



# News & Notes

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The Oriental Institute

Issued confidentially to members and friends

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## THE MUSEUM THROUGH THE EYES OF A CHILD



*Joan Barghusen and students. A highlight of the visits was the writing of each child's name in hieroglyphs on a tag which was then laminated for durability.*

Is the Oriental Institute museum too specialized and too adult-orientated for seven- and eight- year old second graders to understand? As a result of a carefully devised project last spring, the answer is a chorus of "no" coming from an enterprising and energetic father of one of the students, from two innovative and supportive teachers, a daring new museum education co-ordinator at the Institute, co-operative docents, and responsive parents.

Joan Barghusen, the museum's first full-time education co-ordinator, is convinced that museums are obligated to provide experiences that are both enjoyable and educational to people of all backgrounds and of all ages. With the help of a grant from the Illinois Arts Council, she has prepared a museum education kit now being used by teachers and elementary school children, and is currently working on a kit for teachers and students of high school age.

It was Mrs. Barghusen who received an unexpected caller in her Institute office last spring, who wanted to confer with her on: "Are seven- and eight- year old children too young for a field trip to this museum?" The visitor was William Pattison, Associate Professor in the Departments of Geography and Education and the College of the University of Chicago, who came as the father of a son in the second grade of the University of Chicago Laboratory School. Kate Morrison and Dorothy Freedman, teachers of 24 second-graders there, had asked Mr. Pattison to organize a field museum trip.

Mrs. Barghusen's reply, based on her years of experience as an educator, was: "No, they are not too young, but the visit will have to be carefully planned." She knew that ingenuity

would be required to make understandable to second-graders, artifacts from Near Eastern civilizations thousands of years old and thousands of miles away.

It took weeks and several meetings of all the adults involved, both from the museum and from the school, to plot a plan of action with the hope of kindling the children's imagination and getting their participation. The response from the children was both revealing and gratifying, and as a result, Mrs. Barghusen today has a model which focuses on the use of collections, their relevance to young children, and on the importance of the educational role of the museum. In the limited space available here, only a few highlights can be taken from the lengthy and detailed report which Mrs. Barghusen has prepared.

The usual one-hour visit to the museum was changed to three sessions of one-and-a-half hours each, scheduled for three consecutive weeks. The visits were limited to one culture—the Egyptian gallery was chosen. Each visit included some structured time in the gallery in the company of museum docents, some free time in the gallery, and finally a question-and-answer period.

The teachers planned to make these three visits to the museum as the core of a social studies unit which the school's curriculum required: The teachers would decide on the substance of the unit; the museum would be used as an educational resource, but the unit's scope would extend beyond the museum visits. Co-ordinating the planned in-class activities with the planned museum visits proved to be an ongoing process.

When the second-graders came for their first visit to the museum, "Egypt Time", as the children themselves named their social studies curriculum unit, had been going on for a week. Interest was high, and the children already knew where Egypt was on the map, the importance of the Nile River, and how the Egyptians irrigated their lands to raise more crops for more food. Their first exposure to the museum was an overview tour of the Egyptian gallery under the leadership of docents who briefly explained the exhibits. The class was



*Mural of the Gods. Upon their own initiative, several children collaborated on this mural showing Anubis and Thoth, King Tut, and the Apis Bull.*

divided into groups of six, so there was no crowding as each child tried to satisfy his/her curiosity to "see everything". The children gravitated towards the hieroglyphic writing signs, writing tools and scrolls of papyrus, tools, pots, statues of gods, the nobleman's house model, and the statue of King Tut. They later were given drawing materials and each one was encouraged to roam the Egyptian gallery to find the picture he/she wanted to draw. The result was an assortment of mummies, Apis bull, King Tut, pyramid model—all reduced to very recognizable two-dimensional images. After the picture-drawing session, there was the question-and-answer period: "When was King Tut born?" "What did the Egyptians use for money?" "When was King Tut's tomb found?" Later, at the second session, there were questions like: "Since Egyptians today worship Allah, and no one worships the ancient gods anymore, are the gods still there?" And during the last visit to the museum when the children had an opportunity to meet a real Egyptologist (Janet Johnson, Associate Professor of Egyptology of the Oriental Institute, had agreed to face interrogation) there were questions such as: "When was the tomb of Ay found?" "How did the gods get started?"

During the final session at the museum, museum docents were stationed before exhibits in which the children had shown a special interest. As the students moved throughout the gallery, some listened to comments by the docents, others asked questions, or there was drawing on the by-now-indispensable drawing boards. As children finished exploring the special interest stations, they were gathered into small groups to have a walk-through tour of the other four galleries in the company of a docent, so that they would know "what else is in the museum".

The teachers reported that at school during their free time, some of the children on their own initiative painted a "Mural of the Gods" on a large sheet of heavy brown paper unrolled on the floor. Some of the drawings were done from memory tinged with fancy, some were copied from sketches done at the museum, others were copies from pictures in books—all were blended together by the children in a natural harmony. The students also made other murals, and in a free-



*Hieroglyphs on column. The message of welcome can be decoded with the Egyptian hieroglyphic "alphabet".*

play corner of their classroom, erected with large building blocks, a reproduction of the floor plan of the nobleman's house.



*House model. Two boys attempted a reconstruction, from memory and photographs, of the Amarna nobleman's house model at the Oriental Institute.*

The formal use of the museum was concluded by the third visit, but the "Egypt Time" social studies unit continued at the school, as did the meetings with museum and school staff. Mr. Pattison and Mrs. Barghusen were invited by the children for an Egyptian feast in their classroom. No one was certain of the historic accuracy of the menu, but the Egyptian spirit was there. The menu included rice and chicken casserole, grapes, dates, and raisins served on large circular trays, baskets of carrots with their greenery still attached, and Middle Eastern pita bread baked by the bread committee overseen by one of the mothers. More bread, baked in a flowerpot, to simulate the cone-shaped pots seen in the museum, and even a loaf in the shape of a pharaoh's face, added to the Egyptian aura.

The finished murals decorated the walls, and at the doorway stood two seven-foot columns (juice boxes glued together and wrapped with brown paper), representing lotus and papyrus columns and decorated with a welcome message written in hieroglyphic symbols by a child who had become fascinated with the ancient writing symbols and learned to use them to write appropriate sounds in English. On the door, to bring protection and good fortune, was posted a sacred eye. The program for the banquet was a play, written, directed, and acted by six of the students, dressed in costumes which included a paper crown of Upper and Lower Egypt for the king and headmasks for the gods Anubis and Thoth. The plot of this play, a story which highlights the afterlife and the judgment of the soul, revealed the extent to which the children had absorbed some of the characteristic features of Egyptian culture. They had indeed, as the adults had hoped and worked for, made an imaginative leap that permitted them to enter the world of the ancient Egyptians.

The following week, Mrs. Barghusen was once again invited to the school, this time to hear the class reports and to show slides of objects from the Treasures of Tutankhamun show. She also was presented by the class with the "Mural of the Gods" as a gift of appreciation to her and to others of the Oriental Institute museum.

The grand finale of the project, however, was the following Saturday morning when the children brought their parents for a tour of the Egyptian gallery. Each child was his/her parents' docent, Kate Morrison and Dorothy Freedman, the second-grade teachers, and Joan Barghusen, the museum's education co-ordinator, greeted the families and delivered

*(continued on pg. 4)*

## EPIGRAPHIC SURVEY PUBLISHES THE TOMB OF KHERUEF

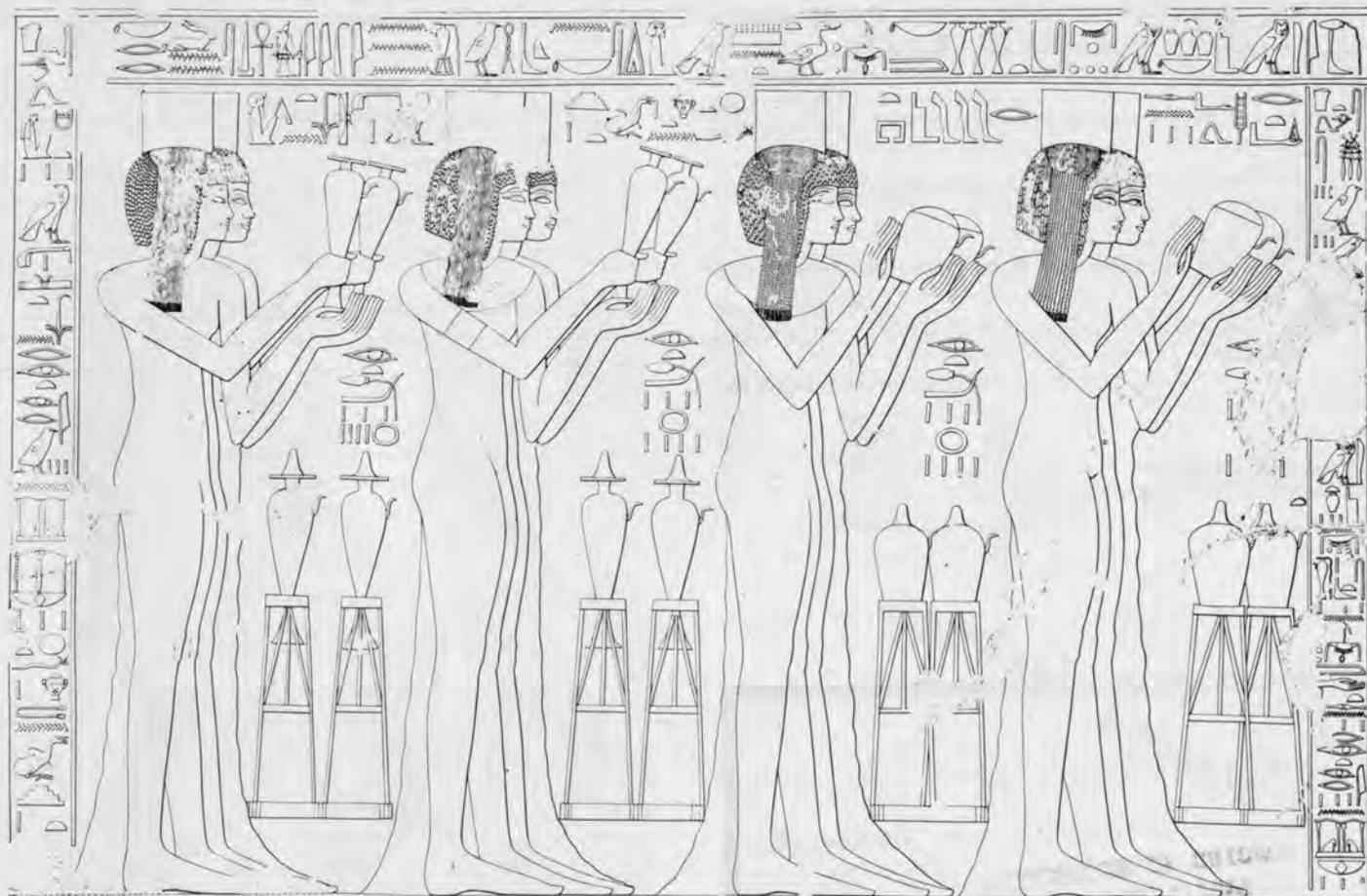
Oriental Institute Publication, volume 102, is a portfolio (38 x 48 cm) of 88 plates 4 (one in color) of The Tomb of Kheruef (Theban Tomb 192), published by the Epigraphic Survey (Charles F. Nims, et al). Included with the plates is a booklet (xx=80 pp.); cost of the volume is \$90.00.

The preface and chapters entitled *The Tomb* and the *Introduction to the Plates* were written by Charles F. Nims, Professor Emeritus of Egyptology, The Oriental Institute, who worked for 31 years in various capacities out of Chicago House in Luxor. *Translations of the Texts* are by Edward F. Wente, Professor of Egyptology, The Oriental Institute; *Titles and Epithets of Kheruef* are by David B. Larkin; and the chapter on *The Owner of the Tomb* is by Prof. Labib Habachi, currently field consultant for the Epigraphic Survey.

Kheruef was the royal scribe for Amenhotep III and "steward of the principal wife of the king, Tiye". He was an official who had the confidence of and a close personal relationship with the king. The tomb that he began is the largest private tomb of the Eighteenth Dynasty of which we have knowledge. The tomb was not completed, either because of the political situation or because of a structural collapse. Sometime after the work on the tomb stopped, all but one of

the representations of Kheruef on the tomb walls were effaced; the exception was probably concealed behind debris. Most, although not all, of the writing of his name was damaged. There is no evidence what happened to Kheruef after the death of Amenhotep III.

The tomb of Kheruef was quarried not into the hillside as were the earlier tombs of the Eighteenth Dynasty in the Theban Necropolis. The reliefs on the walls of the tomb, drawings of which are published in this volume, are among the most finely executed of those extant in the Eighteenth Dynasty tombs in the Theban Necropolis. It is unfortunate that many suffered from deliberate effacement in antiquity, and some have been obscured by the extrusion of salts from the limestone. All of the reliefs have been photographed, and the larger number of these photographs appear in this volume, along with photographs of the details. In areas of extensive damage, photographs of only representative areas have been used. Most of the plates in this volume, which show the scenes in the portico and the entrance to the columned hall, are new photographs made by Mr. Nims at the request of the Chief Inspector of Antiquities for Upper Egypt.



Drawing by Coleman

DAUGHTERS OF GREAT ONES POURING LIBATIONS BEFORE AMENHOTEP III  
WEST PORTICO, SOUTH OF DOORWAY, LOWER REGISTER, SECOND SCENE SOUTH OF KIOSK OF KING

## From the Membership Office

I will be on vacation during the week of December 15. The membership office will be open for regular business during that week from 9:00 - 12:00 Noon and 12:30 - 2:30 P.M. Malinda Winans, the Membership Assistant, will be able to answer any and all queries you may have.

The membership office will be closed the day after Christmas, December 26.

The January Members' Lecture will be held on Wednesday, January 14 at 8:00 P.M. in Breasted Lecture Hall. Prof. McGuire Gibson will speak on "Nippur: City of Religion, Commerce, Hazard, and the Written Word." A reception will follow the lecture in the museum galleries.

Members should notice that the "Treasures of the Oriental Institute Museum" was a feature article in the Winter 1980 issue of Adventure Road magazine. Curatorial Consultant for the article was Museum Assistant Sam Wolff. Adventure Road, the magazine of the AMOCO Motor Club, has a nationwide circulation.

The Director, John A. Brinkman, is pleased to announce that Mr. and Mrs. William E. Brubeck of Mt. Carmel, Illinois, have made a generous contribution of \$1,000 for Chicago House. Mr. and Mrs. Brubeck visited Egypt recently, and had contacted us prior to their departure about stopping at Chicago House in Luxor. As members they received permission, and a letter of introduction to Prof. Lanny Bell, the director of the Epigraphic Survey. After tea and a guided tour of the facilities, Prof. Bell also showed them some of the work being done at the Luxor Temple. Their impressions of that work led them to say that it was very important work and that they would like to make this donation. We wish to thank them for their generosity. Mrs. Brubeck had prepared for her trip to Egypt by taking the Egyptian hieroglyphs course offered to members last spring.

I would like to mention that there are several places left on the 1981 Egypt tour which leaves in mid-February for 22 days of exploration in Egypt. The pyramids, Abu Simbel, Kharga Oasis, and Chicago House in Luxor are just some of the many sites on the itinerary. For more information contact the membership office.

The staff and faculty of the Oriental Institute extend to you their warmest greetings for the upcoming holiday season. More news next month.

Eugene Cruz-Uribe  
Membership Secretary

### Richard T. Hallock

Richard T. Hallock, Professor Emeritus of Elamitology, passed away on November 20, at the age of 74. Biographical information appears in the 1979-80 Annual Report, which is dedicated to Professor Hallock.

## Members' Courses for Winter Quarter 1981

### AN INTRODUCTION TO BIBLICAL HEBREW

Lecturer: Lorenzo Vigano, S.S.D. (Pontifical Biblical Institute, Rome).

The goal of this eight-week course will be to gain an understanding of basic Hebrew grammar and to use that knowledge in reading and discussing several passages from the Book of Genesis/B<sup>e</sup>reshit. These will include the Creation, the Story of Noah and the Flood, and the Story of Abraham, father of many nations. Grammar sheets, vocabulary and copies of the passages to be read will be handed out in class. No prior knowledge of Hebrew will be presumed.

Saturdays, 10:00 AM - Noon, January 10 - February 28 (eight sessions).

### AN INTRODUCTION TO THE ART OF ANCIENT EGYPT

Lecturer: John A. Larson, Ph.D. Candidate in Egyptology.

The purpose of this course will be to acquaint members of the class with Ancient Egyptian art in such a way as to enable them to experience it through better informed, if not new, eyes. Each class will consist of slide presentations and discussion-lectures on a variety of aspects, e.g., art before the Pharaohs, ancient Egyptian jewelry, the development of royal portraiture, and art from the Amarna Period. Tours of the Oriental Institute Egyptian collection will be part of the class.

Saturdays, 10:00 AM - Noon, January 10 - February 28 (eight sessions).

Tuition: \$50 for members of the Oriental Institute.  
\$65 for non-members.

Please register by Thursday, January 8, 1981.

### Registration Form

Please register me for the following Members' Course:

- Biblical Hebrew
- Ancient Egyptian Art
- I am a member.
- I am not a member, but am enclosing a separate check for membership (\$15).

name \_\_\_\_\_

address \_\_\_\_\_

city \_\_\_\_\_

state \_\_\_\_\_

zip \_\_\_\_\_

daytime phone \_\_\_\_\_

Please complete this form and register before January 8.

Mail to:  
Membership Secretary  
The Oriental Institute  
1155 East 58th Street  
Chicago, Illinois 60637



*Egyptian Gods Poster.*

### January Members' Lecture

"Nippur: City of Religion, Commerce, Hazard, and the Written Word"

McGuire Gibson

The Oriental Institute

Wednesday, January 14, 8:00 P.M.

The Quadrangle Club, 1155 East 57th Street, will be opened to Oriental Institute members who wish to make dinner reservations. Please call Nancy Miller, 493-8601. Please remember that the privilege of the use of the dining room at the Quadrangle Club is a courtesy extended to members of the Oriental Institute only on the nights when there is an Oriental Institute lecture.

to each child his/her drawing booklet of all the drawings the child had done over the four-week period. The booklet was to serve as a reminder for the child while "docenting" his/her family. William Pattison, the "spark plug" for the project, was not a greeter—he was a parent coming to have his son tell him about the ancient culture of Egypt! The hours and hours of co-operative planning had paid off in high dividends.

In conclusion, the following quotation from Bruno Bettelheim, psychologist and educator, seems apt:

"This, then, I believe to be the museum's greatest value to the child, irrespective of what a museum's content may be: to stimulate his imagination, to arouse his curiosity so that he wishes to penetrate even more deeply the meaning of what he is exposed to in the museum, to give him a chance to admire in his own good time things which are beyond his ken, and most important of all, to give him a feeling of awe for the wonders of the world. Because a world that is not full of wonders is one hardly worth the effort of growing up in."\*

—Elda Maynard

\*"Children, Curiosity and Museums" by Bruno Bettelheim, in Roundtable Reports a publication of the Museum Education Roundtable, Vol. 5 No. 2, 1980.

### New Programs for Children—Gallery Work and Projects

A four-session series for children, ages 7 to 11:

Saturday, January 10 - "Mythological Animals in the Oriental Institute"

January 17 - "How Ancient Peoples Lived"

January 24 - "Temples and Pyramids"

January 31 - "Writing and Hieroglyphs"

All classes meet from 10:00 o'clock to Noon. Enrollment is limited. Call 753-2573 to register. Registration fee is \$10.00 for the series.



The Oriental Institute

The University of Chicago

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