

Author: Allison Hammer

Event Response – Exhibition Opening: The event was meant for the families of the community here in Champaign. Kids are supposed to come to the Krannert with their parents and participate in our activities and see the galleries. The event focused on the Out of Sequence exhibit with the comics and characters in the gallery. It was mostly children ages 3–12 and their parents. We had a great turn out and everyone really seemed to enjoy all of the activities. We did marble painting and the parents thought it was so cool and liked that they could do it at home with the kids. The event was very energetic and people seemed to be enjoying themselves. All of the activities went off without a hitch. We even had some parents doing the activity.

Art Exploration: I have been in the Krannert Art Museum many times, usually for the opening of a new exhibit or a visiting artist, so for my Art Exploration I decided to take a look at the permanent collection in the basement. I chose the *Osiris as a Grave Figure*, Egyptian, 1st Century B.C.-A.D. It struck me immediately because the human figure stands tall on top of what looks like a coffin. I am usually very intrigued by Egyptian artifacts; I believe it is because of my love for mummy movies and the thought of the great art and architectural feats that the culture overcame so early on in history. I found it very intriguing, and I liked it right away. As for an emotional reaction, I was intrigued by the familiarity of it. I have seen many statues like this and many artifacts that look like Osiris in my other Art History courses. Basically it was like seeing a familiar face and deciding to take a closer look at it.

The grave figure is made of wood, plaster, and then paint for

the details. I believe that an artist must have created it or was paid to do so by a wealthier patron. The wood was probably used to create a very basic shape, the outline of the whole sculpture, then plaster was formed over the wood, then it hardened and was sanded and carved into the form, and the painting was done last. There could have been two artists, one who worked on the sculpting and the other added the painting of the form and the writing.

The subject matter of this object is of the god Osiris. The theme is that of death and the after life. Egyptians were largely known for sending their deceased into the grave with their possessions for the afterlife. The god Osiris is standing over the grave piece, which could symbolize that he would watch over the deceased as they pass into the afterlife. The writing around the coffin-shaped base could be the deceased's name or something related to their family or life on earth. The grave figure was probably placed over or in the grave when someone passed away. It might have been a symbol to the people that Osiris would be there to protect their beloved who passed. This object obviously took some skill to make which suggests that an artist was paid to create it, so it is possible that the deceased was wealthy or higher in class than a commoner. Once this object was buried with the deceased, it would serve no other purpose and would not be dug up for other uses. I believe it is meant more as a memorial, almost like a tombstone that we would see today.

The composition is fairly straight forward; there is a coffin-shaped piece that acts as the base, with writings and colors decorating it, and Osiris is built into the base and stands perpendicular to it, towering over the shape. Osiris is adorned with a large, traditional headdress, and is also painted with a decorative pattern. The statue of Osiris is so eye-catching, due to the obvious emphasis that was put on him, that it almost takes away from the bottom of the figure which is the coffin-shaped piece.

I believe that this artwork shows that this culture greatly believed in their gods and the afterlife. It could mean that the god Osiris was so important to them, that they would choose him as the one to watch over them in death. The artist was showing the importance of the god by placing him over the rest of the figure, by giving him a throne atop the coffin. Originally, this object could have been meant as a great sign of respect for the deceased and for the god Osiris. Today, to us it is an insight into the Egyptian culture from the Ptolemaic period, instead of being a dedication to the deceased; it has become a figure that we look at in a museum. We have respect for it and appreciate it as an artifact, but it does not hold the same religious values to us as it once did to the Egyptians.

Questions

What do you think the piece was meant for?

What is the meaning of the figure?

Is it religious or political?

Is it a man or a woman figure?

Was this piece for wealthy or everyday people?

Was it for a special occasion?

What could the headdress mean?

What could it relate to in our modern day?

Was it made by an artist or not?

Does it fit in well in the room that it is in?

What is the first image that pops into your head when you first look at it?

Keywords:

Object Guide: Egypt, 1st Century B.C.–A.D. Ptolemaic

Osiris as a Grave Figure

Wood, plastered and painted

This grave figure is composed of two parts. The base is a shape that resembles a coffin and the upright statue atop the sarcophagus shape is of Osiris. The figure is carved of wood then covered in plaster and molded to the desired shape and then painted. The symbols on the sarcophagus base are the Ankh and the Was. The Ankh is a symbol of life and the Was is a symbol of dominance and power. These two symbols are brought together to symbolize the figure that sits atop the base. To ancient Egyptians, Osiris is the god of the afterlife, fertility, and regeneration. The god was once killed by his brother, brought back to life by his wife, and then they bore a child that became Pharaoh; his name carries many meanings for life and death (Mojsov). On the figure, Osiris is wearing the Atef crown which is composed of the white crown of Upper Egypt in

the middle and two tall feathers on both sides of it which symbolize the feathers of Ma'at. The god of life, Ma'at, had two feathers and before a soul could travel on to the Kingdom of Osiris their heart had to be weighed against the feathers (Krannert).

The face of the Osiris figure is gold, emphasizing the god's importance, and the body is covered in a black robe with decorative details around the neck and down the front. The robe is wrapped tightly around the body of the figure making it look like a mummy which associates the god again with the dead and the afterlife. Dead kings were often identified with the god Osiris; during their rule they were believed to be Osiris' son Hector incarnate, and in death they became Osiris (Ashton). From this period, there was often a box, coffin-like, surmounted by a statuette of Osiris next to or inside the coffin of the deceased (Dunand). This artifact was most likely used as a funerary or burial artifact. Egyptians believed that the traveling soul, after death, needed objects to assist in its journey to the next life. Most likely this object was created for a member of the upper class whom would be associated with the god Osiris in his or her death.

The Ptolemaic dynasty was a Hellenistic royal family that began with the splitting of Alexander's empire in 305 BCE. Ptolemy, a great general, received Egypt during the divide, and claimed himself as pharaoh. This was the last dynasty with a Pharaonic title and lasted until the death of Cleopatra VII in 30 BCE. This era was greatly influenced by trade with foreign countries, the discoveries made by Alexander, and also the Greek culture. The Greek city of Athens was growing in wealth at about the same time that Alexandria was becoming a center for economic and cultural growth. The ancient Greeks were involved in trade and tourism with the Egyptians and each culture influenced the other.

During this time, funerary rituals were beginning to change. Egyptians and Greeks both buried funerary items with their deceased, but the Greeks were more concerned with life while Egyptians had been more concerned with the afterlife. After the two cultures shared in trade and

religious beliefs, Egyptians were not leaving food, every day utensils, or items of comfort for their deceased; instead they created funerary pieces like the *Osiris as a Grave Figure* (Ashton). These artifacts placed more emphasis on the deceased and their guidance to the afterlife. Grave figures like this one are associated more with the Ptolemaic dynasty for this reason; they were more important at the time and old views were being lost in the transition and influence from Greece.

Allison Hammer

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Annotated Question *Osiris as a Grave Figure*

Plan:

Annotated Question Plan

-What is this object?

-What does it remind you of?

The first question is to just talk about what it is, if they have not read the label. What the two pieces of the figure are, what the pieces could be. The bottom one looks like a sarcophagus. The top figure is a person. The second question is to bring up what they are instantly reminded of when they see it, the first answer will probably be mummy, then ask why.

-How was it made? What is it made of?

Goes back to the physical aspects of the work, ask who might have made it and for whom it was for. Bring up royalty.

-Who is the figure? Is he or she important?

This question is to see what subject matter they associate the person with and then ask why, and ask why they are important or not. See if they point out the gold, or the headdress, or hieroglyphics on the robe.

-How do we know this figure is important?

This is to also bring up the gold on the face, the matter of importance to it. Also, the fact that the figure is towering over the sarcophagus makes it important.

-What is the meaning behind the work?

Is it religious or based on government. How many people used this item, was it used often.

-What do the symbols mean?

See if they recognize the hieroglyphs on the figure or the symbols on the bottom first.

-What could the hieroglyphics say?

The name of the deceased or a spiritual verse.

-How does the gold create meaning to the figure?

Gives it significance, gold meant money and power.

-Do you personally like it? Would you like to study it?

An open-ended question that would get different responses, or they might be indifferent to it completely. See if they like it enough to do a project on it or read about it.

-Does it fit well in the museum?

With the surroundings, with other artifacts, or if it stands out.

–What could you relate it to in our modern day?

This could be open-ended, or they relate it to headstones, burials in our modern day, relates the old with the new that we have today.

Tour Stop: Osiris as a Grave Figure – Allison Hammer

Krannert Art Museum Tour Stop

Overview

Students would explore the main physical characteristics of the grave figure without knowing what it is or what the god is and the meaning behind it. Then the god and the meanings would be revealed and discussed. The activity forces them to design a headdress for themselves like the one that the Osiris is wearing. They are supposed to use objects that they use and associate themselves with in their every day lives. Then they all share the meanings of their headdresses and the objects that make them.

Artworks

Osiris as a Grave Figure

Egypt, 1st Century B.C.–A.D. Ptolemaic

Wood, plastered and painted

Supplies

“Create Your Own Headdress” handout

Pencils

Clipboards

Procedure

1. Have students gather around the *Osiris as a Grave Figure*. Let them look at it for a while, see what they like,

and look all around every side of it. Ask: “What is this?”

2. Have them talk about the physical characteristics, what the figure might be, the gold face, the headdress, and the base.

3. Tell students that the figure is the god Osiris, ask “Who is he?”, “Why would they make a statue of him?”

4. Talk about the headdress. Ask what it might mean. Tell them some of the following and ask what they think.

–It is the Atef crown which is composed of the white crown of Upper Egypt in the middle and two tall feathers on both sides of it which symbolize the feathers of Ma’at.

–The god of life, Ma’at, had two feathers and before a soul could travel on to the Kingdom of Osiris their heart had to be weighed against the feathers (Krannert).

5. Tell students the following:

- The story of Osiris, what he represented.
- He was the god of death, resurrection, and fertility.
- He was a god that was killed by his brother, brought back to life by his wife, then they had a child when he was brought back.

6. Ask: “With this additional information, why do you think Osiris was incorporated in this piece?” Have students contemplate the layout of the object, the meaning of it, and its symbols. Tell them:

–The two symbols on the base are the Ankh and the Was.

–The Ankh is the symbol for life, and the Was is the symbol of dominance and power.

–The figure is a funerary object.

– . Dead kings were often identified with the god Osiris; during their rule they were believe to be Osiris’ son Hector

incarnate, and in death they became Osiris

7. Ask: “What might have been going on at the time this was created?” “What could be some influences on the Egyptians at this time?”

–Talk about the Greeks expansion, Athens growing larger than Egypt, their art influencing the Egyptians.

–Tell them about the end of the era, the Ptolemaic times ended with the last Cleopatra.

7. Ask: “What might this piece relate to in our modern day lives?”

– Talk about funerary pieces and how this is one, what we use today.

Next, hand out the sheet to the students that they will be drawing on. Tell them that they are going to be designing their own Egyptian headdresses like the Osiris has. They are supposed to use objects from their every day lives that help describe them and their interests to make the headdress. They can use any symbols or objects that they associate with themselves. Then have them write a paragraph describing the meaning behind the headdress and what is on it.

– Ask for students to share their drawings and to describe the meanings of the symbols and objects that they drew.

Audience Study – Audience Study
Kids@Krannert:

Kids At Krannert 1

October 4th

Allison Hammer

The Kids At Krannert highlighted the Japanese paper works by Kyoko Ibe, the Asian Gallery, and the Japanese wood block prints. The activities included Paper Palooza, which I participated in, Print Mania, Nature Quest, and

iTouch. The audience was varied. It consisted of parents in their mid-thirties, with their children ranging from 3–8 years old. There were even people who spoke English, but were speaking another language to their children, whom did not appear to speak any English.

I was only able to observe the people in the museum for a small amount of time. They all seemed to enjoy the Kyoko Ibe exhibition. The people that roamed into the faculty exhibit enjoyed those pieces as well. I was stuck in the Link gallery for most of it, but was hearing plenty of good remarks about the exhibit. As for liveliness, the kids weren't very excited. I believe they were a little lackadaisical because it was Saturday morning. Also, the children who did not speak English didn't seem to take as much from the activities. While I was talking, their parents were trying to keep up and translate to them, causing some confusion.

The purpose of the event was to bring the kids and community into the museum in order to experience it's resources. This Saturday morning was much calmer than I had expected. The music in the background went very well with the exhibit. The children seemed to be excited and curious, but somewhat overwhelmed. This activity was for the kids and parents of the community. The group that showed up consisted of people from around the area and university. The parents were attempting to get their children more engaged in the activities. The audience was impressed by how much thought and organization we had put into it. Improvements that I would suggest would include; more promotion of the events, less activities, and more time spent throughout the museum itself. I also believe that Saturday morning events conflict with other extracurricular activities for children such as youth sports leagues.

After completing my two interviews, I noticed three main points that the parents seemed to enjoy about this event: the interactive activities, the laid back feel/environment, and the fact that we were focused on their children.

College Students: ARTS299

I went to my friend's apartment complex one night this week to gather information from them about the Krannert Art Museum and what their thoughts were on it. There were more people around during the interview and I got a lot of information even from the surrounding audience. I think that there is a lot of potential to get more students involved here with the museum. I was surprised by many things that they all seemed to say. Also, I took into consideration my perspective as an art and design major and how the experience has been different for me.

After my interviews were over, another person spoke up and said that they really liked the museum and liked their class that they had in it. All but one other person that I interview had been there. I think that the biggest problem is getting the students here. As for advertisements and publicity for the museum, no one had really seen any. As for fliers, they thought they might have seen some or heard some word of mouth but could not really explain to me what events they had heard going on.

For the most part they seemed interested and after I told them about events that we had going on they were all for it. When I told them about psychics, concerts, and guitar hero, they were intrigued. My experience has been different with the KAM because I am an art student and I get all the emails about exhibitions and

speakers going on there. I believe that these emails should be sent to all students, in every college and in every major. One other thing they all thought was that the KAM was for students to display their work. I even asked them if they would all go if I had an Industrial Design exhibit and they all instantly said they would.

Other things that would bring them to the museum was the idea of free food, original exhibits, and anything different and using the museum for other things. None of the people I interviewed were big museum visitors, but they were all genuinely more excited about the museum after I told them more about it. I think that we just need to get the word out to the students, all of them. I know that personally I am going to send out an email to my entire sorority house about Artzilla and other events that we have. This is a great thing to just send to house presidents and have them send to their whole chapter. They sometimes give their members points for going to these events or helping with them. It is just more incentive to get people who aren't usually at the museums to go!

Audio Guide Script: Priscilla Reisinger

Allison Hammer

Audio Guide

Copy after Cornelius van Haarlem (1562–1638), Dutch

Love or Money, 1594

Oil on canvas

Gift of Mr. Louis Moss 1961

P: This work, entitled *Love or Money*, depicts a woman forced to make a decision between the two men on either side of her. The woman is dressed in fancy attire wearing a yellow dress complete with jewelry accents. She is in an embrace with the youthful man on the right, who is wearing an equally fancy outfit in a light pink color.

A: The man on the right is gazing intently into the woman's face, while her gaze is turned towards you with a look of contemplation. To her left stands another man – not as handsome as the first and possibly older – reaching out to her with question in his eyes. She has not acknowledged him in this scene – but you can tell she is thinking about what he has to offer.

P: He does not sport any visible jewelry or colorful clothing, yet his clothes appear to equally luxurious. He is slightly distanced from the other two figures and he is holding a small burlap bag possibly containing money. He seems to emerge from the shadows on the left, offering his wealth (symbolized by the money bag) as a proposition for marriage.

A: However, the woman is in an embrace with the younger man on the right. They are coupled together yet the woman looks away indecisively. She gazes outwardly as if contemplating her future with either one of the men. The subtle/vague interactions of the characters leave the conflict open for interpretation.

P: One interpretation of this conflict could be that the young woman is contemplating her future security in wedlock based on the wealth of her suitors. She appears in love with the man on the right because they are embracing. He is young and handsome, while the other man is older yet wealthy. Which would you choose?

A: Others view the conflict in a more sinister light. It is possible that the woman is already married to the wealthy older man. In this interpretation she appears to be seducing the younger man, possibly to have him kill her

husband or rob him of his money.

P: This painting *Love or Money* was inspired by the 15th century Dutch artist, Cornelius van Haarlem. Van Haarlem's original work is documented as being entitled, *The choice between young and old*, and *The difficult choice*. (The translations of the title differ in interpretation from Dutch to English.) But the theme is still the same – the age old decision between love and money.

A: From 15th century Dutch society to present day society – the issue of “love or money” is still evident. Can you imagine yourself having to choose between the two?

Audience Study – Audience Study

ARTzilla:

ARTzilla

Allison Hammer

ARTzilla was focused on the comics exhibit by John Jennings. We had a faux cocktail bar, food, mega twister, comic walls, readings, movie showings, and 80s hair and makeup. The target audience was the students and public of U of I. There were a lot of art students and undergraduates, and there were also a smaller percentage of grad students and older people from the general public. I even saw a few professors from the art department. The audience was a little overwhelmed with what was going on, we had so much stuff, but in the end they had a great time. I think they just weren't prepared for all the stuff that we were going to have and all the thought that we put into it. They all looked like they were having a great time. The girls were so excited to have their hair and makeup done and people loved the reactions to the makeup and the whole 80s theme.

The girls getting their makeup done were then taking a million pictures of each other. There were two brothers who got really into the twister game. It became a really tough competition and they were battling each other for the final prize. All the big groups of people that came down to play twister had a great time and it was huge if they won! We tried to make it a big deal if you got an old

record.

The purpose of the event was to get the students to the museum, to let them have a great time and relax in the environment and look at some really cool comics pieces. There were a lot of great reactions from the comics exhibit, and a lot of people couldn't believe there was such a great exhibit so far from Chicago. There were a lot of students that showed up of all ages and of all majors. There were mostly people who had been told about the event from their art student friends. The audience was engaged but we had to try to get them going in the beginning. When they walked up to the cocktail bar they were a little hesitant so we just had to have energy and get them excited about the whole thing. I think it was just that we were doing things that you wouldn't normally do in a museum, so people were unsure of how to react. But in the end it was great fun.

Event Response – Additional Event: The additional event that I attended was the Industrial Design show in the Link Gallery. The event focused on projects completed by the Industrial Design students from Sophomore year up to Graduate students. The show was pretty big, there was more work in this show than in the past years. I have two pages of sketches in the show too. The target audience was probably the freshmen in FAA, FAA teachers, and any A+D student. The demographic was about age 18 and up, but varied ethnicities. The general attitude of the group was very positive and interested. It is a market that not a lot of people know about so it is really fun to show people what we can do. Everyone seemed very excited and very interested in the work. I even had a few people ask me questions and want to see what I had in the show. Professors were talking and lecturing and Grad students were lecturing about their projects and what they researched.

The purpose of the event was to show what Industrial Design was all about and to show our process of research and design. It was a really interesting show with so much work in it. The projects were very interesting too. The exhibit was well put together and organized. The market

drawings that were hanging all looked very nice and everything that was out was unlike everything that people usually see in an exhibit.

Final Paper: Allison Hammer

ARTS 299 Final Paper

December 9, 2008

The art museum in society today plays with many different roles and provides each of its viewers with individual experiences. There are many ways that museum curators have tried to get the public more interested in the museum and to keep them coming back. I learned a lot about museums in this course and even more about the viewing public. In this paper I will discuss some ways that museums have tried to engage their audiences, observations I made from the events we organized, and future strives being taken in the museum world today that I believe will also further the Krannert Art Museum's role in this community and with its public.

After participating in this class I have related more to the Krannert Art Museum that I was before just as an art student. A strength that the Krannert Art Museum has is its cooperation with the University of Illinois through classes in the Krannert and course assignments related to works in the museum. The University of Illinois is a great resource for the museum advertisements and events. When students go through the museum on their way to and from class, they often stop to take a look at the art and new exhibits. After I completed my Student Audience Development, I found that a majority of students had been in the Krannert Art Museum for classes and thoroughly enjoyed the museum. However, they had never heard of any events going on in the museum. The major weakness of the Krannert Art Museum is getting the students into the museum. It is very difficult to get students into the museum for the sole purpose of seeing the artworks and attending the events.

Another problem with the Krannert Art Museum is its advertising. During my Student Audience Development, I

asked random students on the quad if they had ever heard of things like Artzilla, Kids at Krannert, or the Link Gallery, and they had never heard of these things. Artzilla is one of the Krannert's best events and I believe that all students should be informed about it because it is right here on campus and such a fun activity. As for the Link Gallery, it is where all the Art and Design students present their work and is connected to the Krannert Art Museum. But, again, no one had heard of it which is disheartening because of all the students I interviewed, over half of them said they wished to see more students work.

As an art student at the University of Illinois, I have visited the Krannert Art Museum many times and for many classes. I receive emails daily of the things going on at the Krannert Art Museum, the Krannert Center for the Performing Arts, and all visiting artists and speakers for the Fine and Applied Arts department. This accounts for a small percentage of the large population of the University of Illinois. I have met so many people that wish they were still taking art classes or tell me how much they like the works I have one. These people have other majors not in the art department and do not get the emails from the museum. There is a large populous that is not getting these emails.

When Artzilla planning began, I send out an email to my entire sorority house promoting the event. I had about five girls from my house show up that night for Artzilla. Even though that is not a large number of people from my house, the ones that did show were all girls who had never been to the Krannert and usually never would have gone to such an event. The museum needs to reach out to these extended networks at the University of Illinois in order to get a larger and more diverse audience.

The reason why the audience is so crucial to the museum is because if people have a great experience at the museum they are more than likely to come back. People should enjoy their museum experience and should want to come back for more great experiences. One of the main reasons for having events like Kids at Krannert is to get children to the museum earlier in their years so that later in

life they will visit the museum more willingly and enjoy their experiences. A more organized and creative museum influences its community and introduces them to new ideas and activities. All in all, a museum can have a very positive effect on its community. By improving the Krannert Art Museum and its events, it only strengthens the community surrounding it.

When it comes to the topic of what the community should learn at an art museum. The possibilities are endless. I believe that the main point of going to a museum is to better oneself and become more cultured. Something people learn at museums is thinking outside of the box. The community comes to the Krannert Art Museum and view pieces of art like hanging paper and large comic strips and they realize anything is possible. A museum is meant to open people's minds to different solutions and possibilities that they don't see everyday.

At the Krannert Art Museum most of the viewers are art students and art supporters. People involved in the arts are more likely to hear about and attend museum events while people not involved in the arts are less likely to know about these events. I believe that museums should always be targeting people who aren't so apt to be at the museums in the first place. Museums are meant to inspire, so by bringing in different demographics museums inspire more people and improve their experiences with museums. Art lovers should still be targeted by museums since they are the largest population of museum goers, but bringing in minorities and other viewers can only improve the community surrounding the museum.

This course on museum education and engaged museums has opened my eyes to the possibilities of a museum and the experiences it provides. The museum stereotype is the stuffy building filled with priceless artifacts where people have to be careful where they walk and limit the sounds of their voices. There are so many limitations in a museum; people feel they have to act and behave a certain way. Children are afraid of running around and being active in a museum. I believe a museum can be both intellectually centered and also a creative, free-learning environment.

In order to accommodate the many users of the museum, the museum should be both.

Some ways we tried to get people more active in the museum were incorporated into Artzilla and Kids at Krannert. At Artzilla we allowed students to draw all over a museum wall. This activity opened the space of the museum to everyone, not just the famous artists from long ago. The viewers and their works became a part of the museum. Another activity we had available for students was 'Get your 80s hair and makeup done'. This became more of a success than previously imagined. Hair and makeup is something not usually dealt with in a museum. After my audience study for this event, I found that the hair and makeup was everyone's favorite part of the evening. It was something not usually done in a museum and focused on the event-goers. After going to many museums for many years, I have realized that new exhibits try to go this same thing. The artists strive to do something non traditional and different in a contemporary art museum, so should the curators.

Comments from our event goers have varied from one event to the other. At the Kids at Krannert events, people really liked that we had demonstrations and activities especially for the kids. It was so rewarding to see parents taking pictures of their children participating in our activities. The mood was very excited and light-hearted. At Artzilla one student told me that they '...could not believe there were so many activities to do in one night...'. Our organization and planning paid off and students could tell that the event was well thought out. Another comment about Artzilla was '...this looks like something you would go to in Chicago...'. I proceeded to tell the student that the Krannert Art Museum has the largest museum collection outside of Chicago. This is a major point that I believe the Krannert needs to advertise more. The fact that the Krannert are comparable to that of the Chicago museums is a huge factor.

The Krannert has reached out to the community and public in Champaign but there are large strides being taken in other museums to better incorporate the public. The SNSE

project at the Liberty Science Center is focused on incorporating cell phone usage into the museum experience. This project tries to diffuse the innovation theory, the idea that cell phones are more advanced and innovative than the works in the museum. It takes the users cell phone and incorporates it into the museum experience. By saving museum information on their phones, users get to own their learning experience.

The Krannert Art Museum has done well so far reaching out to its public and establishing a firm relationship with the community. As far as improvements go, more people need to know about the Krannert and all that it has to offer. It should no longer be confused with the Krannert Center for the Performing Arts because it is something entirely of its own. There are steps being taken to bridge the gap between the museum and modern technology. With all the technology present in this community, the Krannert Art Museum should be able to transition smoothly into incorporating technology into the experience it provides.

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