New Orleans’ Own
Hot 8 Brass Band

Curriculum Guide

Friday, February 6, 2009 at 10AM
Bowker Auditorium
Take a Tour of America’s First City of Jazz: New Orleans

Guide Overview

This curriculum guide can be used in several different ways, according to how you want to incorporate it. It can be used for several days, or for just 30 minutes. Our hope is that you will try a few of the following activities so that your students will have a more complete arts experience. Not only will they see a live music performance, but they may also be able to create something of their own, as well.

New Orleans' own Hot 8 Brass Band has epitomized the New Orleans' street music for over a decade. The band plays the traditional second line parade, hosted each Sunday afternoon by Social Aid and Pleasure Clubs, infusing their performances with the funk and energy that makes New Orleans music loved around the world. The members of Hot 8 Brass Band were born and raised in New Orleans and many began playing in high school. What makes the Hot 8 so special are the sounds they coax from their well loved, well worn horns. The Band performs annually at the New Orleans Jazz and Heritage Festival, world and jazz festivals across the US and Europe, and were featured in the Spike Lee documentary, When the Levees Broke. The Hot 8 has released critically acclaimed recordings, and is featured on the latest Blind Boys of Alabama recording on Time Life records.

They have also been part of an important relief project following Hurricane Katrina. SAVE OUR BRASS! Is a local grass-roots project that has brought music and instruments to shelters, temporary trailer parks, and communities across the Gulf Coast.

Hot 8 Brass Band performance funded in part by the Expeditions program of the New England Foundation for the Arts, made possible with funding from the National Endowment for the Arts Regional Touring Program and the American Masterpieces Initiative, with additional support from the six New England State arts agencies.

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**Who Are the Hot 8.....**

**TUBA:** Band leader Bennie "Big Peter" Pete was born in New Orleans in 1976 and has played tuba since the sixth grade. Bennie played previously with the Looney Tunes and was the founder of the Hot 8. His influences include Tuba Fats, Keith Anderson, and Leroy Jones.

**TRUMPET:** Terrell "Burger" Batiste was born in New Orleans in 1984. He started playing baritone in the seventh grade and joined the Hot 8 while he was still in high school. His influences include Miles Davis, Leroy Jones, and Louis Armstrong.

**BASS DRUM:** Harry "Swamp Thang" Cook was born in New Orleans in 1976. He began playing in high school at the age of sixteen. Harry's influences include Herlin Riley, Louis Armstrong, and Tuba Fats.

**TROMBONE:** Jerome "Baybay" Jones was born in New Orleans in 1975. Jerome comes from a family of musicians and has played with the Looney Tunes, Dirty Dozen, Treme, and NewBirth brass bands. Influences include Alonzo Barnes, Keith "Wolf" Anderson, J.J. Johnson, Fred Wesley and Maceo Parker.

**TRUMPET:** Alvarez "B.I.G. AL" Huntley was born in New Orleans in 1978. He played music in school from the third grade until his graduation from Booker T. Washington high school then attended Southern University at Baton Rouge on a music scholarship, then went to Dallas UNT. His influences include Wynton Marsalis, Stevie Wonder, and Louis Armstrong.

**SNARE DRUM:** Dinerral "Dick" Shavers was born in New Orleans in 1981. He began playing in his second grade brass band and later played in church, where his mother was the organist. His influences include Herlin Riley, Kermit Ruffins, and the Dirty Dozen.

**TRUMPET:** Raymond "Dr. Rackle" Williams was born in New Orleans in 1961. He attended college in Hartford, CT on a music scholarship and has recorded with Jackie McLean on the Blue Note label before joining the Hot 8 in 2001. His influences include McLean, Ellis Marsalis, and Clifford Brown.

**TROMBONE:** Keith "Wolf" Anderson was born in Chicago in 1964. He moved to New Orleans in 1973 and graduated from St. Augustine high school. He has recorded with The Dirty Dozen and Rebirth brass bands and with Doreen Ketchum. Keith's influences include The Olympia, Dirty Dozen, and Tuxedo brass bands.

**TROMBONE:** Jereau "Cousin" Fournett was born in New Orleans in 1984. He graduated from John F. Kennedy high school. Influences include Little Joe, Wolf, Tyrus Chapman, Revert Andrews, and Troy Michael.

**SAX:** Wendell "Cliff" Stewart is the newest member of the Hot 8. Cliff was born in New Orleans in 1978, and his earliest music encounter was in church, where his grandmother was the choir director and his mom the lead soloist. He started playing brass band music at Alcee Fortier High School and continued his education at Southern University in Baton Rouge.
Quick Facts About New Orleans

New Orleans is a major United States port city and the largest city in Louisiana.

The city is located in southeastern Louisiana, straddling the Mississippi River. It is coextensive with Orleans Parish, meaning that the boundaries of the city and the parish are the same. It is bounded by the parishes of St. Tammany (north), St. Bernard (east), Plaquemines (south), and Jefferson (south and west). Lake Pontchartrain, part of which is included in the city limits, lies to the north, and Lake Borgne lies to the east. It lies 6.5 to 20 ft. below sea level.

The city is named after Philippe II, Duc d'Orléans, Regent of France, and is one of the oldest cities in the United States, founded in 1718. It is well known for its multicultural heritage, cuisine, architecture, music (particularly as the birthplace of jazz), and its annual Mardi Gras and other celebrations and festivals. Mardi Gras is an ancient custom that originated in southern Europe. It celebrates food and fun just before the 40 days of Lent: a Catholic time of prayer and sacrifice.

Population before Hurricane Katrina: 484,000
After: 223,000

Area:
City: 350.2 sq. miles
Land: 180.6 sq. miles
Water: 169.7 sq. miles

Nicknames:
Big Easy
Crescent City
**Important Terms and Definitions:**

**Jazz** A genre of American music that originated in New Orleans circa 1900 characterized by strong, prominent meter, improvisation, distinctive tone colors & performance techniques, and dotted or syncopated rhythmic patterns.

**Mardi Gras** is a day of carnival, when people dress up, have parades, dance, eat, drink, and stay up late. Mardi Gras means "Fat Tuesday" in French. The name "Fat Tuesday" comes from the ancient custom of parading a fattened ox through the streets of Paris, France, at the beginning of the celebration, which precedes Lent. Lent is the 40-day period preceding Easter; it is a period of Christian religious observance when people temporarily give up something they enjoy. Mardi Gras (also known as Shrove Tuesday) is celebrated by some people as a last party before Lent. Mardi Gras is celebrated in many places around the world, including: New Orleans, Louisiana, USA; Rio de Janeiro, Brazil (where it is called Carnaval); Nice, France; and others. The traditional New Orleans Mardi Gras colors are purple, green and gold.

**Rhythm** The pattern of musical movement through time; the patterned, recurring alternations of contrasting elements of sound or speech.

**Second Line Parades** are the descendants of the city’s famous jazz funerals and, apart from a casket, mourners and a cemetery visit, they carry many of the same traditions with them as they march down the streets. Today, the parades are not tied to any particular event, holiday or commemoration; rather, they are generally held for their own sake and to let the good times roll.

Second lines trace their roots back to the 19th century and the fraternal societies and neighborhood organizations that collectively provided insurance and burial services to members, especially among the African American community. The "first line" of a funeral consisted of the people who were an integral part of the ceremony, such as the members of the club or krewe, or family and friends of the deceased. The "second line" originally referred to people who were attracted to the music. Led by a "Grand Marshal", the band and mourners would move to the burial site, with the band playing a dirge to signal the struggles, the hardships, the ups and downs of life. On the way back, the music became more joyful. Relatives, friends, and acquaintances would become the second line and dance with wild abandon. The second line, usually sporting umbrellas and handkerchiefs, became traditional at these jazz funerals.

The noun **second line**, is also the name of a "unique dance", performed to the beat of New Orleans’ traditional jazz. The dance is an evolved version of an old African dance known as the, "Bambula".
The Lake Pontchartrain Causeway, or the Causeway, consists of two parallel bridges crossing Lake Pontchartrain in southern Louisiana. The longer of the two bridges is one of the longest in the world — over water. It measures at 23.87 miles (38.42 km) long. 

Water, Transport and New Orleans

The city of New Orleans owes its existence, and economic viability, to the same geographic features that keep it vulnerable. Originally, the French laid out the network of swampy streets here in 1718, putting it as close to the mouth of the river as feasible in order to control this critical avenue into the middle of the continent both militarily and commercially. For centuries since then, the Mississippi has acted as the primary channel for the consumer goods, natural resources, and agricultural products that make New Orleans one of the world’s greatest ports. Lake Pontchartrain to the north and the Gulf of Mexico to the south enhance the city’s stature as a hub of travel, trade, and recreation. Problems with periodic flooding, tropical storms, and vanishing wetlands are ever-present reminders of instability. Surrounded by water, the city is also surrounded by risk. Yet New Orleans perseveres with an indomitable spirit.

Common New Orleans Water Words:

Bayou (by’ you) • slow stream, or body of water running through a marsh or swamp.

Delta • soil deposit at mouth of river, often triangle shaped

Lake • large inland body of standing water

Levee • embankment for preventing flooding

River • natural stream of water of a significant volume

Swamp • wetland, often partially covered with water
Hurricane Katrina of the 2005 Atlantic hurricane season was the costliest hurricane, as well as one of the five deadliest, in the history of the United States. Among recorded Atlantic hurricanes, it was the sixth strongest overall. Hurricane Katrina formed over the Bahamas on August 23, 2005, and crossed southern Florida as a moderate Category 1 hurricane, causing some deaths and flooding there before strengthening rapidly in the Gulf of Mexico. The storm weakened before making its second landfall as a Category 3 storm on the morning of Monday, August 29 in southeast Louisiana. It caused severe destruction along the Gulf coast from central Florida to Texas, much of it due to the storm surge. The most severe loss of life and property damage occurred in New Orleans, Louisiana, which flooded as the levee system catastrophically failed, in many cases hours after the storm had moved inland. The federal flood protection system in New Orleans failed at more than fifty places. Nearly every levee in metro New Orleans was breached as Hurricane Katrina passed just east of the city limits. Eventually 80% of the city became flooded and also large tracts of neighboring parishes and the floodwaters lingered for weeks. At least 1,836 people lost their lives in the actual hurricane and in the subsequent floods, making it the deadliest U.S. hurricane since the 1928 Okeechobee Hurricane. The storm is estimated to have been responsible for $81.2 billion (2005 U.S. dollars) in damage, making it the costliest tropical cyclone in U.S. history.

The levee failures prompted corps commander Lt. Gen. Carl Strock to commission an investigation of the New Orleans flood protection system. In New Orleans, responsibility for the system's design and construction belongs by the federal statute to the Corps of Engineers. Other congressional investigations were launched into response of the federal, state and local governments, resulting in the resignation of Federal Emergency Management Agency director Michael D. Brown. Conversely, the National Hurricane Center and National Weather Service were widely commended for accurate forecasts and abundant lead time. Three years later, thousands of displaced residents in Mississippi and Louisiana were still living in trailers.

750,000 Number of Gulf Coast families forced to evacuate during Hurricane Katrina
Katrina Family Profile: Where Are They Now? FEMA (8/06)

1,000,000+ Number of Gulf Coast residents displaced by Hurricane Katrina
Housing Families Displaced by Katrina, The Brookings Institution (11/05)

627,525 Population New Orleans at its Peak, 1960

444,000 Pre-storm population of New Orleans

191,000 Population of New Orleans one year later (11/06)
Create Your Own Boat

Unfortunately, you won’t be able to sail in this boat, but you can place it in water and watch it float! You can make this small boat using some common items located in the house.

- One empty 2-liter milk carton
- Three straight drinking straws
- String, fishing wire or thread
- Scotch tape
- Plastic Wrap
- Scissors
- Hole punch
- Paint or markers (if desired)

1. Very carefully, cut the empty milk carton in half lengthwise and place it on its side with the inside of the carton facing up.
2. Using your hole punch, punch four holes in the corners of the empty carton. The holes should be punched about one inch from the top of each of the corners.
3. Next, take your three straws which will be used to create the mast. One straw will be the “main pole” in the middle that stands straight up and will be eventually taped to the middle of the boat and the other two straws will be the “sail” straws. Take one of the “sail” straws and tape it horizontally to the “main straw”, about 1 inch from the top of the “main straw” (this will look like the letter “t” when you’re done).
4. Then, take the other “sail” straw and tape it horizontally to the “main straw” about 2-3 inches from the bottom of the “main straw”.
5. Take a piece of plastic wrap and tape it in between the two “sail” straws. You have now created your mast.
6. Take your completed mast piece and tape it inside the empty milk carton so it is securely fastened to the bottom of your boat (It will not stand on its own until you complete the next step).
7. Take one piece of string, thread or wire and tie one end through one of the four holes you punched on the boat. Tie the other end of the string, thread or wire to the top of your mast piece. Repeat this process three more times on each hole of the boat until the mast piece in the middle is securely standing on its own.
If desired, paint or color your boat in any way you want. You can also tape an empty paper cup to the top of your mast as the “lookout” position. You can also design your own flag and tape it to your boat.

Kinds of boats you’ll see in New Orleans: paddleboat, airboat, pirogue. Can you find any others?
Have Your Own Mardi Gras Parade

To Teachers: The type of Jazz music that the Hot Eight Brass Band plays is very specific to New Orleans, to Second Line parades and to Mardi Gras parades and celebrations. The easiest and best way to get students to understand is to have your own celebration. Mardi Gras, or Fat Tuesday, is celebrated with food, music, costumes, beads, and parades, so you can choose the activity best suited for your group.

Make A Mardi Gras Mask: Materials: Craft foam, Beads, Sequins, Feathers, Ribbon, Glitter glue, wooden dowel
Wooden dowel
This is a long-standing tradition and can be as simple or as complicated as you want it to be. We recommend making your mask with something fairly stiff like foam craft sheets or thin cardboard.

Make a Mardi Gras Necklace: It is the tradition at New Orleans Mardi Gras for the social clubs, or Krewes, to throw trinkets to the crowds during their parades through the different neighborhoods. Club members will throw doubloons, necklaces, toys, etc. These items are often purple, green or gold the official colors of Mardi Gras.

An easy way to make a very sweet, edible necklace uses long licorice whips. String cereal onto the whips, tie the ends together and eat. Necklaces can also be made with painted pasta, plastic beads, clay beads, feathers, and medallions with the name or theme of your parade.

Make a mini Mardi Gras float from a shoebox and small doodads. The real Mardi Gras floats will have Kings and Queens, royal courts, or themes about fairy tales or mythology.

Make a handheld rainbow with a paper plate and streamers that you can use while putting on your own parade or while dancing.

Get out your drums, noisemakers, bells, whistles, recorders, tin flutes and try to get a rhythm going for your marchers.

Time for a Parade!
If you have things to give to the “crowd” be ready to hand them out during your parade. Decorate all participants with beads, masks, or theme costumes.
Choose your route through your neighborhood
Choose a song that everyone knows — it can be your “krewe” theme song
Line up — the parade has to stay in order!
Away you go!
Learn More About Jazz: Interview a Jazz Musician

A great way for students to become acquainted with the history of jazz and New Orleans is to stage mock interviews with influential musicians involved in jazz. Have students pair off in groups of 2 and designate the interviewer and interviewee. You could provide the students with a name and have them research it. Then one will assume the role of that musician while the other asks questions. Below are some suggestions of musicians that students could learn about, as well as some basic questions to help get students started thinking about what they want to ask. This list is also a start. You can have students expand the project by finding out about more jazz musicians.

**Louis Armstrong**
**Buddy Bolden**
**John Coltrane**
**Miles Davis**
**Duke Ellington**
**Ella Fitzgerald**
**Benny Goodman**
**Billie Holiday**
**Scott Joplin**
**Nick LaRocca**
**Joe “King” Oliver**
**Charlie Parker**

**Sample Interview Questions:**
Where were you born?
Where did you grow up?
What instrument(s) do you play?
What music influenced you?
Did you play solo, or in a band?
How did Jazz change in your lifetime?

You may want to find some cd recordings of these artists, or download from an appropriate music site, and let students get a feel for the types of jazz and sounds of jazz that various artists perform.
A Taste of New Orleans

Gumbo is a traditional Creole dish. It was created in New Orleans by the French attempting to make bouillabaisse in the New World. The Spanish contributed onions, peppers, and tomatoes; the Africans contributed okra, where the dish gets its name due to the popularity of the vegetable in the stew; the Indians contributed *filé*, or ground sassafras leaves; and later the Italians gave it with garlic. Germans contributed potato salad as a side and even started the practice of eating gumbo with a scoop of potato salad in it. The Germans also dominated the French bread industry in New Orleans and brought the practice of eating gumbo with buttered French bread. The French gave the *roux* to the stew and spices from the Caribbean, and over time it became less of a bouillabaisse and more of what is called gumbo. It is a stew consisting of, but can vary depending on the family, seafood gumbo (shrimp, crab, sausage, and oyster) or chicken sausage gumbo (chicken, sausage), and all contain onions, peppers, and tomatoes and are served over rice.

Quickie Gumbo

8 oz. cooked smoked beef sausage, in 1/2" thick slices
One 14-1/2 oz. can stewed tomatoes
One 10 oz. package frozen cut okra
1 tsp. dried thyme
1/4 tsp. garlic pepper
1-1/2 tsp. hot pepper sauce
1 cup hot cooked rice

1. In large saucepan, combine sausage, tomatoes, okra, thyme, garlic pepper and 1 1/2 cups water. Bring to a boil; reduce heat. Cover and simmer 6 to 8 minutes or until okra is tender, stirring occasionally. (Do not overcook okra.) Stir in pepper sauce.

2. Place 1/4 cup rice in each of four soup bowls. Ladle equal amount of soup into each bowl; serve immediately. Makes 4 servings.

King Cake

A traditional cake baked with a hidden doll or coin

Ingredients:
1 envelope active dry yeast
1/4 cup warm water, about 105-115 degrees
2 Tablespoons milk, scalded and cooled
4-5 cups flour
8 oz. butter
3/4 cups sugar
1/4 teaspoon salt
4 eggs
2 teaspoons melted butter
Very small plastic doll, or coin
Light corn syrup for topping
Granulated sugar colored with green purple and yellow food coloring

Preparation:
Dissolve yeast in warm water. Add milk and about 1/2 cup flour. In a large bowl, blend butter, sugar, salt, and eggs. Add yeast mixture and mix thoroughly. Gradually, add 2 1/2 cups flour to make medium dough.

Place in greased bowl and brush with melted butter. Cover with a damp cloth and allow to rise until double in volume, about 3 hours. Use 1 cup or more flour to knead dough and roll into a 4 to 5 foot long rope. Form into an oval on a 14x17” greased baking sheet, connecting ends of the rope with a few drops of water to make a good seal.

Press the doll or coin into the dough from the bottom. Cover dough ring with a damp cloth and let rise until double in volume, about 1 hour. Bake at 325 degrees for 35-45 minutes, or until lightly browned. Cool. Brush top of cake with corn syrup and sprinkle with alternating bands of colored sugar. If desired, freeze cake.

Mardi Gras Punch

This festive punch combines the traditional Mardi Gras colors of green, representing faith, gold symbolizing power, and purple denoting justice.

1 40 oz. bottle grape juice
1 48 oz. can pineapple juice
2 liter bottle of ginger ale or lemon lime soda
2 oranges
2 limes

Makes 8-9 quarts
Further Curriculum Connections

**Writing** Imagine you lived in Louisiana right before Hurricane Katrina and you were told you had to evacuate because of the storm. You are told you can only bring three items with you. What are the three items you would choose to take with you and why?

**Art** Design and make a harlequin mask. Use a store-bought, white mask as the base. Decorate with sequins, feathers, rickrack, other colorful, shiny notions, and tissue paper streamers. Wear the masks and necklaces in a school-wide Mardi Gras parade.

**Music** Listen to Dixieland Jazz.
An informational overview of Dixieland Jazz can be found at [http://nfo.net/usa/JO.html](http://nfo.net/usa/JO.html) Music can be downloaded from iTunes or other download sites. An Internet search will result in many places to purchase CDs.

**Mathematics** Design a flag using geometric shapes and only the three traditional Mardi Gras colors: purple for justice, green for faith, and gold for power.

**Social Studies** Discuss hurricanes and their impact in people’s lives. Collect children’s books to send to children who have been affected by Hurricane Katrina. Make it a school wide project.

**Science** Read about hurricanes and the kind of damage they can do to communities, especially the damage that was done to New Orleans by Hurricane Katrina.
Other Resources

Websites

http://www.hot8brassband.com/  
www.youtube.com --several videos of the group. The one labeled “On tour in France” is an excellent example of a second line parade and the specific dancing that takes place at those events.  
www.jazzinamerica.org  The Thelonius Monk Jazz Institute: This page has lesson plans, with standards references, for grades 5, 8 and 11.  
www.jalc.org/jazzED/index.html  Jazz at Lincoln Center: This page has great links to other resources for students and teachers  
http://www.nojazzcommission.com/Projects_and_Resources/oral_histories/oral_histories.html  This page links to the oral histories of 100 New Orleans musicians.  
http://quickfacts.census.gov/qfd/states/22/22071.html --Census facts from 2000 and 2006 (post-Katrina)  
http://www.gnocdc.org/  This site contains information to support grant-writing, advocacy and decision-making in post-Katrina New Orleans. This has the details of the hurricane’s effects on the different neighborhoods, or parishes, in the city.  
http://science.howstuffworks.com/levee.htm/printable  This site offers multimedia explanation of the levees in New Orleans

Books

"Groundbreaking Jazz Nonfiction for Kids, Set to Nursery Rhyme, "This Old Man." That rare book that's actually about jazz, and one that young kids will enjoy!" Grades P-2  
Note: There are numerous books about Louis Armstrong, from picture book format to formal biography. A short search on Amazon.com or talk with your local librarian will uncover numerous options.

Crafts

http://www.enchantedlearning.com/crafts/mardigras/--This page has a short explanation as well as crafts.  
http://www.sabine.k12.la.us/zes/mardigras/default.htm --This Louisiana Elementary school website has a page devoted to Mardi Gras Activities and information.  
http://www.mudcat.org/kids/  This website has several projects for traditional instruments—from bongos to banjos.

Films

When the Levees Broke. A four hour documentary film by Spike Lee about what happened in New Orleans after Hurricane Katrina.  
Ken Burns Jazz—PBS miniseries: www.pbs.org/jazz/  
Your local library should carry this. It is the most extensive film compilation of information about the history of Jazz. The webpage has multiple links to other education resources.
Evacuation Procedures

In the event of an emergency requiring evacuation of the building, procedures are in place to ensure that the audience can exit safely.

Concert Hall

Sections 4, 5, 6
Exit through the lobby.

Sections 1, 2, 3 & Pit
Exit toward stage.

Note: Interior house conditions may necessitate alternate exit routes.

Mezzanine
1, 2, 3
Exit rear through lobby.

Balconies
1, 2 exit toward stage, up two flights and down interior fire escape
NOTICE TO ALL TEACHERS AND CHAPERONES

➢ PERFORMANCES BEGIN PROMPTLY AT 10AM
   Many of our performances sell out. This means we can have up to 1,600 students to seat. Please help us by arriving **30 minutes** prior to the start of the performance. This will allow our ushers to get everyone seated and for you and your students to visit the rest rooms and get settled. It is important that we begin our performances on time so that all schools can meet their lunch and/or dismissal times.

➢ PLEASE CHECK LOCATION OF PERFORMANCE WHEN MAKING YOUR BUS RESERVATION.

➢ The staff of the Fine Arts Center needs your help! An increasing number of students are coming into the performance space with gum, food, beverages, cell phones and portable music players. **None of these items is allowed in the halls for performances.** Many of these items are stowed in backpacks and are not easily noticed. Our goal is to offer high quality performances for young people. In order to enhance the experience, we ask for your cooperation in preventing these items from entering the hall.

➢ For the comfort of all concerned, we ask that backpacks, lunches and other gear be left on the bus. Our long-standing policy of no cameras or tape recorders still is in effect.

   *We hope that you and your students enjoy your theatre experience!*
PARKING AND DIRECTIONS FOR THE FINE ARTS CENTER’S
CONCERT HALL and RAND THEATER

School Bus Parking: Students should be dropped-off at Haigis Mall off of Massachusetts Avenue. University Security will direct buses to an appropriate parking lot during the performance (typically by the football stadium). PLEASE BE SURE YOUR BUS DRIVER KNOWS THAT ALL PERFORMANCES LAST APPROXIMATELY 1 HOUR AND THEY SHOULD RETURN A FEW MINUTES BEFORE THE ANTICIPATED END TIME. If drivers are not with the buses, they may miss the radio call from security asking them to return for pick-up, resulting in unnecessary delays returning to your school.

Individual cars: If necessary, individuals may drop-off students with a chaperone at Haigis Mall (you will be directed by security to the mid-point turn of Haigis Mall - see map) prior to parking. We recommend parking in the Campus Center Parking Garage to avoid searching for a metered space. It is a five-minute walk to the Concert Hall. All other available parking during weekdays is at meters. Available lots and pricing (current as of 1/1/07) are listed below:

Parking in the Garage is available to our patrons at a discounted rate of $1. To receive this rate you MUST give the Garage attendant a parking pass. To receive your pass, please call our office to let us know that you will be arriving by car. Parking passes are sent with the invoices. Please call (413) 545-2116 if you didn’t receive one.

Parking meters are enforced Monday - Friday, 7AM - 5PM. Meter rates are $1.00 per hour.

Parking Garage – near Campus Center, across from the Mullins Center off Commonwealth Avenue
Lot 34 – Behind Visitors Center with 3, 5 & 10-hour meters available
Haigis Mall – 2 hour maximum on meters
Lot 62 - Adjacent to Fernald Hall with 3 hour maximum on meters, limited spaces available.

From the North: (Vermont, Greenfield) I-91 south to Route 116. Follow signs on 116 “To the University of Massachusetts.” Exit ramp leads to Massachusetts Avenue. Turn left (east) on to Massachusetts Avenue toward the campus. Continue through one light and watch for Lot 34 by the Visitors Center on your right and the entrance to Haigis Mall on your left.

From the South: (Springfield, Holyoke) I-91 north to Route 9. Turn right (east) on Route 9 over the Coolidge Bridge and through Hadley. Turn left (north) on Route 116 (across from Staples) heading toward campus. Turn right at first exit at “University of Massachusetts,” then bear right onto Massachusetts Avenue toward campus. Continue through one light and watch for Lot 34 by the Visitors Center on your right and the entrance to Haigis Mall on your left.

From the West: (Northampton, Pittsfield) Route 9 east through Northampton and over Coolidge Bridge. Follow remaining directions under “From the South”.

From the East: (Belchertown, Ludlow) North on Routes 21, 181 or 202 to Route 9 into Amherst. Right on to North Pleasant Street (main downtown intersection), north through center of town. Turn left at Triangle Street (Bertucci’s Restaurant on your right), rejoining North Pleasant Street. To reach Lot 34 and Haigis Mall continue on main road, which becomes Massachusetts Avenue. Haigis Mall will be on your right, Lot 34 on your left.
For Concert Hall, Rand Theater and Bowker Auditorium – Patrons traveling by car are encouraged to park in the parking garage. Discounted parking is available in the garage for $1. A parking permit is required for discounted parking in the garage. Please call the Arts & Educational Programs Office if you require permits at (413) 545-2116. All other parking on campus is at available meters at the rate of $1 per hour. Parking is enforced Monday – Friday, 7AM – 5 PM.

Buses will drop-off students as indicated on map. Buses will be given parking instructions by Campus Security.