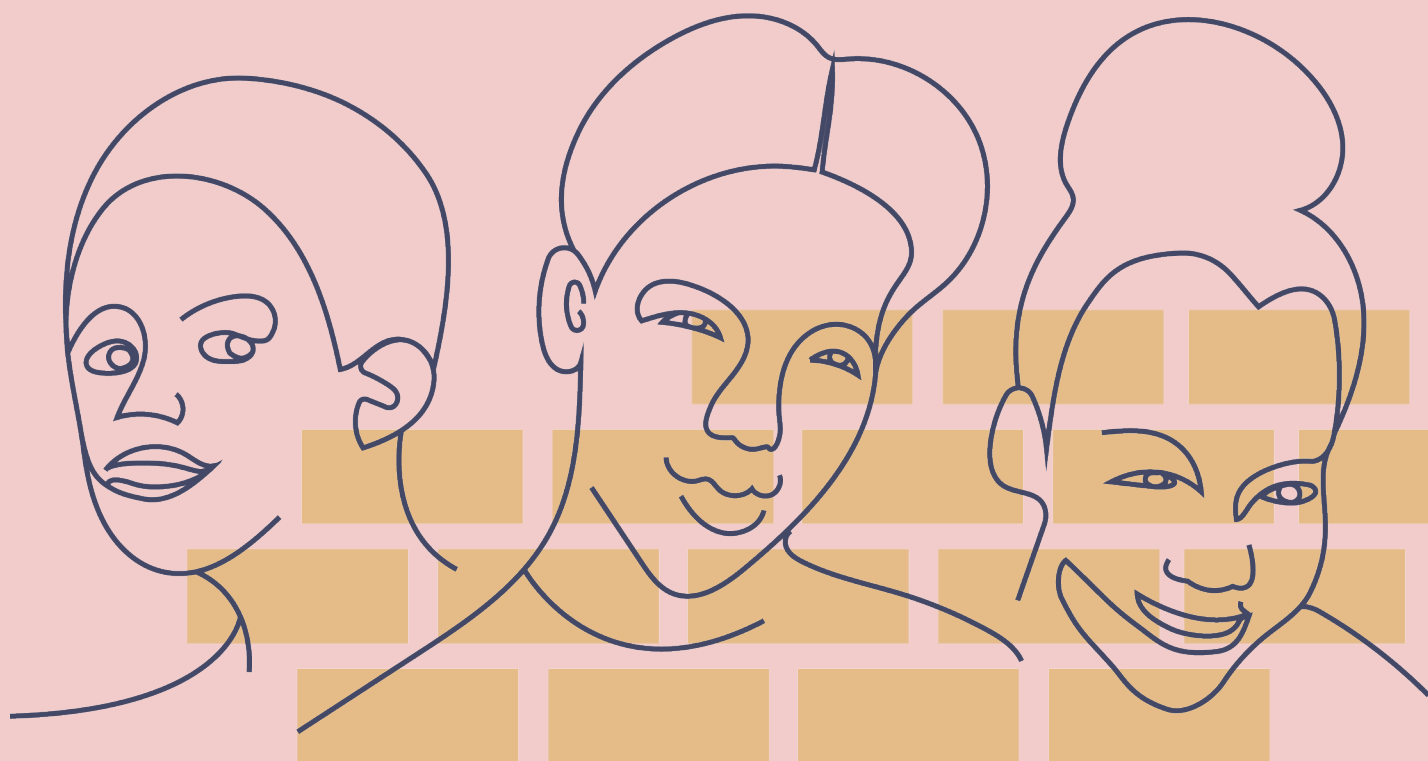
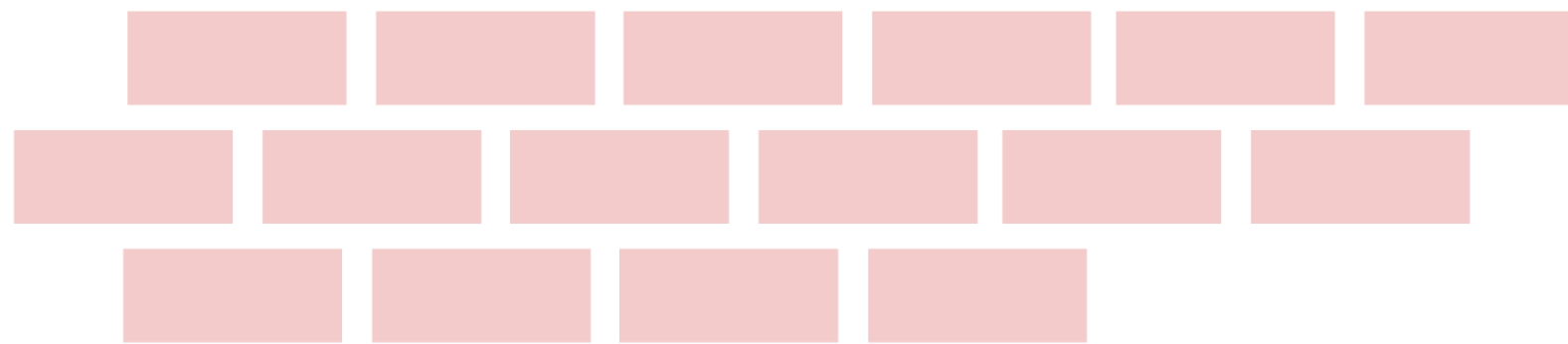




ERGUSON USEUM

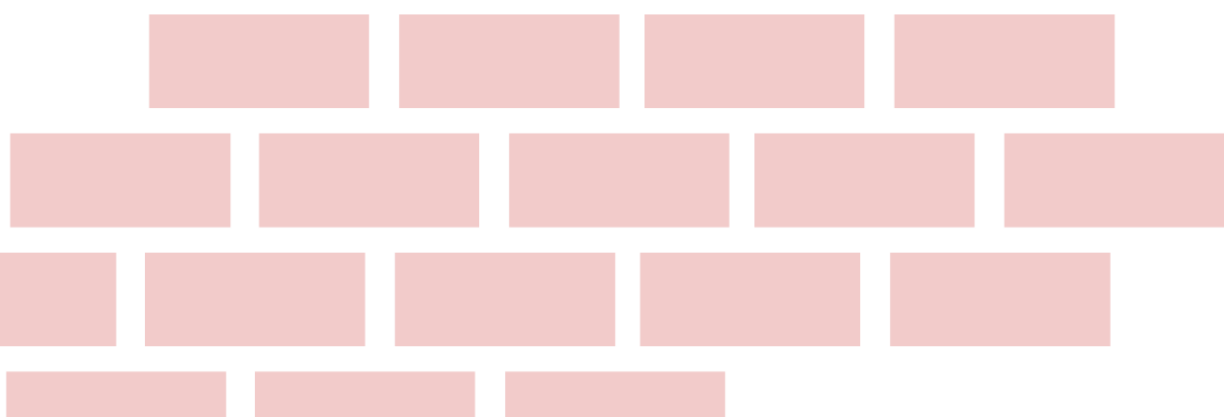


2020 - 2021



How can a college art gallery and a public high school work together to re-imagine both contemporary art and education? This question drives The Collaborative Lab, a partnership between The Galleries at Moore and the U School. The Galleries features innovative exhibitions and programs that are designed to connect Moore’s emerging artists and designers with Philadelphia’s rich and culturally diverse communities. The U School utilizes design thinking—a creative problem solving process where students examine and test ideas about community issues through an urban designer’s lens—to provide their students with an education that is driven by individual interests and values personal growth. In The Collaborative Lab, we come together to develop project-based learning experiences that connect the arts with other disciplines.

This project was made possible with the generous support of the Christopher Ludwick Foundation and PNC Charitable Trusts.



HISTORY AND VISION

by Freda Anderson

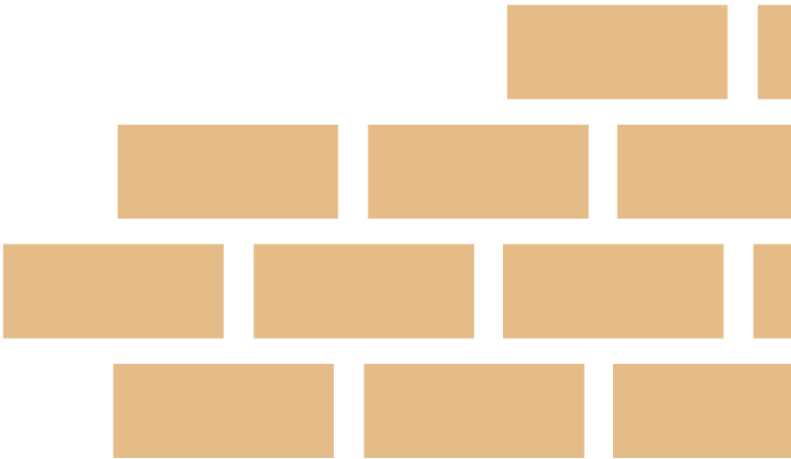
The building where my school, The U School, currently resides, used to be a neighborhood elementary school named Joseph C. Ferguson Elementary. It had been a neighborhood fixture since 1921. Many of the folks who live in the area went to the school, as did their kids, their parents, and their grandparents. Suddenly in 2013, along with 23 other Philadelphia public schools, it was shut down permanently due to budget cuts. People did not have a chance to say goodbye. Then, just as suddenly the following year, the district opened the building again as a new public high school. This time it was a citywide admit public school, meaning that while many students are from the surrounding area, any student from any neighborhood can attend our school. This has robbed the neighborhood of their school and an essential gathering place for meetings, engagement, and celebrations.

Since the beginning of my community activism class, the Organize Lab, some attempts at bringing together neighborhood alumni and our students have been made, with various success levels. In the last four years, the class planned neighborhood celebrations, an oral history project, poetry slams, lead poisoning prevention town halls, voter registration campaigns, intergenerational collaborative art projects, intergenerational tutoring programs, and a Ferguson Elementary Reunion party for folks in the neighborhood to celebrate their old school. None

of our events were as successful as the Ferguson Elementary Reunion. Over 300 people showed up to that event on a Friday night. When we came back to class the following week, students did some reflection on why this event, out of all the rest, was the most successful in bringing people together. Many students noted that the alumni didn't seem to have a chance to get closure, and this event was cathartic for many of them. In the words of U School student Munier Abdul-Rahman, "If my school suddenly closed I would be upset and I would feel like it isn't fair. Doing this for them was like some kind of apology to them and showing that we see that they were upset and we agree it wasn't fair to them. It should have been the district that did this but I guess at least it's from us" (2018). This was also the first time I saw that my students really began to understand how much of a difference their actions could have on the lives of the people around them.

After this event, many alumni wanted to stay involved with future Ferguson projects, giving us their contact information, and asking us to let them know what they could do to help organize Ferguson events in the future. This is what sparked the idea to create a Ferguson Museum. The museum will serve four real purposes: (1) to document the history of a rapidly changing neighborhood, (2) to document the immense trauma and violence caused by school closures and neoliberal school reform projects, (3) to

serve as a community center for various events and activities which benefit all participants, and most importantly, (4) to act as a vessel for the real project, which is to build a cross-issue based organizing coalition between Organize Lab students, the larger school as a whole, parents and families, and the broader neighborhood surrounding the school. With a coalition like this, it will be much harder for our groups to be easily stepped on, pushed aside, and oppressed. With a coalition like this, it will be much more possible to build the kind of world that we all deserve to live in. A world where my students show up to stop a neighborhood eviction, and the neighbors show up to stop the district from charterizing our school. A world where our students run after-school mentorship programs and clubs for neighborhood kids, and neighborhood adults run mentorship programs for our kids. A world where our kids set up a food share program, where all the lunches and breakfasts they do not want get shared with the neighborhood rather than thrown in the trash. A world where neighbors work with students to build a community garden in the school yard, in which everybody could plant, tend, and eat food from. A world where we plan community dinners and we all work together to cook and serve the food that we harvested from the garden that we built together. This is the dream that I have for my class, and for my community as a whole.



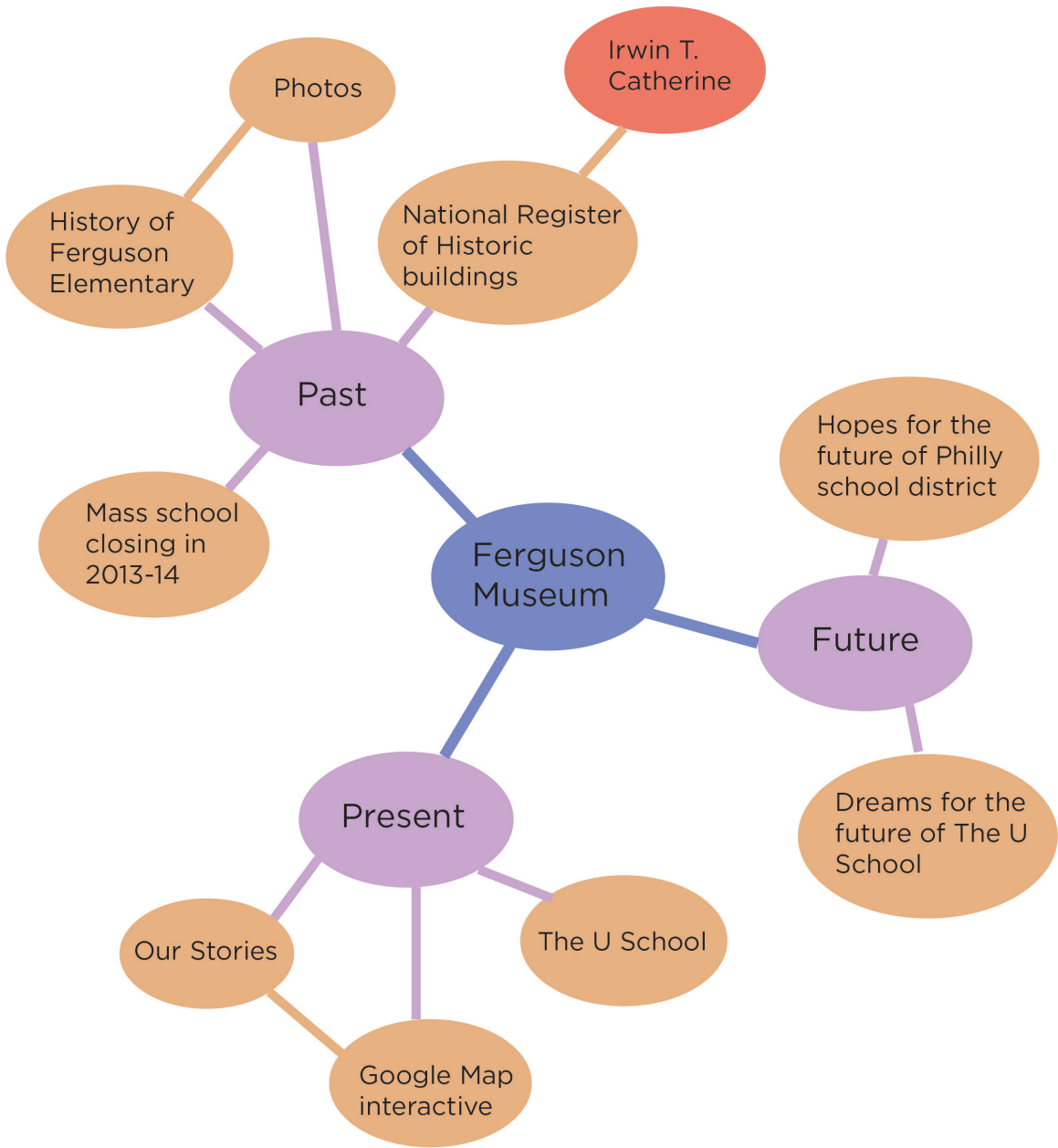
2020

We started this project during the spring semester of 2020. We talked about what a museum can be and how exhibitions are developed and designed. We developed a mission statement and bubble diagram, but just as we were getting into the fun stuff everything was put on hold due to the pandemic.

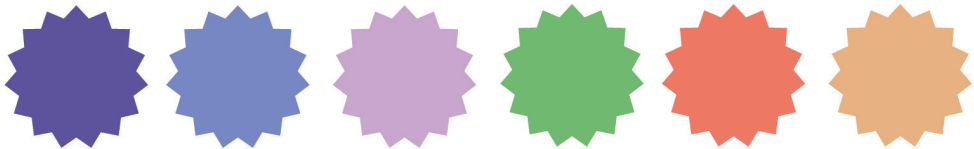
MISSION

The Ferguson Museum strives to provide a fun and active learning environment for students, alumni, visitors, and community members. This is a space to engage with the once lost history of Ferguson Elementary, the U School's present, and dreams of a better future for all of us through school photos, stories, and interactive exhibits.

Bubble diagram



Initial concepts for the logo design



2021

We resumed this project virtually in the spring of 2021. Though we were not able to install a physical exhibition during this time, we were excited to dive into the planning and design process.

We started by articulating our “Big Idea”—the organizing concept behind our exhibition—and

creating mood boards that would help us define the museum’s overall aesthetic. We wanted our Big Idea to be an inspirational call to action. Public education in Philadelphia needs help, and we are the ones who will shape its future. Ultimately, we distilled our ideas into one simple statement: the future is what we make of it.

When we began work on our mood boards, we started by expressing our visual ideas for a perfect

bedroom with found images, colors, and textures. We talked about how to curate a mood with color, type, inspiration, and interior photos. How do you design a space to be artistic or cozy? What kinds of materials, furniture, and colors evoke those feelings?

Student-created mood boards



By Breanna Reynolds

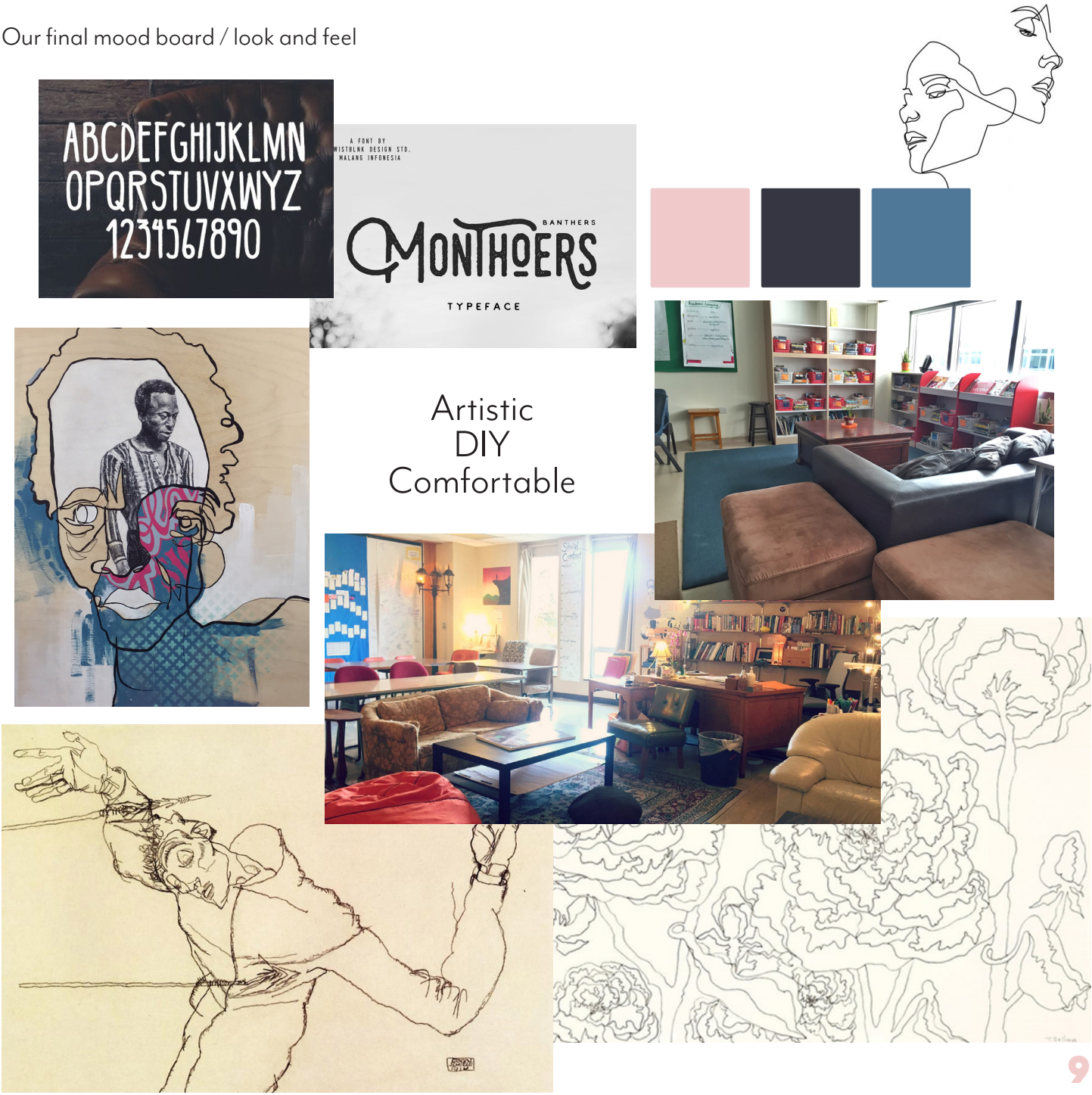


By Rafael Collado



By Jasmine Banford

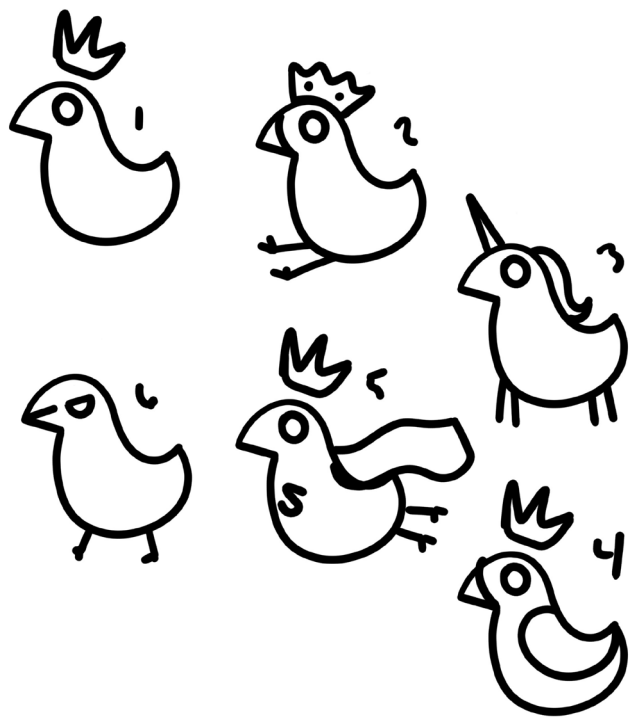
Our final mood board / look and feel



LOGO DESIGN

For our logo design week, we talked through the process of collecting inspiration, sketching thumbnails, iteration, and finalizing a design. Together we designed a bird logo we called "King Burp." We noticed that the colors we chose for him reminded us of fast food—red and yellow are often used in fast food branding because they tend to make people hungry.

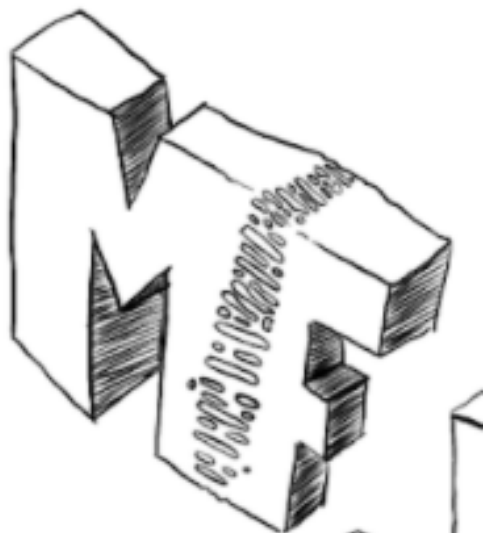
Logo demonstration thumbnails



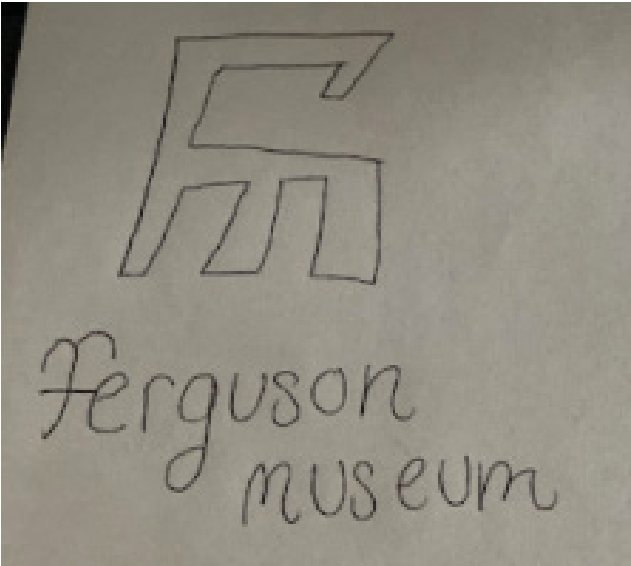
Final logo created during demonstration



Student-created logos



By Kareem Swain-Holley



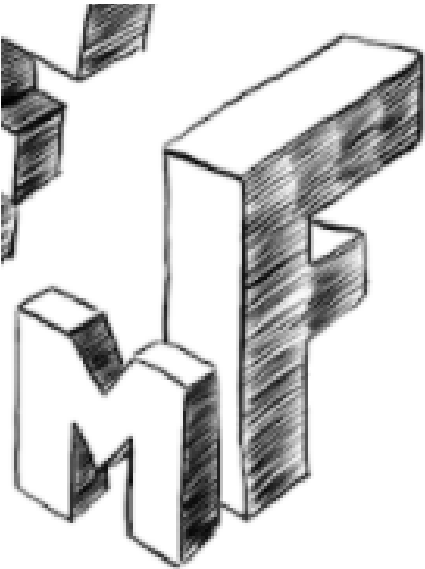
By Shaylynn Smith



By Kharismah Little



By David Carter



By Kareem Swain-Holley

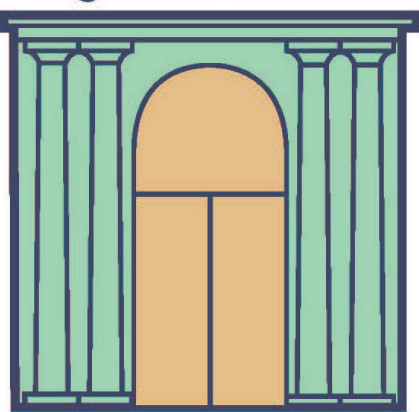


By Kareem Swain-Holley

Our teaching artist and designer, Sophie Strachan, created a variety of logo mock-ups based on student designs.

The class collectively chose this design. From there Sophie compiled a design package with the logo, typeface, and color palette.

Ferguson Museum



LOGO



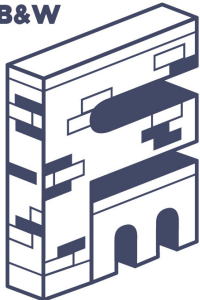
LOGO B&W



ICON



ICON B&W



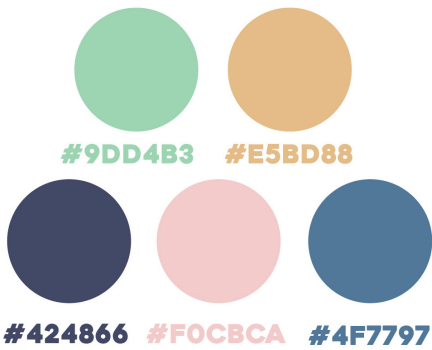
ALTERNATIVE TYPE TREATMENT



TYPEFACE: HEAVITAS REGULAR

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

COLOR PALETTE



LABELS

After finalizing our brand elements, we talked about how to design and write copy for museum labels. We identified what kind of information is important to include on the tombstone labels and explored typical design elements including typeface, type hierarchy, color choice, and font size.

The students wrote labels in response to photographs donated by former Ferguson Elementary students and teachers. These historical artifacts, along with many others, will be exhibited in the museum.



Alan Grolnic
Photograph of Children Digging, year unknown
Photograph

“I was drawn to this artifact because I saw that kids were helping the earth by planting trees. This makes me think of the earth and of people who are killing trees by making too many papers.”

-Mouhamed Cisse



Evelyn and James Chambliss
Spicer Class Photo 1971 on Stage, 1971
Photograph

“I just couldn’t believe what the people in the photo were wearing. The photo kind of took me back in time and showed me how they dressed in the 1970s. I never knew before.”

-Nevaeh Johnson



Evelyn and James Chambliss
Spicer at Desk, Year Unknown
Photograph

“This picture reminds me of my grandmother, who is also a teacher.”

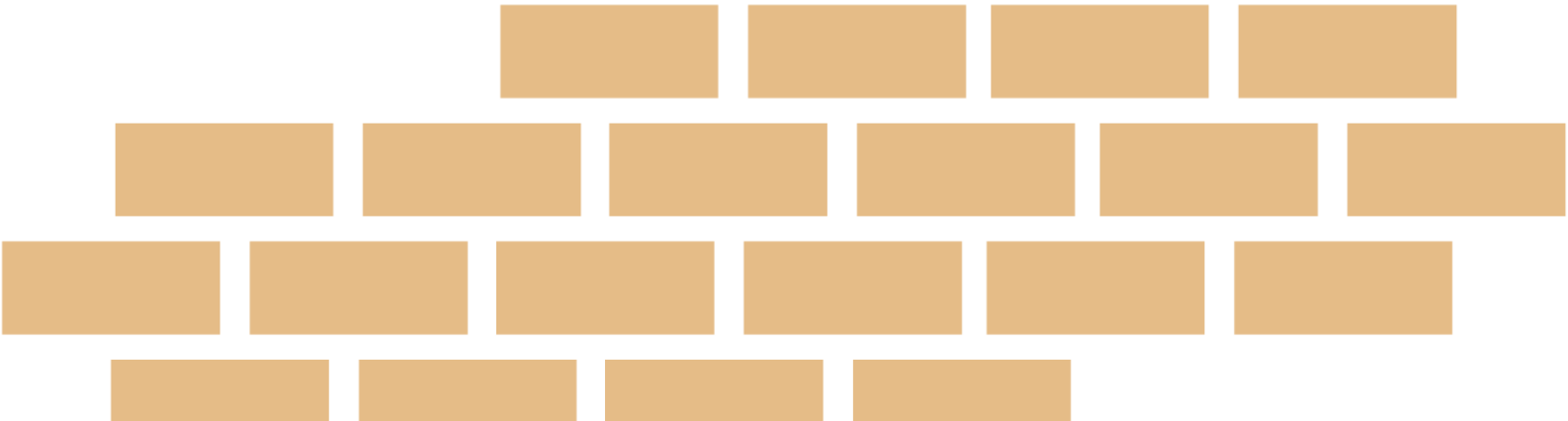
-Khyir Milhouse



Alan Grolnic
Track Team, year unknown
Photograph

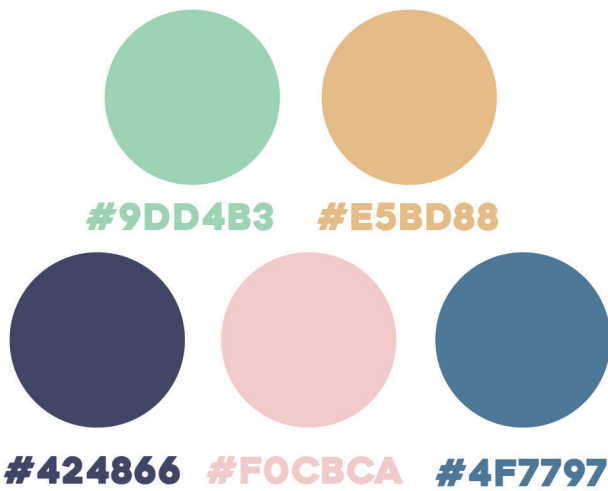
“This picture caught my attention because it took me back to when I was ten yrs old and I used to play football for the North Philly Hurricanes. In the picture all the kids are wearing the same clothes and when I played for the football team we all took a picture with our gear on just like that. This picture makes me feel old because it feels like yesterday when I was that young playing football with people I know and grew up with.”

-Kaseem Skipworth



Drawing from the logo design, mood board, and bubble diagram, our designer created a few key graphic treatments including introductory, thematic and tombstone labels. All of the templates fit standard paper dimensions to simplify the printing process.

COLOR PALETTE



TYPEFACES

HEAVITAS | REGULAR
AA BB CC DD EE FF HH II JJ
KK LL MM NN OO PP QQ RR
SS TT UU VV WW XX YY ZZ

Mr Eaves Mod OT | Book
Aa Bb Cc Dd Ee Ff Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

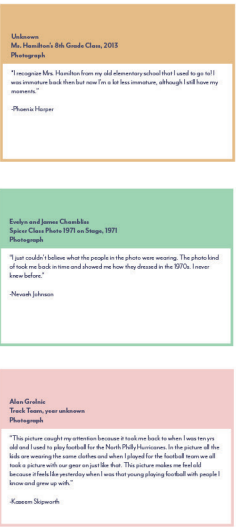
TYPICAL GRAPHICS



INTRO / EXIT
16” x 24”



THEMATIC
8” x 10”

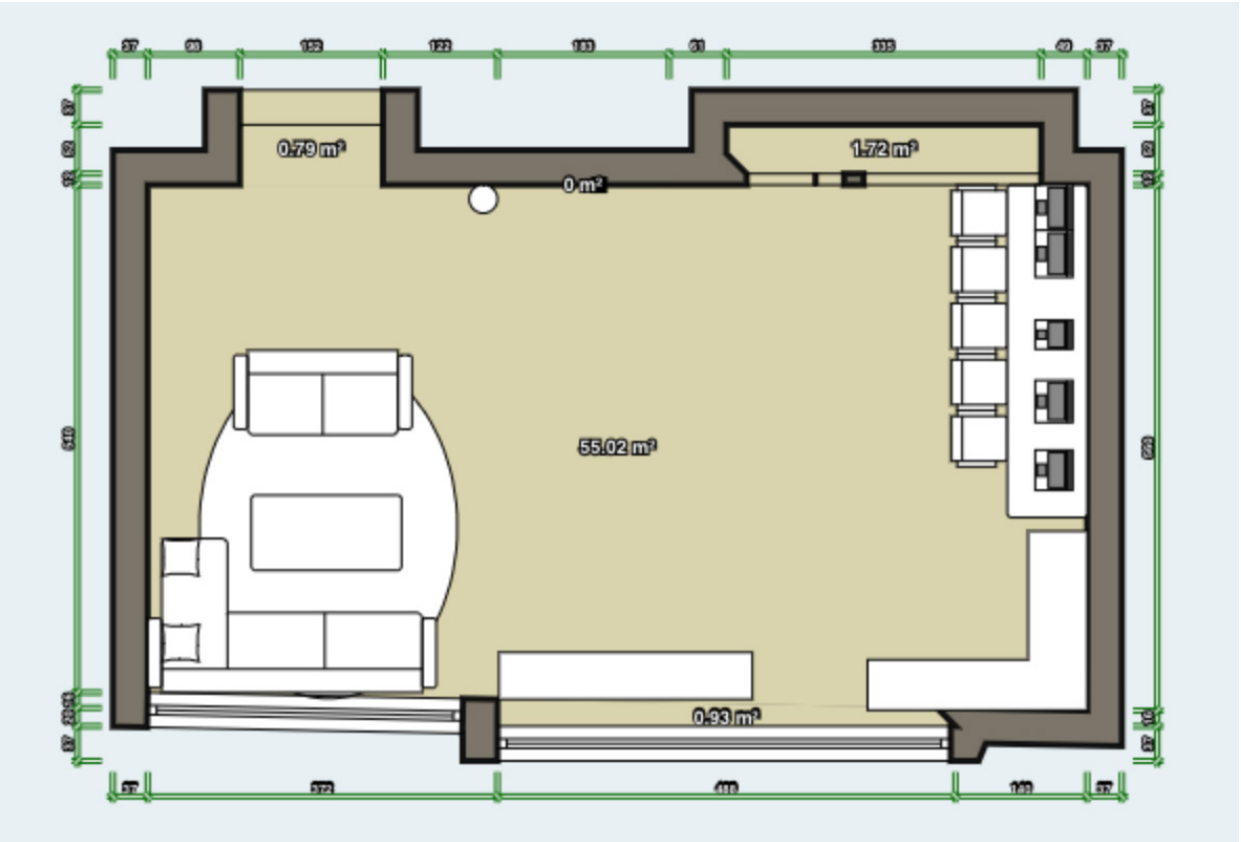


TOMBSTONE
4” x 6”

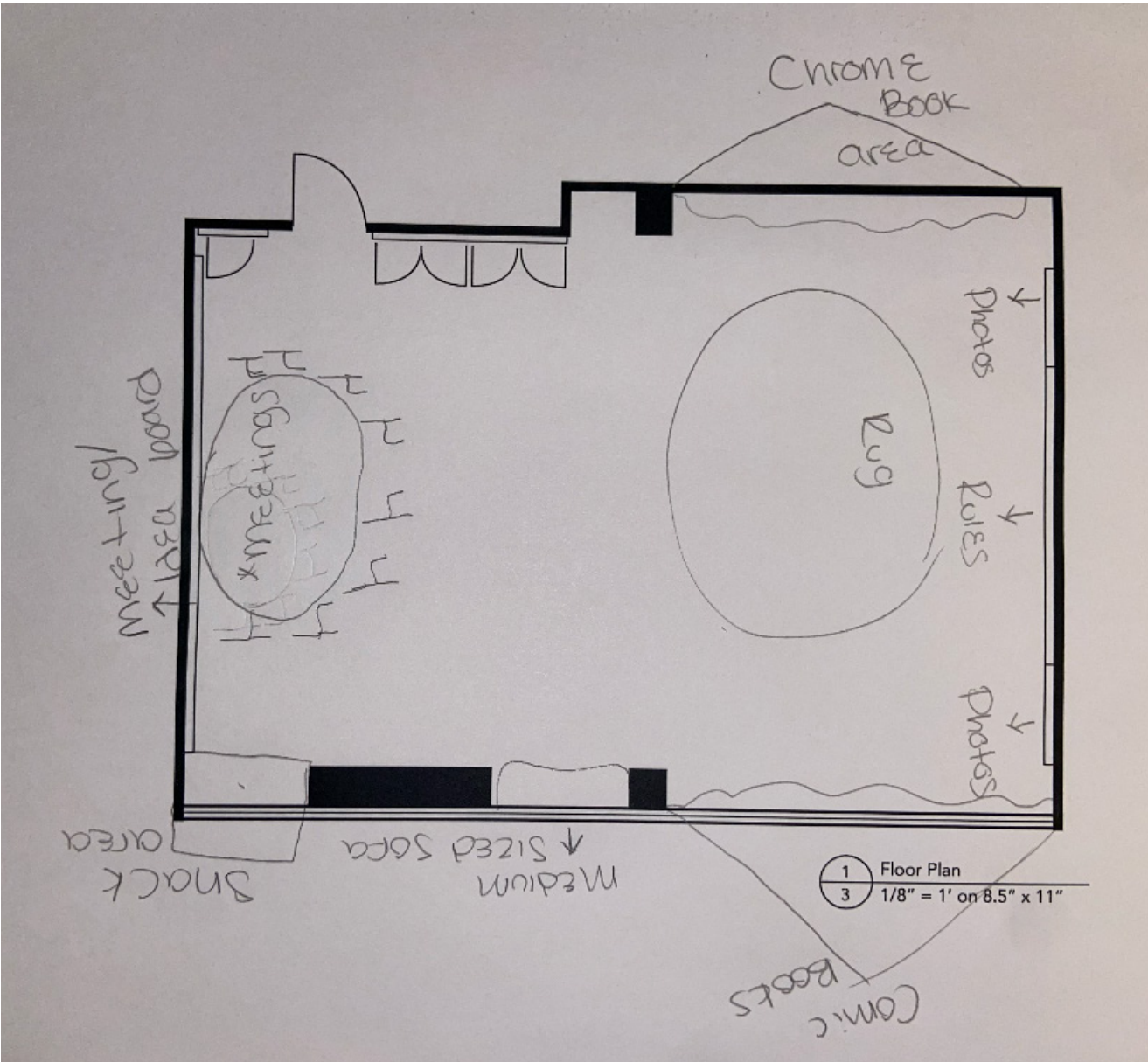
FLOOR PLANS

We learned how to read floor plans and draw to scale using a ruler. Using furniture measurements, dimensions for spatial organization, and a list of exhibition components, students mapped out their visions for the space.

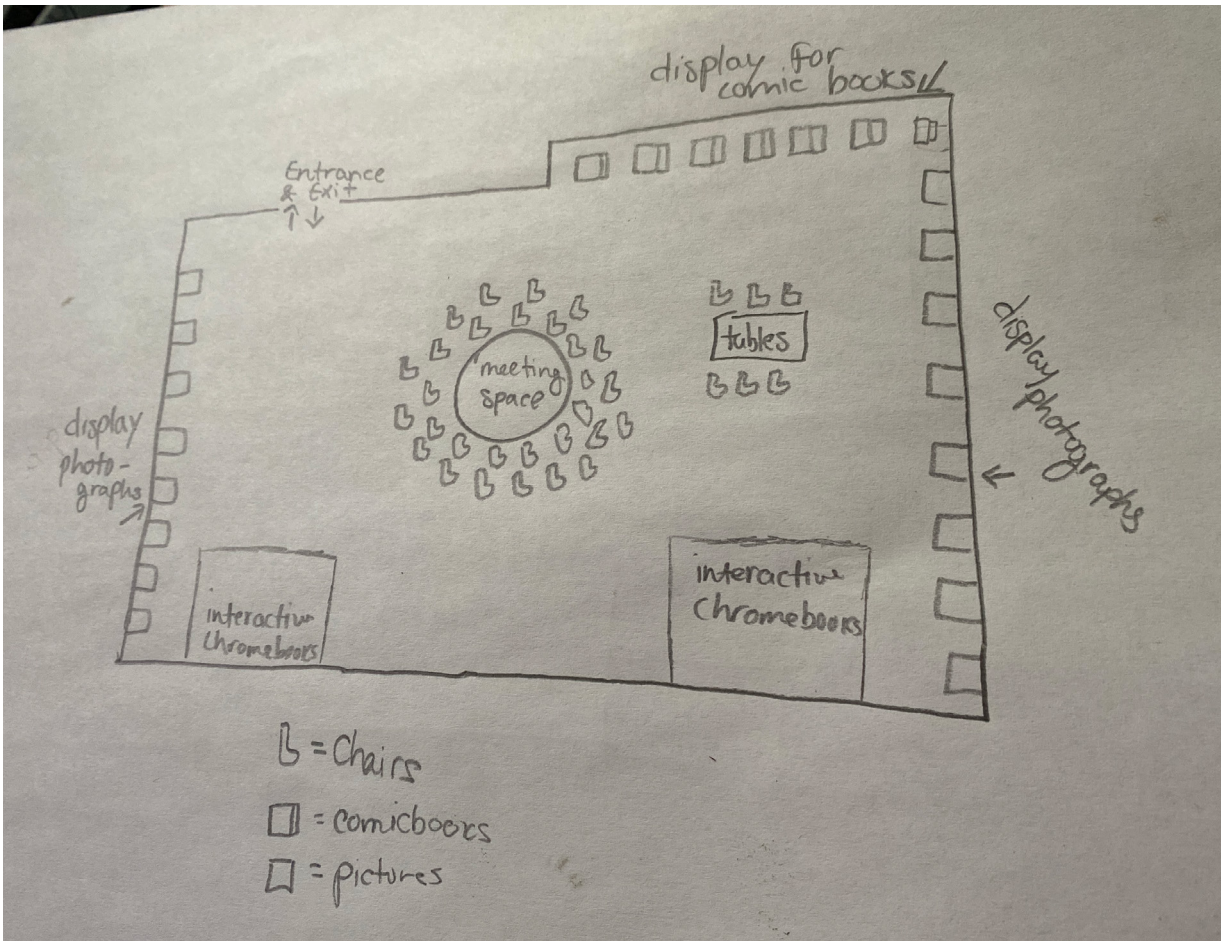
Student-designed floor plans



by Kareem Swain-Holley



by Tayona Allen

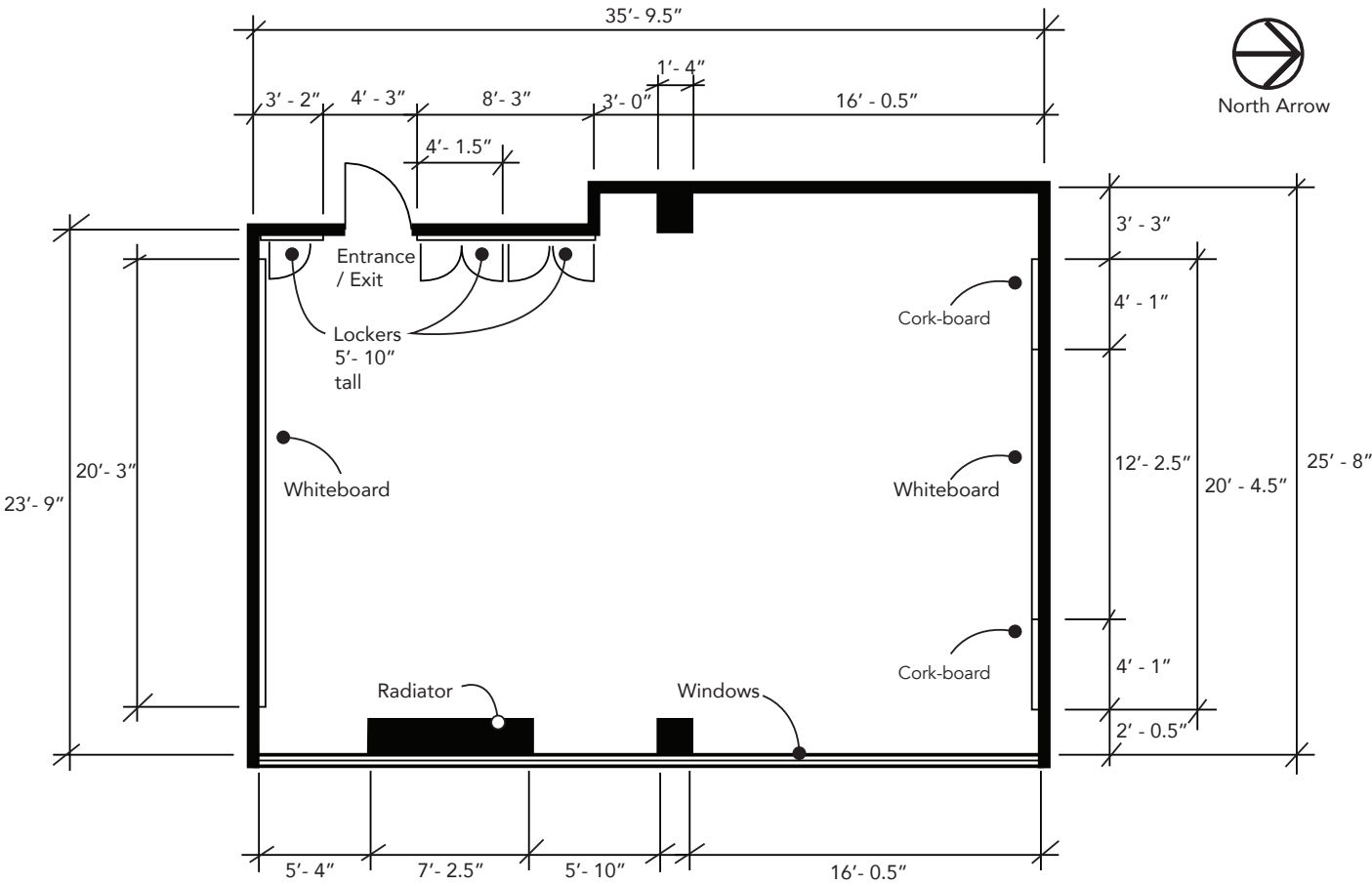


by Shaylynn Smith

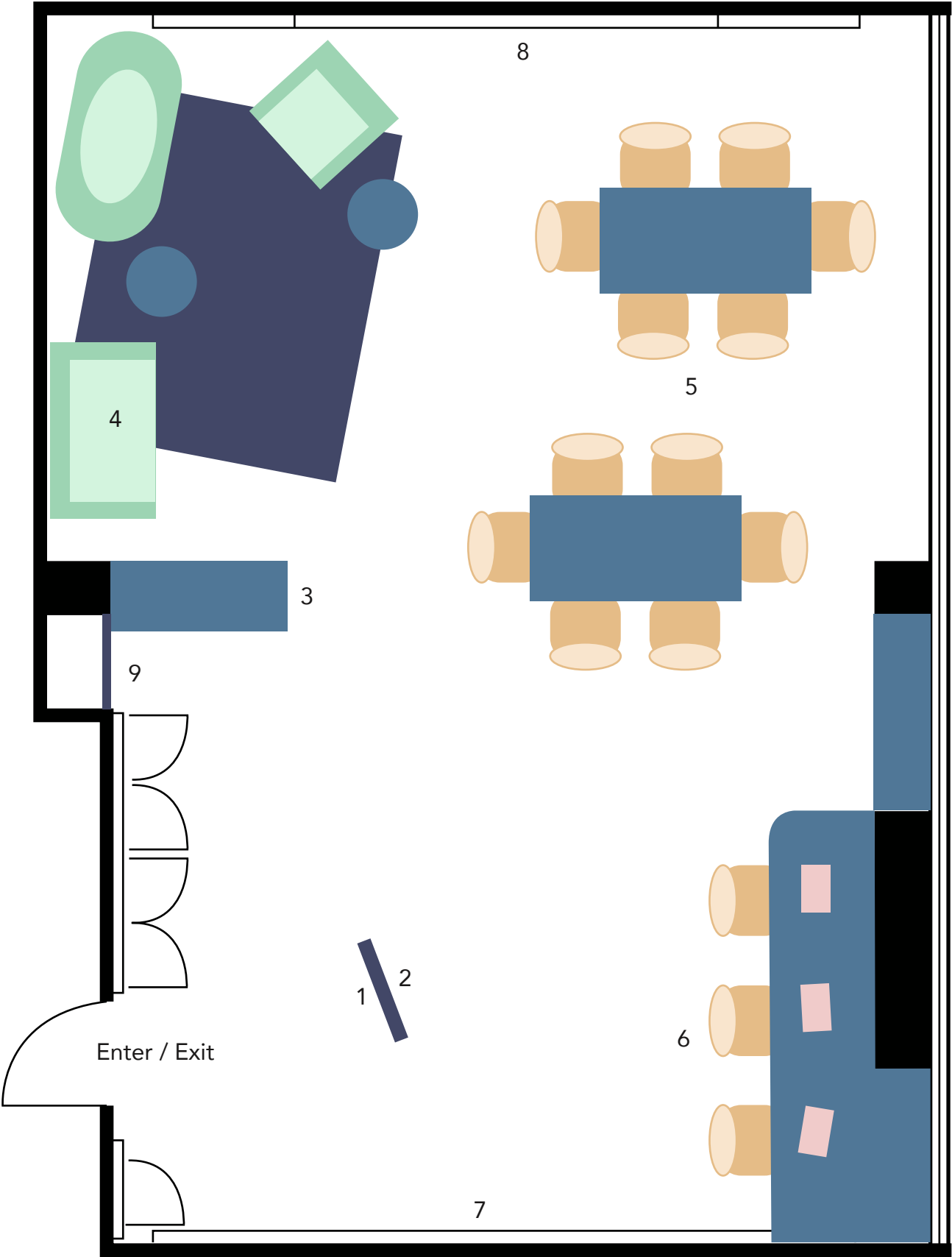
Our designer synthesized what she saw in the students' floor plans and designed a cohesive flexible space.

KEY

- 1. Intro panel
- 2. Exit panel
- 3. Comic books shelf, solid side faces entrance
- 4. Reading area with couch, chair and beanbag
- 5. Meeting area with two 6 ft tables
- 6. Chromebooks area
- 7. Photographs / artifact wall
- 8. Feedback / multi-use wall
- 9. New wall panel



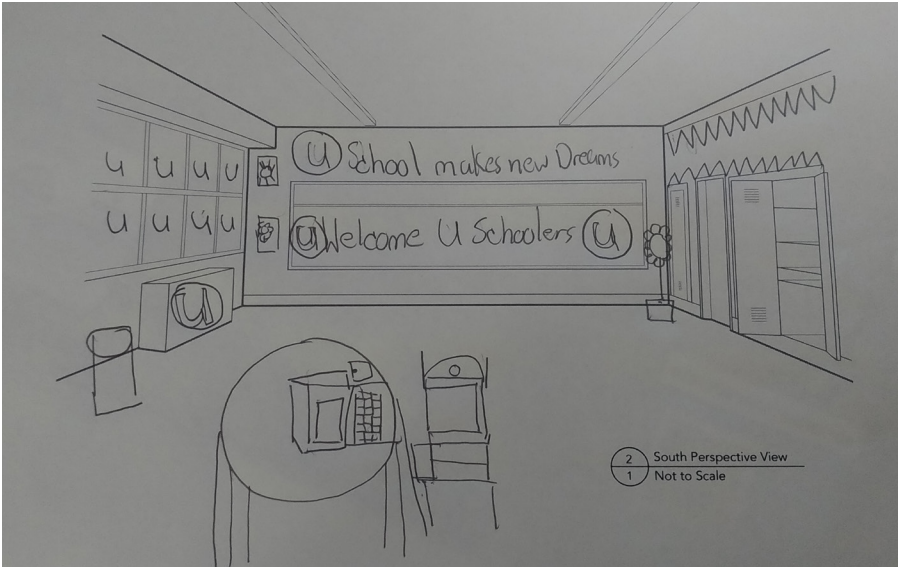
1 Floor Plan with Measurements
1 Not to Scale



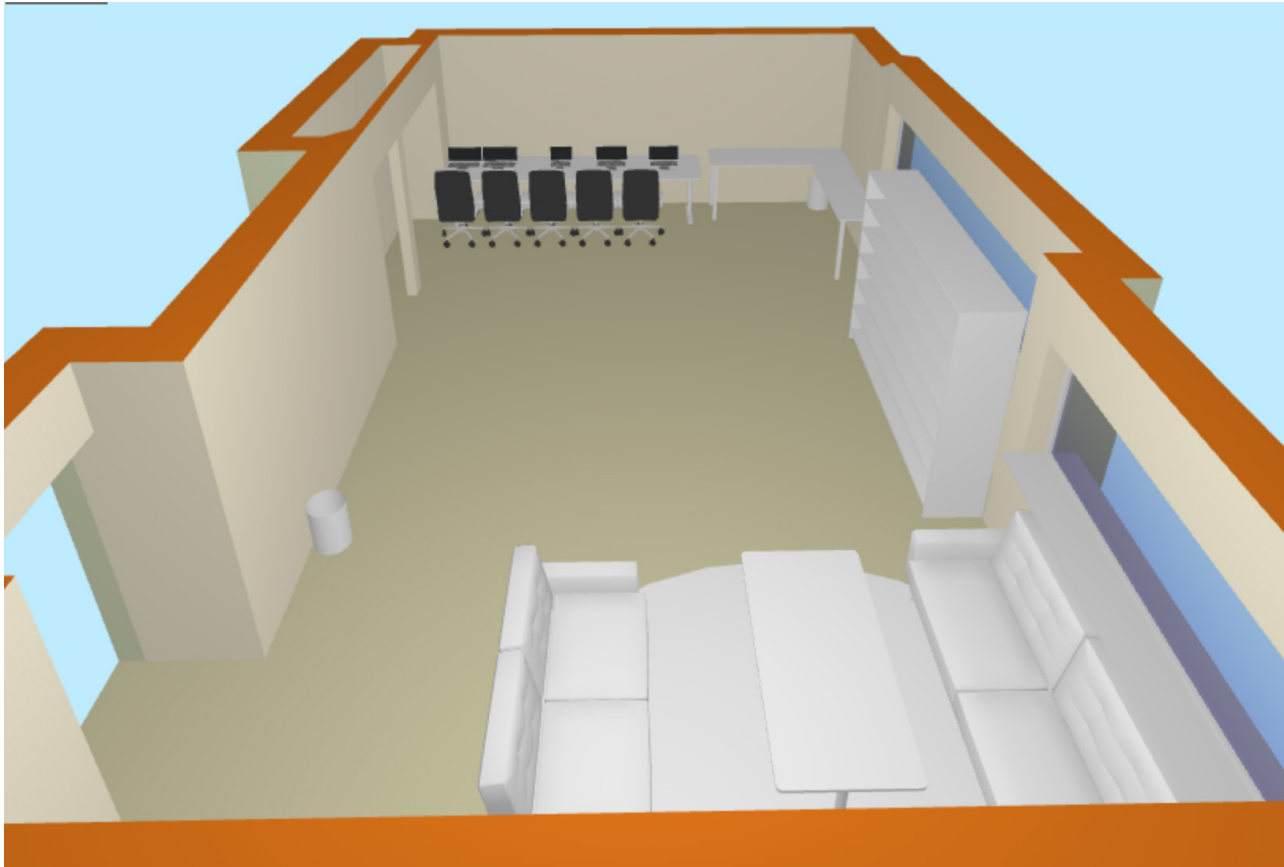
1 Floor Plan
3 1/4" = 1' on 8.5" x 11"

PERSPECTIVE DRAWING

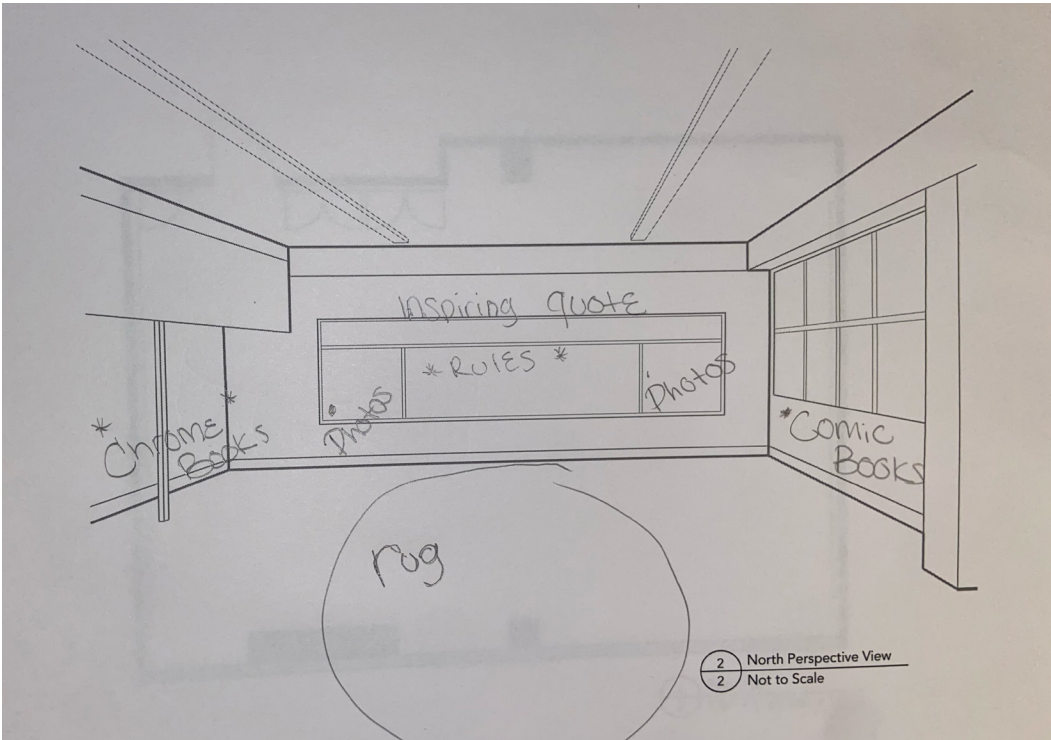
Finally, we studied how to translate a floor plan into a one-point perspective drawing. We discussed how drawings like these help us to communicate ideas and create public interest in the project by demonstrating what the space might look like.



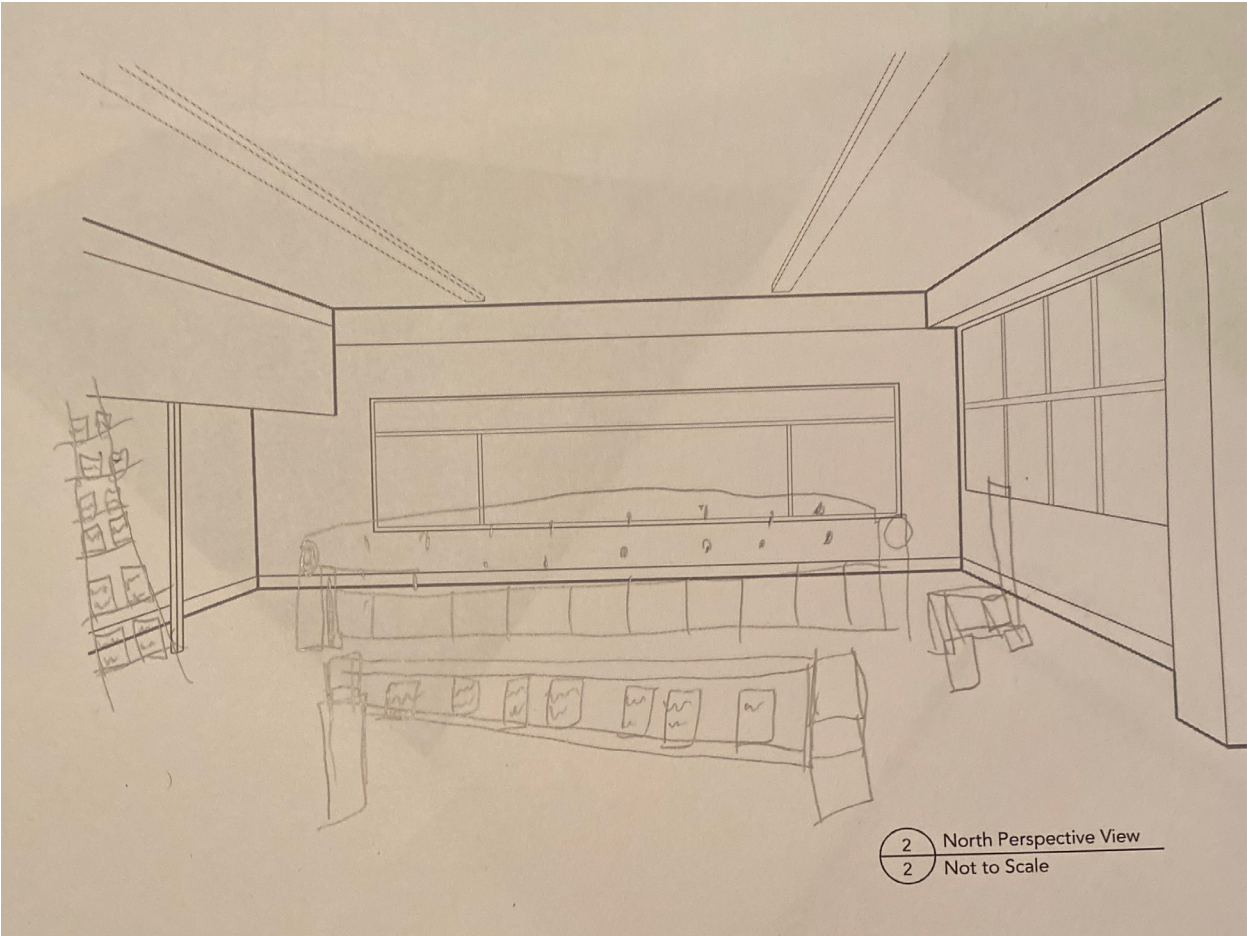
by David Carter



by Kareem Swain-Holley



by Tayona Allen



by Nysir Jones

FERGUSON MUSEUM WALKTHROUGH

by Sophie Strachan

Concept drawings by Sophie Strachan



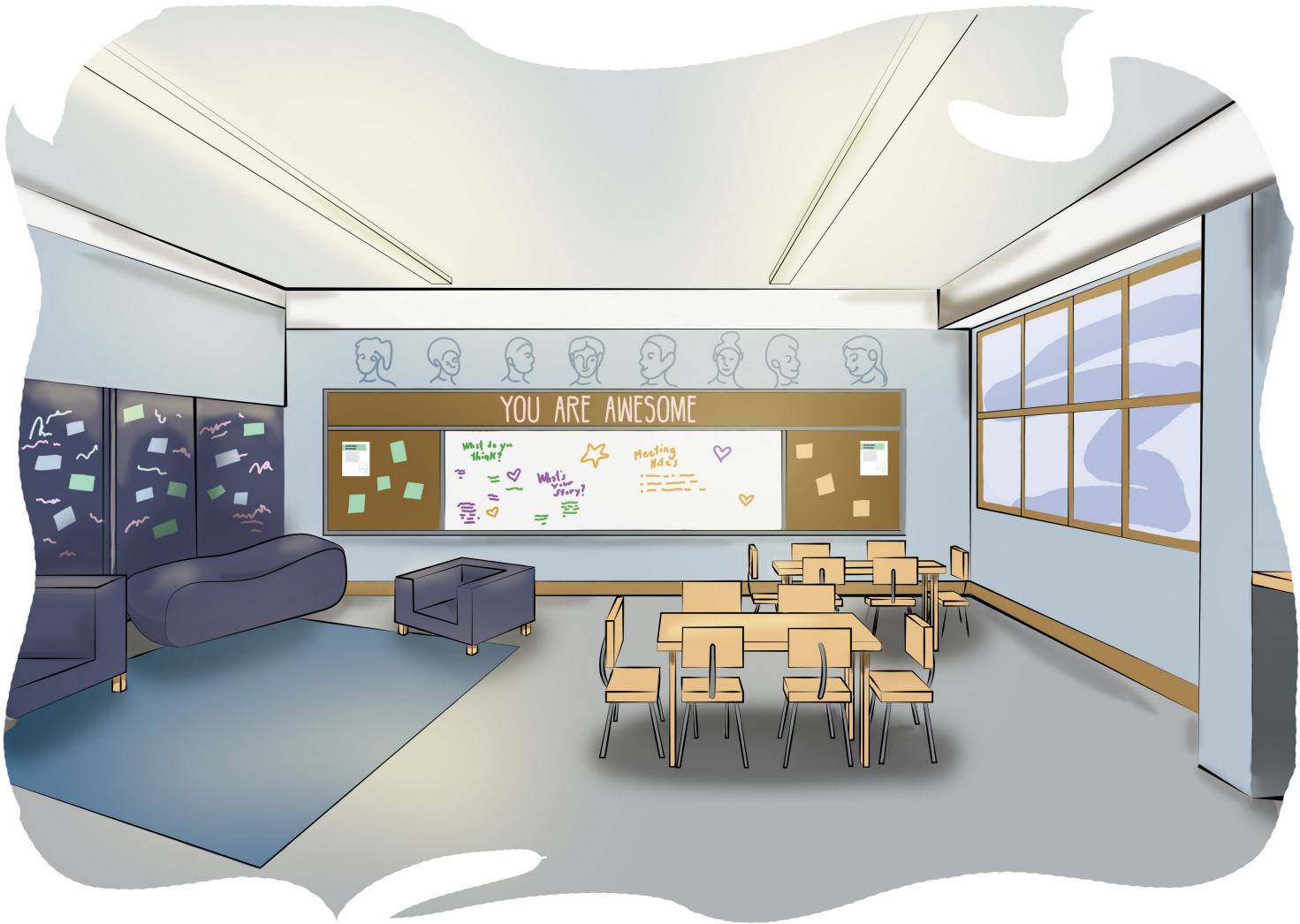
South Perspective

Using the floor plan, I created these initial concept sketches of what the space might look like. I imagine this empty classroom as a space to learn about the history of the Ferguson Elementary school and issues related to its sudden closure, but also as a functional community and gathering space for students, teachers and community members alike.

The space will feel inviting, warm, and comfortable. There will be plenty of seating and good reading material. The drawings and decorations on the walls will be done by students and faculty. It will feel like it was made for and by the people of the U School and Ferguson Elementary School

As you enter, you encounter a freestanding wall with the introduction panel to the museum. The whiteboard on your right has a short text panel about the photos featured on the 20-foot long whiteboard. Each photo has a student written tombstone label below it.

A desk with three computer stations allows you to use chromebooks for deeper exploration of the Ferguson School's historical archives, learn more about the events leading up to the 2013 school district funding crisis which lead to the closure, sign petitions and engage in organized work to stop continued district underfunding issues, and add personal stories to an



North Perspective

interactive school narrative map.

As you head to the north side of the room, you are greeted by two spaces. One is a meeting space with 6-foot long tables adjacent to the whiteboard.

A very cozy-looking area is enclosed with a bookshelf that displays comic books created by U School students among other significant literature. This area invites you to get comfortable, investigate, and stay a while.

The whiteboard along this wall is used as a feedback wall, with interchanging prompts, while the cork-

boards on either side display temporary special topic exhibits and other community-centered displays. Along the top of both boards are inspirational messages chosen by students.

As you exit, you read the text panel on the back of the free standing wall: it's a call to action leaving you with a message of hope and urgency to make a change in your city.

REFLECTIONS

from students on the Ferguson Museum Project

How has your work on the Ferguson Museum impacted the way you think about school underfunding or school closures?

“Ferguson was one of many schools to be shut down in Philadelphia, my activeness in the Ferguson Museum project has brought upon awareness that I can now spread myself.”

“I don’t think it was okay for them to close the school. I know it might’ve not seemed like a lot to them but it truly hurt some of the people that attended.”

“I have just been more sympathetic towards others that are involved in school closures, the teachers, the students and the community. Before this class I never thought about how these people are really effected.”

What is the purpose of building a museum like The Ferguson Museum?

“To bring attention and awareness to schools being defunded and closed down.”

“The purpose of a museum like this is to show people what kind of memories and stories the school district is destroying by their poor management. Furthermore the impact schools like Ferguson can have on entire communities.”

Describe what the museum planning process was like for you?

“Good I love making logos that was fun and a new skill I didn’t know I had.”

“It was fun, learning about my school building’s past life, and the lives of those who resided within.”

“It was stressful and confusing but also kind of fun.”

What is one thing that you hope U School students will get out of visiting the museum?

“Realizing how Ferguson impacted the people that went there and the students that learns under the same roof.”

“That school is important.”

“The understanding of what it’s like to have your school closed.”

MOVING FORWARD

We offer this document as a blueprint for the future builders of the Ferguson Museum: the tenth and eleventh grade students of the 2021 — 2022 school year and the Ferguson Elementary Alumni. Our tentative plan is to open the museum in the spring of 2022 (barring any more global pandemics).

