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# News & Notes

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 UNIVERSITY OF CHICAGO

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*Issued confidentially to members and friends  
 Not for publication*

## A LETTER FROM CHINA

In the fall of 1981 Zhi Yang, a graduate student from Peking, arrived at the Oriental Institute to take a degree in Assyriology. When she returns to China this coming fall, it will be as Vice-director of the newly formed Institute for the History of Ancient Civilizations at Northeast Normal University in Changchun. Since a program in China for studying the ancient Near East has not existed until now, Zhi Yang and the Director, Professor Zhi-chun Lin face many problems in implementing the new program, a major one being the building up of a teaching and research library collection.

The Oriental Institute is deeply interested and involved in this new undertaking. Three Institute graduate students are currently teaching in Changchun and more have plans to go there to teach also.

The letter below is from Steven Cole, a doctoral student in Assyriology at the Oriental Institute, who arrived in China in August of 1985. He came to Changchun, a 16 hour

train ride northeast of Peking, to find that he had spacious and comfortable living quarters, but that only one classroom had been allocated to those teaching in the Program. The library was a mix of old books and out-of-date publications, but unexpectedly had a few fairly complete runs of useful journals. The faculty and administration were open, friendly and helpful and the students were eager and, many of them, extremely good.

The industrial cities in northeastern China, in Manchuria, are of little interest to tourists. The few who take the train this far north on the state railway, or on the Trans-Siberian Railway, comment on the broad avenues, on the austere block architecture, and on the general dullness of life here. Changchun, our home, and also the home of the Institute for the History of Ancient Civilizations, is a major city of the Northeast, and it is also broad-avenued, austere and dull,



At the celebration of the 36th anniversary of the founding of the People's Republic of China, (from the left) Huan Zhu, Chairman of History Department; Jingsi Zhou, Vice-president of Northeast Normal University; Zhi-chun Lin, Director of I.H.A.C.; Lisa Heidorn; Steven Cole; Dr. Reiner Hannig.



Steven Cole and Lisa Heidorn (fourth and third from right in the back row) with Professor Lin (second from right in the back row) and students of the Assyriology class.

but dull only to those who haven't explored its backstreets, alleys and market areas.

Foreigners are still a curiosity in this city of almost two million. Walking the streets to do shopping turns into a cinema-like event for the Chinese fortunate enough to catch a glimpse of us. It's cinema to us as well—Fellini style! Crowds of thirty pressing and staring Chinese are not capacity audiences for us, even for a simple show like *Foreigners Buying Carrots in the Street Market*. It is amusing to them, however. They have never seen anyone like us before, except perhaps at the government cinema, and that was probably a long time ago. But once one gets accustomed to this pressing and staring, the backstreets, alleys, and markets begin to reveal their hidden life.

We are called *wai guo peng you*, "foreign friends," by many here, and to some we are no more than *wai guo ren*, "foreigners." But to a few we are simply *peng you*, "friends." Speaking Chinese helps immensely, of course. The young woman from whom I buy brandy smiles when she sees me coming—I guess my awkward Chinese amuses her. She doesn't call me *peng you*, because that would mean that I am her boyfriend, and I'm not. But we're friends anyway. She says, "You've returned!," and then asks, "How many today?," and I give my reply according to how far the temperature is below zero: "One (four?, five?) will do today." We then engage in clumsy conversation for a few minutes until I say, "I'm leaving now," and she replies smiling, "Okay." Outside the shop, children skate by on one foot on the ice and snow-covered street; an old piece of wire works fine as an ice skate. Some of them stop and say, "Hello!," then laugh and skate away. Life isn't dull in

Changchun, it's still. The long harsh winter in northeastern China throws a muffler over everything. Even the traffic of donkey carts in the backstreets and trolleys in the avenues is muted because of the cold. And the stillness flows into spring, and summer, and autumn as well. But in the stillness life goes on, and discovering what life is like here makes living in Changchun in China, a rich experience for me. One of my students told me recently that politics interfere too often and too much in his education. He is weary of politics. Another, a friend, wants to move to Shenzhen Special Economic Zone near Hong Kong because there is more opportunity and choice for Chinese in Shenzhen. Then there are the students and friends who love the Party and want to serve the people. They tell me this all of the time, so I suppose they mean it. Many Chinese want more opportunity, more choice, and fewer politics. Many of our students want the opportunity to become scholars of the ancient Near East, but they have had limited exposure to intellectual life beyond the "Middle Kingdom," so they rely on us to build the bridge between our two very different realities. And some bridges have already been built. Ms. Zhi Yang will complete her Ph.D. in Assyriology this year at the Oriental Institute and return to China as Vice-director of the Institute for the History of Ancient Civilizations. Mr. Yu-hong Wu is currently pursuing his studies in the Oriental Institute of Oxford University. And Mr. Yü-shu Gong, one of my students, will leave China in April to study under Professor Borger at Göttingen. These, and others still studying at the Institute for the History of Ancient Civilizations, will be the ones to establish our various disciplines in China. Many of them wait to study in western universities where

our disciplines have a long tradition. But they may never get the opportunity, and it is for these who will never leave that we are here teaching.

Lisa Heidorn and I arrived in China from Chicago in August, 1985, and began teaching in early September. Lisa's intensive course in Egyptian archaeology was by far the most popular course offered in fall semester. When she left China for Egypt in December for archaeological work at Luxor with Jan Johnson and Don Whitcomb, and then Amarna with Barry Kemp of Cambridge University, the students and the Institute lost a very popular and capable teacher. Fortunately for us all however, Lisa will be returning to China in late April to resume her position. Karen Bradley, a doctoral student at the Oriental Institute in Syro-Palestinian archaeology, arrived in Changchun in October. Her knowledge of Syria, Jordan and Palestine is extensive and her classes are well prepared and presented; her course in Hebrew is attended by over thirty students. Dr. Reiner Hannig, from Göttingen, is in the second year of a three-year contract to teach Egyptology, and is also a very capable teacher. I have been teaching Akkadian and Mesopotamian history. Our students are bright. They come from Shanghai, Wuhan, Chungking, Chengdu, Peking, the Northeast, and Inner Mongolia. Most of them are the best students of the history departments from which they were chosen, and they know that they are participating in a unique (in China) educational experience. With our help they will become the first generation of Chinese teachers and scholars of the ancient Near East. To this end we, and they, will continue in our efforts.

Steven W. Cole

## THE VOLUNTEER AND MUSEUM EDUCATION PROGRAMS

1986 marks the 20th anniversary of the volunteer program at the Oriental Institute and the 6th anniversary of the museum education program. Therefore it is extremely fitting that the annual Oriental Institute dinner on May 12th is being held in honor of both of these programs, which are sometimes hard to separate from one another since they are so closely allied, not only in physical office space but in function and effect.

When one thinks of the volunteer program, the first thing which comes to mind is the corps of docents—museum guides—who lead tours through the museum galleries. Indeed, when in 1965 Institute Director Robert Adams asked for Carolyn Livingood's help, it was to organize a guide program. Today there is a body of regular docents who give three to four hours a week as tour guides and they are backed up by a group of docents who, having retired from a regular schedule of guiding, are still available to fill in when needed. Two of the latter group were trained in the original 1966 docent training course!

The other most visible aspect of the volunteer program is the group of dedicated *Suq* docents who man the Institute's museum shop and have the patience and good humor to help a child pick out a postcard to take home from his visit to the museum, even with someone waiting in line behind him to buy an expensive Turkish rug.

Behind the scenes, volunteers work at mending pots, editing manuscripts, doing photography and running special events. One hardy soul has even learned the technique for assaying for blood on ancient tools. Docents volunteer in the museum registrar's office, the conservation laboratory, the *Suq* office and stockroom, the museum archives and the membership office. A few volunteers assist faculty members on a regular basis, working on projects which are sometimes of many years' duration.

The volunteers, who are all Institute members, have their own monthly newsletter, *Docent Digest*, and also meet monthly in the galleries for a "Docent Day" program designed to broaden their knowledge of the history or culture of the ancient Near East, or of some of the objects on display or of a special museum exhibit, so that they can better help the general public understand what it sees in the museum and the background of these items.



*Sketch of Osiris by Yvonne Sutherland, 17, a participant in the 1985, I.A.C. funded, sketching program for teenagers. This drawing was used for the cover of the invitation of the May 12th dinner.*



When Carolyn Livingood took charge of the volunteer program twenty years ago, she developed an extensive, in-depth training course for the volunteers. This nine week course consists of lectures given by Institute faculty and staff, a series of films on the history, art and archaeology of the ancient Near East, and guided study tours through the museum galleries.

After her retirement as chairman of the volunteers (though not as a volunteer) in 1974, Carolyn Livingood was succeeded by Jill Maher who relinquished her chair to Peggy Grant in 1978, followed, in turn, by the current chairman, Janet Helman, in 1984.

It was from the docent program itself that the effort came to begin a professional museum education program. Peggy Grant, the chairman of volunteers at the time, found the start-up funds and wrote the initial grant proposal necessary to bring Joan Barghusen to the Institute as the full-time education coordinator six years ago.

One of her first tasks was to develop kits for teachers who were bringing their students to the museum on field trips. Since, at best, ancient history is touched upon only lightly in the training of elementary and secondary school teachers, these kits, one aimed at the upper elementary grades and the other at high school students, give teachers the necessary background information and materials to prepare their classes for a visit to the museum. The kits provide maps, photographs, bibliography and essays, as well as gallery study sheets for students to use individually at the museum, and suggestions for classroom projects.

From teacher's kits it was a natural progression to teacher's workshops, both on the museum and its collections in general, and on specific special exhibits temporarily on display in the museum. Finally in the summer of 1984, with the help of a grant from the Illinois Humanities Council, Barghusen launched an ambitious three week summer institute for secondary school teachers entitled "Before the Greeks: Origins of Civilization in the Ancient Near East." Twenty six teachers participated in this in-depth series of lectures and study tours in the galleries. The institute was so successful that Barghusen was funded by the I.H.C. to repeat the program in the summer of 1986.

Programs for children include various workshops where children study objects in the museum and then create their own replicas, or learn to write their names in hieroglyphs, or model and "carve" cylinder seals. There is also a sketching program for teenagers, funded by the Illinois Arts Council and taught by a professional artist.

The Illinois Arts Council has also funded the new Featured Object Program, enabling the education office to produce a 4-page brochure on an object from the museum's collection which has been chosen for "featuring" for a period of several months. The brochure is made available, free of charge, to the public.

In 1983 the education office took over the planning and running of the Members' Courses. Two or three courses are offered on eight consecutive Saturday mornings, four times a year, ranging over the history, culture and archaeology of the ancient Near East. Finally, the education office chooses and coordinates the public Sunday afternoon screenings of free films about the ancient Near East, another program supported by the I.A.C.

Almost all of the education office's programs are run with the assistance of the volunteers who aid Barghusen in the

various workshops and in the gallery study and organizational parts of the summer institute.

The connections between the volunteer and education programs are, therefore, very close. Janet Helman and Joan Barghusen share the same tiny office on the second floor of the Institute and, for those interested in finding out more about the education programs or how to become a volunteer, you'll find them both at the same telephone number, 962-9507. If you attend the dinner on May 12th honoring their programs, you'll find both of them, along with most of the volunteers, making sure that everyone enjoys not only the dinner, but the special program they have planned afterwards.

GRETEL BRAIDWOOD

## MAY LECTURE

Karen Wilson, of New York University, will present an illustrated lecture, *Eight Seasons of Excavations at Mendes: Capital City of the 16th Lower Egyptian Nome*, on May 21, 1986 at 8 p.m. in Breasted Hall.

Institute members may make dinner reservations at the Quadrangle Club, 1155 East 57th Street, 753-3696 before membership 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 know where to send your bill.

## FREE SUNDAY MOVIES AT THE ORIENTAL INSTITUTE

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

|           |  |
|-----------|--|
| MAY 11    | Rivers of Time                           |
| MAY 18    | The Egyptologists                        |
| MAY 25    | Iran: Landmarks in the Desert            |
| JUNE 1    | Of Time, Tombs and Treasure              |
| JUNE 8    | Turkey: Crossroads of the Ancient World  |
| JUNE 15   | Iraq: Stairway to the Gods               |
| JUNE 22   | Egypt: Gift of the Nile                  |
| JUNE 29   | Megiddo: City of Destruction             |
| JULY 6    | Preserving Egypt's Past                  |
| JULY 13   | Myth of the Pharaohs/Ancient Mesopotamia |
| JULY 20   | The Big Dig                              |
| JULY 27   | Egypt's Pyramids: Houses of Eternity     |
| AUGUST 3  | Rivers of Time                           |
| AUGUST 10 | The Egyptologists                        |
| AUGUST 17 | Iran: Landmarks in the Desert            |
| AUGUST 24 | Of Time, Tombs and Treasure              |
| AUGUST 31 | Turkey: Crossroads of the Ancient World  |

## SUMMER MEMBERS' COURSES

### History Begins on the Nile

The oldest documents of specific human political organization and action have come from Egypt about the time her culture emerged as the preeminent monumental civilization of the ancient world about 3100 B. C. Although a few documents of that remote age, such as the Narmer Palette and the Scorpion Macehead have been known for over 75 years, it was not until very recently that new finds have made it possible to trace Egypt's pharaonic culture long before.

The course will begin by outlining the major features of pharaonic documents, art, and architecture in the First Dynasty, especially at Abydos and Saqqara. It will travel to more remote times in stages, using the newly discovered or identified documents and archaeological finds in Egypt and Nubia. The first stage will be the age usually associated with the completion of the Egyptian state, the era of Scorpion and Narmer. Before this was a phase not well known in pharaonic culture, one most clearly represented in a cemetery at Qustul, Nubia. Contemporary documents and documents from this cemetery, some not yet published, can be used to identify pharaonic themes in still earlier periods once considered entirely prehistoric. The early appearance of these themes in turn suggests a new pattern for the emergence of antiquity's most dramatic culture.

**INSTRUCTOR:** Bruce Williams, Ph.D. is a Research Associate at the Oriental Institute. Bruce is presently working on the materials and records from the Oriental Institute's Nubian Expedition in the 1960s. He has taught previous courses in the history and culture of ancient Nubia and Sudan for the Members Course program and is the author of numerous scholarly articles and reviews.

### Ancient Egyptian Ethics and Law, Part Two: The New Kingdom and Late Period

Most of the evidence of law and law codes in Ancient Egypt stems from the New Kingdom (ca. 1570-1080 B.C.). This includes legal cases of various types, criminal cases, legal proceedings in both types, and extensive documentation concerning the breakdown and collapse of law, order, and society in the late XXth Dynasty. A theocratic state replaced the XXth Dynasty and its texts show that ultimate legal authority rested with the gods.

A number of literary texts from this period shed additional light on legal practice, with mythological dealings amongst the gods regulated by courts and legal proceedings. Moreover, other literary texts show that the whole of Egyptian ethics and law was grounded in religion; the ultimate judicial proceeding being the judgment of the deceased before the great court with Osiris himself presiding. Winning this trial meant admission to eternal life, losing it meant eternal damnation.

In this eight week course, there will be a rapid overview of the earlier evidence from the Old and Middle Kingdoms, followed by a thorough examination of the New Kingdom documents. Special focus will be placed on the literary and mythological texts with legal overtones, followed by study

and analysis of individual cases of both civil and criminal nature. Several royal decrees of a legal nature will also be studied, as well as a case involving attempted assassination of a king.

It is not necessary to have taken Part I to enroll in this course.

**Books:** Required for reading and background\*

1. Lichtheim, Miriam. *Ancient Egyptian Literature*. Vols. II and III. University of California Press, 1976, 1980 (paperback)
2. Harris, J.R. *The Legacy of Egypt*, 2nd ed. Oxford, 1971. specifically chapter 11, "The Concept of Law in Ancient Egypt" by Aristide Théodoridès.

Supplementary books (recommended):

1. James, T.G.H. *Pharaoh's People*, University of Chicago Press, 1984
2. William Kelly Simpson, ed. *The Literature of Ancient Egypt*. Yale University Press, 1973.

Readings will be supplemented with copies of scholarly articles.

\*Readings in above books are short and can be duplicated in archives except for the Lichtheim volumes, which you will find it more convenient to purchase.



"As for the judge who ought to be punished, he is a pattern for the wrongdoer."

**INSTRUCTOR:** Frank Yurco is a Ph.D. Candidate in Egyptology at the Oriental Institute. He is the popular teacher of numerous courses in Egyptian history and hieroglyphs at the Oriental Institute and the Field Museum.

Classes will meet from 10-12 noon on Saturdays from June 21 through August 16 except for July 5. Tuition is \$60 plus \$25 annual membership in Oriental Institute.

Please register me for the course

- History Begins on the Nile
- Ancient Egyptian Ethics and Law, II
- I am a member and enclose a check for \$60
- I am not a member but enclose a SEPARATE check for \$25 to cover a one year Oriental Institute membership.

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Address \_\_\_\_\_

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

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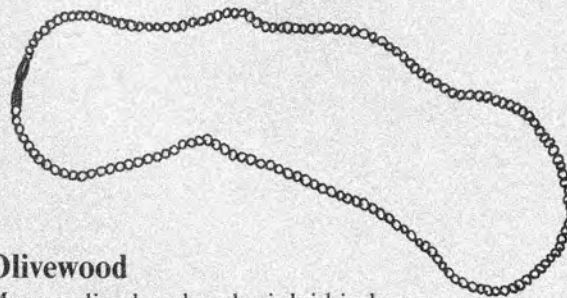
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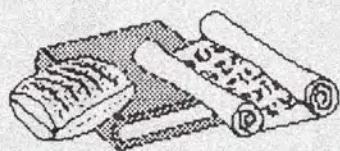


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| Key Rings handmade, inlaid in brass   |       |
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## New Books

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|---|-------|
| Bartlett, <i>Jericho</i>  | 6.95  |
| Elwell-Sutton, <i>Elementary Persian Grammar</i>                                  | 22.95 |
| James, <i>Egyptian Painting</i>   | 7.95  |
| Lesko, <i>Ancient Egyptian Book of Two Ways</i>                                   | 25.00 |
| Sandars, <i>The Sea Peoples</i> (Paperback)                                       | 10.95 |
| Smith, <i>Ancient Egypt as represented in the<br/>Museum of Fine Arts, Boston</i> | 7.95  |
| Weiss, <i>Ebla to Damascus-Art and Archaeology<br/>of Ancient Syria</i>           | 27.50 |



## Postage:

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| Jewelry              | 1.75 |
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