PART 1: Welcome to the Exploratorium ............. 3
PART 2: Past, Present, and Future .................. 7
PART 3: A Museum Filled with Hundreds of Explore-for-Yourself Exhibits ................. 11
PART 4: An R&D Facility that Tests the Boundaries of Informal Science Learning .... 14
PART 5: An Interactive Environment for Science Education Research & Reform .... 17
PART 6: A Laboratory for Experimenting with Media & Communication .................. 19
PART 7: A Staging Area for Creating and Experiencing the Arts ..................... 23
PART 8: A Community of People Sharing Ideas, Experience, & Expertise .............. 25
PART 9: Facts, Figures, & Contact Information .... 29
San Francisco’s Palace of Fine Arts, the Exploratorium’s iconic home, is a masterpiece of quiet contemplation. Surrounded by stately homes, an elegant colonnade, an imposing rotunda, and neat garden paths that circle a reflective lagoon, you might expect the building to house an equally quiet, contemplative experience. But that’s not exactly the case. Open the doors and walk into the Exploratorium, and a very different experience awaits.
Inside is a cavernous space teeming with activity, its darkened interior exploding with the lights, sights, colors, and sounds of people experimenting with hundreds of explore-for-yourself exhibits.

Wander in on a typical day, and you’ll find visitors taking their own personal journeys through a maze of interactive investigations or being towed by enthusiastic companions bent on their own must-play destinations. Each exhibit they stop at offers a new experience: Touch a tornado, see inside a live zebrafish egg, or maybe just consider the thought-provoking opportunity of taking a long, cool drink from a toilet-bowl fountain.

SELF-GUIDED EXPLORATION

There’s no right or wrong way to use an Exploratorium exhibit. While a researcher might use the Chaotic Pendulum exhibit to investigate complex systems, for example, a preschooler might get a kick out of just turning the knob to make the little man go—a rewarding accomplishment in itself when you’re five.
Chances are, every nook and cranny of the building is filled with activity. Look in the theater and you’re likely to find films about shadows being screened, or perhaps there’s a lecture-discussion on nanotechnology in session. Peek in through the windows of a classroom and you might see teachers building mini-exhibits for their students or experimenting on frozen spheres of water with food coloring, power tools, even condiments. (What happens when you pour sugar on an “ice balloon”? How about salt? Why the difference?)

It’s fascinating—and fun. But it’s a lot more than that. It’s also serious learning. Unlike the passive environment of knowledge transfer that is the hallmark of many traditional institutions, Exploratorium exhibits prompt active investigation. In fact, most of our exhibits don’t actually “do” anything unless someone takes the initiative to use them. As a result, every visitor ends up having a distinctly personal experience.
Welcome

But the Exploratorium is much more than a collection of exhibits. In fact, what most people see when they visit is just a small part of what the Exploratorium is all about. Behind the scenes are youth-development efforts, homeschool and after-school programs, arts residencies, media experiments, teacher professional-development programs, informal education research, and much more.

The Exploratorium’s reach goes far beyond the museum’s walls, transforming teacher practices, creating alternative educational experiences, developing institutional partnerships, networks, and online communities, and extending learning experiences to people all around the world. Our goal is to give people of all ages not just the tools but also the confidence they need to become active investigators and explorers, helping them let go of old, passive models of learning and see themselves as active partners in the learning process.

The prototype for the modern science center, the Exploratorium is unique in its ability to forge new paths. It was the first museum to include artists in its exhibit-development process, the first museum to be established as a center for teacher professional development, and the first independent museum to have a website. Today, it’s the epicenter of world science centers, originating programs, exhibits, and experiences that reach millions of visitors around the globe.

“Best Science Center in the World.”
—4th Science Center World Congress, Rio de Janeiro
Past, Present, & Future

A Brief History
The Exploratorium opened to the public in the fall of 1969. Richard M. Nixon was president, and the Vietnam War and racial tensions continued to divide the nation. Neil Armstrong had just taken humankind’s first walk on the moon, Andy Warhol was creating pop-art images of soup cans, and the hot tub had just been introduced in California. More than 70 million children from the post-war baby boom were becoming teenagers and young adults, and San Francisco had become a nexus for social experimentation. It was the perfect place—and the perfect time—to try out a new way of learning.

Frank Oppenheimer, then 57 years old, had already had three life-shaping careers before coming to San Francisco. A brilliant physicist in his own right, he’d been a university professor and worked beside his brother, J. Robert Oppenheimer (known to some as the “father” of the atomic bomb), on the Manhattan Project of the 1940s. Barred from pursuing scientific research during the McCarthy era of the 1950s, Frank retreated to small-town Colorado and became a cattle rancher. Before long, his passion for knowledge and learning led him back to teaching, and he began to share his view of the world with students at the local high school.

Considering the richness of his own life experiences, Frank was no typical science teacher. He put down the textbook and filled his classroom with the hands-on tools and materials that had become his trademark and that would ultimately lead him to create the Exploratorium. In 1969, Frank’s dream of transforming science education brought him to San Francisco and to the cavernous—and very empty—Palace of Fine Arts.

Frank poured heart and soul into his “San Francisco Project,” working alongside the artists, educators, and developers whose job it was to build and maintain Exploratorium exhibits and help visitors use them. He served as the museum’s director until just before his death in 1985.

The Exploratorium grew enormously during the 1980s, continuing the work Frank set in motion. After a series of acting directors, Dr. Robert L. White, Chairman of Stanford University’s Electrical Engineering Department, directed the institution from 1987 to 1990. In 1991, renowned French physicist and educator Goéry Delacôte joined, serving as Executive Director until 2005. Dr. Delacôte worked toward extending the reach of the museum, expanding teacher-development programs, creating a robust Web presence, and supporting the formation of partnerships worldwide.
Today...

Today the Exploratorium is led by Dr. Dennis Bartels, a nationally known science-education and policy expert dedicated to strengthening the Exploratorium’s culture of lifelong learning. Under his guidance, the museum has begun a new phase of growth and exploration.

With a goal of impacting policy throughout the country, programs have been designed to make connections between the traditionally separate worlds of education in formal and informal environments: connecting the way science is taught in schools with the way it’s approached in science centers; making rarely seen scientific research accessible to the public; providing a venue for experimental artists to interact directly with live audiences.

Over the past few years, Exploratorium staff have pioneered innovative ways to make these connections, working with researchers at the South Pole, NASA scientists studying the atmosphere of the sun, playground designers creating immersive experiences for children, even Tibetan monks investigating the philosophic underpinnings of scientific phenomena.

CHANGING HOW THE WORLD LEARNS

At the Exploratorium, giving visitors control of their experience gives them the opportunity to exercise their own curiosity, insight, and creativity, breaking down barriers that can make learning science a daunting experience. People come away with valuable tools for understanding the world around them and the confidence to apply them, rarely noticing that they’ve actually learned by having fun.
Past, Present, & Future

...and Tomorrow

While the Exploratorium’s philosophy remains the same, its scope of work has grown enormously over the years. Staff, programs, and facilities filled up the physical space at the Palace of Fine Arts long ago, spreading out not just to multiple buildings on the nearby Presidio, but even into the hollow legs of the rotunda that fronts the adjacent lagoon.

Right now, the Exploratorium is an explosive force being held in by too-small walls. But we’ve got our sights set on a future that will see us well on our way to setting and achieving new goals for the 21st century. We hope you’ll come along for the ride.
Today, it’s easy to take for granted the innovations pioneered during the institution’s early days, but in the 1960s, the idea of offering interactive science explorations in a public setting ran counter to the accepted model of what a “museum” even was. Frank’s experiment was so different that not only did he need a new term to describe the place itself (an “Exploratorium”), he even needed people to model its use. From the beginning, the museum’s young Explainers didn’t explain the science behind the exhibits as much as they encouraged visitors to feel comfortable using the exhibits, since “please touch” was not a familiar way to behave in a science museum.

The Explainer Program, now replicated around the world, was just the first in a long line of innovative programs that had their start at the Exploratorium. By adding artists and educators to its staff of scientists and exhibit developers, the institution began creating experiences that were unique among science centers. Soon Frank, who believed in sharing rather than holding on to knowledge, was conducting tours of the new Exploratorium, and Exploratorium-developed innovations and exhibits began to be adopted by museums from Boston to Beijing.

It's been estimated that, to date, more than 145 million people around the world have interacted with Exploratorium-designed programs and exhibits.

Today, the Exploratorium is an “only in San Francisco” experience that reflects the city’s exciting, experiential character. But on an international scale, it’s acknowledged as a unique evolutionary force, redefining the role of the science center and revolutionizing science education for both children and adults worldwide.

**Impact**

More than forty years after Frank Oppenheimer began his “Exploratorium experiment,” hundreds of science centers worldwide have embraced the Exploratorium’s approach to learning by doing. By making science visible, touchable, and accessible to people of every age and description, the Exploratorium’s experiential approach has impacted science education worldwide and influenced people around the globe.
A Museum Filled with Hundreds of Explore-for-Yourself Exhibits

Exhibits

It’s often been said that the Exploratorium’s first “official” visitors wandered in one day when founder Frank Oppenheimer forgot to lock the museum doors behind him. Whether or not the story is true (and it probably is), it’s typical of the Exploratorium’s ethos and culture.

The Exploratorium wasn’t finished when it opened, and it isn’t finished now. In fact, Exploratorium exhibits—built by the museum’s own staff of scientists, artists, tinkerers, and thinkers, or by visiting artists and collaborators—are never considered done. They’re “working prototypes,” subject to continuous evaluation, change, update, rework, or replacement. Some of the first exhibits created for the museum are still available for visitors to explore. Others have come and gone, and still others have evolved through the years, transforming with each iteration.

By focusing primarily on natural phenomena, the museum’s exhibit collections offer insight into the basics of scientific understanding. Core collections provide overarching, yet flexible structures for the museum’s curriculum and organization.
Core Collections

SEEING presents illuminating insights into the complex processes of interpreting the world through eye, brain, and experience.

TRAITS OF LIFE investigates the riotous diversity of life, exploring its underlying unity with unique exhibits and demonstrations.

WORLD OF MATTER exhibits electricity, heat and temperature, motion, and complexity, giving visitors a close-up look at the “stuff” our world is made of.

LISTEN gives visitors the opportunity to examine how, what, and why they hear what they hear.

MIND asks visitors to think about the workings of the mind—from how we make judgments and decisions to consciousness, belief, and understanding.

OUTDOOR EXPLORATORIUM—a collection of experimental exhibits installed along the waterfront at nearby Fort Mason—offers interactive explorations of San Francisco Bay.

TEMPORARY EXHIBITIONS

From time to time, the Exploratorium enhances its collections with both long- and short-term temporary exhibitions. Some are brought in from outside venues, but most are conceived, built, and/or curated by museum staff—including “Reflections” (2009) and “Geometry Playground” (2010).
Visitor Experience/Research

The Exploratorium’s Visitor Research and Evaluation department studies the use and effectiveness of our exhibit collections and practices, as well as the impact of informal learning on the museum floor. Not only does their work help improve Exploratorium exhibits and programs, the books, reports, and studies they undertake also inform the museum field worldwide. Since the group’s inception in 1996, visitor research and evaluation efforts have become an integral part of the museum’s exhibit design and development process.

BUILDING SCIENCE ON SITE

Exploratorium exhibits are built on-site and by museum staff. Our open-to-view Machine Shop—itself considered a seminal exhibit—lets visitors watch scientists, artists, educators, and exhibit developers at work.
An R&D Facility that Tests the Boundaries of Informal Science Learning

Lifelong Learning Programs

“I have invested in this place over the years. Why? Because I know its value. The Exploratorium is priceless in the education of our young people. In fact, it’s priceless in the education of just about everybody.”

—William Hewlett
Co-founder, Hewlett-Packard Company

**Educational Outreach:** Educational Outreach links the Exploratorium with community-based organizations serving inner-city children, teens, and families throughout the San Francisco Bay Area. Services to schools, community centers, children’s hospitals, and after-school programs are provided free of charge and give at-risk and underserved children the opportunity to use simple tools and hands-on materials to do everything from wiring circuits to creating homemade musical instruments. The program also provides free educational materials, professional-development workshops, and access to Exploratorium resources. Selected middle- and high-school-aged students participate in technology programs during intensive summer sessions and during out-of-school time throughout the year.

**School Field Trips:** Each year, thousands of school groups visit the Exploratorium on field trips. The Exploratorium’s unique laboratory setting offers opportunities rarely available in schools for science learning. Additional resources to support teachers before, during, and after field trips are available online.
Day Camps: At the Exploratorium, day camps are available year-round. Designed for children ages 5–14, programs offer a combination of fun group activities, free time with exhibits, outdoor explorations, and one-on-one time with museum educators. Summer Camp, weekend camps, Winter Break Camp, and Spring Break Camp fill out the year.

Family Workshops and Excursions: For families looking for something special to do together on the weekend, the Exploratorium offers a variety of exciting workshops and excursions, from bicycle outings to Fort Mason to discovering magnetic “black sand” at Ocean Beach. These engaging and innovative experiences give family members a chance to play—and learn—together.
Homeschool Science Workshops: In this popular program, parents and children together explore key science and human perception concepts through a combination of guided inquiry, exhibit exploration, and in-depth classroom activities. These workshops give students ages 6–12 the opportunity to work with one another in a safe social setting, and parents get to share their own experiences with one another.

Adult Discussion Groups, Workshops, and Excursions: New program formats to meet the needs of adults are under development, including a series on Sustainable Architecture, with behind-the-scenes access to local green buildings and the experts who made them.

“Since its inception, San Francisco’s Exploratorium has set the standard for experiential approaches to learning.”

—Howard Gardner, Hobbs Professor of Cognition and Education, Harvard Graduate School of Education
Teacher Professional-Development Programs

**Teacher Institute:** Celebrating its 25th anniversary in 2009, the Teacher Institute is a professional home for more than two thousand middle and high school science and math teachers who have formed a unique community dedicated to sharing and exploring information, activities, and teaching strategies. The Teacher Institute’s support is career-long and includes formal programs for novice, mid-career, and veteran teachers. In these programs, teachers mentor one another, attend summer institutes together, share ideas in online forums, develop hands-on activities and innovative lessons, experiment with new technologies, and more.

**Institute for Inquiry:** The Institute for Inquiry, which began its life more than 30 years ago as the original “School in the Exploratorium,” has evolved into a highly sought-after professional-development program focusing on inquiry methods of teaching and learning. Today, the Institute for Inquiry provides workshops and online resources for a national and international community of K–5 education reform leaders and school districts. Institute for Inquiry staff also work with teachers, professional developers, school administrators, and university educators interested in exploring the theory and practice of creating inquiry-based experiences in the classroom.
High School Explainer Program: In this work-based learning program, high-school-aged students from a wide variety of cultures and backgrounds are brought together to support general museum operations. The program combines on-the-job experience and academic instruction to encourage students to explore, teach, and learn. For most, this is a first paid position, and so brings additional responsibilities of personal and professional growth. With continuing support and training by program staff (all of whom are graduate Explainers) and Exploratorium scientists and educators, the program is a valuable formative experience for young men and women.

Field Trip Explainer Program: Field Trip Explainers are educators who work with students visiting the Exploratorium on school field trips. They support the goals of these visiting groups and work to ensure a positive and rich experience, facilitating demonstrations, giving orientations, and interacting with students at exhibits on the museum floor. Field Trip Explainers are diverse in their academic, professional, and life experiences; what they have in common is a love of working with kids and an interest in developing their professional skills. Field Trip Explainers also help out staff during special events and lend their talents to a variety of museum projects and programs.

“When you get to come and try to do gravity yourself, it makes it funner. That’s the way I see it.”

—Ceondra P., age 14
A Laboratory for Experimenting with Media & Communication

Online Communication

Website: Making its debut in 1993, the Exploratorium was the first independent museum to have a site on the World Wide Web. Today, our online presence encompasses more than 25,000 pages of content, and continues to grow every day. With everything from information, educational activities, and blogs, to Web-based arts and exhibitions, the site is an extension of the explorations and experiences on the museum’s floor. Among its many honors, the Exploratorium’s website has received Webby Awards for Best Science Site and Best Education Site a total of five times since 1997. An online destination for visitors, educators, museum professionals, and people around the globe, it’s one of the most visited museum sites in the world, serving 20 million visitors each year.

Exploratorium staff are always experimenting with new ways to interact in cyberspace—from the virtual world of Second Life to the online social-media communities of Facebook, Twitter, MySpace, and more.
Media & Communication

Learning Commons: The museum’s traditional library has undergone a makeover and name change, reflecting trends in small-group collaborative learning and access to media tools. The facility serves educators who are alumni of our professional-development programs, as well as staff. Efforts to digitally archive the Exploratorium’s legacy of content development for preservation and access are centered in the Learning Commons.

Media Archives: Our archivists have undertaken the gargantuan task of digitizing more than forty years’ worth of media originating in every imaginable format. The audio, video, image, print, and even online files that have been saved—and there are thousands still to be processed—give us unprecedented access to records that span the decades, showing the beginnings of the Exploratorium, its growth and evolution, and its current focus and goals. Images from the museum’s early years and content from past events and exhibitions have been found and restored. Hundreds of forgotten video and audio recordings have also been rescued by these efforts, revealing the formative work and ideas of now-prominent artists, scientists, and musicians who have visited the Exploratorium.

“We cannot go on in a society like this, having so many people essentially ignorant of science.... They have to be told about science in the right way, and that’s where the Exploratorium comes in.”

—Dr. Francis Crick
Nobel Laureate and co-discoverer of the structure of DNA
Photography: With unique access to the phenomena of science, our extensive photo collection is a goldmine of unusual and imaginative imagery. Thousands of photos document everything from the excitement of special events to the intensity of the creative process to the elegance of the effects revealed by the museum’s artworks and exhibits.

Moving Images: Our Moving Images staff documents the sights and sounds of Exploratorium programs, both at home and abroad. Our state-of-the-art Phyllis C. Wattis Webcast Studio is home to innovative programming that brings compelling explorations in the arts and sciences live and via the Internet to individuals, schools, and institutions worldwide. Live and archived videos, webcasts, and podcasts created for programs museumwide are available online at www.explo.tv.

“No one in recent years has had a greater impact upon museums.”

—American Association of Museums Award to Exploratorium Founder Dr. Frank Oppenheimer
Print Publications: With sales of 40,000 copies of Exploratorium-developed publications each year, our Learning Tools program is dedicated to sharing innovative ideas in teaching and learning and bringing hands-on activities to teachers, students, and families. In 2006, our award-winning book Exploratopia (Little Brown and Company) brought more than 400 kid-friendly experiments to families and classrooms and continues to provide a foundation for online offerings and on-site events. In 2009, twenty-five years after its introduction, the Exploratorium Science Snackbook was re-envisioned and republished (Jossey-Bass/Wiley), providing instructions for making more than 100 classroom-sized exhibits from everyday materials and giving teachers new ways to offer hands-on science in even the most challenging of environments. Journal articles, monographs, and books produced and disseminated to the informal science education field share the Exploratorium’s philosophy and lessons learned and contribute to the professional knowledge base of informal learning institutions worldwide.
A Staging Area for Creating & Experiencing the Arts

Arts Programs: Exploratorium Founder Frank Oppenheimer considered science and art complementary ways of seeing the world and fostered the arts as part of the museum’s vision and development—a pioneering concept that has been woven into the fabric of the institution. Over the years, hundreds of artists working in every imaginable discipline, both on-staff and through our artists-in-residence programs, have enlivened the museum floor, creating original installations and performances, engaging in experimentation and research, and developing new directions for their work. Today, the Exploratorium’s program is considered a model for museums around the world, and several former staff members and artists-in-residence have been awarded MacArthur Fellowship “genius grants.”
Public Programs: Public programs animate the Exploratorium with innovative events, activities, and experiences, from original plays and artists’ presentations to crafts demonstrations and lecture-discussions. Programs might complement new exhibitions, address social issues, make current events in art and science available to the public, feature cutting-edge technologies, or just focus on the fun of seeing things from a new, and possibly unexpected, point of view. Our new After Dark series—special evening events for adults—totally transforms the museum on the first Thursday of every month.

Cinema Arts: The magic of the moving picture marries the arts and sciences with everything from sound and image to technique and technology, and all of those realms are explored by the Exploratorium’s Cinema Arts Program. Screenings, art installations, workshops, and one-on-one interactions with visiting artists and filmmakers give visitors the opportunity to explore compelling alternative films through stories and evocative images about people, places, and ideas that extend beyond the museum’s walls.

PODCASTS
The Exploratorium has a long history with music, film, and performance arts, serving as a unique venue for such performers as Laurie Anderson, John Cage, Phillip Glass, Steve Reich, Brian Eno, and Trimpin, among others.
Learning Networks: The Learning Networks group works with outside collaborators to build knowledge and practice about science learning in informal settings. Projects spanning research, public programs, and professional development stress the role of imagination, creativity, and aesthetics for designing experiences that engage participants with natural and social phenomena. Current projects include the technology-rich investigations of the PIE (Play, Invent, Explore) program, research conducted by the Center for Informal Learning and Schools, a partnership with the National Oceanic and Atmospheric Association (NOAA), and professional-development workshops that integrate research and practice for educators from informal-learning organizations worldwide.

“Exploratorium influences science museums new and old.”
—Physics Today magazine
Anyone who has ever visited any of the world’s three hundred interactive science and technology centers has indirectly experienced the power of the Exploratorium.”

—Forces for Good, 2007

**ExNet Partnerships:** The Exploratorium Network for Exhibit-Based Teaching (ExNET) combines exhibit and teaching programs that share the fruits of the Exploratorium’s exhibit development and education efforts with a diverse group of science-rich institutions around the United States and the world. Each year, teams of exhibit developers and educators travel to partner museums around the globe, bringing our exhibits to a worldwide audience—and bringing new ideas and points of view back with them to the Exploratorium.
**Osher Fellows Program:** Through an endowment from the Bernard Osher Foundation, the Exploratorium has established a fellowship program that welcomes four to six outstanding individuals from the arts, sciences, and humanities for month-long residencies each year. Fellows work in the museum and with Exploratorium staff to help launch new ideas for education programs and exhibit projects and contribute their expertise to inform ongoing activities.

**Strategic Alliances & Partnerships 1969–Present**

- Aim High
- American Association for the Advancement of Science (AAAS)
- Association of Science Technology Centers (ASTC)
- Boston Museum of Science
- Boys and Girls Clubs
- California School Age Consortium (CalSAC)
- Children’s Hospital Oakland
- Children’s Aid Society
- City College
- Coalition for Science After School
- Discovery Center of Springfield
- Fort Worth Museum of Science and History
- Fresno Metropolitan Museum
- G.WIZ, the Hands-On Science Museum
- Girl Scouts of San Francisco Bay Area
- Home Instructional Program for Preschool Youngsters (HIPPY)
- King’s College London
- Lawrence Hall of Science
- Los Angeles Unified School District and California Science Center
- Maker Faire
- Mathematics Engineering Science Achievement (MESA)
- Massachusetts Institute of Technology (MIT) Media Lab
- NASA–Sun Earth Connection Education Forum
- NASA/JPL Museum Alliance
- National AfterSchool Association
- National Oceanic and Atmospheric Association (NOAA)
- Omniplex Science Museum
- Project Read San Francisco
- Rainbow Seventh Day Adventist Church
- Reuben H. Fleet Science Center
- Rochester Museum and Science Center
- San Francisco Department of Children, Youth, and Their Families
- San Francisco Giants
- San Francisco Unified School District (SFUSD)
- Science Museum of Minnesota
- Society for Hispanic Professional Engineers
- Technical Education Research Centers (TERC)
- The After-School Corporation (TASC)
- University of California, Santa Cruz
- University of California, San Francisco Pediatrics Schoolroom
- YMCA
AUTHORS/EDUCATORS
Paul Black
K. C. Cole
Hubert Dyasi
Howard Gardner
Louis Gomez
Wynne Harlen
Jan Hawkins
Lewis Hyde
Eric Jolly
Evelyn Fox Keller
Sara Lawrence-Lightfoot
Jim Minstrell
Chris Mooney
Matthew Nisbet
Jon Ogborn
Jonathan Osborne
Richard Rhodes
Joanne Rizzi
Barbara Ragoff
Keith Sawyer
Michael Spock
Bob Tinker
Peter Zander

ARTISTS
Dennis Adams
Laurie Anderson
Ruth Asawa
Mowry Baden
Michael Brown
John Cage
Jim Campbell
Wendy Clarke
Joe Casumino
Paul DeMarinis
Brian Eno
Ward Fleming
Arthur Ganson
Guillerma Gómez-Peña
Joanna Haigood
Douglas Hollis
Tim Hunkin
Toshio Iwai
Rhodessa Jones
Eduardo Kac
Ned Kahn
Paul Kaiser
Walter Kitundu
Golan Levin
Rick Lowe
Gerald Marks
Bob Miller
Morgan O’Hara
Bob Ostertag
Jim Pomeroy
Rosamond Wolff Purcell
Seth and Noah Riskin
Gustavo Rivera
Muriel Ruckeyser
John Sanborn
Bruce Shapiro
Scott Snibbe
Christa Sommerer and
Laurent Mignonneau
Trimpin
Mierle Laderman Ukeles
Camille Utterbach
Bill Viola
Diane Willow
Fred Wilson

SCIENTISTS
David Ainley
Jont Allen
Jeanne Bamberger
Anders Barany
Elizabeth Blackburn
Ken Brecher
John Carlstrom
Bruce Conklin
James Crutchfield
Christian deDuve
Paul Ekman
Michael Gazzaniga
Ursula Goodenough
Allison Gopnik
Richard Gregory
Edward T. Hall
David Harwood

George Hein
Daniel Kahneman
Cynthia Kenyon
Christof Koch
Edward Rocky Kolb
Leon Lederman
Elizabeth Loftus
Roger Malina
Benoit Mandelbrot
Jonathan Miller
Philip and Phylis Morrison
Sidney Nagel
Douglas Osheroff
Swante Paabo
Dennis Purcell
Frank Rack
V. S. Ramachandran
Mitchel Resnick
Hillary Rose
Steven Rose
Oliver Sacks
Jonathan Schooler
Judah Schwartz
Arthur Shimamura
Steven Vogel
James Watson
E. O. Wilson
Terry Wilson
Kristina Hooper Woolsey

Distinguished Collaborators
1969–Present
(Osher Fellows shown in italics)

BOARD OF DIRECTORS
George W. Cogan, Chairman
William S. Fisher, Vice-Chair
Lynn C. Fritz, Treasurer
Sandra L. Otellini, Vice-Chair
Vincent L. Ricci, Secretary
Dennis M. Bartels, Executive Director

DIRECTORS
Ravin Agrawal
Gary Bengier
Shona L. Brown
Barbara A. Carbone
Kevin P. Connors
Ramon Cortines
Tom DeFilippis
Elizabeth Asip Evans
Sakurako Fisher
Adele Goldberg
Scott Hindes
Michael R. Jacobson
Richard Laiderman
Jude P. Laspa
Divsh Makan
Kenneth G. Moore
Akshata N. Murty
Ruediger Naumann-Etienne
James Y. Richardson
Philip Rosedale
E. Payson Smith, Jr.
H. Marcia Smolens
Jay S. Welker

DIRECTORS EMERITI
Ann S. Bowers
William K. Bowes, Jr., Chairman Emeritus
F. Van Kasper, Chairman Emeritus
William K. Coblenz
Paul M. Cook
Keith G. Eickman
C. Richard Kramlich
Wolfgang Panofsky
Peter C. Wendell

*In Memoriam
FACTS & FIGURES

Every Year...

- 145 million people interact with Exploratorium exhibits at locations around the world
- 20 million visitors access the Exploratorium website, which features more than 25,000 pages of original content
- 1 million unique visits are made to Exploratorium online teaching sources
- 550,000 people visit the Exploratorium
- 450,000 educators are reached by our educational programs
- 90,000+ students and teachers come to the Exploratorium on field trips
- 50,000 visitors attend on free First Wednesdays
- 40,000 copies of Exploratorium-developed publications are sold
- 11,500 individuals and families are Exploratorium members
- 3,500 underserved Bay Area children and families participate in educational outreach activities
- 225 volunteers contribute more than 15,000 hours of support
- 50+ webcasts and podcasts are produced, both at the Exploratorium and at sites worldwide

YOU CAN SUPPORT THE EXPLORATORIUM BY

Buying Educational Products
www.exploratorium.edu/store

Becoming a Member
www.exploratorium.edu/membership

Making a Secure Online Donation
www.exploratorium.edu/support

For more information, please contact the Development Department at 415-561-0385, or by email at develop@exploratorium.edu.