



# The Paper Apothecary Evaluation Report

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## **Overview**

In November 2012 The Beaney, House of Art & Knowledge received funding from The Happy Museums project for The Paper Apothecary. The project aimed to encourage real community dialogue, through the vehicle of a central project, encouraging departments from The Beaney to work together in new innovative ways. Animate Arts realised and facilitated the project inspiring staff to find meaningful connections between the local community, visitors and their department's collections and resources.

The schools, community and staff workshops began in November and on 9 February 2013; The Front Gallery at The Beaney opened its doors to The Paper Apothecary, an installation created by Animate Arts Company. The life-size and fully-functioning apothecary shop was made entirely out of paper and card, and fully-stocked with cultural treatments made from cultural and heritage ingredients found in The Beaney. Each of the specially formulated concoctions designed to make recipients happy.

Over 200 treatments were individually made and donated by the local community, staff and young people from around Canterbury. Animate Arts worked with schools and various groups to develop the stock of treatments, for a resident Chemist to dispense to visitors.

For over a fortnight, the gallery became a happiness hub, generating smiles, chatter and warmth throughout The Beaney and wider community.

This report tracks the responses and findings from this unique commission, funded by The Happy Museum and The Beaney House of Art & Knowledge.

## Schools

Four classes from four local primary schools worked directly with the artists on The Paper Apothecary project. In total, 109 children aged between 5-10 year olds, took part in a series of three workshops (approximately 15 hours contact time). Every pupil developed and created individual treatments which were included and used in the apothecary's stock.

**In workshop 1**, the pupils met the artist and found out more about the project and The Beaney. Through creative activities, they also explored the term 'happiness'. They tried to identify happiness through all the senses, colours, memory, etc, and concluded that happiness is a personal experience and subjective.

**In workshop 2**, the school met the artist at The Beaney. Each school made the journey to the museum with a conscientious effort to minimize their environmental impact, as well as opting for realistic and sustainable modes of travel. Two of the four schools travelled by foot, and the other two schools' travelled by bus.

At The Beaney the pupils and staff were invited to explore the entire building, its collections and facilities. They were tasked with the role of 'a happiness investigator' to identify and record what made them feel happy when exploring the space. Evidence was collected under very broad areas of interest such as 'people', 'animals and plants', 'artefacts' and 'moving around the building'.

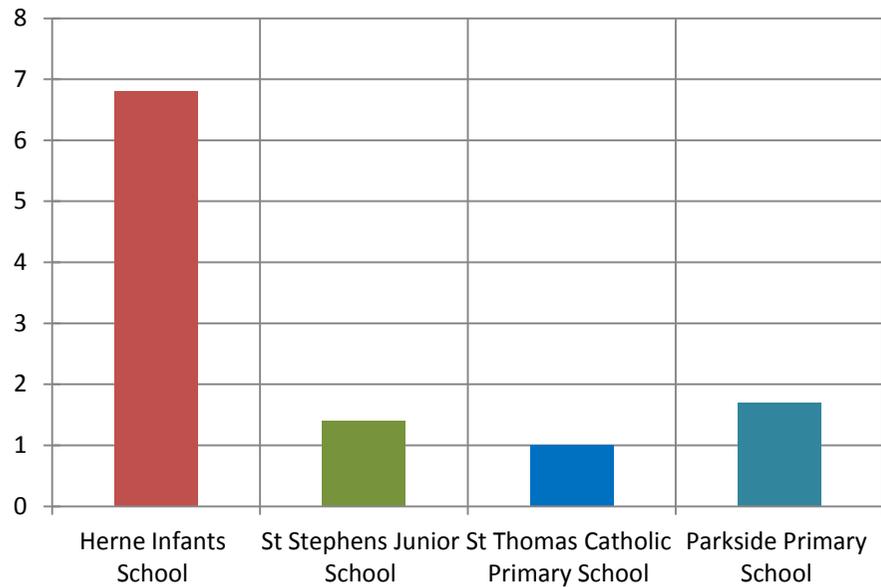
**In workshop 3**, the artist spent a full day with the pupils and staff in their school. They used their evidence from workshop 2 to develop and hand-craft a prescription, which could be dispensed to visitors at The Beaney. These prescriptions came in different forms depending on their school's area of interest.

The workshops went really well, both creatively and in building a good working partnership with all staff and pupils. It was not without its difficulties in the early days, the project team found it difficult to appoint the project to four schools. We found that there were several reasons that schools were reluctant to get involved, including,

- 1.) The tight timetable to deliver workshops (originally asking schools to complete 1-2 workshops before Christmas in order to have enough work complete before building schedule, commencing in mid-Jan)
- 2.) Term 2, the lead-up to Christmas, is notoriously busy for schools. Nativity plays, carol concerts, rehearsals, school trips and busy work schedules, make it very difficult for staff to take on an additional project.
- 3.) Changes to current curriculum and the pressures to focus on core subjects such as literacy and numeracy, means staff are nervous to be involved in creative projects if they don't explicitly support their teaching agenda, set by government.

In order to work around some of these problems, and ensure we had four schools committed to the project many of the workshops took place in January. This of course would have an impact on the build schedule; however it meant that the young people were very involved and fully committed to the project.

Although we began our search for schools within a 1-2mile radius of The Beaney, we also started to cast this net wider across the Canterbury district, and found other schools keen to be involved.

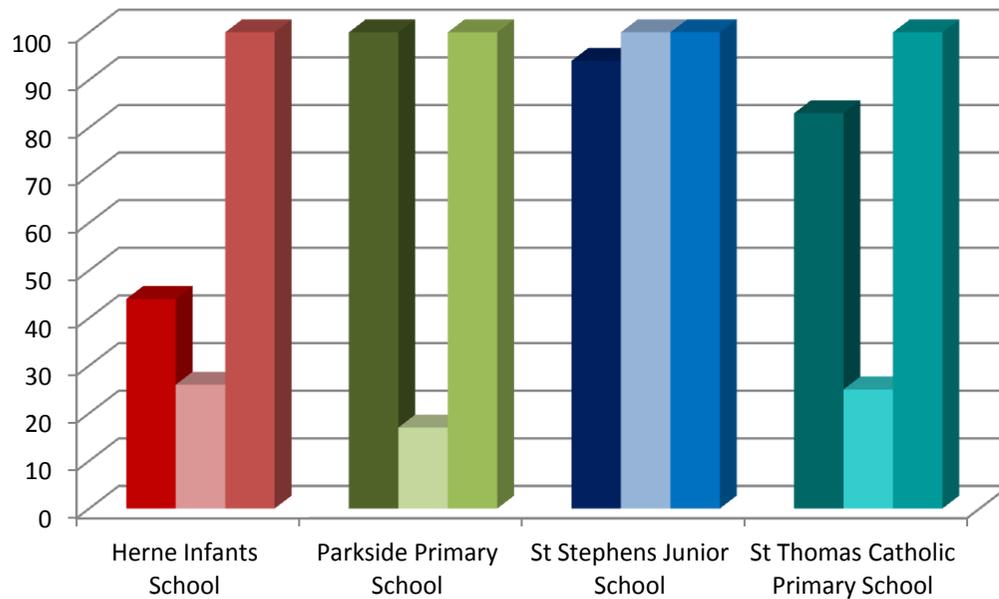


## Distance between school and The Beaney

In miles

*Notes about data:*

*Herne Infants school and Parkside Primary both travelled by bus  
St Stephens and St Thomas walked to The Beaney.*



## Relationship between pupils and museums

*Notes about data:*

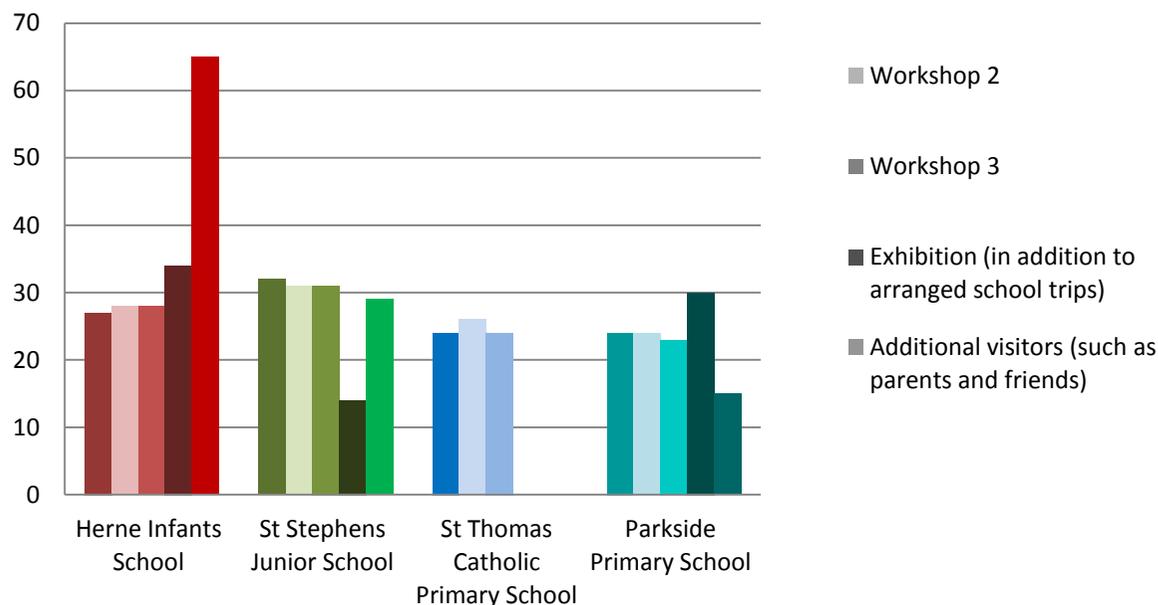
*Most, if not all pupils from St Stephens, St Thomas and Parkside had visited a museum prior to this project, as part of school trips.*

*Pupils at St. Stephens are regular users of The Beaney and this class had visited within this academic year before the project.*

*Herne Infants were so impressed with their experience at The Beaney that they arranged for other classes to visit the museum separate to the project.*

- % pupils who had visited any museum (excl. The Beaney) before project
- % pupils who had visited The Beaney before the project
- % pupils who have visited The Beaney as result of project

## School attendance figures throughout the project



### Notes about the data:

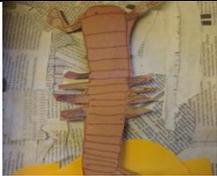
- Herne Infants had two different classes from the school visit The Paper Apothecary during the exhibition. Most pupils from the project visited the installation with their families separately.
- Parkside pupils visited during the installation, as a follow-up trip, and of their own accord.
- Teacher at St Thomas was confused by dates, and did not visit the final installation.

### Challenges and achievements

- Timetables and schedules around Christmas (and school holidays), became problematic in initial stages of organisation, however once schools agreed, it was a smooth delivery process.
- Artists had to adapt the timetable of the entire project around the schools.
- Some schools showed interest initially but couldn't overcome the time schedules, and therefore dropped-out, leaving us with a further delay to find replacement schools.
- In two of our four schools, we were affected by staff illness (absence) causing further re-scheduling delays.
- The inclusion of at least one prescription from every single pupil involved in the project.
- A variety of happiness treatments, ranging across The Beaney and crafted in multiple ways. Their work gave The Paper Apothecary a wonderful stock to play with during the installation.
- The involvement of over 100 pupils who visited The Beaney as part of the project, and we raised the profile of The Beaney's cultural offer to them, the schools and wider to their families.

## Herne Infant School – The collections

Herne Infants were the youngest participants – aged 5-6 years old. On their visit, the pupils engaged in the Beaney’s handling collection, experiencing artefacts and objects in the palm of their hands, each item carrying memories of happiness for someone once upon a time. The pupils were challenged to find other objects around the museum that prompted happy memories for them and in turn could be shared with others. They created paper sculptures of specific items that they found in the collections. These were displayed in cardboard boxes, which became the apothecary’s drawers and provided the chemist with a vast array of object ingredients to dispense to customers.

EXAMPLES OF WORK			
Image of prescription			
<p><b>Prescription number/title</b> (well-being category) Treatment instructions as prescribed by the chemist</p>	<p><b>DR.200.009/Globe</b> (Connect) Dylan (the artist) thinks about everyone he knows and loves who live on the planet, by looking at the globe. He takes time to think about them, which make him feel happy. Take a large dose (approximately 2-5 minutes) of holding the globe in your hands (it is located in Explorers and Collectors Gallery). During your dose think about people you love, and try and find where they are on the globe.</p>	<p><b>DR.200.025/Dinner plate</b> (Be Active) 'Dinner plate' made the artist happy because she liked the flowers around the edge, it has lots of colours and it is pretty. She notes that it is from olden days. The artist has served her favourite meal on the plate – roast beef, broccoli and peas. Take a 2 minute dose of the plate via the eyes, in Masters &amp; Materials Gallery. Imagine what meal you would like to eat from this plate. Plan and arrange to have this meal, asap. Be certain to select a plate at home that increases the happiness of your dining experience.</p>	<p><b>DR.200.001/Ben the Scorpion</b> (Take Notice) 'Ben The Scorpion' is a West African mini-beast. The artist has drawn Ben in a desert. Don't be scared of the scorpions or insects! Your treatment is designed to calm fears of insects (scorpions, spiders, etc). Take 1 minute dose via the eye of the Scorpion exhibit in Explorers and Collectors Gallery. Increase dosage by 1 minute on each visit, until the fear has been conquered and you feel happier about mini-beasts.</p>
<p>How did your cultural treatment make you feel? (Response taken from feedback forms)</p>	<p><i>I feel very happy. A wonderful experience which I will always remember and treasure. Many thanks</i></p>	<p><i>Happy! Favourite - spaghetti and meatballs</i></p>	<p><i>We thought it was really exciting and we got really happy.</i></p>

The class from Herne Infant School were interviewed further about the project. The following extracts are from the class discussions between pupils and teacher.

**How active do you think you were?**

"We all had to walk around"

"We were allowed to walk down the big stairs like superstars."

"When we went in the lift it was like a disco so we danced."

"My mum was tired after walking around the Beaney with us; she had to have a sit down with a cup of tea."

**How creative do you think you were?**

"We had to look at creative things."

"We drew the things that make us happy with proper artist pencils."

"I would like to use some colour pencils next time."

"We used the doll's house to dress the dolls up."

**Do you feel safe and supported at the museum?**

"Because there were nice things to look at."

"We were with Miss Winthrop and our mums."

"We weren't allowed to run and things so we were sensible."

**Did your project make you think any more about the environment?**

"Using less paper"

"Putting rubbish paper in the recycle bin."

**Did the project make you feel happy?**

All children agreed that the project made them feel happy and lots of children said that their mums were very proud to see their drawers in the Beaney.

**Did you learn how to make yourself happier?**

"We all like different things which is OK."

**Do you think our project made others happy?**

All the children said that whoever went with them to the Museum felt happy 😊

**What was the best bit of the project?**

"Doing the making and then getting to see our finished work"

"I liked it when I saw someone else looking at my drawer."

**What type of place is The Beaney to you?**

"A brilliant place."

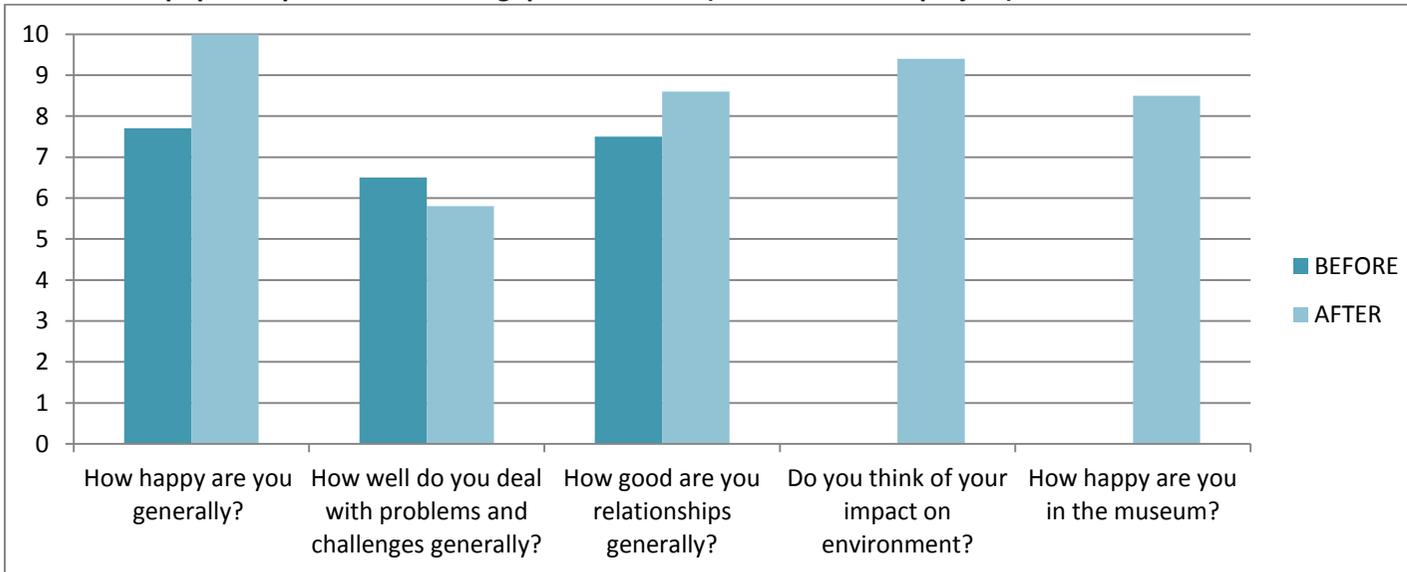
"A fun place."

"The best trip we ever went on."

"Interesting and a place to learn new things."

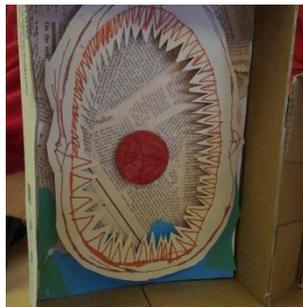
On the 2<sup>nd</sup> day of the exhibition, Dylan from Herne Infants brought his family to The Paper Apothecary. He and his family were surprised by the quality of the show, and that he was referred to as an 'artist'. The chemists mentioned how his piece was one of the favourites. He blushed and thanked us. Dylan returned several times with his family to see the exhibition.

### Herne Infant pupils respond to well-being questionnaires (before and after project)



#### Notes about data:

5 year olds found it hard to understand the concept behind the questions  
Data was lost in pre-project evaluation.

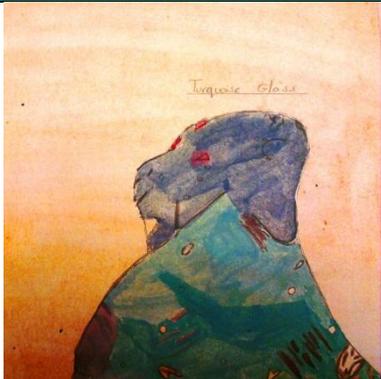
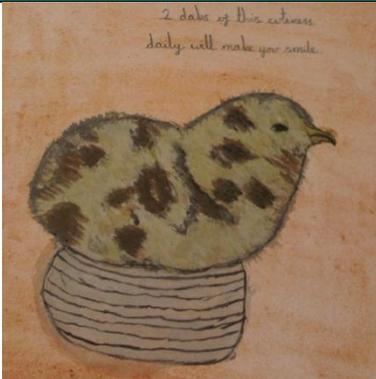


(From left to right):

- 1.) Sniffing for happiness
- 2.) Drawn shark-jaws exhibit
- 3.) What does happiness feel like?
- 4.) Stone carving object – looks like a malted milk biscuit
- 5.) Constructing prescriptions with Financial Times collected by library

## Parkside Community Primary School – The botanics

Parkside loved the animal paintings on their first visit to The Beaney, and so they were asked to find animals, flowers and plants within the venue that made them feel happy. Inspired by the Victorian botanical illustrators, the pupils studied their work and developed their own observational paintings of their evidence. They included poems within their work which suggested how to take the botanical ingredients as happiness medicine.

EXAMPLES OF WORK			
Image of prescription			
Prescription number/title (well-being category)	<b>ST400.020/Crystal</b> (Take notice)	<b>ST400.016/Cuteness</b> (Connect)	<b>DR.200.021/Pink roses</b> (Take Notice)
Treatment instructions as prescribed by the chemist	The shimmering blue sky, feels so calm like we're flying. Feels like frozen ice, when the wind blows. Cool, cold and calm. Two drops of memory daily.	A cute little chick, bursting with fluff, floating on a sparkly river, following its mother 2 dabs of this cuteness daily will make you smile. (This duck reminded me of seeing ducklings following their mother on the river)	Roses have soft, velvety petals of pink and red. Imagine them blowing in the wind, inside your head... Take 2 doses of this memory before you go to bed.
How did your cultural treatment make you feel? (Response taken from feedback forms)	<i>Very relaxing and enjoyable to be given to find. Once you've found it you are rewarded by an object that has peacefulness about it.</i>	<i>Smiled at the chick, shivered by the eyes, smiled at the owl</i>	<i>Good. Full of the scent of roses - cheered up!</i>

Three pupils from Parkside Primary School were interviewed further about the project. The following extracts are from the group discussions between pupils and artist.

**How active do you think you were?**

We were active because we had a look around The Beaney. We also got prescriptions to find happiness in 7 kaleidoscopes. Now that we are used to the museum, we are more likely to be active around the building.

**How creative do you think you were?**

I remember coming up with lots of ideas when we were ‘happiness investigators’. And we were creative in our workshops – sniffing for happiness and the painting!

**Do you feel safe and supported at the museum?**

Yes! (all agreed). They are friendly there. It’s friendly because we go there with friends and family.

Mitch was really friendly. She helped us out when we got lost.

**Do you feel you were useful to the museum in this project?**

Kind of. Our prescriptions that we made were making people happy. That’s useful to other people.

**When you go to museum, do you get to choose what you want to do when you go there?**

Sometimes you do, but sometimes the school makes you see something specific. When we were Happiness Investigators, although we had a set time and set rooms to look at, we could choose anything we liked to draw. And there was a lot to choose from!

**Did your project make you think any more about the environment?**

Not really. [Then mixed responses] We weren’t really saving the planet – just being creative with paper.

**Did the project make you feel happy?**

I enjoyed learning the painting. I liked seeing the actual apothecary and the chemists. They made us laugh. All the class were giggling and The Chemists left a good

impression, especially when they kept sneezing. I liked working together. And the cake made me happy – lovely chocolate!

**Did you learn how to make yourself happier?**

Not for myself, but I learnt how to make others happier. Like giving them a gift, like a compliment. We shared our [prescription] paintings to make people happy. So give. It doesn’t have to be a present – just being appreciated makes people happy.

**Do you think our project made others happy?**

Yes! By showing our work, we showed them things in museum to make them happy.

**What was the best bit of the project?**

Painting. Walking around the museum especially that first time and seeing the cow picture! I’ll go back to see it.

I liked helping the people even though we weren’t Drs, we did help emotionally to make people happy.

**What type of place is The Beaney to you?**

Inviting. Friendly. Happy!! It is a happy place.

**Do you think you would take yourself to The Beaney again?**

Yes you can escape with tea/cake, find a book, and look at a painting.

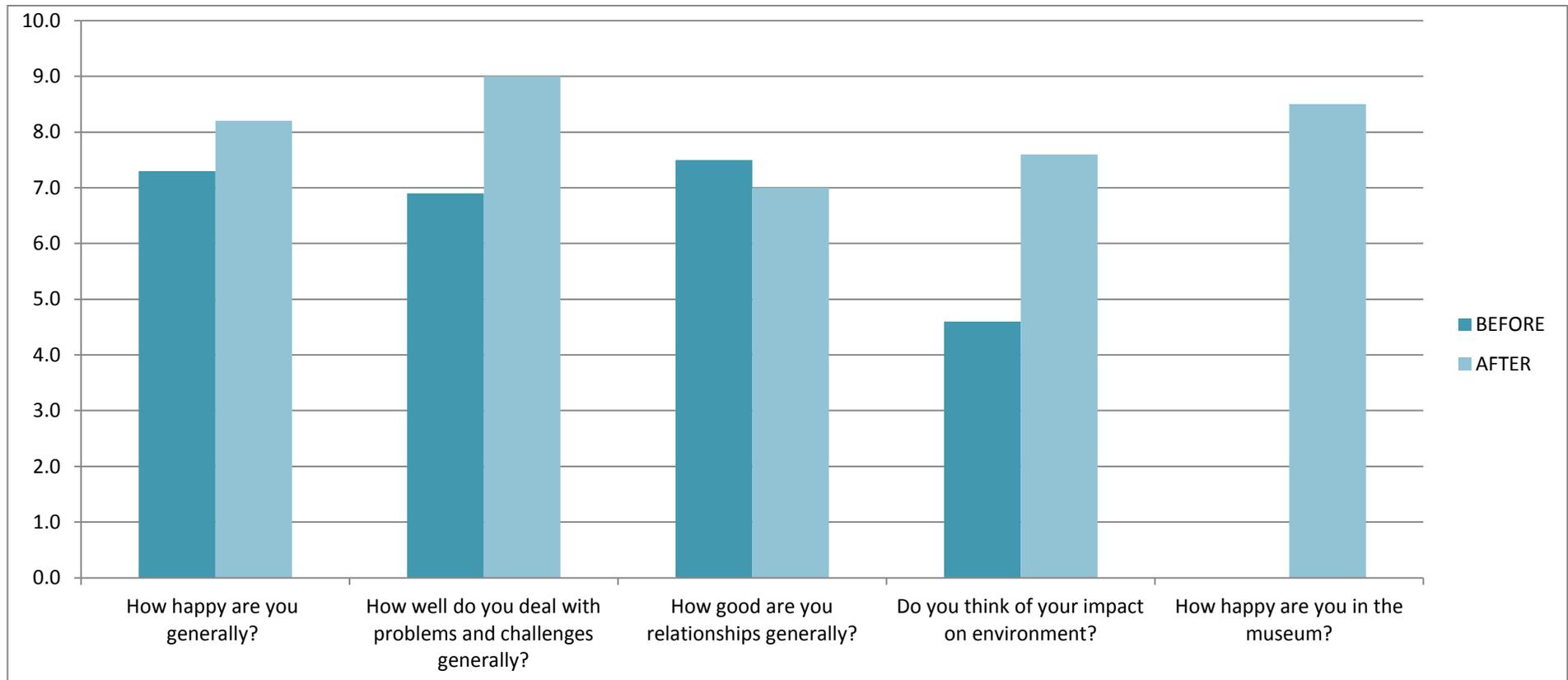
**Does the museum make you feel equal to others?**

It’s got stuff for children. I don’t feel out of place because there are lots of different people who go there. Even though it’s really really nice, it is full of people you don’t know. You can still enjoy it, but just be careful you don’t talk to strangers.

**Does the museum care about you?**

Yes. Because we joined in their project and it was all about helping people. You can tell from The Paper Apothecary that they [The Beaney] want to help people, so they must care. Jo [the artist] was interested in having work from Parkside, but it was good that we all got to make our own individual prescriptions, and differently. It’s kind of cool to have our own individual work in a museum. The Beaney makes me feel like I’m being more involved.

## Parkside pupils respond to well-being questionnaires (before and after project)



(From left to right):

- 1.) Painting their prescriptions
- 2.) Happiness Investigator evidence
- 3.) Water-colour painting
- 4.) Happiness dreams
- 5.) What colour makes you feel happy?

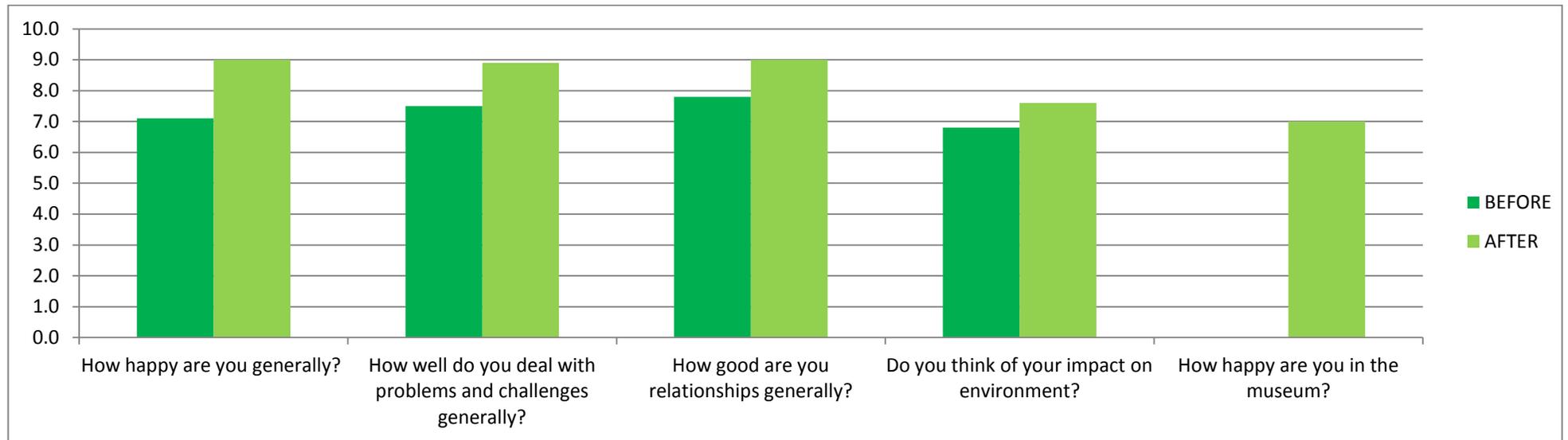
## St. Stephens Junior School – Happy People

The pupils looked for people within The Beaney that would inform the basis of a prescription. ‘People’ could be the staff or visitors, or even found in portraits, sculptures and any other interpretation within this theme. Pupils created treatments inspired by Victorian paper-puppets, reflecting the period of Dr Beaney’s apothecary, enabling the young artists to present the people that made them happy when visiting The Beaney. In turn a prescription was developed for visitors to seek out these people and receive a treatment of happiness. St Stephen’s pupils in workshop 3 also supported the project by designing outfits for The Chemist. They looked at historical photographs of shopkeepers, chemists and nurses. In teams they came up with some costume designs which were referenced by the professional artists in the final paper-apron clothing worn by the apothecary.

### EXAMPLES OF WORK

Image of prescription			
<p><b>Prescription number/title</b> (well-being category) Treatment instructions as prescribed by the chemist</p>	<p><b>FD600.009/ ‘Ask Me’ staff</b> (connect) This person made me feel happy because they made me feel welcome. Dose: Take a tour around The Beaney and locate your prescription. Ask them what they like most about their job. Watch how they smile and enjoy the opportunity to chat with a new friend.</p>	<p><b>FD600.003/White Teapot</b> (Take notice) There is a white teapot in the shape of a face. The spout is a long nose. It made me happy because of the long nose. It is important to make people laugh. Take the following nose exercises to improve your humorous nose.</p> <ol style="list-style-type: none"> <li>1.) Stand upright and stare at the tip of your nose.</li> <li>2.) Concentrate on extending your nose. Raise your head if necessary. Hold for 1 minute.</li> <li>3.) Relax.</li> <li>4.) Repeat as necessary.</li> </ol>	<p><b>FD600.020/Chinese nose-ring man</b> (Take notice) The man in the black and white photo in Explorers and Collectors Gallery made me happy because he has a nose-piercing and he made me laugh. Best taken visually. Stand for 2 minutes viewing the photo. Then close your eyes and imagine someone you know with a large nasal ring. This should bring a smile to the lips with instant effect.</p>
<p>How did your cultural treatment make you feel? (Response taken from feedback forms)</p>	<p><i>Happy and invigorated. So many smiling faces and people ready to speak and explain.</i></p>	<p><i>Our noses are still dripping [patients complained of colds] but we are feeling great – thanks.</i></p>	<p><i>Great!</i></p>

### St.Stephens pupils respond to well-being questionnaires (before and after project)



#### Comments from participating teachers:

*Does your group feel useful at the museum? Is what you do worthwhile? Why/how?*

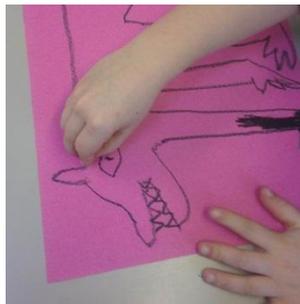
The children thought their work was very important – especially those that used the apothecary and brought their families along.

*Did the project make you feel happy? Why/how?*

The work that was done with Jo made the children feel really happy, and this was reflected in work that was done at school (for example, an assembly about happiness).

*What was the best bit of the project?*

The children especially enjoyed investigating happiness through sound, feel and memory as well as making the puppets with Jo, and visiting the exhibition.

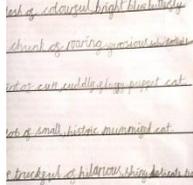
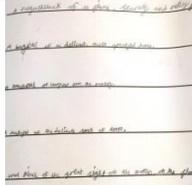
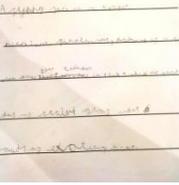


(From left to right):

- 1.) "My dog makes me happy"
- 2.) Paper puppets
- 3.) Finding people in The Beany
- 4.) The class's own apothecary
- 5.) Designing Chemist's costume

## St. Thomas Catholic Primary School – Recipes to Happiness

The pupils looked at how we can move around a building and discover happiness in most unusual places and things. They developed a 'recipe' of locations and objects to visit as part of a walking tour of the building. In identifying five things that made them happy, they developed measurements and recipes to administer for patients. The recipes were hand-written and built in to second-hand books, which were made to look like potion books on the shelves of the apothecary.

EXAMPLES OF WORK			
Image of prescription			
<p><b>Prescription number/title</b> (well-being category)</p> <p>Treatment instructions as prescribed by the chemist</p>	<p><b>BS500.005/Cloud 9</b> (Take notice)</p> <p>Read this recipe and find the objects around the galleries to develop Cloud 9 happiness:</p> <p>Big splash of colourful bright blue butterfly, A small chunk of roaring, ferocious, sabre-toothed lion, A large pint of cute, cuddly, fluffy puppet cat, A tiny, blob of small, historic mummified cat, A massive truck-ful of hilarious, shiny delicate tea-pot.</p>	<p><b>BS500.008/Jolliness</b> (Keep learning)</p> <p>Read this recipe and find the objects around the galleries to develop jolliness</p> <p>A mega-chunk of a fierce, scary and really fast lion, A bagful of a delicate, most graceful horse, A truck-full of laughter from the monkey, A mouthful of the delicate smell of coffee, A small pinch of the great sight of a pattern on the floor.</p>	<p><b>BS500.0014/Joyfulness</b> (Connect)</p> <p>Read this recipe and find the objects around the galleries to develop joyfulness</p> <p>A funny face on a teapot, Hilarious, gigantic painting of a cow, A stone that twinkles in the corner of your eye, A drop of stained-glass window, Loads of exciting books.</p>
<p>How did your cultural treatment make you feel? <i>(Response taken from feedback forms)</i></p>	<p><i>Very happy. It was great fun. I've known this museum all my life but this was added excitement. It's always good to see things from a different perspective.</i></p>	<p><i>Jollier it was rather sweet. Feel refreshed and inspired.</i></p>	<p><i>We enjoyed our medicine - we felt very joyful after!</i></p>

## Community groups

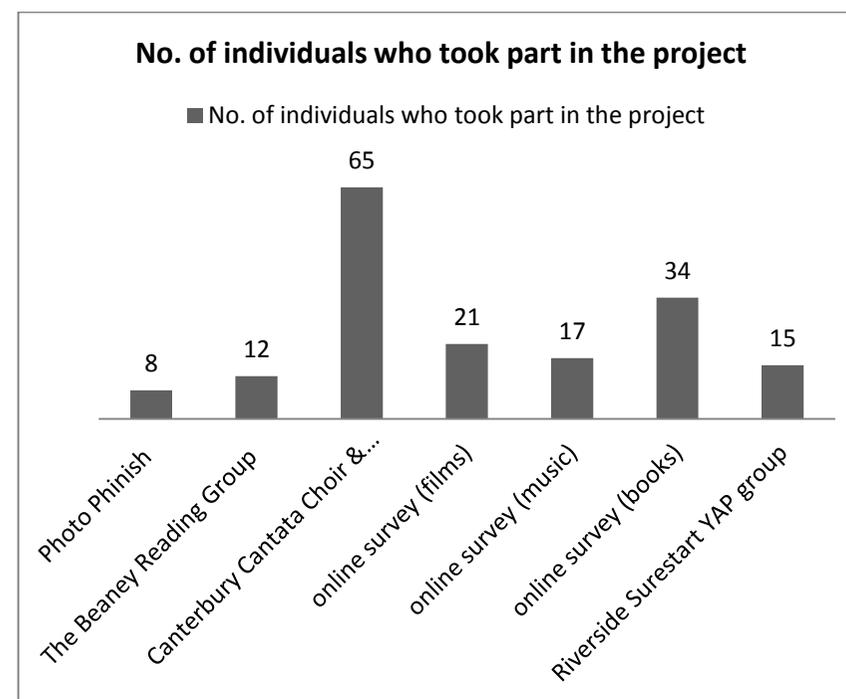
The community groups who engaged with the project were very diverse. They varied in capacities, ages, and with the frequency in which they meet-up as a group. The artist made initial contact with the respective leaders, to learn about their group, explain the project and invite their participation. Dependant on their interest and availability, a series of engagement workshops, talks or meetings were programmed around their group.

The ambition was to invite four groups to be involved in the project, and for every member to create an individual cultural treatment for The Paper Apothecary. The production of prescriptions would need to be tailored to the group. In some case, the groups were willing and able to actually create the treatment artworks, while other groups were more interested in the intellectual concepts, and helped by contributing treatment content for the artists to build into apothecary medicines.

It also became obvious that evaluating the journey of each of these groups would be very difficult, and different. While some groups could easily be tracked, other groups for reasons noted, were less accessible to this information. In the following pages we outline the various groups and how they engaged with the project.

### Challenges and achievements:

- Many groups were interested in the project, but with fully programmed schedules were unable to commit to the project at short notice. This included U3A (well-being group) and University of Kent's literature network.
- During the entire project (December – January), Kent was affected by many episodes of snow, which at times hampered plans, or frightened people from venturing out of their homes to visit The Beaney, or their regular groups.
- Due to the nature of some of the groups, it often takes a longer period of time to develop a relationship that entrusts their engagement onto a new way of working. This was demonstrated in the case of Surestart's YAP (Young Active Parents Group) who was interested in the project, and took part, but took a lighter touch involvement. As a non-compulsory group, and with a social leaning to meeting, the group needed gentle coaxing into more structured activities. Despite a very successful first workshop, weather hampered attendance on workshop 2, and without further opportunities to meet and work with the group, there was only light-touch ownership between them and the installation.
- We had little feedback about the films, books and music prescriptions as these required visitors to order or enjoy their prescriptions after their visit to The Beaney (i.e. Watch a film at home). We therefore do not know how these benefitted (or not) the visitors.
- The collections of DVD and music were very limited in the library and they did not stock all the nominated titles. We also noted that once a book prescription had been suggested (and then loaned out from library), then there would no longer be that prescription available. A reservation list quickly grew.



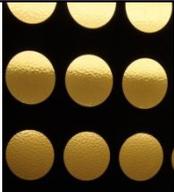
#### Notes about the data:

- A short talk was presented to all members of Cantata. They were invited to participate in the online survey (music).
- All online surveys were promoted on facebook, twitter and websites.
- Some groups took part on several dates; however this data only reflects the register of each group.

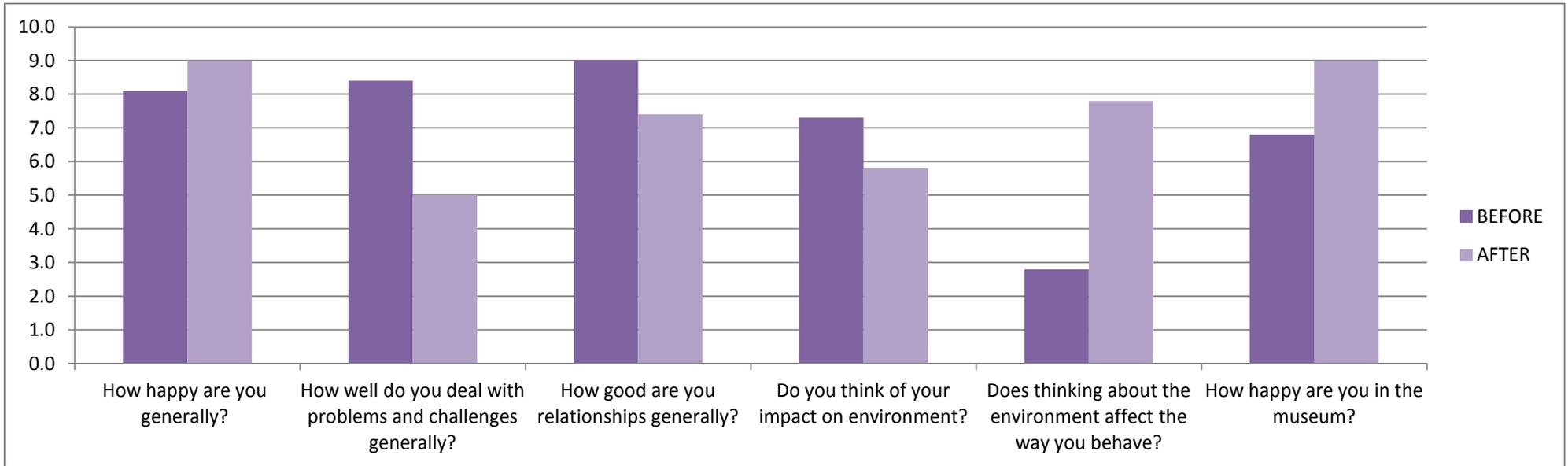
## Photo Phinish

Photo Phinish is a weekly day-care group for adults with learning difficulties. They specifically meet as a photography group, spending a day per week seeking new subjects to capture on camera, and develop their creative and social skills in the process.

The Beaney had already developed a good relationship and worked on several occasions with this group. The group were really open to the new project. Their flexibility to adapt their weekly session to the project and eager enthusiasm enabled the artist to customise their involvement to embrace photography. Over 2-3 workshops, the artist met with the group at The Beaney, inviting the members to capture happiness on camera. With over 400 photographs to choose from, it was narrowed down to 42 key images that fitted under NEFs well-being steps, and could potentially make people feel happy. The photos were printed onto tracing paper and made into photo lanterns which were displayed in the apothecary on a Victoriana-styled light box. Each of these lanterns provided a visual cultural treatment to visitors.

EXAMPLES OF WORK			
Image of prescription			
<p><b>Prescription number/title</b> (well-being category)</p> <p>Treatment instructions as prescribed by the chemist</p>	<p><b>PP300.029/Disco lift</b> (Be active)</p> <p>Go in the lift and admire the lights in the ceiling.</p> <p>Press button up to the top floor.</p> <p>During journey, have a little dance to yourself, under the disco lights.</p> <p>When the door opens, hold your disco pose for anyone who may be waiting for the lift.</p> <p>Smile and leave the lift as normal.</p>	<p><b>PP300.011/Cutlery stand</b> (Take notice)</p> <p>"In order to be irreplaceable one must always be different." Coco Chanel</p> <p>Reflect on why the cutlery is grouped together. What groups are you part of? And what makes you unique?</p> <p>Advance treatment (at Apothecary's discretion): Help a spoon to stand out in its own uniqueness. Move one spoon, one fork and one knife into one of the other groups!</p>	<p><b>PP300.012/Doll's kitchen</b> (Be active)</p> <p>"Baking is how you start kids at cooking in the kitchen. It's fun whether it's baking bread or cookies. With baking, you have to be exact when it comes to ingredients." Sandra Lee</p> <p>Find something in the doll's house kitchen that whets your appetite. Make time this week to make your own full-size version with your family!</p>
<p>How did your cultural treatment make you feel? (Response taken from feedback forms)</p>	<p><i>Fantastic. I made all the school children visiting the museum laugh with my statue in the lift! Thank you!</i></p>	<p><i>Satisfied... and a little guilty as someone had just re-ordered them!</i></p>	<p><i>The Doll's House kitchen was tiny and neat. When we bake we'll want to make a huge mess - it will be fun! We might make a plate of little cakes with colourful decorations or perhaps a loaf. Thank you for great fun.</i></p>

Members of Photo Phinish respond to well-being questionnaires (before and after project)



Notes about data:

Some members were absent during the final evaluation session. Figures used are an average across the group.

The members found it hard to understand some of the questions due to their learning abilities. This may explain the more extreme differences in data.

Barbara the leader and co-ordinator for the group (from Kent County Council) knows the group well and took part in the more in-depth evaluation, reflecting not only on her own experiences but capturing how the group responded to the project.

**Did you learn at the museums the 5 ways to well-being?**

We learnt by being active you see and learn more by connecting with others, looking beyond the picture and paintings and what you see will be different to what someone else sees

**How active do you think you were?**

We were very active. The project gave us lots to think about and lots to look at. Walking from the bottom floor to the top floor not only made us active but active in mind as we were thinking all the time of the pictures that would be the best to take to the show the beauty of the museum.

**How creative do you think you were?**

We were very creative. The subjects we were given made us think – what did we like? What colour made us happy? The museum is a very hands on museum we could dress-up, and look closely at items through a magnifying glass which made us think differently about what picture could be taken.

**Do you feel safe and supported at the museum?**

The staff were friendly and pointed us in the right direction, whenever we needed help.

**Do you feel you were useful to the museum in this project?**

The museum makes us feel good about what we do by looking at the pictures in The Garden Room it gave us inspiration to take pictures of animals in positions as per the paintings and comparing our work to great artists.

**Do you celebrate when things go well at the museum?**

When a project comes together we celebrate the success. We tell our friends and family who can share the projects.

**Do you work as individuals at the museum or a team?**

We worked as individuals taking our pictures, but worked as a team when we looked at the pictures each other took and as a team when the pictures were chosen (for prescriptions in The Apothecary).

**Did your project make you think any more about the environment?**

Yes it did as all the project is made of cardboard and paper, which we usually just throw away.

**Did the project make you feel happy?**

The project made us feel very happy. We enjoyed taking pictures of The Beaney in the lead up to the construction of the Apothecary. When it opened we could see all our pictures being used in an unusual way.

**What was the best bit of the project?**

The best bit was discovering new objects within The Beaney. Things that we may not have seen before.

**What type of place is The Beaney to you?**

The Beaney is a place for learning and discovery. It reminds me of a small version of the Natural History Museum. It is a collection of objects, photos and paintings from around the world.

**Does the museum make you feel equal to others?**

Yes the museum does treat you as an equal partner. It is clear and informative and it addresses people of all ages.

**Does the museum know what matters to you?**

The museum has placed items in such a way that it is interesting for everyone making every room an adventure making sure it appeals to everyone.

**Do people at the museum act as individuals, or do they follow the museum line?**

They act as individuals as there are no direct routes. You can enter from both entrances and you can choose if you want to see artworks, museum pieces or look at the books, it is an individual choice.

## Other community groups

EXAMPLES OF WORK			
Image of prescription			
Prescription number/title (well-being category)  Summary of cultural treatment	<b>FR700.050-105/Happy films</b> <b>MR700.038-100/Happy music</b> (Various) A huge range of films and pieces of music to access from library collections or online via library computers. These were nominated by people via the online survey (with a direct encouragement from Canterbury Cantata singing groups). Each nomination was archived in the apothecary's library drawers and offered to visitors.	<b>TT800.001-007/ Thaumatrope for babes</b> (various) A range of paper thaumatropes made by mums with babies, for younger visitors to The paper Apothecary. Seven toys spin to create optical illusions of places and objects around The Beany that were identified for under 5s to feel content and happy.	<b>BR700.001-095/Happy reads from the library</b> (Various) Mainly nominated by The Beany's Reading Group, but also from a wider online survey, these books were nominated by young and old as books that will make you feel happy. Book cultural treatments were listed on an old library card system, with personal messages from donor to visitor.
How did your cultural treatment make you feel? <i>(Response taken from feedback forms)</i>	<i>Much happier. The Beany holds curiosities made all the better by The Paper Apothecary. A little wonder in a busy city.</i>	<i>Very happy! Big smiles [from baby]</i>	<i>Very excited to be getting a library book on the way - a treat for the future!</i>



*(From left to right):*  
 1.) Photo Phinish photographer  
 2.) Photo Phinish editing photos  
 3.) Young babies investigating museum  
 4.) babies and mums in library  
 5.) Photo lantern

## Staff

### Cultural Doctors

Three members of staff from the three different departments that make up The Beaney were selected to create a Cultural Doctors team for this project. This group met together for two workshops with the lead artist and with external providers People United for a final evaluation workshop. As well as contributing treatments to the apothecary they acted as advocates for the project.

#### Workshop 1

During the first workshop the Drs were told about the wider, national Happy Museum Project. We discussed the Paper Apothecary project and the importance of the role they would play. They explored the NEF five ways to well-being and how this could inform their work practice. To understand these points from the outset, Cultural Doctors worked together to create paper artworks inspired by the five points. These were framed and hung in The Front Room during in The Paper Apothecary installation (see below).

In most cases this workshop gave an opportunity for staff members from all 3 different departments to work together for the very first time. The Head of Service and Director of Museums took part in this first workshop. Their support was invaluable in lending weight and importance to the project for the other staff members.

Staff were asked to consider 'treatments' that visitors to The Beaney could experience or access (perhaps part of existing programmes or within their personal work expertise), which could also promote happiness. The Cultural Doctors were encouraged to consult their colleagues and reflect between sessions.

*"Excellent way of breaking down barriers between departments, and enjoyed getting involved in the museum side of it."- Cultural Dr, Library staff*



*(From left to right):*

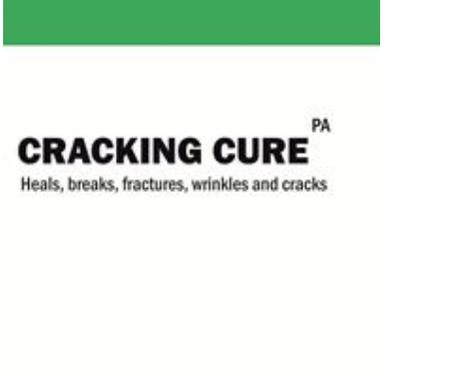
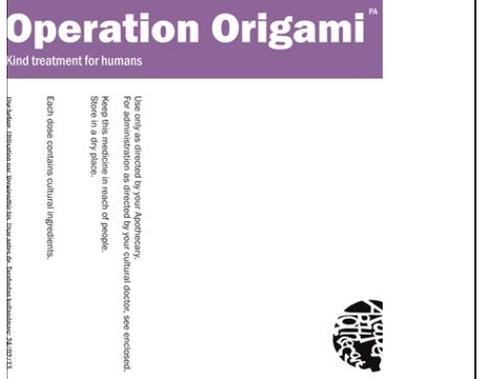
- 1.) Be Active
- 2.) Keep Learning
- 3.) Give
- 4.) Take Notice
- 5.) Connect

#### Workshop 2

Workshop 2 took place in The Front Room during the build of the Paper Apothecary. All cultural doctors shared their personal prescription nominations with the other Drs and also brought suggestions from their colleagues. The group all worked together creating a range of medicines, for the use of the apothecary. The workshop was friendly, relaxed and supportive and a sense of "team" was really apparent.

*"It was great to be part of a collective working on a project" Cultural Dr, Museum staff*

**EXAMPLES OF TREATMENTS CREATED DURING WORKSHOP 2 BY CULTURAL DRS**

<p>Image of prescription</p>	 <p><b>Allison 500mg</b> PA Take only in small doses.</p> <p>Use only as directed by your Apothecary. For administration as directed by your cultural doctor. Keep this medicine in reach of people. Store in a dry place. Each dose contains cultural ingredients. <b>WARNING: BRAVE PIGMENTATION MAY OCCUR WITH EXCESSIVE USE.</b></p> <p>Use before: 12/2024 until: 12/2025</p>	 <p><b>CRACKING CURE</b> PA Heals, breaks, fractures, wrinkles and cracks</p>	 <p><b>Operation Origami</b> PA Kind treatment for humans</p> <p>Use only as directed by your Apothecary. For administration as directed by your cultural doctor, see enclosed. Keep this medicine in reach of people. Store in a dry place. Each dose contains cultural ingredients.</p> <p>The Author: 12/2024 until: 12/2025</p>
<p><b>Prescription number/title</b> (well-being category)</p> <p>Treatment instructions as prescribed by the chemist</p>	<p><b>CD100.002/Allison</b> (Give)</p> <p>This prescription is to take a 5 minute dose, in the form of a chat, with Allison, who works here at The Beaney.</p> <p>She is such a lovely person, always ready to chat, smile – enjoy a few moments to meet the friendly Allison as part of your visit today.</p>	<p><b>CD100.006/Cracking Cure</b> (Take notice)</p> <p>Go upstairs to The Study and find the unsightly crack on the floor. It contains a piece of marble cosmetic surgery. Feel the cooling temperatures. The cooling properties can be felt immediately.</p>	<p><b>CD100.018/Operation Origami</b> (Give)</p> <p>Make an origami gift and leave it in one of the books. It will surprise the next reader and hopefully make them smile!</p>
<p>How did your cultural treatment make you feel? (Response taken from feedback forms)</p>	<p><i>Laughed - so felt uplifted. Due to nature of conversation and Allison's smile, felt I had been befriended &amp; my opinions were listened to/shared/bonded. "Laughter is the best medicine" is a long-held belief of mine through life.</i></p>	<p><i>We enjoyed the walk to the study and looking at the beautiful marble flooring. We found the cracks made us aware of what we were walking on.</i></p>	<p><i>Unstoppable smileness. Wanting to do more. Super happiness</i></p>

### Workshop 3

The final workshop was led by People United and took place a week after the close of the exhibition. It allowed the Cultural Drs a chance to reflect on the project and discuss it together as a group. People United asked the Drs to comment on what they had discovered during the Paper Apothecary project. These discoveries were grouped under the following headings:

Your colleagues	Your colleagues from other depts.	..The Beaney	..what's possible
Just getting to know people better from your own team is great	We need to work together with other teams more often	There's more about The Beaney than just library and museum	1:1 interaction is the best way to engage an audience. Anything is possible!
They are knowledgeable	My team now includes other departments	Its full of extraordinary things	Joint working and cross fertilization of ideas..need a process/opportunity to grow this
I have got closer to my team workers	Unexpected thoughts and ideas from all	It's a fun space	Can have fun with customers
I would like to give more opportunity to have fun/do more creative things rather than the mundane	Everyone got involved helped different department get to know each other a more unified Beaney	A stimulus for learning and exploration	The public's response was so well received with positive comments and The Front Room was a buzzing space
Not afraid to say things that are a bit odd	Usefulness of the "treatments" to use in customer service teams	So many hidden treasures to discover when looking closely	Happiness is small and simple things not complicated or difficult
Full of diverse ideas & variety & numerous ideas - not one was the same	It's given the opportunity for us to shine	Quirky things highlighted and brought to notice	Happiness can take any shape or form from looking like an idiot or just saying hello, just to see that smile on their faces and knowing you made a difference to a person , which, in my opinion, is one of the best forms of happiness you can get from anyone
We are all crazy - crazy is good!	Great to work with and develop friendships with others in the building - bringing us together	Working here makes me really proud and happy	Can we use this project as a stimulus for ongoing happiness well being project?
Allowed to be naughty	Mitch works extremely hard to achieve something amazing with minimal credit	The Beaney is innovative modern and relevant	Create a well being tour/trail pick up or staffed
We have defeated management - yeah!	All teams can work well together	Understanding what effects happiness makes you look at your own life in a different way	Medicine is not always in tablet form

## Challenges and achievements

- Initially difficult to gain interest for the project from staff.
- Apathy from some departments.
- Time consuming as relationships with each Dr and senior managers needed to be nurtured and built.
- Coordinating diaries to get senior staff involved difficult and time consuming.
  
- Drs from every department working as one unit and very engaged in the project and its principles  
*"It was absolutely FAB! A great, unusual experience where I was able to use my creative talents and make new friends. It was lovely to see how enthusiastic everybody was, and as a result of the success and enjoyment of the project, we are hoping to continue the Happy Museums idea further into long term projects, involving staff here at The Beaney. Thanks for a \*happy\* time :)"* Cultural Dr
- Doctors exceeded initial expectations and became excellent advocates of the project. One Dr took it upon herself to write an article for the staff weekly magazine that was sent to over 60 staff members.
- Excellent advocacy from senior management & Councillors
- Positive impact of project on staff at Beaney shows increased levels of staff happiness at The Beaney and in life, an increased capacity by staff to deal with problems at work and in life generally, better relationships at work, an increased awareness of their impact on the environment and 100% enjoyment of the project by all Cultural Doctors. These findings are detailed in the bar chart on the next page.

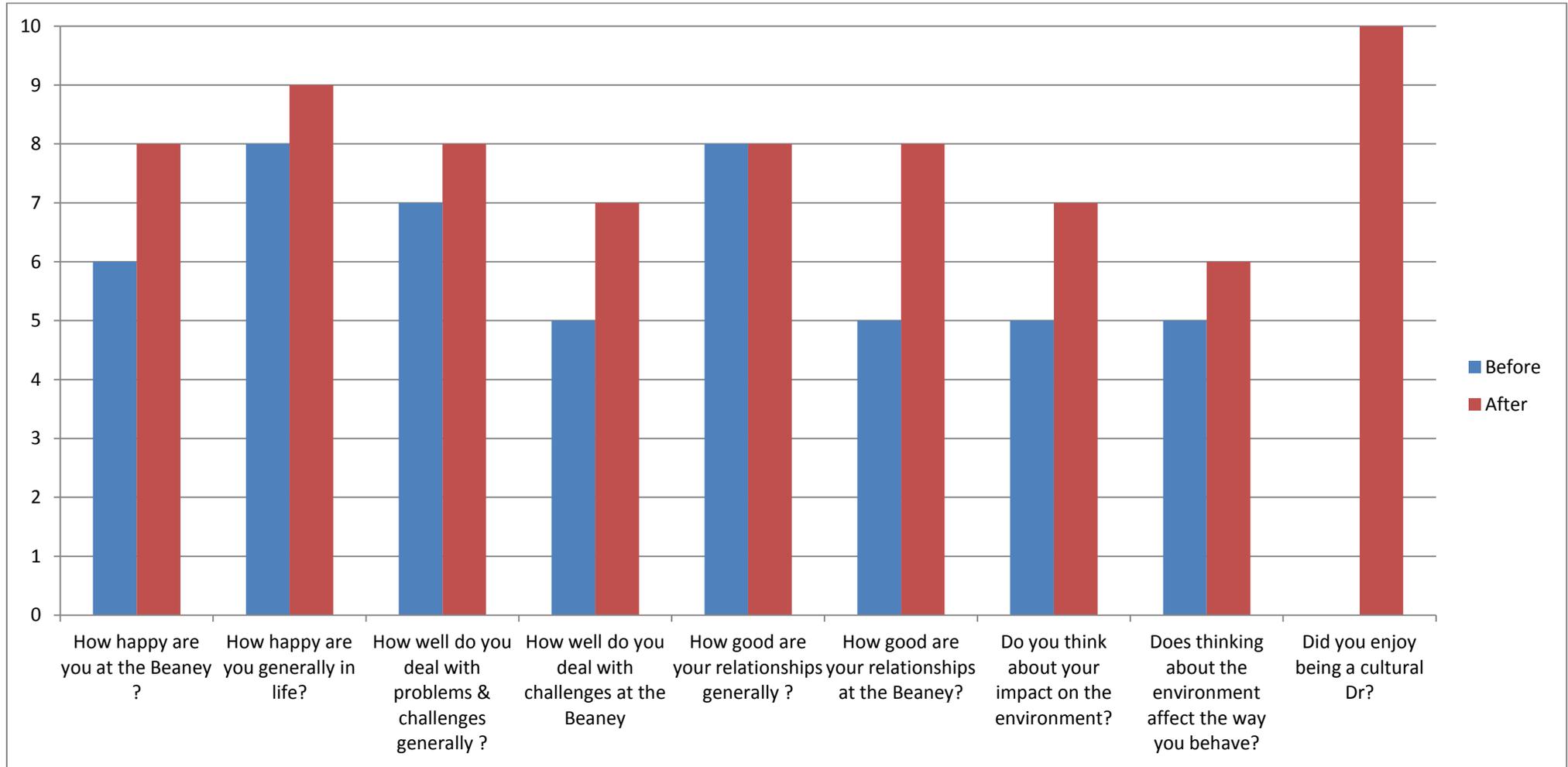


(From left to right):

- 1.) Lead artist running staff development workshop
- 2.) Cultural Doctors looking at children's work
- 3.) Team work
- 4.) Cultural Doctors making prescriptions
- 5.) Cultural Doctors exploring NEF well-being points through creativity

# Cultural Doctor's well being survey (before & after)

Responses from 12 staff members



## The creation of The Paper Apothecary

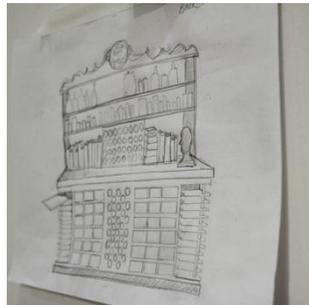
Animate artists took residence in The Front Room Gallery on 12<sup>th</sup> January 2013. As part of the project, the artists built the installation on site, under the view of the general public visiting The Beaney. Windows to the gallery were installed with 'coming soon' graphics, and it also included special viewing-peep-holes to peer into the gallery through, and watch the build at any given time. This element of expectation and curiosity generated great interest and the project started to gain a profile online, in particular on twitter with the project #paperapothecary helping to trail all the comments and engagement. Alongside the virtual world, the artists began to notice an increased number of Beaney staff popping into the gallery. They became increasingly excited and fascinated with the project, which in turn was shared through social media.

As much as possible, the artists gathered waste paper products to recycle into the installation. The Beaney staff were particularly pro-active by collecting newspapers and A4 printing boxes. Most of these donations informed the design of the apothecary. Further essentials were sourced from local businesses, such as the invaluable carpet and fabric tubes, which were used to build the basic structures of all the furniture pieces. It is again the nature of an everyday material – paper that makes this installation accessible. Visitors can relate to the material straight away, allowing them to recount personal experiences, technical understanding and challenge their preconceptions of what paper is and can do.

Three weeks were scheduled for the build, and this was condensed into a two week period as the workshops had overrun. As a result, Animate artists had to source additional hands to support the build and ensure it was completed on time. These increased staffing costs were paid for by The Beaney

### Challenges and achievements

- Completed installation by the opening. The installation exceeded the designs of the artists, with more props and content than estimated.
- A successful campaign of 'watch the build' in the public domain, and online, generating interest in the project before it was opened.
- Being stretched to deliver the build in shorter time frame, due to over-running workshop programme.
- Additional documentation (time lapse film)
- Appreciation of the artwork by artists, staff and visitors.



*(From left to right):*

- 1.) First day of build.
- 2.) Sketched designs
- 3.) Peeping through the window at artist building
- 4.) Building swing trays
- 5.) Final stages of construction

## The Chemists

The chemists at The Paper Apothecary were a team of performers, who had happy, caring and quirky dispositions. They wore brown paper (hand-made) aprons, and ran the installation like a fully-functioning shop. Their duties included opening and closing the shop each day, greeting all customers, and dispensing any of the 200 prescriptions to the visitors.

Many hours were spent seeking the 'chemists' for the installation. Through the development of the project it became apparent that more than one person would be needed to run The Paper Apothecary (even just to cover lunch breaks, etc). Alongside Jo Dyer who also volunteered throughout the fortnight, a group of four performing arts students from University of Kent were invited to be involved. Animate provided training around the installation, deeper understanding to the NEF well-being papers and a detailed tour of the museum. The interaction between chemist and visitor made The Paper Apothecary into a very special project, providing a personal bespoke experience for every single person who entered the installation, connecting them to the prescriptions and to The Beaney in a meaningful way.

**"The care of communication was offered on an unconditional basis."** (From the comments book)

**"[I feel] Warmer & more relaxed. Very impressed with the apothecary experience - clever concept, amazingly detailed and charming chemists."** (Feedback from prescription DR200.005)

Despite the truly successful chemist team, in hindsight, a better way to manage the installation could have included:

- Budget to commission 2 professional performers throughout the period.
- Working with the cultural doctors, who could have then experienced The Paper Apothecary first-hand. This could have provided an interesting staff development programme, helping staff to see their collections in new ways and therefore allowing an opportunity to connect with visitors in a new ways. However, the cost to the budget would have been vast.



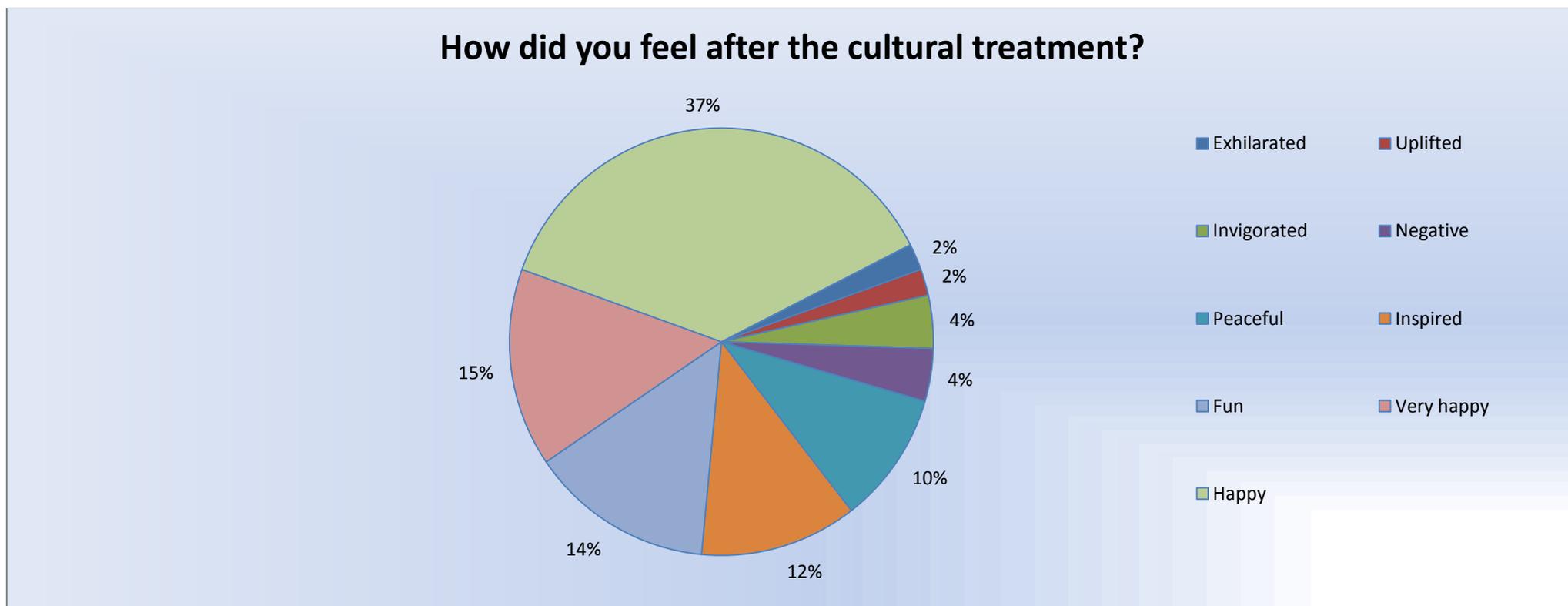
*(From left to right):*

- 1.) Showing installation to volunteers
- 2.) Training NEFs
- 3.) Lead artist consults visitors
- 4.) Volunteer chemist searches for treatment
- 5.) Chemist in the shop

## Feedback

**“I’ve noticed that even if people don’t take a prescription they really benefit from just having a chat – they stay longer and leave with a smile!”** *Chemist*

Over the exhibition period approximately 6729 people visited the gallery. Every effort was made to integrate evaluation into the visitor experience, so that the visitor did not feel spot-lighted in answering questions. The Chemists encouraged every recipient of a prescription to feedback any ‘side-effects, comments and reactions’ via a tear-off section on their prescription, and post it in the feedback box. By working for many hours dispensing happiness treatments to visitors, the Chemists enjoyed many meaningful exchanges with the visitors, witnessed happy tears, giggles, and family bonding through the prescriptions and chats. Unexpectedly it became a job full of joy; mainly due to the job-satisfaction of ‘giving’ (we do note one of the NEF well-being points here). All members of the team noted increased happiness through their sessions of invigilation. 297 written comments responding to the simple question ‘How did the cultural treatment make you feel?’ were received via this method. The pie chart analyses this feedback.



In contrast, trying to recruit 40+ people to take part in the more in-depth questionnaire was very difficult. It was described by one participant 'like a counselling form – a depressing come down after the happiness prescription'. Although difficult, the Chemists managed to collect 40 in depth questionnaires but the follow up questionnaires were less fruitful. The preferred contact method was email and applicants were contacted by this method (1 respondent failed to provide any contact details) and asked to complete a survey monkey questionnaire – only 16 people completed this survey and it was felt not enough data was collected to draw meaningful conclusions

The grid below gives a sample of feedback received from a range of different people, and through a variety of sources.

Feedback on prescriptions				
<p><b>Made me laugh and brightened my day!</b></p> <p>PP300.030</p>	<p><b>It made me smile and I had a little chuckle.</b></p> <p>FD600.003</p>	<p><b>Happy prescription worked miracles. My family and I feel greatly uplifted!</b></p> <p>ST400.004</p>	<p><b>Giggly, elation, tummy feels funny but want another go, grinning. Caused viral infection of smiles. It was emotional.</b></p> <p>CD100.020</p>	<p><b>I felt rosy all over. I imagined I was Alice In Wonderland.</b></p> <p>PP300.022</p>
<p><b>Refreshed - a nice way to look round The Beaney even borrowed three books!</b></p> <p>PP300.027</p>	<p><b>After 2 minutes of visual prescription of 'Sundown' I felt my heart rate slow to a calmer pace and a warm feeling throughout.</b></p> <p>PP300.005</p>	<p><b>Relaxed! More in the mood to look round rest of the exhibition! (Accompanied with a sketch of gallery).</b></p> <p>CD100.008</p>	<p><b>Simply wonderful. Thank you for showing us something we simply would not have noticed.</b></p> <p>CD100.010</p>	<p><b>Suitably refreshed and invigorated. Ready to face the trials and tribulations of working day life.</b></p> <p>ST400.010</p>
<p><b>It made me feel very happy. I'll come back. Very nice people to talk to</b></p> <p>PP300.034</p>	<p><b>We have shared memories to think about what makes us feel happy as a family together - so this has spurred a discussion which has been reflective and positive (mostly!). Eating... family parties... outings.</b></p> <p>PP300.019</p>	<p><b>Maybe I shall come next time I need go to the doctors!</b></p> <p>PP300.030</p>	<p><b>What a great approach to the museum experience. Great to see children involved to make the materials more accessible to others!</b></p> <p>BS500.005</p>	<p><b>Inspired to look at the other collections which improved our well-being and broadened our minds now off to go and find our dog!</b></p> <p>PP300.033</p>
<b>Keep learning</b>	<b>Take Notice</b>	<b>Be Active</b>	<b>Connect</b>	<b>Give</b>



## A selection of comments from The Beaney face book page

**Beth Cuenco** What a magical installation - GO AND SEE IT! Guaranteed you will leave feeling inspired and with a smile on your face.

February 9 at 1:21pm · Like ·

**Andrea Hernandez** Dear Beaney, We came yesterday, really glad not to miss it, we received from the pharmacists, personally prescribed prescriptions for happiness, benevolence, a sense of adventure and general tonics for the soul had a disco in the lift - taught a 4 year old Russian boy about the trans-Siberian railway, we made origami and hid it in the museum and did some drawing just for the fun of it. All in all I can report high levels of happiness that did not compare with the levels reported post Damien Hurst's non-interactive Pharmacy. Love Andrea x

February 25 at 8:07am · Like · 2

**Sarah Hunter** We loved it - the four girls (aged 6 - 10) spent ages tracking down the items on their prescription. Everyone was friendly and approachable. Thank you!

February 25 at 8:13am · Like

**Kathryn Fisher** It was a fantastic concept! Should be a permanent fixture!

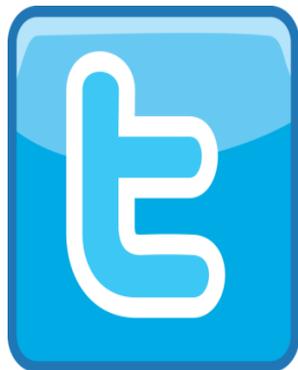
February 25 at 8:26am via mobile · Like

**Jane Walker** I thought it was absolutely brilliant - full of imagination and wit and happy things.

February 25 at 8:33am · Like

**Ruth McDonald** I thought it was beautifully made, well presented and was cross generational, appealing to all ages. It was a jewel in a cold and dull February, heart warming, cheering and above all funny!

February 25 at 10:26am · Like



9 Feb

@yearoneteam  
enjoyed visiting  
intriguing new pop  
up cultural chemist  
[@Beaneyfrontroom](#)  
[#paperapothecary](#)  
[@animate\\_arts](#)

20 Feb

@ianjsimpson  
<http://yfrog.com/estd4idqj>  
At the Paper Apothecary I  
got a prescription for  
happiness from awesome  
volunteer @the\_beaney  
[@animate\\_arts](#)

16 Feb

@CassyFry  
Taking my  
[#paperapothecary](#) cultural  
treatment @the\_beaney -  
feel so much better.  
<http://instagr.am/p/Vy-bNtq7Gq/>

9 Feb

@joecooper80  
Annabelle happy with  
her treatment!  
[#paperapothecary](#)  
[@beaneyfrontroom](#)  
[@animate\\_arts](#)  
[@the\\_beaney](#)  
[pic.twitter.com/1WT5Eljr](http://pic.twitter.com/1WT5Eljr)

9 Feb @LSCartledge

Brilliant [#paperapothecary](#)  
at The Beaney House in  
Canterbury, Kent  
[@animate\\_arts](#)  
<http://yfrog.com/hsx75wuj>

This email was received during the exhibition from a visitor. She had copied us in to an email she felt compelled to send to the local papers.

Dear KM

I was feeling a bit low this afternoon when I headed into Canterbury town. And got even lower when I couldn't find any suitable envelopes in W H Smiths. I guess Basildon Bond and the like are virtually redundant these days – they only had office type envelopes or flashy shiny ones?

On a whim I headed into our revamped Beaney and into the front gallery where I found The Paper Apothecary, made totally from card and paper. What a wonderful, wonderful experience! I shared my 'issue' with the chemist and with a little thought and consideration she retrieved her recommended 'cultural' treatment from one of the numerous drawers – a super drawing and poem by Louis from Parkside School (thanks Louis). Her assistant wrote down the 'treatment' for me and directed me to the People and Places Gallery to see the painting I'd been prescribed to look at (that had inspired Louis) and place it in my memory. 'The Angel over Canterbury' by Sara Wicks was already familiar to me but it was delightful to see it again with fresh eyes.

In the process, I got talking to another client visiting the Apothecary and we ended up exchanging email addresses.

I left The Beaney in a far more buoyant mood and walked back by the river with a spring in my step.

If you haven't been treated by the Paper Apothecary yet I'd certainly recommend a visit – and soon, as it will be shutting on Sunday.

Many thanks to those involved in this really interesting project

Sue X



*(From left to right):*

- 1.) Visitors reading happy recipes
- 2.) The Apothecary shelves
- 3.) Lady looking through shop window
- 4.) Feedback post-box
- 5.) Young boy explores the apothecary drawers

## Summary

The Beaney's Happy Museum project was innovative, exciting, ambitious, imaginative and transformative!

The vision for the project was:

***“Beaney and community, using innovation and material culture, to create a centre for health and well being”.***

The Paper Apothecary had an extremely positive effect on the Beaney's staff, visitors, participants and creators. It far exceeded the expectations of the initial project scope. It was regarded as a pioneering project that connected people with the newly revitalised Beaney and actively sought and nurtured participation and dialogue. It encouraged people to connect with their local museum in new and innovative ways.

Listed below are outcomes from the project not previously mentioned in this document:

- Canterbury City Council Museums & Galleries Strategy to be updated to include a section on the importance of health & well being at the Beaney (completed by August 2013).
- Partnership agreement with Canterbury Christchurch University (Professor Paul Camic, Professor of Psychology and Public Health and Research Director in the Department of Applied Psychology ) to share best practice on museums and galleries as partners in public health interventions.
- Series of health and well being activities and events at The Beaney instigated under the “Feel Good Fridays “ banner ( ongoing) incl. Healthy walks, Yoga, Knit & Natter group & Homework Club
- Currently in discussion with Visitor Services Manager to initiate staff health & well being workshops with 3 Canterbury City council museums. They will be designed using the Paper Apothecary model and Happy Museums ethos to increase staff happiness (approx. 30 staff will be involved directly). These initial workshops will engage new staff not involved in the initial project. This will be followed by regular “Happy Museums” activities by the staff led by Cultural Drs. ( ongoing )
- Canterbury City Council staff included in weekly operational meetings with Kent County Council.
- First hand understanding by visitors, staff, arts organisations and artists of the positive difference a community health and wellbeing arts project can make. This has triggered future exhibitors in The Front Room to increase engagement activities. It has raised levels of expectation, ambition and innovation.
- Positive learning and professional development experience for lead artist and project manager
- Happy Museums Project / Paper Apothecary included in following award applications:
  - The Beaney was a finalist in the national Art Fund Prize for Museum of the Year 2013 and the Clore Award for Learning
  - The Collections Trust Award ( Participation)
  - Canterbury Culture Awards (East Kent People's Choice Award)
  - Kids in Museums

**Further images and two short commissioned films (one documenting the build) can be viewed on the [Beaney website](http://www.canterbury.co.uk/Beaney/The-Paper-Apothecary.aspx)**  
<http://www.canterbury.co.uk/Beaney/The-Paper-Apothecary.aspx>

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