

## Artist-In-Residence Program

No where is in inSITE94's mission to foster exchange, discovery and dialogue more evident than in its broad educational programs. Though lectures, videos, docent-led tours, classroom experiences, and an interactive family guide to inSITE94, many thousands of students and adults on both sides of the border are gaining a greater appreciation of art and cultural diversity.

Approximately 2,000 students in the San Diego/Tijuana region are touring the exhibition and participating in supplemental classroom study. Another 140 elementary school students are getting a hands-on immersion into this genre of art: they are studying site specific art and then creating their own art installation through the inSITE94 artist-in-residence program.

Local artists Paul Hobson and Carmela Castrejon Diego are the artists in residence at Zamorano Fine Arts Academy in San Diego and Miguel F. Martinez School in Tijuana, working as a team. At each school about 70 fourth-, fifth-, and sixth-graders were chosen by their teachers to participate in the comprehensive program. As an introduction, Hobson and Castrejon shared photographs of their own work and discussed its site-specific aspects. (Castrejon is a fine artist whose installation titled *A Stone in the Road* is on display at the Palacio Mu-

nicipal de Tijuana during inSITE94. Hobson is an environmental artist whose 520-square-foot play structure is permanently on display at the Children's Museum of San Diego.) Later they toured the Stuart Collection at the University of California, San Diego, the largest collection of site-specific art in the region.

With that preparation -- and the mandate that the project had to be specific to the location, to the students and to education and that it had to be art -- the students started evaluating the site and making proposals.

"At Zamorano, we discovered that the school was named after a 19th century author. So we investigated the author, printing presses, stories, and other historical aspects," says Castrejon. "Students also devised projects that involved playground equipment, water and other environmental issues."

The students presented their proposals to each other at a "design charette," discussing relevancy, execution and costs, -- trying to convince their peers that theirs was the best project.

"We were in quite a quandary," says Hobson. "We had about 400 ideas, many of which met all of the criteria. Then we discovered that a student at each school suggested the same idea, a pyramid. We took that as a welcome sign..the decision was made."

With much negotiation, the students at each school settled on a contemporary concrete pyramid, styled after the indigenous pyramids of the Americas, and covered with life masks of students' faces.

"Planning and building the pyramid provided opportunities for pertinent discussions of history, geography, proportion and scale," says Hobson, "and most kids are now even experts in mixing cement."

Both artists are enthusiastic about the potential art has for helping students learn. "This project is a huge success because of the children. The pyramids are not our creations. They are the student's creation. They learned a great deal about a number of subjects and then they created meaningful art out of their imagination and their education. That's what school should be all about," says Hobson.





*A student applies cement to the 7-foot pyramid.*

Using bandages donated by Johnson & Johnson, the children made molds of each other's faces that were later cast into cement. The masks from both schools were intermingled, to emphasize the bi-cultural aspects of the project.

The 7-foot-high pyramid at Martinez School in Tijuana has been completed. The companion piece at Zamorano is scheduled for completion this week.

Castrejon describes the significance of the art works, saying, "It is solid structure, like a school, made up of all the students. Like a school, it is dependent upon the students for its existence."



*A mold is made of a classmate's face.*