

Education Department

Annual Report 1995-96

Victoria and Albert Museum

EDUCATION DEPARTMENT ANNUAL REPORT 1995 -96

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1. INTRODUCTION

1.1 A distinctive characteristic of the V&A has been its identity as an educational institution. In 1995-96, public educational services and services to educational institutions were provided by the staff of many V&A departments, as well as by volunteers. Many educational activities that required coordination by the Education Department were team efforts.

1.2 The Education Department, in turn, contributed in 1995-96 to the work of many other Museum departments through provision of, for example, booking services for Late View and other V&A events, audio-visual services and contributions to staff training, as well as gallery and exhibition projects as indicated above. It is envisaged that, as major projects become an increasingly significant part of the work of the V&A, the contribution of the Education Department to this work will also grow.

1.3 It was in response to these positive developments, as well as to the requirement for departments to reduce staffing costs as part of the Star Chamber process, that the Education Department held a residential in Brighton in Spring 1996 to review its aims and priorities. This was the beginning of a process which led, in the financial year after that covered by this report, to a restructuring of the Department and a change in its role in the Museum. The most notable changes have seen a greater involvement in the British Galleries and Boilerhouse projects.

1.4 During 1995-96, the Department continued the process of transforming itself from a group that delivers education services to one that delivers then learns through research and evaluation of its experiences. This is seen as the model for the future for museum education. Major departmental research initiatives included the coordination of the publication for the Group. for education in museums (GEM) on design of exhibitions for learning, and the National report on museum education for the DNH.

2. HIGHER EDUCATION SECTION SERVICES

2.1 **Staff.** In April 1995, Eileen Graham left the Museum after 23 and a half years. She contributed greatly to the V&A both as an educator and as a skilled and experienced artist. Her position as Practical Courses Tutor was filled in April 1995 by Sutapa Biswas (followed by Flick Allen) and Barbara Tyrrell. Dorothy Rowe joined the Department in September 1995 to become the new Courses Tutor. Sally Dormer continued as the Medieval and Renaissance Year Course Tutor. A part-time post as HE Tutor was advertised to deal with our student audience; interviews were held but no appointment was made. Francis Pugh continued to act as part-time Events Organiser and Rebecca McGinnis as Assistant Education Officer with responsibility for the administration of the Section. Head of Section Elizabeth McKellar took up a post at Birkbeck College in January 1996; from 1 March 1996 Gail Durbin was Acting Head of the Higher Education Section until decisions could be made on staffing levels and structures.

2.2 1995-96 saw a number of highly successful events run by the Higher Education Section. **The programme of public events** featured a total of 10 conferences, study days and symposia. In November the Section supported the exhibition *The peaceful liberators, Jain art from India* by contributing a major two-day international symposium *Jainism: religion, ritual and art*. There were 105 participants for the whole course, with an additional 40 on the first day and 30 on the second. This exhibition was also the occasion for the first teachers' and lecturers' private view organised jointly with the Schools Section. A further exhibition-related event was the symposium *Perspectives on Japan* for which there were 105 participants. This was one of a number of educational activities planned by Eileen Graham with the Far Eastern Collection, in parallel with the exhibition *Japanese studio crafts*. The programme included the opportunity for art school students to work with a Japanese artist in putting together an installation, and for schools to take part in demonstrations.

2.3 **Study Days.** *Picturing plants* attracted 118 people, *First thoughts: preliminary sketches by artists and designers* 296 and *Lord Leighton and the Victorian art world* 168. These events drew attention to displays organised by the Department of Prints, Drawings and Paintings. The programme of media-based events continued with a study day in the highly successful *Design for knitting* series, organised by John Allen and attracting 227, and a related study day devoted to embroidery, *The art of the stitch*, which was attended by 254. A further media-based day was the symposium *Contemporary silver* organised with the Metalwork Collection. 270 attended the event which initiated lively debate among makers, collectors, students and educators.

2.4 **Collaborations with the Museum's Research Department** produced the symposia *Canova: surpassing the ancients* (94 participants) and *Displaying, selling and viewing: Wedgwood and the marketing of ceramics* (42 participants), while the Eskenazi Gallery supported *Rimpa style*, a study day on a major aspect of Japanese art, which attracted 51.

2.5 **The taught lecture course programme** continued with *The arts of late medieval and early Renaissance Europe: 1250-1500* which entered its third year. The other, longer- established courses on *Modern art: the visual arts in the 19th and 20th centuries* and the *V&A Summer*

Course also continued to be offered and attracted good audiences. A short course was held on 18th-century London which was an immediate sellout. Much time was spent working with the Far Eastern Collection in planning a new course to be run in the autumn of 1996 on the arts of East Asia.

2.6 **Collaborative courses** were held with NADFAS, for whom a course on Neo-Classicism was held, and with the Open University, for whom courses on *The Great Exhibition, High Victorian style* and *The development of the Arts and Crafts Movement: towards 20th-century design* were arranged.

2.7 **Thirty three practical courses** were run this year attracting a total of 347 people. The Wednesday evening courses held each term were again particularly successful and were full all year. The series of six one-day courses based solely in the galleries under the title *Drawing from observation* were also very popular. As usual, there was a wide range of topics available for students to choose from, including figure drawing, drawing for creative textiles, Indian miniature painting, portraiture and colour symbolism and two courses on Chinese life drawing which continued to be a popular subject.

2.8 A course on Japanning was repeated in April and again proved very successful. There were four conservators on the course, two from the V&A, and all students either worked in the field or practised the craft. A new eight-day course on botanical painting and drawing was run in May and June to complement the Picturing plants exhibition at the Museum. As well as gallery work and a visit to the V&A Print Room, three course sessions were spent at the Royal Botanic Gardens, Kew.

2.9 **Services for higher education** students and tutors continued. In 1996 Barbara Tyrrell gave a lecture about the Museum's collections for students of Camberwell College of Art as part of a research project set up to investigate the relationship between the art and design sector and the V&A. This was coordinated by Jane Pavitt and funded jointly by the V&A Education Department and Camberwell. A meeting was held with tutors from Higher Education to examine the services offered by the V&A and to look at ways of improving them. A final report from this project was received but, because of the departure of Elizabeth McKellar and reduced staffing in the section, the decision was made not to expand in this area until the future was more certain, and the Section had the resources to offer a high quality service.

2.10 The Section contributed to several **Departmental initiatives**. It spent time planning a conference, a short course and a poetry event in connection with the Morris exhibition held later in 1996. There was also some emphasis on consolidation and the establishing of joint planning in order to offer a more coherent service and to serve the needs of both the Museum and our audience.

2.11 The Resources Centre developed considerably this year. The Resources Officer began to classify books according to the Dewey Decimal classification scheme (20th edition). The first section to be classified was museological books. A list of newly acquired books is now issued monthly in the departmental newsletter. A comprehensive 17 page list of the contents of the departmental publications archive was created after the collection was increased with donations. The archive was then rationalised and labelled. A collection of ephemera from museum education departments in UK

and abroad was set up to provide information and inspiration for V&A activities.

2.12 A review was made of the classification systems of other London slide collections which led to revised proposals for our own slide collection. 30,000 slides from PD~/ were sorted and added to the collection and a slide borrowing form was created for Resource Centre users. Statistics are now being kept of loans of books and slides. Between April 1995 and March 1996 a total of 75 book borrowers took out 220 books and 114 slide borrowers took out 2,342 slides.

2.13 In January 1996 the Centre moved from its old location to a specially designed area in the basement of the new Education Department which was gradually being equipped. Periodicals were reunited with the rest of Resources Centre collection in the Boilerhouse and a system for their circulation to members of the Department was initiated. Back numbers of key periodical titles in the field of museum education were purchased to improve the collection.

3. ADULT AND COMMUNITY SECTION SERVICES

3.1 **Staff.** Shireen Akbar was appointed to the post of Head of Adult and Community Section in July 1995. This left the Section without a South Asian Arts Education Officer. However, the Paul Hamlyn Foundation very generously agreed to fund 50% of the post for another three years (8 years in total) and the CMT approved the other 50% from the Museum's budget.

3.2 **Introductory Tours.** The V&A guides continued to give introductory tours and tours of particular areas of the collection every day. There were also special introductory tours for families during the school holidays. There was an increase in tours booked by groups visiting the Museum. The INSET training offered to the guides was widened to include visual perception and drawing so that they could gain a better understanding of the objects, styles in art, and materials and techniques used. 2171 introductory tours were given throughout the year for 22,086 people. There were 31 family tours with an attendance of 532.

3.3 **Gallery Talks.** The programme of specialist gallery talks continued to offer a wide -; variety of subjects and approaches, including Sunday sessions in which curators talked about objects not on display and artists discussed their work in conjunction with the V&A's collections. Talks were also offered in different languages. The majority of talks were given by Museum staff, the balance by specialist freelance lecturers. This year the Department offered 272 gallery talks and had an attendance of 4,131 individuals. In addition, 26 talks were given in special displays and redisplayed galleries. There was an overall increase in attendance for the gallery talks as well as for the specialist talks booked by groups. The *Today* leaflet proved to be a very successful means of advertising this programme.

3.4 **Education Access for Visitors with Disabilities.** The Department continued to provide a service to visitors with disabilities aiming to provide all groups with equal access to the collections. Requests from groups continued to be dealt with individually so that the programme was tailored to visitors' needs. Public talks in sign language and those given by profoundly deaf lecturers continued, as did talks for visitors with visual impairment. 21 visually impaired visitors participated in specially arranged visits to the *Jain* Exhibition.

3.5 **Services to the Museum.** The escort service for visitors with disabilities continued to be run successfully in conjunction with Marketing. The section also participated in the Museum's disability working party. The V&A guides continued to assist the Directorate, Special Events, Marketing and the Friends by giving special tours of the Museum and showing VIP visitors around the galleries.

3.6 **Chinese Arts Education Services.** The Chinese arts education programme offered a variety of programmes of events, activities, courses and gallery talks for the Chinese community, as well as for a more mainstream audience.

3.7 The fifth Chinese summer programme took place in August 1995. A total of 3,355 visitors attended 27 sessions at four Sunday events. Themes explored included Chinese writing, tea-drinking, homes, weddings and birthdays. Another 14 Chinese community groups comprising 275

members joined the summer programme of gallery tours, activities and workshops, making a total of 25 groups of 326 Chinese community members which participated in the programme.

3.8 The first fashion design course for Chinese women conducted in Cantonese commenced in March and finished in August 1995. Eleven students received their certificates from the Director in a combined graduation ceremony and fashion show. The course used the Chinese and western dress collections as a teaching resource. At the end of the course, the students designed and made a Chinese and a western dress applying the skills they had learnt in dressmaking and fashion design. With the success of the course, a second was organised and ran from January to July 1996.

3.9 A series of 9 Chinese talks was given to 121 people as part of the community programme for the *Fashion of China display* in the Dress Court from November 1995 to May 1996. In preparation for the display, three Chinese elderly groups were invited to give opinions on the dress selected for the display. The information obtained helped the Far Eastern Collection to gain a greater knowledge about the dress. Assistance was also given to the Friends' fundraising evening on the display, which was attended by some members of the Chinese community.

3.10 Thirteen art courses for Chinese speakers took place from October 1995 to March 1996 and a total of 168 individuals attended. The questionnaires circulated during the courses showed that 21% are returning students who attended earlier courses. An average of 76% of the students made use of the opportunity of coming to the class to visit other galleries and displays (not as part of their course) while 52% returned to the Museum on other days to look at the collections.

3.11 To support the outreach programme, work began on a video in Cantonese aimed at introducing the Chinese community to the Museum's collections and to the Chinese arts education service. The Department hopes that while promoting the collections of the Museum, the video will provide information on Chinese arts to those who are unable to visit the Museum.

3.12 A photo display of work was organised as part of the Hong Kong in Hyde Park event and was viewed by an estimated 30,000 visitors, one third of whom were believed to be of Chinese origin (as reported by the Hong Kong Government Office).

3.13 Building up links with the Chinese press resulted in a new joint initiative with the Sing Tao newspaper in organising the UK Chinese Schools Competition. The prize presentation ceremony took place in July 1995, accompanied by a display of the prize-winning entries.

3.14 Advice and help on Chinese arts education services were given to various other museums and arts organisations both in the UK and abroad. In February 1996, the Department lent its Chinese New Year Display to the Sunderland City Art Gallery and the Chinese Arts Education Officer was invited to give talks in the gallery as part of the display programme.

3.15 A Chinese software programme was installed which enabled the Department to have better control over the quality and speed of production of texts for publications in Chinese. Planning began on the introduction of more non-Chinese arts to the Chinese community for the William Morris

exhibition.

3.16 **South Asian Arts Education Programme**. The section was without a South Asian Arts Education Officer for most of the year. Responsibility for a large part of the work was taken by the South Asian Arts Education Assistant, with some support from the Head of Section.

3.17 **The Nehru Gallery trail** was translated into five South Asian languages (Urdu, Bengali, Gujarati, Punjabi and Hindi) and also into Arabic. The trails were circulated widely to community groups throughout the country. It is expected that this will encourage South Asian families to visit the Museum independently.

3.18 Outreach work continued in the form of providing regular support to external organisations and groups working on similar initiatives.

3.19 Developments in the **Nehru Gallery Textile Project** included plans for the re- construction of a Mughal Tent, to be displayed in 1997. The Department worked closely with the Indian and South East Asian Departments and architects Mike and Nadine Kozdon and Burro Happold on designs for the tent. Plans were made for a range of educational activities and events to complement the exhibition.

3.20 The Nehru Gallery Textile Project involved makers, family members of the makers, as well as tutors, teachers, artists and community workers in 1995-96. Panels from the tent were shown in regional museums, art galleries, community centres, schools, religious centres, colleges, adult institutes and local county halls and were seen by several hundred thousand people in the period.

3.21 The Section offered an extensive programme of events and activities for the exhibition *Peaceful liberators: an exhibition of Jain art from India* (23 November 1995 - 18 February 1996). A pilot scheme for a community volunteer outreach programme with the Jain community began in June 1995 and continued until October 1995, broadening its audience to include a section of the community previously not reached.

3.22 A number of Jain open public events and activities were organised for family groups, general visitors, the South Asian community, schools, youth and community groups. These ranged from practical workshops, dance performances, Jain Bhajan (hymns) singing and storytelling of popular Jain religious stories. Two artists-in-residence in the Museum demonstrated the art of lost-wax sculpture and pilgrimage painting. Pre-exhibition outreach work in local borough education centres included the training of Jain volunteers, who were invited to talk about the practice of Jainism. The Department also gave slide presentations about the exhibition. 682 people attended the booked workshops at the Museum. 1,600 took part in drop-in events and 1,500 attended events in the Nehru Gallery. 140 Jain volunteers attended the Department's training day, and the outreach programme reached another 2,100 people.

3.23 The *William Morris* exhibition (7 May - 1 September 1996) provided the Department with its first opportunity to introduce the South Asian community to a western theme and work began on this

programme in 1995 and early 1996. Morris' textiles were utilised as the focus for many of the South Asian groups with whom the Department already had contact. All the workshops were fully booked before the exhibition started. A group of gallery lecturers was trained to deliver talks in South Asian languages, including Urdu, Bengali, Hindi, Gujarati and Punjabi.

4. SCHOOLS SECTION SERVICES

4.1 **Staffing.** The Section had a very busy and productive year. Core staffing remained relatively stable for much of the period, and the benefits of developing the Section's work in the light of accumulated experience was very evident.

4.2 Gail Durbin, Head of the Schools Section, was also Acting Head of the Education Department from September to December 1995 during the absence 4 days a week of David Anderson on study leave. From October to December 1995 she managed the Adult and Community Section during the sick leave of Shireen Akbar, At the beginning of March 1996, on Shireen Akbar's return, she joined the British Galleries concept team and took over acting management of the Higher Education Section. Her Schools Section post was filled on a part-time contract basis by Susan Morris, with assistance one day a week from Sharon Trotter. The Education Department Editor post was held by Clio Whitaker until the beginning of July 1995. Following her departure, Susan Morris filled the post temporarily until the new incumbent, Tony Manos, arrived at the beginning of October 1995. Carole Mahoney, who has worked in the Department from 1992 on six-month and one-year contracts was appointed on a five-year contract to be the INSET co-ordinator. In December 1995 an additional service developed when Sharon Trotter joined the Department to devise and run the new family activities programme. Morna Hinton and Colin Mulberg continued their work in the Section.

4.3 The Schools Section continued to concentrate its efforts on helping teachers make independent use of the Museum with their classes. This year, as previously, it selected target collections to work with, offered focussed teaching programmes to develop the educational strength of the collections and then disseminated the results through publications and in-service training for teachers.

4.4 The year's **teaching programme for schools** was delivered by the staff of the Section (Morna Hinton, Carole Mahoney and Colin Mulberg) with freelance assistance. From November 1995 to March 1996, sessions were offered on the Toshiba Gallery, the Renaissance and on cross-cultural themes. These were taken up by a total of 52 groups representing 1,547 pupils, Four post-16 school groups totalling 80 pupils attended practical craft workshops given by Japanese master-craftworkers as part of the Museum's Japanese studio crafts exhibition.

4.5 **1,087 school groups** (made up of 41,390 individuals) visited the Museum independently during the year. The *Jain*, *Japanese studio crafts* and *Wedgwood* exhibitions were visited by 69, 10, and 2 school groups respectively.

4.6 **Publications.** The Section continued to add to its range of publications for teachers. Morna Hinton produced the two booklets *Drawing in museums: information and ideas for teachers* and *The Glass Gallery: information and ideas for teachers*, and also the book *Sculpture at the V&A: a handbook for teachers*. Colin Mulberg wrote and published *The 20th Century Gallery: a teacher's guide* and the leaflet *Jewellery and adornment: information and ideas for teachers*. These publications are listed in detail at the end of this report. Several re-prints of existing titles were also needed to cope with demand,

4.7 INSET Courses. Thirty two INSET courses for teachers were offered this financial year (April 1995 to March 1996), of which 27 ran, attended by 585 individuals. As well as whole-day courses, these included one evening for educators, organised jointly with the Higher Education Section, one day run jointly with the Education Department of the Natural History Museum, and four courses run on Saturdays for teachers and their families attended by 83 people. Thirteen of the courses were accredited by the Institute of Education, University of London, as part of the Advanced Diploma in Professional Studies. Evaluation forms completed by those attending INSET courses and events reflect a very high standard of approval amongst participants. We are aware of a growing reputation for the programme as a whole within the education world.

4.8 Whole School Development Days. From April 1995 to March 1996, 8 schools (comprising 124 teachers) booked Whole School Professional Development Days tailored to their specific requirements. Two sessions were given to postgraduate students and a further three groups of teachers from Professional Development Centres.

4.9 Teachers in Training. Three groups of initial teacher training students, comprising 83 individuals, were given sessions introducing them to the principles of museum education.

4.10 Family Programme. A major new initiative was the launch of the Museum's first regular programme of family activities. Funding from the Friends has covered the cost of this up to the end of 1996. In December 1995, Sharon Trotter was employed two- and-a-half days a week to devise and implement a programme of free, drop-in activities for Sundays and holiday periods. She successfully established the Activity Cart, a trolley which every Sunday is based in one of the main ground floor galleries and is stocked with a wide choice of puzzles, games, art activities and worksheets based on objects in the surrounding displays. In addition, on the first Sunday of every month and at holiday periods, there were special activities led by outside specialists such as storytellers or puppet-makers. In the first year of the project, the main task was to monitor and evaluate the programme and to develop and improve the activities as informal ways of learning about the collections.

4.11 In the 13 Sundays between 7 January 1996 and the end of March 1996, 387 families took part (724 adults and 827 children). In the holiday week of 17-24 February 1996, 206 families (306 adults and 369 children) joined in. The visitors' book was filled with comments from parents which included: 'Thank you for bringing the visit alive'; 'Wonderful idea, both the children enjoyed it and both will remember their visit and what they learned'; and (from children) 'Brilliant and fun' and 'Could have stayed but had to go'!

4.12 Editing Services. Following the successful launch of the *Events* and *Today* four monthly promotional leaflets, these two publications have become the main promotional vehicles for the Department's courses and other events

4.13 A wide range of individual course leaflets and teachers' leaflets and booklets was also produced, along with a trail on the Nehru Gallery printed in English and five Asian languages.

4.14 Communications with the V&A printers were put on a sounder footing to help ensure that, wherever possible, printing was carried out in-house. Work continued to ensure editorial house style consistency in all publications and promotional material. A review of the Department's house style document was initiated.

5. ADMINISTRATION SECTION SERVICES

5.1 **Staff.** During the first half of the year management of the Section was shared between David Anderson and Gail Durbin, with the strong support of Sarah Briggs, the Group Bookings Manager. In July 1995 Suzanne Shimmin was appointed Head of Administration. Gail Durbin continued to manage the Box Office, run by Angela Hyde-Courtney, and the Vista system up to September 1995. The Booking Assistant post was shared by two part-time staff, Jayne Gilbert and Patrick Hevey. From October 1995 Patrick Hevey was also employed as Group Talks/Tours Administrator (0.4 FTE). General office administration was covered by Janet MacLachlan who played a key role in the reorganisation of education storage areas prior to and during the move to new offices. The audio-visual unit continued to be managed by Jim Divers with the support of Ian Whittlesea, audio-visual technician. Several posts in the Section were filled by temporary staff for periods during the year, including the finance assistant and bookings assistant. Long-term cover was provided by Esme Ward and Christine Gallagher. The Section continued to provide a wide range of services to the Museum, to the general public and especially to groups visiting the Museum despite these accommodation and staffing difficulties

5.2 **Booking and Management of the Lecture Theatre, Seminar Room, Education Studio and Education Study Room.** Building work in the Silver Gallery continued in the Lecture Theatre and Seminar Room areas. Despite this, the rooms were booked at about the same level compared with 1994/95. The Seminar Room proved to be the most popular, being booked on 334 occasions compared with the Lecture Theatre (326), Education Studio (176) and the Education Study Room (17) (see Annexes 5b and 5c). The Education Study Room in the Boilerhouse basement became available in January 1996 following the Department's move into the new office complex.

5.3 Building works and restricted access made the Lecture Theatre and Seminar Room less attractive to, external groups wishing to hire facilities (see Annex 5a). It also increased the workload associated with preparation for, and the smooth running of, these events. In spite of such difficulties, BAFRA, the Furniture History Society and other such organisations held annual events at the Museum. Hire by external organisations for educational purposes generated an income of £2,395 for the Museum during the year.

5.4 **Vista Computerised Booking System** The system was managed for the first half of the year by Gail Durbin. It was then transferred to Suzanne Shimmin (Education Department lead user). The daily running and maintenance of the booking system was managed by Sarah Briggs (Groups Bookings Manager). Some system deliveries defined in the original contract with 2B Technology remained outstanding. These included the courses programme, security segregation of database information and reporting requirements. During 1995-96 the Administration Section continued to develop the Vista database and a major project transferring the department mailing records from CardBox was completed.

5.5 The Bookings Office operated on-line through Vista each working day between 00.00 and 17.00 and dealt with general enquiries, bookings and promotional requests. In 1995-96, 111,835 visitors were booked through the system and 73,198 of these were provided with advice or

services by the Education Department. 60,521 people in 1,642 groups made self-guided visits. 12,467 people were sent 29,000 items of promotional material, including courses brochures and schools information, during this period. The high quality of the information and services provided by the booking assistants was a key factor in the success of the majority of group bookings. Such bookings receive no direct teaching in the galleries by Education staff and rely upon the accuracy of the information and selection of material sent. The Vista database was used to produce a weekly report of bookings, 38 copies of which were circulated each week to other departments throughout the Museum.

5.6 *Jain: the peaceful liberators* was the most popular temporary exhibition, attracting 198 booked groups, a total of 6,060 people. This was a noticeable reduction to the 899 groups which booked for *Street style*, the temporary exhibition in the previous year. On booking, groups were asked to specify if possible the galleries they wished to visit. The data collected showed the most popular galleries to be the Dress Collection (31 %) and the TT Tsui Gallery of Chinese art (19%). 16% visited the 20th Century Gallery (see Annex 4).

5.7 Excluding temporary exhibition bookings, there was a decrease of 22% in group bookings 1995-96 in comparison to 1994-95. This relates to a decrease in general attendance figures to the Museum over the same period of 11%. Feedback from group organisers, especially those from the primary school sector, indicated that a contributory factor to the reduction in group booking was the lack of Lunch Room facilities. The Lunch Room was closed due to the Boilerhouse building works from October. The demand for such facilities was indicated by the Lunch Room bookings for the first half of the year (14,159 visitors).

5.8 Group Bookings for Gallery Talks and Slide Lectures. A total of 147 gallery talks were arranged by the Administration Section, providing lecture services for 2,965 visitors. 68 talks were given on a commercial basis to groups including NADFAS, tour operators and commercial organisations, generating an income of £8,472. 79 free lectures were given to groups representing higher and further education and to adult and community groups from the UK, Europe and the USA. Popular subjects included the Dress Collection, the Glass Gallery and the history of the V&A. A further 7 charged “teas and tours” and 4 charged slide lectures were arranged.

5.9 Box Office. The Box Office in the Exhibition Road entrance provided ticket sales, information and promotional material for Education events and the Late View programme. Over 12,000 tickets were processed, 60% for Late View and 40% for Education. The opening up of the Late View programme to the public in January 1996 had a noticeable impact on the Box Office, seen both in increased telephone enquiries relating the programme and in greater ticket sales.

5.10 Promotion. Vista database records were used for the production of the majority of mailing lists to promote the V&A’s education events through direct mailing of leaflets and brochures. In December 1995, 12,000 copies of the first issue of the **Events** leaflet were distributed with the assistance of an outside mailing house. For the second edition (covering April -August 1996) the potential audience was broadened by the inclusion of 234 libraries and community centres within the South East and 512 major libraries around the United Kingdom. This increased the distribution to

19,000. Limited paid advertising was used for income generating events, the most successful of which were the entries in *Floodlight*, *Summertime Floodlight* and the *Evening Standard* Courses guides.

5.11 Audio-Visual Services. A V Services provided assistance to all sectors of the Museum, including technical support in the lecture rooms and the loan of operating equipment around the Museum. The section experienced disruption due to building work which involved temporary relocation and an eventual office move. During this period a number of losses of equipment were reported which reduced the potential of the service. Since then Security has been significantly increased.

5.12 In addition to supporting Education Department courses and activities, the Section provided regular technical assistance for *Late View* and Special Events bookings, and provided advice and assistance in the lecture rooms on 131 occasions, supplied public address systems 13 times and made 104 loans of equipment. The section also gave assistance and provided facilities to external users.

5.13 The Section provided technical advice and installation for exhibition and display purposes in *Japanese studio crafts*, *The peaceful liberators* and *William Morris*.

5.14 Video programmes were made for students on the V&A/RCA MA History of Art course as part of their final year show at the Royal College, and for the Chinese Arts Officer for use in outreach work. The video programme on conservation techniques of the manuscripts of Charles Dickens was completed.

5.15 A comprehensive operating manual for all AV equipment in the Lecture Theatre and the Seminar Room was produced. New Sennheiser microphones were added to the Lecture Theatre facilities. These are high quality items and have brought significant improvements to the public address system.

6. REVIEW OF EDUCATION DEPARTMENT BUDGET, 1995-96

6.1 In recent years, development of education services has relied on a mixed economy approach, in which grant-in-aid has been supplemented by earned income as well as sponsorship and grants from funds and foundations.

6.2 **Generated Income.** In 1995-96, income generated by the Department totalled £198,000 representing the same level as 1994-95. At first sight this appeared disappointing in view of the general expansion of education services during the year. In fact, it represented a significant achievement. The Section responsible for income generation, the Higher Education Section, had vacancies in key posts, and the building works in the Silver Galleries (with consequent noise and disruption) deterred regular course at tenders from booking for events.

6.3 **Sponsorship.** The main sources of funding were Mr T T Tsui (for the Chinese arts education programme) and the Hamlyn Foundation (for the South Asian arts education initiative). In both cases, the funding was primarily towards the cost of posts, as in previous years. Although not technically counted as sponsorship, the support provided by the Friends (£50,000 for the year beginning 1995) to the family programme and post deserves particular mention here; without this support the Museum would have been unable to develop this important new service.

6.4 **Grant-in-Aid.** The contribution of all the Museum to the total cost (including salaries) of provision of education services increased from 62% in 1994-95 to 67% in 1995-96, (or a total of £561,000 - see table). The main reasons for the increase in the proportion of expenditure funded from grant-in-aid were the constraints on income generation for reasons given above, and the filling of vacant posts, such as Head of Adult and Community Education, which whilst approved as part of the Department's restructuring in 1991, had remained vacant since then. It should be noted that the Education Department still generates far more income than any other national museum, both as a gross amount and as a proportion of total expenditure.

6.5 The mixed economy approach adopted since 1991 has been increasingly imitated by other institutions. Whilst increased competition from the Tate Gallery, the National Gallery and other national museums in the provision of art courses for adults was evident during the year, the V&A's dominance in this area remained. It will be vital that the Department continues to invest in and develop its income generating services if it is to maintain its financial base.

7. PROFESSIONAL ACTIVITIES AND CONSULTANCIES

7.1 The Education Department continued to play a leading role at an international level in the development of museum education. Three major projects - the National Report on Museum Education, the Group for Education in Museums (GEM) book on design of exhibitions for learning, and the consultancy for a *Horsemanship* exhibition in Saudi Arabia required a significant investment of staff time and energy on the Museum's behalf.

7.2 **The National Report on Museum Education.** Commissioned by the Department of National Heritage a year earlier, the year 1995-96 saw the start of the most intensive activity on the report. With David Anderson as Project Manager, Caroline Lang as Project Co-ordinator and assistance from Esther Boulton, the project went from research to first draft. In order to provide him with more time for the project, David Anderson took study leave of approximately 45 days over the year. Work on the project included:

- 14 colloquia, at least one in every Area Museum Council region and two each in Northern Ireland, Scotland and Wales, between May and December 1995 covering a wide range of issues related to the report,
- a second, more detailed national questionnaire survey sent in autumn 1995 to 220 museums whose responses to the first questionnaire conducted in autumn 1994 indicated that they made some basic provision for education,
- extensive research during autumn 1995 using secondary sources,
- the preparation of a 200 page first draft of the report by January 1996, followed by work on a second draft.

7.3 **The GEM Publication on Design of Exhibitions for Learning.** Gail Durbin continued to act as the co-ordinator of this project, on behalf of GEM. In this year the Steering Committee, of which David Anderson also was a member, largely completed its selection of articles and extracts from books and other publications. Gail Durbin secured funding from MGC for the project, and HMSO agreed to publish the book.

7.4 **The *Horsemanship* Exhibition in Riyadh.** David Anderson was invited by the Saudi Equestrian Federation to act as educational adviser to this proposed project. In 1995 and early 1996 he met representatives of the Federation and the Saudi Government and submitted several options and papers to them. Uncertainties over funding meant that the exhibition, originally intended to open in 1996, was delayed.

7.5 **Involvement in Professional Bodies.** The Department continued to play a very active role in the work of professional bodies:

- **Design Council.** Colin Mulberg was a member of the Steering Group for the Design Focus

project and the Design Focus in Schools Report.

- **ENGAGE** (formerly known as NAGE, the National Association for Gallery Education). Morna Hinton has represented the Department at the London Group of ENGAGE and contributed to the education pack produced by ENGAGE for the Africa '95 festival. Sharon Trotter and Gail Durbin are members of ENGAGE and Sharon Trotter attended meetings of the London ENGAGE group.
- **Institution of Engineering Designers**. Colin Mulberg served as a committee member
- Imogen Stewart completed her term as Programme Co-ordinator for the **Costume Society of Great Britain**. She continued as external examiner for Bristol University History of Applied Arts Course.
- Francis Pugh continued to serve as treasurer of the **Design History Society**, making his first annual report at the Society's AGM in Plymouth in December.
- **Gail Durbin** has continued as a member of the Council of the Museum Association and as a member of its Public Affairs Committee

7.6 Advice and Help to Organisations and Individuals. This included the following:

- **SCAA**. Colin Mulberg acted as a consultant on assessing the standard of the 1995 GCSE Design and Technology examinations.
- **British Chinese Arts Associations**. Alice Wong was invited to become one of the advisors of the British Chinese Arts Associations to advise them on matters related to arts education.
- Sarah Briggs gave support to the charity **Gingerbread** as a venue for their national Family 'Redletter Day'.

7.7 Staff Development and Training. This included the following:

- Colin Mulberg continued his MA course in Museum Studies at the University of Leicester.
- Morna Hinton began her MA course in Museum Studies at the Museum of Leicester, to be completed in December 1997.
- Dorothy Rowe was awarded a PhD by the University of Essex. Her thesis subject was German Expressionism.

8. RESEARCH, PUBLICATIONS, LECTURES AND POST-GRADUATE TEACHING

8.1 The Education Department was active in all aspects of professional research and communication, and further established itself as a centre of expertise in the profession in museum education and museology. The V&A's profile was further raised by the Department's leading role in the National Report on Museum Education and the GEM book on design of galleries for learning (see section 7 above).

8.2 The academic year 1995-96 saw the start of the second year of the MA Course, *Museums and Galleries in Education*, run jointly by the Institute of Education, the V&A and the British Museum. This course includes a module in the V&A, and earns the Museum £7,000 in student fees each year. The course was again oversubscribed. It is the only dedicated postgraduate course in museum education in the UK.

8.3 A complete list of the publications produced by members of the Education Department during the year is included in Annex 6. The professional lectures and conference papers presented at professional meetings by Education staff is provided in Annex 7

8.4 The Education Department has, over the last few years, grown into a national centre for research on museology and museum education. It now contributes fully to the research activities of the V&A.

9. TEACHING FACILITIES AND ACCOMMODATION

9.1 The Lecture Theatre and Seminar Room. No significant changes were made to these spaces in 1995-96. Both spaces remain problematic, particularly as regards heating and ventilation. The discomfort of seating in the Lecture Theatre continued to be the single most common complaint made by the public to the Department in their evaluations of services. The lack of adequate toilet, refreshment and registration facilities also posed major constraints on the types of activities that could take place. Major works in the Silver Gallery made the Lecture Theatre a less attractive space and resulted in less bookings. Disabled access was severely limited.

9.2 The Education Studio. The Studio remained a light, although small room for practical work, with capacity for a maximum of 15/20 students. It was used for teachers' courses and the Chinese and South Asian programme as well as practical art courses.

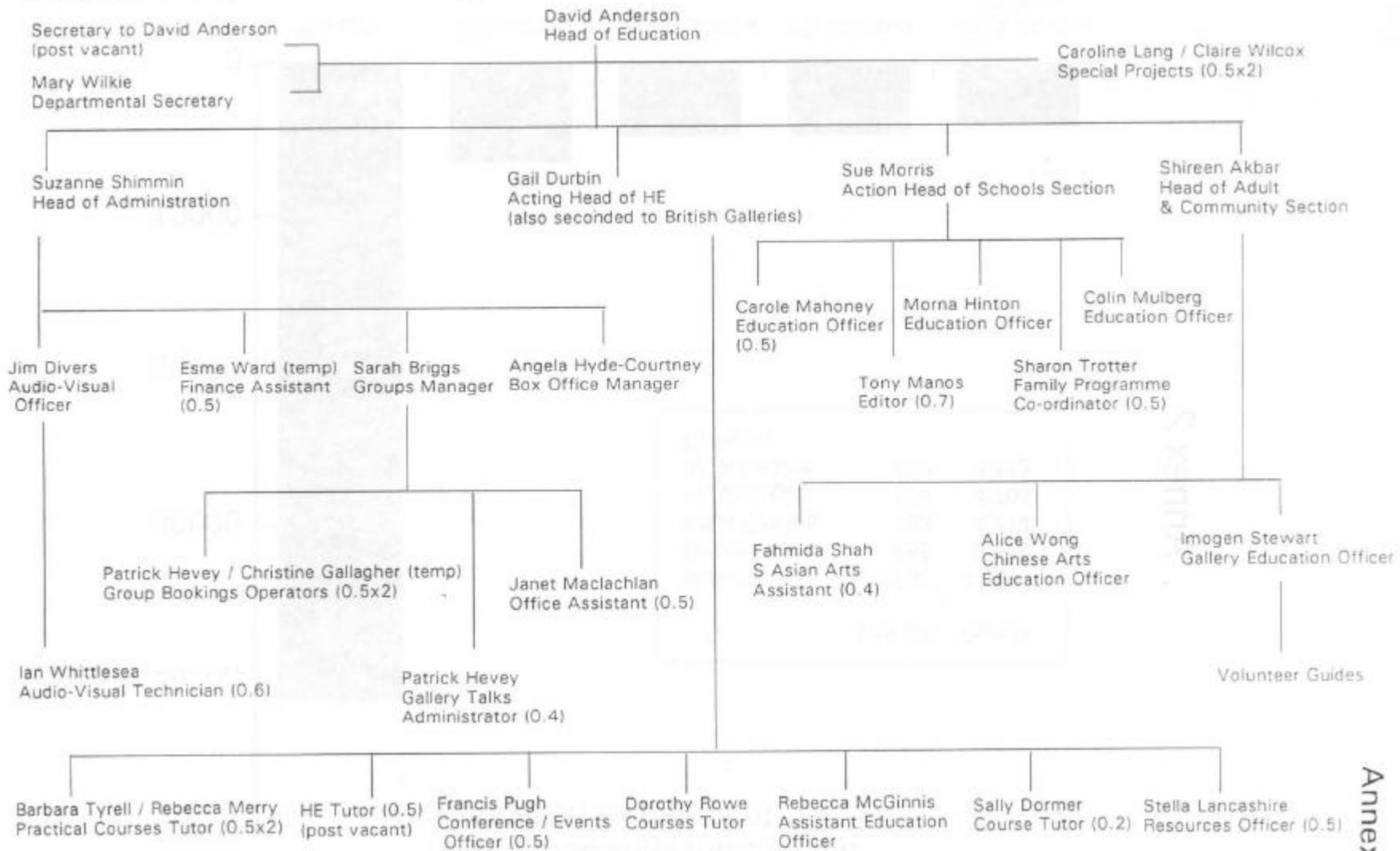
9.3 The Boilerhouse Education Centre. The Education Centre, which included the Lunch Room, Cloakroom, Resource Centre and Education Study Room, was in the process of development in preparation for opening in 1996-97. The Education Study Room was opened in Stage 1 and is regularly booked, despite ongoing problems with heat, noise and ventilation.

9.4 The Lunch Room. The old Lunch Room continued in use in 1995-96, pending planned closure in the early part of the summer of 1996.

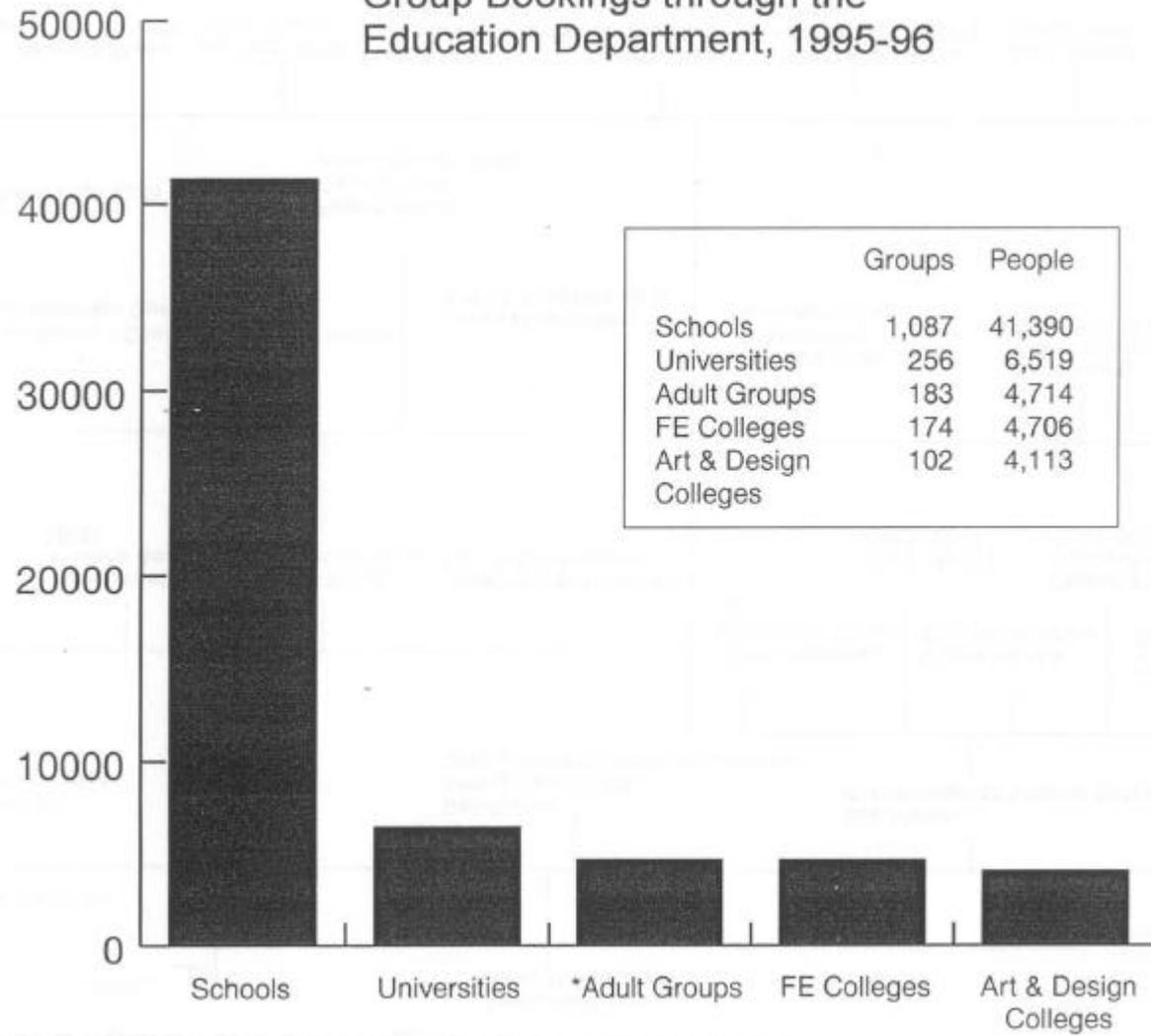
9.5 Staff Accommodation. Education staff were relocated by the Buildings and Estate Department in a major move in January 1996 from the RCA block to the refurbished Exhibition Road offices in the Boilerhouse, as part of stage 1 of the works in that area. This is a more significant development than it may appear as it is the first time in a number of years that almost all staff in the Education Department have been together on one site. This has greatly aided communication and interchange between staff. Claire Wilcox coordinated the project, as well as the move of the associated Education Centre, on behalf of the Department.

9.6 The Volunteers Room. This has continued to be used by the Education Department Guides and Information Desks Volunteers. Books on the collections and reference books on art are added regularly to the small library which is for study.

Education Department Staffing as at 31 March 1996



Group Bookings through the Education Department, 1995-96



Annex 2

* Adult groups were drawn from formal and non-formal education institutions

ANNEX 3

RESERVATION ATTENDANCE BY GROUP VISITOR TYPE FOR RESERVATION ARRIVALS BETWEEN 01/4/1995 AND 31/3/1996

CATEGORY	GROUP TYPE	VISITORS
Individuals	Adult education, non-f/m rel/d	36,061
Groups	Adult education, non-f/m rel/d	785
	Adult education, non-f/m non-mus rel/d	506
	Adult education, formal, commercial	2,519
	Adult education, formal, public	904
	Art and design colleges	4,113
	Children and youth groups	44
	Chinese community	875
	FE colleges	4,706
	Language schools	625
	Miscellaneous	234
	Museum groups	72
	Pre-school	23
	Schools, primary	15,434
	Schools, secondary	25,956
	South Asian community groups	586
Special needs groups	522	
Teacher training	72	

CATEGORY	GROUP TYPE	VISITORS
	Tourist groups	143
	Unidentified	-
	Universities and HE colleges	6,519
	Unknown	66
Organisers	Access organisations	1,136
	Art organisations	80
	Asian organisations	1,274
	Blue Badge Guides	50
	Chinese organisations	257
	Coach operators	-
	Commercial organisations	752
	Education/exam bodies	117
	Embassies	10
	Funding organisations	-
	Inbound handling agents	34
	Libraries	50
	Local authority department/CABs	91
	Media	20
	Museums	43
	Professional development centres	75
	Professional or academic organisations	36

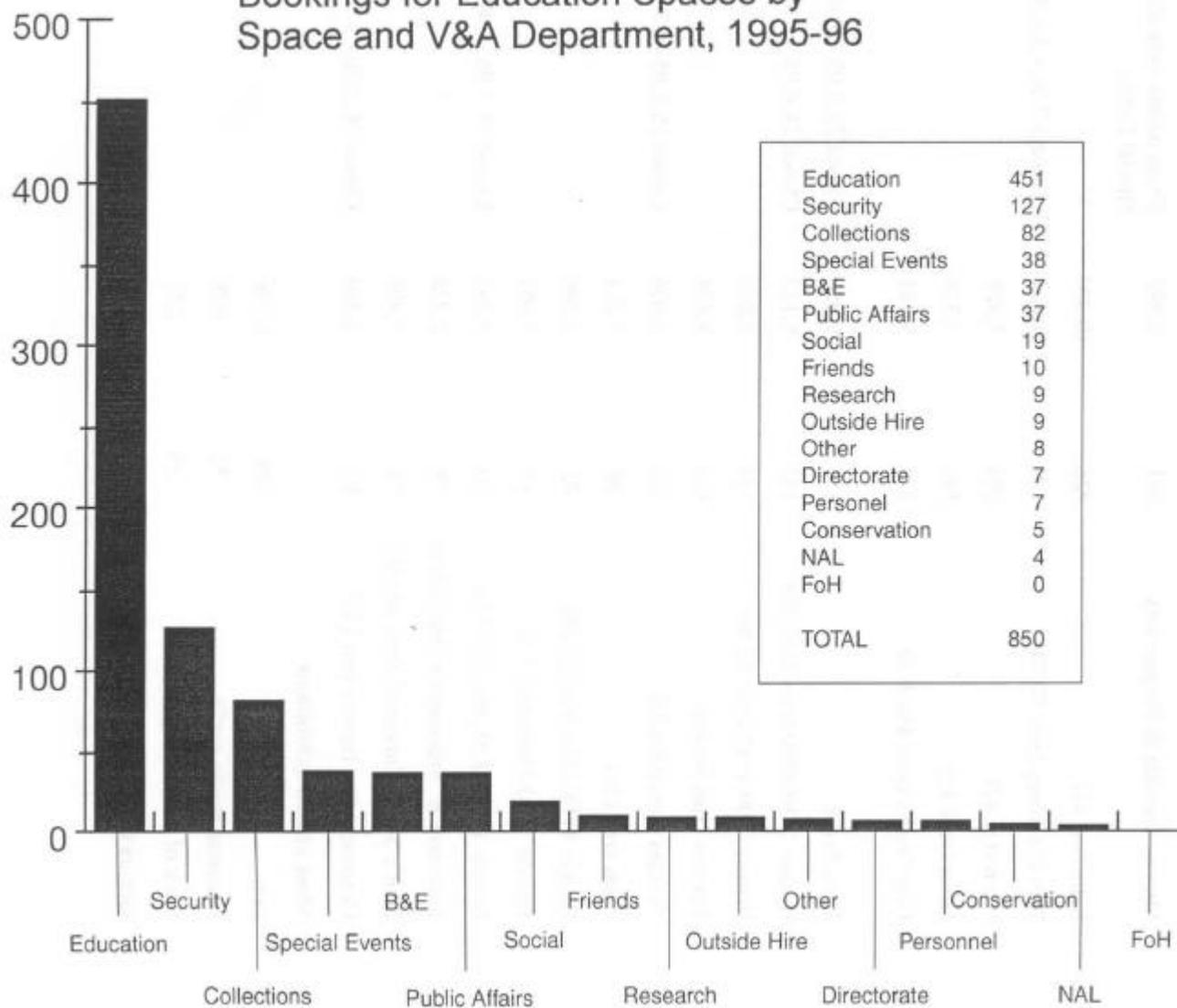
CATEGORY	GROUP TYPE	VISITORS
	Specialist art tour operators	1,004
	Tour operators	2,250
	Unidentified	-
	Unknown	21
	V &A departments	3,770
	TOTALS	111,835

ANNEX 4

GALLERIES AND EXHIBITIONS MOST VISITED BY BOOKED GROUPS IN 1995-96

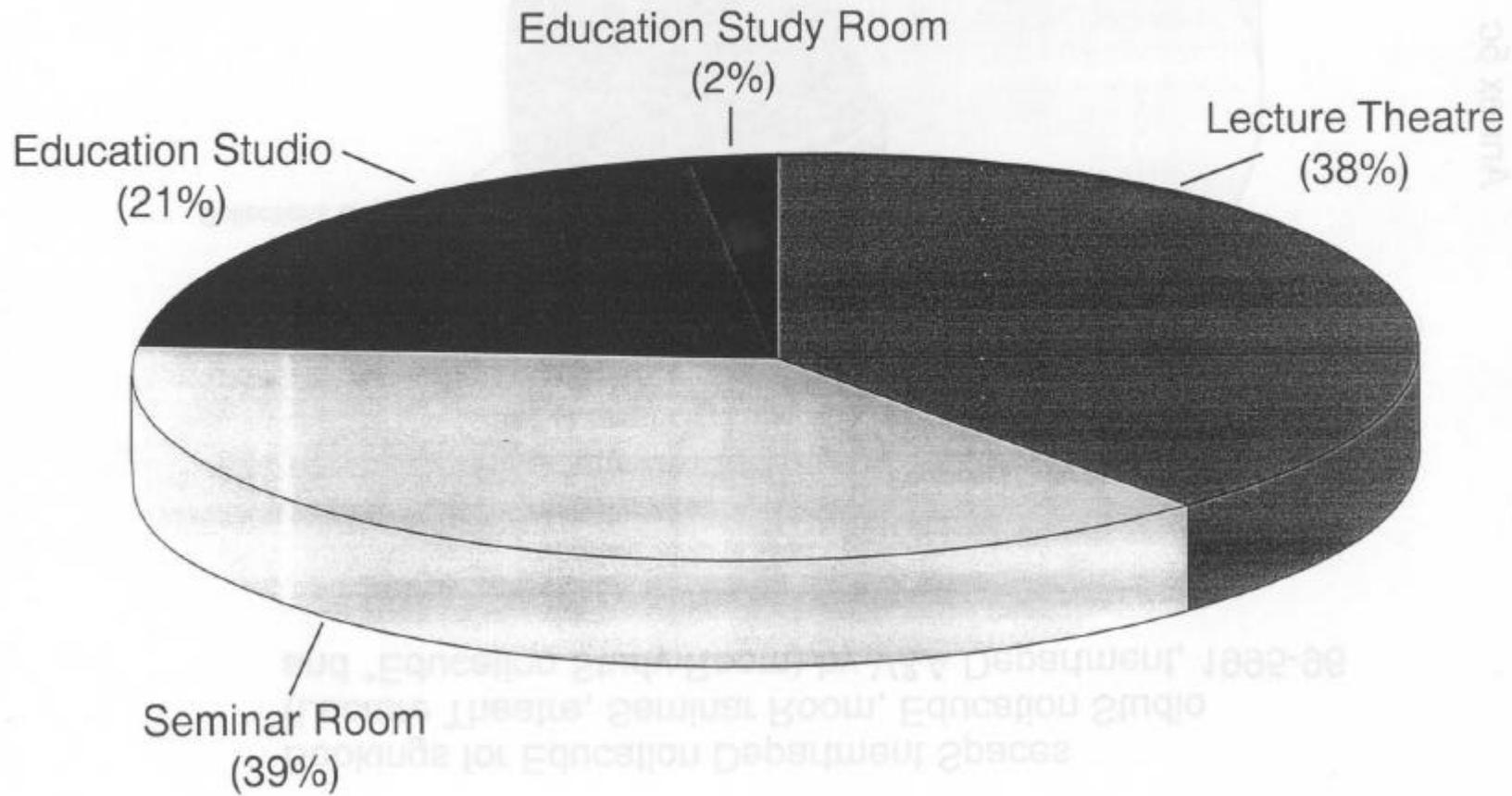
Gallery	Number of grps	Number of people	Notes
Dress (rm 40)	512	17,544	
China (rm 44)	314	9,468	
Morris, Gamble & Poynter rms	261	3,397	These rooms were also used by Special Events.
India (rm 41)	226	10,433	
20th C Gallery (rms 70-74)	199	5,444	Closed 3.7.95- 4.8.95
Islam (rm 42)	194	7,928	
Japan (rms 45)	194	7,378	
Cast Courts (rms 46a & b)	178	5,181	
Print Room	151	1,956	Closed 25.9.95-9.10.95
Britain 1820-1900 (rms 118-120)	142	5,113	Closed 24.4.95- 1.6.95
Britain 1500-1715 (rms 52-56)	133	4,629	
Textiles (rms 96-99)	133	3,828	
Textiles (rms I00-101)	120	3,636	Closed 15.8.95- 23.8.95
Glass (rm 131)	98	2,321	
Britain 1715-1750(rms57-58)	82	2,590	
Europe 1600-1800 (rms 1-7)	82	2,051	
Britain 1750-1820 (rms 121-126)	80	2,463	Closed 15.1.96- 14.3.96
Sculpture & Architecture (rms 50a-b)	75	2,228	
20th c Study Collection (rms 103-06)	73	2,408	
Ceramics: Far Eastern (rm 145)	67	1,504	Closed 16.2.96- 3.3.96
Most visited exhibitions			
Jain	198	6,060	
Japanese studio crafts	31	678	
Back of the envelope	23	221	
Genius of Wedgwood	14	375	

Bookings for Education Spaces by Space and V&A Department, 1995-96



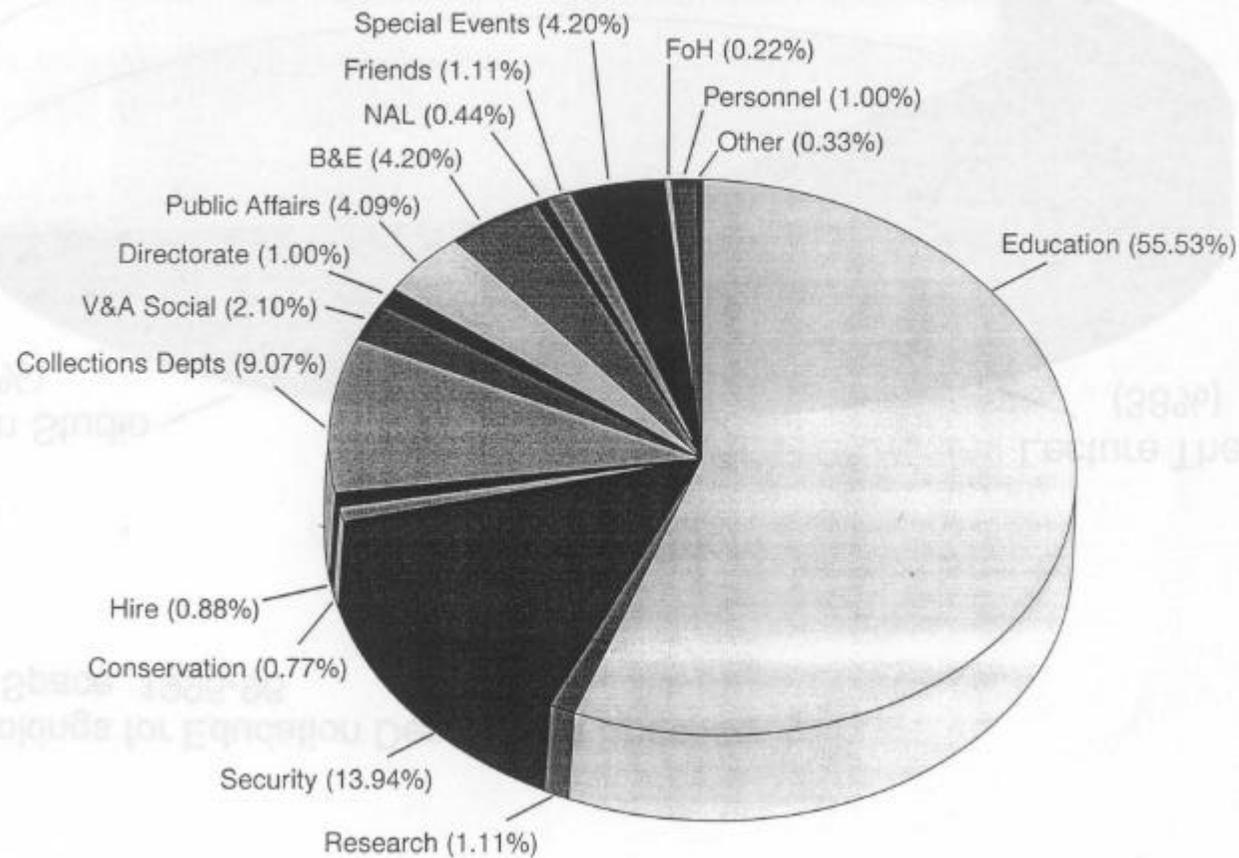
Annex 5a

Bookings for Education Department Spaces
by Space, 1995-96



Annex 5b

Bookings for Education Department Spaces
 (Lecture Theatre, Seminar Room, Education Studio
 and *Education Study Room) by V&A Department, 1995-96



Annex 5c

* Education Study room only available from January 1996

ANNEX 6

PUBLICATIONS BY STAFF OF THE EDUCATION DEPARTMENT. 1995-96

Akbar, Shireen. The Nehru Gallery national textile project. In: *Museums for integration in a multicultural society: proceedings of the annual conference of the International Committee for Education and Cultural Action (CECA) of the International Council of Museums (ICOM)*, 22-27 Nov. 1993, Delhi & Calcutta, India. Indian Committee for ICOM (INC-ICOM) and ICOM-Asia Pacific Regional Organisation, 1995, p.39.

Akbar, Shireen. Multicultural education: the Mughal tent project at the Victoria and Albert Museum. In: Alan Chadwick and Annette Stannett, eds. *Museums and the education of adults*. Leicester: NIACE, 1995, pp.84-91. ISBN 1872941672

Anderson. David. The national report on museum education: a report-back. In: *Alison James, ed. The ages of learning: conference proceedings. 1995*. Aberdeen: Group for Education in Museums, 1995, pp.17-20. ISBN 1872164110

Anderson, David. Museums for integration in a multicultural society: some questions. In: *Museums for integration in a multicultural society: proceedings of the annual conference of The International Committee for Education and Cultural Action (CECA) of the International Council of Museums (ICOM)*, 22-27 Nov. 1993, Delhi & Calcutta, India. Indian Committee for ICOM (INC-ICOM) and ICOM-Asia Pacific Regional Organisation, 1995, p.14 (summary), pp.38-39.

Anderson. David. National report on museum education. *GEM Newsletter*, no.58, summer 1995, pp.4-10. .

Anderson, David. Gradgrind driving Queen Mab's chariot: what museums have (and have not) learnt from adult education. In: Alan Chadwick and Annette Stannett, eds. *Museums and the education of adults*. Leicester: NIACE, 1995, pp.5-33. ISBN 1872941672

Durbin, Gail. [Co-author with Susan **Morris**] *Making the most of museum visits*. Leamington Spa: Scholastic, 1996, 128 p., ill. ISBN 0590535749

Hinton, Morna. Using museums for dress projects. *Art and craft, design and technology*, no.447, Sept. 1995, pp.16-17. ISSN 0262-7035

Hinton, Morna. *Drawing in museums: information and ideas for teachers*. London: V&A, 1996, 8p., ill. Series editor. Gail **Durbin**

Hinton, Morna. [Co-author with Jenny **Kershaw**] *Glass Gallery: information and ideas for teachers*. London: V&A, 1995, 12 p., ill. Series editor: Gail **Durbin**. ISBN 1851771719

Hinton, Morna. *Sculpture at the V&A: a handbook for teachers*. London: V&A, 1996, 36 p.,

ill. With contributions from Andrew **Bolton** and Peta **Motture** . Series editor: Gail **Durbin**. ISBN 1851771905

McGinnis, Rebecca. [Review of] Peter Barker, Jon Barrick and Rod Wilson, *Building sight: a handbook of building and interior design solutions to include the needs of visually impaired people*. London: HMSO in association with Royal National Institute for the Blind, 1995. *Museum Practice*, vol.1, no.1, Mar. 1996, p.15.

McGinnis, Rebecca. [Editor] *MAGDA News*. London: Museums and Galleries Disability Association, Apr. 1995-Oct. 1995.

Morris, Susan. Firing the imagination. [Review of] Norman Binch, *Oxford Primary Art Key Stage 2, pupils' books and teachers' book*. Oxford: Oxford University Press, 1996. *Times Educational Supplement* 2, no.4117, 26 May 1995, p.17.

Morris, Susan. [Co-author with Gail **Durbin**] *Making the most of museum visits*. Leamington Spa: Scholastic, 1996, 128 p., ill. ISBN 0590535749

Mulberg, Colin. *The 20th Century Gallery: a teachers' guide*. London: V&A, 1996, 36 p., ill. Series editor: Gail **Durbin**. ISBN 1851771913

Mulberg, Colin. [Co-author with Moira **Thunder**] *First impressions: school work and the Print Room*. London: V&A, 1996, 1 sheet, folded ([6] p.).

Mulberg, Colin. *Jewellery and adornment: information and ideas for teachers*. London: V&A, 1996, 12 p., ill. With contributions from Liz Cosslett and Julia Manheim. Series Editor: Gail **Durbin**.

Mulberg, Colin. *A teacher's guide to using the Print Room*. London: V&A, 1995, 36 p., ill. Series editor: **Gail Durbin**. ISBN 1851771557

Mulberg, Colin. Court in the act. Review of exhibition held at the Galleries of Justice, Nottingham. *Museums Journal*, vol.95, no.9, Sept. 1995, pp.36-37.

Mulberg, Colin. Thingamabob. [Review of] Things Gallery in the Science Museum. *Museums Journal* 1, vol.96, no.1, Jan. 1996, pp.32-33.

Rowe, Dorothy. Georg Simmel and the Berlin trade exhibition of, 1896. (*Urban History*, vol.22, pt.2, Aug. 1995, pp.216-228.

Rowe, Dorothy. Establishing traditions: realized utopias of modern life. [Reviews of] Berlinische Galerie Museum für Moderne Kunst, Photographie und Architektur, comp. *Profession ohne Tradition: 125 Jahre Verein der Berliner Künstlerinnen*. Berlin: Berlinische Galerie, 1992 and Annegret Hoberg and Helmut Friedel, eds. *Gabriele Muntet Retrospektive*

1877-1962. Munich: Prestel, 1992 and Maud Lavin. Cut with the kitchen knife: the Weimar photomontages of Hannah Hoch. New Haven: Yale University Press, 1993 and Matthew Teitelbaum, ed. Montage and modern life 1919-1942. Boston: Institute of Contemporary Art, 1992. *Art History*, vol.18, no.3, Sept. 1995, pp.444-448.

Rowe, Dorothy. Desiring Berlin: gender and modernity in Weimar Germany. In: Marsha Meskimmon and Shearer West, eds. *Visions of the 'Neue Frau': women and the visual arts in Weimar Germany*. Aldershot: Scolar Press, c1995, pp.143-164. ISBN 1859281575

ANNEX 7

CONFERENCE PAPERS AND PROFESSIONAL LECTURES PRESENTED BY EDUCATION DEPARTMENT STAFF, 1995-96

Akbar, Shireen. Community initiatives: achievement, support, profile and opportunities. Paper presented at A Question of Status, Birmingham and Midland Institute in conjunction with the exhibition, Treasures from the Courts of Mughal India, Birmingham Museum and Art Gallery, 20-21 Sept. 1995.

Anderson, David. The future of learning research in museums. Paper presented at International Colloquium on Museological Research, University of Umeå, Sweden, 6 Apr. 1995.

Anderson, David. Interactivity in the arts and humanities. Paper presented at World Heritage and Museums International Conference, Earls Court, London, 23 May 1995.

Anderson, David. The National Report on Museum Education. Paper presented at the Group for Education in Museums Annual Conference, University of Aberdeen, 31 Aug. 1995.

Anderson, David. Has museum education gone wrong? Paper presented at the Museums Association Annual Conference, University of Leicester, 14 Sept. 1995.

Anderson, David. Visions of the future: museums and schools Paper presented at the Local History Association Annual Conference, Museum of London, 4 Mar. 1996

Anderson, David. Mission statements: clarity or confusion. Paper presented at Learning in Galleries and Museums: Towards an Education Policy, British Council International Seminar 5017, St Giles Hotel, London, 13 Mar. 1996.

Anderson, David. [With Caroline **Lang**]. A series of colloquia organised for the National Report on Museum Education:-

Identifying the economic and other value of museum education, University of Leicester, 26 May 1995.

The significance of developments in new media technologies for museum learning, North of England Museum Service, Newcastle, 5 June 1995.

Developing learning research in the museum sector, Ulster Museum, Belfast, 12 June 1995.

Managing museums for learning, St. Mungo's Museum, Glasgow, 19 June 1995.

Britain and abroad: examples and opportunities, South Eastern Museum Service, Barbican, London, 25 June 1995.

Adult non-formal learning through museums, Birmingham Museum of Science and Industry, Birmingham, 10 July 1995.

Maximising provision of education services in the context of resource constraints: the role of other museum specialists in the development of museum education, Area Museums Council for the South West, Taunton, 17 July 1995.

Museums and their communities: integrating educational opportunities, Yorkshire and Humberside Museums Council, Leeds, 19 July 1995.

Families and children in museums, Manchester Museum of Science and Industry, Manchester, 25 July 1995.

Museum education in Scotland, City Art Gallery, Edinburgh, 28 Aug. 1995.

Museum education in Northern Ireland, Ulster Folk and Transport Museum, Holywood, Ireland, 18 Sept. 1995.

The contribution of museums to the development of schools' learning, Museum of Welsh Life, Cardiff, 22 Sept. 1995.

Museum education in Wales, Ceredigion Museum, Aberystwyth, 6 Oct. 1995.

Museums and higher education, Royal Pavilion, Brighton, 1 Dec. 1995.

McGinnis, Rebecca. Museums and tourism: a European perspective. Paper presented at Museums Association Annual Conference, Leicester, Sept. 1995.

McGinnis, Rebecca. European cities within reach. Paper presented at the session The Museum Experience: Quality Access for People with Disabilities, Museums Association Annual Conference, Leicester, Sept. 1995.

McGinnis, Rebecca. European cities within reach. Paper presented at American Association of Museums Annual Conference, Philadelphia, USA, May 1995.

Rowe, Dorothy. Desiring Berlin: gender and modernity in Weimar Germany. Lecture given to the German Department at the University of Swansea, University of Wales, 19 Feb. 1995.

Rowe, Dorothy. Desiring Berlin. Lecture given to the Fine Art Department, Cardiff Institute of Higher Education, Cardiff, 20 Feb. 1995.

Rowe, Dorothy. Berlin: the identity of a city, 1896-1918. Paper presented at Identities, Universität Bremen, 17-19 Nov. 1995.

Rowe, Dorothy, 'Hans Ostwald and the Großstadt Dokumente, 1905-1908'. Research paper presented to the Research Group on European Cities, Staffordshire University, Stoke-on-Trent, 11 May 1996.

Rowe, Dorothy. Sexuality and the city: Hans Ostwald's Berlin, 1905-1908. Research paper presented to the Research Group in European Urban Culture, Department of Historical and Critical Studies, University of Northumbria at Newcastle, 15 May 1996.