

MESC

EDLINE



A Quarterly Publication of Museum Educators of Southern California November, 1991

From the Board

President's Column

by *Carla Fantozzi*

I am very happy to be writing my first column as president in *Edline*. Before I begin a description of this year's programs and project, I'd like to take a moment to thank the outgoing Board Members: Neil Anstead, Sue Childs, Ann Bunn, Peggy Kayser, Joan Grasty, Wade Richards, Vas Prabhu, and Trina Duke. All of these people have worked very hard over the past few years in developing MESC's long range plan, expanding the MESC newsletter to the current *Edline*, and planning timely programs of interest to MESC members and to museum professionals in the Southern California area. The success of the past few years would not have been possible without the strong leadership of our past president, Betsy Quick. Under her leadership MESC presented such popular programs as "Mounting Controversy," "Puzzles About Art," "Museums: The Art/Science Connection," and the MESC Gallery Teaching Seminar, and helped MESC to grow to over 150 individual and institutional members. Betsy Quick will continue to serve on the MESC Board as an advisor.

Congratulations to the new Board! The new Board members and positions are as follows:

Carla Fantozzi, President
Kim Kanatani, Vice-President
Janice Lyle, Treasurer
Jennifer Bevington, Secretary
Ann Morrissey, Long Range Plan Chair
Isabel Rosenbaum, Docent League Chair
Sara Cannon, Program Committee Co-chair
Kim Haas, Program Committee Co-chair
Adele Lander Burke, Newsletter Co-chair
Carole Zawatsky, Newsletter Co-chair
Cathy McCarty-Procopio,
Public Information Chair
Deborah Klochko, Development Co-chair
David Fears, Development Co-chair
Diane Brigham, Seminar Committee Co-chair
Cindy Richardson Wallace,
Seminar Committee Co-chair
Betsy Quick, Advisor

In late July, the outgoing and incoming Boards met for a day-long retreat to discuss the goals, projects and programs for the coming year. We discussed problems and opportunities facing museum educators in the 90's, such as censorship, multiculturalism, budget cutbacks and more. We also considered the comments made by members in last year's Membership Questionnaire such as what types of programs were most meaningful, how long the programs should be, when they should take place, etc.

With all this in mind, the two Boards agreed that MESC will stress collaboration

and advocacy through its programs and special projects for 1991/1992. Our programs will highlight professionals in the Southern California area and whenever possible, we will collaborate with other professional organizations and institutions (for example, the *West as America* program will be presented in collaboration with USC's Museum Studies Program). Advocacy will be the theme of this year's museum teaching seminar where museum links with the state framework and the new state approved text books will be made. Collaboration and advocacy also extends to the numerous special projects we are attempting to complete this year; a "passport to museums" project, MESC sponsored PSA's for TV and radio to encourage museum attendance, and the re-printing of the famous MESC poster (out of print for close to 10 years). Many of you may remember the poster; the new one will list current MESC institutional members with up-to-date contact information and will be distributed throughout the Southern California area. The Board would also like to distribute, papers, research, or practical resources prepared by members to the entire membership. so if you have something you'd like to share, but don't have the time or the funds to do so, please submit your text to any one of the new Board members for consideration.

I look forward to seeing all of you at upcoming meetings and I hope you will join a committee of your choice to help us fulfill our goals for 1991/1992. Please feel free to call me with your comments anytime at (213) 485-4581.

Carla Fantozzi is Education Coordinator at the Los Angeles Municipal Art Gallery

Committee Reports

Each member of the MESC Board chairs a committee whose tasks have been defined through the Long-Range plan. The Board met in October to review the committee and update the committee descriptions which follow. If any member of MESC would like to become involved in a committee of MESC, they should contact the appropriate Board member. Everyone's input is heartily welcomed.

Development Committee

The Development Committee will seek funding to finance new projects. The Committee will identify funding sources in the public and private sectors, explore projects to be jointly sponsored by MESC and member institutions, write and submit grants, and oversee the grant requirements of funded projects.

Newsletter Committee

The Newsletter Committee is responsible for the publication of the MESC Newsletter. The Committee will establish themes for each issue and a publishing/ mailing schedule, including deadlines. The Committee will also establish regular columns, select guest editors for each issue, and expand distribution through the work of the Public Information Committee.

Program Committee

The Program Committee is responsible for the coordination of all general meetings. Input for the content of these meetings will come from the Board of Directors. Committee members will coordinate arrangements with the hosting venue (including audio-visual needs, refreshments, room reservations, and parking directions), establish ongoing

contacts with speakers, and work with the Public Information Committee to advertise the programs.

Publications Committee

The Publications Committee is responsible for researching, designing and printing MESC publications other than the Newsletter. Currently, two publications are in the planning stage: an annual Membership Directory listing members and their areas of expertise, and a museum Resources Directory for use by museum professionals and teachers. Committee members are needed to compile information on museum resources, help design format, input information into the computer, and compose and design on a desktop publishing system, etc.

Public Information Committee

The Public Information Committee will publicize MESC events by creating press releases and distributing them to local newspapers and the newsletter of appropriate organizations. The Committee will work with the Board to create a new graphic image for MESC and to institute it by ordering stationery. The Committee will also encourage collaboration among member institutions by developing a Passport to Museums program.

Seminar Committee

The Seminar Committee will plan a museum Education Seminar taught by MESC members. The Seminar will be offered in the summer in a 2-3 day format and will provide an opportunity for MESC members to engage in in-depth training in a specified area. The Committee will organize the curriculum, select sites and seminar leaders, as well as arrange logistics, advertise the program and evaluate the Seminar.

MESCalendar

Next MESC Meeting December 6

Our next MESC general meeting, which will be held December 6, will feature two timely presentations. The sessions will take place at USC and the Natural History Museum, and will be co-sponsored by the USC Museum Studies Program and MESC.

A morning panel discussion from 9:30 to 1:00 will focus on "The West as America: Reinterpreting Images of the Frontier," the controversial revisionist exhibition of paintings and other images of the American West originated by the National Museum of American Art in Washington, D.C.

Panelists will include William Treuttner, Exhibition Curator, Phillip Yenawine, Director of Education at The Museum of Modern Art, New York, and Kevin Starr, Professor of Urban and Regional Planning at USC. Moderated by Selma Holo, Director of Museum Studies at USC, the panel will explore critical issues surrounding the exhibition and their implications for museums in general. Topic will include the roles of educators, curators and cultural institutions in deconstructing myths, facilitating an accurate perception of exhibition content that has meaning and relevance to views, and the freedoms and limitations of federally funded exhibitions.

The day will conclude with an afternoon session featuring Mr. Yenawine from 2:00 to 4:30. He will present the findings of a multi-year study designed to gather information that would provide a better understanding of the characteristics and needs of museum audiences, particularly those involved in school programs.

Current Issues

Alliance for Gay and Lesbian Concerns of AAM

The first meeting of the Alliance for Gay and Lesbian Concerns (AGLC) of AAM was held at the Denver AAM conference last May. The organizational goals of AGLC reflect concerns which affect all museum personnel regardless of sexual orientation. Membership in AGLC is open to all museum professionals. The next meeting will be held in Baltimore at the AAM conference. New and prospective members are invited to attend any of the AGLC activities there. Look in the AAM conference guide for times and details for planned events. While the plans have yet to be formalized, some suggestions have been: AGLC Breakfast, AGLC Dinner, AGLC Reception, and an Orioles Baseball game..

Issues to be addressed by the AGLC include: isolation felt by gay and lesbian museum staff members in both their institutions and in the museum profession in general, to advocate for compassionate and medically-sound policies on AIDS in the workplace, to advocate the fair collection and interpretation of objects produced by gay lesbian artists, to advocate examination of gender and gender roles in exhibits and programs, to monitor language in AAM policy statements, to advise other AAM-affiliated organizations on issues of non-discrimination on the basis of sexual orientation, to recognize individuals and organizations supportive of the gay and lesbian museum community, to connect museum professional on political issues of concern to the gay and lesbian

community, and to provide a supportive atmosphere for men and women.

Several future projects for AGLC members are planned. Among them are presentations at regional conferences, creation of a newsletter, development of a plan for increasing AIDS Awareness in our institutions, and surveys to document discrimination against gay and lesbian museum professionals.

For additional information write: Tony Clark, Executive Director, Severin Wunderman Museum, 3 Mason, Irvine, CA 92718 or Wade Richards, Museum Educator, The J. Paul Getty Museum, 17985 Pacific Coast Highway, Malibu, CA 90265-5799.

Edline Deadline

Call for Articles

MESC Edline is now edited by Adele Lander Burke and Carole Zawatsky of the Hebrew Union College Skirball Museum. All articles, press releases, and announcements intended for publication in *Edline* should be sent to them c/o the Skirball Museum, 3077 University Avenue, Los Angeles, CA 90007-3796. **The deadline for the next issue is January 10.** The next issue of *Edline* will be published by February 1, 1992.

In the next issue, Adele and Carole would like to focus on "how-to". We are looking for articles which provide a practical how-to approach to various issues related to museum education. If you would like to share your expertise in a certain area, please submit your article by January 10.

All articles, announcements, and releases

should be sent to us on computer disks if possible. Our first choice is Mac Microsoft Word, but we can take articles in IBM programs as well. This format will ease the process of editing and compiling the newsletter. Thanks for your cooperation.

Last Time at MESC

Management Skills for Museum Educators

by Cathy McCarty-Procopio

The August, 1991, workshop "Beyond the Basics: Management Skills for Museum Educators" was packed with enlightening information, practical, and downright entertaining.

The goal of the meeting was for participants to come away with enhanced ability in four specific skills:

1. First, they would gain insight into personality types and working styles utilizing the Myers-Briggs Personality Type Indicator.
2. Second, they would learn methods of refining communication skills so as to improve idea sharing and goal reaching in team situations.
3. Third, they would learn skills to define management models and develop group objectives in goal setting and appraisals.
4. And Fourth, they would be given information to help them make the best use of available funds.

Personality Types and Working Styles

Perhaps the most exciting aspect of the workshop was a discussion of the Myers Briggs Personality Type Indicator, an instru-

ment that provides "a useful measure of personality by looking at eight personality preferences that all people use at different times."

In general, the MBTI functions as a tool that organizations can use in several important areas. It can help staff to understand themselves and their behavior allowing them to communicate more effectively. It can enable them to appreciate others and to make constructive use of individual differences, facilitating teamwork and improving conflict resolution skills. And it can encourage them to see that approaching problems in different ways can be healthy and productive for the organizations they serve. In addition, the MBTI can help staff understand how they and others get their energy, gather data about the world around them, and make decisions regarding the data they absorb.

The MBTI also assists the organization in making the most of its human resources, and the individual in making good career choices and advantageous professional development decisions.

Finally, the MBTI discussion highlighted a concept that is simple, obvious, and therefore probably too often overlooked: Because personality types differ, it is important to make sure that everyone has the same opportunity to contribute to meetings—and to have their contribution appreciated by the group. For example, certain "types" cannot verbalize ideas without reflection time; therefore for them it is necessary to publish an agenda prior to meetings. Without an agenda, they might never be heard and their ideas might never come to be used.

Communication Skills

A rundown of the simple rules of good manners helped participants refine their communications skills. They were encouraged to

engage in "active" listening; hearing, supporting and restating. Participants were reminded to make eye contact, to empty their minds and **hear** the speaker, to avoid interrupting, and to restate what they heard so as to check for understanding.

Goal Setting and Appraisals

Management models were considered under the umbrella of "designing a trusting environment." Participants were informed of methods to accomplish this including encouraging participation, showing support, and goal setting. Goal setting was stressed as especially important because a characteristic of the adult learner is the need for relevance and a clear sense of goals in which objectives, criteria for success and working conditions are clearly identified. Working conditions were defined as circumstances that an employee may feel might be either a barrier to reaching the goal or a need required in order to reach the goal.

Participants were reminded that employees are more fulfilled and successful when they participate in their own goal-setting, thus administrators should be aware of the goals workers have for projects, and incorporate their goals with the mission of the organization whenever possible.

The mission statement should be clear, concise, and memorable, and it should accurately represent the organization's direction. Staff should be keenly aware of the organization's mission and should use it as the backbone of project development. The project planning process is hierarchical. It begins with the mission, then lists strategies to accomplish the mission, lists tactics to accomplish the strategies, reviews budget considerations and considers current plans, and finally executes the tactics.

The group was reminded that in all, the

appraisal process can be threatening to both the employee and to the supervisor. However, done effectively, the appraisal can be an opportunity to balance individual development with the needs of the organization. Thus, learning how to manage well-developed appraisal systems increases the probability that the organization will meet its goals as it retains, motivates and promotes productive people.

Budgeting and Accounting

An interesting aspect of the discussion of strategies to ensure the best use of available funds was the differentiation between accounting and budgeting. Accounting deals with past expenses and budgeting has to do with expenses the organization is planning for the future. Close attention to both are vital for the continued success of the organization.

Each of the four areas of discussion summarized here was presented using the best of educational models. Participants were given advance organizers, opportunities to practice skills independently and collaboratively, and time to review and analyze activities and information. The workshop, "Beyond the Basics," was very well thought out, responsive to the interests of the participants, and imminently practical. The workshop was offered by Teresa Delgadillo-Harrison of Harrison Associates and was well received by the 60+ MESC participants.

Cathy McCarty-Procopio is Museum Educator at the J. Paul Getty Museum in Malibu.

Edline Focus

Skirball Museum Prepares for Big Move

by Adele Lander Burke

History

The Hebrew Union College, founded in 1876 in Cincinnati, Ohio, is a graduate school and seminary for students pursuing careers in the rabbinate, education, and social work. In addition, graduate studies are available in Jewish history and philosophy. The College has four campuses—Cincinnati, New York, Los Angeles, and Jerusalem.

The College's museum collection began in the early years when a group of Jewish ceremonial objects were amassed to be used in teaching about Jewish ritual observances. This collection grew with the acquisition of significant Judaica collections in Europe in the 1920's. In 1972, the College's museum collection was brought to the Los Angeles campus and renamed the Skirball Museum in honor of its principal benefactor, Jack Skirball.

In 1993, the museum will move once more to expanded facilities in the Skirball Cultural Center on Sepulveda Blvd at Muholland Drive. The new building will house 18000 sq. ft. of exhibition space, a 350 seat auditorium, a cafe, a gift shop, several classrooms, and a youth-oriented discovery center.

Today, the Hebrew Union College Skirball Museum, with over 20,000 objects, has one of the world's premier collections of Judaica. The collection reflects a long and varied Jewish history, ranging from antiquities from Israel, to significant European

Jewish ceremonial objects, to prints, drawings, paintings and sculptures which reflect the Jewish experience. Since 1985, the museum has actively sought to collect objects reflecting the American Jewish experience in particular, resulting in over 2000 objects in its Project Americana Collection.

The museum currently has approximately 3000 sq. ft. of exhibition space. In that space are permanent exhibits "A Walk Through the Past," which provides a contextual framework for understanding the museum's archaeological collection; "Let Us Give Honor to the Torah," which explains how the Torah scroll (the form of the Hebrew Bible that is read in synagogue) is written, dressed, decorated and housed; "Celebrations," which provides a survey of Jewish holiday and life cycle observances through its ceremonial objects from a wide variety of Jewish communities around the world; and "Project Americana Sampler," which highlights the museum's growing collection of American Jewish memorabilia, and chronicles the American Jewish experience. A small changing gallery features a variety of objects, recently acquired, that portray the depth of the museum's collection.

Education

From the beginning, the Skirball Museum has always placed a high priority on its educational mission. When its offices opened in Los Angeles in 1972, its Curator (and now Director) Nancy Berman, immediately began to create a docent training program so that visitors could be given informed and lively tours of the exhibits. In 1977 the museum received a large grant from the National Endowment for the Humanities to develop its highly acclaimed school outreach program, called M.U.S.E.—Museum

Utilization for Student Education. In addition to docent tours, and a school touring program, the museum has continually offered quality public programs geared to adults and families. These have included lectures, films, symposia, and all day family festivals. I might add that all of these educational endeavors are generated by a small education staff of two professionals and one secretary.

Since 1978, the MUSE project has been the core of the museum's educational endeavors. The project was developed by a team which was headed by the museum's education coordinator and the dean of HUC's graduate school of education. The MUSE project utilizes the resources of the museum to teach children about Jewish life and heritage in a multi-cultural context, emphasizing the parallels between all ethnic groups in America. MUSE seeks to use the museum's objects as primary resources to evoke a sense of excitement and curiosity about the past and help make cultural history come alive. Through learning about history with an emphasis on everyday people and events, students are encouraged to make connections to the contemporary world and their personal experiences.

The discovery method of learning, based on the thinking of Jerome Bruner, upon which the MUSE lessons are based, stresses questioning and critical thinking and has proven to be a highly effective model for museum education. This approach is reflected in both the classroom kits and the museum experiences as described below.

The heart of the MUSE program is the firm belief that students' visit to the museum will be most effective if proper and serious (but fun!) pre-visit outreach materials used in the classroom serve as orientation to the museum visit. Therefore, in developing a

museum visit, the education staff places a great emphasis on developing the pre-lesson materials, as in creating the museum tour itself.

Each teacher who brings a class to the museum is first trained in the use of the pre-lesson kit by a member of the museum staff. The kits include artifacts, videos, role-playing games, learning centers, and detailed teacher's guides. This one-hour training session (and the use of the pre-lesson) is an essential part of the program. Once the teacher has invested the time and effort to come down to the museum to be trained in the use of the pre-lesson kit, s/he is much more invested in the overall outcome of the museum visit.

As a result, the students coming to us, for the most part, have participated in one to two hours of learning about a particular subject matter, before they reach us. Consequently, the museum tour, 1 and 1/2 hours long, is built on the basis of the classroom lesson. The tour itself is always highly interactive, usually including either a craft project, a matching exercise, a chance to touch objects, or to dig in our simulated excavation site. The tour always seeks to compare something about the Jewish experience to the experience of the youngsters themselves, drawing parallels between American Jews and other ethnic groups.

The tour guides for the MUSE project are volunteer docents who receive almost 90 hours of training in order to give these tours. They spend three to four months learning about the objects in our collection, as well as Jewish history and customs, and Jewish art history. They spend another four months learning and practicing the techniques necessary to give these tours. The museum currently has a corps of 35 docents.

In developing other educational pro-

grams, the education department generally follows the MUSE "model." We have developed numerous pre-lessons for changing exhibitions, and have utilized the interactive touring approach with adult groups as well.

For the past year, and until we move to our expanded museum in the Skirball Cultural Center in 1993, the education department has devoted time to experimenting with various new approaches to museum education. Last year we commissioned an original play for children based on four objects in our collection. The play, "Bivas Freskas, Tales Sephardic Objects Tell," successfully reached 34 school groups totalling 1500 children, to explain through the objects, the expulsion of the Jews from Spain in 1492. A pre-lesson which traced the migrations of Spanish Jews, was offered to schools as orientation before seeing the play.

Through a generous grant from the Smart Family Foundation, the education department has spent the past 18 months developing a new classroom kit which will be used as a pre-lesson for the Americana galleries in the Cultural Center. The theme of this kit, tied to the fifth grade curriculum, will be "New Americans." It will offer the story of Jewish immigration to America as a model of the immigration story of other ethnic groups. The kit will deal with the themes of liberty (why people come to America), opportunity (what opportunities are available for immigrants), and identity (how does an ethnic group maintain its identity while assimilating to American culture). Components of the kit include a 7 foot American history timeline, a set of puppets and script, a game about occupations, the video "Molly's Pilgrim," and a detailed teacher's guide. This kit will be ready for classroom testing in January, 1992.

In this time of transition, the Skirball

Museum's education department is shifting its focus. The projects for the future are exciting and challenging. It is our dream to host MESC in our wonderful new facility in 1993.

Adele Lander Burke is Education Coordinator at the Hebrew Union College Skirball Museum

In the Community

Museum of Contemporary Art, Los Angeles

As part of its ongoing commitment to provide the education necessary for a better understanding of contemporary art, the Museum of Contemporary Art will present "Art Talks" during the months of November and December. The "Art Talks" will be held in conjunction with the following exhibitions: "Selections from the Permanent Collection: 1975-91" and "Ad Reinhardt." "Art Talks" in conjunction with "Selections from the Permanent Collection" include: Sunday, November 3, 3:00 p.m., Bill Viola, artist in the exhibition, will talk on a subject related to the exhibition. At the Temporary Contemporary. Thursday, November 7, 6:30 p.m., Ann Goldstein, Co-curator of the exhibition, will give a talk related to the exhibition at the Temporary Contemporary. Sunday, December 8, 3:00 p.m., Robin Mitchell, artist, will speak on "Painting: Selections from the Permanent Collection, 1975-91" at the Temporary Contemporary. "Art Talks" in conjunction with "Ad Reinhardt" include Sunday, November 10,

3:00 p.m. when Yve-Alain Bois, Pulitzer Professor of Fine Arts, Harvard University, will discuss "Reinhardt's Art: Not Quite Visible," at California Plaza. Sunday, November 17, 3:00 p.m. Barbara Rose, Editor-in-Chief, *The Journal of Art*, speak on "The Subject Matter of Ad Reinhardt." in MOCA's Ahmanson Auditorium. Thursday, December 5, 6:30 p.m., Alma Ruiz, Assistant Curator of exhibition, will speak on a subject related to it, in the galleries at California Plaza. Thursday, December 12, 6:30 p.m., Stephen Prina, artist, will give a talk on a subject related to the exhibition at California Plaza.

These talks are included in the cost of admission to the museum. For information call 213-621-1748.

Workman and Temple Homestead Museum, City of Industry

On Saturday, December 7 and Sunday, December 8, from 4:00-7:30 p.m. enjoy a visit to the museum's brilliantly lit, authentically decorated 1920s Spanish Colonial Revival mansion, "La Casa Nueva." Guests will take part in special tours highlighting Christmas celebrations in Southern California during the 1840s, 1870s, and 1920s, meet living history actors, and enjoy musical entertainment and refreshments. Ticket sales begin November 1. General admission is \$2; students and senior citizens \$1. For information, call (818) 968-8492.

Natural History Museum of Los Angeles County, Exposition Park

Original Indonesian culture will be brought to Los Angeles and will be featured at the special Gallery Shop in the Natural History

Museum in conjunction with the *Court Arts of Indonesia* exhibit. The exhibit and shop will be open from 10 a.m. to 4:45 p.m. Tuesday through Sunday, beginning October 19 and ending January 5, 1992. The exhibit is part of the nationwide Festival of Indonesia and the shop will feature items that reveal the traditional and contemporary lifestyle of the Indonesian islands and its people. The Gallery Shop will be stocked with books on Indonesian rain forests, wildlife, dances, art, and cuisine, travel guides, notecards, jewelry, baskets, masks, textiles, and shadow puppet kits. For more information, call (213) 744-3488.

Children's book writer and illustrator *Aliki* will give two drawing demonstrations and autograph her books at the George C. Page Museum of La Brea Discoveries on Sunday, November 10, from 12 to 4 p.m. Beginning at 12:30 and at 2:30, Aliki will give away her drawings to members of the audience. The drawing presentations and book signing will also be free of charge (museum admission is not required). For more information, call (213)- 857-6300.

Whales Tales, the Natural History Museum's twice monthly family program, will teach families how to make easy handmade, pop-up holiday cards on Saturday, November 16, from 1:30 to 3:30 p.m. in the Times Mirror Room Annex. Free with museum admission. Call (213) 744-3534 for information.

Hebrew Union College Skirball Museum

"From Dan to Beersheva: Recent Archaeological Discoveries in Israel" is the title of a lecture that will be given at the Skirball Mu-

seum on Monday, November 25, 7:30 p.m. by Dr. Thomas E. Levy of the Nelson Glueck School of Biblical Archaeology, Hebrew Union College, Jerusalem. The archaeological research projects of Hebrew Union College span the geographical length of Israel as well as its long history. In this slide lecture, Dr. Levy, who directs major archaeological research in Israel, will highlight exciting discoveries and research that the College has carried out this past year from Tel Dan in the north to Gilat in the south. Admission: \$4; free to members. Call (213) 749-3424 for information.

MESClassifieds

Position Available

Gallery Educator/Adult Tours

The Museum of Contemporary Art

The Museum of Contemporary Art is looking for qualified individuals to prepare and conduct interactive and lecture gallery tours for the general public and other adult groups. After an initial training period, educators will plan and present gallery tours Thursdays through Sundays. Qualifications: B.A. in art history, art education, studio art or a related field, or substantial course work in art including knowledge of contemporary art; excellent communication skills. Teaching experience, knowledge of contemporary art and fluency in Spanish are desired. Wage is \$10.00/hr, 10 hours weekly. Please send resume to Kim Kanatani, MOCA, 250 S. Grand Avenue, Los Angeles, CA 90012.

Executive Director

American Cetacean Society

The American Cetacean Society protects whales, dolphins, and porpoises and their habitats through public education, research grants, and conservation actions. Its current annual budget is \$300,000.

The Executive Director is the chief administrator for ACS and responsible for implementing the Society's policies and programs. The Executive Director supervises and coordinates office, volunteer, and staff functions. He/she is responsible for administering ACS funds; preparing an annual budget; promoting the growth and development of ACS through fundraising and membership. He/she reports to the Board of Directors and maintains an active liaison with ACS Chapters and other organizations and individuals involved with the mission of ACS. He/she is responsible for maintaining current educational programs for the public and enhancing ACS's image through public relations. The successful candidate will have experience with not-for-profit organizations at a hands-on management level, strategic planning, supervisory, and proven fund-raising abilities. Business degree preferred. Must have verbal and written communication and public relation skills. Interest in wildlife, especially marine mammals, desirable. Salary is negotiable. Send letter, salary requirement, and resume to:

Search Committee
American Cetacean Society
P.O. Box 2639

MESC

c/o HUC Skirball Museum

3077 University Avenue

Los Angeles, CA 90007

MESC

MUSEUM EDUCATORS OF SOUTHERN CALIFORNIA MEMBERSHIP FORM

Membership Categories

Institutional: Allows a museum to be represented by an open number of attendants at any regular meeting; includes memberships sponsored by institutions and/or their support groups.

Individual: Valid only for the person in whose name the membership is held.

Student: Open to individuals with valid student identification.

Annual dues (check one)

- ☐ Institutional.....\$35.00
☐ Individual.....\$15.00
☐ Student.....\$10.00

- ☐ Renewal
☐ New Membership

Name _____

Title _____

Institution _____

Address _____

City and Zip _____

Phone (day) _____

(eve) _____

Amount enclosed _____

Date _____

Make checks payable to: MESC

Mail to: MESC, c/o Palm Springs Desert Museum, P.O. Box 2288, Palm Springs, CA 92263