Oriental Institute's response to current events.

For more articles discussing the looting of Iraq's antiquities and the Oriental Institute, visit the Releases and Citations archives of the University of Chicago News and Information website at <http://www-news.uchicago.edu/>

Website references were current when this issue went to press. If links have been removed, please contact the publishing media for transcript information.

March 1, 2003

Experts Fear for Iraq's Archaeological Treasure. By Alphonso Van Marsh. CNN. Features McGuire Gibson. Find the article at cnn.com

March 19, 2003

Iraq War Threatens Ancient Treasures. By Brian Handwerk. National Geographic. Features McGuire Gibson. Find the article at <http://news.nationalgeographic.com>

April 3, 2003

Iraqi History Experts Advise the Pentagon Avoiding Destruction of Significant Archaeological Sites. WTTW. Chicago Tonight: News Analysis with Phil Ponce, featuring Tony Wilkinson and Clemens Reichel. To order a tape, send a check for \$25 payable to WTTW Chicago Tonight, 5400 N. St. Louis Ave., Chicago, IL 60625-4698, Attention: Shelly McAdoo. Be sure to include the air date and program topic as well as your return address and phone number.

April 4, 2003

Eight-forty-Eight Interview with Clemens Reichel regarding the war in Iraq and its impact on Mesopotamian antiquities. WBEZ. Listen to it on wbez.org's Listener Services Audio-On-Demand webpage or order a tape by calling WBEZ at 312.948.4600, option 6.

April 8, 2003

Iraq Before Saddam Hussein, features talks by Oriental Institute faculty members McGuire Gibson (<http://internationalstudies.uchicago.edu/audio/mcguiregibson.ram>) and Fred Donner (<http://internationalstudies.uchicago.edu/audio/freddonner.ram>). Listen in via Real Audio on The Center for International Studies at the University of Chicago lecture series "Rethinking America in the Middle East." For more information, visit the website <http://internationalstudies.uchicago.edu/events.html>

April 14, 2003

The Devastating Loss of Ancient Artifacts in Iraq. WTTW. Chicago Tonight: News Analysis with Phil Ponce, featuring Gil Stein, McGuire Gibson, and Tony Wilkinson of the Oriental Institute and Patty Gerstenblith of DePaul University College of Law. To order a tape, send a check for \$25 payable to WTTW Chicago Tonight, 5400 N. St. Louis Ave., Chicago, IL 60625-4698, Attention: Shelly McAdoo. Be sure to include the air date and program topic as well as your return address and phone number.

U.S. Urged to Save Historic Artifacts. By Guy Gugliotta. The Washington Post. Find the article on msnbc.com

April 15, 2003

U. of C. Pleads for Iraq Artifacts: Efforts Under Way to Save Treasures. By Jeremy Manier. Chicago Tribune. The article highlights the Oriental Institute reaction to the looting and activity underway to repair damage. You can find the article at www.chicagotribune.com

CBC TV News (5:00 PM) Interview of Tony Wilkinson. Please contact CBC TV for further information.

April 16, 2003

Experts' Pleas to Pentagon Didn't Save Museum. By Douglas Jehl and Elizabeth Becker. New York Times. You can find the article at [Nytimes.com](http://nytimes.com)

CNBC (Brian Williams show, 9:00 PM) Interview of Tony Wilkinson. If you are interested in obtaining a copy of any show, please call Burrelle's at 1-800-777-TEXT (8398).

April 17, 2003

Fox News (7:00 AM) Interview of Tony Wilkinson. Please contact Fox News for further information.

CNN (3:00 PM) Interview of Tony Wilkinson. Please contact CNN for further information.

CNBC (5:00 PM) Interview of Tony Wilkinson. Please contact CNBC for further information.

April 18, 2003

ABC News Interview of Tony Wilkinson. Please contact ABC News for further information.

April 27, 2003

Iraq's "Most Wanted" Stolen Relics: Search for Priceless Relics Goes High Tech. Atlanta Journal-Constitution. Overview of the Oriental Institute's efforts to create an electronic database of objects from the Iraq Museum. To find the article, go to ajc.com

April 28, 2003

A Nation's Past Wiped Out in a Flash: Why the Looting of Baghdad's Museums Seems Premeditated. By Jack Ewing. Quotes Gil Stein. To find the article, go to businessweek.com

NEW MAILING LIST**Iraqcrisis****Moderated by Charles Ellwood Jones**

A moderated list for communicating substantive information on cultural property damaged, destroyed or lost from libraries and museums in Iraq during and after the war in April 2003, and on the worldwide response to the crisis. IraqCrisis is a heavily moderated list, and traffic is not expected to be heavy. The moderator will not permit discussion or chatter — postings are limited to items with substantive content.

<https://listhost.uchicago.edu/mailman/listinfo/iraqcrisis>

For a sample of the kinds of notices appropriate for distribution on IraqCrisis, please see the publicly accessible archives at:

<https://listhost.uchicago.edu/pipermail/iraqcrisis/>

NEW WEBPAGES**Lost Treasures from Iraq**

A few days after the looting of the Iraq Museum on April 11 and 12, the Oriental Institute added a temporary page to its website that called attention to some of the objects possibly stolen from the Iraq Museum: <http://www-oi.uchicago.edu/OI/IRAQ/iraq.html>. This page now points to a more complete website on Iraq's lost heritage.

Iraq's Lost Heritage

This website was developed to provide images and documentation of the Iraq Museum's holdings in order to help identify those objects that have been looted or destroyed, to prevent the illegal dispersal and sale of stolen objects, and to assist in recovering these objects and rebuilding the museum. The website also includes information on ancient Iraq and Baghdad's museums; news and updates; legal information regarding the sale, purchase, and possession of these objects; how to report a stolen object; how to help; and the supporting organizations.

<http://www.iraqlosheritage.org>

NEWLY PUBLISHED**Festschrift honoring former Oriental Institute Director Emeritus, William M. Sumner**

Yeki bud, yeki nabud, Essays on the Archaeology of Iran in Honor of William M. Sumner. Naomi F. Miller and Kamyar Abdi, editors. Cotsen Institute of Archaeology, Monograph 48. Los Angeles: University of California, 2003. Pp. 340, 165 maps, photographs, and drawings, 23 tables, index. \$50 (hard cover). ISBN: 1-931745-05-6. For details, see <http://www.sas.upenn.edu/~nmiller0/books.html>.

The Launching of the CAD

An Adventure of Great Dimension: The Launching of the Chicago Assyrian Dictionary. Erica Reiner, former editor-in-charge of the Oriental Institute's Assyrian Dictionary (CAD): Transactions of the American Philosophical Society, Volume 92, Part 3. 2002. For purchase information, contact your local bookseller.

ETANA**Charles Ellwood Jones**

The Oriental Institute Research Archives, in partnership with a number of other institutions, has been developing an Internet portal for the study of the ancient Near East. The project is entitled ETANA: Electronic Tools and Ancient Near Eastern Archives.

The first phase of the project, funded by a generous grant from The Andrew W. Mellon Foundation, is nearly complete. It includes the redevelopment of Abzu, the guide to the rapidly increasing, and widely distributed data relevant to the study and public presentation of the ancient Near East via the Internet. Abzu has been a project of the Research archives for a number of years and is now served from a database maintained by the consortium: <http://www.etana.org/abzu/>

The first phase of the project also includes digitized and freely available electronic versions of one hundred thirty five volumes of Core Texts — about half of them from the collections of the Research Archives: <http://www.etana.org/coretexts.shtml>

This corpus represents the beginning of a shared and fully accessible research collection for the study of the ancient Near East.

We welcome and encourage the use of these materials by members and friends of the Oriental Institute.

RESCHEDULED BY POPULAR DEMAND!

THE OASES OF THE WESTERN DESERT

MARCH 11–28, 2004

Escorted by Robert K. Ritner, Associate Professor of Egyptology at the Oriental Institute

Cost: The per person rate is \$6190. The single supplement is \$645. The flights within Egypt are \$125 per person. The "Land Only" rate is \$5360. Tax deductible contribution of \$400 to the Oriental Institute is included.

The Oriental Institute is pleased to announce The Oases of the Western Desert tour program, departing March 11 and returning March 28, 2004. This tour is escorted by Robert K. Ritner, Associate Professor of Egyptology at the Oriental Institute, and includes a visit to Chicago House in Luxor. *Program subject to change.*

For reservations and additional information, contact Archaeological Tours, 271 Madison Avenue, New York, NY 10016, telephone (212) 986-3054, toll free (866) 740-5130, archtours@aol.com.

ITINERARY

Thursday, March 11 — Our Lufthansa flight departs Chicago in the evening.

Friday, March 12: CAIRO — We arrive in Cairo this afternoon and transfer to the famous Mena House Oberoi Hotel, situated near the Giza plateau. We meet for dinner. (D)

Saturday, March 13: CAIRO — After a morning of leisure, touring begins at the Egyptian Museum, where we examine the objects that pertain to this special tour, particularly those in the numerous side galleries on the second floor. (B)

Sunday, March 14: ALEXANDRIA — We depart for Alexandria. Today's touring begins at Qait Bey Citadel, the site of the Great Lighthouse, and includes the painted tombs near the Bay of Anfoushy which date from about 200 BC, the necropolis of the Ptolemaic period at Shatby, and the lovely Hellenistic painted tombs at Mustapha Pasha. Renaissance Hotel. (B/L/D)

Monday, March 15: ALEXANDRIA — We continue our exploration of ancient Alexandria at the catacombs of Kom el-Shuqafa, Tigrane's Tomb, Pompey's Pillar, and the Serapeum. The site of Kom el-Dikka encompasses a Roman odeon made of fine white marble, as well as a large bath complex, house, and what may have been classrooms. We also visit the newly excavated mosaics on the site of the Great Library of Alexandria and round out our day at the Graeco-Roman Museum. (B/L)

Tuesday, March 16: MERSA MATROUH — After completing our touring, we depart Alexandria driving through the newly reclaimed desert, stopping en route at Abu Menas, a pilgrimage site known for its exceptional basilica, at Abusir (Taposiris), with its temple dedicated to Osiris and a Roman lighthouse. At El-Alamein we visit the war memorials and overnight at the Beausite Hotel in Mersa Matrouh. (B/L/D)

Wednesday, March 17: SIWA OASIS — We continue along the route Alexander took from Memphis to Siwa Oasis in order to consult the oracle of Zeus-Ammon. We enter a flat stony expanse of desert and finally the reddish hills and date palm groves of Siwa Oasis. During our stay we will visit many sites within the oasis as well as the surrounding desert. This afternoon we begin our touring at the ancient town of Aghurmi, site of the Temple of the Oracle, already famous in the Twenty-sixth Dynasty and consulted by many great men before Alexander. We will also visit the Thirtieth Dynasty temple at Umm Ubayda and the spring known locally as Cleopatra's Bath. Paradise Hotel. (B/L/D)

Thursday, March 18: SIWA OASIS — This morning we concentrate on sites in eastern Siwa, including the painted tombs at Gebel el-Mawta, the Ptolemaic stone-built tomb chapels of Abu Awwaf, and the last inhabited hatiya on the eastern side of Siwa, El-Zaytun, constructed around a stone temple. This afternoon's touring is to sites west of town. In Hatiyat Khamisa, one of the most fertile parts of Siwa, we find a small stone temple and a ridge of over 100 rock-cut tombs. Nearby is the famous Doric-style temple and tomb at Bilad el-Rum. Our last stops of this full day are at the new Siwa House Ethnographic Museum and the medieval fortress of Shali, the deserted central village of the oasis founded in 1203 AD and built of blocks of salty lake mud. (B/L/D)

Friday, March 19: BAHARIYA OASIS — This morning we transfer from our bus to four-wheeled vehicles as we re-enter the Western Desert, also known as the Libyan Desert, crossing the rough desert track to Bahariya Oasis. Although Bahariya is only 225 miles from Cairo, it has been the least touched by the modern world and survives today on its date palms and hot springs. Several villages occupy the Bahariya depression, but the main one is el-Bawiti. We stay overnight in this lovely setting at the new Palm Hotel. (B/L/D)

Saturday, March 20: BAHARIYA OASIS — Today we visit the newly opened archaeological sites in Bahariya Oasis, including the temple dedicated to Alexander the Great, the Twenty-sixth Dynasty temple of Ain el-Muftilla, the tomb of the Nineteenth Dynasty Governor Amenhotep, and the Twenty-sixth Dynasty tombs of the merchants Bannentiu and his father Djed-Amun-lufankh. A tour highlight is the recently discovered "Valley of the Golden Mummies" (pending the required permission). (B/L/D)

Sunday, March 21: DAKHLA OASIS — From Bahariya we traverse a rugged landscape until, finally, the famous white chalk "inselbergs" of the Farafra Depression come into view. The inselbergs rise majestically to a considerable height and, together with the eerie chalk formations of the White Desert to the south, comprise one of the natural wonders of Egypt. We continue on to Dakhla Oasis. Dakhla is known for its fruit orchards, pink cliffs spanning the horizon, and traditional village architecture. We stay overnight in the Star Hotel. (B/L/D)

Monday, March 22: KHARGA OASIS — Our touring today includes a Roman temple dedicated to the Theban Triad at Deir el-Hagar and the wonderfully painted Roman tombs of Pelusis and Petosiris at el-Mazauwaka, where Petosiris is dressed in Greek clothing, and scenes from the Persian Mithras cult are intermingled with traditional Egyptian funeral rites. We then visit the Old Kingdom necropolis of Qila el-Dabba at Balat, the relief-decorated Roman tomb of Kitnes at Bishendi and, if possible, the new Canadian excavations. After completing our touring, we continue to the most populated and developed of the oases, Kharga, and the Pioneer Hotel, with its relaxing garden setting. (B/L/D)

Tuesday, March 23: KHARGA OASIS — Our day begins with visits to the Roman Temple of Nadura, the fascinating Bagawat Christian Cemetery, which has mudbrick tombs painted with Biblical scenes, and the newly reconstructed Hibis Temple, built by Darius I in honor of Amun. After lunch, we visit the new Museum of the Oases, with time in the late afternoon to explore the interesting market and village. (B/L/D)

Wednesday, March 24: KHARGA OASIS — We drive to Doush (ancient Kysis), to visit a large Roman fortress and the stone temple built during the reigns of Domitian and Trajan and decorated during the reign of Hadrian. Returning to Kharga we stop at two Ptolemaic and Roman temples: the

fortress-like Qasr el-Ghueita, built of red sandstone and surrounded by a high wall, and Qasr el-Zaiyan, a small Roman temple dedicated to Amenebis. (B/L/D)

Thursday, March 25: LUXOR — Leaving our wonderful oases behind, we travel through the Western Desert for the last time and re-enter the Nile Valley just south of Luxor. After lunch at our hotel, we spend a full afternoon visiting Karnak Temple. One can never have too much time to contemplate the wonderful reliefs and monumental architecture of this magnificent temple. Visit the Chicago House. Etap Hotel. (B/L/D)

Friday, March 26: LUXOR — This morning we ferry to the West Bank of the Nile in order to visit a few of the many sites not usually seen, including Malqata, the royal residence of Amenhotep III, and the recently conserved tomb of Nefertari, as well as some of the newly opened tombs in the Valley of the Kings. There is time for independent visits to the Luxor Museum and to explore the local suq for last-minute shopping. (B/L/D)

Saturday, March 27: CAIRO — After a morning at leisure we fly to Cairo and transfer to the Movenpick Heliopolis Hotel, where we have our farewell dinner. (B/L/D)

Sunday, March 28 — An early departure on Lufthansa connecting in Frankfurt to Chicago.



Egyptian farmers (Lost Egypt, Volume 3)

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The University of Chicago
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The Suq suggests the following resources:

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