

A **What Do You Need to Know?, 1998**
Olivia Gude and Juan Chavez
3320 West Hirsch St.

- The murals are vignettes about the amazements of education; they aspire to inspire the students. Strategically placed at the entrances to the school, the murals indicate the importance of education and how it can “open doors” for students.
- Combining techniques – collage, text, and photorealistic portraits of students – the mosaics are an art education in themselves. They include the systematic charts used to teach color theory as well as whimsical drawings by primary school children suggesting that good education is both logical and magical.

B **Calling Forth the Spirit of Peace, 1993**
Jeffrey Cook, Phil Schuster and the Youth Service Project Team

3121 West North Avenue (on the northeast side of the National Guard Armory Building)

- The text on the mural banner “Paz, Pan, y Libertad” translates as Peace, Bread, and Liberty.
- The mural is constructed of sculpted polychrome concrete. The technique is bas relief, created by carving away material and adding material to the surface.
- This mural demonstrates how art and social justice come together.
- The two conga musicians are “invoking the spirit of peace, personified by a Taino figure,” the indigenous people of Puerto Rico.
- A show of good faith between people is represented by the word bread (pan), a colloquialism as in breaking bread with your enemies to create peace.
- The lizards are intermediaries between the physical world and the spiritual world.
- The tree may represent an olive tree that is symbolic of peace or it may be a metaphor for the Tree of Life.
- The placement of the mural on a National Guard Armory building references peace, the Guard’s mission.

C **Unity: A New Dream, 1983**
Judy Morris Petacque and Serge Muschajew Honinow

1603 North Springfield

- This mural expresses a shared vision of vitality, unity, hope, and inspiration. The artists are asking the viewer to see the neighborhood with a new set of eyes, paying attention to the good things that happen.

- This mural offers an unpretentious, candid glimpse into the activities and environment of daily life.
- The image of the dove emerging in flight is symbolic of death and/or renewal.
- In Spanish, esperanza means hope; amor means love; unidad means unity; and paz means peace.

D **For the People of the Future / Para la Gente del Futuro, 1980**
Lynn Takata, John Pitman Weber, José

Guerrero and the Youth Service Project Team
3909 West North Avenue

- This hand-sculpted mural uses concrete, mosaics, and sgraffito instead of paint for the materials.
- Sgraffito is a process of cutting or scratching away parts of the surface layer to expose a different color below, helping to emphasize the image. In this mural, the underlying color is from a faded sign that was previously on the wall.
- The large circular mosaic form is reminiscent of a Pre-Columbian calendar representing the past. The hand grasping a banner is communicating a message – a call to action. The stylized vegetation and wildlife represent nature.
- The theme of the mural is the “duality of human action” referring to the paradox of the human experience: the positive and negative consequences of our actions on earth to mankind and nature.

E **Positive Moves in the Game of Life, 1988**
Jose Berrios and Concetta Morales

3942 West North Avenue

- The mural represents the dreams and hopes of inner-city youth struggling with difficult lives. It depicts youth overcoming today’s challenges and engaging in the positive opportunities available to them at organizations like Youth Service Project.
- The mural reads from left to right starting with a bolt of lightning and a whirlwind next to a youth pondering his/her reflection in a mirror. Images of game pieces symbolize the dangers that are in their way including: drugs (the white horse), dice (taking chances), a baby bottle and a rabbit holding a clock (teen pregnancy), the jester (a fool or trickster), and an arrow pointing downward (the wrong way to go).
- As you continue looking to the right, youth will be going in the “right” direction focusing on their inter-

- ests and strengths: education (books and diploma), employment opportunities (job application), arts and culture (artists tools), baseball cap (positive recreation), and hats representing professions and trades.

F **What’s Going On (After Marvin Gaye)**
an *archi-treasures* project by artist John Vergara and stakeholders in the Humboldt

Park community
4035 West North Avenue

- The concepts for this mural were developed in workshops facilitated by Keith Lewis of DePaul University’s Egan Urban Center. Using a methodology called “Critical Moments Reflection,” a targeted group of people who live or work in Humboldt Park came together to discuss issues of violence in the community.
- Deeply personal stories were shared and participants openly discussed strategies for change. Throughout the workshop, artist John Vergara sketched ideas that arose from listening to the conversation.
- The mural features themes such as violence, housing, family, gentrification, and other community issues.
- The mural is titled “What’s Going On” after the song by American recording artist Marvin Gaye. The song is about police brutality and protests held by anti-war activists during the 1960’s and 1970’s.

G **Untitled (Black/Brown Working Group), 2009**
an *archi-treasures* project by artist Bernard

Williams with members of the West Humboldt Park Black/Brown Working Group
4250 West North Avenue

- This mural is the result of a collaboration between artists and community members.
- The concepts for this mural derived from workshops facilitated by Ceasar McDowell with the Black/Brown Working Group of West Humboldt Park, a group of Latino and African American residents convened by the DePaul University Egan Urban Center to foster civic dialogue on community issues.
- The mural evokes a complex story of the community. The subject matter references life in West Humboldt Park including issues about identity, gender, racial harmony, cultural respect, poverty, health care, aging, immigration, and housing.
- References to African and Latino heritage include flags, Kente cloths from the Akan culture, a slave ship,

- and a Conquistador meeting a Taino person, alluding to the Spanish conquest.

- The mural is reminiscent of quilts that historically served to preserve memories and events, tell stories, and serve as a message board.

H **Release, 2010**
an *archi-treasures* project by artist Damon

Lamar Reed with volunteers from the Transitions to Careers program at Association House
4243 West Grand Avenue

- The mural is a testament to the strengths, dreams, and challenges facing ex-offenders in the community. The participant/artists attend a program at Association House called Transitions to Careers where adults with criminal histories receive job training and counseling to help guide them back into the workforce.
- The mural was developed during workshops in which participants discussed the commonalities around their past and current situations. Working with artist Damon Lamar Reed, participants put their feelings into personal collages. The artist then chose images from the collages for the mural design.
- The daffodils symbolize rebirth and new beginnings. The bird being released from a person’s hands is a symbol of freedom. The tree serves as a symbol of personal growth. The words are promises and pledges. The butterfly stands for metamorphosis and change. The construction worker is about rebuilding oneself and family. “Release” is a mural of hope that tells the story of one and many at the same time.

I **Sunrise of Enlightenment, 1987**
Nina Smoot Cain and Mirtes Zwierzynski
4127 West Hirsch Street (Nobel Elementary School east side entrance)

- According to the book *Urban Art Chicago* by Olivia Gude and Jeff Huebner, “Sunrise of Enlightenment” is the first community mosaic to enhance a Chicago public school. The mural transforms a bland entrance into an engaging and attention-getting way to greet students, teachers, and parents.
- The school exterior provides a backdrop for a mural about learning and diversity, stimulating awareness by drawing on the backgrounds of the students.
- The mural includes symbols of a Pre-Columbian figure and an African mask. Additional symbols represent math, language and nature.