

Scans projections

02-70.doc (actually 02-71)

Dept. _____
Full time _____ Part time _____ Coop _____

A PROJECTION TO 1975

Individual Exercise

This exercise asks you to look several years into the future. Since no one can either predict with perfect accuracy or completely control future events, there are obviously no right or wrong answers. Your thoughts and ideas, however, are highly relevant to what will or can happen in the future. Please be honest and candid in your responses.

Please fill out this form by yourself, without consulting others in the organization. It should take you between thirty minutes and one hour. You do not need to sign your name unless you wish to.

1. Describe the Children's Museum as you believe it will be in 1975.

2. Describe the Children's Museum as you would like it to
be in 1975.

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

1. Describe the Children's Museum as you believe it will be in 1975.

This is, of course, a difficult question.

Given the existing constraints with which the Museum continually grapples (i.e. major income by voluntary contribution or grant contingencies, institutional resistance to change, equivocating administrative policies, staff in-fighting), I would not tend to envision any major changes in Museum priorities or development by 1975.

Rather, I foresee a series of modifications undertaken to beef-up current sub-groups within Museum control (i.e. V.C., Workshop of Things, Loan Dept., Sales Shop). Grant applications have already been submitted for a number of future ventures. Assuming these are accepted and funded, I think it would be reasonable to expect continuing commitments along these and other present lines of action for some time; hence, a recurring series of "stop-gap" improvements.

2. Describe the Children's Museum as you would like it to be in 1975.

Our society continues to plunge headlong into a crisis of the institution as we enter a new decade: thus far, institutions, as we know them, have proven incapable of satisfying the needs - indeed, demands - of a society in an accelerating rate of socio-technological change. A number of public service groups, nevertheless, have attempted to forestall disaster by converting their resources from in-service to out-service assistance. I would hope, therefore, that the Children's Museum would embark upon a similar course:

- that it significantly expand upon the philosophy of its outreach program
- that it strive to meet the largest possible audience/clientele by developing and ~~emphasizing~~ emphasizing its strengths as a total resource body
- that it maintain its reputation as an institution of educational innovation
- that it redesign its income flow to allow for a self-sustaining organization with far greater latitude

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

Again, the resources are quite clear:

In terms of the physical plant, the Museum operates a modestly dazzling Visitors' Center. As a small, well-honed learning/play environment, it is quite satisfactory; as an active educational testing climate and showroom, its role would prove exemplary. The instructional and marketing possibilities to be derived from this resource seem limitless.

Much the same can be said of the Workshop of Things and its Loan Dept. adjunct: both dedicate themselves to educational outflow, and both could easily enjoy success in further growth. The Workshop offers the additional asset of professional personnel who freely conduct in-school seminars and demonstrations while providing a healthy professional continuity for the actual resource materials.

As a human resource center, the Museum is fortunate to maintain a young, intelligent, highly creative, relatively mobile staff of skilled personnel. While conflicting problems of overlap frequently occur, the administration and staff still show themselves to be the Museum's most valuable resource.

Additionally, the Museum already enjoys a certain

degree of prominence and good-will as a successful, long-standing community service organization, currently guided by a youthful, dynamic director. As a "museum" in the most traditional sense, its ethnographic holdings are extensive and are readily accessible for use at any time.

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

In reference to my response in Question 1, I feel that the most important task confronting the Museum at this stage is the need for its personnel to define their goals clearly, develop a clear, unified focus for their energies in the days ahead, and consciously proceed on such a course. Without a coherent, overriding institutional philosophy adopted by all concerned, we are lost as an effective force for change.

From such a vantage point, related problems of funds, the allocation of resources, and administrative policies should no longer appear to be so overwhelmingly insoluble.

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

A re-evaluation of goals and priorities

A serious reassessment of fiscal policies

A reassessment and evaluation of existing resources

The establishment of an honest, direct, professional administrative staff firmly committed to a specific long-range course of action

A commitment toward new revenue-making ventures for the Museum

A "trimming" of all departmental slack and possible overlap

1. Describe the Children's Museum as you believe it will be in 1975.

In 1975, I believe the Museum will be much like it is today or perhaps broken up into different divisions, joining forces with other organizations outside the Museum. I believe this will happen due to lack of funds and poor planning.

2. Describe the Children's Museum as you would like it to be in 1975.

In 1975, I would like to see the Visitor's Center completed, more finished exhibits, the exhibit garden finished, and the sewer dug underground. I would also like to see the work and loan dept. being one of the best centers where teachers can go to see what kinds of materials are available for them. I would also like to see the Museum reaching out to communities with more things like the Earthmobile and community days.

3. List the strengths and resources available to the children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

Loan Dept. Materials

better use of collections

MDC Grants for community groups

work on phone co. , gas co., etc. to get underground sewer dug

spend more time and money on improving V.C., etc. instead of wasting time and money from salaries on so many meetings.

4. What are the major blocks or obstacles which prevent the Children's Museum from becoming what you would like it to be in 1975?

Lack of funds

too much red tape

too many meetings and not enough decisions

spending money in the wrong places (like week end meetings)

1. Describe the Children's Museum as you believe it will be in 1975.

It will consist of several separate parts with no unity.
It will be more of an educational institution than a museum.
It will be trying to carry out too many projects to satisfy too many needs, instead of concentrating on a few and doing these well before assuming responsibility for others.

The separate parts may be competing for prestige and money.
The Visitor Center will be a place which any person or group can use to try-out ideas on education methods.

There will be an emphasis on social sciences and physical sciences and a de-emphasis on natural history science as there is now.

I have some anxiety about the activities - whether they will be museum related.

The staff generally will be interested only in using the collections for their needs but will not be concerned about saving the collections for future years.

2. Describe the Children's Museum as you would like it to
be in 1975.

The Children's Museum should remain a museum in essence with its main purpose the use of our collections to educate children so they will ~~will~~ better understand the world in which they live (its peoples and their environments) and thus become better world citizens, able to live productively and happily in a quickly changing world. This is a broad statement, one that can be interpreted to include services and activities relevant to the times.

As a museum, we should have a Visitor Center of changing exhibits and activities for the general young public, a much richer experience for children from the city and the suburbs than one shared when seeing bits of the museum taken out to them. I'd like the exhibits to be a happy combination of touch and see in each unit so we can make fuller use of our prize collections and children are made aware of the value and reason for saving certain objects as opposed to wearing others out.

Our collections should be accessible and available to a variety of users: museum staff, educators in all fields, collectors, industries, parents, children, etc.

Our services should have a variety of audiences but all audiences should somehow be child oriented as well as materials-use oriented, and especially collections-materials oriented.

The museum should be located in an area outside the inner city, preferably where there is water, as well as trees, grass, and space, - an enriching and pleasurable experience in itself for city children who, hopefully, will be brought to the museum. Also such a location is ideal for the pursuit of natural history, which I consider a must for exhibits, and activities.

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

Its location

Fact it is already a museum, not an educational organization per se

Its collections, especially ethnological, which were given to

it because it is a museum to be used for educational purposes

but to be treasured for generations to use in the future

The staff which has unique training and abilities

The director who has great ideas for services and exhibits

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

Money, lack of

Many of the staff, including the director, not especially or not at all interested in our being a museum

Majority of staff being educators, not museum people

Majority of staff interested mainly in their own department, rather than Museum as a whole

The director who seems to feel we should be satisfying all children's needs which is an impossibility for one institution.

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

1. Decide on broad goal of Museum, including whether it is to remain a Museum or be another educational institution.

2. Decide on one to three sub-goals to be achieved first before expanding on the broad goal

3. Set up an organization that will achieve these sub-goals, ~~but~~ and still be unified organization.

4. Define role of present director in this organization - will he be a manager or an idea man?

5. Plan for exhibit changes in Visitor Center and introduction of "see" exhibits along with "touch" exhibits.

6. Where is the money coming from and who is responsible for getting it - answer.

1. Describe the Children's Museum as you believe it will be in 1975.

- Outreach program expanding - becoming more active.
 - More use of collections and visitor center by outreach.
 - Student teachers making use of our facilities
 - Store expanded
 - Probably food sold somewhere on property
 - More contact with other types of cultural organizations. Hopefully to have some of their "wares" in our visitor center.
- To try to bring the average family an awareness of the many enriching experiences available to them.

2. Describe the Children's Museum as you would like it to be in 1975.

I would like to see the Children's Museum as a place where people of all ages come to learn. Part of it would be an exhibit center, but it would focus on interactions with materials which depend upon group work, and would also include quiet and provocative spaces in which people were provided with opportunities to talk quietly with others, read, and generally heal themselves from the devastating pace of life.

It would be located in the city proper, or would have a special bus or subway or mobile unit which brought people to its location. Perhaps it would exist all through the city in different locations, doing various types of activities in various locations. Depending on the needs of the audiences it served, it would answer different needs.

I can visualize traveling school units which bring people and materials to schools for different time periods; a materials-mobile which is in central places for people on a once-every-two-weeks basis lending materials like the loan materials; MATCH units made up by communities for their school-age children about living in the area, and about what ~~the~~ being a grown-up is like; teaching college students and preparing ~~college-age~~ *any-age* people for "careers" in education; starting a school without walls in the museum space; acting as a collection point for information about alternatives in education, life, etc. I feel very strongly that something like the present Visitor Center will need to be kept, because it's a way of reaching a mobile group of people with money, and presenting alternatives to them. It is not only the inner city kids who are in trouble -- the troubles in the suburbs also are deadening to kids, but they're not even allowed to hate school effectively, because they're sugar-coating the social-control pill there. In between the two there are places like Somerville, where there's no questioning of the educational policies, and where the kids are deadened beyond belief.

I would also like to see it become a core of people who act as task forces ~~to~~ to come into areas which need exciting ideas to do cheap, and some groovy inputs into their organizations. All we need for a central staff is a director and some number of key people who facilitate people operating in the field. We definitely do not ~~need~~ need and should not have people hanging around with indefinite things to do.

The Museum should publish a news magazine which is a cool collection of ideas for people who are in to education and learning about things in general. It should be cheap ~~and~~ and recyclable.

We should work in fields of official education, alternative education, materials development, ideas development, and generally purveying joy and freeing people from their bonds. We need to work not only with the obviously downtrodden, but with the plain old average person who wants to grow and may not even know it. A small step is better than no step at all. The more we link up with other organizations the more potential there is for losing our own identity -- so I feel the hell with a network of museums or related institutions, and keep the VC and the educational resources collection and get out into the world on our own terms, helping people to make decent choices and injecting hope and joy. But we can't do it until we're together ourselves, trusting each other enough not to have to send memos and have policy meetings and checking up on each other.

1. Describe the Children's Museum as you believe it will be in 1975.

In four years I believe that the museum will be more or less what it is now -- perhaps there will be new loan materials, and the Workshop of Things will likely be bigger and loaning materials to teachers for classroom use, and the visitor center will still be extant in much its same form, with much the same staffing patterns. Probably there will be one or two new programs or departments, and possibly there will be school classes in attendance for actual learning periods contracted for in advance. It will most likely be in the same location, and the staffing problems will remain similar. Development will be sporadic and somewhat undefined, and new kits and displays will be developed much as they are now.

There will probably be sufficient funds to support the museum in much the same way as it is now, and its competition will still be the Aquarium, the Museum of Science, and the Workshop for Learning Things.

It may be a cynical point of view, but I cannot foresee much change unless it is absolutely forced by complete lack of money or by some change actually occurring this year, and I don't think that's likely.

Some changes will be made because they'll have to be, but they'll be superficial.

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

There is a tremendous backlog of community interest in the Museum, which would certainly surface in support of new projects, and would keep sustaining the Visitor Center or something like it. This is largely support of an image in the community.

The history of development can, if properly used and analyzed, lead to continued and more productive ~~development~~ ^{exhibit and} development. Because of their experience with kids in many different ways, the staff has many talents in terms of working with children.

The Museum has a history of changing to meet community needs -- if that can be maintained it could become sufficiently flexible to meet many different needs.

One of the greatest resources available to the museum is the community hunger for new ideas. Throughout the educational community there is a tremendous demand on the part of teachers for new ideas, and in the education schools there's a feeling of not quite meeting the needs of teachers-in-training. These are obvious areas to capitalize on, and the Workshop of Things has begun to do so. A comprehensive Outreach program could begin to open the community in terms of after-school programs.

There are already two vehicles which could become the beginning of a fleet of travel units, and there is a core of people vitally interested in education of children.

A great and untapped resource is the demand for courses for parents and children together, which keep coming in to the museum. We haven't even begun to meet this demand, and we could easily do something.

The image of the museum as a groovy place is also the thing which makes people want to volunteer to work here, and if the volunteers were coordinated better and fit in to the whole picture, they could become a valuable resource.

One of our greatest strengths is the collection, as yet untapped. The other is staff, also practically untapped.

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

- Lack of decisiveness and priorities clearly set.
- Unwillingness to "damn the torpedoes full speed ahead" - hedging bets and trying to get money from any source so we spread ourselves too thin most of the time.
- Lack of middle management and unwillingness to risk the outcomes of decisions: i.e. people get second-guessed all the time, and do not learn how to take appropriate risks + abide by their consequences.
- Location must change if we are to become used by more people better.
- Maybe we won't get any money from any sources.

Every time there's a new idea it's either forgotten or fully and effectively overstaffed so it can't really be carried out reasonably well. We've got to make priorities clear for the nonce and carry them out in what we do -- without deviation for a while, since about all we're good at is deviation from the norm and even our own peculiar set of rules.

Some of the staff are too used to their jobs in their present form, and may not take kindly to reorganization or redefinition.

Some staff do not work well in their present positions, and they really don't know their skills and how they match or don't match with museum priorities, if there are any.

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

1. A small group should set the official priorities first. Then, and only then, have staff in general react to these, and see if in fact they are reasonable. Then judge the functions of the existing departments against them.

2. Get rid of or cut down on the areas which do not fit the priorities as decided upon. Add areas that do, if we can afford to.

3. Make a clear pattern of how decisions should be made, and who's responsible for what. Deviate not from the pattern.

4. Decide clearly how autonomous which people are, and decide what constitutes autonomy. If you only mean responsibility, say so. If you mean total autonomy, don't fake around with a second-guessing system.

5. Look hard at straight service areas versus money-making areas. Make sure those are in synch.

6. Set up an equitable system of rewards and punishments, contracts, pay, benefits, et cetera. Stick to it. Make sure that there is feedback in the system which does not depend on one person's remembering to pat the right people on the back at the right time.

1. Describe the Children's Museum as you believe it will be in 1975.

The Time: 1975

Place: The Staff Lounge, Children's Museum

(Two Co-ops are eating lunch; two others are sharing a joint --marihuana having just been legalized in Massachusetts. Two senior staff members are sitting at a little distance, knitting.)

1st Coop: Wow, did I have a hassle with a pig parent in the VC yesterday. She was incredible, trying to tell her kid what to do.

2d Coop: I don't mind the VC, now that we don't have to spend more than an hour there in the afternoon. The programs have been really great and after all we're the ones that worked them out. And to be able to use all this great stuff from our Collections that we liberated...

1st Coop: Right on. You know I had this great idea to do a project on The Family, historical and cultural, you know, and alternatives to the family thing like communes, and I brought it to the superteacher and it went right up the line to the new Director the very same day, and what do you know? She gave it her OK. We can start on it right away. It should be really neat! (Wiggles her toes and removes one foot from the table.)

3d Coop: Talking about directors, has Mike been in since he took that new job?

1st Coop: I don't know. Probably too busy getting things set up. Smartest thing President Muskie ever did, naming Mike to work up the new Division of Dynamuse Imagineering in the Office of Education.

(Enter, a staff person of the middle-management group. He smiles, draws a cup of coffee, and leaves.)

3d Coop: Who's that?

4th Coop: Don't you know? How long have you been here?

3rd Coop: A couple of weeks. I must have met fifty people.

2nd Coop: I understand the new Personnel Manager wants to cut the whole College Work-Study program, and just hire people like employees, you know, not go to the colleges.

4th Coop: I wouldn't sweat it. Where could they get help as inexpensive as we are? Here, try some of this turnip yoghurt. I made it myself.

1st Coop: Are you on the Outreach tomorrow? We're going to East Boston to open our new Commuse. It'll be our fifteenth unit around Boston. I really feel the Museum is going places, like where

the kids are. And the new Demo school in the fall-- after the new Annex building is finished--that will really get the message out.

1st Coop: The Program Director knows how to help you get a real feedback. I understand the V.C. didn't always have this kind of thing--there used to be a lot of crayons and pasting stuff until they saw the light and put some money where it counted most. Kids really dig it. Over 1500 people in here last Sunday. It's a good thing we had the Overflow Program rooms--that used to be the Loan Department before they moved Loans. I understand Loans and Circulation are paying their way now under the new Contractor, a real promoter. They're even looking to take back one or two of the help they fired back in 1971.

Staffer: Did you know the Workshop of Things is getting a big grant to do a job with C.I.T.Y. in Cambridge to really change the public school scene? A School Without Walls, that kind of project. Worked on the proposal for months, and now it's paying off....

(and so on)

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2. Describe the Children's Museum as you would like it to be in 1975.

Not too much different from the foregoing pages, in many respects.

Inspiration will come from staff leaders who work well with the Coops and other employees and who are responsive to the needs of kids in the various communities we serve.

Once the conditions have been analyzed (which we are now doing together) and a course is defined and adhered to with minimal vacillation, the Museum may well become the sort of place that is indicated in the preceding page: better organized, reaching outward, having success as a result of persistent efforts, infusing life into the schools--and, to be realistic, still having to cope with human shortcomings and personality problems. No miracles; just a lot of clear-cut responsibilities being carried out in realistic programs, as simply as possible, using expedients where necessary to get on with the job, and knowing where you stand. It will probably call for the appointment of a manager-type executive below the Director to administer the work and bring things together. If so, the Museum ~~mm~~ should deal more candidly and more responsibly with this person than it did with the man who tried to do the job last year but was pushed out.

3. What the strategies and resources available to the Children's Museum and which could help it broaden the kind of experience that could be made for the child in the museum.

--A Director with great imagination and energy.

--Employees who have the desire and ability to make the Children's Museum dynamic and productive.

--A plant which for all its creakiness has been ~~am~~ amazingly effective.

--A sense of freedom ~~mm~~ in one's work; a feeling that working here is a way to grow (but this feeling is very vulnerable when frustration takes hold).

--A good "image" in the eyes of the public, the schools, the clients.

--A wealth of expertise, inside and out, in fields of education, art, techniques.

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

Inertia on the part of some

Nostalgia on the part of some

Disenchantment

Over-emphasis on list-making, meetings, methodology, jargon.

Dependence on management consultants and other advisors as alternatives to developing the Museum's own internal strengths, insights and resoluteness.

Depletion of funds

Internal politics

Stubbornness and inflexibility

Tight space

Unwillingness to make commitments for the services of some valuable persons that will assure their staying with the Museum and building with it.

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

Put into effect some job descriptions with clear-cut pay scales, step-rate increases, other benefits, and equally clear responsibilities.

Make sure the Museum retains certain staff members whose contribution to our progress is of strategic importance.

Call into question the financial policies that have not been sufficiently productive. Get a second and third opinion on investments.

Get a capable and experienced person in to be the Director's administrative arm and to make the day-to-day judgements and decisions between departments that gets things done more effectively.

Beat the bushes for substantial contributions of \$\$\$.

Start approaching some angels not heretofore solicited.

Do something to strengthen the esprit de corps, to fit one department's efforts into another, to encourage cooperative planning and implementation --without getting bogged down in interminable meetings. Not easy.

1. Describe the Children's Museum as you believe it will be in 1975.

I believe it will lose its name, and ^{will} no longer be located in Jamaica Plain.

However there will be a new organization under the guidance of Milse Groch Foundation near the center of the City of Boston, dedicated to the education and enrichment of the lives of children. It seems reasonable to visualize that several teaching and cultural groups will combine their services so that all may benefit financially by sharing efforts and expenses.

All this will probably include new versions of ^{the} "Resource Center," and ^{the} "Visitor's Center." Very likely there will be "Outreach" points of action, too, in strategic locations. The "Do Touch," and "Let's Discover" approach will be continued far into the future.

2. Describe the Children's Museum as you would like it to be in 1975.

Although I would like the "Children's Center" to have a central headquarters in the city (where urban kids can come) I would also like to see it have a building in a country location, easily accessible from a super-highway. Although we should provide more for poor kids and ghetto kids, we should have a balanced program that will not discourage suburban participation.

I think the "Visitor Center" would perhaps serve best in the city area, but I'd prefer to see more Natural History exhibits added. Let's have $\frac{2}{3}$ Activity and Participation things, but $\frac{1}{3}$ ~~Exhibits~~ Exhibit Rooms showing Birds, Mammals, etc. City youngsters could benefit greatly. The "Resource Center" for Teachers would possibly work best from the out-of-the-city spot.

3. List the strengths and resources available to the Children's Museum; which could help it become the kind of organization you would like it to be (as you described in Question 2).

If the present property and buildings were sold, it might yield enough money to pay for the start of a new, modern "Resource Center."

The Collections could certainly be used to good advantage in preparing the improved service to Teachers and Students.

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

The problems of high taxes and inflation will surely continue to harass the public for several more years. All the "budget cutting" for Education will make it difficult to increase ^{the} money in-take, in some departments of our organization.

We would be trying to make a major change and get a new start at a time when money will be hard to raise.

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

Everyone on the present staff needs to be assured and convinced that the so-called "interim period" is not just the death pang of the "old museum," but rather stepping stone to a new and more serviceable organization. Uncertainty must be brought to a minimum.

There must be better understanding between the Trustees, Museum management and staff.

Plans for the next six months must be specific and clear, not abstract and vague.

There must be leadership that will revive enthusiasm and a sense of dedication.

1. Describe the Children's Museum as you believe it will be in 1975.

It has a choice of futures
before it —

But, I hope it does not choose
to limit itself to a service role to
The community. It can never satisfy
all The needs That exist 'out There'
if it remains in The standard service
role — That is, The needs of neighborhood
kids, ghetto children, Black or other ethnic
groups + organizations, schools in 110
metropolitan communities, teachers,
curriculum research + development groups,
learning research, etc. + general urban
+ suburban family groups, and The
museum world. Attempting to respond to
all These needs will result in fragmented,
piece-meal efforts — not satisfying all The
community needs, anyway.

Instead,

2. Describe the Children's Museum as you would like it to be in 1975.

- I would like it to be a Laboratory Museum, developing, testing & disseminating pilot projects re: The role of Museums & museum resources in society, The community, & education.
- Its collections and special expertise would be usable as a library or bank of resources by various individuals or groups in The community and, Thus, The responsibility for designing ways of using These resources would rest heavily & primarily with These individuals & groups.
- The Museum ^{then} would ^{only} pilot sample ways of using its resources - small scale projects, for short periods of time, with selected audiences. At any one time, perhaps 5-15 pilot projects would be going on, with new ones being planned & completed ones ending continuously. Helping community groups & individuals to adapt or take over museum pilot projects, for Their own purposes, would be part of the Museum's responsibility.

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

- 1 - Mike Spock - his vision + concern re: The museum's role in our coming society is rare in The museum world and should be utilized in a laboratory or demonstration setting rather than in a service one.
- 2 - The Museum's compactness is helpful, while The size and quality of its collections is sufficient to make it a viable/valid demonstration model.
- 3 - The collections are interesting + general, but not so rare that some risks could not be taken with them in experimental projects.
- 4 - The M's reputation as an innovator (recently)
- 5 - Its potential for intimacy + warmth - both to staff + public

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

- 1 - Mike Spock's inconsistencies — and his desire to respond to multiple demands for service to the community as well as to fulfill his own tendencies toward innovative institutional leadership.
- 2 - Mike's internal tug toward ^{both} arbitrary authority + participatory democracy — + The fact that these tend to surface at inappropriate times
- 3 - A conservative Board of trustees, generally not far-sighted
- 4 - Not enough strong staff members who are independent thinkers & doers, who support Mike's vision but can deal/work with his inconsistencies.
- 5 - Tight money situation in general —

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

- 1 - Get Mike to acknowledge that he is the way he is, & that's OK, but he must be willing to a) take a clear stance re: institution's future
b) let other staff members point up his (as they occur) inconsistent or arbitrary actions & help him get back on the right track
- 2 - Get institutional (trustees, staff) commitment to the Laboratory library/bank role I've outlined
- 3 - Pursue fund-raising for collections project
- 4 - Hire some middle-management leaders of VC, etc. who a) share Mike's & institution's objectives
b) are prepared to act with initiative and imagination re: fund-raising & other leadership tasks
- 5 - Make sure there is a top management administrator skilled at & concerned with making sure staff talents & museum tasks really jibe, who keeps staff needs continuously in mind, etc. (There is no one on the scene now....)
- 6 - Establish clear but exciting priorities for the next year — priorities which prepare museum for demonstration/bank role, or begin on the 1st steps...

1. Describe the Children's Museum as you believe it will be in 1975.

Impossible to do without Mike's direction
of a focus...

e.g. umbrella organizations - Children's Clinic
Museum of City of Boston
Museum of Man etc

I believe Mike will select the "Umbrella" and
that in that case, Children's Museum or the
surviving aspects of it, will be a part of that
larger organization - IF all ^{our} those internal parts
can be successfully merged with external parts
to create a smoothly functioning "corporation".

I tend to feel pessimistic about the possibility
of administering the kind of diversity that seems to be
projected - it sounds like our present problems
(too many diverse parts going in too many different
directions) magnified many times!!

If the umbrella idea is dropped, and if the board
of trustees will accept no real changes, I fear that
Mike will leave and that the museum will, as it has
this past year, suffer from lack of a leader.
If no new vital force replaces him, I would not like
to think what the museum will be in 1975!

I'm afraid the kind of creativity and excitement that
has, on occasion, come forth, will be gone and that
the museum as we now know it, might cease to
exist.

I don't mean to sound quite like "Doomsday". I
just kind of see, however, what might happen.

2. Describe the Children's Museum as you would like it to be in 1975.

changed from a children's museum (whatever that is) to a museum of man -

staffed by a group of highly motivated, self-generating people, who respect each other, thrive on interchange of ideas, and are focused on specific organizational goals - in this particular case, the teaching ^(about) of non-white cultures to children, teachers, parents and anyone else who is interested or who can be made to be interested with the goal of changing white attitudes about the peoples of the so-called "primitive" world as well as about non-whites in the dominant society.

I would like to see the museum, within this framework, continue its questioning of what is the best - the most effective ways - to achieve these goals. What are the "best" museum encounters. As possible answers begin to take shape, I'd like to see dissemination of these ideas, with the goal of changing other museums' attitudes and approaches, so that museum experiences which are actively sought after by so many people, can finally become relevant to the 20th century and even to the 21st century!

I see circulating kits, dramatic "school" programs, discoveries, circulating objects (artifacts), exhibit all tied to the central theme. I see too a resource center where people who want to learn about a specific culture...

(over.)

person for a sense of where to begin -
e.g. what must be taught, what materials are
available, what "encounters" work best etc.

I see non-whites playing a large role in
the determination of what should be taught about
your own particular cultures...

I see a museum that is making a significant
contribution to the future -

to the future relevance of museums;
to an ^{future} society that must learn to accept
difference in order to survive.

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

1. a backlog of expertise in devising cultural encounters
 - discoveries
 - matchboxes
 - school programs
 - exhibits
 - loan boxes
2. a pool of people with expertise in this area including past and present staff members and people who have consulted with, or are clearly interested in Children's Museum
3. already established client ties
 - teachers already think of CM as a resource for teaching
 - loan boxes
 - the Workshop of Things
 - school programs
4. an extensive, well-sorted and documented collection of cultural artifacts.
 - Japan and American Indian being the strongest
5. Mike Spock

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

1. The probability that Mike will not select the "museum of man" focus
2. The question of how to fund and how to keep funded a museum that is truly a service organization
3. The difficulty of giving up those aspects of the museum that don't "fit" the museum of man theme.
4. Staff members with different interests and aspirations who would be "turned off" by this particular orientation
5. A public that now expects certain things of Children's museum, and especially, of the V.C.

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

1. Select the "museum of man" theme
2. Get funded \$ \$ \$
3. move collections back to the museum
4. Get staff to really accept this orientation - make commitment to it, or for those who cannot, help them to recognize that museum is no longer what they want it to be
5. Expand present staff to include, possibly,
 - (a) more trained educators
 - (b) " museum people
(people with museum experience and interest in bringing objects to life
 - (c) some research-type people
People who can help us to evaluate somewhat more scientifically that we're used to doing the effectiveness of our different programs...
6. maybe try-out a "Pilot Plan" of theme, with one culture...

Question 1. Describe CM as you believe it will be in 1975.

I don't think I can answer this question very well, because it seems to me what it will be in 1975

depends on the plans which are made now.

There seem to be possibilities in several directions:

merging with other institutions financially and spatially, and becoming a children's center (which

I imagine to look something like a tiny university for children, with multiple services,

Museum, toys, orthodontists, etc. Mike has mentioned

a possibility like this; breaking apart into separate units, Visitor Center being one, WOT another, etc;

merging financially but not otherwise with other organizations & developing some of the

given potential (expansion or modifications of current services but maintaining those services);

Since Mike has mentioned a number of possibilities

that he sees, and since the potential is there

for many or all of them, I find it a pretty unpredictable situation, that can be played any way.

Question 2. Describe The CM as you would like it to be in 1975.

If it were done well, sensitively and wisely, I think I would be pleased with almost any of the possibilities mentioned in ^{my response to} question 1.

I would like to see the current services maintained, however the organization develops because I think they are all worthwhile services, but they must be maintained responsibly, especially the Visitor Center which involves the most staff and the most public. (I think I might not place the emphasis on the Visitor Center if it were not in such poor shape right now).

I would like to see The Museum (or whatever part of it would be appropriate in 1975) expand into neighborhoods, and in general extend, in a deep and resourceful way, its services to the people who cannot come to it, many or a few.

I would like to see a neighborhood centers where the Museum was providing materials, staff, services

with smaller local neighborhood community leaders/mothers
for the kids ^{and} families there. I am concerned that

the museum not retain its all white middle
class staff because I think that that is why it
reaches mostly white middle class clients.

Question 3. List the strengths and resources available to the CM which could help it become the kind of organization you would like it to be (as described in

I don't feel well equipped to answer this question. I think there are interested and caring people inside and outside the Museum and I obviously believe its services are valuable to the people it serves or might serve.

Question 4. What are major blocks or obstacles which might prevent the CM from becoming what you would like it to be in 1975?

Lack of leadership/organizational clarity from Mike.

I feel this personally and see it organizationally. I really like Mike, his personality and ideas, & I am devoted to him. But I think he's a poor administrator, and most of the frustration and soul searching and role obscurity and general fuzziness is generated mainly by Mike's shortcomings, his combination of ambivalence and strong mindedness, his shyness (as a lower echelon staff member at the Museum for 2 years, I find

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But I think he is a poor administrator, and most of the frustration and soul searching and role obscurity and general fuzziness is generated mainly by Mike's shortcomings, his combination of ambivalence and strong mindedness, his shyness (as a lower echelon staff member at the museum for 2 years, I find

it hard to see even hello to Mike), and his hangups about authority (his own + other people's).

Obviously, there are other obstacles, money being a major problem for everything right now; and the inertia of the CM (and most other living things); other problems throughout the various parts of the Museum. ^{But} I don't think we can even address the rest of the in museum problems adequately, until Mike gets together and we ^{or he} cleans up all the role fuzziness.

Question 5. List six actions or decisions which you believe must be taken in next six months if The Children's Museum is to become the organization you would like it to be.

- ① Mike clear up his role. And while he might like input from staff, or it might be wise, I don't think it should be the staff's problem or decision. I think Mike should make up his mind. You guys know more about how to do these things.
- ② Other roles clarified (I really think this is part of ①, though not entirely)
- ③ Hire a superteacher to be leader of Visitor Center. Someone who could work with children, staff there, see where to connect the - V C building to the RC, etc. Someone who could seize a situation between child/staff/exhibit and direct ^{any part} _^ constructively.
- ④ Set some goals/priorities. Work out plans about the immediate future. What is our work now and how can we make it go better. Make plans with each part of the Museum about its ^{near} future (like next year). Long range grows out of the

present. If Mike sees some different vision, ^{or different organization} he should say so.

⑤ Plan expansion of some services. Like Outreach, getting off the white middle class base (see question 2).

⑥ Clean up personnel policy. Salaries, hiring, firing.

I think salaries should be seen by everyone and adjusted in a meaningful socialistic way.

I don't like that people get paid more because they are male or because they do a higher on the hierarchy job.

1. Describe the Children's Museum as you believe it will be in 1975.

I suspect the Children's Museum, like all institutions in this expanding period of time, will attempt by 1975 to increase their range of activities (i.e. school programs both at the museum and in the schools) and in the exhibit area. In the process of this they will undoubtedly lose some of the personal feeling of the place as it now stands. It is ~~presently~~ not an ominous museum; it is friendly, small and easy for a child to scamper through in an hour or so. This may not be true in 1975 as every staff member begins to see wider horizons for the museum. In fact the exhibit area may become somewhat neglected in the rush to do more showing activities in teacher training and workshops. I think the child may become somewhat neglected in this process. - The Museum store should be sizeable by 1975 and contributing significantly to the ^{financial} survival of the place.

2. Describe the Children's Museum as you would like it to be in 1975.

Focusing my attention on the exhibit area in 1975 rather than the obviously expanded teacher training aspect of the Museum, ^{by this time} I would like to see several ideas, well developed by 1975.

- ① More resources for children available at the museum either after school hours or weekend. Some could include parents as well. This might become a good source of income for the Museum by 7.
- ② Shows for children announced through a bulletin and lectures for parents so that ^{they} can profit from some of the information given out to teachers mainly at this point.
- ③ Maintenance of the exhibit area at the 1971 size but with better supervision of exhibits and a lot more guidance for the adult escorting the child through the area.
- ④ Outside garden area completed by 1975.
- ⑤ A system of traveling exhibit circulated by the Boston Children's Museum and other children's museums designed for a specific floor space so that they could be set up and changed at fairly frequent intervals enticing more return visits by families.
- ⑥ Well planned (not hugely expanded) store with inexpensive items related to exhibits in the museum, and also thrown down "match boxes" for sale.
- ⑦ A really good bi-monthly bulletin with something for children.

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

The Children's Museum has really all the strengths + resources available now to become the type of museum I envision in 1975. It needs only a better sense of ~~conviction~~^{direction} to its future goals by the staff. Because the Museum's activities have become so diversified recently everyone seems to have grandiose ideas for projects and no ~~unified~~ unified purpose in mind. A conviction to a specific series of steps of development ^{+ related activities} at the Museum exhibit area, and a more clearly defined delineation between that area and the teacher training aspect* of the Museum would be a very helpful in arriving at the kind of place I imagine by 1975.

* I do feel the two aspects can coexist and should for a really rich museum

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

The major block could be simply acting too fast to become a museum of national acclaim, new construction of buildings, more major fund drives ^{are} ~~will~~ not appropriate right now. I feel any money spent at this point should ~~be~~ be on improving the way of exhibiting ideas effectively to young children (i.e. communication improvement). If we become really good at communicating an idea through an exhibit, we have contributed more to ~~the~~ the 1975 world, than if we build a bigger ~~and more~~ bulky to show how great we are.

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

- ① A decision should be reached on long range plan of attack for the Museum and a series of steps established
- ② All staff must be made aware of their part in the "series of steps"
- ③ The idea of part-time help should be studied with an idea to ironing out some of the problems of only partial involvement in the Museum and its program
- ④ More research should be done on exhibit development-publish results
- ⑤ More time should be spent figuring ways to improve personal contact with the children and parent, going through the Museum to make the experience more meaningful. Something could be made of the idea: "You can touch all you want and you can talk to the guards - They will not snap at you" That is as novel an idea as touching the exhibits, but hasn't been explored.
- ⑥ A series of neighborhood meetings to find out

what parent would like to see exhibited
at The Museum, what they feel their
children need. Although young parents
do not have a lot of money to contribute
to the museum, it is worth spending
time with them as it is their
children to whom the museum is
directing itself.

1. Describe the Children's Museum as you believe it will be in 1975.

If the assumption is that the present situation — people, materials, organization — determines the definition of the CM in four years,* I see very little possibility for positive or dramatic change by 1975. Departments will very likely be defined as they are now + active in the same way — some having grown somewhat in size + scope, others having diminished.

*and that is the only assumption I feel  is likely, at this point, although to be valid

hiring consultants may be able to help change the current situation.

2. Describe the Children's Museum as you would like it to be in 1975.

CM - 1975

I. Educational Institution: teaching future teachers, teachers, + kids

A. Long term projects

1. hook up w/ 1 school system
 - a. give many workshops to teachers in that system
 - b. advise/help teachers in the classroom
2. collaborate with education dept of 1 school (colleg, univ.)
 - a. give series of workshops to future teachers
 - b. make " " aware of Museum resources by bringing them to CM to see collections, loan books, VC, etc. — so they will use ^{CM} resources when they begin to teach.
3. collaborate with 1 school system
 - a. teach one class, at CM using CM resources, for a period of, say, 6 weeks.

B. Short term projects

1. teachers + future teachers — quickie onshot workshops using loans dept + wot materials
2. kids — one shot visits of classes to VC.

II. MUSEUM

A. VC — periods when it is open to the public

B. Artifacts

Display them, loan them, get them out to the public. dammit

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

I Ed. Inst.

A. Materials - WORKSHOP OF THINGS

LOANS DEPT.

COLLECTIONS

VISITORS' CENTER

B. ORGANIZATION - THE WORKSHOP OF THINGS
IS ONE DEPT WHICH PRESENTLY
WORKS - THERE ARE OTHER
STAFF MEMBERS WHO COULD
BE VALUABLE TO THEM IN
TERMS OF ENLARGING THEIR
EFFORTS + SCOPE

(LOANS DEPT IS BADLY IN
NEED OF P2A22 + LEADERSHIP
AS IS THE PUBLIC SERVICES DEPT)

II MUSEUM

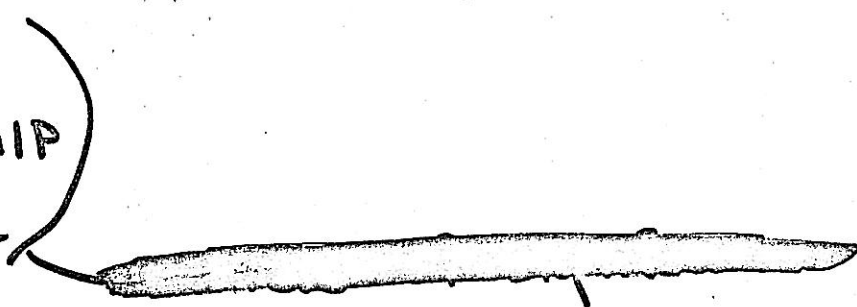
A. MATERIALS - COLLECTIONS

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

MONEY

LEADERSHIP

PLANNING



5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

1. That the organization will become what I would like it to be

2. Hiring of someone to head major depts (ed + museum)

3. Organization of people in depts. in terms of what needs to be done + who can best do it.

4. Organization of materials so that those who need & can have access to it

5. Proposal writing to get money to do what is planned.

→ 2. Discussion and decisions re: what dept is to do in next 5 years w/ ~~be~~ genl 1 year breakdown

1. Describe the Children's Museum as you believe it will be in 1975.

My first inclination is to say "Broke," but I really don't think the Boston Community would let this organization, so well established, sink from sight. Someone would bail us out - at least for a while.

However, in the absence of sufficient leadership in the staff as it is now constituted, I still see this organization floundering along. Part of this is not our doing. These are difficult times. Still, the staff is mainly made up of people with lots of ideas, but no real interest in administration - or at least not primarily. Decisions which stick around here are as priceless as pearls, and as rare.

I am not totally knocking us. There is a lot of talent here, and great receptivity to new ideas - both of which are essential to a living museum. But we are a collection of specialists and individualists.

I see the Museum in 1975 to be a place where economic necessity has dampened the creativity of the place even more than now. I fear we will stick with tried + true formulae - guaranteed not to lose money. We may raise some amount of new money, but not enough to put us on easy street. This will not make the staff happy. It will also have the desirable effect of making us

G

more conscientious about how we
spend our efforts. This could be good.

I do not see us able to accomplish
any of the new objectives - outreach in
particular, effectively - for the following
reasons:

You have not interviewed me -
I will list some major criticisms which
I have of this organization which I don't
see improving in the next four years.

I. Lack of organization - and a chain of
command, which shows itself.

1. Inability on anyone's part to
make a decision and stick with
it.

2. Lack of continuity - Inability
of this staff to build on anyone
else's work. We are always begin-
ning all over again from the
beginning - resulting in many half
baked jobs.

Subheading - If you do something
it is your thing - No way to disseminate
your technique or get anyone else to
use it

3. Tendency to think intellectualizing and
abstracting is a goal in itself -

2. Describe the Children's Museum as you would like it to be in 1978.

1. V.C. - organized with development work for programs etc in hands of senior staff who work in the VC and know what goes on - Over all this could be a super teacher, who could help us to develop first rate material - and also be in charge of the training of coops - some one who could insure continuity of performance.

I should like to see the empty spaces filled with exhibits or temporary projects of quality.

I do not see continuing projects or schools there - though this would be great - but too much money comes from the one shot visit.

2. Outreach - programs by staff in the schools carefully developed. Like wise programs in the neighborhoods which are portable - programs which teach skills and ones that inform. (could be continuing)

(In ~~one~~ 1. and 2. I do not mean to stifle individual initiative. I am trying to create a continuous ~~means~~ ^{source} of information + programs)

2. Workshop - to continue what it is doing, and give a graduate course for credit on teaching techniques with the materials on outreach programs in

school systems.

3. Loan department - to confine itself to a few really quality loan boxes and to let the others go, as uneconomical.

4. To have smoothly running support operations - design production maintenance etc, which has a central clearing house to establish priorities. Right now it is catch as catch can - though this has improved a lot.

These four parts could be separate as Mike envisions it - or they could be under the management of one executive director who be responsible over all, (which I think is better)

- and above all, while economy of time and money should be much more important than it has been in the past - a fund raising campaign which will be vastly successful so we will have to money to pursue all these things. (naturally)

I think merging is good too - but with whom and how - I can't envision this but am willing to go along.

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organisation you would like it to be (as you described in Question 2).

1. A staff that is interested in outreach and new methods.
2. A conscious ~~to~~ need here by more people than myself for organisation and direction.
3. An enjoyment in working here on the part of many people.
4. A real interest in children and sound educational policy.
5. A visually attractive VC that the public enjoys.
6. A good reputation professionally.
(better maybe than we deserve)
7. Strength, stamina and enthusiasm.

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

1. Lack of organization - as listed on page 2 of their questionnaire (under question 1) - with emphases on one I think I should change - no clear delegation of responsibility. Many projects die aborning, because no one knows with whom the final authority rests unless it is Mike who may not have the time to deal with the matter.
2. Too much emphasis on the democratic process - encouraging everyone (including me) to feel they are an expert on every subject - which we're not.
3. Inertia + resistance to change - natural to everyone (in spite of answers I gave to question 3 that people are willing to change).
4. Real doubt on the part of the staff that things can change.

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

1. Hire someone who will have total responsibility for Coops + cws - training etc. Someone who can supervise these projects and activities and those of senior staff as well.
2. decide what to do with collections (do we really want them)
3. Develop permanence in the outreach program (may be being done)
4. Start eliminating wasteful procedures in the loan dept. (Is it archive?)
5. Complete some of the unfunded spaces in the museum - or give them up to other projects (Algonquin Forest for example)

1. Describe the Children's Museum as you believe it will be in 1975.

Very much the same, if it is still in this location. 1975 is only four years ahead and it takes time to change much. There will be improvements because we correct our mistakes after testing. New exhibits or plans will be tried, tested & improved or dropped. But this is the natural growth pattern and I believe we are all concerned enough to try to improve our departments.

2. Describe the Children's Museum as you would like it to be in 1975.

I know from the meetings that there is unrest and doubts about the Museum at the present time. But as I noted on the "Climate" sheets, I do not feel qualified to either criticise or prophesise.

We do try to put our loan exhibits in the best condition possible with the hopes that they will help teachers and children in the schools and be an asset to the museum. We are trying to find out more about curriculum changes and different ways of teaching in order to do this.

This is a continuing thing and does bring improvements such as, in the past six or seven years we have done over loan kits, the museum developed MATCH Kits, and now we have Mini Match kits in circulation. Smaller discovery kits are being developed for the next school year.

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

The main strength is the dedication of the people who work at the Children's Museum.

What are the major blocks or obstacles which stand in the Children's Museum from becoming what you would like it to be in 1975?

Lack of direction -

Money

Not re-organizing areas of the Museum that need it.

Not enough accountability.

5. List six actions or decisions which you believe would be taken in the next six months if the Children's Library is to become the organization you would like it to be.

- Mike should take a firmer hand.
- Reorganize circulation department.
- Director of V.C. - ~~must~~ must be strong & positive.

1. Describe the Children's Museum as you believe it will be in 1975.

Without sufficient changes the Museum will be more of the same —

- rapid turnover in staff
- short term experiences for kids
- unable to save its community
- financially insecure
- exciting — but in a momentary way
- in a very changed community but without the resources to change itself

2. Describe the Children's Museum as you would like it to be in 1975.

It's services :

A visitor center that serves not only suburban parents & kids but also the inner city community - kids and parents.

Museum experiences in all areas of the city - perhaps through the schools or community organizations. Well trained staff providing quality experiences for / with kids & adults.

Resources - things, people available to teachers & others through workshops - not as floating but as intricate part of museum.

It's organization :

A place staffed by warm, informed people who have time & will take it to help children, parents or teachers learn about the world.

People departmentalized to the extent that working teams are able to make decisions and carry them out - but with built in communication among departments.

A fund raising department - or person, to take off some of the pressure of day to day existence.

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

Interested, intelligent people who care about kids & the state of the world.

Collections — things which initiate in and of themselves all kinds of learning.

A name in the ^{Boston} community that means quality to educated people (and almost nothing to working class parents.)

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

Money - the lack of it - creating the necessity to do less than it is able & with less qualified staff.

Direction - must we all move toward the same end in the same way?

What are our common goals -

What are our differences in philosophies of learning, of teaching, of museums, etc.

To be so busy with day to day work - that change is neglected and the Museum becomes stagnant.

Staff afraid to share ideas & discuss with others - feelings of not knowing what's going on in other departments.

The Museum ^{administration} committing itself more strongly to one department rather than others without consensus of staff.

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

- ① Unification of staff in terms of goals & objectives not in terms of departmental work. Communications through a better means than staff notes.
- ② Financial picture out in open with staff. General priorities with staff for year. ~~set a~~ realistic Budget. Who determines which departments pay rent & which ones don't?
- ③ Keep to each department as to how it fits in the total picture.
- ④ A built in fund raising component including proposal writers etc
- ⑤ Close communication between administration & teams
- ⑥

1. Describe the Children's Museum as you believe it will be in 1975.

If some organizational changes are not made, the Museum will either be ostensibly the same or non-existent. We must decide whether our major concern is to make money or serve the public. A compromise incorporating both of these things could be reached, but not until someone holding the necessary power and aware of all the facts begins to make qualitative decisions. Talk is cheap.

2. Describe the Children's Museum as you would like it to be in 1975.

I would like it to have more dealing with the public as individuals - eg. co-ops working in the schools, Resource Centers set up in the schools, the Museum staff going out into the school and the communities at least as often as those individuals come to us (hopefully more - on both sides.) New educational aspects are accepted very slowly by the majority of teachers, principals, etc. and, from my experience a one-to-one relationship is the most beneficial and rewarding for all concerned.

I would also like to see more organization. That is, a more specific understanding of who is doing, or who is to do what within the Museum. I would hope that the solution to arguments could be pursued in any way that suits the individual and solves the problem. Given too many options and/or not enough ^{limits} or structure can be even more inhibiting ^{having} than too many.

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

1. A number of talented, committed people w/regard to children and education.
2. Good collections & materials available.
3. A good name/image in the area.
4. Knowledge of the necessary channels for becoming involved in the community (this has yet to be used effectively).

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

1. Lack of necessary organization - some smaller size has to set some structure).
2. Staff members who have an overflow of ideas but less who are capable of carrying ideas out to their conclusion.
3. Money given out for pilot programs but none available to sustain programs that have already been put into action.
4. An organization that is becoming too large to sustain itself on grants & private funding - i.e. the current monetary situation.

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

THIS IS
PL 1

1. The decision/action to go out into the world -- we no longer have, or can afford the luxury of waiting/wanting the world to come to us.
2. Decide what kind of organization we are or want to be -- money making, non-profit, both, etc. Also, are we a business or a family?
3. A more honest description of the co-op program: (at the colleges where they apply). And, a better use of their time while they're at the Museum. (more creative, less baby-sitting exhibits)
4. More decisiveness on the part of the Director & his administrators.
5. Some hard-nose thinking about the relationship between personnel and their abilities/talents/needs.
- 6.

1. Describe the Children's Museum as you believe it will be in 1975.

- Visitors Center functioning as today, but with new (some) exhibits
- City service may have died
- probably have an exhibit garden
- 3rd year of Museum / Boston School Project
- Resource Center will have peaked and be looking for new functions
- Museum will be into community projects
- Museum product line may be developed and selling
- Staff will be largely different than today,
- autonomous project groups will be functioning
- the notion of an Institution will be gone.

2. Describe the Children's Museum as you would like it to be in 1975.

V.C. stirring the Museum world with new exhibit concepts + designs.

An integrated materials development, production rental and sales system.

An integrated teacher training system, money making, and evolving new forms constantly. Sponsoring summer institutes etc.

A national distribution + membership network of schools + museums.

A set of satellite museums or community centers

A highly professional staff that is creative, flexible, generous, and successful at trapping what it has learned and building onto that.

A clear sense of identity and focus.

A well functioning money input system covering gifts, grants, memberships etc.

'Round the clock educational center.

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

Current excellent reputation

Lots of people willing + interested in working here

General upswing of interest in kids and young ones
in particular

A few good staff members on hand now.

Mike Spock as public figure and drawing card.

Substantial collection to work with

Schools willing to pay for services

Schools in process of change

Increased parental interest in education.

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

Lack of purpose to become it?

Unwillingness to make choices and focus energy

Lethargic Board

Directors autonomous unit philosophy

largely inexperienced + transient staff.

lack of feedback mechanism

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

- need staff-wide and Board-wide understanding of the museum's total condition: financial, etc. Also need to have a thorough assessment of each of the alternatives that have been studied so far.
- need clear statement of purposes and institution-wide understanding of that statement.
- need to set priorities and make program choices.
- need to decide who is going to do what. assign authority & responsibility. Need a middle management group.
- stabilize internal structure, build trust, understand & open communication.
- Establish a money raising system that amounts to something.

I cannot separate #2 from #1
because much of what I would like to
happen, I believe will happen

142 Describe the Children's Museum as you believe it will be
in 1975.

In 4 years:

It will still be there!

The outreach program will be developed
into a good, punchy operation with
strong connections reaching into the
vitals of the city, i.e. the school life,
the political life, the medical life, the
mfg. life, the wildlife, the skyscrapers
and the sewers etc etc. We will be
showing the city to the kids so that they
will see it as a place where a lot of
people do a lot of things + they are part of it all

The Visitor Center will be a jumping off
place filled with ideas of how, why, where.
The Resource Center will have the collections
available to be readily used.

The Loan (circulating kit) Dept. will be
re-oriented to either bring in enough
income to support its own cost of operation
and development, or funding will be
provided to do what has to be done.

The "Workshop of Things" is, to me, a real
spearhead operation. It is one area of
the museum that has the potential of bringing
in substantial funds because it can go
out and involve the whole educational strata
of both the city and the state.

1 + 2

Describe the Children's Museum as you would like it to be in 1975.

Cont.

We should have and probably will open some kind of food and drink sales operation. It can't lose!

Our museum store - very slow starting - has potential, and should in four years be a booming business with branches out in the city. Maybe the store and a Children's Museum Restaurant combination will be started to bring in revenue. With a good promoter - this has potential of becoming a chain - state wide. These places could have exhibits, displays and activities from the museum with the publicity kicking back and forth etc.

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

The museum attracts many kinds of people because it is the children's museum. I think the "make or break" factor is the selection of "gutsy" does. If we were to lose every physical possession, we could still put together enough activities to attract kids and this points to people as our biggest resource. All the things, we have, are the connecting links between the child and the museum. We have already found that some things can reach and teach ^{and} entertain by themselves but that there is still a magic that happens between certain people and kids and objects.

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

*major blocks are wrong people
and organizational problems.*

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

- Mike will establish his role and "M.O."
- The museum as an institution will state in plain English where it will be physically situated this next year and maybe the year after. (If at all possible)
- The museum will take some definite steps toward making the entire institution cost-conscious and time conscious.
- The museum will take some definite action to increase our revenue - Loan Dept - Store - Food - Workshops, etc.
- There will be re-established a system for receiving ideas and complaints. It is impossible for people who give a damn to simply shut up. If their input isn't received, they die inside. This is like clamping down oil wells. The frustrations build into explosions or enthusiasm dies. People, like me, risk everything and become obnoxious in their efforts to change things when it becomes impossible to bear them longer.
- The VC needs a strong leader who can bring about the kinds of things that the museum wants.

Please note that my insights into the lackings of the Museum are severely curtailed by my relatively short experience at the museum thus far. The things that seem ridiculously obvious to me now, may turn out to be simply ridiculous.

1. Describe the Children's Museum as you believe it will be in 1975.

The children's Museum and its dynamic progress revolves around the guiding dominance and inspiration of a key figure at the head of the organization. If this figure is missing, the many talented, but diverging tendencies in the different areas of the Museum's function, lack a cohesion that is essential to the survival of the organization as a viable whole. Without a generally highly-regarded leader to dictate Museum policy and guide the Museum-gestalt along the aim-pathways that he delineates, the mini-goals, and aspirations of the various segments in the organization, diverge and form a thick mist of misconceptions, short-sighted ideals and abortive attempts at concerted progress, that blinds the individual staff members to any view of the Museum as a dynamic single institution.

In 1975, if the Museum has not found a strong leader, it will ~~say~~ either have floundered on financial reefs, or continue to muck about in the shallows, complaining chronically about its lack of direction and cohesion.

If, on the other hand, a strong hand takes the tiller, the options of the museum's role, lie totally in the realm of the leader's imagination and initiative.

2. Describe the Children's Museum as you would like it to be in 1975.

I would like the Museum to be organized and knowing where its going in 1975.

~~At this point I don't think I've been with the museum long enough to formulate ideas as to its best function in relation to community, school, and the public.*~~

I do think that it ought to have delineated aims and goals ^{towards which} ~~that~~ each department can & contribute ~~towards~~, in its specialized area. If a given department cannot contribute to the direction of the museum as a whole, it ought not to continue under its ^(the museum's) funding and jurisdiction.

* ~~least some anyway.~~

tentative goals for the museum

- ① developing novel and improved ^{workshop} methods for communicating ideas (educating) children.
- ② enlightening parental & teaching agencies, and any other interested parties as to child behavior & learning tendencies etc.

V.C.

- ① previewing and demonstrating methods by which children can be taught in an exciting, play, interaction environment.
- ② testing workshop theories in a "laboratory" setting.
- ③ making available to the Public, information on how the exhibits incorporate ^{advanced} ~~child~~ learning techniques, and expansions ~~that~~ upon these themes that, once abstracted, ^(more) by can be used by the parent

diverse
in home situations, and by the teacher in the classroom.

- ① The V.C.'s role as a "museum" would have to be drastically altered. Exhibits and demonstrations would change at a more rapid rate. ~~less~~ "Permanent" exhibits would be discouraged and a more fluid, changing museum exhibit structure would be required. ② The V.C. could use the Public to gauge the effectiveness of the techniques developed by the developmental section of the museum, and designed and assembled by the "design + workshop" section. ③ The V.C. could also be the Museum's "model", visually and by means of supportive ~~agave~~ literature, conveying to the Public the results of the Museum's work. ④ The V.C. could also contribute greatly to the funding that the Museum requires. ⑤ It might also provide a small area to rent out to interested parties, wanting to test public reaction to their own educational endeavors. ⑥ The V.C., in conjunction with the workshop, might also provide facilities for long-term "classes", with regularly attending children, to test new teaching techniques; again either to other museum staff, or other agencies under a rental situation. ⑦ "design + production" would be included in V.C. operation.

Loan Department

- ① could formulate plans for fabrication of kits, match-boxes, discoveries etc. surrounding and implementing techniques developed in the workshop, tested in the V.C., and ready for use by institutionalized educational facilities.

This is just an off-the-top-of-the-head-idea to illustrate how the various organs of the museum might come together as a corporate whole with common aims. I realize it's idyllic and would necessitate a drastic reorganization of staff and priorities, but I feel that is exactly what is needed if the museum is to be infused with new life; above all, a capable and respected leader to

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

The V.C. - the perfect setting for reaction with the Public
- a source of income a) from regular clients
b) from agencies ~~renting~~ renting space and facilities.

The Workshop - personnel and facilities for developing new techniques of information absorption for children.
- contact with many educational agencies working in the same field.
- contact with teacher-training schools - could influence prospective teachers towards more modern forms of education - use the V.C. as an example, and provide teachers with materials through the Loan Dept.

The Loan Dept - stated above + before. - resources ^{techniques} and ^{connections} required for producing new educational materials are already in existence - it could also rent its facilities and capabilities out to interested agencies - basically would continue its present activities, but would be more subject to the ultimate interests of the museum as a whole.

The existence of these three resources themselves under one potential direction, working together, is a tremendous strength all in itself.

Unfortunately I am not familiar with some other ^{however} of the Museum's activities and working areas. I feel that they all could contribute in some manner towards the realization of a potent museum-wide coalition.

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

- The rather limited structure of the V.C. - under the proposed plan, it would change ~~for~~ from a museum of ^{stable} exhibits, to a shifting experimental collage of different newly developed techniques - would retain its public-oriented services, but would ^{be} in large part a testing area for and Public Communication organ for the rest of the museum.
- the limited nature and function of the "Workshop of Things". It would have to be developed into a much larger unit of experiment and research into educational innovation.
- lack of far-sighted and strong leadership. This is essential. The activities of the aforementioned parts of the museum need a strong hand to unite their efforts in common aspiration.
- too many small unconnected "departments" under the museum's auspices. There would either ① have to be shown to have internal relevance to the museum's larger function ② be subsumed in one of the three larger divisions (V.C., Workshop, Loan Dept), or ③ be disposed of as irrelevant to the museum's functions.
 - ② or ③ would be desirable for easier administration
 - ① would be feasible only if the department concerned was both vital in its own right, and unable to be absorbed by the aforementioned 3 divisions.
- staff roles undefined - perhaps a strong leader could eliminate this.
 - positions defined and people found to fill them - not people hired and jobs created for them to fill.

(over)

- lack of willingness by "the museum" to trade freely with outside sources and related agencies.

- standards and procedures must be developed, so that the museum can extend its resources to outside agencies, and receive input and co-operation from these affiliated interests. The staff at present are loathe to allow outside interests into museum affairs. They must realize the museum's potential as ① a developmental group ② a testing group ③ a dissemination agency and its unique position as an organization containing all 3 of these facilities under one roof.

It must be an osmotic organization, allowing other educational and research interests to work through and within the structure that the Museum offers.

All alone, the museum can neither reach its full potential, nor remain economically feasible. If, however, it can become open, and serviceable to other interests (however, always maintaining priority for its own on-going concerns) it will become imbued with new inspiration, and fulfill its ^{new} role as an important contributor to child-learning theory and implementation.

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

- choose a strong leader with ultimate authority in any policy decision.
- expand the workshop - re-orient and if necessary replace ^{workshop} the staff with competent people for the revised goals of the museum (the present staff are seemingly eager for just such a reorganization and would probably go a long way towards helping rather than hindering its development.)
- ~~disband~~ re-evaluate old organization and dissolve useless sections of it (this pre-supposes a strong leader)
- each of ^{the} three sections elect (or have appointed) a head, to form a council of 4, ~~along~~ with the museum director, to decide and implement policy
- each head would be responsible for all interaction, importation, and trade with outside interests, within the realm of his activities - any policy affecting more than one dept. would be discussed by the 4, and ultimately decided by the Museum director. Each dept. head must be accurately representative of his dept's policy.
- re-vamp the entire V.C. roles, objectives and structure to fit the new orientation of the Museum.
- re-orient the Loan Dept. towards implementation of Museum themes + projects rather than its own prerogatives.

1. Describe the Children's Museum as you see it now.
11/18/5.

If the present confusion persists
the museum will still be looking
for goals and method.

It will continue to attract
creative input and continue
to exhaust good people.

2. Describe the Children's Museum as you would like it to be in 1975.

I would like to see us put a prow on a square barge so we can move in several of the excellent directions available to this institution.

1. A show place for educational/visual, + delightful innovation. (museum)
2. A Testing Center for new methods and Experimentation (school) and training.
3. A Family Center full of resources available to all who seek ~~our~~ help. preserving the informal easy atmosphere of generosity and sharing that exists
4. Teacher Training in how to use our Rich collection of resources for field work.
5. Museum outreach Centers: seeding needy neighborhoods
6. We should be the model "Museum" or Visual Education Center.

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

1. Indecision
2. Lack of clarification of goals and priorities
3. Lack of enthusiastic inspirational Leadership from the visionaries who project the future plans.
4. Fragmentation of pursuits and energies
5. The undertaking of too many lesser developments, losing sight of the Larger view.
6. Funding

8. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

XXX Mike must decide on his role.

1. Set goals for the museum, working with what we have on hand.

2. Create/establish a strong and consistent organizational framework that permits its Taskforce to have the freedoms to create and make effective their programs.

(A good back-up support system will be essential to this success.)

3. When the goals & framework have been decided. Find an administrator for the visitor Center to free the creators and hosts, to make the place pulse.

4. Establish fund raising systems and pursue some self supporting ideas.

(Let trained professionals tend to finances freeing task people to do their specialized work.) instead of wasting their time writing proposals.

5. Give authority & support it.

6. Improve communications (support & feedback) And review Co-op CWS service.

1. Describe the Children's Museum as you believe it will be in 1975.

I have no clear perception of what form the museum will have assumed by 1975, and find it difficult "objectively" to project the museum into the future without applying my own preferences as to the direction of the institution.

I believe the museum will continue to be tied to its physical plant for some time. The financial and psychological investments in the Visitor Center make a move to a new location unlikely; the relocation of the collections to the museum will further discourage transfer to a site more centrally located. ~~Artifacts~~ ~~from~~ The collections will be used more extensively both to enrich the Visitor Center and to serve as a public resource.

Some part of the Museum may become a school site, used on a tenant basis by existing school groups seeking to revise their approaches.

toward the open model of education upon which the materials & training sessions of the Workshop of Things are based. Teacher training activities will be more extensive as the Workshop enters into long-term contract arrangements with school systems and schools of education.

The circulating department will assume the responsibility of managing the returning collections; ~~by 1975~~ ^{there} may be developed a method for rendering them available for formal and informal learning, available to children and adults.

Outreach efforts - the business of working cooperatively with community ~~neighborhood~~ groups to develop educational & cultural resources inside the neighborhoods and to develop the knowledge and skills necessary to exploit resources outside the neighborhood - will have increased, but will continue to be limited by the continuing need to emphasize the Visitor Center as the revenue-producing 1st priority.

Overall, I see the museum in 1975 doing pretty much what it does today, with some of the programs expanded to use the space and materials resources more fully.

2. Describe the Children's Museum as you would like it to be in 1975.

In 1975 the Museum should be in the middle of the city, accessible by public transportation. The ^{new} museum site should contain flexible space which can be used by a variety of $\longrightarrow$ groups to model and test educational materials and environments which can be translated into the context of the on-going life of the city once they have been evaluated. One section of the operation would deal with the uses of the museum's collection to fit educational needs defined by the resident groups. Another section would work with these same groups to train some of their memberships — both adults and children — in the use of materials and the creation of educational programs and environments. A third component would assist resident groups to explore and utilize the potential resources for learning which exist

in their own neighborhoods.

Public exhibition space would feature the continuing work of resident groups, particularly designs for making the city environment educational.

The first priority for the Museum would be to encourage and facilitate the establishment of learning places - storefronts, factories, trails, neighborhood facilities and programs, etc. - throughout the city. The museum would openly declare itself in the business of working cooperatively with diverse groups in the city, to ~~not~~ create at first supplements, later alternatives to the kind of learning offered by the school systems.

In order to work cooperatively with community people, the Museum would ally itself with Summerthing (the assumption is that by 1975, probably sooner, Summerthing will be a private, non-profit organization not tied to city government) and utilize its extensive network of neighborhood councils and coordinators. A board of trustees consisting of representatives of city organizations interested in adding ^{an} educational (to book next case)

3. List the strengths and resources available to the Children's Museum which could help it become the kind of organization you would like it to be (as you described in Question 2).

- 1) Staff who have a sense of the educational potential of objects and places not specifically designed to be learned from, particularly Fred Kresse and the Workshop of Things personnel.
- 2) Mike Spock's contacts in the educational, cultural and business communities.
- 3) Mike's commitment to becoming more urban-oriented.
- 4) My own relationships with the SummerThing people - discussions with various groups (neighborhood, WPTA, BRA, Federal Reserve Bank, etc.) about possible educational projects.
- 5) Public recognition of the Museum as an innovative educational institution.
- 6) A collection - parts of which relate to most on-going activities in the city.
- 7) Current national mood favorable to environmental education, particularly the problems of the urban environment - interested organizations include Nat'l Park Service, Bureau of Outdoor Recreation, Department of Transportation, Office of Education and others.

component to their current functions (among such organizations should be businesses, industries, public service agencies) would serve not only to raise funds for extending learning to presently non-educational city environments, but also to encourage more organizations to educate the public to ~~about~~ their roles in the life of the city.

By 1975 the museum should be a place where children and adults can come to see what diverse groups are doing to make their own environments more communicative, to find out where they might observe and participate in living "exhibits" which are integral parts of the urban scene, and to learn how they might become involved in creating educational resources for themselves and for others.

4. What are the major blocks or obstacles which might prevent the Children's Museum from becoming what you would like it to be in 1975?

- 1) The emotional & financial investment in the current physical plant.
- 2) The name "Museum".
- 3) The dependence on a suburban audience for income; perpetuation of Visitor Center as #1 priority.
- 4) Lack of desire among the staff to strike out in a new direction; tendency to see what the institution should or could be in terms of what it now is; unwillingness to question the validity, in both educational and social terms, of the Visitor Center and its user patterns; heavy emphasis on "giving 'em a good show."
- 5) Piece-meal fund-raising efforts, lack of an exciting direction or plan around which funds could be raised; no over-all commitment to becoming an urban institution.

5. List six actions or decisions which you believe must be taken in the next six months if the Children's Museum is to become the organization you would like it to be.

1. Directive to commit all present resources to fulfilling urban educational and social needs.

~~2. Move to a central city location~~

2. Declare the function of the museum to be cooperative work with groups in the city community to develop educational environments for each group's home territory.

3. Determine likely sources of funding for undertaking urban educational projects.

4. Define a number of possible pilot projects (neighborhood museum/learning centers; learning trails through the city) and how they would utilize museum resources & seek funding.

5. Move to a central city location & establish workspace for groups involved in 1st projects.

6. Begin projects.