

# THE HOOKS PROJECT

## THESIS PROPOSAL\*

BY LOLLY LINCOLN

### THE SPACE



### THE SPACE AND THE TEACHER



### THE SPACE AND THE STUDENT



modern	post-modern	post-cynical
<p>1950's: a fallout shelter under East Hall</p> <p>offers false sense of safety/ optimism/ denial of atomic reality</p> <p>equipped with tools for survival (for some)</p> <p>polarized simplistic perceptions of truth(ie. good v. evil)</p>	<p>1980's: students raid survival tools to make art</p> <p>ridiculed sense of security - acceptance of reality of nuclear war's unsurvivability</p> <p>exposure of previous era's naivete</p> <p>no truths</p> <p>BIG cynicism; pessimism for the world/future</p> <p>destruction of modernist security</p>	<p>2010's: Hooks Project: a shrine to engagement with the world (the world with the child/the child with the world)</p> <p>optimism: the creation of a sacred space</p> <p>new sincerity/truer security</p> <p>in pursuit of reality: the co-creation of a new reality/realities</p> <p>a possibility of hope/beauty from ugliness</p>

\* proposal: installation under East Hall

MassArt undergraduate	descent to the underworld	graduate school and redemption
<p>outsiders, trouble-makers, edge-dwellers, fringe: disrupting the order of the College</p> <p>finding somewhere to fit in/be safe</p> <p>Crackatorium hosts "The Loaf" - visceral reaction to fallout shelter 1986-7</p> <p>"The Santa Rosa Motel" at Longwood Theater 1988</p>	<p>ASD students arrive at FMA, 2006</p> <p>A rite of passage: descent into a realm of the unknown</p> <p>comfort level/ familiarity with the marginalized persons</p> <p>steep learning curve</p> <p>hanging from Inanna's meathook in the underworld</p> <p>ignorance, fear and vulnerability</p>	<p>return to a previous Rite of Passage</p> <p>strength of darkness and past, under-pining the present</p> <p>from outside to inside; marginalized to insider</p> <p>honoring the rejections of youth by engaging with the present</p> <p>looking for answers in the questions</p>

\*proposal: visual images constructed by teacher

FMA student	descent to underworld	redemption through connection
<p>metaself metaphor: Jung's basement</p> <p>mysterious, unknown, subconscious mind far away; no eye contact</p> <p>expect an answer/ a secret knowledge or key</p> <p>sound: interview with Burgy, knock, knock joke, scripting</p>	<p>increasing the connections with Chimelu</p> <p>researching experts/case study</p> <p>searching for a hook; rarely finding it</p> <p>HOOKS HOOKS HOOKS HOOKS</p> <p>sound: interview with Temple Grandin's mum, scripting, my voice: "eyes looking"/ other prompts</p>	<p>pulling me into his reality/inner space while slowly drawing Chimelu out</p> <p>a shift in expectations</p> <p>emerging curriculum! the eye-hook:connection</p> <p>acceptance of multiple truths/ multiple realities</p> <p>ORANGE</p> <p>sound: mechanicals, Chimelu chanting, knuckles cracking</p>

\*proposal: sound constructed by student