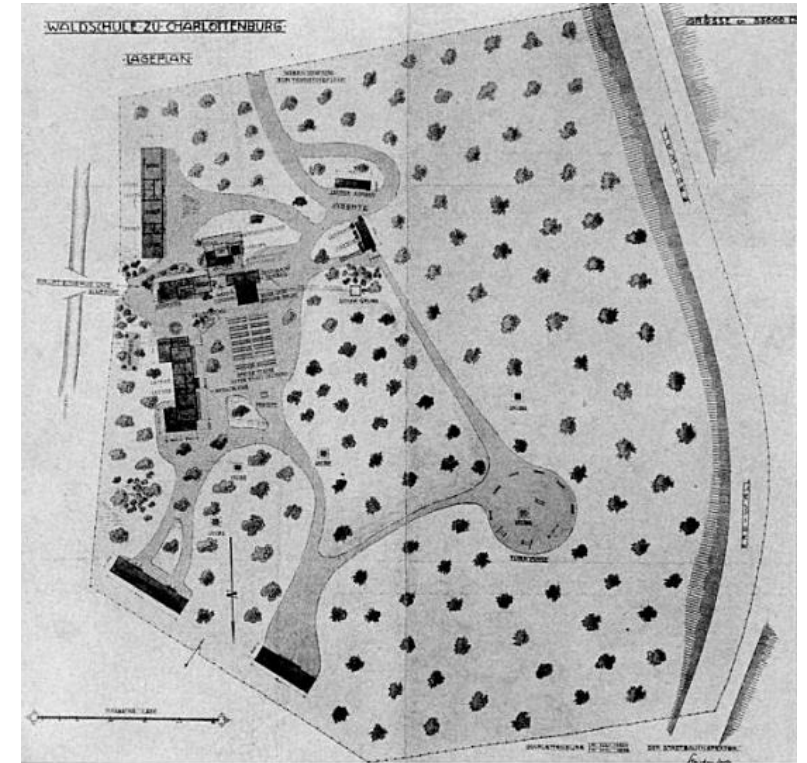
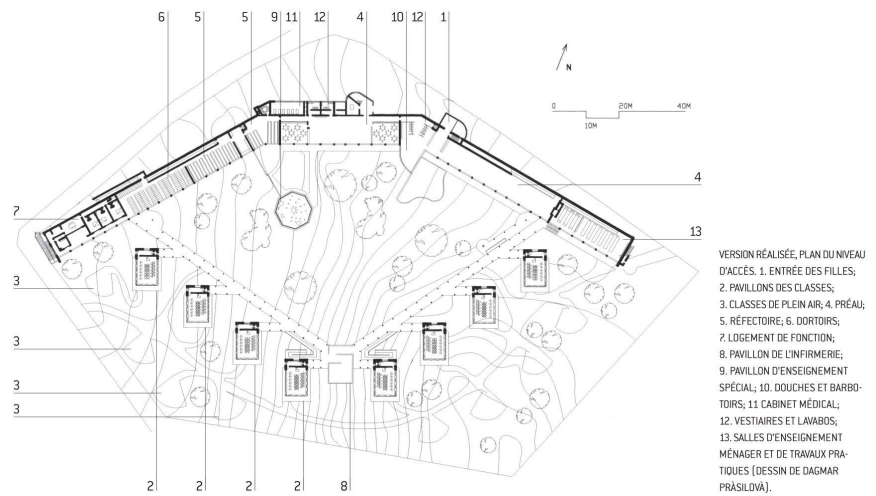


The Ones who Came Before

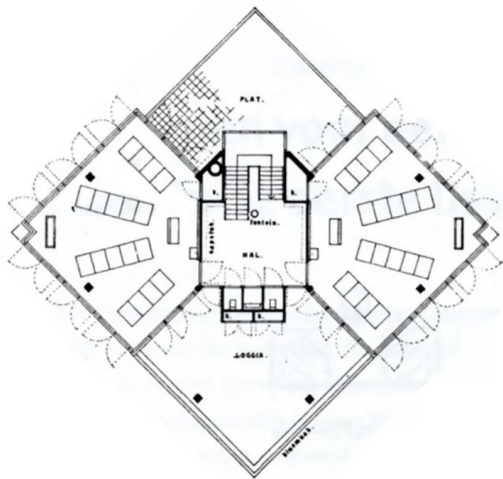
A black and white photograph of a forest clearing. In the center, a sign reads "Waldseeburg Charlottenburg +". The sign is mounted on a wooden frame with two large, dark, circular objects (possibly lanterns or decorative elements) above the text. Behind the sign, there are several small, light-colored buildings with dark roofs. A group of people, including men, women, and children, are standing in front of the buildings. The foreground is a grassy area with a low, rustic wooden fence made of branches. The background is filled with tall, thin trees, likely pines or firs, creating a dense forest. The sky is visible through the tree canopy.



Open-air School

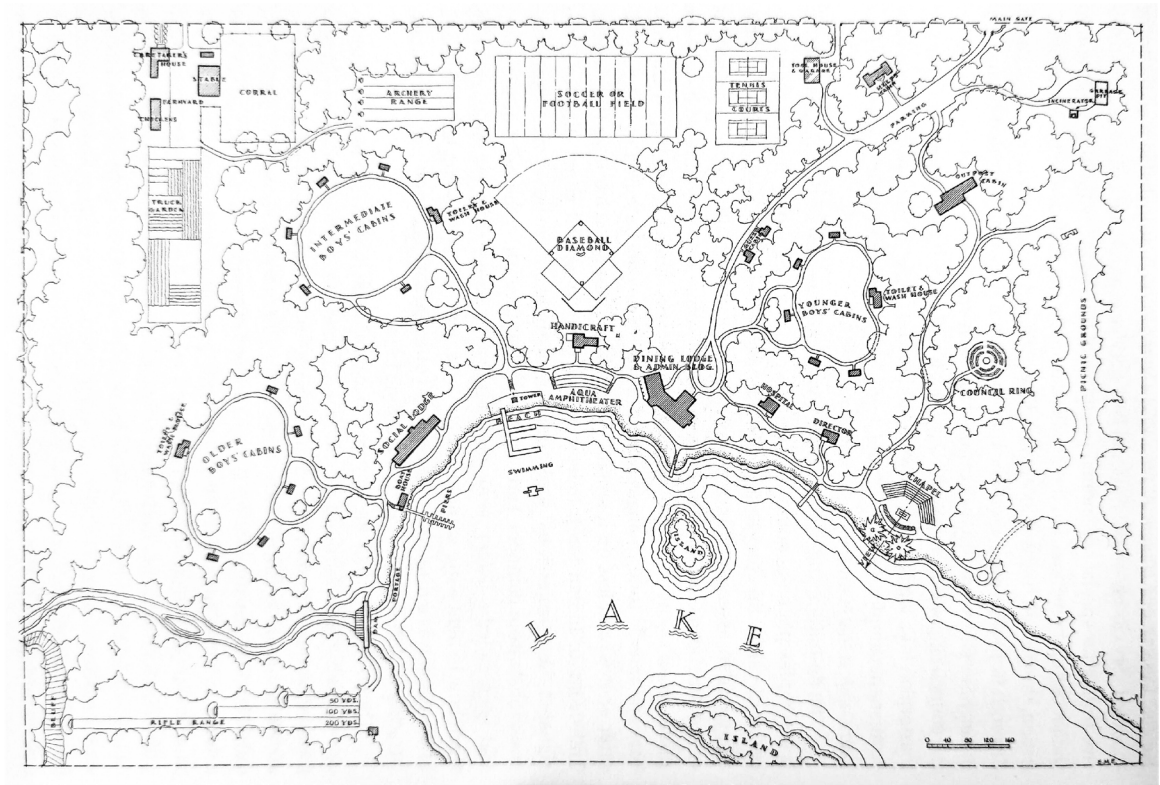


Eugène Beaudoin et Marcel Lods - *École de plein air de Suresnes* - 1931

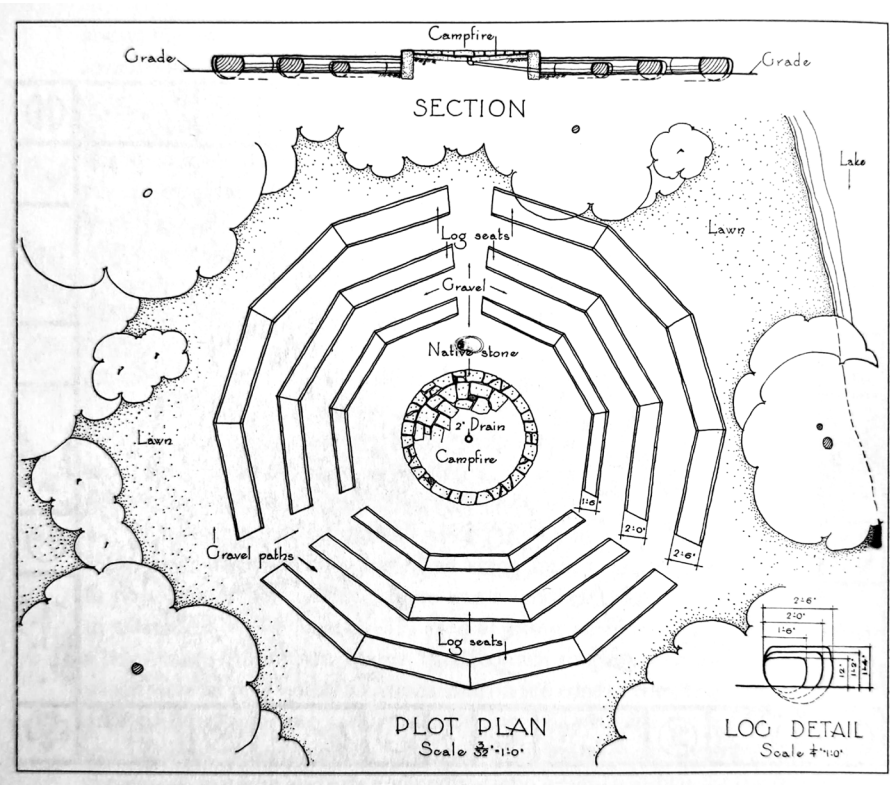


Jan Duiker - *Open air school Amsterdam* - 1927

Youth camps

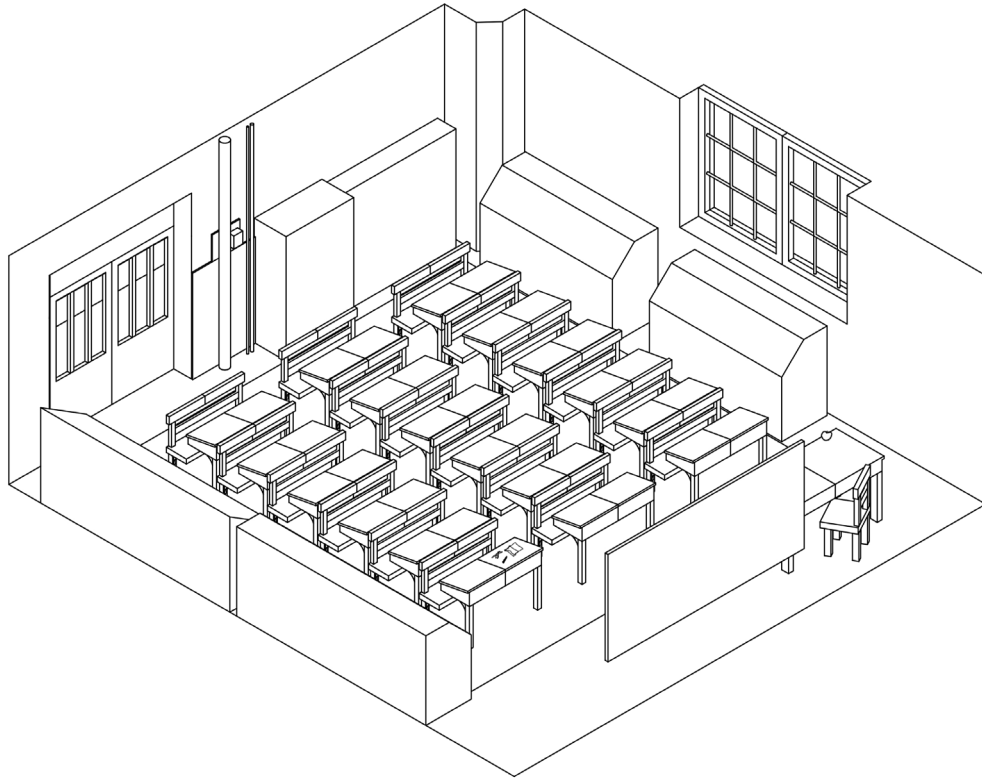


YMCA - Layout for a YMCA camp with a capacity of 125 - 1946

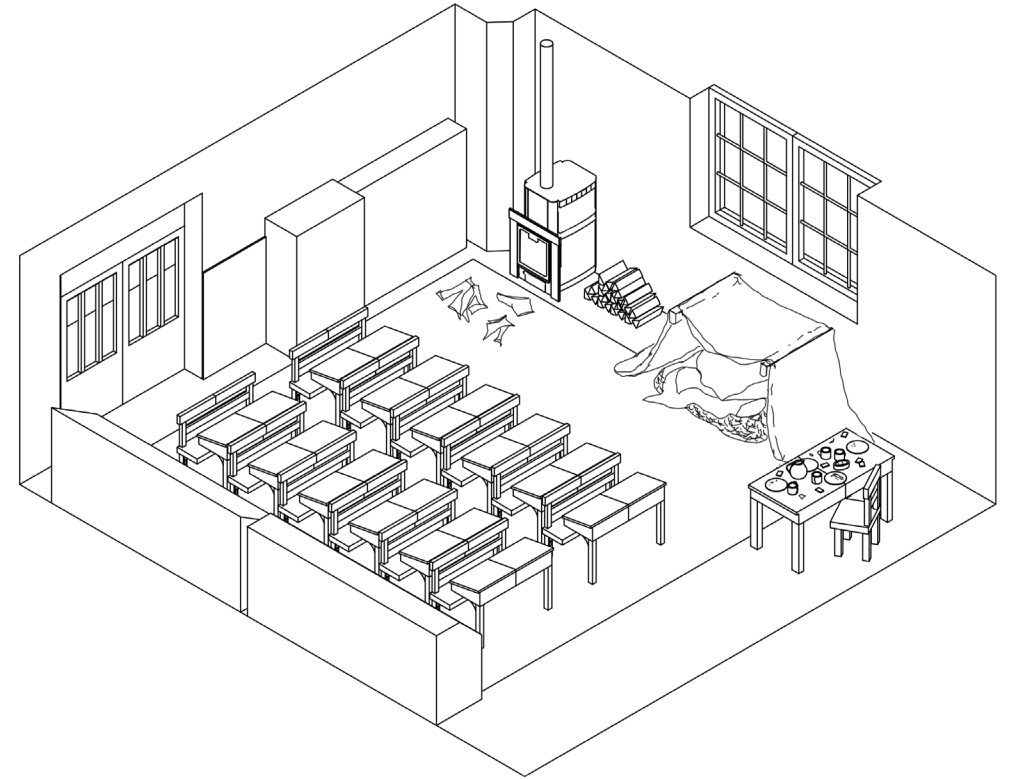


A.H. Good - Campfire circle, Lassen Volcanic National Park, California - 1935

Stories



François Truffaut, *Les 400 coups*, 1959 - La salle de classe



Franz Kafka, *Das Schloss*, 1926 - L'école du village

Education

“ ‘On the one hand, this City is the only one you’ll ever have and you’ve got to make the best of it. On the other hand, if you want to make the best of it, you’ve got to be able to criticize it and change it and circumvent it.... It seems to me prima facie to use the Empire City itself as our school. Instead of bringing imitation bits of the City into a school building, let’s go at our own pace and get out among the real things. What I envisage is gangs of half a dozen, starting at nine or ten years old, roving the Empire City with a shepherd empowered to protect them, and accumulating experiences tempered to their powers.’

‘Holy cats!’ cried Horace, goggle-eyed to think of others carrying on the way he did. ‘Would they ever make trouble and stop traffic!’

‘So much the worse for the traffic,’ said the professor flatly. ‘I’m talking about the primary function of social life, to educate a better generation, and people tell me that tradesmen mustn’t be inconvenienced. I proceed. Fundamentally our kids must learn two things: Skills and Sabotage. Let me explain.

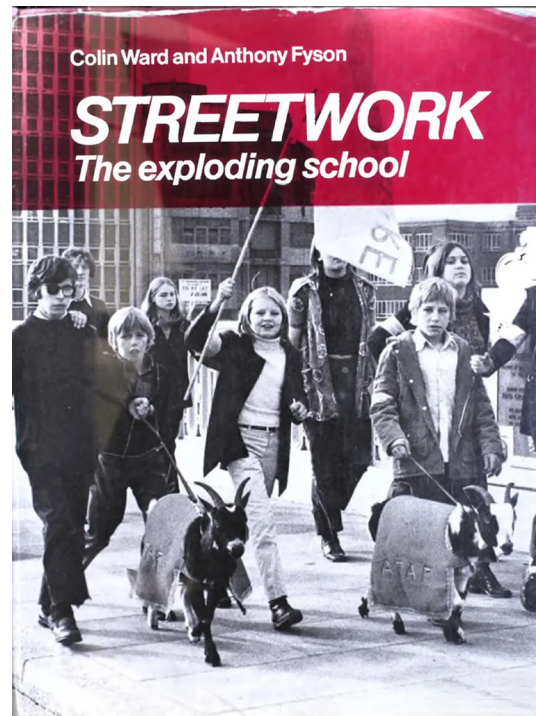
‘We have here a great City and a vast culture. It must be maintained as a whole; it can and must be improved piecemeal. It is relatively permanent. At the same time it is a vast corporate organization; its enterprise is bureaucratised, its arts are institutionalised, its mores are far from spontaneity: therefore, in order to prevent being swallowed up by it, or stamped on by it, in order to acquire and preserve a habit of freedom, a kid must learn to circumvent it and sabotage it at any needful point as occasion arises.’

‘Wait up! Wait up!’ said Horace. ‘Ain’t this a contradiction? You say we got to learn to be easy at home here, then you say we got to sabotage at every point. On the one hapd, you gotta love and serve ‘em; on the other hand you gotta kick ‘em in the shins. Does it make sense to you?’

‘There’s nothing in what you say, young man. In the Empire City these two attitudes come to the same thing; if you persist in honest service, you will soon be engaging in sabotage. Do you follow that?’ ”



Paul Goodman - *The Grand Piano* - 1943

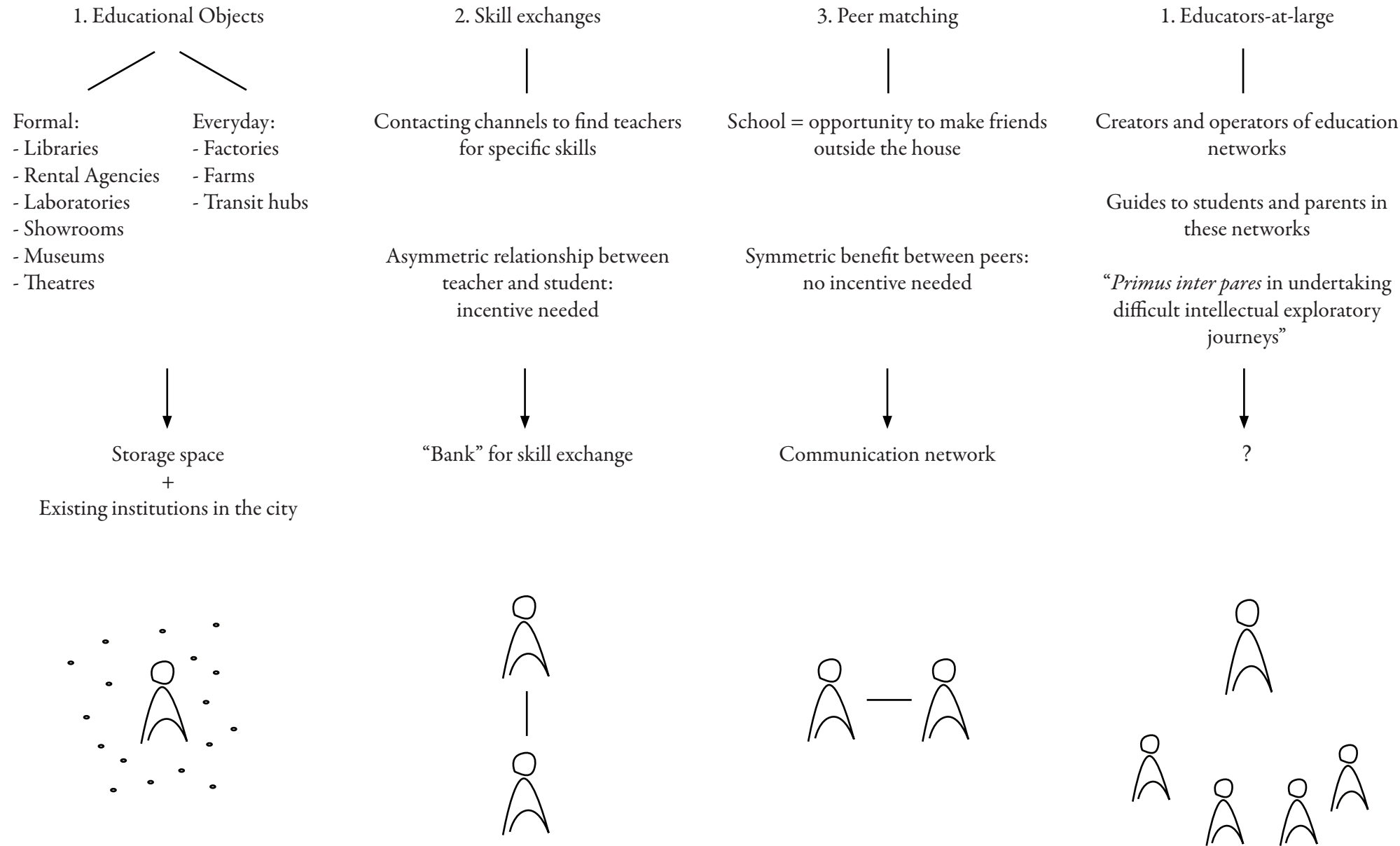


Colin Ward and Anthony Fyson - *Streetwork: The Exploding School* - 1973



Colin Ward and Anthony Fyson - *Bulletin of Environmental Education* - 1915

Education



2. Skill exchanges

Contacting channels to find teachers for specific skills

Asymmetric relationship between teacher and student: incentive needed

"Bank" for skill exchange

3. Peer matching

School = opportunity to make friends outside the house

Symmetric benefit between peers: no incentive needed

Communication network

1. Educators-at-large

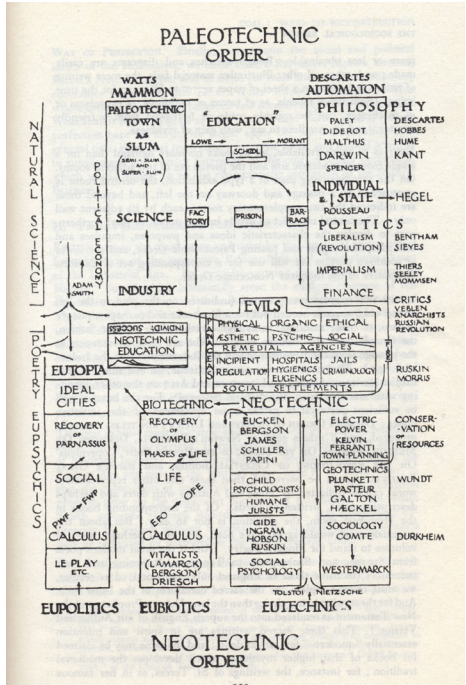
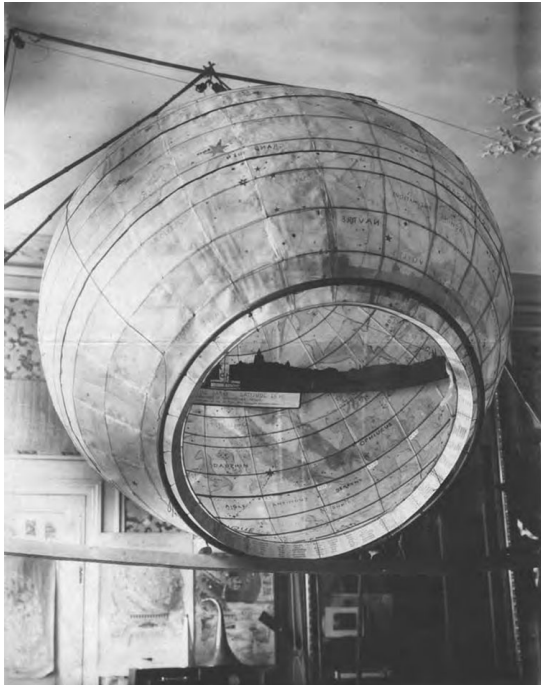
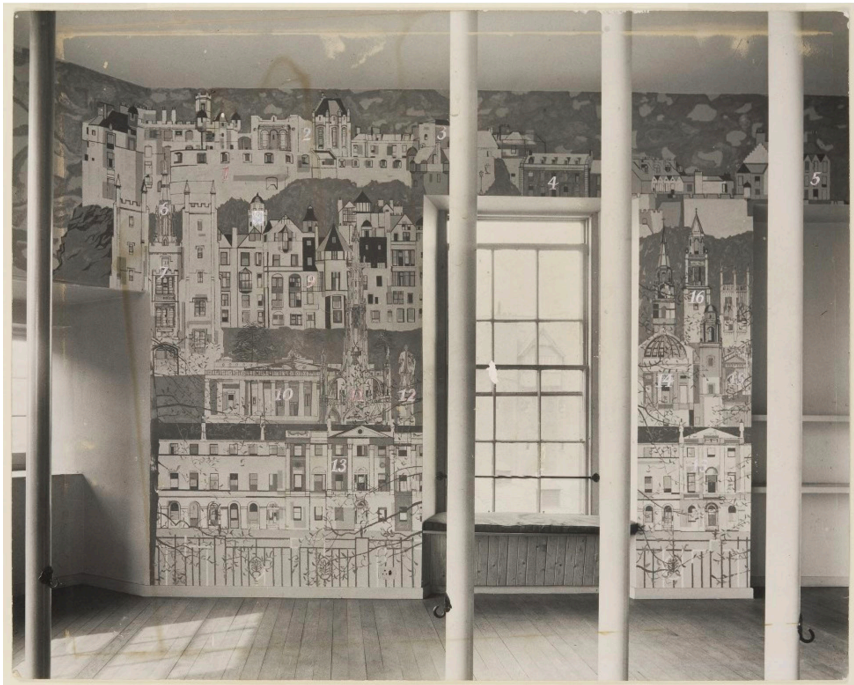
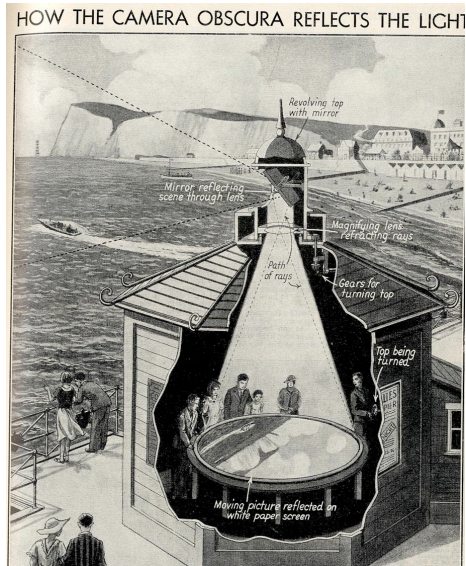
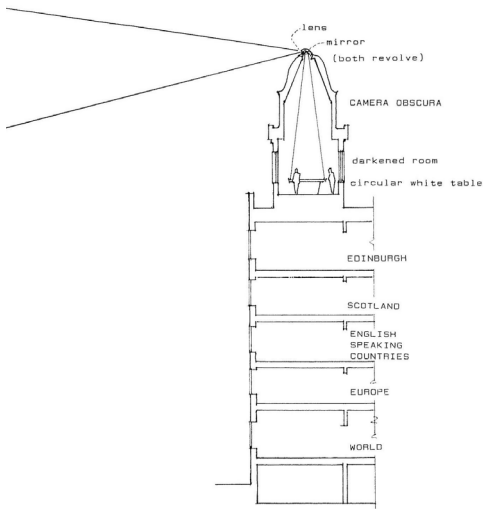
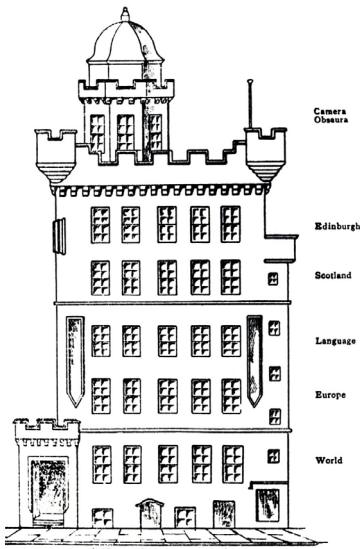
Creators and operators of education networks

Guides to students and parents in these networks

"Primus inter pares in undertaking difficult intellectual exploratory journeys"

?

Building as Education



Patrick Geddes - Outlook Tower - Edinburgh, 1892

Building as Education



Field Studies Council - UK, 1943

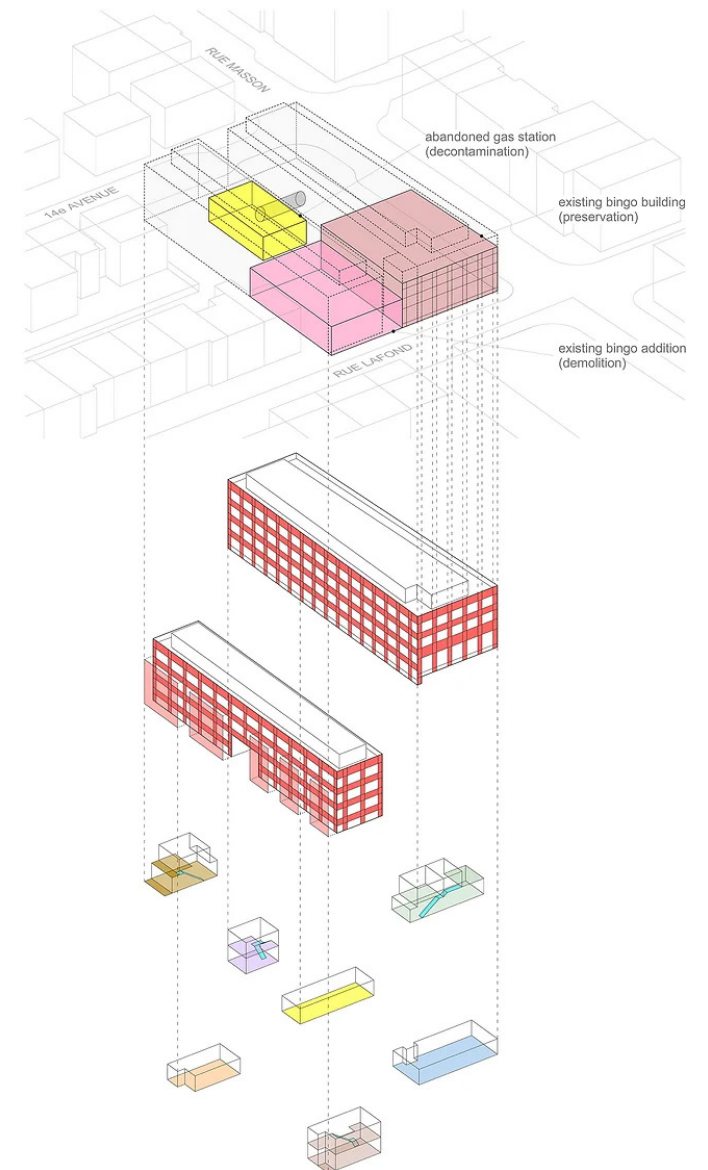


Working together with City of London to deliver education in Epping Forest.

Field Studies Council Epping Forest, is situated in the heart of Epping Forest, an area of around 2,400 hectares of wood-pasture, stretching from Manor Park in East London to just north of Epping in Essex. Two thirds of the Forest have been designated a Site of Special Scientific Interest (SSSI) and a Special Area of Conservation (SAC). The purpose built, fully accessible centre has six classrooms, and associated facilities, with direct access into our teaching sites which include woodland, grassland, heath and river. Most of our teaching sites are fully accessible. The centre is just a few minutes from the M25 and Loughton Tube Station.

The Associates of Epping Forest Field Centre are dedicated to raising awareness of and funds for our work at the centre. Please contact us for more information.

What could have been



Atelier Big City - *La Massonerie* - Projet non-réalisé pour la construction d'un immeuble de logement sur la rue Masson conservant la façade du Bingo Masson, Montréal, 2020 - 2022

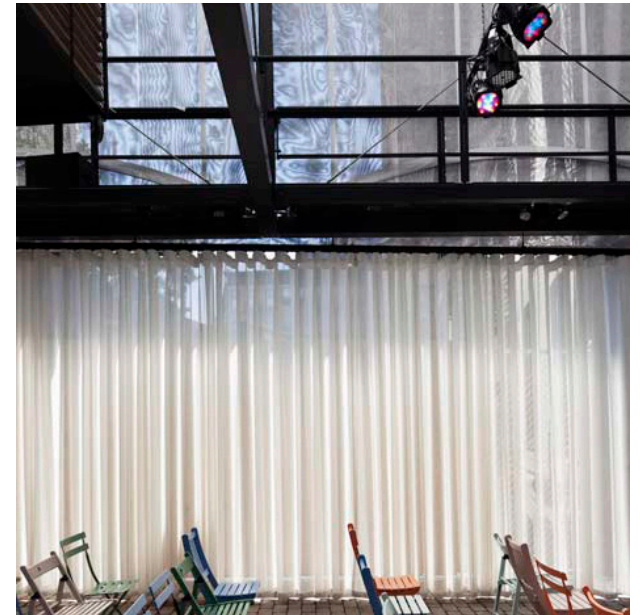
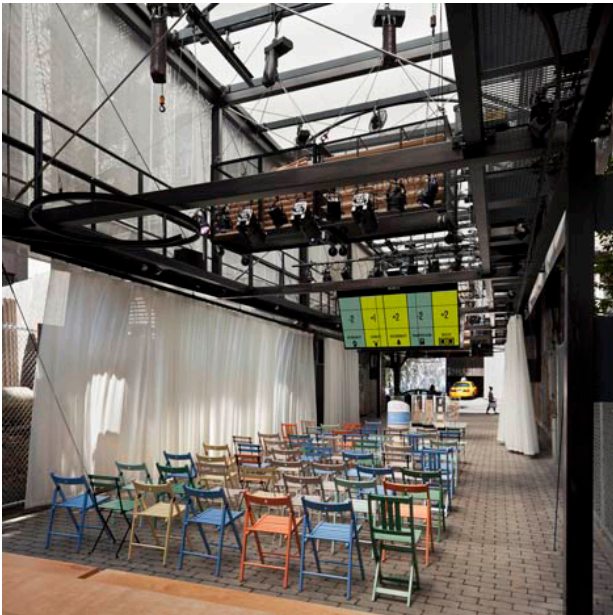
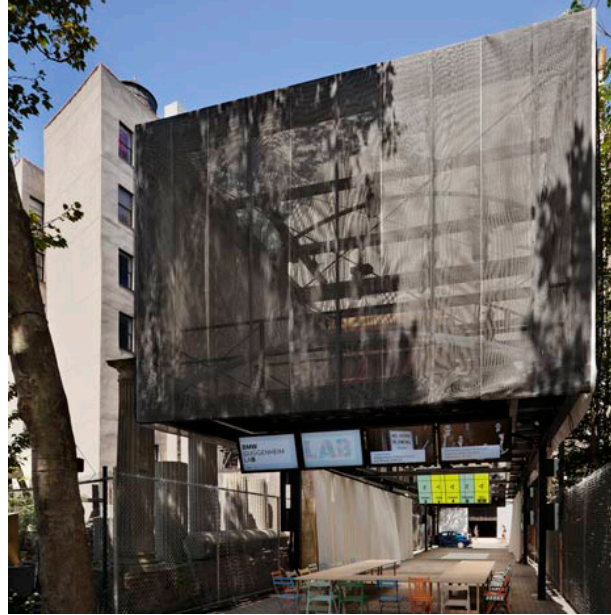
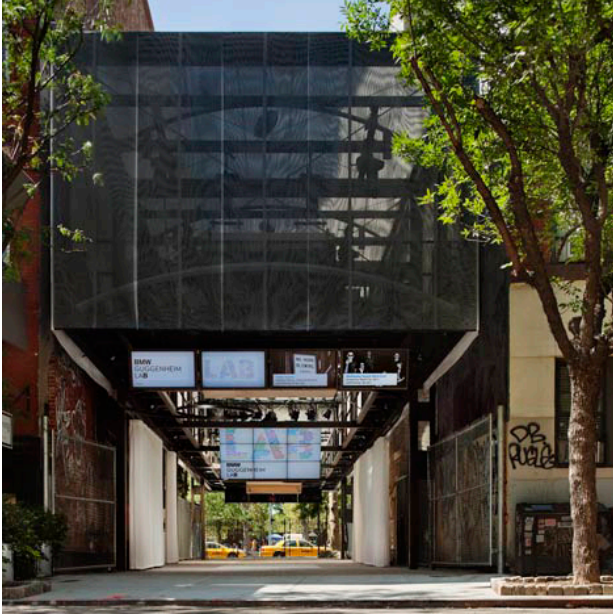
Design on-site - Furniture



Design on-site - Play

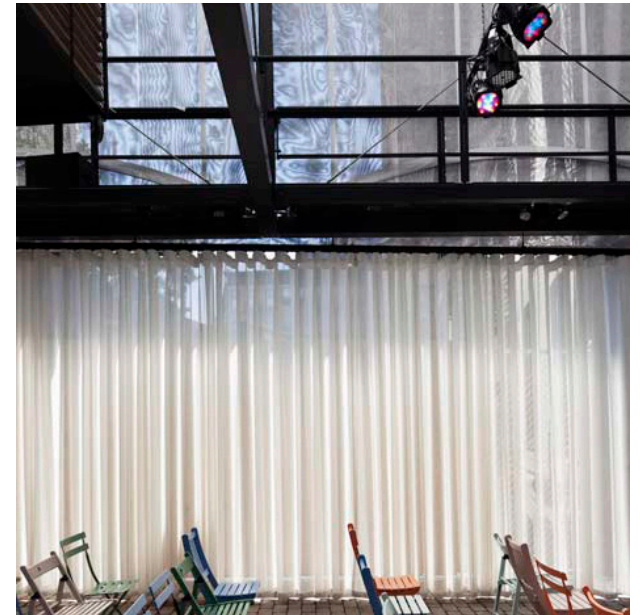
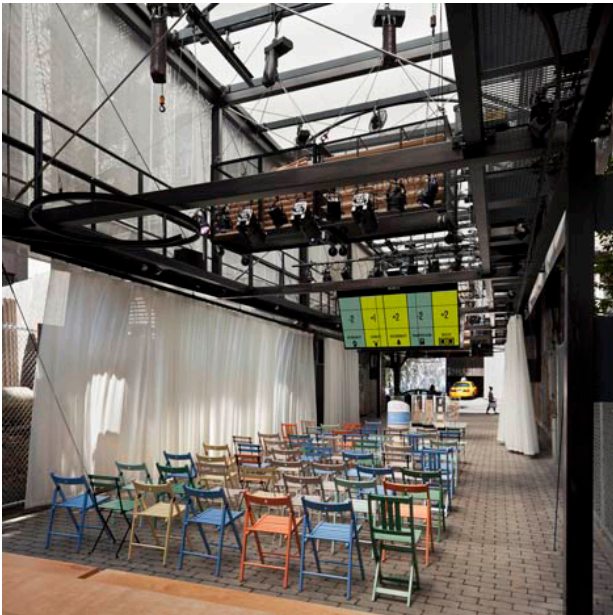
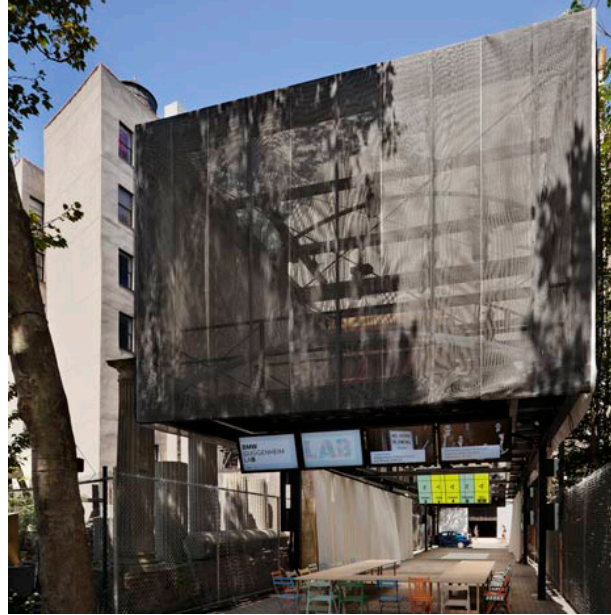
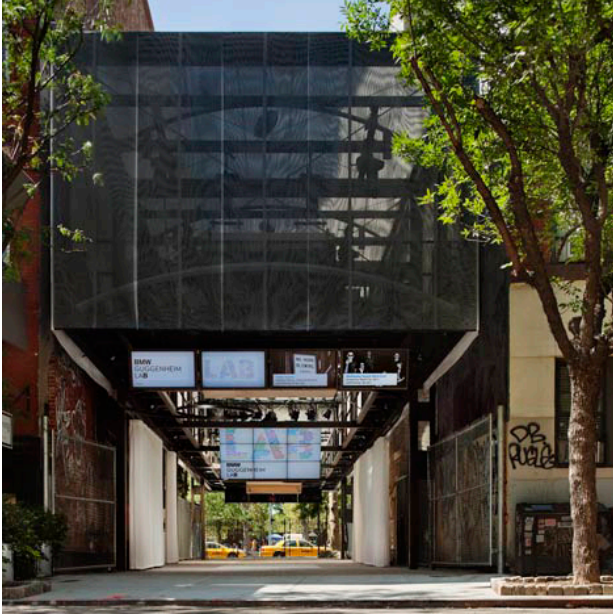


The Others



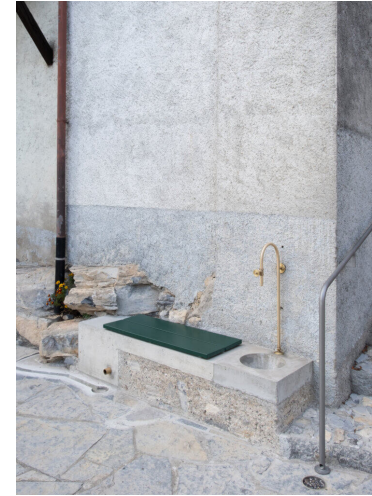
Atelier Bow Wow - BMW Guggenheim Lab - New York, 2011

The Others

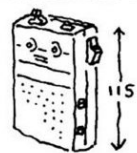


Atelier Bow Wow - *BMW Guggenheim Lab* - New York, 2011

The Others



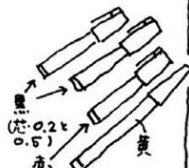
街歩き用小道具



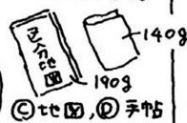
⑫ ミニテ・プロコ-ター
(285g)



標準装備
A カメラ
(1120g)



B 筆記用具
(サインペン)
あわせて44g



C 地図, D 手帖



⑤ 英字ビスケットとカルミン
(50ヶほど) (10ヶ)



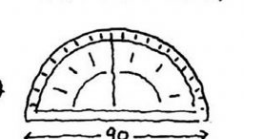
⑥ 底に溝のある革靴
(サイズ27cm)



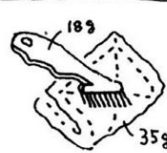
⑦ カウンター (84g)



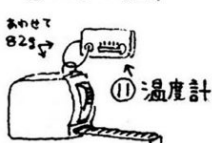
⑧ 石鹼石 (スチール板に
メモなどをとめるやつ)



⑨ 分度器 (4g)



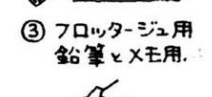
① ハケと雑巾



⑪ 温度計



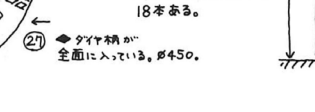
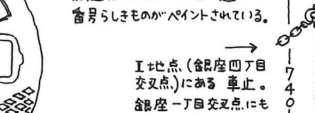
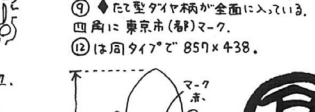
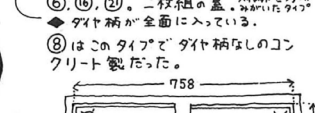
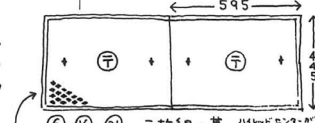
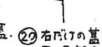
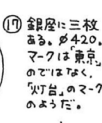
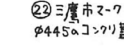
② 巻き尺 (2m用)



③ フロッタージュ用
鉛筆とX毛用



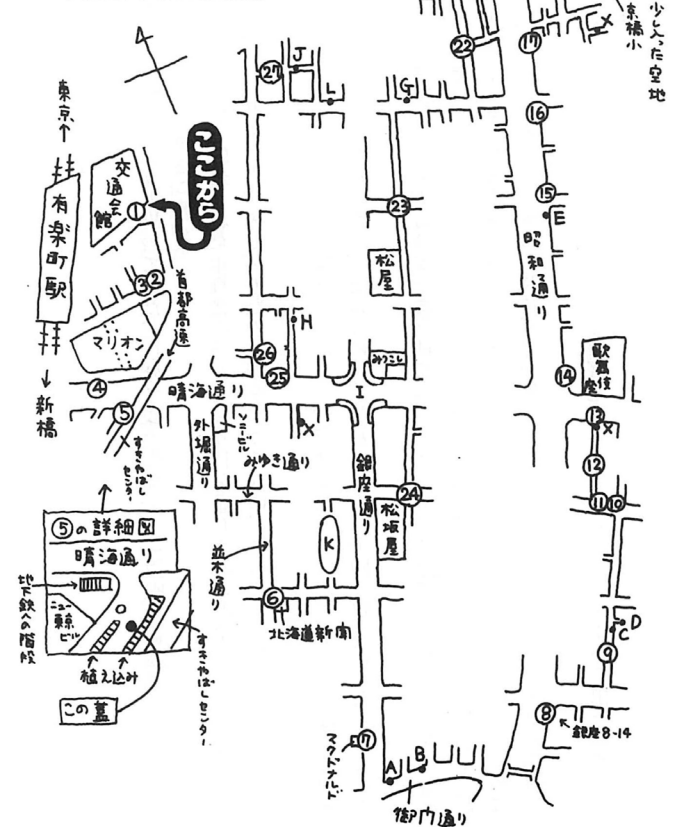
④ ストリックウォッチ
(62g)

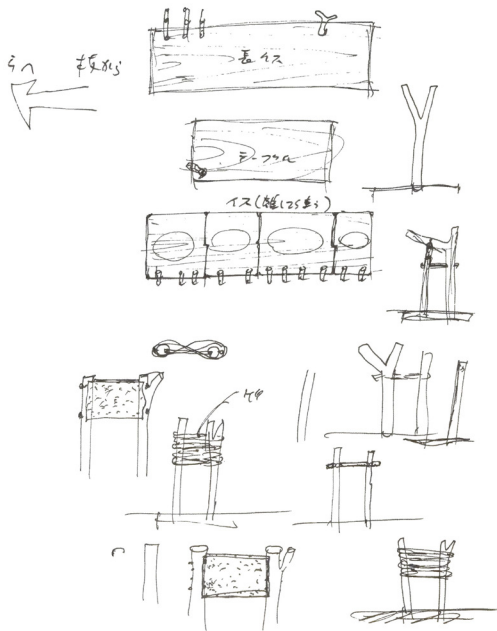


銀座名蓋抜萃 + 砲弾型消火栓
車止

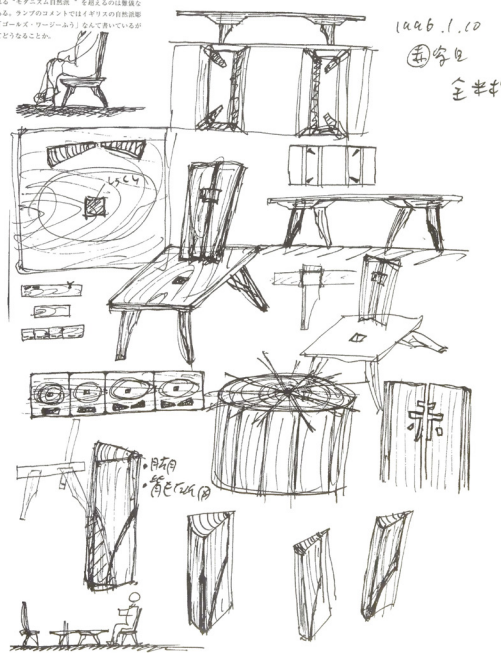
銀座名蓋巡り

昭和61年1月1日調査

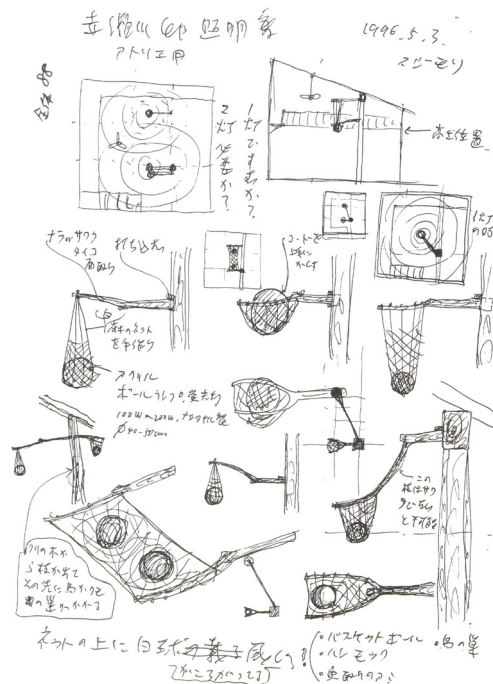




1996年1月10日
イス、テーブルでジョージ・ナカシマに、初期でイサム・ノグチに類するよう造られたもの、きでどうする。
日本の民衆的造り物である。この二人の日本文化は
象徴される「モダニズム的造り物」を造るものとは異なる
ことである。ランプのコンセプトではイサムの自然造り
物から「ジョージ・ナカシマ」を造っているが
ほとんど造り物である。



1996年5月3日



1996年5月4日

