It is deeply satisfying to me to chair the Board of Trustees of such a visionary, innovative institution as The Computer Museum.

I would like to commend and thank outgoing Chairman Gardner Hendrie for his leadership during the Museum's tremendous growth from 1988-1993. The budget and exhibit space grew by 50%, and the number of interactive computer exhibits tripled!

Now these exhibits can be leveraged to meet educational needs at other museums and centers of informal education. Under Gardner's tenure, the Computer Clubhouse was planned. It becomes fully operational in the fall of 1993. It will be my pleasure to see it not only in action in Boston, but also replicated in other cities.

On behalf of the Board, I extend our profound thanks to the Museum's supporters—individuals, corporations, and foundations—for your generous support last year. To take the Museum to the next stage of its evolution as an international institution, I urge all of you to join us in making that next stage come true.

Charles A. Zraket  
Chairman of the Board of Trustees
### The Computer Museum, Inc. Balance Sheet / June 30, 1993

#### Assets

<table>
<thead>
<tr>
<th>Fund</th>
<th>Operating Fund</th>
<th>Capital Fund</th>
<th>Endowment Fund</th>
<th>Plant Fund</th>
<th>Total 1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash &amp; Equivalents</td>
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<td>$259,590</td>
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<tr>
<td>Receivables and other assets</td>
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<td>60,085</td>
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<tr>
<td>Store inventory</td>
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<tr>
<td>Interfund receivable</td>
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<tr>
<td>Total current assets</td>
<td>368,812</td>
<td>123,310</td>
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<td>492,122</td>
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<tr>
<td>Other assets</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Restricted Cash Equivalents</td>
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<td></td>
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<tr>
<td>Total other assets</td>
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<td></td>
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<td>250,000</td>
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<td>Net property and equipment</td>
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<td></td>
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<td><strong>Total Assets</strong></td>
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<td>$176,218</td>
<td>$250,000</td>
<td>2,334,052</td>
<td>$3,129,082</td>
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#### Liabilities and Fund Balances

<table>
<thead>
<tr>
<th>Fund</th>
<th>Operating Fund</th>
<th>Capital Fund</th>
<th>Endowment Fund</th>
<th>Plant Fund</th>
<th>Total 1993</th>
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</thead>
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<td>Current liabilities</td>
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<tr>
<td>Accounts payable</td>
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<tr>
<td>Total current liabilities</td>
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<td>123,310</td>
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<td><strong>Fund Balances</strong></td>
<td>$(108,566)</td>
<td>$162,804</td>
<td>$250,000</td>
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<td>2,638,290</td>
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<tr>
<td><strong>Total Liabilities and Fund Balances</strong></td>
<td>$368,812</td>
<td>$176,218</td>
<td>$250,000</td>
<td>2,334,052</td>
<td>$3,129,082</td>
</tr>
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</table>

#### Statement of Activity for the Year Ended June 30, 1993

<table>
<thead>
<tr>
<th>Fund</th>
<th>Operating Fund</th>
<th>Capital Fund</th>
<th>Endowment Fund</th>
<th>Plant Fund</th>
<th>Total 1993</th>
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<tr>
<td>Support and Revenue</td>
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<tr>
<td>Auxiliary activities</td>
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<td>463,560</td>
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<td>Realized investment gain (loss)</td>
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<td>$ -6,463</td>
<td>$ 6,463</td>
<td>41,489</td>
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<td>Miscellaneous</td>
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<td>41,489</td>
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<td><strong>Total</strong></td>
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<td>584,301</td>
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<td>2,361,210</td>
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<td>Expenses</td>
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<td>Exhibits and education</td>
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<tr>
<td>Depreciation</td>
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<td>699,099</td>
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<td>Supporting services</td>
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<tr>
<td>Management and general</td>
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<td>Building operations and mortgage debt</td>
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<td>133,777</td>
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<td>334,173</td>
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<td><strong>Total</strong></td>
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<td>256,707</td>
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<td>2,778,585</td>
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<td>Add (deduct) transfers</td>
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<tr>
<td>Plant</td>
<td></td>
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<tr>
<td>Unrestricted</td>
<td>6,463</td>
<td></td>
<td></td>
<td></td>
<td>6,463</td>
</tr>
<tr>
<td><strong>Fund balance, end of year</strong></td>
<td>$(108,566)</td>
<td>$162,804</td>
<td>$250,000</td>
<td>2,334,052</td>
<td>2,638,290</td>
</tr>
</tbody>
</table>

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**Mission Statement**

To educate and inspire people of all ages and backgrounds from around the world through dynamic exhibitions and programs on the technology, application, and impact of computing.

To preserve and celebrate the history and promote the understanding of computers worldwide.

To be an international resource for research into the history of computing.
Facts

**Founded:** November 14, 1982
**So11**

**Facilities:** 53,000 square feet; 7 exhibition galleries; 275-person auditorium (3,200 square feet); Museum Store.

**Audience:** 135,000 visitors/year (45% students); millions served via Exhibit Kits Program, educational videos, and other materials.

**Members:** 1,200 individuals from 45 states, 13 countries; 150 Corporate Members worldwide.

**Museum Hours:** Winter: Tuesday-Sunday, 10am-5pm; Summer: daily, 10am-6pm.

**Admission:** $7.00 adults, $5.00 students, children 5-up, and seniors; free for Museum Members and children 4-under. Half price Sundays 3-5pm. Group rates by arrangement.

### Museum Staff

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Executive Director

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Mary McGann
Heather Sievers

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Kate Jose
Susan Pekerek
Janet Walsh

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Nancy Boland
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Tom Mouser
Wanda Mourant
Eleanor Muller
Michelle Newnan
Jason Noll
Marko Pankovich
Noah Southall
Tony Walker
Marly Weiss
Earl Yawner

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Jahi Sani
Steve Snow

**Design**
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Don Greene
James Mandolini

**Collections**
Gwen Bell, Director
Brian Wallace

**Marketing and Museum Store**
Carol Welsh, Director
Martha Ballard
Aly Chauf
Margaret Dasha
Martha Dickerson
Eileen Knight
Robert Krieger
Brian Lee
Gail Marrano
Grace Pana

**Public Relations**
Gail Jennes, Director
Stacey Romanoff

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**From the Executive Director**

This Annual Report has a special prospectus on the Museum’s informal learning programs. As our interactive computer-based exhibits grew to more than 120 this year—with the oldest dating from 1987—the Museum’s creative energies took new and exciting turns.

We created a brand-new kind of learning center, the Clubhouse. We shared our expertise at the annual Association of Science-Technology Centers (ASTC) conference in Toronto, Ontario. And the Museum wrote and obtained its first research grant!

The Clubhouse, completed at the end of the fiscal year, offers an opportunity for young people to develop their own computer-based projects. With mentors to guide them, participants learn about the use of computers rapidly in a way that could affect the course of their lives.

Like our Exhibit Kits sent around the world, the Clubhouse is designed to have a far-reaching impact. The project ideas and software that we develop will be suitable for dissemination to community centers, after-school clubs, museum computer labs, and a range of other settings across the country.

The increasing availability of computer hardware in many schools and communities has not been matched by ideas for putting the technology to good use. Well-conceived and appropriate uses of the technology will be the key contribution of the Clubhouse. Tested projects, software to launch participants, and plenty of printed support materials will enable educators, mentors, parents, and community workers to transform sterile computer centers into lively places of discovery. The project is described in detail in the prospectus.

At this year’s ASTC conference, Museum staff presented papers on our work in exhibits and education. One of the key principles is the importance of letting visitors experience the topics being presented, because informal learning is a three-dimensional experience involving all the senses.

Adding another dimension to our own learning process, a recent grant from the National Science Foundation will enable us to explore the use of virtual reality as a tool for informal science education. Much has been written about how this new technology might be used as an educational tool, but little research has actually tested its effectiveness.

We will study whether visitors’ comprehension of a human cell is improved by “walking into” this basic biological building block and studying it in an interactive, three-dimensional environment, as compared to using a two-dimensional graphic display. What we learn will also help us to build even more innovative and exciting interactive exhibits.

Meanwhile, we also completely re-designed and enhanced Robots & Other Smart Machines to include R2-D2™, the original robot costume from “Star Wars,” as well as new hands-on interactives on real-time expert systems, emotional synthetic speech, artificial life, and much more.

And we also extended the reach of our exhibits this year with copies of our software installed in the Smithsonian Institution National Museum of American History, the National Aquarium, and the North Carolina Museum of Life and Science. These institutions have a combined visitorship of over seven million people a year.

The Museum’s continued success stems from your generous support. On behalf of all the people who benefit from and enjoy the Museum and its outreach, I would like to thank all of you—our corporate, foundation, and individual supporters.

As always, we also welcome your suggestions and involvement. Please give me a call or send email (Internet: Strimpel@tcn.org), if you have ideas or would like to volunteer. We look forward to hearing from you.

Oliver Strimpel
Executive Director
The Fifth Computer Bowl 1993

A one-of-a-kind fundraising event to benefit the Museum’s educational programs, The Computer Bowl® plays out the legendary East/West Coast high-tech rivalry in a contest of computer knowledge. Since 1988, the Bowl has raised more than $3.4 million in donations and in-kind support. It attracts the support of hundreds of sponsors and enthusiastic volunteers, as well as media coverage from around the world. The Fifth Computer Bowl would not have been possible without the support of those listed below.

<table>
<thead>
<tr>
<th><strong>East Coast Team</strong></th>
<th><strong>West Coast Team</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitchell E. Kertzman, Captain Powersoft Corporation</td>
<td>Harry J. Saal, Captain Network General Corporation</td>
</tr>
<tr>
<td>John F. Burton LEGENT Corporation</td>
<td>Jean-Louis Gassée Be Incorporated</td>
</tr>
<tr>
<td>Neil J. Colvin Phoenix Technologies Ltd.</td>
<td>Jerry Kaplan</td>
</tr>
<tr>
<td>Alain J. Hanover Viewlogic Systems, Inc.</td>
<td>Patricia Seybold</td>
</tr>
<tr>
<td>Patricia B. Seybold Patricia Seybold Group</td>
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</tr>
</tbody>
</table>

**Media Sponsors**

- Business Week Magazine
- BYTE Magazine
- CIO Publishing, Inc.
- Communications of the ACM
- Compute
- COMPUTERWORLD
- DEC Professional
- Forbes
- Fortune
- Information Week
- InfoWorld
- LAN Computing
- Lotus Publishing Corporation
- MIDRANGE Systems
- Network World
- NewMedia Magazine
- PCWeek
- PC World
- Software Magazine
- Upside
- VARBUSINESS

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- DeAnza Hotel
- H.K. Graphics
- InfoWorld
- Interval Research Corporation
- The Mathworks, Inc.
- Microsoft Corporation (Microsoft Consulting Service)
- Migration Software Systems, Ltd.
- Montgomery Securities
- Object Management Group
- PCWeek
- PC World
- Patricia Seybold Group
- SuperMac, Inc.
- SunSelect
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- The Weber Group
- Wilson, Sonsini, Goodrich & Rosati Foundation

**Bowl Gala Dinner Sponsor**

- Business Week Magazine
The above illustrations of smart machines of the future are by young Computer Museum visitors.
Our interactive exhibits answer these questions:

How do computers work?

How have computers evolved?

How do computers work?

This question is answered by The Walk-Through Computer™, an authentic, two-story working model of a desktop computer. To operate the 50-times-larger-than-life computer, visitors use a giant "mouse" and the function keys of an enormous keyboard. After two cities have been selected, a gigantic monitor displays the shortest route between them, along with a slide show of sights along the way.

Inside the computer, people see how instructions are processed. Walking across the printed circuit board, visitors trace the flow of information from one part of the computer to another; data is stored and retrieved from shoulder-high memory banks. A Software Theater completes the experience, summarizing the critical points of how a computer program works.

How have computers evolved?

Through nine dramatic vignettes, People and Computers: Milestones of a Revolution traces the evolution of the computer from a handful of costly electronic giants in the 1940s to the millions of desktop computers and microprocessors in use today. The exhibition explores both the positive and negative impact of the computer on society and people's lives.

Starting with the punch-card machinery of the 1930s, the centerpiece of each milestone is a life-size re-creation of an important computing era. The Whirlwind computer, UNIVAC I, IBM System/360, PDP-8, Cray-1, IBM PC, and Macintosh are featured. The displays draw upon the Museum's collection of artifacts, amplified by interactive stations, films, and videotapes. Each milestone typifies a new way of using and thinking about computers. The forces that led to major advances, as well as the false starts, are explored.
What can computers do?

This question is addressed in two different exhibits. *Tools & Toys: The Amazing Personal Computer* focuses on the versatility of the personal computer for people’s work, play, learning, and communication. *Robots & Other Smart Machines* investigates the world of artificial intelligence (AI) and robotics.

*Tools & Toys* explores eight application areas on some 35 computer stations. The first area, Making Pictures, features a Virtual Reality Chair (patent pending) among other interactivies focusing on graphics. Other application areas address Writing, Making Sound, Adding It Up, Playing Games, Exploring Information, and Sharing Ideas. This last area includes a Networking Game that lets up to four people work together to solve a puzzle using live video and an audio network. In a final area, visitors can use digital video to record their views of the personal computer, and then browse a database of computing resources.

Can machines behave and think like people?

*Robots & Other Smart Machines* also addresses the intriguing question: Can machines behave and think like people? Shakey, the first mobile robot to “sense” its environment, NASA’s Mars Land Rover, and 25 other notable robots in the Robot Theater illustrate how “smart” machines are and are not. People can also learn how robots “see,” “touch,” “hear,” and move by communicating with contemporary robots that spell their names with alphabet blocks, recognize the sound of voices, and convert printed materials to synthesized speech.

Some 30 interactive stations explore the areas of creativity, games, problem-solving, communication, and “artificial life.” At one station, people can breed exotic three-dimensional fish in an “electronic aquarium.” Another station asks people to distinguish between music composed by Mozart and a computer program. Others probe how expert systems coordinate a large-scale bakery, and draw original works of art.
During school vacation in December 1989, five neighborhood kids made their way into the Museum to participate in a robot-building workshop. Speaking to one another in a combination of English and Spanish, they excitedly built models of cars, cranes, and merry-go-rounds—and then learned how to use a computer to program their machines to move. After seeing a drawing in David Macaulay’s book, *The Way Things Work*, one boy got an idea for a new gear mechanism for his crane. “Mira, mira, look at this,” he said, as the machine lifted his car into the air.

These young people returned every day—even after the workshop was over—looking for more opportunities to use computers in open-ended ways. But most museum exhibits are designed for short interactions. So, The Computer Museum decided to create the Computer Clubhouse, a new learning space where underserved youth use the latest computer technology to develop their own projects.

**Local Program, National Model**

In the 1993-1994 school year, the Clubhouse will serve more than 600 young people, ages 10 to 15, from low-income neighborhoods. Through after-school group programs, drop-in hours, and school group participation, the Clubhouse helps address inequities between those young people who have access to state-of-the-art computers at home and those who do not. Young people from low-income neighborhoods participate free of charge, and make up more than 75% of the total participation.

Between 1990 and 1993, more than 50 educators, community leaders, and young people have helped plan and implement the Clubhouse program. The Computer Clubhouse model moves away from the sterile computer lab and toward an interdisciplinary approach to learning real-world applications of powerful, but underutilized computer tools. The Education Committee and advisors continue to evolve concepts for similar learning environments across the country. Museum staff are developing Software Starter Packages to help other organizations and centers that are introducing computers as a resource. A video and printed materials are also planned.

**Using Computers As Creative Tools**

The vibrant Clubhouse environment gives young people the opportunity to create their own projects in six cutting-edge computer application areas: electronic music, computer-controlled devices, “virtual reality,” multimedia, computer game design, and scientific simulations.

One of the most accessible areas is the electronic publishing station. Here, participants use color scanners, video capture cards, multimedia authoring software, and other tools to create pictures, newsletters, and interactive presentations. Many participants begin by scanning a picture of a family member into a computer and then adding special effects. During the Clubhouse’s pilot session, six teen-age workers from the Children’s Museum (located next door) came to the Clubhouse to develop a presentation on their summer job experience. With the help of Clubhouse staff, they integrated music, images, and text to create a “living” legacy to be kept at both museums.

The music studio is already notorious! Word has spread quickly among Boston youth about this computerized recording room, and many participants come to the Clubhouse already having chosen a name for their group and having rehearsed a song to record. As many as six young people at a time work together in the studio, using computers to record, edit, and mix their own music.
The Computer Clubhouse

a new learning space where underserved youth use the to develop their own projects.

At the computer-aided design station, young people design their own three-dimensional objects and environments. A 13-year-old from an all-girls group became engrossed in designing the layout for a public garden. Her group leader reports that since that key experience, she has decided to pursue a career as a landscape architect. Another youth who had lost interest in school is using the Clubhouse’s high-powered computer equipment to build a portfolio for applying to art school.

Instead of learning to play yet another game, interested young people use the Clubhouse’s many resources to design and program their own computer games. For many, this learning opportunity is something they never dreamed was possible. For others, the Clubhouse challenges them in ways that the classroom has not.

The Clubhouse also features a build-it-yourself station where young people construct their own robots and other computer-controlled machines, and a science simulation station where participants program computers to model both natural and artificial systems.

Learning from Peer and Adult Mentors

Professionals and graduate students in engineering, music, art, and environmental science serve as adult mentors, sharing their experience and enthusiasm, and serving as role models. Unlike other programs, the Clubhouse encourages mentors to work on their own projects alongside young people. By engaging themselves in the activities, adult mentors provide inspiration and examples for youth participants to follow, and opportunities for youth to broaden their interests. Youth mentors, skilled with computers, offer peer support and gain job experience for themselves within the Clubhouse program.

Sponsors

On-Site

People come from all over the world to The Computer Museum, the only one of its kind. Its exhibits and programs are designed to be accessible to ages six and up, to computer novices and experts alike. Since the Museum was established as a non-profit institution in 1982, annual visitorship has grown from 20,000 to 135,000 a year. Half of our visitors are students and half, adults. Sixteen-and-a-half percent of visitors come from outside the USA, and 58% from beyond Massachusetts. Over 3,000 educators a year visit the Museum at no charge, helping further the Museum's educational mission.

Underserved Audiences

The Museum is committed to meeting the needs of underserved audiences and is fully accessible to disabled individuals. In one year alone, with grants and support from corporations, foundations, and the Massachusetts Cultural Council, the Museum’s Ticket Subsidy Program provided reduced or free admissions to more than 11,000 students, including groups from low-income neighborhoods, groups serving people with disabilities, and other underserved audiences. In addition, the Computer Clubhouse provides an in-depth learning opportunity for more than 600 young people from low-income neighborhoods from inner-city Boston each year. The Museum has a particular commitment to young women from underserved communities. Initiatives include a collaboration with Operation SMART™ at Girls Incorporated of Lynn, MA, where young women design and build their own robots and learn to take apart and explore the inside of a computer.

Volunteer and Mentor Programs

Hundreds of volunteers provide assistance to the Museum on an ongoing basis. Their involvement spans a wide range of activities from software programming and fund-raising to assisting with special events and educational programs. The Computer Clubhouse Mentor Program recruits six young people a season to serve as youth mentors. Aged 12 to 18, they offer peer support and gain job experience for themselves. In addition, 20 professionals and graduate students in engineering, music, art, and environmental science share their experience and enthusiasm as adult mentors, while also serving as role models.
Exhibit Kits

For every visitor to The Computer Museum, there are over 20 more who see and try our exhibits at other museums around the world. The Computer Museum has turned its most sought-after interactive computer exhibits into "kits" that are easily installed by other museums.

Educational Video

The Museum’s educational video, How Computers Work: Journey Into The Walk-Through Computer™, brings the excitement of this giant computer exhibit to thousands of classrooms and homes across the country. The video has sold more than 10,000 copies and is seen by an estimated 50,000 people a year.

Educational Activities Packet

The Computer Museum developed the Educational Activities Packet in response to requests from educators for new materials and approaches to foster students’ interest in computers. The packet is designed for use in classrooms with or without access to computers, and may be used by itself or to supplement Museum visits.

Sponsored in part by the National Science Foundation, American Association for Artificial Intelligence, and the Hearst Foundation, the Exhibit Kits Program includes exhibits on topics such as artificial intelligence, programming, and how computers play games. Kits are on display at the Smithsonian Institution National Museum of American History, the Franklin Institute, and the St. Louis (MO) Science Center, as well as in other museums in the USA, Japan, Mexico, and the UK.

The packet offers information and hands-on activities to help teachers and students understand the workings, evolution, applications, and impact of computers. Made possible with support by NYNEX Corporation, the packet is available in both English and Spanish. It reaches approximately 13,000 students and 4,000 educators a year, and has been used across the United States, in Canada, Jamaica, Japan, and Nepal.
The Museum's Educational Vision

The Museum's mission is to educate and inspire people of all ages and backgrounds on the evolution, technology, applications, and impact of computing through dynamic interactive exhibitions and programs.

Inequities in access to computer technology are widening the opportunity gap between young people from underserved communities and youth of privilege. The Computer Museum is particularly committed to addressing this issue by providing young people from underserved backgrounds the resources they need to help them develop their talents, contribute to their communities, and to pursue fulfilling careers that benefit society.

To reach the widest audience and achieve the greatest impact, the Museum will:

- develop model educational programs involving the use of computers;
- create innovative educational materials about computing that can be integrated into a wide variety of educational settings;
- build inspiring and engaging interactive computer exhibits.

These approaches leverage the Museum's expertise in informal, museum-style education, emphasizing the importance of play and exploration in learning, and the potential of the computer as an empowering, creative, and productive tool.

The Computer Museum's educational mission works in concert with the national education reform movement. This includes teacher education, as well as collaboration with schools, after-school centers, and other local and national organizations to improve the lives of young people into the 21st century.

The Museum seeks support for the following projects:

Exhibits

**The Networked Society**

With partial funding in place, the world's first exhibit focusing solely on global computer networks is being developed. This 5,000-square-foot, $1.5-million exhibit will offer first-hand experiences with networks and a broad and balanced view of how network technology impacts daily life. The goal is to make the invisible "information infrastructure" not only visible, but also understandable.

Hands-on experiences will illuminate how networking technology works. Specific applications in transportation, health care, government, education, finance, and retail will clarify how computer networks affect our lives. Moral and ethical issues, such as privacy, and some of the cultural dimensions—life, love, and legality "on the Net"—will also be explored. A rich hands-on environment representing a "networked society" in microcosm and actual computer networks in compelling real-world and fantasy settings will be featured.

**Virtual Reality**

With support from the National Science Foundation, the Museum is researching the educational effectiveness of virtual reality as a tool for informal learning. The Museum will explore whether visitors' comprehension of a cell is improved by "walking into" this basic biological building block and studying it in an interactive, three-dimensional environment versus an explanation using two-dimensional graphics. The results—including the final virtual cell world—will become an exhibition, with other examples of virtual reality. Visitors will be able to experience this technology for themselves and also discover its impact on science, business and the arts.

Programs

**Teacher Workshops**

With a grant from the Ford Foundation, Cambridge College and the Museum have developed workshops to empower educators to use computers. The Computer Clubhouse will offer workshops to help teachers learn about and feel more comfortable with innovative uses of computers for teaching science, mathematics, and technology. Educators will be encouraged to create their own computer-based projects and plan how to incorporate such activities into their classrooms.

**Materials**

**"Living Book"**

The Museum continues to develop materials that take the fun and educational spirit of its interactive exhibits beyond its walls. A combination book and interactive CD-ROM on The Walk-Through Computer™ is currently under development. It will invite the reader inside this dramatic two-story working model of a computer to get to the heart of how a computer works.

**Starter Software Packages**

Based on evaluation of what works best in the Computer Clubhouse, easy-to-use software packages will be developed to enable novices to use powerful computer tools. These packages will help young people to design their own diverse products, including scientific simulations, computer-controlled devices, and three-dimensional "worlds." This software will be made available to other museums, after-school centers, and schools.
**Computers**

Albert Computer, Inc.
- Albert personal computer, Apple II clone, 1983
- Donated by Mitchell Kapor, X1127.93
- Donated by Mitchell Kapor, X1131.93
- Apple Computer, Inc. PowerBook 170 laptop computer, 1992
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- Computer Devices, Inc. 1206 MiniTerm Pro portable computer/terminal
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- Epson, Inc. QX-10 personal computer with integrated word processing, database, and math applications, 1980
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- GO Corporation, Inc. G400 developers' release pen/tablet computer, 1990
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- Philips (Netherlands) PV200T personal computer, 1981
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- Donated by Howard L. Funk, X1118.93
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- Toshiba, Inc. T1100 laptop computer, 1987
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**Microprocessor-based devices**

Seiko, Inc. RC-8400 digital watch with personal computer interface, 1985
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**Sub-assemblies and components**

Apple Computer, Inc. Apple II networking board, 1982
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- Dresden University (East Germany) D42/Cellatron S205 computer power supply boards, 1964
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- International Business Machines Corporation IBM 3081 multilayer, multichip carrier, 1981
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- Zuse (West Germany) Z 23 transistor logic board, 1961
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- Unknown manufacturer (East Germany) reverse-engineered workstation board, ca. 1984
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**Memories**

Integral Peripherals, Inc. Mustang 1820 20 megabyte 1.8" hard drive, 1992
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**Transducers**

Aphrathum binary computer model, 1986
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**Ephemera**

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**Software**

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