

Transcribed from undated notes:

Believe to be a Staff Meeting in September 1970

Since August 3rd when I last reported in, my time has been absorbed with a mixture of activities. After some hard patching, painting, scrubbing and mobing (and with a lot of generous help from Drew Hyde and his staff) I now have a cheerful office downtown at 33 Beacon Street in the Contemporary Art's new headquarters. Mail and phone calls are still being received by Ann Jeas at the Museum. A number of other happy distractions kept me from a full-time commitment to Project affairs. I attended one day of a three-day planning session of our forum, "Expression of Identity: the School age Child" in preparation for December's White House Conference on Children. I gave a commencement address on the question of the relevance of history to this summer's Heritage Foundation Fellows at Deerfield. I took responsibility for the family while my wife Judy had an exciting week in Plainfield launching a non-resident graduate program leading to a masters degree from Goddard College. We all drove up to collect Judy and went for a fine week's vacation of sailing, hiking and talk with my parents at Northeast Harbor on Mt. (?) Desert Island. Finally a lot of time and energy has been spent within the Spock family this summer in making real headway at getting to know and support each other's needs. Altogether, a time well spent!

As you may remember from my last report, I had hoped to make some headway at fleshing out my four models by now. But the more I talked to people about the Museum's potential, the more I realized the discrepancy among their perspectives of the Museum's existing problems and assets. It was going to be hard to come up with a plan that everyone could subscribe to if there was no agreement on the present status of the Museum. So I spent some time on.....

OPP
DVD
scan
(see 10/19/70
too)

not mailed
draft copy given out (to who?) -
in folder 1 (what?)

slightly revised copy sent Tuesday & Cop
members as part of Directors Rept dated 10/19/70
The Children's Museum
September 14, 1970

MEMO

To: Project Committee and other interested persons
From: Mike Spock
Re: Some thoughts on where the Museum stands today.

I have been struck in some of the communications I have had with people interested in my project how each individual sees the Museum's problems in different ways -- and therefore applies divergent criteria to the choice of strategies I should be using to make this a productive year and to the kinds of solutions to the Museum's problems I should be seeking. For example, some members of the Board see finances and management as the overriding problem; some staff are preoccupied with questions of leadership and organizational structure; our audience with the relevance, availability and cost of our services; community leaders with our role definition and effectiveness relative to other institutions; and I with the problems of our times and my uncertainty about the sorts of contributions I should and can make to their solution through the Museum. While each of us shares some of the others concerns, I am worried that unless there is discussion leading to agreement on a common agenda of problems that should be addressed before I go much further with my work, we run the risk of coming up with "solutions" that do not relate well to each other or meet the real needs of the Museum and the people involved with its future.

I think it would be productive, therefore, to spend a good chunk of time in October bringing members of the Project Committee, PAC (the staff Planning Advisory Committee) and a few outsiders together to tackle this issue. Perhaps an intensive weekend retreat would be in order.

In the meantime I would like to have each of you take some time to chew over my analysis of what our problems are as a starting point in our discussions. We will certainly add to or modify them as we talk further. You may even want to prepare a memorandum of your own thoughts to circulate among us.

Definitional

If you've ever talked to uninitiated people about the Children's Museum you've suffered through their difficulty in imagining what a children's museum could be like. The word "museum" conjurs up all kinds of dusty and hoarding images. When that word is combined with "children" it's hard not to see the kids themselves as the exhibits, locked up in glass cases, rather than being the client for the museum experience.

In addition to being conceptually hard to grasp, when we apply the definition suggested by our name (an organization providing experiences with real materials for elementary school kids) to the question of priorities and what we should choose to do with our resources or leave for others, it sometimes seems to put us in too confining a box. If we really care about kids, many other media and experiences should be made available simultaneously, or in parallel with real objects to answer their questions and other needs when they arise. Finally, it seems clear that the elementary school-aged child almost always operates with, and is guided and transported by, parents, teachers, group leaders or other family and friends. A truly effective service institution appears to need a broader and more easily interpreted focus.

Scale

The Museum is at an awkward stage of its development. It has grown large enough so that it no longer seems reasonable to ask staff to be jacks-of-all-trades. Yet we are not yet able to afford the luxury of a completely specialized and departmentalized staff. We must either do without many necessary support services or pay a premium price for those services that could be used by a much larger organization at a lower unit cost. In other words our overhead is high. Secondly, our impact on our public is limited by our over-stretched capacity to serve their needs. For example, any attempt at an effectively decentralized neighborhood program demands a much deeper array of human and financial resources than we presently have available. Even something as straightforward as boosting attendance will lower the unit service costs, increase income from admissions and memberships, and attract the interest of associated commercial activities that could capitalize on the public traffic to produce concession income for the Museum. Finally, we find it difficult to command the attention of corporate givers or attract new trustees since we are not yet in the institutional big leagues.

But the price of growing still larger should not be minimized. For all the economies and greater impact that are possible with increased size -- intimacy, easy communication, flexibility and even responsiveness are apt to be lost. Certainly my role as director has become much more remote, administrative and financial. Many opportunities to get my hands dirty, deal with the public and stay close to the staff are no longer available. Perhaps the Museum has already grown too large and could be a happier and more effective place if it were reduced in size or subdivided into more autonomous and loosely federated projects or services, each responsible for its own funding but sharing space, support services, audience and some common goals. With this structure it might be possible to grow with the addition of new, self-supporting services and projects without putting a strain on the nimbleness of each subunit.

Location

The Museum is located inconveniently for its optimal use by all segments of the Greater Boston community. Trolley service from the center of town is slow. We are halfway out on one spoke of a radial transit system that makes few accommodations to the needs of cross-town traffic. With the future increasingly dependent on mass transit, this disadvantage will increase. Even by private car, we are viewed as relatively inaccessible to north shore and northwest communities. Parking is adequate to present building capacity, but there are only limited opportunities for additional spaces on the grounds or in the neighborhood to match the Museum's future growth. The grounds and neighborhood are attractively landscaped and offer substantial outdoor programmatic opportunities. However, the whole setting suffers from a certain "preciousness" that makes the Museum appear remote from the real world and the concerns of many of the people we hope to serve. The Museum must eventually have a more neutral and accessible location for its headquarters facility.

Facilities

Much about our present facilities seems to work to our advantage. We have put some old and poorly arranged buildings to imaginative and charming new uses. But so much of what we do and the way we do it is dictated by our facilities. We forget how many opportunities are lost, programs distorted, ideas rejected, unreasonable costs borne, and people disappointed because of the severity of these space limitations. We must eventually find a more open ended, rough hewn, adaptable, economical envelope to wrap around our ideas, people and things.

Collections

Our collections of artifacts and specimens are an extraordinarily rich resource for development work; as a stimulus to new ideas and insights; as a place to browse, answer questions and compare. Most specifically, they provide the opportunity for in-depth explorations not available in our exhibits, kits and programs. A great deal of work and money has been invested in reorganizing and recataloguing these materials. Yet all are inaccessible to most staff, teachers and kids since they are stored away in a warehouse and the cataloguing and rehousing remains to be completed, and we have not had a chance to learn how to use them in these new ways. A tragic waste of an immense resource that gives a distorted and superficial emphasis to the Museum's services. These collections must be made available for everyone to use.

Board

The Museum has some interested and useful trustees. However, there are few members of our Board who see the Museum as their first commitment after their work and families. Only one or two trustees are in a position to invest a substantial number of hours working on Museum concerns. The Board is not skilled at fund raising nor willing to put much energy into that grubby work. Few trustees have access to major personal or outside financial resources. The Board represents only a narrow segment of the ethnic, geographic, working educational, cultural and economic concerns of the community. We have not been remarkably successful in locating and recruiting new members who would increase the Board's representativeness and financial and human resources. And existing members' capacities have not always been used to best advantage. We must begin the job of carefully building an effective, hard working board that can raise the money needed for a healthy Museum and establish policy guidelines responsive to broad community needs.

Financial

Money has always been a problem for the Museum. But everything points to the bind becoming even more acute from now on. While stringent budgeting, pooled overhead and purchasing, and a more focused program will help some on the expenditure side, costs, particularly for personnel, will continue to escalate. The real bind comes from a larger national problem. As a direct by-product of the growing sophistication and efficiency of our industrialized economy, such labor dependent activities as medicine, education and the arts may be priced beyond our capacity to pay for them. While it takes many fewer man hours today to make a car or grow a cabbage, it takes almost as much or more time as it did fifty years ago to take out an appendix, teach a child to do long division or compose a string quartet. In other words, relative to the cost of manufactured things we will have to pay what will seem to be increasingly outrageous prices for these services. I am not optimistic that our society recognizes the nature of this problem and will change their spending habits so as to keep institutions like ours alive and healthy.

More skilled and aggressive fund raising by the Board, more staff and my time devoted to proposal writing and peddling, a more productive annual event for the Aid can all bring in more money. But other sources of income are less certain. Our fee schedules already cut some clients off from our services. Only if we move to a new location and facility can we increase income from fees, admissions, rentals and concessions by attracting and accommodating significantly more traffic and associated commercial activities. Schools will have less and less cash in the future for buying services from the Museum. The lease and sale of Museum developed products is not promising. The prospects for a significant increase in federal, state or local support for the arts and education are unclear. Joint, regionwide membership, door-to-door and mail campaigns or business solicitations will be difficult to initiate and are unlikely to keep pace with increasing budgets.

So the financial outlook is not promising. Our only hope seems to be in playing all these options as effectively as we can and in not being afraid to take substantial risks. The alternative is the Museum's death.

Flexibility

The pace of change in the world is accelerating. What seemed relevant only a short time ago, no longer does. It becomes increasingly difficult to predict what will be needed in the future. Our society suffers from future shock. Institutions must be organized so that continuous review and change is an integral part of their operation to be expected by its staff, board and the community. The Museum's history, organization, size and our clientele's expectations all conspire to inhibit our responsiveness. In order to survive we must develop a more nimble stance with respect to changing conditions.

Demands of the Times

We all feel the intense challenge to be relevant and effective in the midst of overwhelming problems that pummel us, our society and our institutions. Racial strife, war, urban decay, ecological disaster, poverty among affluence, and even the pace of change all threaten our existence. In these times it seems frivolous at best and criminal at worst to apply scarce human and financial resources simply to the business of protecting and maintaining old expectations, structures and relationships. The Museum must decide what things it can do to help the world survive and get on with doing them.

Human and organizational

For all its exciting potential and accomplishments, the Museum has not been an altogether happy place for many of us. For both myself and the staff there needs to be an organizational format that takes better account of where we are at each moment in time -- that sees where we have strengths and interests and capitalizes on them; that detects concerns and weakness and helps us with them; that allows for change and growth as we and our institution change and grow.

A necessary corollary of unlocking more of the Museum's human resources is an increased openness -- a sharing and respect for each other's feelings. We must learn to trust ourselves with each other and treasure the special things we have to offer each other.

Specifically, I need to redirect my attitudes to take the time to be closer, to hear people better, to not be in such a rush to accept responsibility for every problem, to not push us all to premature solutions, to not place people in limiting boxes, but most important of all, to let people know where I am and where they are with respect to me, to put myself on the line where people can get to me.

THE CHILDREN'S MUSEUM

Executive Committee Meeting, October 5, 1970

Pursuant to notice duly mailed, a meeting of the Executive Committee of The Children's Museum was held at the Parker House, Boston, Massachusetts, October 5, 1970.

There were present Messrs. Hamilton Coolidge, Robert McA. Lloyd, Augustus W. Soule, Jr. and Henry Wheeler, being a majority of the Committee, Mr. Fulmer having resigned.

There were also present Mr. Michael Spock and Miss Phyllis O'Connell.

Mr. Coolidge, the Chairman, called the meeting to order at 12:45 p.m.

On recommendation by Mr. Soule, the Treasurer, and after consideration, it was

VOTED: To recommend to the Board of Trustees that the Reserve Fund and the Maintenance Fund be combined to a single fund to be known as the Maintenance Fund.

Mr. Jeptha H. Wade then joined the meeting and thereafter participated.

There then ensued a general discussion of the agenda of the annual meeting, including a report on the Director's project, acceptance of Mr. Waldron's resignation and annual election of Trustees, corporation members and officers.

The meeting adjourned at 2:15 p.m.

A true record

ATTEST



The Children's Museum
Annual Meeting of the Corporation
October 19, 1970

Report on the Director's Project

We entered into this project because it clearly was the right thing to do, at the right moment and for the right reasons. Although each Board and Staff member saw the issues somewhat differently, we all had the sense that the world was in pretty rough shape and wondered whether the Museum was doing its share in helping make it a better place for us all. But even if we felt reassured that the Museum was making itself felt, those same world problems were in turn threatening the very existence of the Museum. Finally, I had gotten to the point, after seven years at the grindstone, where I was having trouble keeping track of the real issues before us. So it seemed quite appropriate to step back and look at what we were doing and ask the tough question of whether we ought not to be doing something else.

I would like now to describe in more detail

1. what I think the problems are
2. what I hope to accomplish this year
3. what I have done up to now and how it has affected my thinking
4. what I plan to do next and how you and others can help.

1. What I think the problems are.

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2. What I hope to accomplish this year.

If these are some of the problems we face, what can we expect to do about them in a year's project like this?

- a. First, time had to be spent looking at the world, to get a better grasp of its problems and try to understand how our particular resources could be of help to it. I wanted to read; talk with thoughtful people; watch children, teachers, parents at work and at play; but most particularly, to think. Without a commitment to any particular outcome I wanted to let ideas percolate around and see where they led me.
- b. Then I wanted to develop some of these ideas into more structured institutional models that could be used to vigorously test what sort of institution would suit us best and have the best chance for success.
- c. In the meantime, I wanted to see if we could develop a strong sense of common concern and an ability to communicate those concerns among our Board, Staff and community so that all could participate in the planning of what to do next.
- d. Only after we had made headway in these areas did I want us to settle down and address ourselves to making hard choices among all the competing alternatives. Specifically, we would need to agree on a statement of purpose and a practical plan for achieving those goals.
- e. Finally, I wanted to get the new plan for the Museum down in easily communicable form and a start made on getting the plan off the ground before being swallowed back up in the day-to-day life of the Museum.

3. What I have done up to now and how it has affected my thinking.

In addition to the material covered in the accompanying August 3rd memo, I have moved into a new office at 33 Beacon Street, continued my discussions with many people on alternative roles for the Museum, read a few more books and articles, wrote or edited proposals and talked to foundation executives, visited building sites and a number of visitor attractions, worked hard on plans for the White House Conference on Children and Youth in December, and spent a great deal of time thinking.

I hope to get a more detailed report of the last three months' work out to you soon.

All this has led me to some preliminary conclusions:

- a. It probably is important to have institutions focused on the special needs of children. Present child-centered institutions like the schools and TV are doing some wretched things to kids.
- b. Funding problems really boil down to administrative and maintenance funding problems. Overhead just doesn't have any sex appeal. The solution seems to lie in siphoning income from associated commercial operations or from really substantial endowments. Program can be supported by tax money and fees, while R & D is underwritten by aggressive grantsmanship.
- c. Our future lies in being closely associated with other like-minded institutions to gain operating economies, greater overall impact and a sharper focus for our piece of the action. We could afford to be smaller -- as a part of something bigger.
- d. We are, right now, performing some very important and special functions for the Boston and national communities. We are making a difference and would be missed if we disappeared.
- e. It's going to be damned hard to make up our collective minds what we want to do next. Inertia, conflicting interests, timidity and poor communication are powerful negative forces.
- f. From the success Phyl is having in running the Museum, it looks as if a better day-to-day role for me in the future will be centered in stimulating new ideas and finding the money for them, and much less in actually helping to make them happen.

But I still have no clear choices among the alternatives.

4. What I plan to do next and how you and others can help.

In my bones I feel we're still a good distance away from a decision on the Museum's future. In the meantime

- a. money will have to be found so that we can hire organizational development consultants to help us through this difficult period;
- b. I've got to spend a lot more time watching kids and talking to, and reading from, the people who spend their lives with and thinking about children;
- c. the alternative models must be fleshed out and tested.

But what I need most, is an open mind on all of your parts, money to give me some leeway, a relaxed attitude about the schedule and a commitment of substantial chunks of your time when the moment to decide arrives.

The Children's Museum

Annual Meeting of the Corporation, October 19, 1970

Pursuant to notice duly mailed, the Annual Meeting of the Corporation of The Children's Museum was held Monday, October 19, 1970 at the Museum, Boston, Massachusetts.

The President, Mr. Robert McA. Lloyd, called the meeting to order at 4:35 p.m. and the Secretary, Mr. Henry Wheeler, kept the records of the meeting. The following members of the Corporation, being a quorum, were present:

Channing, Mrs. Laurence
Coolidge, Hamilton
Coolidge, J. Gardner
Culver, Edward H.
Dickey, Miss Miriam
Jackson, Mrs. James H.

Lloyd, Robert McA.
Paley, Bertram R.
Soule, Augustus W., Jr.
Wheeler, Henry
Wiggin, Henry T.

and, by invitation, prospective members of the Corporation:

Baird, James
Bok, John F.
Clarke, Mrs. Louis B.
Forbes, Mrs. Ralph M.
Huyghue, Fred
Hyde, Andrew C.

Kohn, Mrs. J. David
Mayo-Smith, Mrs. Richmond
Moskow, Mrs. Michael B.
Schore, Benjamin
Smith, Sidney B.
Thompson, Mrs. Peter H., Jr.

and from the Museum staff:

Mr. Michael Spock
Miss Phyllis D. O'Connell

After the President's opening remarks, on motion duly seconded, it was unanimously

VOTED: To approve the minutes of the Annual Meeting of the Corporation held October 27, 1969, as mailed to members of the Corporation.

The Treasurer had distributed a written memorandum dated October 5, 1970 setting forth the Museum's fiscal year 1970 financial results compared with its budget. It was noted that actual income received exceeded the budget amount as a result of an increase in paid admissions. It was also noted that the Museum's operating results on

an income basis resulted in a loss of \$250,000, which had to be offset by cash contributions received for capital projects. It was also reported that the 1971 budget projected an income deficit of \$144,000 and a capital surplus of \$154,000. According to the budget the Museum should end fiscal year 1971 with a cash surplus of \$10,000.

Mr. Wiggin strongly questioned the advisability of the continuation of operating deficits. It was noted that the Director was embarking on a project in an effort to find an answer to this problem. Also noted was the fact that the Museum staff in Fiscal 1971 was reduced from 51 to 34 members in an effort to stay within the budget.

Mr. Lloyd, the President, then reported for the Development Committee. He noted that the Chairman of the Development Committee had resigned in the spring of the year and that fund raising is to be re-instituted this fall.

Mrs. Thompson reported for the Museum Aid that the Aid's plans for the Fair were proceeding on schedule and that the Aid was seriously considering undertaking a new and different project in an effort to raise more funds for the Museum. Mrs. Thompson and the Aid were thanked by those present for their tireless efforts.

Mr. Soule, as Chairman of the Nominating Committee, then presented the following slate of members of the Corporation for a three-year term to expire with the annual meeting in 1973:

Baird, James
Bok, John F.
Channing, Mrs. Laurence
Clarke, Mrs. Louis B.
Collins, Charles A.
Craven, Mrs. James J., Jr.
Forbes, Mrs. Ralph M.
Friedman, Mrs. Joel
Huyghue, Fred
Hyde, Andrew C.

Jackson, Mrs. James H.
Kohn, Mrs. J. David
Lloyd, Robert McA.
Mayo-Smith, Mrs. Richmond
Moskow, Mrs. Michael B.
Sapers, Mrs. Carl M.
Schore, Benjamin
Smith, Sidney B.
Thompson, Mrs. Peter H., Jr.
Wheeler, Henry

and the following slate of Trustees for a three-year term to expire at the annual meeting in 1973:

Channing, Mrs. Laurence
Collins, Charles A.
Jackson, Mrs. James H.
Lloyd, Robert McA.
Wheeler, Henry

The Children's Museum

Board of Trustees Meeting, October 19, 1970

Pursuant to notice duly mailed, a meeting of the Board of Trustees of The Children's Museum was held October 19, 1970 at the Museum, Boston, Massachusetts.

The President, Mr. Robert McA. Lloyd, called the meeting to order at 5:30 p.m., immediately following the adjournment of the Annual Meeting of the members of the Corporation. Mr. Henry Wheeler, Secretary, kept the records of the meeting:

There were present the following Trustees:

Channing, Mrs. Laurence
Coolidge, Hamilton
Coolidge, J. Gardner
Culver, Edward H.
Dickey, Miss Miriam
Jackson, Mrs. James H.

Lloyd, Robert McA.
Paley, Bertram R.
Soule, Augustus W., Jr.
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Mayo-Smith, Mrs. Richmond
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Thompson, Mrs. Peter H., Jr.

and from the Museum staff:

Mr. Michael Spock
Miss Phyllis D. O'Connell

Mr. Soule, Chairman of the Nominating Committee, then presented a slate of officers and members of the Executive and Investment Committees to serve for a term of one year until the Annual Meeting in 1971.

On motion duly seconded, it was unanimously

VOTED: To elect the officers and members of the Executive and Investment Committees as nominated by the Nominating Committee as set forth on its report of October 19, 1970, a copy of which is attached to these minutes and made a part thereof.

The Secretary then reported that the minutes of the Board of Trustees meeting of May 26, 1970 had been mailed to the Trustees and that the reason for maintaining a Reserve Fund and the Maintenance Fund as separate and distinct funds had long since disappeared into the mists of obscurity.

On motion duly seconded, it was unanimously

VOTED: To approve the minutes of the Board of Trustees meeting held May 26, 1970, copies of which have been mailed to members of the Board of Trustees.

VOTED: That the Reserve Fund and the Maintenance Fund be combined to a single fund to be known as the Maintenance Fund.

Mr. Soule reported for the Investment Committee that the Museum's Endowment Fund was off to \$547,000 from \$638,000 of the year previous. Income receipts have increased, however. The Pension Fund had similarly suffered a decline in valuations while its income remained steady.

On motion duly seconded, it was unanimously

VOTED: That the State Street Bank and Trust Company is hereby authorized to act as Fiscal Agent and to purchase and sell securities for the account of The Children's Museum on the direction of the Chairman of the Investment Committee of The Children's Museum.

The President, Mr. Lloyd, in accordance with the Museum's by-laws, then appointed Mrs. Joan Lincoln Cave to serve on the Nominating Committee.

At this point the meeting adjourned to the Auditorium in the Visitor Center where it was called to order by the Director, Mr. Spock, who then rendered a progress report on his project. His report touched on the following:

- Problems of the Museum
- Goals for the current year
- Accomplishments to date
- Preliminary conclusions
- Future plans and member participation

In conclusion the Director noted that whatever direction the Museum may take, if it is to survive, it will have to have significant participation and help from all of its members.

There being no further business to come before the meeting,
on motion duly seconded, it was unanimously

VOTED: To adjourn.

Adjourned at 6:30 p.m.

A true record

ATTEST

Henry Wheeler
Henry Wheeler, Secretary

DVD
SLAN

Director's Project
The Children's Museum
December 1, 1970

SOME PROPOSITIONS

In my reading of Dennison's The Lives of Children, Alvin Toffler's Future Shock, Reich's The Greening of America and Leonard's Education and Ecstasy, I have found myself believing with increasing intensity in several propositions. They are imperfectly developed but may be useful.

We are witnessing the end of the industrial era with its emphasis on:

- * predictability and consistency
- * scarcity and competition
- * limited choices, specialization and narrow role definitions
- * hierarchal, over-centralized organizations and bureaucracies
- * the necessity for educating people for conformity, limited horizons, competition, work, delayed gratification.

The post or super industrial society will be characterized by:

- * overwhelming challenges to our environment, institutions, people
- * an accelerating rate of change
- * multiplying and bewildering options
- * impermanence and ad hoc arrangements in our institutions, in our relationships and in ourselves
- * the need for creating some calm islands of continuity and predictability to help people cope with accelerating change and overchoice
- * only limited "work" for people to do
- * the need to see competitive, aggressive and stereotyped behavior as maladaptive.

In the post industrial world education will be:

- * the main preoccupation of children and adults
- * indistinguishable from what we now categorize as cultural activity
- * joyous, sensuous, expansive
- * organized primarily by the learner
- * concerned with helping people:
 - read the world quickly and accurately
 - manage change
 - sort out options and make choices
 - communicate effectively
 - work collaboratively
 - invest intensively and get the most from short-term human and institutional relationships
 - fully develop and enjoy their sensual capacities.
- * but only marginally involved with facts, the 3-R's, "schools", and educating for conformity to a hierarchal, regimented society.

Director's Project
December 1, 1970
Page II

Do you agree with these propositions? Where are they incomplete? inaccurate? difficult to predict? How can we evaluate and develop them further? How do they affect your perception of kid's lives? your life? the Museum's future? Can we use them to begin the process of teasing out a set of objectives and plans for reaching those objectives to guide our work from this point on?

1 P
DVD

Director's Project -
The Children's Museum
December 8, 1970

Scan

Future Seminar

The intention of tonight's sessions is to speculate about what the future might be like and how that will affect the lives of children and the education they ought to receive. I need the experience of these discussions to test out some of my assumptions so that I will be able to apply those assumptions to the task of planning the Museum's future. In addition to your ideas, I need an informed group of people who have thought about these issues to help with the planning process in the coming months.

Because we have a large group tonight, Cynthia and I have done a little planning to facilitate our work. We have broken up the evening roughly as follows:

- | | |
|-------------|--|
| 5:30 - 6:00 | Everyone gather for drinks and talk while Cynthia surveys your background for Seminar. |
| 6:00 - 7:00 | Entire group meets to hear what I am up to, how Seminar relates to that project, and some of my preliminary thinking. Then whole group spends a few minutes brainstorming <u>additional speculations</u> about the future. I present some questions for small groups to work on. |
| 7:00 - 8:00 | Break up into small heterogeneous groups for supper and discussion of questions. Conclusions summarized with magic markers on newsprint and pinned up on Conference Room walls. |
| 8:00 - 9:00 | Groups report their work to Seminar. All conclusions examined to see if there are any common points of view. What are the unanswered or unresolved questions? How can we get the answers? Is another meeting called for? Should we use another format? Is there something we should <u>all</u> read together? Are there other people we should talk to? We need a plan for what to do next before we break up. |