

EDUCATOR SPOTLIGHT: SARAH BORMANN



Sarah Bormann joined CHM in April as education specialist for school and teacher programs. She works with teachers to help them plan their visits to the Computer History Museum (CHM) and leads our workshop and Field Trip Day programs.

If someone asked me two years ago when I was in graduate school what kind of museum I wanted to work at, I would have said an art museum. I have always loved the arts and their relation to culture, so art museums felt like a natural fit. A museum about the history of computing was so far off my radar that the SAGE computer would have trouble finding it. But now that I am here, I cannot imagine a better place than the Computer History Museum to grow my career in museum education.

As a humanities student, I learned to look for connections, even where not immediately obvious. To be able to find those through-lines was always rewarding, and at CHM, I have the opportunity to help students find unexpected connections and relate with technology in new ways. Our exhibitions and education programs explore not just the technology of computers but the stories behind them, including the curiosity and creativity of innovators, the design and development of products, and the influence technology has had on art, music, medicine, and other diverse fields. Students engage not only with STEM concepts (science, technology, engineering, and math), but also history, art, and the humanities.



This interdisciplinary approach helps all students build personal connections with the artifacts in the galleries. This is particularly valuable for students who, like me, don't see science as a natural interest. They see the influence that technology has had on all aspects of our lives and how quickly those changes have occurred. And hopefully, they begin to see that working in technology does not just mean building machines. It could mean building worlds, as Pixar does in their

movies, or it could mean saving lives, like the MRI or car crash simulation software explored in *Make Software: Change the World*.

Technology is in so much of what we do, and there are so many ways that we can be involved in shaping its (and our) future. As an educator at CHM, I hope I might have a small role in inspiring these students' futures, because what I love most is watching them begin to think about how they might change the world.

PROGRAM SPOTLIGHT: TEEN PROGRAMS



The Computer History Museum's Teen Internship program offers students in grades 9 through 12 the opportunity to go behind the scenes of our Museum and its Exhibitions. As members of CHM's education team, teen interns play a crucial role as they help visitors of all ages from our local and international communities to make personal connections to the Museum and the history of computing.

Throughout the program, teens explore the Museum's content through research, hands-on experiences, and team projects. They also learn from museum professionals and guest speakers

from around Silicon Valley who share stories of the history of innovation to help interns better understand the transformative impact and implication of technology on our past, present and future.

Interns rotate between three roles at the Museum: exhibit explainer, family tour docent and exploration station guide. Exhibit explainers lead discussions with visitors in the Museum's two main exhibitions, *Revolution: The First 2000 Years of Computing* and *Make Software: Change the World!*. Teens also facilitate hands-on activities and experiences for families throughout the museum. Interns develop tours appropriate for young Museum visitors and intergenerational audiences and lead family tours throughout the year. As exploration station guides, interns manage an interactive station in the lobby with genuine artifacts from computer history. They use these artifacts to help visitors see and experience the technology that led to today's innovations.

This year long internship is open to all students in grades 9 through 12. Applications will be accepted until October 3, 2017. To apply or to learn more about the program visit computerhistory.org/volunteers/ or email Emily Stupfel, estupfel@computerhistory.org.

ARTIFACT SPOTLIGHT: OFFICER MAC AND DENNY



Officials in Dubai have recently unveiled plans for a (partially) robotic police force. Earlier this year, police bots began patrolling tourist attractions in the city, and in June city officials announced that they would begin using autonomous police cars paired with companion drones and facial-recognition software to patrol streets and track suspects.

The police bots have quickly earned the nickname "RoboCop," calling to mind the futuristic cyborg officer who first hit cinemas 30 years ago. But while RoboCop imagined the future of law enforcement, the 1980s also saw several real life efforts to bring robots into policing.

In 1985, two robots hit the market with very different policing goals. Officer Mac was designed as a police ambassador used for education. The robot visited schools and showed videos about public safety and even has a built-in traffic light. Mac was also used to help council abused children because the robot could be seen as less threatening than a person.

Around the same time, Denning Mobile Robotics released a sentry robot designed for private security. The robot, nicknamed Denny, could



detect anything within a 150-foot radius and send back a message if anything unusual was detected. The robot could patrol for up to 14 hours at a time, and could return itself for charging when necessary. Denning intended the sentries to patrol a variety of facilities from prisons to factories.*

Denny did not succeed and the company failed, but the idea of automated surveillance has certainly not gone away. Last month a security robot made headlines when it fell into a fountain while on duty, proving that the future of robot security might still be a bit murky. Only time will tell if Dubai's RoboCops and other efforts at automated security will meet with more success.

*Source: *Popular Science*, August 1985, p. 20, "Robot Sentries," Accessed via Google Books, <https://books.google.com/books?id=ewAAAAAAMBAJ&pg=RA1->

CALENDAR OF EVENTS: FALL 2017

Design_Code_Build: Level 1 Introductory Program: September 23, October 7, November 11; Level 2 Intermediate Program: September 24, October 8, November 12

- Weekend program open to 6th through 8th grade students.
- Transportation subsidies available for qualified groups; lunch provided.
- For more information, contact Lily Cordero, lcordero@computerhistory.org.

Field Trip Days: October 24, November 7, November 14, December 5

- Program for Title I middle schools (6th-8th grade).
- Lunch and transportation reimbursement provided.
- For more information, contact Sarah Bormann, sbormann@computerhistory.org.

Talking to the Future: October 12, 2017

- Program for Title I high school students (10th-12th grade). This daylong program connects students with tech professionals and includes a panel discussion and design challenges led by the panelists.
- Lunch and transportation reimbursement provided.
- For more information, contact Stephanie Corrigan, scorrigan@computerhistory.org

Family Workshops

- Saturday, September 30—Make Software Family Workshop
- Sunday, October 8—Lights, Circuits, Action! Family Workshop
- Saturday, October 28—Spooky Software Family Workshop
- Saturday November 4—Lights, Circuits, Action! Family Workshop
- Saturday November 18—Make Software Family Workshop
- For more information, contact Emily Stupfel, estupfel@computerhistory.org.



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