

Question 3 – Big Idea, purpose, theme, approach (*Catherine Carman and Laurie Stein*)

The View from Here to There: Aesthetics of Travels in the Rural Midwest, is a temporary exhibit developed by the 2007-08 Eastern Illinois University Historical Administration class in concert with the Tarble Arts Center. The exhibition site, the Tarble Arts Center, is a division of the College of Arts and Humanities at Eastern Illinois University. Its mission is to engender appreciation for and involvement in the arts, especially the visual arts, as a major arts resource for the people of east-central Illinois and Eastern Illinois University through the presentation of temporary exhibitions and community-based educational activities both on- and off-site. This exhibit concludes a three-year series of temporary exhibits revolving around the theme of corridors. It will be located in the Brainard and E Galleries and will run from April 19, 2008 to June 22, 2008.

Big Idea

Landscapes of mobility are products of both practical need and cultural mindsets, wherein users modify and create aesthetics of travel.

Exhibit purposes

- 1) Want visitors to approach personal and cultural views of aesthetics critically.
- 2) Show visitors how to analyze landscapes and recognize evidence of physical change over time.
- 3) Make sure visitors are aware of human experience in history while looking at landscapes.
- 4) Trace development of transportation corridors in Central Illinois from 1815-1970.

Exhibit Themes

E-Gallery – Overall: What is a transportation corridor? What factors affect how we perceive it?

- What is a transportation corridor?
- What transportation corridors came through here?
- Time and space in transportation corridors
 - How does mode of transportation affect perception of distance and time?
 - How does speed affect perception of the landscape?
- How we view the view
 - Majority and Minority
 - How does socioeconomic status affect transportation experiences?
 - How does socioeconomic travel experience affect perception of the landscape?
 - Familiar and Unknown
 - How does knowledge of the landscape affect aesthetic perceptions?
 - Heroic and Ordinary
 - Perceptions of users of the landscape

Brainard Gallery – Overall: How have users perceived and experienced transportation corridors over time?

- Building the landscape (artist/brush/canvas :: user/tools/landscape)
 - National Road
 - Rivers
 - Railroad
 - Highway (Rte. 40)
 - Interstate
- How do people imagine transportation corridors of the past? How did contemporaries see them?
- Aesthetics of change
 - What do changing transportation corridors look like?
 - How do people view changes in transportation corridors?
- Mapping the landscape (possibly in E-gallery?)
 - Historical maps – viewing maps as tools/aesthetic objects.

Approach

We will integrate aesthetic and didactic approaches to encourage visitors to think critically about the landscapes of transportation corridors. We think this approach will require visitors to bring in their own experiences, combine them with our interpretation, and thus create new meanings. Within this, the E-Gallery will utilize more interactive strategies while the Brainard Gallery will take a more traditional didactic approach integrating art and history, though both will have participatory and informative elements.

Question 4 – Problems exhibition planners need to solve (*Aly Mazzone and Alisha Goode*)

- Where to find artifacts?
 - Which artifacts to use?
- What types of landscapes to depict?
 - How to incorporate both natural and built environments?
- How to incorporate diversity?
- Can we incorporate tools that created the transportation corridors (artifacts not typically seen as art objects but that were essential in creating the landscape)?
- How can we convey geographic boundaries?
- What strategies to use to make the exhibit interactive?
- How can we extend education beyond the exhibit?
- How should we utilize our limited space?
- Given our collections, should we/can we convey human interaction with the landscape?
- How can we make the exhibit relevant to the present?
- How do we address seasonal changes in the landscapes?

- How can we break visitors free of their pre-conceived notions about transportation corridors?
- How to deal with visitors' differing opinions on the subject?

Question 5 – Exhibit voice and point of view (*Matt Cassady and Angie Drews*)

The main institutional voice will guide interpretation and facilitate critical thinking. The point of view will be that of a friendly expert interested in visitors' ideas. With quotes and narratives (primary sources) as well as juxtapositions of different types of representation in artifacts, we will seek to present multiple perspectives. We hope this voice will encourage visitors to discuss exhibit elements amongst themselves and draw their own conclusions.

See attached interpretive model.

Question 6 – Design opportunities and constraints (*Kristen Lundquist and Sarah Elm*)

Constraints

- Small space, large pictures
- Disproportionately tall walls in the E-gallery
- Limited wall space for hanging due to windows in E Gallery and curtain in Brainard Gallery
- How to provide space for people to leave comments
- Security of Brainard gallery
- Limited amount and little variety of artifacts
- Two galleries - how to get visitors in both?

Opportunities

- Entire front wall of E-gallery is glass
- E-gallery – can hang walls in gallery?
- Use signs/transportation themes as directionals
- Movable display cases
- Wireless internet in E-gallery
- Multiply outlets in E-gallery

Question 7 – Exhibit benefits (*Aly Mazzone and Alisha Goode*)

This exhibit fits with the mission statement of the Tarble Arts Center by engendering appreciation for the aesthetics of transportation corridors. It centers on local landscapes. It will promote the museum's educational goals, particularly in the 5th grade enrichment program.

Visitor benefits by...

- Viewing items from collection not always on display
- Expanding interpretations of art to include transportation corridors
- 5th graders – enhance historical and art education
- Tourism promotion

Table benefits by...

- Furthering incorporate historical perspectives into art museum
- Displaying a wider range of collection
- Expanding visitors' aesthetic appreciation

Planner benefits by...

- Gaining knowledge about corridors
- Learning exhibit planning process
- Improving appreciation of art/develop art vocabulary
- Incorporating art perspective into historical exhibits

Community benefits by...

- Developing appreciation for local aesthetics
- Increasing community pride
- Promoting awareness of historic preservation

Question 8 – Conceptual planning bubble diagram (*Dan Grzesiak and Tiffany Taylor*)

See attached diagram

Question 9 – Educational goals and objectives (*Matt Cassidy and Angie Drews*)**Goal 1**

Understand what a transportation corridor is.

Objectives

- A) Identify the needs of travelers and how corridors satisfied their needs.
- B) Identify examples of both historical and contemporary transportation corridors.
- C) Examine the influence of cultural mindsets on transportation corridors.

Goal 2

Understand the development of transportation corridors over time.

Objectives

- A) Recognize common methods of transportation during different eras.
- B) Identify the groups using each mode of transportation.
- C) Analyze the effects of mode of transportation on different groups.
- D) Create an awareness of current historic preservation efforts.

Goal 3

Understand aesthetics of transportation corridors.

Objectives

- A) Identify aesthetics of a landscape.
- B) Recognize aesthetic changes over time.
- C) Relate ideas of aesthetics to individual and cultural mindsets.
- D) Analyze the aesthetics of personal transportation corridors.

Question 10 – Exhibit rendering (*Kristen Lundquist and Sarah Elm*)

See attached perspective sketches.