

Education Department

Annual Report 1993-94

Victoria and Albert Museum

EDUCATION DEPARTMENT ANNUAL REPORT 1993-94

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1. SUMMARY

- 1.1 This is the third annual report of the Education Department describing progress towards achievement of the new Education Strategy.
- 1.2 Teaching programmes, publishing and other services expanded rapidly in 1993-94. The Museum's commitment to recruitment of a Head of Adult and Community Education and to the development of a computerized booking, mailing and management of information system should ensure further improvement to the Museum's service in 1994-95.
- 1.3 The Education Strategy moved closer to the achievement of four of its five goals - expansion of services for colleges and industry, the development of a new schools service, the establishment of strong informal and community education programmes, and the enrichment of exhibitions and galleries as visitor-learning environments. The other main goal - the development of a new Education Centre and other educational facilities - was postponed because of the V&A's decision to participate in the Albertopolis scheme, which if successful will include educational facilities.
- 1.4 In terms of financial performance, the year was one of outstanding success, as the steps taken from 1992-93 onwards to promote the programme and mitigate the effects of the recession took effect. Generated income rose from £117,000 in 1992-93 to £222,000 in 1993-94. This income funded the V&A's schools services and publications, and other non-income-generating educational programmes for college, adult and community groups. In addition the Education Department was able to make a net contribution (salaries and central services apart) of £39,000 to the V&A's budget (correct as at April 1994).
- 1.5 The Education Department provided support to a wide range of new gallery and exhibition projects, including the Glass Gallery and the Gates of Mystery exhibition. It also provided a booking and management service to other departments and outside organizations using the Lecture Theatre, Seminar Room and Studio (which together represent 50% of total use of the space). Audio-visual services for exhibitions, galleries and museum events as well as a new loop system for the hard of hearing in the Lecture Theatre were made available. The Department actively contributed to the training of staff and volunteers.
- 1.6 Changes in personnel and the enforced use of temporary staff disrupted the work of the Higher Education Section. That it managed to continue to run its programme almost without interruption, and contribute to the increased income of the Department, was a significant achievement.

- 1.7 The Schools Section, together with other staff and freelancers, provided 147 teaching sessions for schools. An outstanding pack for teachers on the T. T. Tsui Gallery of Chinese Art was published, as well as booklets on the European Ornament Gallery, the 20th Century Gallery and on using the Islamic collections to teach maths. A leaflet for GCSE and A-Level pupils on using the V&A for coursework was also published. The first programme of in-service training (INSET) courses for teachers was a notable success.
- 1.8 The Adult and Community Education Section offered 268 gallery talks to 4,664 visitors, and the volunteer guides gave introductory tours to approximately 32,345 visitors. The Chinese Summer and New Year programmes were very popular and successful - a particular achievement since the member of staff who organized them joined the Museum only in April 1993. The Nehru Gallery National Textile Project spread to women's groups abroad, and was displayed at the V&A and in seven other locations in the UK. Shireen Akbar's contribution to its development was recognized by her selection as a finalist for a National Art Collections Fund (NACF) award in 1993. Services for families included a programme of events in conjunction with the Beatrix Potter exhibition in the autumn and the '150th Anniversary of the Christmas Card' display at Christmas. Three new trails for families were published - on the Nehru Gallery 'and to accompany these two exhibitions. The Department continued to develop new services for visitors with disabilities, especially those with sensory impairments and learning difficulties, and participated in the RNIB's EEC-funded 'European Capitals Through Touch' project.
- 1.9 Educational group bookings by the Operations Section increased by 19% on the total for the previous year to 1,744 groups (55,492 people), the peak period for visits being the autumn term. Because a significant number of groups (particularly colleges) still arrive at the Museum unbooked, the true figure for visiting educational groups is undoubtedly much higher. The most popular galleries were Dress (351 groups despite closure in January 1994), the 20th Century Gallery (239 groups), the Nehru Gallery (200 groups) and the Tsui Gallery (171 groups.) The most popular exhibitions were Gates of Mystery (100 groups), Fabergé (97 groups) and Beatrix Potter (56 groups). The 150,000 slides in the Education Department's collection were finally assessed, coded and hung in wallets - a major achievement requiring 5000 slide wallets and 12 cabinets. The Department's Library was also expanded and reorganized. Video archive recordings were made of the Chinese Summer and other events. A research project by the University of Surrey on behalf of the Department provided valuable information on current adult course attenders.
- 1.10 In September 1993, the Secretary of State at the DNH announced that he was inviting the Head of

Education to co-ordinate and write a National Report on Museum Education, to be published in 1996. The Department also contributed to the work of the Museums Association, the Museums Training Institute, the Group for Education in Museums, the National Association for Gallery Education, the Museums and Galleries Disability Association, the Association of Art Historians, the Costume Society, the BBC Education Service, the National Curriculum Council, the Institution of Engineering Designers and many other outside organizations.

- 1.11 Staff of the Department gave lectures and presentations at a variety of conferences and events, including the ICOM CECA (Committee for Education and Cultural Action) conference in India in November 1993. Liz Chell, Head of Operations Section completed an MBA, and Sophia Powell, Administrative Officer in the Operations Section, was awarded an MA in Museum and Gallery Management.

- 1.12 The move of practical art activities from the Mural Room to two small rooms in the Henry Cole Wing disrupted the practical art programme, and work on development of a new permanent Education Centre halted in the autumn of 1993, probably for several years.

2. INTRODUCTION

- 2.1 1992-93 was the year in which the Education Department began to implement the new Education Strategy approved by Trustees; 1993-94 saw the rapid expansion of teaching programmes, publications and other services that were the first fruits of the policy change. For the first time in some years, the Department could once again claim to provide at least a basic service (and often more) to all main groups of museum visitors, from families and schools to minority communities and adults seeking new educational opportunities. It is beyond doubt that a corner was turned during the year.
- 2.2 Much still remained to be done, but by the March 1994 Education was able to stand alongside other Museum departments as an efficient part of the institution providing a comprehensive service and making its full contribution to the V&A's development. That this was so was largely due to the commitment and hard work of its staff. They had been through a difficult period, in which policies, programmes and staff structure had changed, but maintained and extended the range and quality of the service they provided to the public. This was a major achievement given the extent of these changes.
- 2.3 It is unfortunate therefore that, in a year when income earned by the Department rose by 90% and nearly 20% more groups booked to visit the Museum compared with the previous year, the prospects that the Department would get permanent new teaching facilities were put back to the late 1990s. The Museum is optimistic that temporary arrangements can be made to provide educational users with reception, cloakroom and lunchroom facilities, teaching rooms and a resource centre; also that it can provide Education Department staff with adequate working space. This will be essential if the momentum to develop improved education services for the public is to be maintained.
- 2.4 The Museum's commitment to fund and recruit a Head of Adult and Community Education, and to proceed with computerization of a system to handle the Department's booking, mailing and management of information (decisions taken in 1993 to be implemented in the financial year 1994-95), will give a new impetus to on-site provision for informal visitors, outreach work and community education and should ensure that these and other services are delivered more quickly and with greater efficiency.

3. IMPLEMENTATION OF THE EDUCATION STRATEGY

3.1 **The Education Strategy.** At meetings in September and November 1990 and January 1991, the Board of Trustees considered and approved a new strategy for education, which aimed to encourage wider study and practice of art, craft and design. This significant decision marked the beginning of a new phase of development for education at the V&A.

3.2 **Rationale of the Education Strategy.** The rationale for the Education Strategy since 1990 has been that:

- **Education is a museum-wide activity.** The Education Department's role is to provide specialist advice and co-ordination, as well as its own services.
- **The whole Museum benefits from having a strong education service,** through dissemination of scholarship, media coverage, encouragement to sponsors to give money to V&A projects, broadening of staff experience, enhanced reputation with DNH, and the development of new audiences.
- **Museum and gallery learning is unique, based on visual- and object-based learning,** adds a valuable dimension to formal school and college education and provides informal learning opportunities for families, adults and community groups.
- **Services are to be based on high-quality , innovative teaching programmes,** relating subject discipline to learning issues, making links between collections, and supporting the practice of art and design as well as study and appreciation. This is the foundation of the Education Department's work.
- **Services should influence the rest of the national educational system** through such means as training courses, publications, conferences and policy documents.
- **Services should be based on research and evaluation** through structural investigation of and reflection on the V&A 's teaching programmes in galleries and in teaching rooms.

3.3 The Strategy is designed as a set of inter-related programmes which, taken together, address all important aspects of the education process within the V&A. The Museum has given priority to five educational projects during the period 1990-95. These are:

- The expansion of formal education and vocational training services for colleges and industry.
- The creation of a new schools service.
- The establishment of strong informal and community education services.
- The enrichment of exhibitions and galleries as visitor-learning environments and the development of new participatory exhibitions on design-

- The development of a new Education Centre and other educational facilities. In order to implement these projects, the Department will improve the effectiveness of its management systems. The Strategy also requires the V&A to restructure the Education Department to ensure that its staff have the right blend of skills and specialisms.

3.4 In order to implement these projects the Museum will enhance public access to the collections, increase public participation in Museum activities, develop the theory and practice of learning in museums and attract new partnerships with industry , educational institutions and other museums. Progress on planning and staff restructuring are described in the section below.

3.5 **Progress in Implementing the Strategy.** The Department again took significant steps towards achievement of the five main goals, which are described in further detail in this report: Sections 6, 7 and 8 outline the work of the Higher Education Section, the Schools Section and the Adult and Community Education Section. Contributions to exhibitions and gallery projects are described in Section 5, as well as Sections 6, 7 and 8.

3.6 Only in one area - the development of a new Education Centre and other educational facilities - has the Department failed to make progress. The great uncertainty over the future of the Education Centre, work on which was halted in autumn 1993 within months of the start of work on final designs and construction, and the loss of the Mural Room, which is being converted into seminar and other facilities for use by the RCA/V&A MA courses, meant that the Department and the Museum were in March 1994 further back than they had been in March 1993 in developing the new facilities so essential to the future of the Museum's educational work.

4. REVIEW OF THE EDUCATION BUDGET, 1993-94

- 4.1 In recent years the Education Department has developed a new funding framework for provision of education services for the public. The key features of this framework are:
- Provision of **grant-in-aid** to fund permanent staff posts and essential support services (including computers, stationery and other central museum services)-
 - Generation of **earned income** from selected profitable educational activities to fund non-profit services including school, college and community education programmes.
 - Commitment of **sponsorship and grants from foundations** to fund special projects such as the Hamlyn South Asian Arts Education Initiative and the T. T. Tsui Chinese Arts Education Programme.
- 4.2 Within this financial framework the Education Department continues to generate its own resources and to reach audiences not previously served by the Department. In the financial year 1993-94, the Department started the year with a net budget of £15,000 (salaries and central services excluded), which meant that almost all direct expenditure on events, publications and other education services had to be matched by generated income, sponsorship or grants.
- 4.3 In contrast to the difficulties experienced in 1992-93 due to the recession, the Department had an extremely positive year in 1993-94. Instead of calling upon its net budget of £15,000 from the Museum, it was able to provide the Museum with a net profit of £39,000. It is the first time that the Education Department has made such a large contribution to Museum income, as generated income rose by 90% compared to 1992-93 (figures are correct as at April 1994 but will be subject to auditing). With the further rapid expansion of services, it is unlikely that the Department will contribute in this way again next year, although it is confident of achieving its targets for earned income again in the financial year 1994-95.
- 4.4 Staffing levels of the Department increased with the appointment of Alice Wong as Chinese Arts Education Officer. This was also the first full year of work in the Department of the Head of Higher Education and the Slide Librarian. Net staffing costs increased therefore from £326,000 in 1992-93 to £388,000 in 1993-94.
- 4.5 The Education Department, with the support of other departments, obtained sponsorship and grants from outside bodies. The following projects were supported by sponsorship this year:

- **South Asian Arts Education Initiative**
£30,000 from the Paul Hamlyn Foundation
- **Tsui Chinese Arts Education Programme**
£28,000 from Mr T. T. Tsui.
- **Christmas Programme**
£2,750 from the Greeting Card and Calendar Association and the Post Office.

5. SERVICES TO THE MUSEUM

5.1 The Education Department provides a range of central services to other Museum departments. These include support for exhibition and gallery projects, the operation of the Lecture Theatre, Seminar Room and Studio, and the provision of audio-visual services. Like the services the Education Department receives from other V&A Departments, these are not cross-charged.

5.2 **Support for New Galleries and Exhibitions.** New gallery and exhibition projects are a high priority for the V&A, and the Education Department contributes to all major gallery and exhibition programmes. Support ranges from involvement in design of galleries to the development of education programmes described elsewhere in this report. In 1993-94, the Department made a contribution to the following galleries and exhibition projects:

- Glass Gallery (opened April 1994)
- Ironwork Gallery (to open July 1994)
- Raphael Cartoon Court (to open 1995)
- Gates of Mystery Exhibition
- Fabergé Exhibition
- John Channon Exhibition
- Pugin Exhibition
- Streetstyle Exhibition

5.3 **Booking and Management of the Lecture Theatre, Seminar Room and Practical Art Studio.**

There has been a marked increase in the use of these facilities. Bookings have risen from 690 in 1992-93 to 931 in 1993-94. A total of 50.4% of bookings were made by the Education Department, with the Collections Departments (14.35%) and Special Events (9.6%) the next most frequent users (see Annexes 5a, 5b and 5c). Bookings administered by the Special Events Department and external bookings administered by the Education Department continue to represent a significant source of income for the Museum. The number of bookings for group slide lectures in the Lecture Theatre and Seminar Room have significantly increased due to the popularity of major temporary exhibitions such as Gates of Mystery and Fabergé.

5.4. **Audio-visual Services.** The audio-visual section has continued to provide assistance to all sectors of the Museum including technical support in the Lecture Theatre and Seminar Room, supplying and operating equipment around the Museum, and equipment loan. In addition to supporting the Education Department's own courses and activities, this year staff provided service, advice and

assistance in the lecture rooms on 30 occasions and the public address system on 17 occasions. They also made 78 loans of equipment and provided regular technical assistance for 'Late View' and Special Events bookings.

Video and audio tapes were prepared and supplied for exhibitions and display purposes in Gates of Mystery, Beatrix Potter and the 20th Century Gallery. Educational activities such as the Chinese arts education programme, were also recorded and documented on both video and audio.

A new loop system for the hard of hearing and an improved public address system was installed in the Lecture Theatre, and video equipment was specified and installed for the Textile and Dress Study Collection, sponsored by Pierre Cardin.

- 5.5 **Staff Training.** The Education Department continues to assist with staff and volunteer training. Sessions included education in the Museum and disability awareness. A group of volunteers has been trained to escort disabled visitors around the Museum and this new service is now up and running. The V&A Guides have assisted the Development and Marketing offices and the Friends of the V&A by showing visitors and new Friends around the collections.

6. HIGHER EDUCATION SERVICES

- 6.1 1993-94 saw the further development and consolidation of the Higher Education Section. The long-established adult education programme had a mixed year while the drawing and practical courses were particularly overshadowed by the closure of the Mural Room. Some new initiatives were begun, although the results of most of these will not become visible until 1994-95. Income from these courses held up well during the year and achieved its target.
- 6.2 Staff changes were a notable feature of the year. It was the first full year for the new Head of Section, Elizabeth McKellar, who started in February 1993. The job-sharing arrangement between Kathy McLauchlan and Angela Cox came to an end in the New Year and Rebecca McGinnis started as the new Assistant Education Officer in March 1994. Margaret Knight left her post as Courses Organizer in January 1994. Changes in personnel and the use of temporary staff have inevitably affected the output of the Section.
- 6.3 The major successes of the year were in the area of the long courses. A new Year Course on 'The Arts of Late Medieval and Early Renaissance Europe: 1250-1500' was full all year and proved most popular; a trip to Florence in early March was particularly appreciated by the students. The Year Course 'Modern Art: The Visual Arts in the 19th and 20th Centuries' continues to develop and the Summer Course was outstandingly successful in 1993. Over 100 people spent August following an intensive programme of lectures and gallery talks. A new year-long evening course 'The Nineteenth Century Rediscovered' began in the autumn. This, too, proved extremely popular with students, although the organizational difficulties of working in the Museum at night proved a problem.
- 6.4 The short courses and study days proved less successful this year on the whole than in the past. Some continued to do well, such as 'Fin de Siecle', 'Images of the City' and the sell-out 'Creative Knitting'. Attendance at others was disappointing and there will be a re-appraisal of the approach in this area in the coming year.
- 6.5 An ambitious education programme run in connection with the Gates of Mystery exhibition received overwhelming interest. Talks were given in the exhibition, a Russian choir sang liturgical music and a study day took place. The highlight was perhaps the lecture accompanied by music given by the composer John Tavener, which took place in the Lecture Theatre. A study day was also held in March in connection with the Fabergé exhibition.
- 6.6 Collaborative ventures run in association with outside organizations continued to provide interesting

programmes. The third course sponsored by Eskenazi, on Shibata Zeshin, took place in the autumn. A series of evening lectures arranged jointly with the Twentieth Century Society were held on the theme of 'Artists and Architecture'. Several courses were run for NADFAS and the Open University.

- 6.7 The drawing courses continued to offer a lively and varied programme ranging from felt- making to life drawing and Chinese calligraphy to textile design. Attendance on courses held up very well for the most part, although some were affected by the recession. Uncertainty over the future of the Mural Room was a major problem for half of the year and in January this facility was closed. A new studio was provided in the Henry Cole Wing.
- 6.8 Activities for higher education will necessarily take some time to develop. However, a start was made with students from Plymouth College of Art and Design and the Royal College of Art running design schemes based on project work carried out in the Museum. HA students from Camberwell College of Art were given an introduction to the Museum and its resources. The University of the West of England again carried out its annual visit to the Ceramics Collection in January.

7. SERVICES FOR SCHOOLS

- 7.1 The Schools Section concentrates its efforts on helping teachers to make independent use of the Museum with their classes. Each year it selects target collections to work with, offering focused teaching programmes to develop the educational strengths of the collections and then disseminates the results through publication and in-service training (INSET).
- 7.2 The Section has been running a teaching and publishing programme based on the most-used collections, for teachers who are already coming to the Museum. In 1993-94 staff of the Section (Gail Durbin, Colin Mulberg and Carole Mahoney) developed ideas for the use of the 20th Century Gallery, the Textile Collection and (with Shireen Akbar) the Nehru Gallery which will be used in books for teachers to be published in the next financial year. During the year the Section, together with freelance staff and Shireen Akbar, provided 147 teaching sessions for schools on the Print Room (2), the 20th Century Gallery (61), Textiles (48), Dress (3) and the Nehru Gallery (33).
- 7.3. The Section's staff completed books for teachers on the Dress Collection (Morna Hinton), the Prints, Drawings and Paintings Collection (Colin Mulberg) and the Victorian collections (Gail Durbin) based on work done in the previous year. These are due for publication shortly.
- 7.4 This year the Section produced, in collaboration with Verity Wilson of the Far Eastern Collection, a major publication for teachers - a pack based on the Tsui Gallery of Chinese Art sponsored by T. T. Tsui. A launch held in September 1993 attracted 500 bookings. In addition three information booklets for teachers and a leaflet for GCSE and A-level pupils were published and are listed at the end of this report (see Annex 6).
- 7.5 During the year the Section offered its first programme of INSET courses for teachers. The series of 15 courses covered many aspects of the collections and teaching techniques. In all, 14 teachers' courses took place, attended by 820 teachers and museum educators. They were so successful that the Section plans to extend the programme in 1994-95. A particularly fruitful part of the programme was the 'Whole School Professional Development Days', in which the whole staff of a primary school attend an individually planned course. Five of these courses were given for a total of 80 teachers.
- 7.6 The Section hosted the annual primary conference of the Historical Association in April 1993 of which Gail Durbin was conference director. During the conference 170 teachers attended a series of 30 workshops (many run by V&A education staff) on Key Stage 1 and 2 museum history

teaching and a publishers' display of books was held in the Seminar Room.

7.7 Sessions for postgraduate students of museum studies were given for the Institute of Education (2), City University, Essex University, the University of East Anglia and Strawberry Hill College.

7.8 Colin Mulberg has acted as a mentor and has contributed to the warders' NEBSM Certificate in Supervisory Management. He and Morna Hinton have contributed to the gallery talks programme.

8. ADULT AND COMMUNITY EDUCATION SERVICES

- 8.1 The Executive Council decided to approve the appointment of the post of Head of Adult and Community Education in December 1993, but as it was not possible to fill the post before the end of the financial year, the Head of Education once more acted as Head of Section.
- 8.2 **Free Introductory Tours.** In 1993-94 the tours were attended by approximately 32,345 visitors, an increase on the previous year. The V&A Guides, a dedicated team of 52 volunteers, offered six tours every day - approximately 2000 tours a year. Of these, four were introductory tours, showing visitors objects that demonstrate the breadth of the collections, and two were tours of particular areas of the museum: the Eastern collections, the Henry Cole Wing or particular periods in European art and design.
- 8.3 **Free Daily Gallery Talks.** In 1993-94 approximately 4,664 visitors attended 268 talks, an increased audience. A further 147 gallery talks were booked by groups. The talks were given by curators, conservators and specialist lecturers. The subjects ranged over all Collections and the work of the Conservation Department. They included series on Korean art, Elizabethan art, and the material in the National Art Library and Print Room, so that these holdings were made generally accessible. Lectures were given in French, Italian, Polish and Spanish. Signed talks for those with impaired hearing and tours involving touch for visually impaired visitors were also offered.
- 8.4 **Services for Visitors with Disabilities.** The Department continued its policy of making the collections accessible to visitors with disabilities, especially those with sensory impairments and learning difficulties. The signed talks arranged as part of the gallery talks programme, were particularly well attended by art students with hearing impairments. During the year the Education Department worked with projects for people who have had long periods of mental illness, which involved students in making stained glass and painting furniture.

The Department is participating in the EEC-funded RNIB project 'European Capitals Through Touch'. This will enable the V&A's tours for those with visual handicaps to be translated into French and Italian.

- 8.5 **Chinese Arts Education Services.** The Museum aims to introduce Chinese art and culture to both the Chinese community in this country and the general public through its collections. This year, the series of programmes organized consisted of 'A Chinese Summer', a cultural day for Chinese

schools and Chinese New Year. The third Chinese Summer took place in August 1993. It consisted of 10 gallery talks, eight video shows, 10 practical workshops and five public events of activities, competitions, performances and demonstrations. A total of 5,660 people took part in the programme and 11 Chinese and five non-Chinese groups booked to join the activities.

In December, nine Chinese school groups participated in the Cultural Day jointly organized by the Hong Kong Government Office and the Anglo-Chinese Arts Council. They learned about Chinese music, paper cutting, Chinese prints, ribbon dance and historical stories related to the objects displayed.

To celebrate the start of the Year of the Dog, a Chinese New Year programme consisting of three displays, four story-telling sessions and two weekend public events was organized in January and February. 434 people from 16 groups, of which nine were Chinese groups, booked to join the activities. A total of 2,566 people took part in the various activities and events. The Public Affairs Department estimated that, over the two weeks of the programme, 20,000 visitors came to the Museum specifically because of the programme. The Chinese arts activities included: Chinese chess, music and dance, martial arts and opera, calligraphy and Chinese painting, Chinese knotting and ribbon crafts, paper cutting and making of opera masks, book-making and Chinese printing, making of lanterns and fragrant sachets, flour figures, porcelain and tops.

Preparation was also made for a photo display alongside an exhibition of the arts of India in April 1994 in the Hong Kong Museum of Art. The aim of this was to introduce the V&A and its Chinese arts education programmes to the citizens of Hong Kong.

8.6 **South Asian Arts Education Services.** The overall aim of the South Asian Education initiative is to make the collections in the Nehru Gallery more accessible to a wider public, and its third year has seen the continuation of its programme of projects, events and activities. Its significance was recognized by the selection of Shireen Akbar as a finalist for a NACF award in 1993.

The Nehru Gallery National Textile Project has continued to grow and now involves over 400 women in the UK and overseas. Fourteen completed panels were exhibited at the Museum in June 1993. The project has attracted interest from museum educators, arts educators, the South Asian community and the general public, and received much media attention. The project was also established in Bangladesh, Dubai, India, Ireland and USA.

Extensive outreach work to all UK-based groups continued and gallery teaching was sustained.

Apart from the display at the Museum, panels were also exhibited at The Midlands Arts Centre, Birmingham; Castle Museum, Taunton; County Hall, Oxford; The Whitechapel Art Gallery, London; The Corn Exchange, Brighton; The Gallery Downstairs, Lewes and The Bankfield Museum, Halifax. In February 1994, an all-day seminar on the project was held at the Museum. It was attended by 75 women, representing a variety of groups. The Ganges Project was piloted on a cross-curriculum basis at Ansford Community School in Castle Cary. Completed work by the schoolchildren was exhibited at the Castle Museum in Taunton.

As part of the Department's summer programme, a fortnight of free events and activities in the Nehru Gallery was organized in June 1993. Groups were invited to explore the theme of 'Myth, Music and Meditation' as depicted in the objects on display. Workshops were open to young people and their families and two INSET days for teachers were also held. The South Asian 'Arts Education Officer continued her outreach work to the South Asian community and worked with adults, children and teachers.

8.7 **Family Programmes.** The Beatrix Potter exhibition provided an opportunity for a varied programme of story-telling, book-making and other activities for young children, organized by Elizabeth Newbery and Ian Whittlesea and sponsored by Frederick Wame Ltd. In Christmas 1993, a programme of activities, run by Caroline Lang and supported by the Greeting Card and Calendar Association and the Post Office, was held to complement the display 'The 150th Anniversary of the Christmas Card'. Jan Pienkowski led a workshop on paper engineering, visitors had the opportunity to meet the man who draws Postman Pat, Ray Mutimer, and a drama workshop was held. In addition a Christmas card design competition was run.

8.8 **Family Trails.** The Department began the year with one trail (on Korea) and developed three more - one each for Beatrix Potter and the Christmas card display mentioned above, and one on the Nehru Gallery. Each trail included a section for accompanying adults with more information and suggestions of ways to encourage children to make the most of the visit. During 1993-94 approximately 25,000 trails were distributed by staff at the Information Desks to visiting children.

9. OPERATIONAL SUPPORT SERVICES

- 9.1 The Operations Section provided an efficient service to the rest of the Museum and the general public, especially groups visiting the V&A. It also offered invaluable support to the other Education Department sections. The Head of Operations, Liz Chell, took maternity leave in December 1993 and in her absence the Head of Education has taken over line- management of the Section. The Section consisted of the following staff: Sarah Briggs, Administrative Officer; Jim Divers, Audio-visual Technician; Sophia Powell, Temporary Administrative Officer (covering part of Liz Chell's post); David Watts, Slide Librarian and Ian Whittlesea, part-time Audio-visual Technician.
- 9.2 **Group Enquiry and Booking Services.** The Operations Section continued to respond to the growing demand for information and group visits to the Museum. This was mainly managed by Sarah Briggs and David Watts. During 1993-94, 1,744 groups (a total of 55,492 people) booked a visit through the Education Department. This was an increase of 19% on the total for the previous year. Bookings were at their peak in the autumn term and remained steady until late March, when bookings decreased in line with seasonal trends. Temporary exhibitions attracted a large number of educational groups. A total of 100 educational groups (2,425 people) booked with the Education Department to visit Gates of Mystery. Beatrix attracted 56 groups (2,446 people) and 97 groups (2,531 people) booked to visit Fabergé.
- 9.3 **Bookings for Gallery Talks.** During 1993-94, 140 groups booked gallery talks, half of which were given free of charge to visiting college groups. In addition to this, 10 groups booked slide talks in conjunction with the Fabergé exhibition. The most popular subjects for talks within the permanent collections were dress, furniture and the 20th Century Gallery.
- 9.4 **Department Slide Library.** Work on assessing the colour quality of 150,000 slides inherited by Education from the National Art Slide Library was completed in February 1993. This was followed by the division of the collection into six main subject areas (painting, Design, Graphic Design, Non-Western Art, Contextual Material, Architecture and Sculpture) recommended by consultants Molly Barringer and Hilary Beyer, slide librarians from Kingston University. Within the main subject areas, David Watts subdivided the slides into categories appropriate to the collection and known borrowing requirements. The main subject areas are demarked by a colour coding system on individual slides and slide suspension hangers. Work on the massive task of subdividing the collection (there are some 1000 slide wallets each capable of accommodating 24 slides) was completed in September 1993. Since then the Slide Library has been fully operational. Access to the

Slide Library is normally by appointment and slides are lent to Education and V&A staff. External lecturers are also permitted to borrow, provided that their work is for the direct benefit of the Museum.

- 9.5 **Department Library.** Following completion of work on the Slide Library, David Watts turned his attention to the Department's new book library. From an initial in-house collection of 150 books listed on record cards, the Library has expanded to include some 1,000 titles. The main policy of the Library is to collect books not held by the National Art Library with an emphasis on Education. Subjects covered include museum education, schools, adult education and disability. The Library is open daily, with the Slide Library in the afternoons. Requests for access from external lecturers are generally made through the National Art Library. While much work has still to be done, the book library is already proving very popular. Recently much interest has been shown by the Museum's curatorial departments in the Library's holding of GCSE syllabuses and works on the National Curriculum.
- 9.6 **Information Technology.** Initial work was carried out to prepare for the introduction of a computerized system for the handling and ticketing of groups in the summer of 1994. The needs of the Education Department and Marketing Section were identified, and in collaboration with the Computer Department, a Statement of Requirements was prepared on which basis computer companies would be able to tender. Gail Durbin and Sarah Briggs visited the US for four days to see some of the available systems in operation.
- 9.7 **Market Research.** A programme of research was undertaken by the University of Surrey into adult and student audiences. The researchers sent questionnaires to a random sample of those who had attended courses at the V&A and to group leaders and tutors who had brought groups to visit the Museum. A sample of students was interviewed in the galleries. Overall the report showed a remarkably high level of satisfaction among these groups with existing course arrangements. Some of the most common and persistent criticisms were directed at the Lecture Theatre (cold and uncomfortable) and the Museum environment as a whole. The report revealed that the existing courses programme only caters for a limited section of the potential audience and argued persuasively for this band to be broadened.
- 9.8 **Video Archive Material.** Archive video footage has been made of 'A Chinese Summer', the Korean textiles study day, the Nehru Gallery Textile Project display and picnic, and restoration work at Apsley House. The Nehru Gallery Textile Project video programme 'Shamyana' was re-

edited and updated.

9.9 **Promotional Activities.** Courses and events continued to be promoted largely by means of printed leaflets. These are sent to those on the Department's mailing lists and enquirers. They are available in the Museum through the Information Desks and leaflet dispensers. During 1993-94 a limited budget allowed a certain amount of advertising to be placed in selected journals. This produced a significant response in some cases. Listings of courses were also sent out to the press.

9.10 **Secretarial Services.** The Department Secretary, Briony Mackie, provided support services to the Head of Department and other staff. She also acted as a valuable point of communication inside and outside the Department. During the year she maintained the filing systems, assisted with group bookings and developed proposals for the structure of registered papers used by the Department.

10. PROFESSIONAL ACTIVITIES

- 10.1 **Advice to the Government.** In September 1993, the Secretary of State announced at the annual conference of the Museums Association in Liverpool that he had invited the Head of Education to co-ordinate and write a National Report on Museum Education, to be published in 1996.
- 10.2 **Museums Association.** In July 1993 the Museums Association published its annual report which that year was on the funding of education services. David Anderson was one of the advisers for the report.
- 10.3 **The Museums Training Institute.** The Head of Education was a member of the Steering Committee which approved changes to the Museums Training Institute's structure and goals. He also acted as chair of the functional group chairs, representing all staff working in museums, and with them forced the MTI to make some essential policy changes.
- 10.4 **Group for Education in Museums.** Gail Durbin co-ordinated a group from the Group for Education in Museums, who are producing an anthology on the educational aspects of gallery planning. David Anderson is also a member of the group.
- 10.5 **Museums and Galleries Disability Association.** Rebecca McGinnis was a committee member of the Museums and Galleries Disability Association.
- 10.6 **Costume Society.** Imogen Stewart was programme co-ordinator for the Costume Society and organized the annual study day, which is held in conjunction with Department, on the subject of marketing. This attracted over 300 people.
- 10.7 **Advice and Support to Other Organizations and Individuals**
- David Anderson gave advice to a number of museum educators and others from Britain and overseas.
 - Gail Durbin provided advice and support for LAADE, the BBC Education Service, Pictorial Charts Ltd and museum professionals from the US and India-
 - Colin Mulberg gave a presentation to the National Association of Advisers and Inspectors in Design and Technology Regional Group on design and technology in museums. He took part in a working group to produce non-statutory guidance for the Technology National Curriculum.

10.8 Outside Professional Activities

- Shireen Akbar was invited to curate an exhibition (opening in September 1994) on rickshaw paintings from Bangladesh, 'Traffic Art' , at Fukuoka Art Museum in Japan.
- Rebecca McGinnis continued her MA course in Museum Studies at Leicester University.
- Colin Mulberg was a committee member for the Institution of Engineering Designers-
- David Watts made a series of six very successful broadcasts on the subject of the historical development of market towns in central England on BBC local radio in May 1993.
- Alice Wong supported the calligraphy competition organized by Sivu Chinese Times by displaying the prize-winning entries in the Tsui Gallery in August 1993. She also contributed to William Lau's research into the development of Chinese dance in Britain.

11. CONFERENCES, LECTURES, PROFESSIONAL TRAVEL, ACADEMIC AWARDS AND PUBLICATIONS.

11.1 Head of Department.

- David Anderson contributed to the development of a new MA in Museum and Gallery Education, established by the Institute of Education in partnership with the British Museum and the V&A. The first intake of students was in October 1993. He was again invited to be a visiting fellow of the Institute.
- David Anderson gave lectures on:
 - ‘Multicultural education in museums’ and a report on ‘Museum education in Europe’ at the ICOM CECA conference in India in November 1993;
 - ‘Partnerships in museums and community education’ at an international conference in Grenoble to celebrate the opening of its new gallery in January 1994;
 - ‘Selecting history information books for children’ for Lewes Children’s Book Group in February 1994;
 - ‘Educational development at the V&A ‘ for East European museum directors and UK museum students and staff at the University of Manchester in March 1994;
 - ‘Interactive exhibits for the arts and humanities’ at the Centenary Conference at the City University , also in March 1994.

He also gave a short presentation to the annual conference of the Group for Education in Museums in Brighton in August 1993 and a lecture on the V&A to the Wimbledon Retirement Association in January 1994.

11.2 Adult and Community Education Section.

- Shireen Akbar attended the ICOM CECA conference in India and presented a paper on ‘The Nehru Gallery Textile Project’.
- Shireen Akbar was a finalist for the National Art Collections Awards for her work on the textile project.
- Alice Wong attended the conference on ‘Heritage in a Multi-cultural Society’ at St Mary’s College, the Chinese Arts Forum and a Chinese dance meeting of the London Arts Board.

11.3 Higher Education Section.

- Elizabeth McKellar attended the Association of Art Historians conference at the Tate Gallery in

April 1993, and the Group for Education in Museums conference in September 1993.

- Eileen Graham attended a conference at the Tate Gallery , jointly run by Wimbledon School of Art and the Tate in February 1994. The subject was ‘Drawing from the human figure.

11.4 Operations Section.

- Sarah Briggs and Gail Durbin travelled to the USA to visit museums in New York and Washington DC to research computerized group handling and ticketing systems.
- Liz Chell completed her MBA at Southbank University in January 1994 and her research project was awarded a distinction.
- Sophia Powell was awarded her MA in Museum and Gallery Management from City University in December 1993.

11.5 Schools Section.

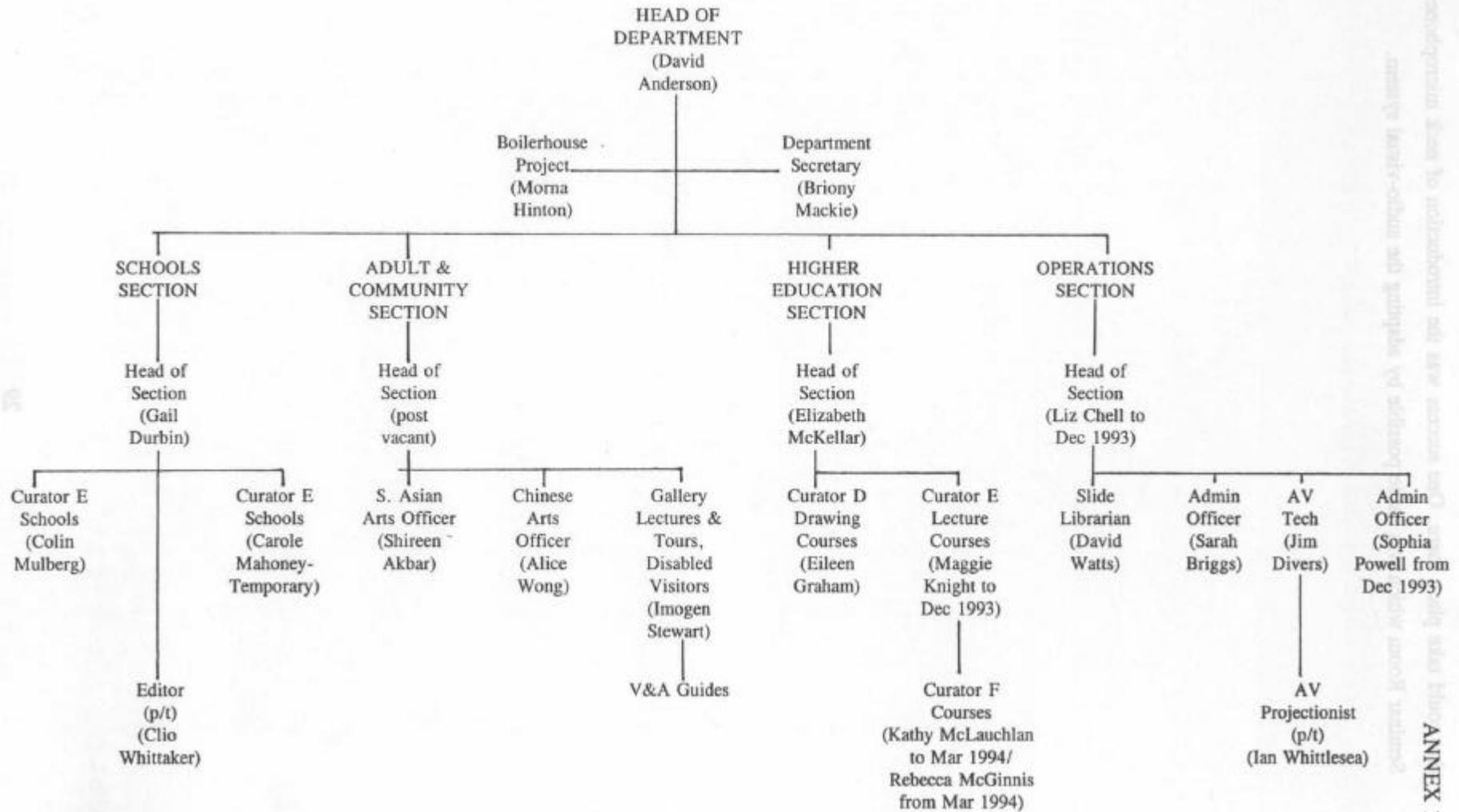
- Gail Durbin, Colin Mulberg and Morna Hinton all attended the annual conference of the Group for Education in Museums in Brighton in September.
- Gail Durbin attended a conference on the Decorative Arts in Manchester.
- Morna Hinton represented the Department at the London group of the National Association of Gallery Education.

11.6 The Department produced and contributed to a number of publications, which are listed in full in Annex 6.

12. TEACHING FACILITIES AND ACCOMMODATION

- 12.1 **The Mural Room** proved a marvellous studio for most of the year. Its excellent light, spaciousness, character and high ceilings were greatly appreciated by tutors and those attending courses. Sadly, this room was taken out of use as a studio in January 1994. A new studio space was provided on Level 4 of the Henry Cole Wing. It is not, however, purpose-built and can accommodate fewer people.
- 12.2 **The Boilerhouse Education Centre.** During June and July 1993 there was a series of 'focus group' meetings where sketch designs were presented to invited groups looking at the needs of people with disabilities, adults and students, and families. There was also a group looking at multi-cultural issues and one consisting of museum educators from other institutions as well as experienced freelancers. Following analysis of the various groups' recommendations, the architects, Shillam and Smith, were able to take the designs to the end of the sketch scheme stage. In conjunction with the Finance and Buildings and Estates Departments, Morna Hinton and David Anderson prepared a draft investment appraisal of the scheme for the Department of National Heritage. The scheme would then have depended upon formal approval from the Treasury. However, in the autumn of 1993, the Museum decided to collaborate with other institutions in South Kensington in developing the Albertopolis scheme and decided to include the Centre as part of the scheme and (if this fails) as a possible candidate for National Lottery money. It now looks unlikely that any permanent facilities will open before the year 2000.
- 12.3 Two groups of higher education students used the Centre as the basis of design projects for a real situation. HND Graphic Design students from Plymouth College of Art and Design undertook a project on visual identity. MA Furniture Design students at Hooke Park College developed furniture suitable for a range of educational users from infants to the elderly. One student's furniture prototypes were exhibited at his degree show at the Barbican Centre.
- 12.4 **The Lecture Theatre and the Seminar Room.** No significant changes were made to these spaces in 1993-94. Both spaces remain problematic, particularly as regards heating and ventilation. The discomfort of the seating in the Lecture Theatre continued to be the single most common complaint made by the public to the Department. The lack of adequate toilet, refreshment and registration facilities also posed major constraints on the types of activities that could take place there. One success was the introduction of neck microphones in the Seminar Room which was made possible by adapting the audio-visual system.

EDUCATION DEPARTMENT STAFFING AS AT MARCH 1994



ANNEX 2

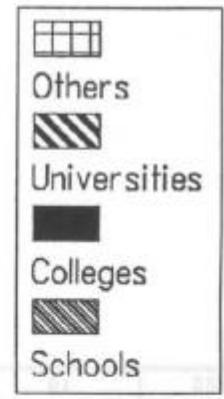
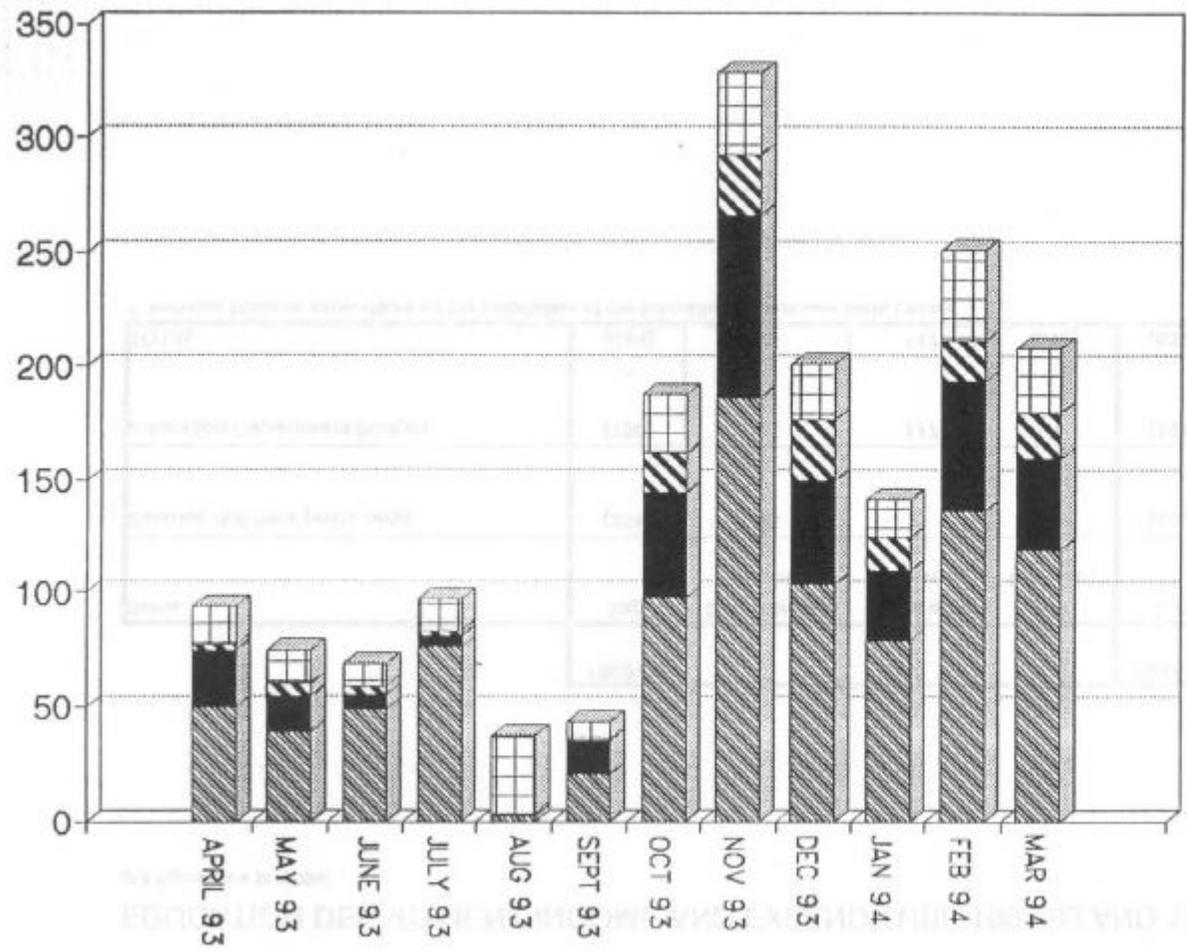
EDUCATION DEPARTMENT INCOME AND EXPENDITURE 1992-93 AND 1993-94

(All figures are in 000's)

Items	1992-93				1993-94			
	Exp	Sponsorship Income	Generated Income	Net Inc/(Exp)	Exp	Sponsorship Income	Generated Income	Net Inc/(Exp)
Salaries (full time posts only)	(356)	30	0	(326)	(438)	50		(388)
Education Department Budget	(128) *	25	117	14	(194)	11	222	39
Total	(484)	55	117	(312)	(632)	61	222	(349)

* Includes Museum expenditure on the installation of the Education Department Slide Library

GROUP BOOKINGS THROUGH THE EDUCATION DEPARTMENT 1993-94



SCHOOLS	957
COLLEGES	374
UNIVERSITIES	142
OTHERS	271
TOTAL	1744

ANNEX 4

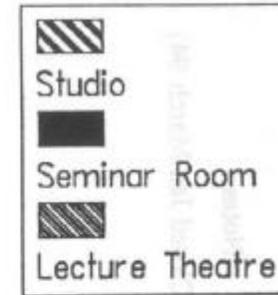
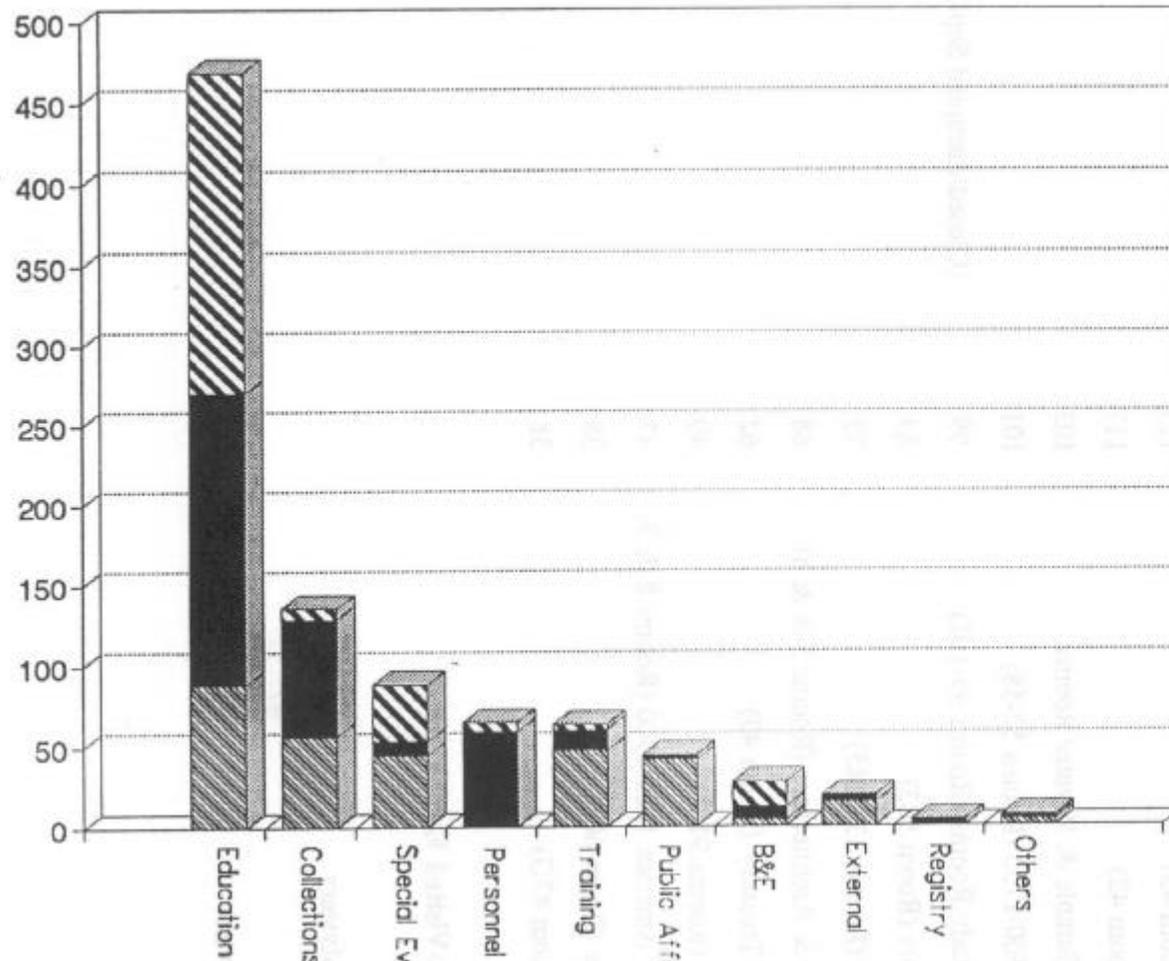
GALLERIES AND EXHIBITONS MOST VISITED BY BOOKED GROUPS IN 1993-94

Gallery	Number of groups	Notes
Dress (Room 40)	351	(Closed Jan-March 94)
20th Century (Rooms 70-74)	239	
India (Room 41)	200	
China (Room 44)	171	
Britain 1820-1900 (Rooms 118-120)	166	
Cast Courts (Rooms 46a & b)	136	
Japan (Room 45)	123	
Islam (Room 42)	117	
Morris, Gamble & Poynter Rooms	103	
Britain 1500-1750 (Rooms 52-58)	101	
Textile Study Rooms (Rooms 95-101)	99	(Closed/disrupted Sep-March 94)
Print Room (Room 503)	84	
Ceramics (Rooms 133-145)	73	
Sculpture & Architecture (Rooms 50a & b)	68	
Medieval Treasury (Room 43)	62	
Jewellery (Rooms 91-93).	49	
Europe & America 1800-1900 (Rooms 8 & 9)	47	
Constables (Room 603)	38	
Korea (Room 47G)	38	

The Most-Visited Exhibitions

Gates of Mystery	100
Fabergé	97
Beatrix Potter	56

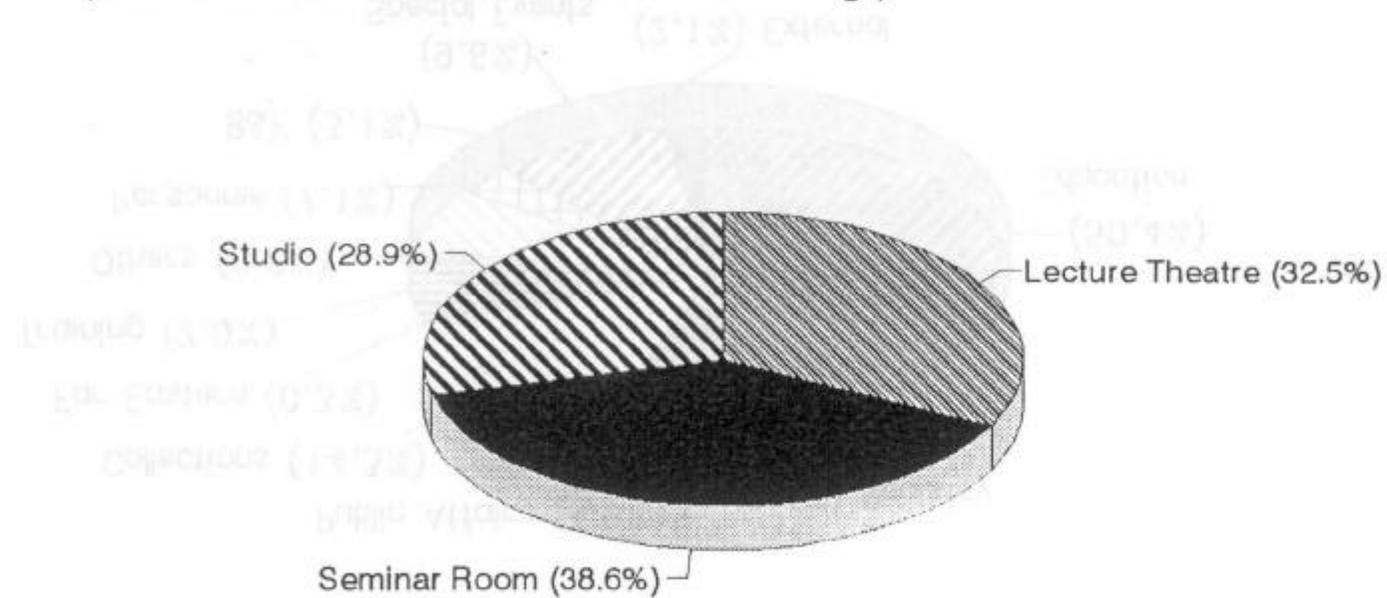
BOOKINGS FOR EDUCATION DEPARTMENT SPACES,
BY SPACE AND BY V&A DEPARTMENT, 1993-94



Education	469
Collections	136
Special Events	89
Personnel	66
Training	65
Public Affairs	46
B&E	29
External	20
Registry	4
Others	7
Total	931

BOOKINGS FOR EDUCATION DEPARTMENT SPACES BY SPACE, 1993-94

(Please note: Studio includes Mural Room bookings)

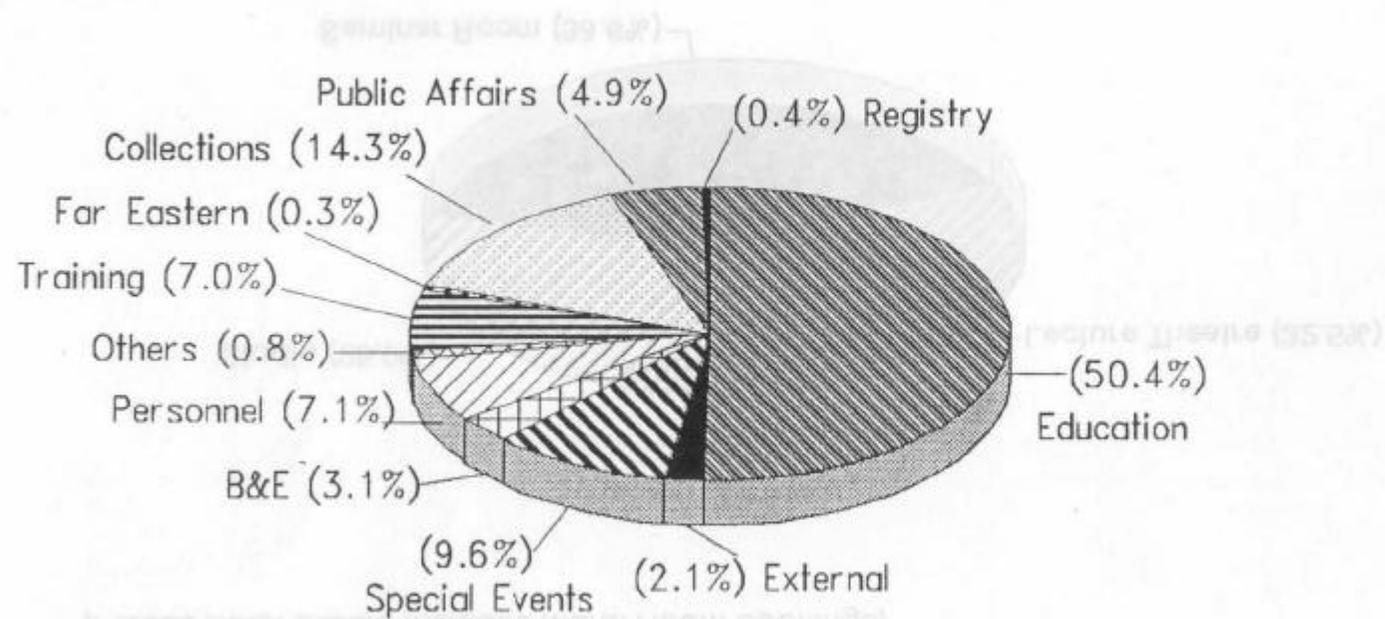


BA 187 DEPARTMENT 1993-94

(Please note: Studio includes Mural Room bookings)

BOOKINGS FOR EDUCATION DEPARTMENT SPACES

BOOKINGS FOR ALL EDUCATION DEPARTMENT SPACES
(Lecture Theatre, Seminar Room and Studio)
BY V&A DEPARTMENT 1993-94



BOOKINGS FOR EDUCATION DEPARTMENT SPACES BY SPACE 1993-94

ANNEX 6

PUBLICATIONS BY MEMBERS OF THE EDUCATION DEPARTMENT

David Anderson

Head of Education

'The relationship between marketing and education in gallery education', National Association for Gallery Education Quarterly, Winter 1993-94. [Article]

Beatrix Potter, by Elizabeth Newbery, Victoria and Albert Museum, ill., 1993. [Series editor]

India, by Elizabeth Newbery and Susan Stronge, Victoria and Albert Museum, ill., 1994. [Series editor]

Gail Durbin

Head of the Schools Section

A teacher's guide to using historic houses, English Heritage, 36pp., ill., 1993.

China: a teachers' pack, Victoria and Albert Museum, ill, 1993. [Series editor]

Wing your way around the V&A: a Christmas trail, by Jill Slaney, Victoria and Albert Museum, ill., 1993. [Contributing editor]

20th Century Gallery: information and ideas for teachers, by Margaret Knight and Colin Mulberg, Victoria and Albert Museum, 8pp., ill., 1993. [Series editor]

Using the V&A for GCSE and A-level coursework, by Carole Mahoney, Victoria and Albert Museum, 16pp., ill., 1993. [Series editor]

Teaching maths through Islamic art, by Lydia Sharman, Victoria and Albert Museum, 12pp., ill., 1993. [Series editor]

European Ornament Gallery: information and ideas for teachers, by Colin Mulberg and Anna Parker, Victoria and Albert Museum, 8pp., ill., 1993. [Series editor]

Morna Hinton

Education Officer

China: a teachers' pack, Victoria and Albert Museum, ill., 1993. [Contributor]

'Handling collections: a whole-museum issue', Journal of Education in Museums, vol.14, pp.16-19, 1993. [Article]

(with Colin Mulberg) 'The alchemy of play: Eureka! the Museum of Children', Museums and the appropriation of culture, in the series New research in museum education, 1994.

Colin Mulberg

Education Officer

China: a pack for teachers, Victoria and Albert Museum, ill., 1993. [Contributor]

(with Anna Parker) European Ornament Gallery: information and ideas for teachers, Victoria and Albert Museum, 8pp. , ill. , 1993.

Victoria and Albert Museum: information for teachers, Victoria and Albert Museum, 16pp. , ill. , 1993.

(with Margaret Knight) 20th Century Gallery: information and ideas for teachers, by Margaret Knight and Colin Mulberg, Victoria and Albert Museum, 8pp., ill., 1993.

'Confronting real problems: cross-cultural design and intermediate technology projects in schools', Journal of Design History, vol.6, no.3, 1993. [Article]

'Just don't ask me to define it': perceptions of Technology in the National Curriculum', Journal of Design History, Vol.6, no.4, 1993. [Article]

(with Morna Hinton) 'The alchemy of play: Eureka! the Museum of Children', Museums and the

appropriation of culture, in the series New research in museum education, 1994.

Carole Mahoney

Part-time Education Officer

Using the V&A for GCSE and A-level coursework, Victoria and Albert Museum, 16pp., ill., 1993.

ANNEX 7

PURPOSE AND AIMS OF THE EDUCATION DEPARTMENT

PURPOSE:

To develop an education service to the highest standards that enables people to learn through the Museum and its diverse collections.

AIMS:

1. To develop a range of high-quality , innovative formal and informal programmes and resources by which people can learn from objects and museums in ways appropriate to their individual needs and resources.
2. To increase the size and breadth of the Museum's audience.
3. To be a focus for developing and inspiring the educational work of the Museum.
4. To develop a leading role in museum education.
5. To establish the V&A as a premier centre for rigorous, diverse and influential research into museum education.
6. To contribute positively to the public profile of the Museum.
7. To gain the active. support of all groups working in the Museum.
8. To maximise income to develop our services in accordance with the stated purpose of the Education Department.
9. To raise professional standards within the Department through training, contact with other professionals and personal development.