

Education Department

Annual Report 1992-93

Victoria and Albert Museum

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1. SUMMARY

- 1.1 This is the second annual report of the Education Department describing progress towards achievement of the new Education Strategy.
- 1.2 Between April 1992 and March 1993 the Education Department achieved a number of successes, most notably the development of programmes for new audiences and increased collaboration with other departments. It also faced difficulties caused by delays in recruiting staff to key posts, and the impact of the deepening recession on income.
- 1.3 The year saw significant progress in development of the five major projects identified in the Education Strategy, supported now by a detailed document describing the Purpose, Aims and Objectives of the Department up to 1995.
- 1.4 Income from adult courses and other income-generating activities fell sharply in the autumn of 1992 as a result of the recession, resulting in a decline in generated income of 19% on that achieved in 1991-92. However, later in the financial year income recovered strongly.
- 1.5 Demands from other departments for Education Department services, notably support for new galleries and exhibitions, booking services and audio-visual services, continued at a high (and, in most cases, increased) level.
- 1.6 The Education Department benefited from the opening of the Mural Room as a practical art studio. Lecture courses were extended in range, and a new series of evening lectures for students and professionals was introduced.
- 1.7 The Schools Section completed its first year with a full range of services. It offered teaching programmes for schools and in-service training courses and started work on publications for teachers on the Dress, Prints Drawings and Paintings, and Victorian collections. It also provided a programme for the Sovereign exhibition and advised the organizers of the Sporting Glory exhibition.
- 1.8 The Adult and Community Education Section continued to provide free daily gallery lectures and, through the Volunteer Guides Programme, free introductory tours. Services for visitors with disabilities and programmes for the South Asian and Chinese communities all expanded successfully.

- 1.9 Group bookings declined overall by 11%, despite an increase of more than 12.5% in bookings for the permanent galleries, because of lack of interest from groups in the Sovereign and Sporting Glory exhibitions. The Education Department Slide Library of 150,000 slides was successfully assessed and sorted. Secretarial services were rationalized and a new filing system introduced.
- 1.10 Requests from government and professional museum organizations (MA, MTI, GEM, etc.) for advice and services increased markedly during 1992-93.
- 1.11 Education Department staff were asked to contribute to a range of professional conferences and seminars in the UK and abroad. They also published widely.
- 1.12 The Boilerhouse Education Centre project was expanded from a teaching centre only to include education group reception facilities and staff accommodation. This change will result in some delay in the completion of the project.

2. INTRODUCTION

2.1 In 1991 the Trustees approved the Education Strategy and agreed the allocation of the resources required to implement it. In 1992-93 the V&A and the Education Department converted this commitment into detailed policies and projects and continued the process of implementation begun during the previous financial year. It was once again a year of both achievements and difficulties.

2.2 **The achievements**, as shown in this report, were:

- The development of detailed definitions of the Education Department Purpose, Aims and Objectives as a document created by the whole Department, with comments and suggestions from other staff-
- Progress in the development of the Boilerhouse Education Centre, including its expansion from a teaching centre to a larger project including educational group reception facilities and staff offices.
- An increase of 12.5% in educational group bookings to visit the permanent galleries-
- The successful development of new programmes and publications for schools, families, adults, higher education institutions, the South Asian community and the Chinese community.
- Increased collaboration with other V&A departments, including Collections, Finance, Buildings and Estate, and Public Affairs. This is a priority identified in the previous annual report and a development that must be continued.
- A significant increase in the number of groups receiving a direct teaching service from the staff in the Department to 309 in 1992-93 (not including public lectures and tours by volunteer guides).
- A further marked improvement in the efficiency of the Department's internal management systems, and its public information and bookings systems.
- A strengthening of the staff of the Department and a broadening of the range of skills available to it.

- The opening of the old Royal College of Art Mural Room as a purpose-built art studio.

All this was in addition to maintenance of existing services.

2.3 **The difficulties** were mainly the problems that come with rapid change and development, as in 1991-92, (although there were fewer than they had been in that year). They were partly also the result of the deepening recession. These difficulties were:

- The lack of a shared sense of the strategic goals and values in a department with many new staff. This situation was significantly improved by a residential stay in Alfriston and subsequent work on aims and objectives, but still requires further investment of time and effort.
- Vacancies in the Department's management team, which put an administrative strain on the whole Department and the Head of Education (who acted as Head of Section for Higher Education and Adult and Community Education staff). The Head of Higher Education did not take up her post until February 1993, and there was no Head of Adult and Community Education.
- The impact of the recession on income from adult courses, which dropped by 15 % during the year. This has now recovered.
- The lack of interest from schools, colleges and other educational groups, despite strenuous efforts from the Education Department, in the two major temporary exhibitions, Sovereign and Sporting Glory. This resulted in an 11% drop in educational group bookings in 1992-93 compared with 1991-92.
- Uncertainty over the future of the Mural Room.

2.4 The achievements heavily outweighed the difficulties, many of which were addressed during the year to ensure that the Department's work in 1993-94 would not be affected to the same degree. The evidence so far suggests that income and attendances for the financial year 1993-94 are again on target, following new marketing and promotional initiatives, and that the effects of the recession are being overcome. The Education Department ended the past year considerably stronger - at every level - than it started it, and this trend is continuing.

3. IMPLEMENTATION OF THE EDUCATION STRATEGY

3.1 **The Education Strategy.** At meetings in September 1990, 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 document 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 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 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 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 structured investigation of and reflection on the V&A's teaching programmes.

3.3 The Strategy is designed as a set of inter-related programmes which, taken together, will 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 Through 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's progress in achieving its five major goals 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 exhibition and gallery projects are described in Section 5, as well as Sections 6, 7 and 8. Progress on the development of the new Education Centre and other facilities is described in Section 12.

3.6 **Purpose, Aims and Objectives.** Education Department staff went on a residential course with John Adair, the management consultant, at Alfriston in July 1992. Following this the Department began the process of developing a plan describing its Purpose, Aims and Objectives. A list of the agreed Purpose and Aims is attached as Annex 7. The full document describes objectives as specific projects the achievement of which can be measured, and for which the commitment of staff time and money can be calculated. The exercise involved the whole Department and took considerable staff time. Its effectiveness as a management tool cannot be fully assessed until the

end of its first year of use (March 1994). However, there is no doubt that it has identified quite clearly those projects that have management approval and for which resources have been allocated, and has clarified the responsibilities and commitments of individual staff. A sample page is attached in Annex 8.

3.7 **Staff Restructuring.** The Department suffered from lack of two key staff - the Head of Higher Education (Elizabeth McKellar filled this post in February 1993) and the Head of Adult and Community Education (still not filled). This prevented the Department from completing the restructuring and has, therefore, also severely hampered progress in implementing the Strategy. Compared with 1991-92, however, 1992-93 was a year in which the staffing of the Department was relatively stable: only Claire Llewellyn, part-time editor, left the Department, after winning a children's book prize, to pursue a full-time writing career. Elizabeth McKellar, Head of Higher Education, and three other people joined the Department: Clio Whittaker, the new part-time editor; Ian Whittlesea, part-time projectionist; and Angela Cox, part-time temporary courses organizer, employed when Kathy McLauchlan began work on her PhD. This stability has helped the Department to regain cohesion and a sense of common purpose, although work remains to be done on this.

3.8 In sum, the Education Department is broadly on target to achieve the five key initiatives identified in the Education Strategy, despite the problems created by the recession and delays in the appointment of key staff needed to complete the restructuring. Much work remains to be done - most notably in integrating the work of the Department with that of the Museum - but we are confident that the next annual report will show further progress in reaching this objective.

4. REVIEW OF THE EDUCATION DEPARTMENT BUDGET, 1992-1993

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 This financial framework has encouraged the Education Department to generate its own resources and has enabled it to reach new audiences not previously served by the Department. In the financial year 1992-93, the Department operated on a net nil budget (salaries and central services excluded), which meant that all direct expenditure on events, publications and other education services had to be matched by generated income, sponsorship or grants.

4.3 Dependent as the Department is upon income derived from our courses programme, 1992-93 was a difficult year. The effects of the recession became clear during 1992. The initial budget was set to match the income in the previous year, but bookings for income-generating courses were lower than anticipated. As a result, generated income fell by 18.75% compared to 1991-92.

4.4 An improvement in financial information, both from within the Department and from Central Services, enabled the Department to identify these lower income levels early in 1993 and make the necessary cutbacks to the programme to achieve a break - even budget. Despite the curtailment or postponement of planned programmes, the Department was still able to offer an expanded range of courses, activities and publications to its audiences.

4.5 Increased staffing levels following the recruitment of a new Head of Higher Education, and the first full year of employment of the Head of the Schools Section, two other staff in the Schools Section and a new Head of Operations, resulted in a 20% increase in staff costs compared with 1991-92. Significant expenditure, allocated from central funds, for a networked computer system has been

postponed to 1993/94.

4.6 The Education Department with the support of other Departments (notably the Development Department), again obtained a significant level of 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 for Shireen Akbar's salary

£10,000 from the Friends of the V&A for project costs

£5,000 from the Pilgrim Trust for project costs

£2,000 from the Satusoma Trust for project costs

(Not all of this sponsorship income was spent in 1992-93.)

- **Tsui Chinese Arts Education Programme:**

£15,000 from Mr T. T. Tsui to support a range of summer events and other activities.

- **Boilerhouse Education Centre:**

£40,000 from the Esmee Fairbum Foundation to support development of the Centre.

- **Schools Programme:**

£2,500 from the Friends of the V&A towards the cost of publication of leaflets for teachers.

4.7 Despite the continued recession and increased competition, the Education Department is confident of increasing its earned income in this financial year (1993-94) above that of the year of the report by more than 40%. This is in part because of new marketing and promotion strategies (including advertising) planned in 1992-93 but implemented this year. Income so far this financial year is on target to meet this objective.

5. SERVICES TO THE MUSEUM

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

5.2 **Support for New Galleries and Exhibitions.** The Education Department regards this as one of the most important contributions it can make to the Museum, and one that can significantly enhance visitors' experience of the V&A. In 1992-93, the Department made a contribution through project teams to the following galleries and exhibitions before they opened in 1992-93:

- Ornament Gallery
- Samsung Gallery of Korean Art
- 20th Century Gallery
- Frank Lloyd Wright Gallery
- Sovereign exhibition
- Sporting Trophies exhibition

Support ranged from involvement in early discussions on the design of the gallery through to the development of extensive education programmes described elsewhere in this report. Following the recent approval by Executive Council of new guidelines for the processes of both gallery and exhibition development, the Education Department now plans to develop its own guidelines for education representatives on project teams, to ensure that their contribution is as effective as it should be.

5.3 **Booking and Management of the Lecture Theatre, Seminar Room and Mural Room.** The Museum continues to make extensive use of these facilities, with more than 600 bookings over the period. 49 of bookings were made by the Education Department and 44% of all bookings for these spaces were by other departments, the remaining 7% being made by external users. After the Education Department, the most frequent internal users of facilities were the Special Events Department (10%) and the Training Section (8%). Bookings administered by the Special Events Department and external educational/curatorial bookings administered by the Education Department between them represent a significant source of income for the institution. In 1992-93 the Museum began work on a new document on charges to outside organizations, intended to clarify policy and levels of charges to outside organizations and to maximize income. (See Annexes 5a and 5c).

- 5.4. **Audio-visual Services.** We continue to support the needs of other departments both in their use of the Lecture Theatre and Seminar Room and at events around the Museum. Nearly 30% of bookings of the Lecture Theatre and Seminar Room required specific technical support, provided by the Operations Section of the Education Department. Approximately 70% of Museum departments required AV services from us during the year for their own work in the Museum.
- 5.5 **Staff Training.** Imogen Stewart and other staff of the Education Department managed and contributed to training programmes for volunteer guides, and contributed to induction training for Museum staff and volunteers working on the Information Desks.

6. HIGHER EDUCATION SERVICES

- 6.1 1992-93 was a year of consolidation for the newly formed Higher Education Section of the Department. The extensive adult education services continued to expand and develop while the end of the year saw the arrival of a new Head of Section, Elizabeth McKellar, with a particular responsibility for higher education. The conversion and opening of the Mural Room for the practical art courses was one of the biggest successes of the year. The impact of the adverse economic climate on income earned from adult courses was a disappointment.
- 6.2 The programme of lectures and study days continues to expand and develop. The Year Course in 'The Visual Arts in the 19th and 20th Centuries' had a full intake once more, while work continued on improving the Summer Course programme. This introductory course to Art and Design History was one of those affected by the recession. The regular winter two-week course this year was on the subject of 'Romanticism'.
- 6.3 Besides these long courses, four other short courses were held. These began in June with a five-day study of 'Contemporary Sculpture'. This included visits and on-site discussion with artists and sculptors. June also saw a course on 18th-century furniture based on the V&A's collections. In November a course on the 'Arts of Islam' took place while the Autumn Renaissance course was devoted this year to an examination of 'Images of the Virgin'.
- 6.4 There were seven study days held throughout the year. These began with 'Architecture and Decoration' in May and continued with a day on 'Automotive Design' in June, both of which attracted a great deal of attention. A study day exploring the work of the Conservation Department was held in December and a sell-out day on Frank Lloyd Wright, in connection with the new display of the Kaufmann office, took place in March.
- 6.5 Collaboration with outside organizations built up in the recent past continues to produce substantial results. The second course sponsored by Eskenazi focused on the Asian lacquer tradition particularly in Japan. The foundation courses for NADFAS which the Section runs continued to develop. Finally, our relationship with the Open University, for whom we run several courses, continued to prosper and students made many enthusiastic comments.
- 6.6 The Drawing Courses also went from strength to strength in only their second year of existence. There were twenty-five courses in all over the year. Most of these were of three to six days in length. The subjects ranged widely, from Chinese calligraphy to Indian drawing, and from medieval

symbolism to collage work. The evening drawing courses have proved to be so popular that additional classes have been laid on to meet the demand.

- 6.7 The year also saw the development of a series of evening lectures. These took place in February and March in conjunction with the opening of the new 20th Century Gallery. Five well-known designers and critics, including Nigel Coates and Jonathan Glancey, spoke on contemporary issues.
- 6.8 In January 1993, second-year ceramics students from the University of the West of England visited the V&A. They investigated a selection of Chinese and Islamic pots from the Ceramics Collection through handling and recording them in the Museum. They then continued their studies by experimenting initially with replicas and then using the same techniques and qualities in their own pieces of work. This extremely successful and stimulating collaboration culminated in the display of the students' work in Bristol in March.
- 6.9 The re-structuring of the Section and the appointment of a new Head of Section will facilitate continuing expansion. At the same time as improving the range and quality of the adult courses, it is intended to develop services for students in Higher Education and to increase the number of events and conferences for specialists and academics. These initiatives could not be started before Elizabeth McKellar's arrival.

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. It selects target audiences and target collections to work with each year, offering limited teaching programmes to develop the educational strengths of the collections, and then disseminates the results through publications and in-service training.
- 7.2 During its first two years (1991-93) the section has been running a teaching and publications programme, based on the most-used collections, for teachers who are already coming to the Museum. Staff of the Section (Gail Durbin, Morna Hinton and Colin Mulberg) developed ideas for the use of the Dress Collection, the Prints, Drawings and Paintings Collection, Furniture and Woodwork and other aspects of the Victorian collections. Freelance teachers have also been employed to work with schools on two sculpture projects, one for sixth formers using wire sculpture based on dress forms and another for younger pupils on fans, and other teaching programmes.
- 7.3 In-service training (INSET) courses for teachers have been offered as part of this programme. There were courses on 'Teaching the Victorians through drawing', 'Teaching the Victorians through drama' and 'Teaching the Victorians through objects and prints and documents'. Teachers were invited to come to the Museum for a day to learn one of these methods of using the collections and then bring their classes to test the ideas. A few weeks later they came back for supper on a Wednesday evening to share their ideas and evaluate the activities. Information acquired in this way will be fed back into our publications.
- 7.4 The Schools Section continued to work on the Tsui teacher's pack. Staff also ran a course on Chinese art and culture in August 1992 for teachers and their families. This was attended by over 50 people and proved that teachers will attend courses in the summer holidays.
- 7.5 The Section offered an education programme for the Sovereign exhibition, co-ordinated by Carole Mahoney, a freelance museum educator and assisted by Mary Mellors. Joanna Ball took bookings and greeted parties. This consisted of a 10-week teaching programme, two events for teachers and an extensive programme of family events at weekends and in the school. A teacher's pack and a family pack were produced to complement the exhibition. The Section advised the organizers of the Sporting Glory exhibition on the content and approach of the pack they produced for schools.
- 7.6 Short information booklets for teachers were produced, either in response to the needs of the

National Curriculum or to reflect the priorities of the Museum. Plant motifs, for secondary art and textiles teachers, developed ideas from a teacher's course run jointly with the Chelsea Physic Garden in May. Also published during the year were Studying: the Tudors and Stuarts at the V&A and The European Ornament Gallery. The booklets contain ideas for the educational use of the displays. A start was made on similar publications on maths and Islamic art, the 20th Century Gallery, William Morris and a leaflet for pupils working independently in the V&A galleries called Using: the V&A for GCSE and A-Level coursework.

- 7.7 The Department receives many requests from pupils for help with projects. In 1992-93 the Schools Section prepared standard replies to some of the most frequent requests and developed a multi-purpose letter to help deal with queries quickly and effectively.
- 7.8 Colin Mulberg and Morna Hinton both went on placements at local primary schools.
- 7.9 During the year the Section, together with freelance staff, provided 214 teaching sessions for schools and 7 in-service training sessions for teachers.

8. ADULT AND COMMUNITY EDUCATION SERVICES

- 8.1 The new post of Head of the Adult and Community Education Section was left unfilled, pending a decision from the Executive Council that would enable the Department to begin the recruitment process. In the interim, the Head of Education acted as Head of Section. It is hoped that the post will be filled in 1994, so that the Section's work, begun with considerable success by its staff (Imogen Stewart, Shireen Akbar and Alice Wong) can be properly developed.
- 8.2 **Free Introductory Tours** organized by Imogen Stewart are given by the V&A Guides six times a day. In 1992-93 they were attended by 26,979 visitors. The purpose of these tours is to help visitors understand the breadth of the collections and to increase their knowledge of art, craft and design. These tours are also given by special arrangement for pre-booked groups; children during the Christmas, Easter and Summer holidays; groups organized by the Marketing and Special Events Departments; staff and volunteer training courses; visitors with disabilities (taking individual needs into consideration); non-English-speaking visitors; and the Friends of the V&A.
- 8.3 In the summer of 1992 there was an initial training course for new guides. Twenty out of thirty-five applicants were selected for training and fifteen new guides joined the scheme early in 1993. As a result, tours are now offered on Sunday mornings. The Museum has benefited enormously from the commitment and skill of these dedicated volunteers.
- 8.4 **Free Daily Gallery Lectures** are also organized by Imogen Stewart. These lectures are given by a curator or specialist lecturer, and provide visitors with an opportunity to hear lectures based on current research. The subjects extend over the whole range of the collections and the work of the Museum's curatorial and conservation staff. The programme includes some lectures on new displays and special exhibitions and some in French, Italian and Polish. In each programme a curatorial section contributes a series. There are also lectures in the Print Room and NAL so that these holdings are made more generally accessible. The NAL finds that the opportunity for their staff to give lectures on their holdings is a useful form of staff training. Lectures for visitors with visual impairments are included in each programme. Series of lectures on a theme are especially popular with the audience, which consists mainly of students, collectors, educators, V&A staff and volunteers and other interested visitors. In 1992-93, 265 lectures were given to a total of 4,496 visitors.
- 8.5 **Services for Visitors with Disabilities.** The Department continued its policy of making the collection accessible to visitors with disabilities, especially those with visual impairments and

learning difficulties. This was done through responding to individual need and through arranging public workshops for visitors with visual impairments, for whom an independent tour on tape and in braille and large print was also developed. Approximately 136 visually impaired visitors and their escorts used the education service in 1992-93. This involved research into teaching art to people with visual impairments, and advising on the 'touch object' mounted in the new Korean Gallery. During the year Imogen Stewart also helped with disability awareness training for staff, temporary exhibition helpers and volunteers. Students, educators and museum professionals have visited the V&A to observe and study this aspect of the Department's work.

8.6 **Chinese Arts Education Services.** The second Chinese Summer programme took place in August 1992. The activities were organized by leading contemporary Chinese artists, Wang Jianan and Qu Leilei, and were supported by both the Far Eastern Collection and the Education Department. The programme, which involved 16 artists and other specialists, consisted of 11 weekend activities and 10 weekday workshops. 257 people came in 15 groups for the workshops and a total of 12,500 joined all the events. Activities offered included Chinese painting, calligraphy, paper-cutting, mask-making, book-making, taiji, Chinese music, medicine and Chinese films. As a consequence of the success of the programme, Mr T. T. Tsui generously agreed to sponsor a full-time Chinese Arts Education Officer to develop education services for the Chinese community and the general public, and the V&A appointed Alice Wong to the post early in 1993.

8.7 **South Asian Arts Education Programme.** The highlight of the second year of this new initiative was the exceptional success, at many levels, of the Nehru Gallery National Textiles Project. Groups of women from cities around Britain (and now abroad) formed to prepare textile panels, inspired by a visit to the V&A's South Asian collections and assisted by artists sent out by the V&A to work with them. The process and the results represented an innovation in community education which attracted widespread interest from the other arts institutions and museums, arts educators, and most importantly, the South Asian community in Britain. This project was the most significant initiative undertaken by Shireen Akbar, but she also provided teaching services to groups both at the V&A and outside the institution, contributed to the re-display of the Nehru Gallery, and promoted the Museum and her work through the media. The Education Department is grateful to the Paul Hamlyn Foundation for so generously funding Shireen Akbar's post, and to the Pilgrim Trust, the Satusoma Trust and the Friends of the V&A for their valuable contributions to the costs of the textile project and the development of a South Asian handling collection.

8.8 **Family Programmes.** As the Adult and Community Section lacks a Head of Section to co-ordinate family programmes, activities for families have been limited. A new series of trails was

launched in December with one on Korea, to coincide with the opening of the new gallery , and work began on two more. The Schools Section managed a programme of Christmas activities, which included a chance for visitors to be the back legs of a pantomime donkey and to sample traditional seasonal food!

9. OPERATIONAL SUPPORT SERVICES

- 9.1 The Operation Sections continues to support the activities of the Department while providing services to the general public and the Museum, and in particular to groups visiting the V&A. It consists of the following staff members: Liz Chell, Head of Operations; Jim Divers, Audio-visual Technician; Sarah Briggs, Administration Officer; David Watts, Slide Librarian; and Ian Whittlesea, part-time Audio-visual Technician. Briony Binnie, the Departmental Secretary, is not a member of the Section but works closely with it.
- 9.2 **Group Enquiry and Booking Services.** The Operations Section is increasingly busy, responding to the growing demand for group visits to the V&A. This is mainly managed by Sarah Briggs. Almost 300 packages of information a month were sent out by the Department in response to enquiries - an increase of 30% on the previous year. During 1992-93, 1,464 groups (approximately 47,500 people) booked a visit through the Education Department. Although the total number of groups was 11 % lower than the previous year, the number of group bookings for the permanent galleries alone rose in 1992 by approximately 12.5% compared with 1991. This trend was continued between January and March 1993, with almost a 32% rise in group bookings compared to the same period the previous year. The small decline in overall bookings is attributable to the marked lack of demand from educational groups to visit the Sovereign and Sporting Trophies exhibitions compared with the interest such groups showed in the Visions of Japan exhibition in 1991-92.
- 9.3 Bookings for gallery lectures increased by 50% from the previous year with more than half of these given free of charge to visiting college groups. The Department also contributed to a new V&A draft policy, which aims to provide improved services for visiting adult groups and to increase generated income for the V&A. Its implementation is planned for 1993-94.
- 9.4 **Department Slide Library.** After the closure of the V&A's slide library approximately 150,000 slides from the collection were given to the Education Department. After individual assessment and sorting, a library of approximately 80,000 slides will be available for users within the Department, guest lecturers and Museum staff by July 1993. The successful completion of this task by David Watts was a significant achievement.
- 9.5 **Information Technology.** Overall requirements for an information system within the Department were developed. Further progress towards a networked computer system was delayed until late 1993 when additional staff resources become available within the Computer Section. Improved

access to information technology, through the availability of greater numbers of personal computers and printers, has improved the Department's planning processes and ability to provide financial records for the coming year.

- 9.6 **Market Research.** A programme of market research, on use by students of the V&A and visitor response to adult courses, was undertaken on the Department's behalf by the University of Surrey. Begun in March 1993, it will assist staff in planning future programmes and ensure the Department continues to service customer needs.
- 9.7 **Archive Material.** A video of the Nehru Gallery Tent Project was produced by Jim Divers together with videotape records of the Tsui summer programme and practical art and design courses. An archive of photographic material of the Department's work was also established and will be developed during 1993-94.
- 9.8 **Promotional Activities.** Analysis, restructuring and refinement of the Department's mailing list made it a more targeted and flexible promotional tool. Mailings of press listings to journals and newspapers achieved wider coverage of programmes and helping to increase audience diversity. Advertising will be used in 1993-94 to complement this.
- 9.9 **Secretarial Services.** The Education Department relies upon the Departmental Secretary, Briony Binnie, to provide support services to the Head of Department and other staff and to assist the flow of information inside and outside the Department. In 1992-93 she introduced a fortnightly Departmental newsletter and re-established a comprehensive filing system for the Head of Department.

10. PROFESSIONAL ACTIVITIES OF EDUCATION DEPARTMENT STAFF

- 10.1 **Advice to Government.** David Anderson was asked by the Department for Education and the Department of National Heritage (then OAL) to submit a list of proposals that would encourage development of museum education in Britain. After discussions with officials of the two departments, he was invited by the Department of National Heritage to produce the first comprehensive National Report on Museum Education ever undertaken in Britain. Work on this will begin in 1994.
- 10.2 **Museums Association.** The Museums Association's Annual Report in 1992-93 was "Responding to Change: Museum Education Services at the Crossroads". David Anderson served on the Working Party that helped to draft the report. In addition, Gail Durbin advised the Museums Association on the effects of recent changes in legislation on schools and the National Curriculum.
- 10.3 **The Museum Training Institute.** Two staff of the Education Department, David Anderson (Chair) and Gail Durbin, served on the MTI's Education Functional Group, which developed proposed training standards for museum education. David Anderson served on the MTI Steering Committee and was elected co-ordinator of Chairs of MTI Functional Groups.
- 10.4 **The Group for Education in Museums.** Gail Durbin came to the end of a three-year period as Chair of the Group for Education in Museums. She is now co-ordinating the GEM Design for Learning Project, which aims to publish an anthology of writing on the educational aspects of the design of exhibitions and galleries. David Anderson also served on the Steering Committee for the project, which is expected to be completed in 1994.
- 10.5 **Museums and Galleries Disabilities Association.** Imogen Stewart again served on the Committee of the Association. She organized the 1992 annual seminar on the subject of 'Museums and Older People: the Third Age', which was held at the V&A.
- 10.6 **Costume Society.** Imogen Stewart was programme co-ordinator for the Society in 1992-93.
- 10.7 **Advice to Other Organizations and Individuals.** Imogen Stewart advised on the training of V&A guides and staff of the American Museum of Natural History, New York; the Royal Scottish Museum, Edinburgh; and the National Museums and Galleries on Merseyside. She advised the Fine Arts Museum, Boston; the South Bank Centre; the National Maritime Museum; the National Portrait

Gallery; Richmond Park; the National Museums and Galleries on Merseyside; and visitors from Burma, India and Japan on education for visitors with visual impairments and other disabilities. Other staff in the Department met a wide range of visitors from the UK and overseas, including visitors from the US, France, Sweden, Japan, India, Germany and Portugal.

- 10.8 **Exhibitions and Other Professional Activities.** Kathy McLauchlan began a PhD at the Courtauld Institute in February 1993 on 'French Artists in Rome 1815-1863'. Eileen Graham had a solo exhibition at the Lewes Gallery in September 1992 and contributed to mixed shows at Wellingham Barn and the Towner Art Gallery in April 1992 and the Hove Museum in March 1993.

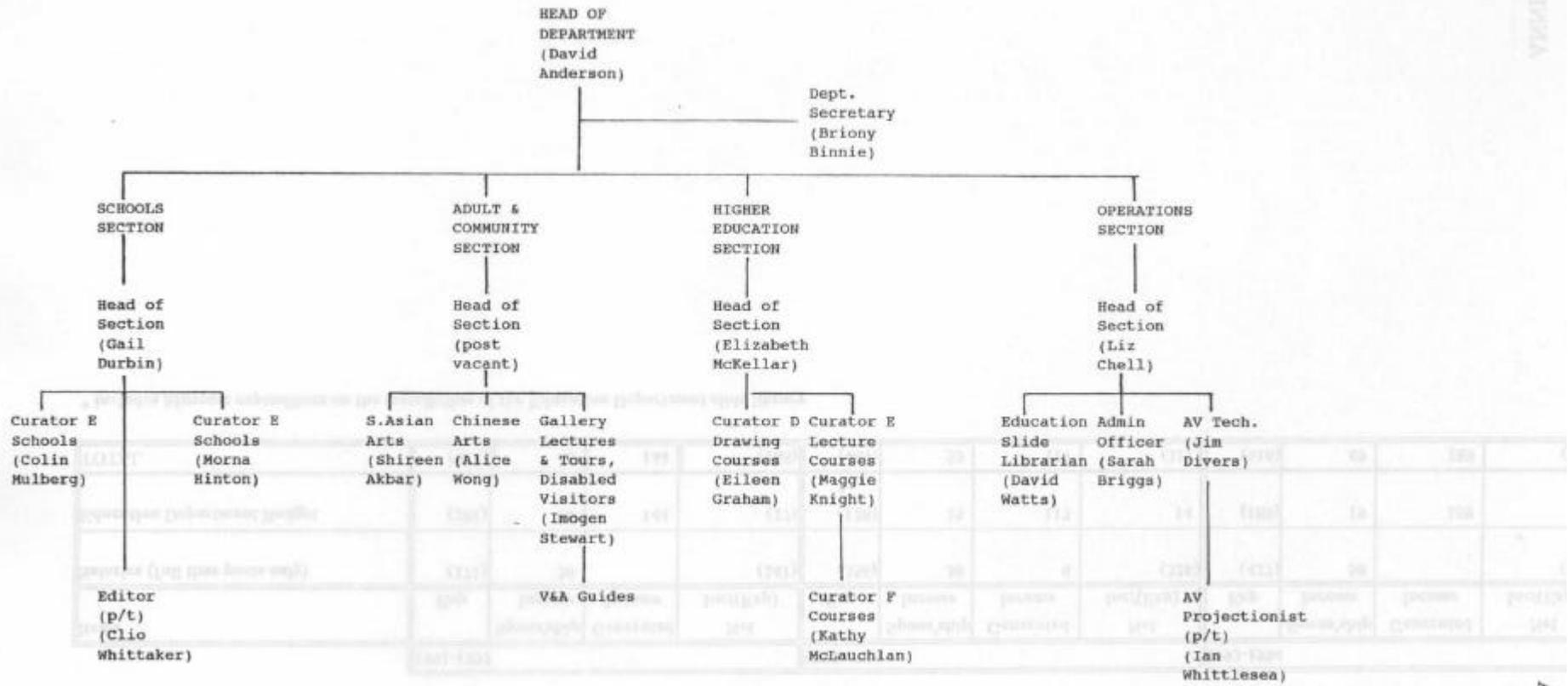
11. CONFERENCES, LECTURES, PROFESSIONAL TRAVEL AND ACADEMIC AWARDS AND PUBLICATIONS

- 11.1 **David Anderson.** In 1992 David Anderson was invited to attend the Association of American Museums Conference at Baltimore to contribute, with one other UK representative, to a colloquium on 'Excellence and Equity', the AAM's major policy statement on museum education and public service. Afterwards, with financial support from the US Information Agency, he visited museums in several US cities. He gave lectures at the V&A to a number of outside organizations, including groups from Holland and the Institute of Education, University of London, where he was Visiting Fellow in the academic year 1992-93 and was asked to help develop a new MA in Museum and Gallery Education.
- 11.2 **Gail Durbin** taught a six-week module on the practice of museum education on City University's MA in Museum and Gallery Management course and contributed to the Essex University MA in Museum Studies, the Leicester Diploma in Museum Studies and the Strawberry Hill Diploma in Heritage Education. She attended the annual conference for the Group for Education in Museums and as conference director planned a Historical Association Primary Conference for May 1993.
- 11.3 **Colin Mulberg** contributed to an initial teacher training course at Goldsmiths College organized by the Design Council on studying technology in other cultures within the National Curriculum Technology. He also attended the conference of the Group for Education in Museums. With Morna Hinton he wrote a review of Eureka and Snibsdon Museum for the journal, New Research in Museum Studies, published by Leicester University's Department of Museum Studies.
- 11.4 **Morna Hinton** attended the 1992 GEM conference and, with Colin Mulberg, wrote a review of Eureka and Snibsdon Museum for the journal New Research in Museum Studies.
- 11.5 A list of publications produced by staff in the Education Department, reproduced from the Research Register, is attached in Annex 6.

12. TEACHING FACILITIES AND ACCOMMODATION

- 12.1 **The Mural Room.** The re-opening of the Royal College of Art Mural Room, after renovation, as a purpose-designed practical art studio made possible a range of new courses for adults, students and teachers and placed the Education Department's work as part of a museum of art, craft and design on a stronger philosophical basis once more. Demand from Education Department and other staff for the space greatly exceeds the room's capacity.
- 12.2 **The Boilerhouse Education Centre.** Managed by David Anderson and with Morna Hinton as project co-ordinator, the Centre moved in 1992-93 from concept to initial design work. This development was only possible because of the generous commitment of £250,000 by the Clore Foundation and £40,000 from the Esmée Fairbairn Foundation. Following the appointment of the architectural practice Shillam and Smith as architects for the project in August 1992, the V&A reviewed its original decision that the Centre should consist only of a teaching centre, with a separate education group reception area at the Science Gate and staff offices also elsewhere. In March 1993 the decision was taken to develop all three functions on the one site. A revised brief was developed to incorporate these changes, based on detailed analyses of audience needs and space needs conducted by the Education Department.
- 12.3 **The Lecture Theatre and Seminar Room.** No significant changes were made to these spaces in 1992-93. Neither space is entirely satisfactory: heating and ventilation systems in these historic rooms do not work as well as they should, and inflict considerable discomfort on the public during periods of heat and cold. Poor seating and lack of adequate, local refreshment facilities also prevent the Museum from hiring the two rooms for outside conferences more often.

EDUCATION DEPARTMENT AS AT MARCH 1993



ANNEX I

ANNEX I

ANNEX 2

EDUCATION DEPARTMENT INCOME AND EXPENDITURE 1991/2 and 1992/3 AND BUDGETED INCOME AND EXPENDITURE FOR 1993/4

Please note that expenditure and income (sponsorship and other) on the Boilerhouse Education Centre and other educational teaching facilities are excluded from these figures.

(All figures are in 000's)

Items	1991-92				1992-93				1993-94			
	Exp	Sponsorship Income	Generated Income	Net Inc/(Exp)	Exp	Sponsorship Income	Generated Income	Net Inc/(Exp)	Exp	Sponsorship Income	Generated Income	Net Inc/(Exp)
Salaries (full time posts only)	(271)	30		(241)	(356)	30	0	(326)	(427)	50		(377)
Education Department Budget	(201)	30	144	(27)	(128) *	25	117	14	(189)	19	189	19
Total	(472)	60	144	(268)	(484)	55	117	(312)	(616)	69	189	(358)

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

ANNEX 3

EDUCATION GROUP VISITS TO THE V&A 1992

GROUP TYPE	TOTAL NUMBER IN CATEGORY	% OF TOTAL	No. of groups in sub-cat		
COLLEGE GROUPS	394	26			
Adult Education			30		
Further Education			207		
Polytechnic			25		
University			93		
Unknown			39		
SCHOOL GROUPS	864	57			
Primary			233		
Secondary			408		
Middle			18		
Primary Middle			14		
Primary Secondary			3		
Sixth Form			32		
Special			4		
Unknown			152		
NON-FORMAL GROUPS	250	17			
Language School			2		
NADFAS			7		
Travel Company			27		
Other			114		
Including:					
			Art group	5	
			Community group	52	
			Playscheme	10	
			Youth group	3	
	Sotheby's	44			
No further details			100		
TOTAL	1,508	100			

EDUCATION GROUP VISITS TO THE V&A, January - March 1993						
	January		February		March	
	Groups	No. in Group	Groups	No. in Group	Groups	No. in Group
SCHOOLS	71	2,596	55	1,815	113	4,002
COLLEGES	39	1,039	70	1,889	511,219	
NON-FORMAL	12	278	18	785	28	776
Total groups	457	An increase on January-March 1992 of approximately 32% groups				
Total number of visitors	14,399					

ANNEX 4

GALLERIES AND EXHIBITIONS MOST VISITED BY BOOKED GROUPS IN 1992

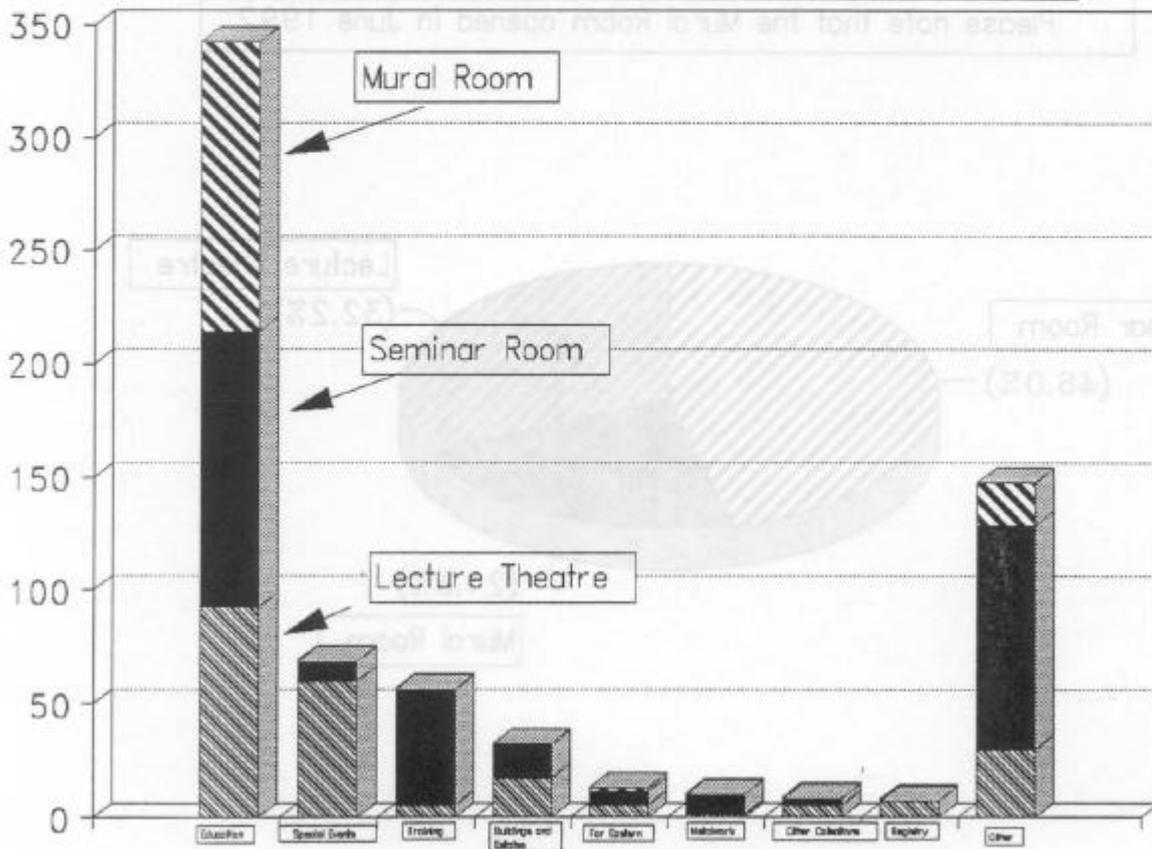
The twenty most-visited galleries

Costume	493
Nehru Gallery of Indian Art	157
Britain 1820-1900	139
Textiles	130
Britain 1750-1820	115
T. T. Tsui Gallery of Chinese Art	109
Britain 1900-1960	100
Toshiba Gallery of Japanese Art	89
20th Century Study Collection	76
Paintings (Henry Cole Wing)	71
Art of the Islamic World	70
Print Room	66
Cast Courts	64
Britain 1500-1715	61
Europe and America 1800-1900	53
Studio Pottery	48
Porcelain (Britain)	47
Morris, Gamble and Poynter Rooms	45
European Ornament Gallery	44
Britain 1715-1750	44

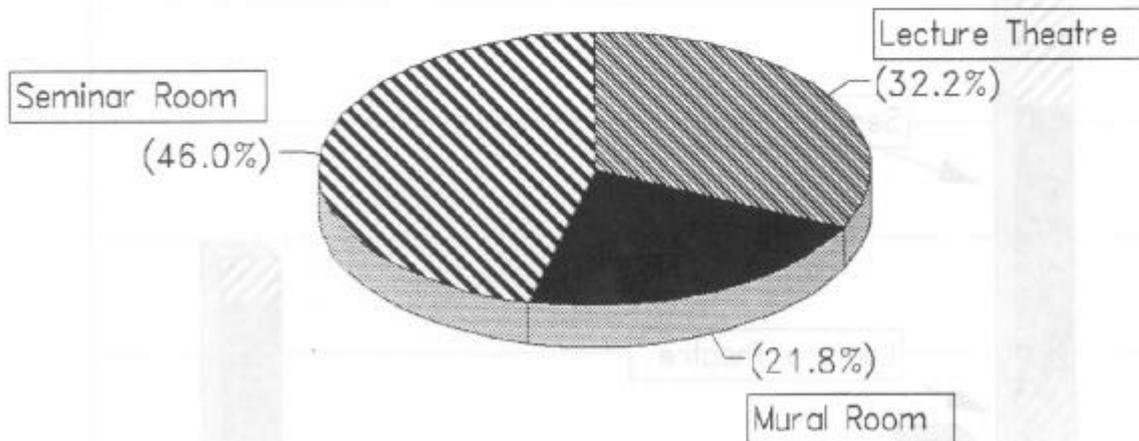
The five most-visited exhibitions

Sovereign	130
Jewels of Fantasy	44
Art of Death	33
Sporting Glory	25
Green Images	11

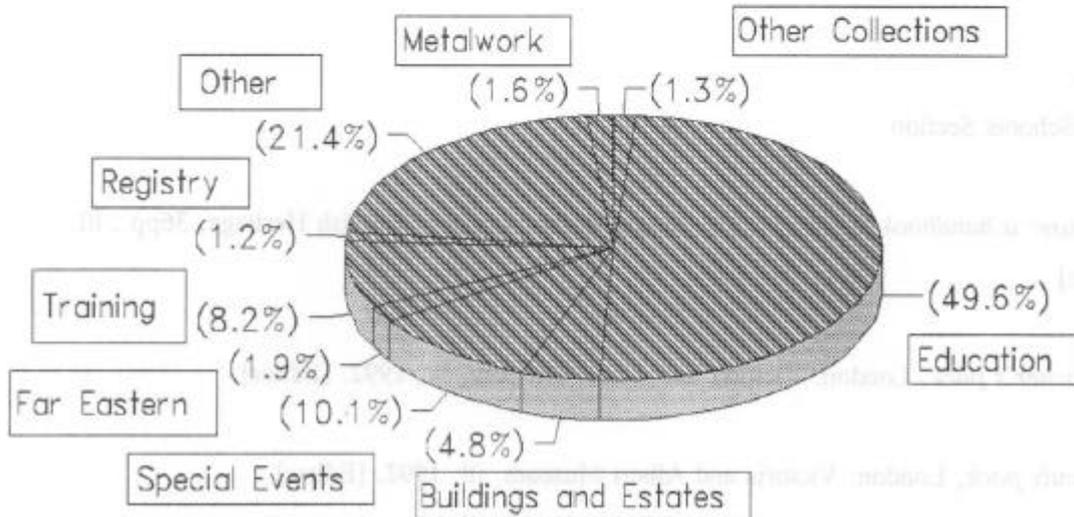
BOOKINGS FOR EDUCATION DEPARTMENT SPACES, BY SPACE AND BY V&A DEPARTMENT, 1992-3



(b) BOOKINGS FOR EDUCATION DEPARTMENT SPACES
BY SPACE, 1992-1993
Please note that the Mural Room opened in June 1992



BOOKINGS FOR ALL EDUCATION DEPARTMENT SPACES,
 (Lecture Theatre, Seminar Room, Mural Room)
 BY V&A DEPARTMENT, 1992-1993



ANNEX 6

EDUCATION DEPARTMENT PUBLICATIONS

David Anderson

Head of Education

“Beyond museums: objects and cultures”. *Journal of Education in Museums*, no.13, 1992. [Article]

“Resolving the conflict between public service and commercialism”. *Group for Education in Museums Newsletter*, Spring 1992. [Article]

“Museums at a time of change” (Lecture given at a symposium to celebrate International Museums Day in April 1991 at the University of Umea, Sweden). In: Simon Blackall and Jan Meek, eds. *Marketing the Arts*, ICOM 1992. [Article - published without author’s permission]

Gail Durbin

Head of the Schools Section

Chiswick House: a handbook for teachers by Susan Morris, London: English Heritage, 36pp. , ill. 1992. [Editor]

Sovereign teacher’s pack, London: Victoria and Albert Museum, ill, 1992. [Editor]

Sovereign family pack, London: Victoria and Albert Museum, ill, 1992. [Editor]

Studying the Tudors and Stuarts at the V&A, by Carole Mahoney, London: Victoria and Albert Museum, 12pp. , ill. 1992. [Editor]

“Survey by the Group for Education in Museums of the Area Museum Council education, policies and criteria for funding education in museums.” *Group for Education in Museums Newsletter* 45, pp. 4-14, spring 1992. [Compiler]

Colin Mulberg

Education Officer, Schools Section

“Beyond the looking glass: technological myths in education”. In: Catherine Budgett-Meakin, ed. *Make the Future Work*, Longman, pp.25-35, ill. 1992. [Article]

Morna Hinton

Education Officer, Schools Section

Plant motifs: information and ideas for secondary art and textiles teachers. London: Victoria and Albert Museum, 8pp. , ill. 1992. [Contributor]

Shireen Akbar

Education Officer, South Asian Arts

Plant motifs: information and ideas for secondary art and textiles teachers, London: Victoria and Albert Museum, 8pp. ill. , 1992. [Contributor]

Imogen Stewart

Education Officer, Gallery Lectures and Tours

Introduction to the V&A, 1992. [Braille and tape guide]

Introduction to classic needlework, Studio Editions, 1992. [Book]

Plant motifs: information and ideas for secondary art and textiles teachers. London: Victoria and Albert Museum, 8pp. ill. , 1992. [Contributor]

Sovereign teacher's pack. London: Victoria and Albert Museum, 1992. [Contributor]

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 for the Museum.
8. To maximize 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.