

Oh the Places You'll Go

Floor 4

Eliza Boyle '25

Wired

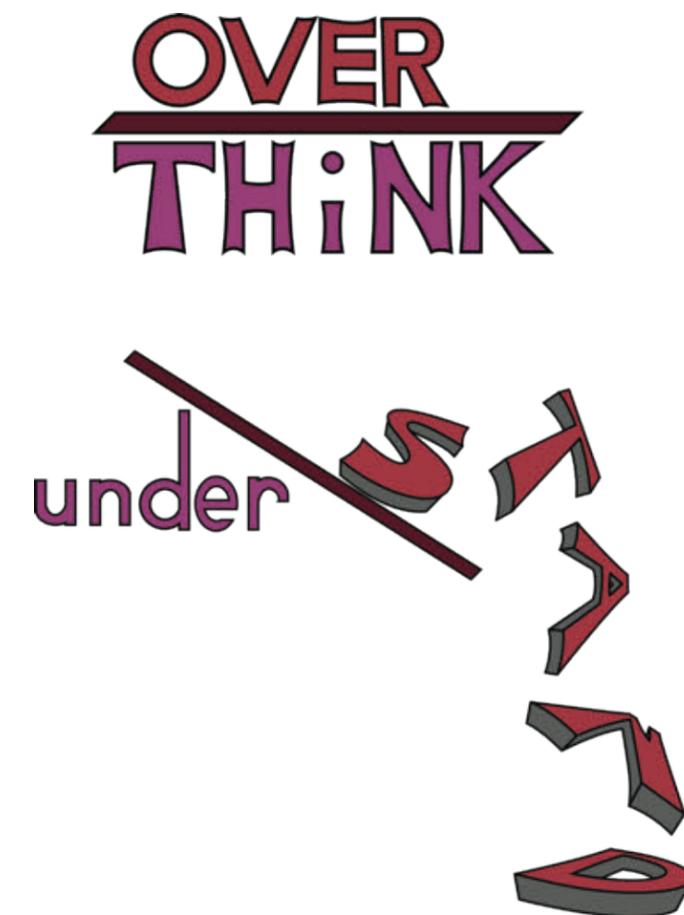
Floor 2

Christian Loop '22

My installation addresses the opposition and process of adult and children's literature. All of the readers in the library started at a similar place; introductory books with pictures and simple "hidden" lessons. My exhibition serves as a reminder to Vanderbilt students of their past and how far they have come. It consists of 4 large adult fiction books with distressed children's books pages collaged to the front. The children's books pages have been weathered using coffee, a lighter, and tearing. The books are constructed and sealed with a spray adhesive. Next to the books, on the bottom shelf is a jar of seeds, and on the top a full-grown plant to further emphasize one's literary growth. They are intentionally positioned in a study area so that while students' eyes wander, they are given this gentle reminder.



For my library project, I want to create an installation art piece that represents how distracted and lost students, including but not limited to Vanderbilt ones, have become in their studies due to electronics. My piece involves taking an old textbook that I have at my house and transforming it. I opened the book about halfway through and covered the pages on both sides with little notification reminders made of white paper and paint or markers. These notifications are things like texts, snapchats, instagram notifications, and tik tok ones, just to name a few. I want to place this piece in the 2nd floor study room on a speaker podium because I like the message of how even important things like public speaking are affected by technology.



Web of Association

Floor 6

Erica Skidmore '25

While walking through the library stacks, Library visitors are surrounded by knowledge. The prose on the shelves represents diverse ideas by diverse people, exploring just-as-diverse topics. In spite of their variance, each account is still inherently connected.

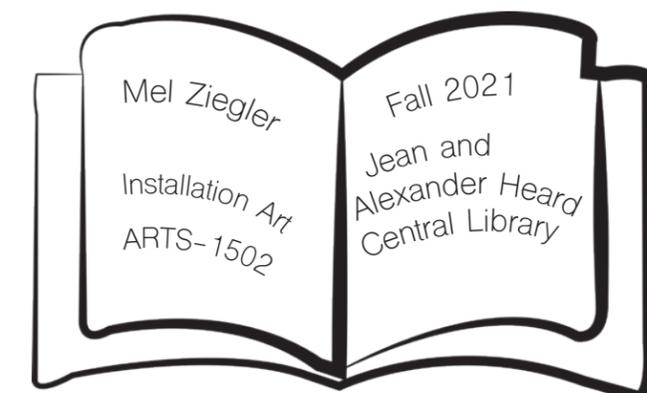
In the installation, Web of Association, several threads of yarn connect hand-made "books" between the library shelves. These threads create a canopy above the viewer, surrounding them in a physical representation of these relationships. They bridge a metaphorical canyon between distinct narratives, and a physical one between the two book-cases.

I want viewers to recognize that these connections are often constructed, but that this makes them no less real. They are one of several ways that we make sense of, and shape our world as we continue to live as part of it.

Now, while division and antagonism continue to dominate public discourse, I think connection and listening are more important than ever. All the while, during this pandemic, we must contend with dangers that make connection difficult. We are separately in need of connection – it is our greatest strength.



Overthink | Understand explores the ways in which we as students interpret information and knowledge--faced with academic stress and the pressures of finding careers, we often overthink and do not fully understand our surroundings. We present our visual works in the same way that the library presents texts and works of literature, leaving them open to interpretation and, hopefully, understanding.



Special thanks to the Central Library faculty for hosting this exhibition:

Celia Walker
Yvonne Boyer
Ramona Romero

Treasure Hunt

Floor 4

Jiwon Park '22

My project is a maze-like, treasure hunt library installation. With this interactive project, my main purpose is to rekindle students' love for reading stories and bring back the joy of reading students experienced when they were younger.

There are 7 different treasure boxes in the reading room in the library. Within each box are seven excerpts from the story, "The Red Death" by Edgar Allen Poe. They are of seven different colors that are mentioned in the story, "The Red Death", which are blue, purple, green, orange, white, violet, and black. The excerpts in the box follow the order of the colors that was mentioned in the story. By reading the story, I hope students explore the lessons that pandemic diseases like COVID-19 and the Red Death teach us, and explore the connection between our shared vulnerable bodies that have been expressed within literature throughout history.



Controlled Chaos

Floor 8

Colin Walsh '22

Controlled Chaos is an installation piece that consists of a compilation of marbled paintings as seen in the drawing above. The title of the piece, Controlled Chaos, serves as a metaphor that although you can control inputs within your life, the outcome will not always come out the way you originally planned. Marbling is a painting process in which the artist spreads colorful food coloring pigments in a tub of shaving cream and then dips a piece of cardstock into the solution transferring the unique pattern onto the paper. The paper is then dried, allowing the pattern to solidify, before being ready to showcase. Just as in life, although the artists can control what pigments to use and therefore the color of the artwork, the final marbling is impossible to predict. The piece is located in the Bandy Seminar Room on the 8th floor of Central Library upon a singular desk. A piece of 24 x 30 plexiglass covers the composition and is accompanied by a ray of natural light from an adjacent window.



Train of Thought

Floor 7

Julia Shehadi '22

My project explores the pathways of the flow of knowledge and education, something in which libraries have historically played an integral part. The piece consists of constructed wooden model train pieces and three carts along these tracks into which a passer by could peer inside and view their contents. Inside the three carts there are books, along with symbolic objects of peace and prosperity, currency and an olive branch. One section of the tracks is blocked by a symbol of conflict, showing the way in which war and violence can be both a stopping point in this flow, or simply caused by lack of information. I placed this piece inside of the stacks of the library because I wanted it to be something that could be happened upon, not necessarily placed on display. Much of the process of the flow of knowledge, and access to education, is something that I and likely many of my peers have taken for granted throughout our educational career. The placement of the piece gives it the illusion that it is a small piece of what is happening behind the scenes at all times, in places like libraries and schools, in order to transport knowledge and provide education.



The Mother

Floor 5

Sophia Zimmerman '22

My piece is a red and green crocheted curtain, with various plants woven in, surrounding a large, plaster, woman's eye. The eye represents Mother Nature watching over the viewer and the ivy strung along the curtains represent her arms around the viewer. Mother Nature represents the innate knowledge that every person has inside: knowledge of nature, love, safety, and self. My piece sets out to call the viewer back to a focus on their inner self rather than the outside surroundings of the library and dispute the mindset that inner knowledge is not as valuable as scholastic knowledge.



Proof of Identification

Floor 6

Sarah Siman '25

"Proof of Identification" aims to emphasize and explore the concept of personal as well as shared identity, something that one can discover while in the pursuit of knowledge at the library. It is an interactive work in which the audience can read statements and determine whether they agree or disagree with them. The statements are stenciled in red paint onto a large collage of mock legal documents, such as birth certificates and visa application forms, among other things. If one agrees with a statement, they can print their own fingerprint near the sentence, adding their individual identity to a larger community of shared experiences.



My Two Cents

Floor 4

Shannon Felder '25

As a place where students study, the library can easily become a place of stress. The purpose of this installation is to remind students what is important, in an attempt to make learning something we do, instead of something we use to judge ourselves. Reading and educating ourselves should be an amazing opportunity, and I hope to bring focus back to the opportunity we have, instead of the negative associations that too often get mixed into our time in the library.

