An Architecture Course Where the Library is the Client: Designing and Constructing an Exhibit Display

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This poster session describes my experience as the 'client' for a graduate design studio course, Exhibiting Construction that took place during fall semester at the Georgia Tech College of Architecture. It was a collaborative project between the library, the architecture school and twelve graduate students. The course strengthened relationships with the College of Architecture and challenged the students concepts of what a library can be; while the library received a customized exhibit wall created for the library's specific needs. The exhibit wall is unique in that it was designed to be flexible to display various media – three-dimensional student work such as models and sculpture, as well as drawings, illustrations, and photographs. Lessons learned can be applied to academic art libraries wishing to transform library space with the ideas and effort of their students.

**student thesis statements**

Function of the wall is paramount. It must clearly and easily display all sizes of 2d work, as well as 3d models up to 18”-20” (as specified by Cathy), and must not overwhelm the work displayed. In addition, it should be simple in its construction, as we want to deliver this thing on time!

Tim

- should not be a one-liner
- should be minimalist in design and construction
- should foster different readings at different times of day and ideally by the same individual on different occasions
- if operable, should be extremely light-weight and not cumbersome to operate

Josh

I would like to see: A beautiful wall that displays objects without distraction and presents a level of curiosity to the viewer. Built to be flexible and easy for the curator to use.

Katie

I would like to see a device for holding 2d and 3d work that has some embedded meaning. This thing should (for me) could provide different readings while unpopulated with work and populated. I am interested how something with depth can accommodate planes and objects while ideally borrowing and abstracting from an already existing fabric.

Leelain

**lessons learned**

1. When proposing a collaborative project, it's more likely to happen, if you approach the highest level decision maker (Dean of the College of Architecture rather than a faculty member)

2. Offer an incentive - do not expect the other partner to do everything (By offering minimal library funding for the materials, the Dean took my proposal seriously & decided to hire an instructor for the course)

**What unintended consequences resulted from the project?**

1. It provided an opportunity to provide “real-time” library research instruction to the graduate students enrolled in the course

2. The students became an informal focus group that I used to access the library's services and resources