Annual Report 1993

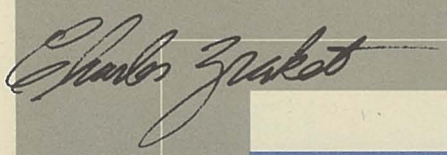
The Computer Museum

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

From the Executive Director

THE COMPUTER MUSEUM, INC. BALANCE SHEET / June 30, 1993

	Operating Fund	Capital Fund	Endowment Fund	Plant Fund	Total 1993
ASSETS					
Current Assets					
Cash & Equivalents	$259,590				$259,590
Receivables and other assets	60,085				60,085
Store inventory	49,137				49,137
Interfund receivable		$123,310			123,310
Total current assets	368,812	123,310			492,122
Other assets					
Restricted Cash Equivalents			$250,000		250,000
Total other assets			250,000		250,000
Net property and equipment		52,908		2,334,052	2,386,960
TOTAL ASSETS	$368,812	$176,218	$250,000	$2,334,052	$3,129,082
LIABILITIES AND FUND BALANCES					
Current liabilities					
Accounts payable and other liabilities	354,068	13,414			367,482
Interfund payable	123,310				123,310
Total current liabilities	477,378	13,414			123,310
FUND BALANCES					
Unrestricted	(108,566)			2,334,052	2,225,486
Restricted		162,804	250,000	412,804	
Total fund balances	$(108,566)	$162,804	$250,000	$2,334,052	$2,638,290
TOTAL LIABILITIES AND FUND BALANCES	$368,812	$176,218	$250,000	2,334,052	3,129,082

STATEMENT OF ACTIVITY for the year ended June 30, 1993

	Operating Fund	Capital Fund	Endowment Fund	Plant Fund	Total 1993
SUPPORT AND REVENUE					
Unrestricted gifts	$360,505	$375,561			$736,066
Restricted gifts	136,766	208,740			345,506
Memberships	287,771				287,771
Admissions	486,728				486,728
Auxiliary activities	463,560				463,560
Realized investment gain (loss)					
Miscellaneous	35,026		$6,463		41,489
TOTAL	1,770,356	584,301	6,463		2,361,120
EXPENSES					
Exhibits and education	471,630	14,982			486,612
Marketing and membership	287,123				287,123
Depreciation				$699,099	699,099
Supporting services					
Management and general	278,247	5,759			284,006
Fund-raising	156,908	102,189			259,097
Building operations and mortgage debt	294,698	133,777			428,475
Auxilliary activities	334,173				334,173
TOTAL	1,822,779	256,707		699,099	2,778,585
Excess (deficiency) of support and revenue over expenses	(52,423)	327,594	6,463	(699,099)	(417,465)
Fund balance, beginning of year	(62,606)	81,065	250,000	2,787,296	3,055,755
Add (deduct) transfers					
Plant		(245,855)		245,855	
Unrestricted	6,463		(6,463)		
Fund balance, end of year	$(108,566)	$162,804	$250,000	$2,334,052	$2,638,290

Board of Trustees

(As of June 30, 1993)

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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 computers.

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
501(c)3

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

Oliver Strimpel
Executive Director

Finance and Administration
Donald Collins
Mary McCann
Heather Sievers

Development
Elizabeth G. Riggs, Director
Kate Jose
Susan Pekock
Janet Walsh

Education
Natalie Rusk, Director
Julie Barker
Claudette Bautista
Nancy Boland
Christina Cooke
Alan Cyr
Bob Eichten
Troy Fryatt
Giselle Gonzalez
Daniel Johnson
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Lisa Marchak
Michael Morris
Tom Mosher
Wanda Mourant
Eleanor Muller
Michelle Newman
Jason Nott
Marko Pankovich
Noah Southall
Tony Walker
Marilyn Weiss
Earl Yavner

Exhibits
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Jahi Sami
Steve Snow

Design
Theodore Groves, Director
Don Greene
James Mandolini

Collections
Gwen Bell, Director
Brian Wallace

Marketing and Museum Store
Carol Welsh, Director
Martha Ballard
April Chalfin
Margaret Dasha
Martha Dickerson
Eileen Knight
Robert Krikorian
Brian Lee
Gail Marcano
Grace Pena

Public Relations
Gail Jennes, Director
Stacey Romanoff

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 Computer 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. We have discovered that the best way for visitors to learn new technologies is to be engaged in interesting activity. It is also important to balance what visitors want to know with what the so-called "experts" might think they should know.

But there is no way to assure an exhibit's success without trying it out on visitors! The Museum has developed a "formative evaluation process" to test all its interactive software to make sure it really achieves its educational goals.

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.

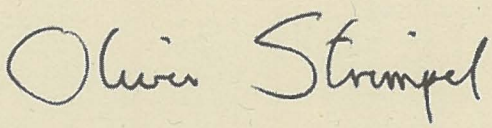
We will study whether visitors' comprehension of a human cell is improved by "walking into" this basic biological building block and studying it in an interactive, three-dimensional environment, as compared to using a two-dimensional graphic display. What we learn will also help us to build even more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

East Coast Team
Mitchell E. Kertzman, Captain
Powersoft Corporation
John F. Burton
LEGENT Corporation
Neil J. Colvin
Phoenix Technologies Ltd.
Alain J. Hanover
Viewlogic Systems, Inc.
Patricia B. Seybold
Patricia Seybold Group

West Coast Team
Harry J. Saal, Captain
Network General Corporation
Jean-Louis Gassée
Be Incorporated
Jerry Kaplan
GO Corporation
Michael A. McConnell
SuperMac, Inc.
Lisa G. Thorell
Dataquest Incorporated

Presenter
The Association for Computing Machinery (ACM)

Founders
Pat Collins Nelson and Dr. David L. Nelson

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Apple Computer, Inc.

Official Sponsors

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Intel Corporation

The Enterprise Systems Management Provider
LEGENT Corporation

The Massively Parallel Computing Company
MasPar Computer Corporation

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Kelli Richards
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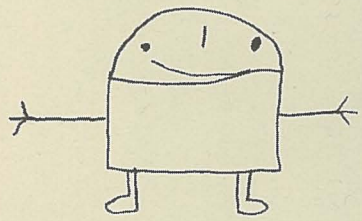
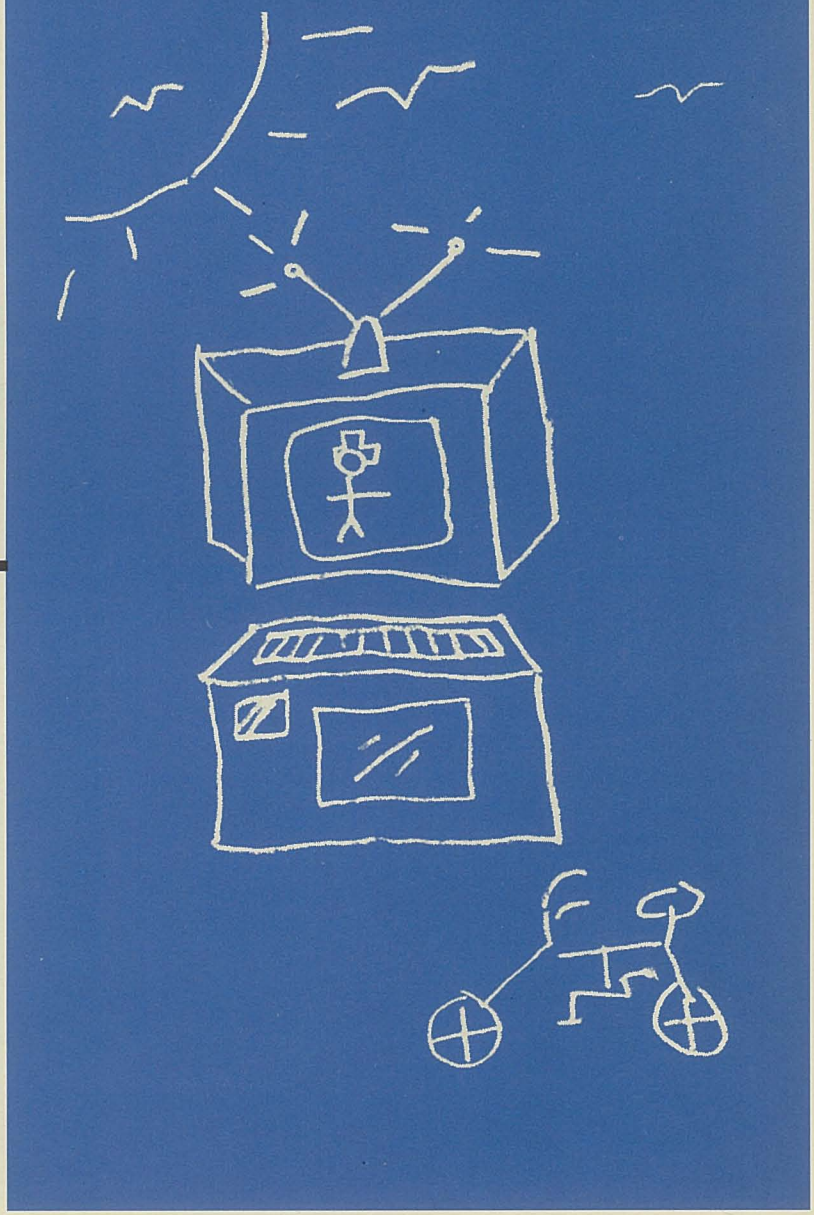
Kathy Sulgit
Michael Sweeny
Del Thorndike
Paula Turk

informal

Learning

at The Computer Museum





The above illustrations of smart machines of the future are by young Computer Museum visitors.

How do computers work?
How have computers evolved?

Can

Photo: David Bohl

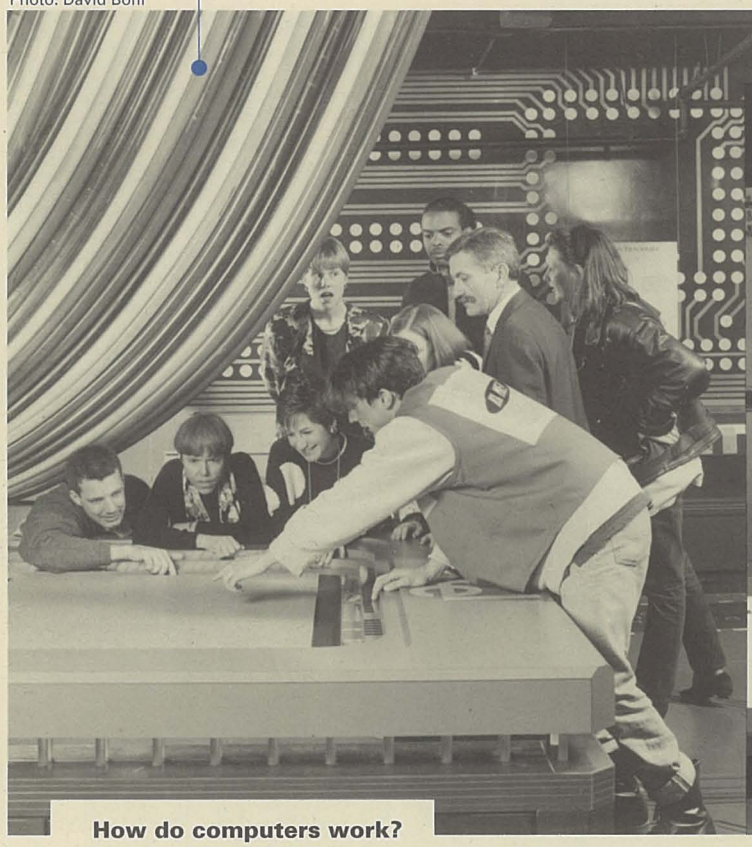


Photo: FayFoto

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?

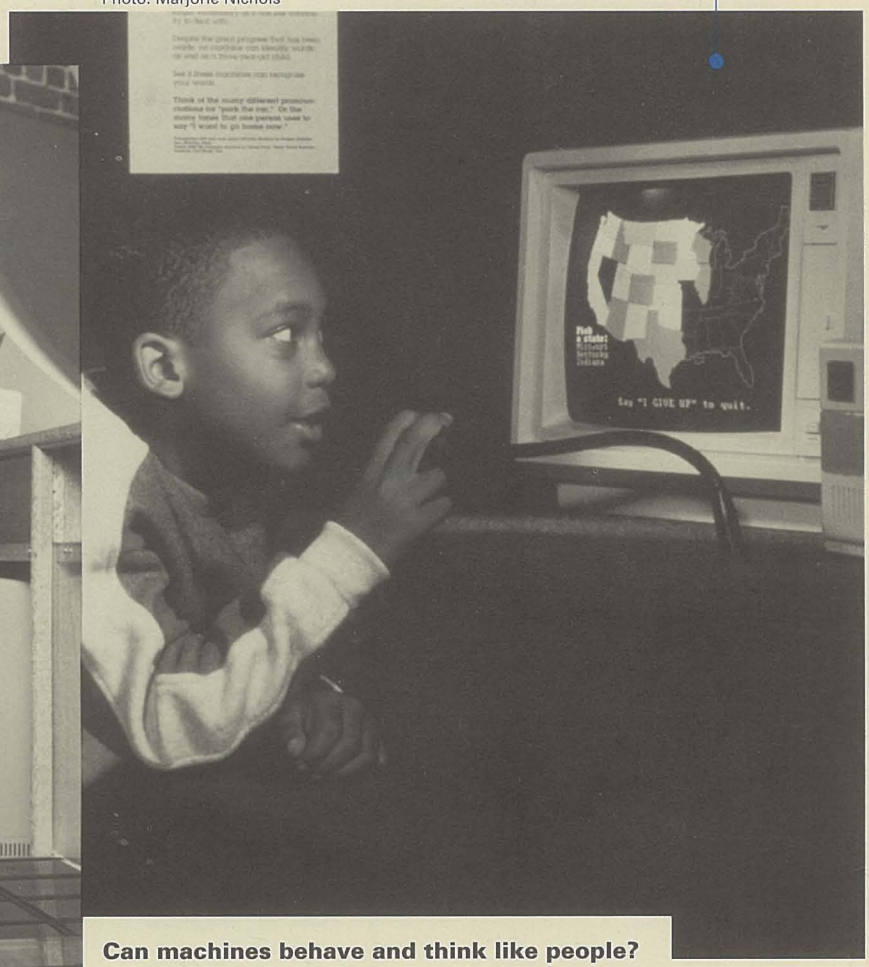
Through nine dramatic vignettes, *People and Computers: Milestones of a Revolution* traces the evolution of the computer from a handful of costly electronic giants in the 1940s to the millions of desktop computers and microprocessors in use today. The exhibition explores both the positive and negative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

machines behave and think like people?
What can computers do?

Photo: Neal Hamberg

Photo: Marjorie Nichols



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 interactives 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.

A NEW EXPERIMENT:

The Computer Clubhouse is latest computer technology

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. "Míra, míra, 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.

Photo: Noah Southall

Computer Clubhouse participants design their own multimedia presentations, incorporating images, music, voice, and text.

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.

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

Clubhouse mentor Michael Lee, 18, created this illustration using digital image editing software.

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.

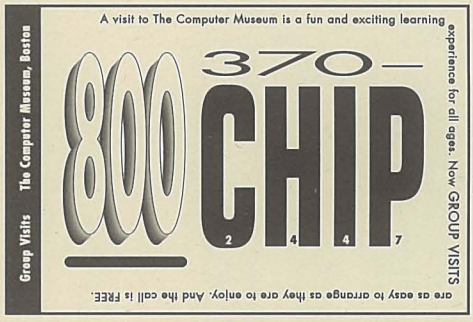
Learning from Peer and Adult Mentors

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

Start-up of the Computer Clubhouse project has been made possible with the support of Intel Foundation, Lotus Development Corporation, Digital Equipment Corporation, Hayden Foundation, Hewlett-Packard Company, International Business Machines Corporation, State Street Foundation, Raytheon Company, Arthur D. Little Foundation, Ellis L. Phillips Foundation, Boston Edison Company, and Fleet Bank of Massachusetts.

Who We Reach



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.

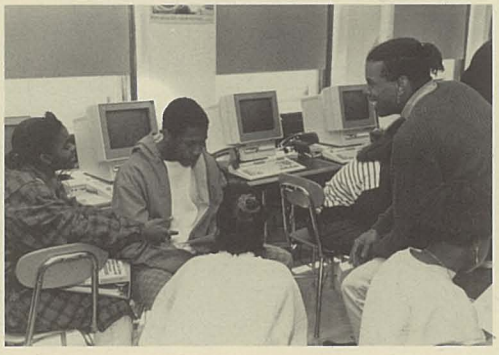


Photo: Neal Hamberg

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.

Beyond The Museum

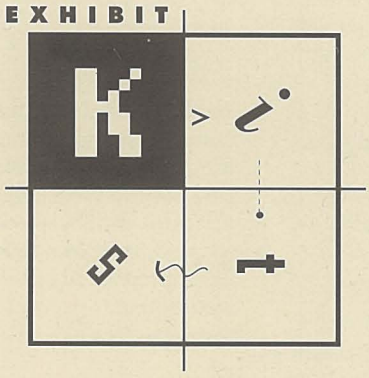
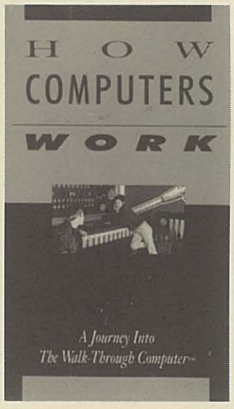


Exhibit Kits

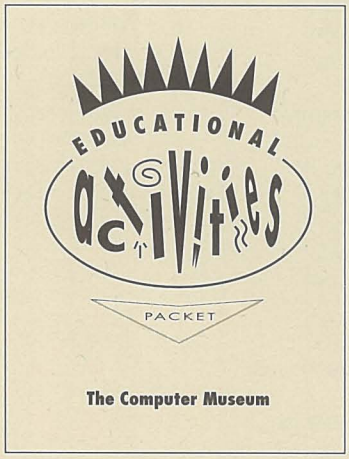
For every visitor to The Computer Museum, there are over 20 more who see and try our exhibits at other museums around the world. The Computer Museum has turned its most sought-after interactive computer exhibits into "kits" that are easily installed by other museums.

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.



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.

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.

Collections

Computers

Albert Computer, Inc.
Albert personal computer, Apple II clone, 1983
Donated by Mitchell Kapor, X1127.93-X1131.93

Apple Computer, Inc. PowerBook 170 laptop computer, 1992
Donated by John Sculley, X1137.93

Computer Devices, Inc. 1206 Miniterm Pro portable computer/terminal
Donated by Jeffrey B. Buckley, X1139.93

Epson, Inc. QX-10 personal computer with integrated word processing, database, and math applications, 1980
Donated by Craig McCoy, X1125.93

GO Corporation, Inc. G400 developers' release pen/tablet computer, 1990
Donated by Mitchell Kapor, X1127.93

Philips (Netherlands) P2000T personal computer, 1981
Donated by Dr. J. L. Verbeek, X1141.93

Poqet Computer Corporation Poqet PQ064 palmtop computer, 1988
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Texas Instruments Corporation TI Silent 7000 portable computer and terminal, 1983
Donated by Howard L. Funk, X1118.93

Thinking Machines Corporation Connection Machine CM-1 massively parallel computer, 1985
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Toshiba, Inc. T1000 laptop computer, 1987
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Toshiba, Inc. T1100 laptop computer, 1987
Donated by Mitchell Kapor, X1129.93

Microprocessor-based devices

Seiko, Inc. RC-4400 digital watch with personal computer interface, 1985
Donated by William Etra, X1119.93

Sub-assemblies and components

Apple Computer, Inc. Apple II networking board, 1982
Donated by Mitchell Kapor, X1132.93

Dresden University (East Germany) D42/Cellatron 8205 computer power supply boards, 1964
Donated by Prof. Dr. Egon Hörbst, X1122.93

International Business Machines Corporation IBM 3081 multilayer, multichip carrier, 1981
Donated by Evan E. Davidson, X1120.93

Zuse (West Germany) Z 23 transistor logic board, 1961
Donated by Prof. Dr. Egon Hörbst, X1123.93

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
Donated by Integral Peripherals, Inc., X1115.93

Transducers

Apraphulian binary computer model, 1988
Donated by Rachel Freedman, X1117.93

International Business Machines Corporation 5 1/4" DemiDiskette Module product test version
Donated by Jeffrey Young, X1140.93

Koala Technologies, Inc. KoalaPad, touch tablet for the Apple II, 1983
Donated by Mitchell Kapor, X1126.93

Ephemera

Integral Peripherals, Inc. model of subminiature hard drive, 1992
Donated by Integral Peripherals, Inc., X1116.93

RCA Corporation Spectra 70 tie clip, ca. 1973
Donated by David W. R. Brown, X1138.93

Software

Lotus, Inc. 1-2-3 DOS release 1.0, 1982
Lotus, Inc. Symphony, 1984
Lotus, Inc. Jazz release 1.01, 1983
Microsoft Corporation Softcard release 1.0, 1980
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