

Originally Processed With FOIA(s):

FOIA Number:

S

FOIA MARKER

This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.

Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Snow, Tony, Files
Subseries: Subject File, 1988-1993

OA/ID Number: 13895
Folder ID Number: 13895-003

Folder Title:
[Institute of Museum Services Spring 92]

Stack:	Row:	Section:	Shelf:	Position:
G	18	29	2	3



DATE: July 23, 1991

TO: Ede Holiday ✓
Bobbie Kilberg

FROM: Susan Kent *SK*
Director
Institute of Museum Services

RE: Museums 2000

Attached please find a proposal for a White House Symposium next Spring. I hope you will endorse this idea and I look forward to discussing it with you soon.

THE WHITE HOUSE
WASHINGTON

Date: *8/2/91*

TO: *Holiday*

FROM: JAMES A. FITZHENRY
Associate Director
Office of Cabinet Affairs
Room 239, OEOP, x2800

Action

Comment

FYI

Other

*YOU'RE THE PRO AT THESE CONFERENCES,
WILL YOU TAKE THE LEAD ON THIS?
Jim*

MUSEUMS 2000: Museums are Educational Institutions:
A White House Symposium

Date: Sometime in 1992, the 15th anniversary of the founding of IMS. Perhaps Museum Day, May 18th.

Cost: borne by private sector funder

Planning: IMS will convene a panel from the museum field to select questions to be discussed and select presenters. Note: IMS uniquely is the agency that helps all museums: children's, science and heritage centers, historic places, zoos, botanic gardens, aquaria, as well as history, arts, anthropology and science museums.

Format: A serious colloquium on the subject. Symposium where papers are presented. Papers to be subsequently printed in book form. One day. Six papers. President and Mrs. Bush greet. Luncheon for speakers and guests. Reception for all invited. Invited audience: Leaders in museum, education field, Congress, National Museum Services Board, cultural agencies representatives, Sec. of Education.

Some possible questions:

1. What is the role of museums in the new century?
2. How can museums advance the President's goals in America 2000?
3. How can museums take a strong role in rethinking education by using their collections?
4. Can museums become positive forces in solving social problems through teaching? How?
5. How does learning in museums (i.e. object based learning) take place? How can we gather information to help us understand this? Task force? Center? Commission a study? What should be the approach to systematic study of how learning takes place in museums. Would a study on this subject be a proper contribution for IMS to engage in?
6. In 1900 museums were places that collected, preserved and studied objects and explained and displayed some of them. They were supported by a population that understood these to be valuable activities. By 2000, will changed demographics have altered the situation so that diverse cultural groups will expect services from museums in the form of exhibits and programs in exchange for support?
7. Would a clearing house that gathered and circulated information about education programs be useful? How can these good programs become institutionalized? Shared?

8. How can museums enter into relationships with other community organizations and schools to their mutual benefit and to the benefit of students of all ages?

9. Can museums enter into mentorship relationships to benefit both small and large institutions?

10. How will the ageing of the population affect museums and the services they provide the public?

11. What are the ways IMS can carry out its mandate to strengthen and encourage museums?

Museums 2000: Museums are Educational Institutions:
A White House Symposium

WHY SHOULD THE WHITE HOUSE HOLD THIS SYMPOSIUM

GENERAL

1. IMS is an uncontroversial well run cultural agency with a laudable mandate: to encourage and strengthen museums as educational institutions increasingly used by the public. It sends a signal that the President is committed to improving all facets of education informal as well as formal and recognizes the vast contribution of non-school institutions, i.e. museums.
2. This symposium fits America 2000: it enriches and enlarges the concept. See attached.
3. This event links culture and education in a positive way.
4. Museums serve persons of all ages--preschool to the elderly. There is a museum in almost every Congressional district. America 2000 will create a new school linked with a museum in every district. Thousands of organized groups are served by museums from the Scouts and FFA to Elder-hostel. Museums are accessible to all our citizens--open 7 days a week at little or no cost.
5. Museums are the repository of the objects representing those values that bind us as a people.
6. Museum going has become one of the primary leisure activities; museums are safe, social spaces where families go together for learning and enjoyment.
7. Mrs. Bush has already demonstrated that she values museums. This symposium can highlight her cultural literacy initiative.

POLITICAL

1. Support for museums as educational institutions allows WH to support culture in a non-PC "non tax dollars for obscenity" environment.
2. Almost all Congressional districts have a museum. These institutions are everywhere and reach almost everyone including thousands of organized groups of all ages.
3. Many museum board members are active supporters of the administration. Recognition of these institutions is a positive message.

4. IMS is unique in that it is a Federal agency giving unrestricted general operating support to educational institutions.

WHY A SYMPOSIUM HELPS IMS

1. The good work museums do should be recognized. We hope it will translate into more support from the administration and OMB.
2. There is an opportunity to harness museum energy to pursue the President's goals in America 2000. See attached.
3. If the President and Mrs. Bush demonstrate that they value museums, it will help the institutions to leverage funds from the private sector which they need because: 1) city and state funding has been drastically cut. 2) corporations are shifting support in the direction of social and health needs.

Museums 2000

MUSEUMS ARE EDUCATIONAL INSTITUTIONS

Museums are powerful educational and cultural institutions holding the rich and remarkable collections of objects that symbolize the historic, artistic and scientific achievements of mankind. Museums are not always recognized as educational institutions because they do not fit the profile of the formal learning model provided by schools and universities. No academic prerequisites are required. Tuitionless education is provided 7 days a week to every segment of the diverse American public as well as to our visitors. There is no compulsory attendance--people choose to go into museums. Testimony before the Congress reveals a commitment throughout the museum community to developing educational potential and to providing the broadest possible public access.

MUSEUMS OFFER OBJECT-BASED LEARNING

The objects museums hold are teaching tools as books are in schools. We know that many with difficulties with the written word can grasp very complex ideas and clusters of ideas from the presentation of objects in a museum. It is an active associative process--hands-on in some exhibits. James Billington has said that "mute witnesses from the past are better than talking heads in the present in eliciting from us deep individual human reactions." The excitement of individual discovery and resonance seem to be one of the keys to learning in a museum. Museums seem also to be uniquely able to communicate the values of our shared past as well as to illuminate the diversity of the cultures that make up our shared present by showing not only how we differ, but also how we humans are the same.

WHERE MUSEUMS FIT INTO AMERICA 2000

1. NEW AMERICAN SCHOOLS

Museums must be built into the planning for new kinds of schools from the beginning. School teachers, school boards and museums must join in forming curricula that enrich a child both at school and at the museum site. Three of the core subjects that the President has targeted--science, history and geography--are well suited to be taught by using objects. Some studies document that subject retention increases when both formal pedagogy and object-based learning are complied. Museums are combined open when schools are not: before and after school hours, weekends, all summer: They increase hours available for learning for school children.

2. ALL CHILDREN START SCHOOL READY TO LEARN

Museums engage in many forms of pre-school activity at present. Such programs can be expanded in concert with school programs and other community groups. Museums are seen as safe places for at-risk children in inner cities.

3. GREATER PARENTAL INVOLVEMENT IN CHILDREN'S LEARNING

Museum going is a family activity which encourages time spent in a space where members are together but learning individually.

4. TRANSFORMING AMERICA INTO A NATION OF STUDENTS

Learning is a lifelong challenge. The place of choice for most Americans to continue learning is presently in our museums. The President has said that improving schools is not sufficient to ensure a competitive America in 2000. We know that museums are delivering education to adults who are now in the workplace. Senior citizens use museums to increase knowledge and for the pleasure museums give.

Museum-going is already the prime leisure time activity in many of our cities. The increasing numbers of visitors at historic houses, battlefields, zoos, aquaria, nature centers, exploratoria, science and technology centers and youth museums located outside the cities indicate that the practice is not confined to urban areas.

5. MAKING COMMUNITIES PLACES WHERE LEARNING CAN HAPPEN

Museums will make essential contributions to the work of America 2000 Research and Development teams because they are experienced deliverers of community education and because they have developed innovative ways to reach into the community and mobilizing its energy. Communities that succeed in America 2000 must identify and enlist the support of all institutions that contribute to the community's unique sense of itself. All of these institutions will develop new ways to work together and focus their efforts on common goals. In many American towns the chief organization that delivers learning outside the formal school system is the museum. Museums have a solid record of success in finding creative and successful methods to rally support from community members who recognize the tremendous value a local museum has in helping define the community's cultural identity. Museums have developed effective fundraising and development campaigns that encourage people to become members of the museum by contributing financially and to become involved in the work of the museum through volunteering. This valuable expertise has made museums integral parts of their communities.



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) 786-0536

DATE: July 23, 1991

TO: Ede Holiday
Bobbie Kilberg ✓

FROM: Susan Kent *SK*
Director
Institute of Museum Services

RE: Museums 2000

Attached please find a proposal for a White House Symposium next Spring. I hope you will endorse this idea and I look forward to discussing it with you soon.

Museums 2000: Museums are Educational Institutions:
A White House Symposium

WHY SHOULD THE WHITE HOUSE HOLD THIS SYMPOSIUM

GENERAL

1. IMS is an uncontroversial well run cultural agency with a laudable mandate: to encourage and strengthen museums as educational institutions increasingly used by the public. It sends a signal that the President is committed to improving all facets of education informal as well as formal and recognizes the vast contribution of non-school institutions, i.e. museums.
2. This symposium fits America 2000: it enriches and enlarges the concept. See attached.
3. This event links culture and education in a positive way.
4. Museums serve persons of all ages--preschool to the elderly. There is a museum in almost every Congressional district. America 2000 will create a new school linked with a museum in every district. Thousands of organized groups are served by museums from the Scouts and FFA to Elder-hostel. Museums are accessible to all our citizens--open 7 days a week at little or no cost.
5. Museums are the repository of the objects representing those values that bind us as a people.
6. Museum going has become one of the primary leisure activities; museums are safe, social spaces where families go together for learning and enjoyment.
7. Mrs. Bush has already demonstrated that she values museums. This symposium can highlight her cultural literacy initiative.

POLITICAL

1. Support for museums as educational institutions allows WH to support culture in a non-PC "non tax dollars for obscenity" environment.
2. Almost all Congressional districts have a museum. These institutions are everywhere and reach almost everyone including thousands of organized groups of all ages.
3. Many museum board members are active supporters of the administration. Recognition of these institutions is a positive message.

4. IMS is unique in that it is a Federal agency giving unrestricted general operating support to educational institutions.

WHY A SYMPOSIUM HELPS IMS

1. The good work museums do should be recognized. We hope it will translate into more support from the administration and OMB.
2. There is an opportunity to harness museum energy to pursue the President's goals in America 2000. See attached.
3. If the President and Mrs. Bush demonstrate that they value museums, it will help the institutions to leverage funds from the private sector which they need because: 1) city and state funding has been drastically cut. 2) corporations are shifting support in the direction of social and health needs.

MUSEUMS 2000: Museums are Educational Institutions:
A White House Symposium

Date: Sometime in 1992, the 15th anniversary of the founding of IMS. Perhaps Museum Day, May 18th.

Cost: borne by private sector funder

Planning: IMS will convene a panel from the museum field to select questions to be discussed and select presenters. Note: IMS uniquely is the agency that helps all museums: children's, science and heritage centers, historic places, zoos, botanic gardens, aquaria, as well as history, arts, anthropology and science museums.

Format: A serious colloquium on the subject. Symposium where papers are presented. Papers to be subsequently printed in book form. One day. Six papers. President and Mrs. Bush greet. Luncheon for speakers and guests. Reception for all invited. Invited audience: Leaders in museum, education field, Congress, National Museum Services Board, cultural agencies representatives, Sec. of Education.

Some possible questions:

1. What is the role of museums in the new century?
2. How can museums advance the President's goals in America 2000?
3. How can museums take a strong role in rethinking education by using their collections?
4. Can museums become positive forces in solving social problems through teaching? How?
5. How does learning in museums (i.e. object based learning) take place? How can we gather information to help us understand this? Task force? Center? Commission a study? What should be the approach to systematic study of how learning takes place in museums. Would a study on this subject be a proper contribution for IMS to engage in?
6. In 1900 museums were places that collected, preserved and studied objects and explained and displayed some of them. They were supported by a population that understood these to be valuable activities. By 2000, will changed demographics have altered the situation so that diverse cultural groups will expect services from museums in the form of exhibits and programs in exchange for support?
7. Would a clearing house that gathered and circulated information about education programs be useful? How can these good programs become institutionalized? Shared?

8. How can museums enter into relationships with other community organizations and schools to their mutual benefit and to the benefit of students of all ages?

9. Can museums enter into mentorship relationships to benefit both small and large institutions?

10. How will the ageing of the population affect museums and the services they provide the public?

11. What are the ways IMS can carry out its mandate to strengthen and encourage museums?

Museums 2000

MUSEUMS ARE EDUCATIONAL INSTITUTIONS

Museums are powerful educational and cultural institutions holding the rich and remarkable collections of objects that symbolize the historic, artistic and scientific achievements of mankind. Museums are not always recognized as educational institutions because they do not fit the profile of the formal learning model provided by schools and universities. No academic prerequisites are required. Tuitionless education is provided 7 days a week to every segment of the diverse American public as well as to our visitors. There is no compulsory attendance--people choose to go into museums. Testimony before the Congress reveals a commitment throughout the museum community to developing educational potential and to providing the broadest possible public access.

MUSEUMS OFFER OBJECT-BASED LEARNING

The objects museums hold are teaching tools as books are in schools. We know that many with difficulties with the written word can grasp very complex ideas and clusters of ideas from the presentation of objects in a museum. It is an active associative process--hands-on in some exhibits. James Billington has said that "mute witnesses from the past are better than talking heads in the present in eliciting from us deep individual human reactions." The excitement of individual discovery and resonance seem to be one of the keys to learning in a museum. Museums seem also to be uniquely able to communicate the values of our shared past as well as to illuminate the diversity of the cultures that make up our shared present by showing not only how we differ, but also how we humans are the same.

WHERE MUSEUMS FIT INTO AMERICA 2000

1. NEW AMERICAN SCHOOLS

Museums must be built into the planning for new kinds of schools from the beginning. School teachers, school boards and museums must join in forming curricula that enrich a child both at school and at the museum site. Three of the core subjects that the President has targeted--science, history and geography--are well suited to be taught by using objects. Some studies document that subject retention increases when both formal pedagogy and object-based learning are combined. Museums are combined open when schools are not: before and after school hours, weekends, all summer: They increase hours available for learning for school children.

2. ALL CHILDREN START SCHOOL READY TO LEARN

Museums engage in many forms of pre-school activity at present. Such programs can be expanded in concert with school programs and other community groups. Museums are seen as safe places for at-risk children in inner cities.

3. GREATER PARENTAL INVOLVEMENT IN CHILDREN'S LEARNING

Museum going is a family activity which encourages time spent in a space where members are together but learning individually.

4. TRANSFORMING AMERICA INTO A NATION OF STUDENTS

Learning is a lifelong challenge. The place of choice for most Americans to continue learning is presently in our museums. The President has said that improving schools is not sufficient to ensure a competitive America in 2000. We know that museums are delivering education to adults who are now in the workplace. Senior citizens use museums to increase knowledge and for the pleasure museums give.

Museum-going is already the prime leisure time activity in many of our cities. The increasing numbers of visitors at historic houses, battlefields, zoos, aquaria, nature centers, exploratoria, science and technology centers and youth museums located outside the cities indicate that the practice is not confined to urban areas.

5. MAKING COMMUNITIES PLACES WHERE LEARNING CAN HAPPEN

Museums will make essential contributions to the work of America 2000 Research and Development teams because they are experienced deliverers of community education and because they have developed innovative ways to reach into the community and mobilizing its energy. Communities that succeed in America 2000 must identify and enlist the support of all institutions that contribute to the community's unique sense of itself. All of these institutions will develop new ways to work together and focus their efforts on common goals. In many American towns the chief organization that delivers learning outside the formal school system is the museum. Museums have a solid record of success in finding creative and successful methods to rally support from community members who recognize the tremendous value a local museum has in helping define the community's cultural identity. Museums have developed effective fundraising and development campaigns that encourage people to become members of the museum by contributing financially and to become involved in the work of the museum through volunteering. This valuable expertise has made museums integral parts of their communities.