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Melanne Veveer
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Melanne Veveer
Talking Points
Luncheon to Honor National Award for Museum Service Recipients
October 14, 1994

Your philosophy and background

I recently reviewed how People For's founders characterized its mission in 1980. They said, "The decades of the Eighties and Nineties will be troubled times - - some predict the most turbulent since the 1930's - - and we are alarmed that some of the current voices of stridency and division may replace those of reason and unity. If these voices continue unchallenged, the results will be predictable: a rise in 'demonology' and hostility, a breakdown in community and social spirit, a deterioration of free and open dialogue, and the temptation to grasp at simplistic solutions for complex problems." Museums, particularly the museums we are honoring with the National Award for Museum Service, are challenging these voices.

Museums and Public Service

(A) Museums can challenge these voices in ways that no other institution can. Museums are places where communities happen; when they use their powerful resources to address relevant concerns of the community, the results are extraordinary. Museum collections and exhibits give context for discussions and encourage thinking that goes beyond the simplistic response. The National Award for Museum Service recipients have demonstrated how effectively museums can build solid communities, where differences can be explored, where children can find a safe haven.

New Trend? or old history

Propelled by changing economic and demographic conditions and sometimes the startling realization that some museums while known for their collections, just don't matter to a lot of people, museums have renewed the focus on their public trust including their social responsibility to answer the tough questions.. I say renewed because John Cotton Dana, founder of the Newark Museum in the early 1900's and father of the American museum, said, "All public institutions, and museums are no exception, should give returns for their cost and those returns should be in good degree positive, definite, visible, and measurable. A museum is good only in so far as it is of use."

Are museums worth the cost?

Why should we support museums? What is uniquely valuable about our museums? The museums we are honoring with the IMS National Award for Museum Service have clear and convincing answers to these questions. These museum directors and trustees have effected the serious and lasting change needed to assure that museums are not marginal

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but are integral to today's social fabric. They use the wealth of their collections and their scholarly expertise to enrich and empower citizens from all backgrounds.

These museums are finding ways to keep kids in school, keep business competitive with a creative workforce, appreciate the environment and understand technological advances, advance international understanding and exchange, and help America to forge a national identity out of our rich diversity.

The Administration's Position

The Clinton Administration cares a great deal about supporting the cultural life of our Nation. And honoring you here today is a part of that. We believe in the power of cultural institutions to affect positive change in communities, to support and nurture children and families and to support complex thinking that is so necessary to citizens of our global society.

Call to action

I thank you for all you have done and I hope this recognition will be a catalyst for more institutions to follow your lead and a validation for the many others who are already on the path.

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Institute of Museum Services

A Federal agency serving the nation's museums

Office of the Director • 1100 Pennsylvania Avenue N.W. • Washington, D.C. 20506 • (202) 606-8536

For Immediate Release
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**Institute of Museum Services
to Conduct Field Hearings
at Regional Museum Association Meetings**

Washington, DC - This fall IMS will hold a series of hearings to receive testimony from museum experts about the role of museums in communities as centers for learning, community builders and resources for local economies. Listening to museum leaders is key to helping shape the Institute's future policy and planning. IMS has asked all state representatives to make statements at a special session to be held at each regional meeting this fall. The statements will be followed by an opportunity for those in attendance to make statements from an open mike.

“This is an especially interesting time for museums around the country as changing demographics, a restructuring economy, education reform, advancing technology and increased concern about domestic policy affect the role of every institution in our society and our view of ourselves,” said Diane Frankel, IMS Director. “Museums are meeting these challenges in innovative and exciting ways; the thoughts of museum professionals expressed in these hearings will help shape IMS policy into the twenty-first century.”

Over the years IMS has established a number of mechanisms to maintain an open and on-going dialogue with the museum community including counseling at museum association meetings, site-visits, phone consultations, panel meetings, reviewer training, the IMS newsletter, and soliciting input for evaluation of IMS programs. This is the first time that IMS will hold a series of open hearings at meetings throughout the country.

-more-

The hearing schedule is:

Western Museums Conference Honolulu, HI September 24

Hearing Chair: Mary Estelle Kennelly, IMS Assistant Program Director

States: Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Washington

Southeastern Museums Conference Memphis, TN October 5

Hearing Chair: Diane Frankel, IMS Director

States: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Mountain Plains Museum Association Corpus Christi, TX October 21

Hearing Chair: Diane Frankel, IMS Director

States: Colorado, Kansas, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Wyoming

New England Museum Association Portland, ME November 4

Hearing Chair: Diane Frankel, IMS Director

States: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Midwest Museums Conference Chicago, IL November 12

Hearing Chair: Diane Frankel, IMS Director

States: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin

Mid-Atlantic Association of Museums Annapolis, MD November 14

Hearing Chair: Diane Frankel, IMS Director

States: Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania

The Institute of Museum Services is an independent federal agency established in 1976. It serves all types of museums, large and small throughout the country including aquariums, arboretums, and botanical gardens, art museums, youth museums, general museums, historic houses and sites, history museums, nature centers, natural history and anthropology museums, planetariums, science and technology centers, specialized museums, and zoological parks.

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**Museum School Partnerships
Receive National Recognition**

Washington, DC - - Diane B. Frankel, director of the Institute of Museum Services, announced today the fifteen recipients of the IMS Museum Leadership Initiatives awards. Over 300 applications were received requesting over \$10 million.

Ms. Frankel noted, "Museums and schools across the country are engaged in creative and innovative ways to make learning come alive for our children. Using museums' tremendous resources is a vital step in creating communities that support systemic education."

The ultimate goal of the Museum Leadership Initiatives awards is to transform traditional thinking about museums and schools. By working collaboratively, these institutions can make a major impact on the education of our children. Museums provide so much more than the traditional field trip, and these funded projects demonstrate exemplary projects.

Grantees represent a wide range of museums from art and history to aquarium and children's museums. The projects all have national impact and include: the use of research findings in shaping the learning process in museums; use of interactive telecommunications to expand museum school partnerships; as well as replicable models for integrating museum resources into student learning through exhibition development, peer mentoring, systemic reform initiatives and building parent networks.

A list of all funded projects is attached.

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Recipients of the 1994 Museum Leadership Initiatives Awards

(in alphabetical order)

Carnegie Museum of Art and the Carnegie Museum of Natural History,

Pittsburgh, PA

\$39,075

Partner:

McCleary Elementary School

These museum school partners will share resources and techniques to develop innovative ways to make the museums' collections an integral component of the restructured curriculum of McCleary Elementary School. The project will serve as a prototype for future collaborative projects with other schools and advance the mission of the museums to serve as dynamic and inclusive community resources. Teachers will learn about the museums' collections and practices while the museums' staff will learn the teaching methods practiced at a restructured school. Students will have the opportunity to engage in gallery learning directly related to specific classroom topics, to develop creative visual and verbal expression motivated by museum objects and installations, and by operating their school museum.

Chester County Historical Society, West Chester, PA

\$22,850

Partners:

West Chester Area School District

Downingtown Area School District

Tredyffrin-Easttown School District

The Society serves 17,000 students a year, however, nearly 90% of these students are in the elementary grades. This project grew from a needs assessment which suggested that

secondary schools require alternatives to the traditional field trip experience or classroom visit that thoroughly integrates museum education materials into the curriculum. These alternatives may include primary source documents and artifacts for long-range classroom use; traveling materials; video or computer-aided teaching format; and extended teacher education. Experts in the educational use of these formats will serve as advisers to the school/museum team as it investigates, develops, pilots and evaluates a series of projects. The Society will provide wider dissemination of the materials, programs and accompanying teacher education when its History Education Resource Center opens in September of 1995.

Chicago Academy of Sciences, Chicago, IL

\$40,000

Partners:

Roald Amundsen High School

and the "Sender" Elementary Schools to Amundsen -

Lyman A. Budlong School

John C. Coonley School

Eugene Field School

William C. Goudy School

McPherson School

Lyman Trumbull School

Thomas J. Waters School

Funds will support the Chicago Academy of Science's Ecological Citizenship (EcoCit) program which will be introduced to Amundsen High School, the city's first environmental high school, and its "sender" schools. This project will allow the Chicago Academy of Sciences and other environmental education advocates to study the effects of a spiraling environmental curriculum from the kindergarten level through the twelfth grade. The

schools are particularly interested in this project so that it will strengthen the ties between the high school and its feeder schools as well as educate students to make environmentally sound decisions.

Chicago Children's Museum, Chicago, IL

\$40,000

Partner:

Center for Successful Child Development

Hartigan School

The Museum will partner with an early childhood program and an elementary school to plan, develop, test and evaluate two Parent Networks that will serve as models for replication in future years. The project targets The Robert Taylor Public Housing Community, which is the largest and poorest public housing complex in the United States. The Chicago Children's Museum has a history of success working with low income communities on collaborative, school based initiatives. In 1992, the Museum created a public/private partnership to break down barriers that inhibit low income families from seeking enriching educational opportunities and gaining access to them.

Connecticut Historical Society, Hartford, CT

\$39,985

Partners:

Annie Fisher School

East Farms School

Glastonbury High School

Kennelly School

Martin Luther King Elementary School

Wells Road School

West District School

Windham Regional Vocational/Technical School

A survey of a broad spectrum of people in the Greater Hartford area sponsored by the Society in 1993 underscored the fact that many people--including children--have difficulties relating to history. To address this difficulty, the museum school partnership will provide a unique forum for presenters of history who represent diverse perspectives and share a love of history, to engage audiences with their enthusiasm. The partners will develop a new permanent exhibition on Connecticut history, the first such exhibition to be offered in the state of Connecticut.

Goals 2000 will be furthered in two ways. All professionals participating in this workshop will enhance their visual as well as verbal literacy and hone the effectiveness of their methods of presentation. History and geography, subjects with applications to the global economy anticipated for the twenty-first century, will be presented in a manner designed to engage and excite, and thus inform students.

Gene Autry Western Heritage Museum, Los Angeles, CA

\$34,241

Partner:

Mount Washington Elementary School

These partners will target a unit of study on "Westward Expansion" as defined in the California State Framework for History-Social Science for fifth grade students. They will use resources from both sites to plan and develop the unit with an emphasis on the multicultural dimension of western communities. The museum's *Spirit of Community Gallery* will be tested as a classroom where students can explore the personal stories of families that settled in the West. Throughout the unit of study, students will be encouraged

to work with their parents, parent-teacher organizations, and other community groups to learn about their own history and develop an exhibit about their community.

Kentucky Historical Society, Frankfort, KY

\$40,000

Partners:

Kentucky Historical Society/Southside Elementary School

Conrac/Caldwell House Museum/duPont Manual High School

Lexington Children's Museum/University of Kentucky College of Human and Environmental Science

Louisville Science Center/Greenwood Elementary School

National Scouting Museum/Murray Middle School

University of Kentucky Art Museum/School for the Creative and Performing Arts
at Bluegrass

Appalshop/Whitesburg High School

Kentucky Department of Education

Kentucky Arts Council

Kentucky Cabinet of Education, Arts and Humanities

Kentucky Educational Television

The Kentucky Historical Society will coordinate a unique planning project that will serve as a model for museums in states undergoing education reform. With the primary goal of developing an action plan for incorporating museums into the state's comprehensive education reform program, the project will bring together museum educators, teachers, and the state's Department of Education staff to identify needs, resources, and the best way to make them accessible to schools statewide.

Many of the Kentucky Education Reform Act initiatives provide a key opportunity to link museums and classrooms

- a results-oriented curriculum rich in interdisciplinary approaches and community resources;
- a primary program that places children in multi-age; multi-ability classrooms;
- a technology program that promises to link every classroom in the state;
- a commitment to professional development; and
- networks of regional service centers that provide technical assistance to schools and family resource centers in underserved areas.

Maryland Historical Society, Baltimore, MD

\$29,510

Partners:

Baltimore City Public Schools

Baltimore County Public Schools

This project is based on the ground-breaking and award-winning exhibition “Mining the Museum” by African-American installation artist Fred Wilson. Since 1992, “Mining the Museum” has provided a forum for teachers, students, and museum educators to work together providing rich and challenging opportunities for students to address sensitive issues of African-American history, race, cultural identity and truth, and to share their insights with parents, friends, and the larger community. The Maryland Historical Society will now have the opportunity to strategically plan for optimal educational uses of this extremely valuable learning resource.

Minneapolis Institute of Arts, Minneapolis, MN

\$22,000

Partners:

Byron Public Schools

This groundbreaking project, “Methods of Museum Education,” is to examine the use of research findings in shaping the learning process in museums. The 5-year arts-in-education partnership and aesthetic development study will be incorporated in planning educational activities. The goals for the study are to extend and refine understanding about museum education and to uncover insights into the development of thinking skills needed to respond to a work of art, especially to enhance the understanding of learning in the arts in ways that can be used by teachers and students. This project will produce a body of data not available elsewhere in the field.

Mint Museum of Art, Charlotte, NC

\$40,000

Partners:

Chantilly Arts Magnet

Dilworth Elementary

Myers Park Traditional Elementary

Olde Providence Communication Arts Magnet

Sharon Elementary

Sterling Elementary

This museum school partnership will develop and test a plan to integrate the museum’s resources into the fifth grade Latin American social studies curriculum for area schools and make recommendations for system-wide implementation. This project addresses the high standards and objectives of Goals 2000: Educate America Act, the North Carolina Standards of Performance, and the Charlotte Mecklenburg Schools Reclaiming our Legacy goals. A collaborative community team of Charlotte Mecklenburg Schools’ teachers and evaluators, Mint Museum staff, and members of Charlotte’s Latin American community

will research, plan, design and test a comprehensive program to increase fifth graders' understanding and learning about Latin America history, culture, art and language.

Museum of Science and Industry Foundation, Inc. (MOSI), Tampa, FL \$40,000

Partners:

Elementary Professional Development School

Hillsborough County District Schools

University of South Florida

The grant will allow the three collaborating agencies to undertake a careful planning process to define each agency's role in the implementation of the Elementary Professional Development School which will open in 1997. The school, across from MOSI, will be operated by the Hillsborough County School District and will serve as a model for exploring new and enhanced methods for teaching students as well as teachers. Project tasks include: an innovative curriculum combining the resources of the partner institutions; a teacher training program; options for an after-school program; evaluation of the collaboration; and serving as a model for other schools within the district and other interested communities.

New England Aquarium, Boston, MA \$40,000

Partners:

McKay Elementary School

Harvard-Kent Elementary School

Rupert A. Nock School

This project uses telecommunications technology to bring the resources of the New England Aquarium to a larger audience. The project will pool the resources of

AquaSMARTS, a comprehensive curricula and supporting materials that use water as the basis for science programming in elementary grades 2 - 5, with interactive satellite television capabilities to create a comprehensive museum-based science education program.

A team of teachers from the McKay, Harvard-Kent and Nock schools will work with the New England Aquarium staff and a consultant to evaluate and plan part of a Massachusetts Corporation for Education Television (MCET) series of broadcasts, and to pilot test the kits which are provided to teachers in advance of broadcasts. The result of this work will be a tested, inquiry-based science curriculum and collateral materials, including tapes and kits, that can be disseminated to all schools and provide a model by which future MCET programming can be developed.

Oakland Museum, Oakland, CA

\$40,000

Partner:

Oakland Unified School District

This museum school partnership will develop and field test a prototype curriculum unit for fourth grade students, focusing on immigration to California in the twentieth century as told through multiethnic family histories. The project will address a critical need in California for effective classroom teaching materials that foster cross-cultural respect and deepen student understanding and appreciation of California's multiethnic heritage; and will help students think historically by studying primary source materials including first person accounts, artifacts, and photographs.

Society for the Preservation of New England Antiquities, Boston, MA

\$18,597

Partner:

The Triton Regional School

In the 1994-1995 school year, the Society for the Preservation of New England Antiquities will work collaboratively with eighth grade social studies, language arts, science, math, technology, and art teachers at the Triton Regional School to develop ways to use museum resources to teach local and national history in an interdisciplinary way. In this way the museum will become an integral part of the basic curriculum and learning process. This project will demonstrate that museums can add a tangible, familiar dimension to classroom learning, demonstrating to students that the spirit of inquiry is not limited to the school setting.

Utah Museum of Natural History, Salt Lake City, UT

\$40,000

Partner:

Glendale Middle School

The partners will develop and evaluate a new and innovative program called, "Youth Teaching Youth." Middle school students will be trained to use museum resources and will teach "hands-on science" to elementary students in "extended day" after-school programs. The project provides opportunities for both the middle school student teachers and younger participants to work in positive peer groups and to engage in activities that spark their interest in science and in learning.

The middle school "student teachers" will participate in extensive enrichment opportunities in the museum followed by 30 hours of training in natural science content, teaching methods, teamwork skills and use of the Museum's resources in activities which they will share with younger students.