



essence of questioning

For me, education should start just as a young child looks at the world around him. To wonder and to wander. Flexible, open-minded, with lots of possibilities and lots of truths.

It's the essence of questioning. Questions are about the unknown. First there is a meeting with the strange, then immediately the mind starts an attempt to place, categorise and compare with the known. By asking and formulating a question a choice is made for a path and direction. By walking this path, possible answers might be found.

Children feel the freedom to ask questions. Growing older, several truths have been found or told. They are taught by culture to accept a truth. Some of us, like artists, continue the process of wondering. Architects can teach children to see and experience space. But children can teach us how to wonder.

Building at the Beurs van Berlage workshop 'dreamhouse' for children age 7-12

Every year in november children at the age of 7-12 are invited at the Beurs van Berlage to build there own dreamhouse. In the intimidating space 60 tables are set with karton, paper, plastic, plexiglas, straws, etc. On every table an architect (for several years I was one of them), with a coloured helmet, would welcome a group of ten, guiding them during the day. After an opening of music and a slideshow of real and imaginary examples the kids can start building. Parents are not allowed on the floor. For a small price they can enter the gallery above to watch them.

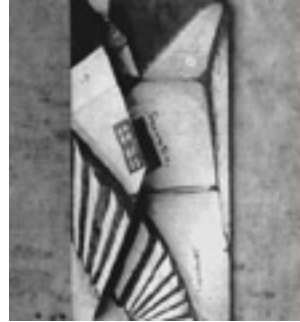
At the end a jury will choose ten dreamhouses, which will travel with an exhibition through the country.

In 2001 the organizers won the Prince Bernhard Culturefund Price

Since may 2001 there is an audiovisual educationpackage, Dreamhouses and Aircastles, for schools available.

More information at:
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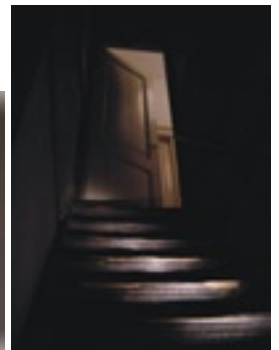
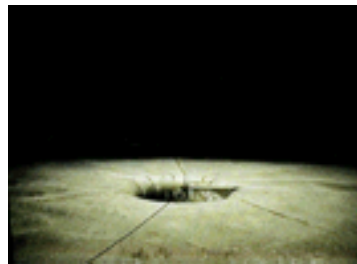
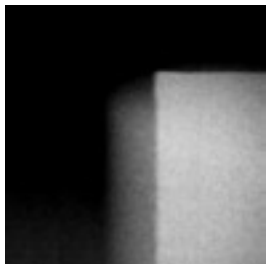
house of leaves

scenes of the imagination

projectdesign for academy in Arnhem 2003 with Gert Anninga

The book house of leaves by M. Danielewski describes a house, where on one day, the owner finds out that the outside of the house is smaller than the inside. It describes a constant changing series of doors and hallways and a hidden endless darkness.

The students were asked to make a series of nine scenes in a 2D-image. Every scene is an imagination of the latent space, described in a chosen fragment out of the book. The aim was that students took the role of a filmmaker, imagining the space, walking through. To translate the imagination and to communicate with us and themselves, they developed layered images that could tell a story. In the end the series were presented in an installation.





warped space

projectdesign for academy in Tilburg 2002 with Paul van de Voort

Hot to introduce time in a drawing (without using cartoon-style)? How to introduce time in a space? How to use time in a designprocess? While an architect is used to communicate in paper and models. Multimedia, like video was excluded for this assignment.

The students got there assignments per day. On the first day the assignment was to make 6 drawings of an imaginary or real transforming landscape. The second day they were told to make 6 drawings of timedocumentary of a known city. The third assignment was to choose a time-meeting in the present situation of this city and a design of a building on this location. The fourth assignment was to get rid of the location and place the design of the building in the transforming landscape of the first day. On the last day every student had $4 \times 6 = 36$ drawings of the same size. They were given time to re-order and edit the drawings before placing them in a installation of wires that we prepared for them. In the end a new story was told.

