



# News & Notes

*Issued confidentially to members and friends*

No. 126 November-December, 1990

*Not for publication*

## RECONNAISSANCE IN AQABA

John Meloy



*The sole inhabitant of the Circular Area while we were surveying it.*

Archaeologists can't always be sure what they will find, but they can certainly expect to dig up new questions. Under the direction of Donald Whitcomb, the Aqaba excavations, which have revealed the early Islamic city of Ayla, have produced a number of these as yet unanswered questions. Ever since the first season at Aqaba in 1986, several questions have nagged at the minds of Ayla excavators: why do the ruins continue below the water table? Has the water table risen? Or has the site actually subsided?—an interesting possibility since the Gulf of Aqaba lies on top of the tectonic zone of the Great Rift Valley, which starts way south in the highlands of Ethiopia and continues north to the Anatolian Plateau. Finally, what remains lie beyond the city walls of Ayla?

One day during that brief, first season a neighborhood resident came by the excavations to mention to Don Whitcomb that he had found an unusual amount of pottery on his property. He took us to his newly finished building and we saw not simply an archaeological site, but a kiln site. The considerable amount of slag indicated this was a place which had probably been used in the mass production of ceramics. The possibility of finding other sites in the area was good since a large, undeveloped tract of land lay just to the northwest of Ayla. During the 1987 season, and again during the 1988 excavations, we walked briefly over part of "the Circular Area," as it has been dubbed by the planners at the Aqaba Region Authority, and located four sites that gave evidence

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## MUSEUM VIEWS

If you are, as I am, a long-time fan of *Peanuts*, you will be familiar with Charlie Brown's little sister, Sally. School is not her favorite sport. She worries that she will have to repeat kindergarten because she has failed "flower-bringing," and she is entirely mystified by field trips. When one of her little friends asks her, "Why are we going on this field trip?" Sally responds that "It's so the custodian can sweep our room." On another occasion she offers the opinion that they have been brought on a field trip because their school is overcrowded and they have been taken away to make room for others. While Sally's responses may be extreme, artist Charles Schulz is not far off target in having his characters reflect confusion and uncertainty about the purpose of their school field trip. Unfortunately, it has been, and is, an all too common reaction.

When the Museum Education Office was created in 1980, its very first project was directed toward school visitors. The Museum's Volunteer Guide Program had already been in existence for a dozen years, and the excellence of the guided tours had attracted many schools to the museum. Our concern was not to attract more schools to an already full schedule, but to find ways to help teachers prepare their students to get more out of their visit. We did not want the students to leave wondering, "Why did we come here, anyway?" We want students to know why they are at the Oriental Institute. We want them to understand that the galleries offer a very special learning environment. And we want to help them make the most of their visit.

It was with these ideas in mind that the Oriental Institute Teacher's Kit for Elementary Classes was developed to help teachers prepare their classes for the museum visit. The Kit contains materials for both teachers and students; some materials are for use in the classroom and some in the galleries.

Since most elementary school teachers are generalists and may never have taken a course in ancient history, they need information on the subject before they can effectively teach it. Thus a major part of the Teacher's Kit consists of brief essays about Egypt and Mesopotamia, two civilizations emphasized in the elementary school curriculum. Beginning with nutshell histories of Egypt and Mesopotamia, the materials continue with essays on the hieroglyphic and cuneiform writing systems. Two topics of particular interest for teaching at the elementary school level are included: the laws of King Hammurabi of Babylon and the burial customs in ancient Egypt. Also included is information

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## MUSEUM VIEWS

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on two popular exhibits at the museum: the Egyptian Amarna House model and the Assyrian human-headed winged bull. These several background topics give teachers the necessary information on which they can base presentations for their students.

The Teacher's Kit also makes it possible for teachers to link their teaching to objects the students will see at the museum. To arouse students' interest and begin to acquaint them with visual images of the ancient Near East, the Kit contains sixteen pages of photographs of museum displays. In addition to the full-page photographs, there are smaller reproductions of the same pictures to be cut out and mounted on a large map of the ancient Near East and a time-line, both provided as part of the Teacher's Kit. With these exercises students begin to see the "bigger picture" of the time and area of the world under study; they also become familiar with artifacts they can recognize on their visit to the museum.

Besides providing essays for teachers and classroom exercises to use before the visit, we wanted to create an opportunity for students to learn from their own direct observation in the galleries. The guided tours gave them a good introduction to the collection and a solid base from which to work. To encourage student involvement, we introduced materials for them to use at the museum after their tour. These are activities which complement the experience of the guided tour and allow students to pursue information about a particular exhibit, theme or topic on their own. The students' gallery guide sheets, twenty in all, are part of the Kit; these guide sheets engage the students' own observational and critical skills in a more personal encounter with the artifacts.



*School group touring the Oriental Institute (Photograph by Herb Barghusen).*

For example, the guide sheet entitled "Pit Burial," requires students to look carefully at the prehistoric burial from Egypt in order to make a simple sketch of the grave and its contents. They are then asked to name the natural materials that were used to make the objects in the grave; judging only from those objects, they are then asked to identify some of the crafts of which they see evidence. Finally, they are asked to think about the question of whether a body might naturally dry out and be preserved in this way here in Illinois, requiring them to compare the climate of the two areas.

The guide sheet "Reading the Narmer Palette" asks students to examine closely the scenes carved on the palette and try to understand the story it tells. They are given illustrations of the crowns of Lower and Upper Egypt, and then asked to use that information to venture some ideas about what is represented on this important ceremonial palette.

Guidesheets for the Mesopotamian gallery are similarly designed to encourage the students to look closely and to think for themselves. The guide sheet "Assyrian Palace Reliefs" asks them to imagine and record their reaction when passing by the Assyrian winged bull colossus on their way to an audience with the Assyrian king. The guide sheet entitled "The Laws of Hammurabi" asks them to read the label with translations of some of the ancient laws and to think about what those laws say about the society of which they were part, whether the punishments prescribed in ancient times are similar to ones in our own society, and why laws are necessary at all.

The collection offers endless possibilities and rewarding insights to the observant and thoughtful student. When completed the guide sheets can be used in various ways. They can form the basis for classroom discussion or individual reports, or they can allow a student to become a classroom resource person for a particular topic. Beyond their use as specific learning tools, the guide sheets serve another, and, I think not less significant, purpose. As students move through the galleries to complete their guide sheets, they have a private time to think and wonder about the artifacts in *their* own time. This quiet, personal viewing is the kind of experience that we all value when we visit museums; I think children value it as well.

It is our fervent hope that, with the help of guided tours and the Teachers Kit, students who visit the Oriental Institute will not later wonder "Why was I there?" We hope instead that a sense of purpose about the trip will make them want to come back. We know, in fact, that some do return. It is not uncommon to hear visiting families say that they have come to see the museum because their children enjoyed it so much on a school visit.

Much of the work of the Museum Education Office is dedicated to helping teachers and students use the museum as an educational resource. The Elementary Teacher's Kit is only one of many materials available for this purpose and, of course, school programming is only part of the total effort of Museum Education. Programs designed especially for members, such as courses and symposia, children's workshops and gallery tours, are announced in this newsletter; they are well known to the membership. Probably less well known is the fact that each year thousands of school children visit the Oriental Institute. It is because our important work with the schools is less visible to members that I have chosen to feature one aspect of it in this Museum Views column. Perhaps your own child or a young friend could tell you more about class field trips to the Oriental Institute. The perspective could be a fascinating one. If we have done our job well, maybe they will pay us a compliment like this one conveyed in a student's post-visit letter. "Thank you for the visit. It was not nearly as boring as I thought it would be."

Joan D. Barghusen

*Director of Museum Education*

## RECONNAISSANCE IN AQABA

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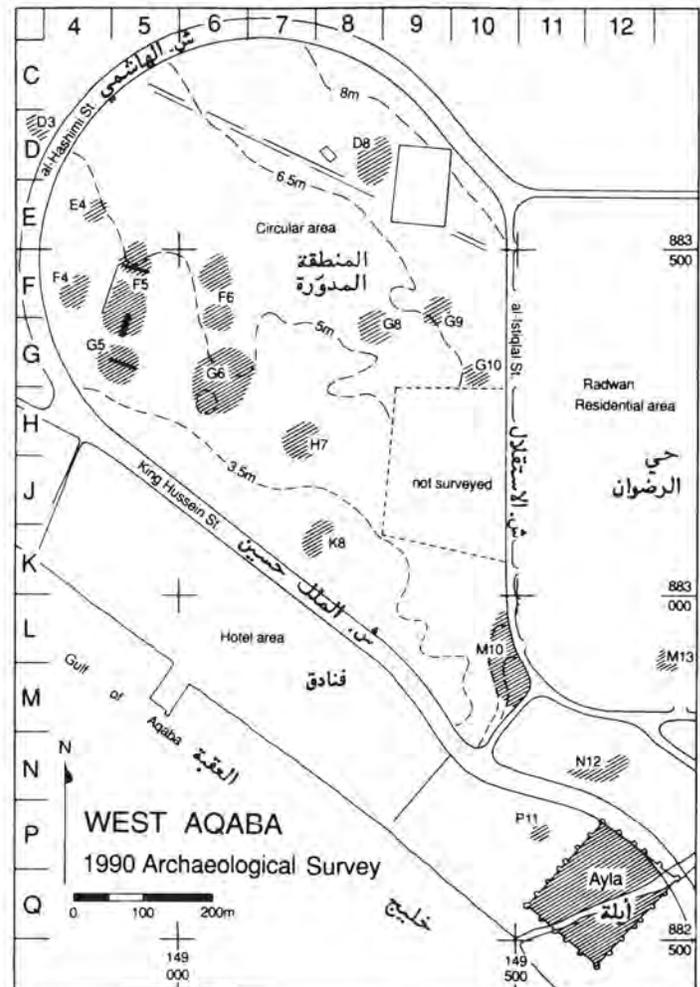
of pre-Islamic occupation. The prospects looked excellent for a systematic investigation of this area, perhaps eventually answering another key question: where do the Nabataean and Byzantine towns lie?

Since much of what we were asking lies more within the province of someone trained in geology, we looked for outside help in addressing some of these questions. In July of this year Basil Gomez, Associate Professor of Geomorphology at Indiana State University, and I went to Aqaba. There we were given the full support and encouragement of Gen. Bassam Qaqish, Dr. Dureid Mahasneh, and Mr. Muhammad Balqar of the Aqaba Region Authority. They generously supplied us with maps, a surveying team, a four-wheel drive vehicle, and the use of the Authority's library. With the Authority's assistance we were able to make a good start looking for answers.

This was Basil's first trip to Jordan, and he was pleased to find Aqaba's seaside location as comfortable as the places in Cyprus where he has done geo-archaeological work during the last several years. In the last ten years Aqaba has seen a tremendous amount of development which, under the guidance of the Regional Authority, has preserved Aqaba's seaside character and pleasant atmosphere. However, the buildings and streets of these new neighborhoods have obscured the topography essential to a geographical understanding of Ayla. Consequently Basil spent a good deal of time in the archives of the Regional Authority searching for cartographic and photographic documentation of Aqaba's geography prior to its recent growth. But his research was not conducted entirely in the air conditioned coolness of the Regional Authority's headquarters; after a thorough tour of Ayla, Basil surveyed the shoreline to determine the extent to which it has been modified over the centuries. Later during our time in Aqaba, we explored the wadis in the mountains to the east of the city as well as the extensive, boulder-strewn alluvial fan emanating from the mouth of the Wadi Yitm to the northeast of the city. Answers to the geological questions will take some time to find. The level of the medieval water table may be more fully understood after the wells we found last winter are excavated. As for seismic activity, more excavation will be needed to determine to what extent earthquakes have disrupted the history of the site.

The question that chiefly concerned me dealt with the issue of archaeological remains outside the walls of the Islamic city. Our exploration of the mountain range to Aqaba's east was brief but thorough, and nothing extensive is likely to have escaped us. This negative result was made a little more interesting by our examination of two prehistoric sites excavated by the University of Jordan. We had also hoped to rediscover some Arabic inscriptions documented by a nineteenth century French traveller. We only know roughly which wadi these are in, and we have no idea how extensive they are. It may be that even the slow pace of a four-wheel drive vehicle along a rocky wadi bottom may be too fast to spot such a find.

My principal task this summer, however, was to make an archaeological survey of the Circular Area. This involved walking across the area in an orderly pattern, looking for scatters of pottery sherds and architectural remains. Whenever I came across



a site, I marked it with iron stakes, located it on my field map, and then made a representative collection of pottery sherds from its surface. A few days later, after covering the entire area, I returned with a team of the Region Authority's surveyors who mapped the sites and the few mudbrick walls still visible on the surface.

The appearance of these sites was quite different from many Near Eastern sites since they had very sparse distributions of surface sherds. I learned from Basil that it is likely this area has been exposed to deposits of tremendous amounts of sand from three different sources. The prevailing northerly winds blow down the Wadi 'Araba, depositing sand and dust in their wake. The area is also on the edge of the alluvial fan deposited by flooding from the Wadi Yitm to the east. Finally, the beach, which lies as close as 200 meters to the south, can, during heavy storms, account for deposits of sand as well. In short, all three factors have worked to make the job of the archaeological surveyor more difficult. Fortunately, the build-up of sediment takes time, and even when it does happen, it still leaves a mound as an indication of buried remains. In all, I was able to find fifteen scatters of artifacts forming perhaps as many as eight distinct sites in the Circular Area.

## RECONNAISSANCE IN AQABA

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In 1878, Sir Richard Burton, without artifactual justification, associated the extensive remains in the area around Aqaba with the Biblical site of Elath. In his words "... A line of larger heaps to the north shows where, according to the people, ran the city wall: finding it thickly strewn with scoriae, old and new, I decided that this was the Siyaghah or 'smiths' quarter.' Between it and the sea the surface is scattered with glass, shards, and slag." Some fifty years later Nelson Glueck found the area "was mostly covered with sand, but the surface of the ground was strewn with Nabataean sherds of all kinds;" for him this was the site of an extremely large "Nabataean city." Thus in the pantheon of archaeological heroes who contributed to discoveries in Aqaba, we may list Burton and Glueck, who first described the Nabataean city, as well as T. E. Lawrence, who first described the Islamic city when he visited Aqaba some two and a half years before returning with the Sherifan army which liberated the town from the Turks. His conclusion was that the evidence "all pointed to an Arab settlement of some luxury in the early Middle Ages."

The sands which have since obscured these discoveries were swept away from the Islamic city in 1986 and now from the Nabataean city in 1990. These sites found this summer represent the rediscovery of the Nabataean, Roman, and Byzantine periods—along with many more questions for future seasons of work in Aqaba.



*Basil Gomez surveying the Wadi Yitm alluvial fan.*

## WINTER MEMBERS' COURSES

### ANCIENT EGYPTIAN HISTORY, PART II: ARCHAIC PERIOD AND OLD KINGDOM

From the final stages of the Naqada II (Gerzean) period of Predynastic Egyptian culture arose the unified state of the First Dynasty, dated to about 3150 B.C. Its roots lie in the moves toward kingship seen at Qustul-Ballana in Nubia and Hierakonpolis and Naqada in Egypt, as both Egyptian tradition and archaeological evidence indicate. This course will trace the evolution of the Egyptian states from these late predynastic antecedents through to the glories of the Fourth Dynasty when the largest of the pyramids were built, reflecting the absolute centrality of the state. It will continue into the Sixth Dynasty when decentralization culminated in the record long reign (90 or more years) of Pepy II and led to the collapse of the central government of the Old Kingdom. Chronological sources, kinglists, biographical texts, and archaeological evidence will all be studied. Readings will be assigned from books required for the course and handouts from scholarly sources.

Readings will be assigned from these books:

David, Rosalie. *The Pyramid Builders of Ancient Egypt*. London: Routledge, Kegan, Paul. 1986.

Edwards, I.E.S. *The Pyramids of Egypt*, 2nd revised edition. London: Penguin Books. 1988.

Gardiner, Alan H. Sir. *Egypt of the Pharaohs*. Oxford: Oxford University Press. 1961.

Kanawati, Naguib. *Governmental Reforms in Old Kingdom Egypt*. Warminster: Aris and Phillips. 1980.

Lichtheim, Miriam. *Ancient Egyptian Literature, Vol. I: The Old and Middle Kingdoms*. Berkeley: University of California Press, 1975.

Recommended as a reference book:

Strudwick, Nigel. *The Administration of Egypt in the Old Kingdom*. London: Routledge, Kegan, Paul, 1985.

**This course is the second part in a sequence covering ancient Egyptian history from its beginning through the Roman conquest. Enrollment priority will be given to those already participating in the sequence. New students will be admitted as space permits. Please call the Education Office to ascertain if space is available before mailing registration.**

**INSTRUCTOR:** Frank Yurco is a Ph.D. candidate in Egyptology at the Oriental Institute. He has taught numerous courses in Egyptian history and hieroglyphs at the Oriental Institute and the Field Museum of Natural History.

This class will meet at the Oriental Institute on Saturdays, 10-12 noon for eight weeks, beginning January 12 and continuing through March 30, with no classes meeting on February 23, March 2, 9, and 16.

## WINTER MEMBERS' COURSES

### THE IDEA OF THE TROJAN WAR IN HISTORY AND MYTH

This class will use the *Iliad* as a means of focusing on the Trojan War, one of the most fascinating problems of ancient history. Among the topics to be discussed will be the epic's formal 'canonization,' the Anatolian context of the war including the role of the Hittites and the so-called "Ahhiyawa Problem," and the archaeology of Troy itself. The presentation will be multifaceted and attempt to look at the events described in this important piece of literature by means of a variety of educational aids. While initial discussion will center on the *Iliad*, supplemental lectures will be concerned with the latest Mycenaean materials, including those from recently excavated sites along Turkey's west coast. Visual aids will also be used whenever appropriate, including the instructor's own slides, portions of the six-part BBC television series entitled *In Search of the Trojan War*, and Michael Caycoyannis' film *Iphigenia*. Since literary developments related to the Trojan War theme do not end with the epic's formal 'canonization,' some time will be spent examining later speculation about the events of the war and cultural adaptations of the story which occurred long after the original composition. These include excerpts from works such as Euripides' play *The Trojan Women*, Virgil's *Aeneid*, and *The War at Troy* by Quintus of Smyrna and will highlight the importance of the Trojan War in the development of the literary and social consciousness of later antiquity.

The fascination with Troy has continued right up to the present day, inspiring countless books and articles which debate the historicity of both Homer and the war at Troy. Even the excavation of the supposed site of Troy at the mound of Hissarlik in northwest Turkey can be linked to this passion. Thus, the Trojan War continues to captivate all who come in contact with it. In many ways it has taken on a life of its own. It is this vitality, however, which has kept the Trojan War current and makes it a valid theme for discussion.

The required text will be *The Iliad of Homer* by Richmond Lattimore, University of Chicago Press, 1977, and will be supplemented by handouts.

**INSTRUCTOR:** Ronald Gorny, Ph.D., is an Anatolian archaeologist. In addition to excavating and leading study tours in Turkey, Mr. Gorny has taught several Members' courses at the Oriental Institute.

This class will meet at the Oriental Institute on Wednesday evenings from 7-9 p.m. beginning January 23 and continuing through March 6.



### COPTIC EGYPT: FROM THE BEGINNINGS OF CHRISTIANITY TO THE TENTH CENTURY A.D.

Christianity is said to have been brought to Egypt when St. Mark founded the church at Alexandria in the first century A.D. By the beginning of the fourth century, Christianity was the dominant religion of Egypt. This course will focus on the history and culture of the Christian inhabitants of Egypt, the Copts, from the first through tenth centuries A.D. Study of this period, beginning with Egypt under Roman rule, is an often neglected era of Egyptian history. It is a time characterized by great and drastic changes, including the Muslim conquest of 641 A.D. Lectures will cover the political and religious history of Egypt during this period, as well as the art, material culture, language and literature of the time. Special reference will be made to materials in the exhibit "Another Egypt: Coptic Christians in Western Thebes (7th-8th Centuries A.D.)," currently on display at the Oriental Institute; one class session will feature a special tour of the exhibit.

There are no required textbooks for this class. Frequent handouts, including lists of suggestions for further readings, will be distributed in class.

**INSTRUCTOR:** Terry G. Wilfong, is a Ph.D. student in the Department of Near Eastern Languages and Civilizations at The University of Chicago, and was guest Curator for the exhibition "Another Egypt: Coptic Christians in Western Thebes (7th-8th Centuries A.D.)."

This class will meet at the Oriental Institute on Saturdays from 10 a.m. till noon beginning on January 12 and continuing through March 2.

**PLEASE NOTE THE DIFFERENT STARTING DATES, DAYS AND TIMES FOR EACH COURSE.** Tuition is \$65 per course. You must be an Oriental Institute member to take these courses. Those who are not already members should enclose a separate \$30 check for annual membership.

Please register me for the following course:

- Ancient Egyptian History: Part II
- The Idea of the Trojan War
- Coptic Egypt
- I am a member and enclose a \$65 check for tuition.
- I am not a member, but also enclose a SEPARATE check for \$30 to cover a one year Oriental Institute membership.

Name \_\_\_\_\_

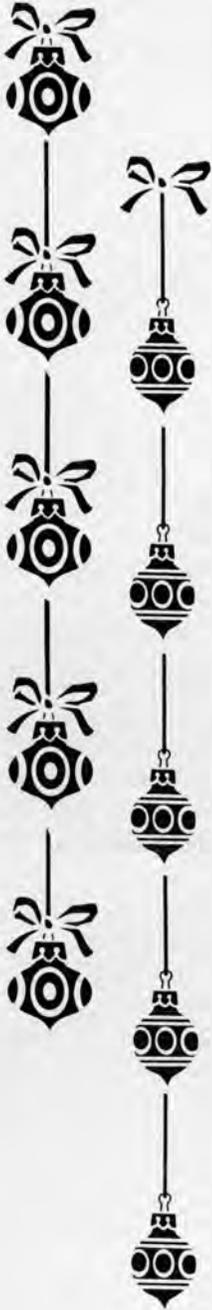
Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Daytime telephone \_\_\_\_\_

Please make checks payable to: THE ORIENTAL INSTITUTE.  
Mail to: Education Office, The Oriental Institute, 1155 East 58th Street, Chicago, Illinois 60637. (312) 702-9507.

## HOLIDAY GIFT IDEAS



### **Suq Holiday Shopping Spree**

This year's Holiday Shopping Spree will take place on December 5th in conjunction with the December members' lecture by Mark Lehner. The *Suq* will be open and light refreshments will be served from 5 to 8 p.m. Additional shopping may be done after the lecture during the time of the reception. On this evening only, members will receive a 15% discount on all of their purchases in the *Suq*.

### **Gifts to the Institute**

Give a gift to yourself or a friend of a contribution to your (their) favorite Oriental Institute project. Gifts may be made to one of the many field, dictionary, or research projects; our library (the Research Archives); the Museum; or the Volunteer or Museum Education programs. We will be happy to send a gift card to the recipient (or enclose your own card for us to forward on). Send check, payable to the Oriental Institute, to the Membership Office, Oriental Institute, 1155 East 58th Street, Chicago, Illinois 60637, along with a notation of which project you wish to support. (312) 702-9513.

### **Gift Memberships**

A holiday gift of an Oriental Institute membership will bring the recipient a year of *News & Notes*, an *Annual Report*, discounts in the *Suq* and access to the many lecture, tour, and educational programs which the Institute offers. On the day you specify, we will send a packet of materials about the Institute, membership card(s), and a card announcing your gift (or enclose your own gift card for us to forward on).

Annual memberships in the Chicago area (zip codes 60000 through 60699) are \$30. Memberships for seniors (over 65), students, and those outside the Chicago area are \$25. All foreign memberships are \$30 (payable in U.S. dollars only). All memberships may be either single or dual. Send check, payable to the Oriental Institute, to the Membership Office, Oriental Institute, 1155 East 58th Street, Chicago, Illinois 60637, along with name(s) and address of recipient(s). (312) 702-9513.

### **History Course on Tapes**

Give a gift of learning with the 10-lecture audiocassette tape course "The Life of the Common Man in Ancient Egypt." Included is a study guide with an outline for each lecture and a short reading list for those who want to do more than just listen.

Lecturer Peter Piccione describes the course: "*In studying ancient Egypt we usually focus upon royalty, political history, religion and the pyramids, while neglecting the lives of the common people. This course will consider the various aspects of society which affected the lives of the common people, focusing on such topics as the structure of Egyptian society; the Egyptian educational system and the opportunities it presented to the lower classes for advancement; Egyptian occupations and industry; medicine in Egypt; the position of women in society including social equality and women's rights; love and marriage; legal aspects of marriage; organization of labor; building techniques; mathematics and astronomy; and the Egyptian legal system with regard to crime and punishment.*"

The cost for this course is \$95 for members.



Please send me

**The Life of the Common Man in Ancient Egypt**  
lecture series on audiocassette tapes.

- I am a member and my check for \$95 is enclosed.
- I am not a member, but enclose a SEPARATE check for \$30 to cover a one year membership.
- Please include gift card when course is sent.
- Gift card enclosed; please send with course.

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Daytime telephone \_\_\_\_\_

Send course to (if gift):

Name(s) \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Please make all checks payable to THE ORIENTAL INSTITUTE.

Mail to: Education Office, Oriental Institute,  
1155 East 58th Street, Chicago, Illinois 60637.  
(312) 702-9507.

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## EVENING HOURS FOR THE MUSEUM, RESEARCH ARCHIVES, AND *SUQ*

The Oriental Institute Museum and Research Archives are now open every Wednesday evening until 8:30 p.m. and the Museum store, the *Suq*, is open until 8:15 p.m. It is hoped that these extended hours will attract a new audience—those who are unable to visit during the day—as well as people in search of an exciting evening pastime.

Groups are encouraged to combine a tour of the Museum with dinner at the Quadrangle Club; arrangements can be made through the Museum Education Office (702-9507).

Come wander the galleries, shop in the *Suq*, enroll in an evening members' class, or browse in the stacks of the Research Archives.

Whatever your choice, we look forward to seeing you and your friends on Wednesday evenings!

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## CHILDREN'S WORKSHOPS

In the months of January and February the Museum Education Office will again be offering the popular Children's Workshops on Saturday mornings. The dates will be January 19 and 26 and February 2 and 9. Topics will be announced in November. Please call the Education Office, 702-9507, for information. Each workshop includes a gallery tour and related craft activity. A fee and pre-registration are required.

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## *SUQ* VOLUNTEERS NEEDED

Volunteers are needed to man the *Suq*, our very busy gift shop, as the Christmas season approaches. Working hours are Tuesday through Saturday, 10 a.m. to 1 p.m. or 1 p.m. to 4 p.m.; Wednesday, 4 to 8:15 p.m.; and Sunday, noon to 4 p.m.. You will meet interesting people and have first crack at our very attractive and constantly changing merchandise. No experience is necessary; we can train you on the job. Call Janet Helman, 702-9507, to arrange a time to come in.

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## NOTE FROM THE EDITOR

This issue of *News & Notes* marks my last as editor. After nine years in the Membership Office, I am leaving the Oriental Institute to join the University's Development Office. I have enjoyed my contact with you all; both those members I have come to know personally, and the many friends with whom I have corresponded over the years.

Gretel Braidwood

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## LECTURE SCHEDULE

Lectures will be presented at 8 p.m. in Breasted Hall at the Oriental Institute. Institute members may make dinner reservations at the Quadrangle Club, 1155 East 57th Street, 702-2550 before members' lectures. They will bill the Oriental Institute and we, in turn, will bill you. Please **PRINT** your **name and address** at the bottom of your dinner check, as well as signing it, so that we may know where to send your bill.

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| November 13, 1990 | David Stronach, University of California at Berkeley, <i>Excavations at Nineveh: New Light on the Fall of Assyria.</i><br><b>Tuesday Lecture</b>  |
| December 5, 1990  | Mark Lehner, The Oriental Institute, <i>In Search of the Pyramid Builders: Excavations at Giza.</i> A joint lecture with the Chicago Society of the A.I.A.  |
| February 6, 1991  | Donald Whitcomb, The Oriental Institute, <i>The Archaeology of Ayla: A Red Sea Port.</i>  |
| February 27, 1991 | Douglas Esse, The Oriental Institute, <i>Village Life in the Third Millennium B.C.: New Excavations at Tell Yaquash, Israel.</i>  |
| March 13, 1991    | Holly Pittman, The University of Pennsylvania, <i>Egypt and Elam in the Fourth Millennium B.C.: A View from the East.</i>   |
| April 10, 1991    | Robert Hohlfelder, University of Colorado, Boulder, <i>Secrets from an Ancient Sea: Three Decades of Underwater Explorations at Caesarea Maritima, Israel.</i> A joint lecture with the Chicago Society of the A.I.A. |
| April 24, 1991    | Karen Wilson, The Oriental Institute, <i>The Oriental Institute Museum Revisited.</i>   |
| May 1, 1991       | Peter Dorman, The Oriental Institute, <i>Chicago House 1990-1991: A Tale of Two Temples.</i>  |
| May 20, 1991      | Annual Oriental Institute Dinner in the Museum  |



## HIEROGLYPHS-BY-MAIL, PART I

The Introductory Hieroglyphs-by-Mail course taught by Frank Yurco will begin February 1, 1991. It will consist of ten lessons. As you complete each lesson and return it to the instructor, he will correct the exercises, answer any questions you might have, and return them to you along with the next lesson. It will take several months to complete the course. In addition to the Introductory Hieroglyphs course, it is necessary to take the Hieroglyphs: Part II course, which deals primarily with the verbal system, before all the grammar has been covered. The Hieroglyphs: Part II course is offered when there are enough interested people who have completed the Introductory course. These courses are adult education courses and no academic credit is given.

The two necessary texts will be Gardiner's *Egyptian Grammar* and Faulkner's *Concise Dictionary of Middle Egyptian*, both of which can be ordered from the *Suq*. Current prices for books are \$69 for Gardiner and \$45 for Faulkner, but prices are subject to change. Please write or call the *Suq* ((312)-702-9509) to confirm prices before ordering.

Tuition is \$80 plus the annual membership fee of \$25 (\$30 in the Chicago area). Please register by January 15, 1991.

### Please enroll me in the Egyptian Hieroglyphs-by-Mail course.

- I am a member and my check for \$80 is enclosed.
- I am not a member, but also enclose a **SEPARATE** check for annual membership in the Oriental Institute.
- I would like to order Gardiner's *Egyptian Grammar* from the *Suq* and enclose a **SEPARATE** check (subtract 10% members' discount, add 8% sales tax and \$3.00 shipping charge).
- I would like to order Faulkner's *Dictionary* from the *Suq* and enclose a **SEPARATE** check (subtract 10% members' discount, add 8% sales tax and \$2.50 shipping charge).

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Please make all checks payable to  
THE ORIENTAL INSTITUTE with **SEPARATE**  
checks for tuition, membership, and *Suq*.

Return to Education Office, Oriental Institute, 1155 East  
58th Street, Chicago, Illinois 60637. (312) 702-9507.

## ORIENTAL INSTITUTE 1991 ARCHAEOLOGICAL TOUR TO EGYPT • February 23 - March 14, 1991

This 20 day trip will provide a fascinating look at the art, history and culture which originated in the Nile Valley over 5,000 years ago. Oriental Institute Egyptologist Robert Ritner, the leader of our three previous sold-out March tours, will lead the tour again this year. Special features are time spent in Alexandria in the little-visited Delta area, and the ever popular five-day Nile cruise on a Sheraton ship. A complete trip itinerary is available from the Membership Office. The cost of the trip from Chicago is:

Land arrangements	\$3300
Round trip air fare from Chicago (APEX)	\$1232
Single supplement, hotels only	\$436
Single supplement, hotels and ship	\$836

plus a \$350 tax-deductible contribution to the Oriental Institute. A \$400 deposit is required at the time of booking.

Arrangements may be made beforehand with the travel agent (Archaeological Tours, Inc) to travel in Europe or the Near East before or after the tour. Archaeological Tours will be glad to help you with these arrangements, but you will be responsible for any additional travel costs or surcharges.

Information on all tours is available from the Membership Office, The Oriental Institute, 1155 East 58th Street, Chicago, Illinois 60637, (312) 702-9513.

### Please enroll me/us in the Institute's 1991 Tour to Egypt: February 23 - March 14, 1991

- Share room (with?) \_\_\_\_\_
- Single room, hotels
- Single room, hotels and cruise
- Send detailed itinerary

Name(s) \_\_\_\_\_

Address \_\_\_\_\_

City/ State/Zip \_\_\_\_\_

Daytime telephone \_\_\_\_\_

Enclosed is \$ \_\_\_\_\_ (\$400 per person) as a deposit  
to hold my/our place(s), payable to: ARCHAEOLOGICAL  
TOURS, INC.

**Mail to:** Membership Office, The Oriental Institute,  
1155 East 58th Street, Chicago, Illinois 60637,  
(312) 702-9513.



## Special Museum Exhibit Continues

### **Another Egypt: Coptic Christians at Thebes (7th - 8th Centuries A.D.)**

October 3, 1990 - June 30, 1991

## PUBLICATIONS

### Forthcoming Publications

*Town and Country in Southeastern Anatolia, Vol. I: Settlement and Land Use at Kurban Höyük and Other Sites in the Lower Karababa Basin.* T. J. Wilkinson. 1990. Oriental Institute Publications 109.

*Town and Country in Southeastern Anatolia, Vol. II: The Stratigraphic Sequence at Kurban Höyük, Two Vols. (Text and Plates).* G. Algaze, ed. 1990. Oriental Institute Publications 110.

Both of the above publications are in press and will be available in the late fall or early winter of 1990. Prices have not yet been set for either of the volumes. Please contact Louis Anthes of the sales office in mid-November for further information. (312) 702-9508. Publications Sales Office, The Oriental Institute, 1155 East 58th Street, Chicago, Illinois 60637.

### Just Published

*Uch Tepe II: Technical Reports.* McG. Gibson, ed. 1990. Hamrin Reports 11. A presentation of analyses on material derived from the excavation of Tell Razuk, one of the mounds at Uch Tepe in the Hamrin Salvage area, with contributions by Ingolf Thuesen, Emil Makovicky, Kaj Heydorn, Richard F. Scholl, Donald H. Campbell, Ruben J. Baer, McGuire Gibson, Joachim Boessneck, and Mogens Trolle Larsen. Pp. 140, including 69 figures, 36 tables, and 5 plates (2 color). \$25.00

The above price does not include shipping/handling and 8% Illinois sales tax. Please contact the Publications Sales Office for exact cost before sending payment.

## FREE SUNDAY MOVIES AT THE ORIENTAL INSTITUTE

All films will be shown at 2 p.m. in Breasted Hall

NOVEMBER	11	Egypt: Gift of the Nile
	18	The Egyptologists
	25	Preserving Egypt's Past
DECEMBER	2	Megiddo: City of Destruction
	9	Iran: Landmarks in the Desert
	16	Turkey: Crossroads of the Ancient World
	23	Myth of the Pharaohs/Ancient Mesopotamia
	30	The Big Dig: Excavations at Gezer
JANUARY	6	Of Time, Tombs, and Treasure
	13	Iraq: Stairway to the Gods

## WINTER WEEKEND

The University of Chicago is initiating a program of winter weekends on campus. The first of these, January 25-27, 1991, is a three day course focussing on the seven decades of work in Egypt by the Oriental Institute. For a detailed brochure on *Egyptology and the Work of the Oriental Institute*, please contact **Winter Weekends**, Robie House, 5757 South Woodlawn Avenue, Chicago, Illinois 60637, (312) 753-2188.

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THE *SUQ* السوق



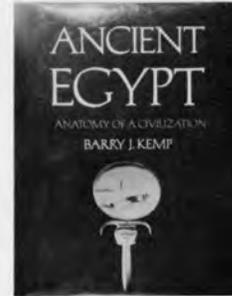
**Cylinder Seal Necklace**

A reproduction of a Neo-Babylonian cylinder seal made of 22kt gold plated pewter, strung on a 32 inch leather cord. The seal depicts a hero grappling with a winged bull and griffin. **\$13.95**



**Winged Scarab Pin**

An Egyptian reproduction made of 22kt gold plate and black enamel, with a black onyx stone in the center. The scarab has a 3 inch wing span. **\$21.00**



***Ancient Egypt***

***Anatomy of a Civilization***

This important book by Barry Kemp is finally back in print, after a very short run first publication in 1989. It covers the early history of Egypt up to 322 B.C. 320 pages, 103 drawings, and 11 photographs. **\$70.00**

Members receive a 10% discount. Please add 8% sales tax. Postage is \$3.00 for the first item and \$.50 for each additional item.



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