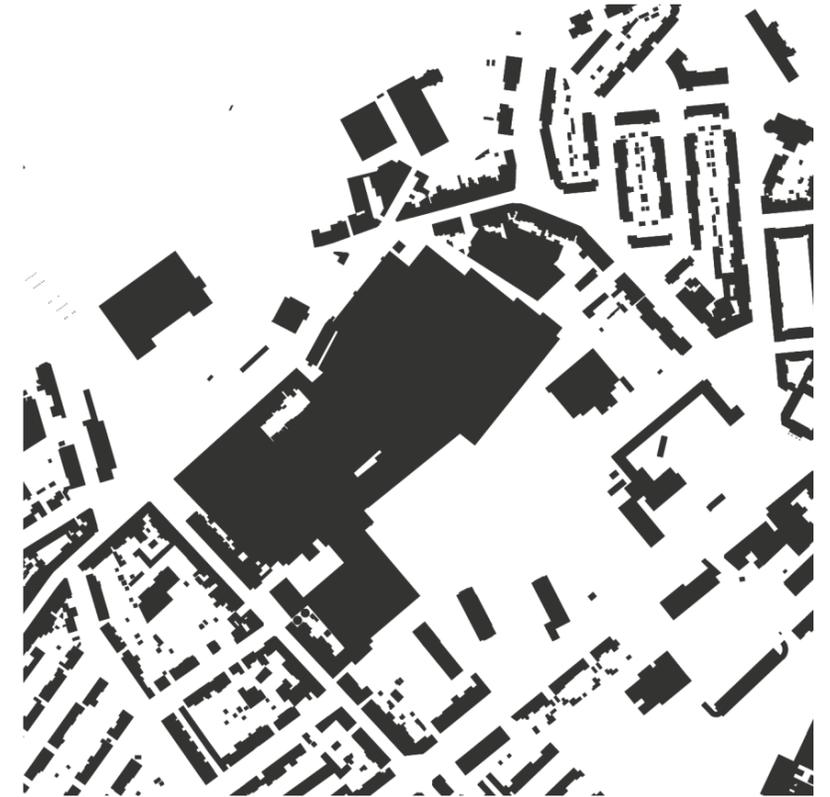


Low Town Dialogues: in *between* *living* and *learning*



Antwerp, Hoboken, Blikfabriek
From center to margin, back to a center



Lageweg, Hoboken, Antwerp
Spatial Fragmentation



building

all things in this world are a product of the formula:
(function times economy).

all things are, therefore, not works of art:
all art is composition and, hence, is unsuited to achieve
goals.

all life is function and is therefore unartistic.
the idea of the 'composition of a harbour' is hilarious!
but how is a town plan designed? or a plan of a dwelling?
composition or function? art or life????

H. Meyer, 1928



Hoboken, Antwerp
Layers of development



Fragment model 1.33
In-between scales

IN - BETWEEN

MARGIN
THRESHOLD
INTERSTICE (to be between)

→ systems that regulate
the relationships
between the multitude
of objects



it is through the reading of these systems
that the dualisms they identify can be
compared and interpreted





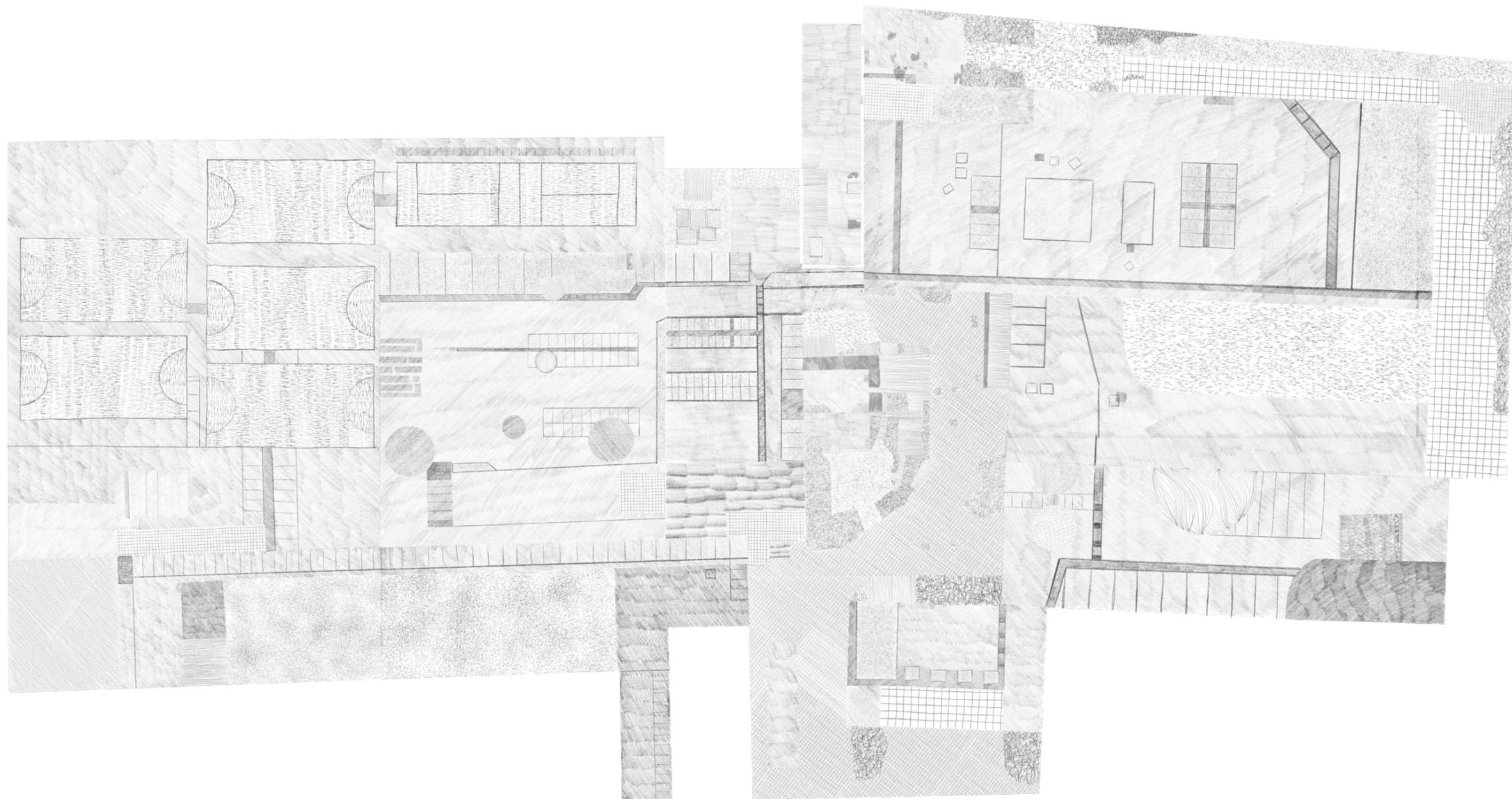
Understanding the site
A collective Lens



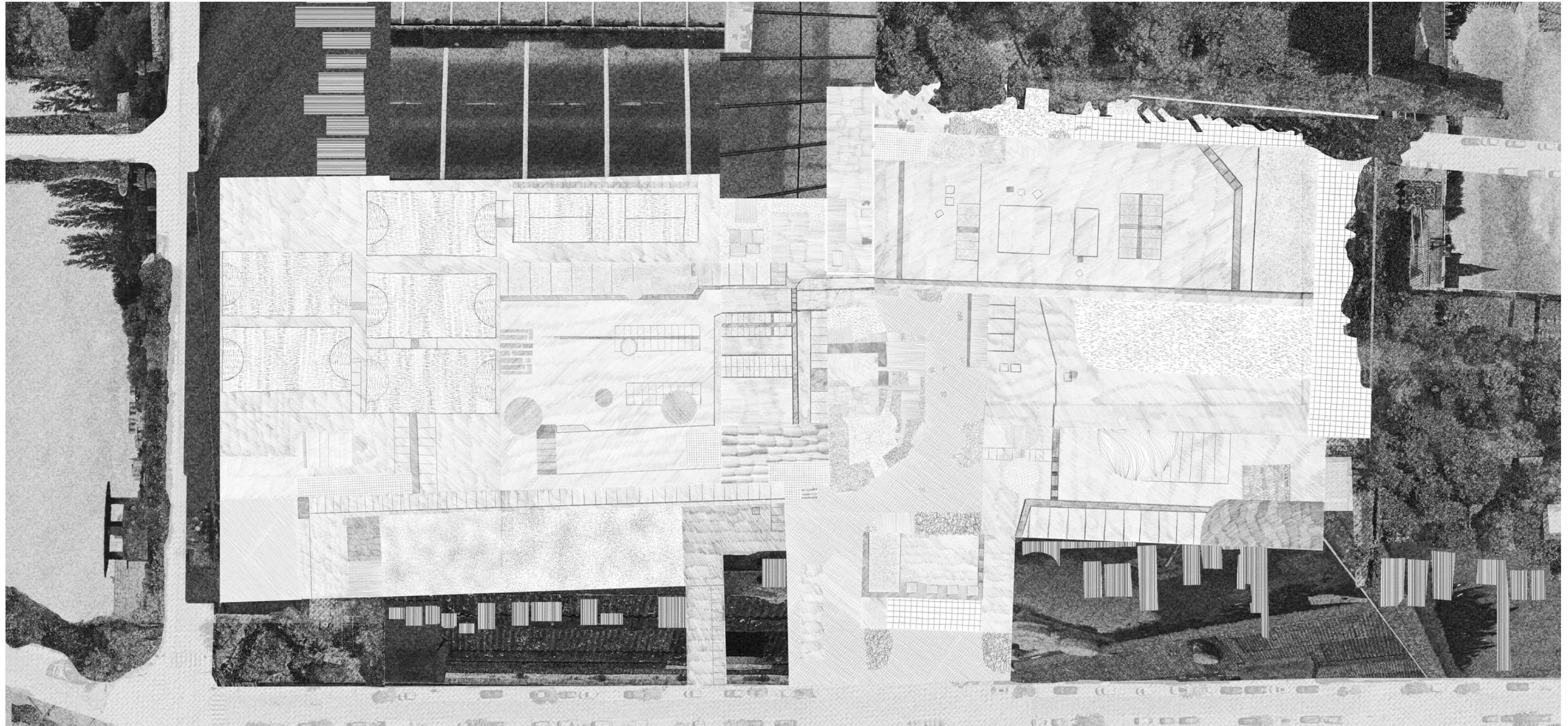
Year	Project Name	Location	Area	Value	Start	End	Contractor	Architect	Client	Notes
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
2025
2026
2027
2028
2029
2030



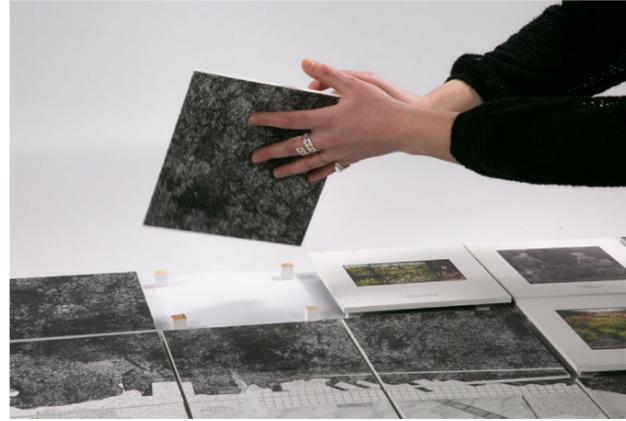
Understanding the site
A collective Lens



Material Garden of Gift and Waste



Material Garden of Gift and Waste

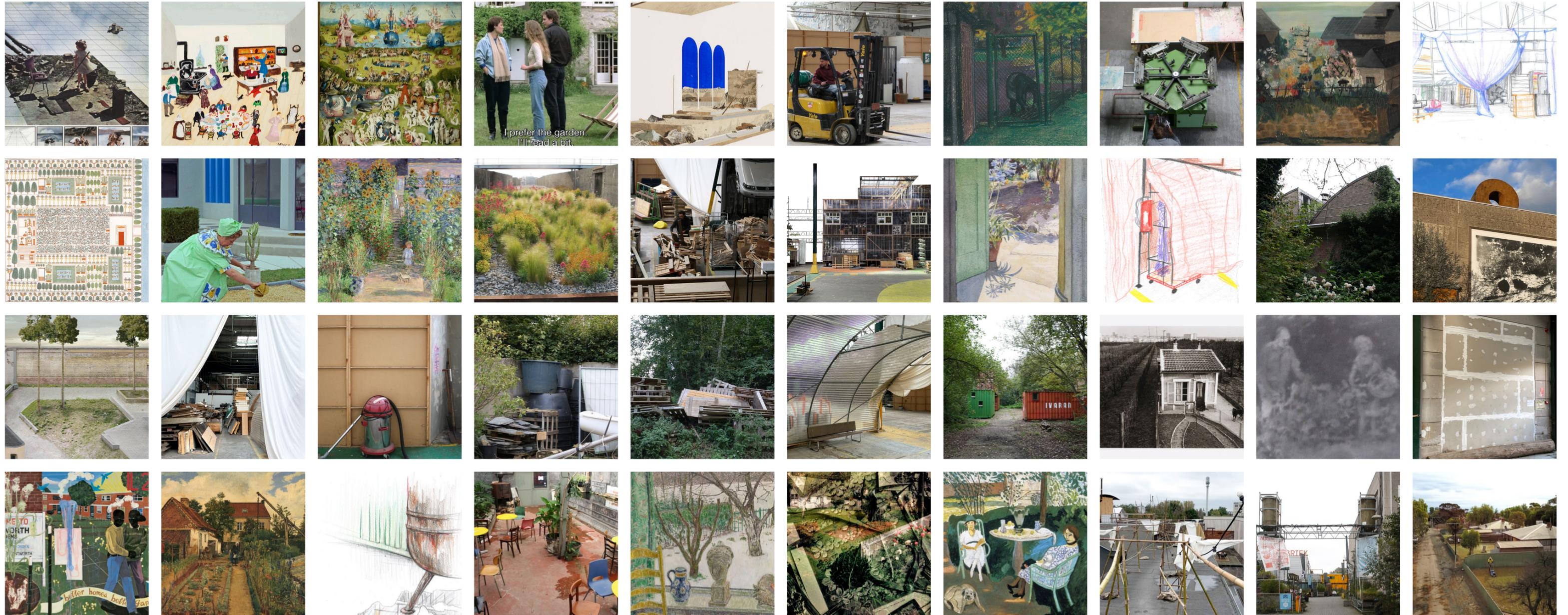


Material Garden of Gift and Waste

Low Town Dialogues:

in *between*

living and learning



Material Garden of Gift and Waste



Blikfabriek
Walls, entry gates and enclosures

Low Town Dialogues:

in between

living and learning

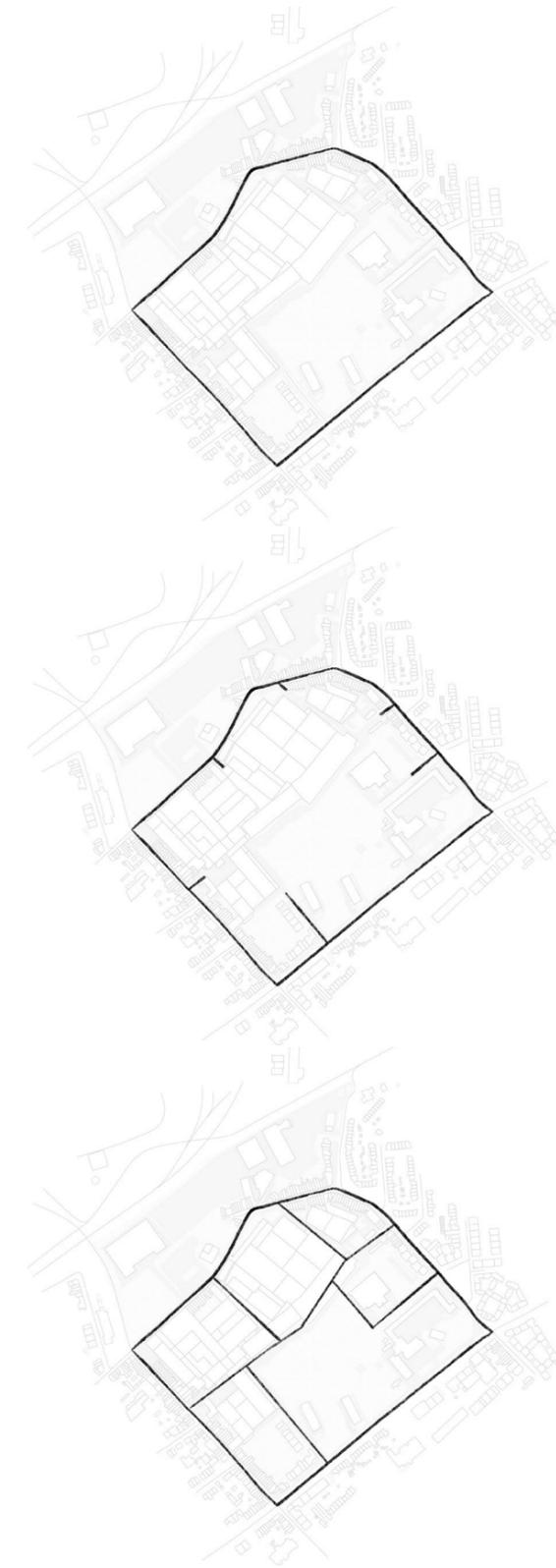


Lageweg
Enclosure, Potential Accesses

could the existing not be the instigator or catalyst of the new? can it trigger new relationships, intensifying our subjective experience of space?

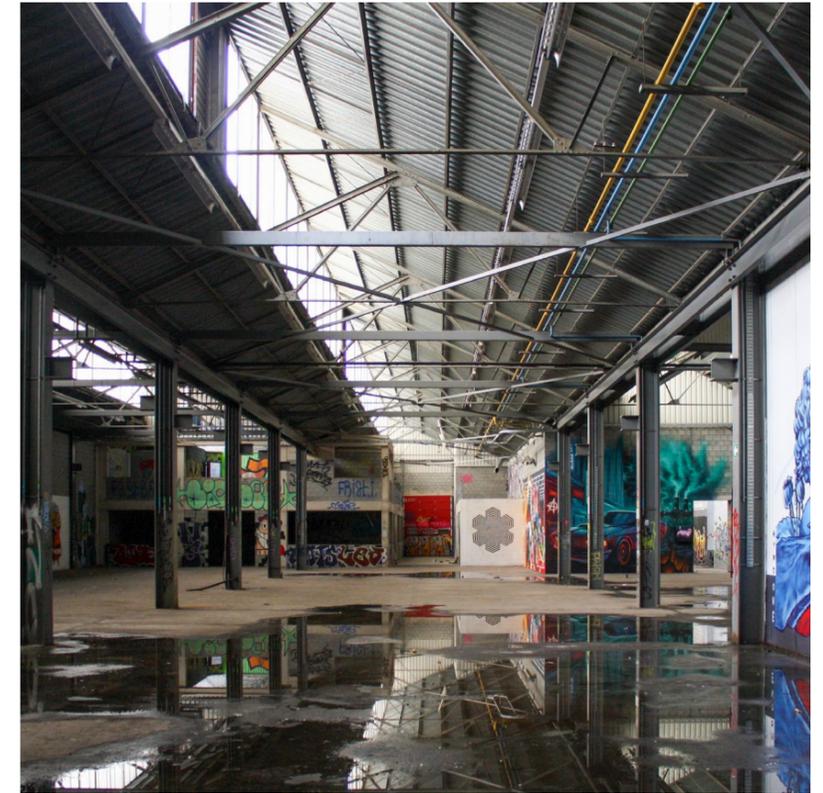
tabula rasa is for cowards, but there are no coherent rules for playing the game on a board filled with pieces.

challenge what is there, reactivate it, make it part of the current but allow it to cause friction, to resist. the moment we let go of sentimental values but holistically assess the given and have it fight for its place in the here and now, we might reendow the old with new architectural agency.





Lageweg
Demolition Plan

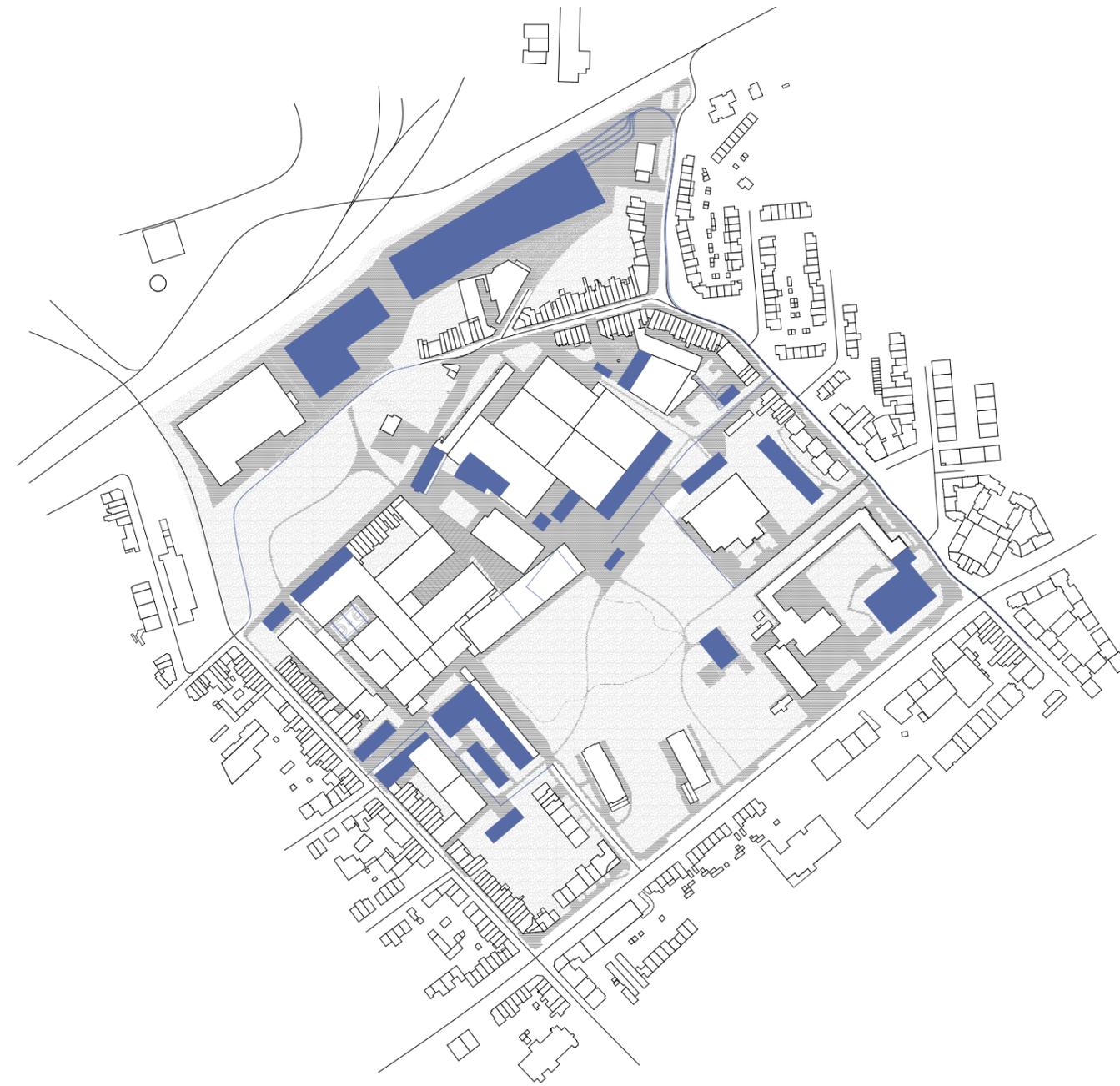


Building Assessment
What to preserve, what to replace

consider the pre existing as an inspired landscape
of architectural qualities, which we can complement
and enrich through negotiations with the new

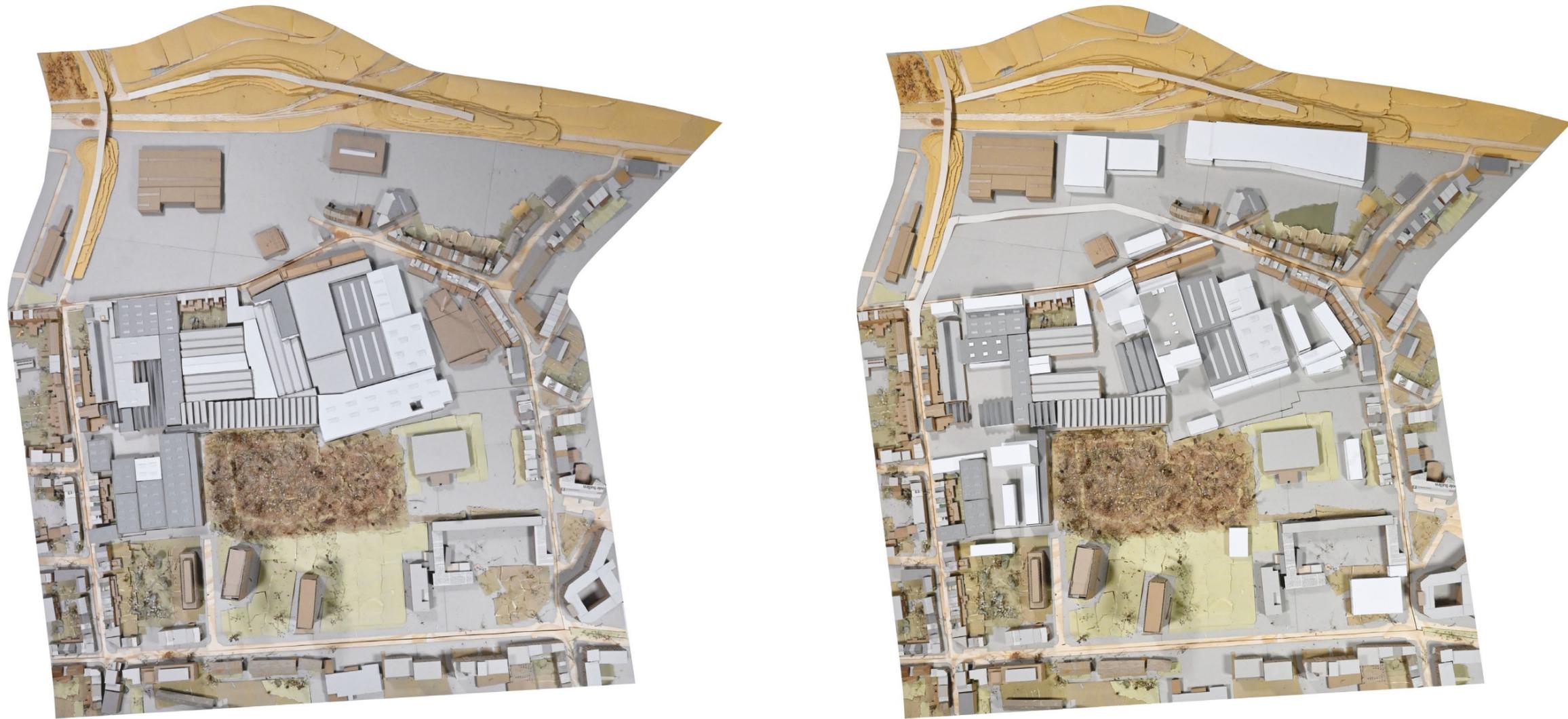


After demolition
New existing

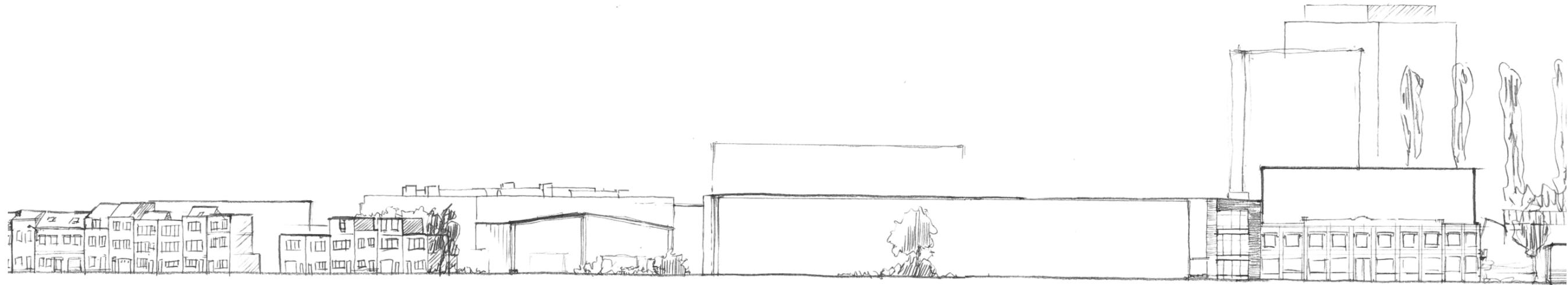


could the existing not be the instigator or catalyst of the new? can it trigger new relationships, intensifying our subjective experience of space?

Proposed addition



Existing and new intervention
Site model 1.333

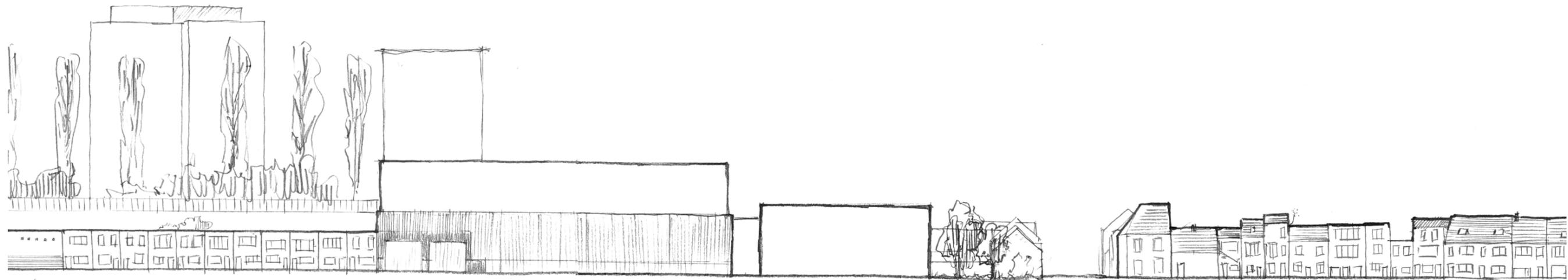


Row Housing

Logistic Center

Housing

City Office / Housing Extension



Small Businesses

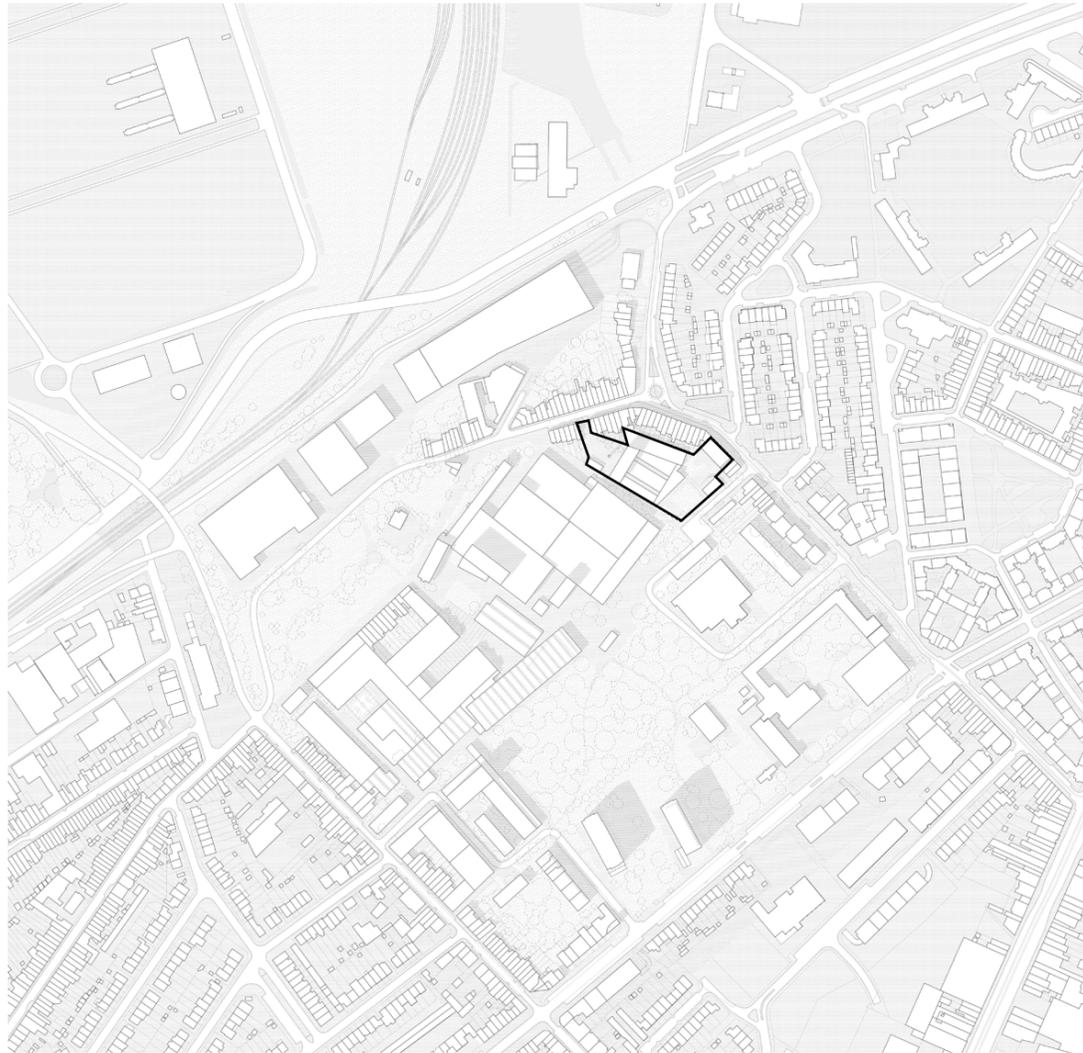
Row Housing

Garrincha / Housing Extension

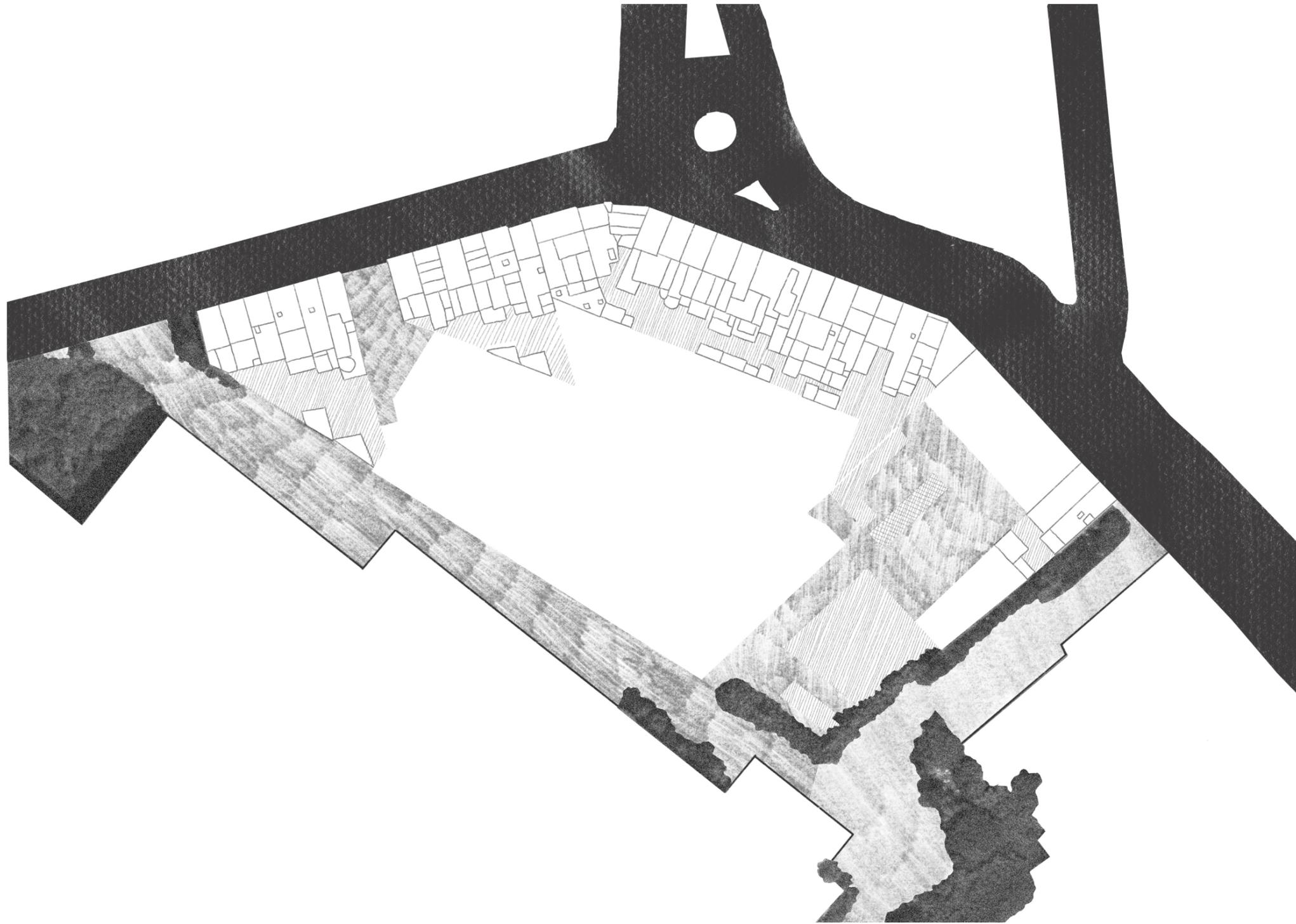
Housing

Krugerstraat

Row Housing



Project Site Location



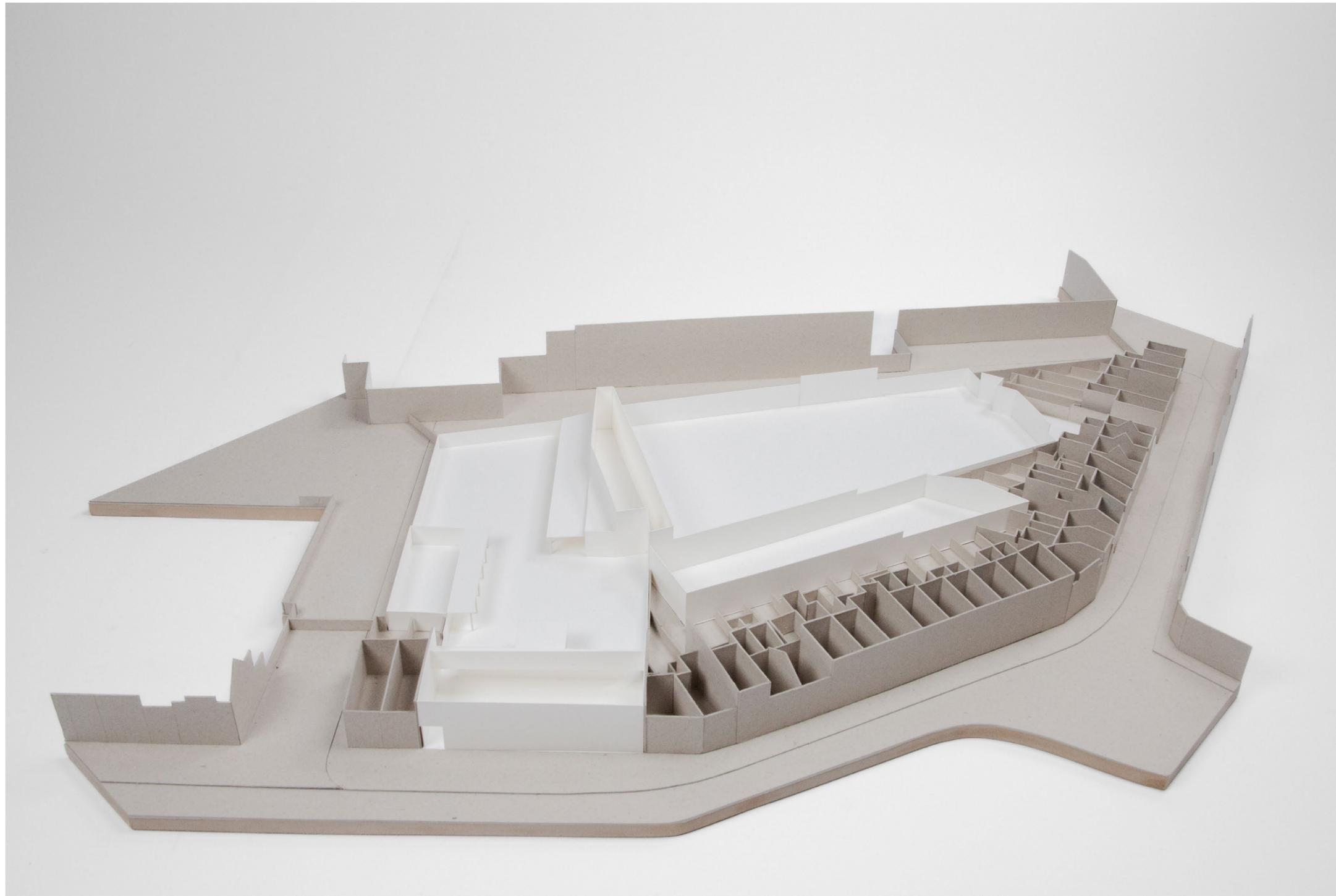
Interplay of scales, boundaries and proximities

it is necessary to investigate "The accidents or catastrophes of space and the multiplicity of spatial varieties. What is the closed? What is the open?... What is the continuous and the discontinuous? What is a threshold, a limit? Elementary program of a topology."

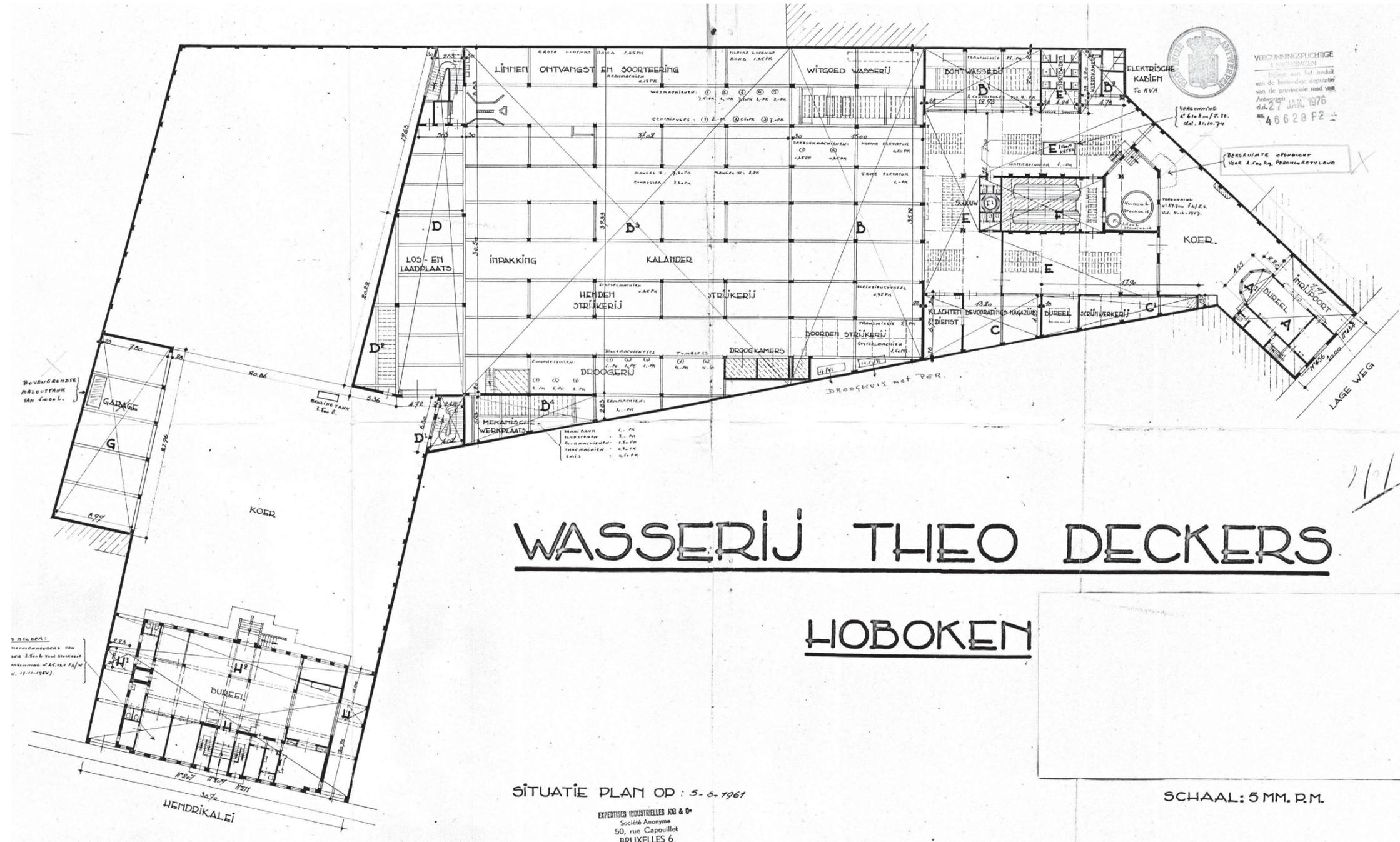
"From now on there is space, or the spaces, that are the condition of the old stories. The spaces by which I have the chance of acquiring a new knowledge. And myths are written on them."

Michele Serres, 1977

Discours et parcours



Interplay of scales, boundaries and proximities



Wasserij Theo Deckers
1962



Lucerna Basisschool
2025

Low Town Dialogues:

in *between*

living and learning



Lucerna Basisschool
Negotiating

Low Town Dialogues:

in *between*

living and learning



Lucerna Basisschool
Negotiating

Low Town Dialogues:

in *between*

living and learning



Lucerna Basisschool
Negotiating



drawing order in/and disarray

in accelerated times, design justified through program is born dead. programs are not stable, and typically, despite most well-meaning intentions, misalign with people's behaviors. monofunctional organizations foreclose possibility. how, then, might we order architectural space in times of flux?

how might we meaningfully organize matter(s) in our increasingly volatile world?

can we surpass our desire for stability to discover a new beauty in the evolving, the transient, and the erratic?

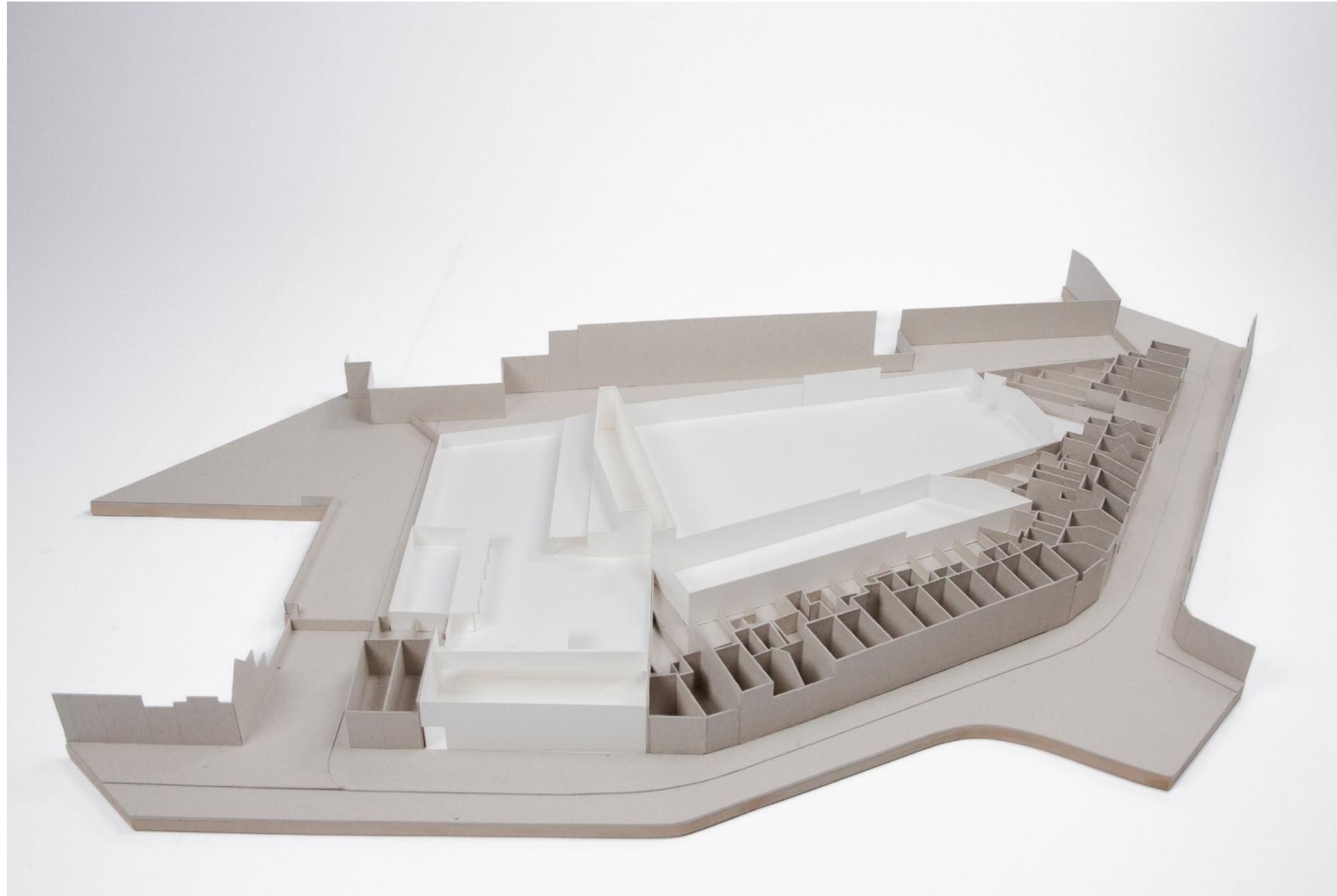
architecture can become the brief rearrangement of the substance that constitutes our world

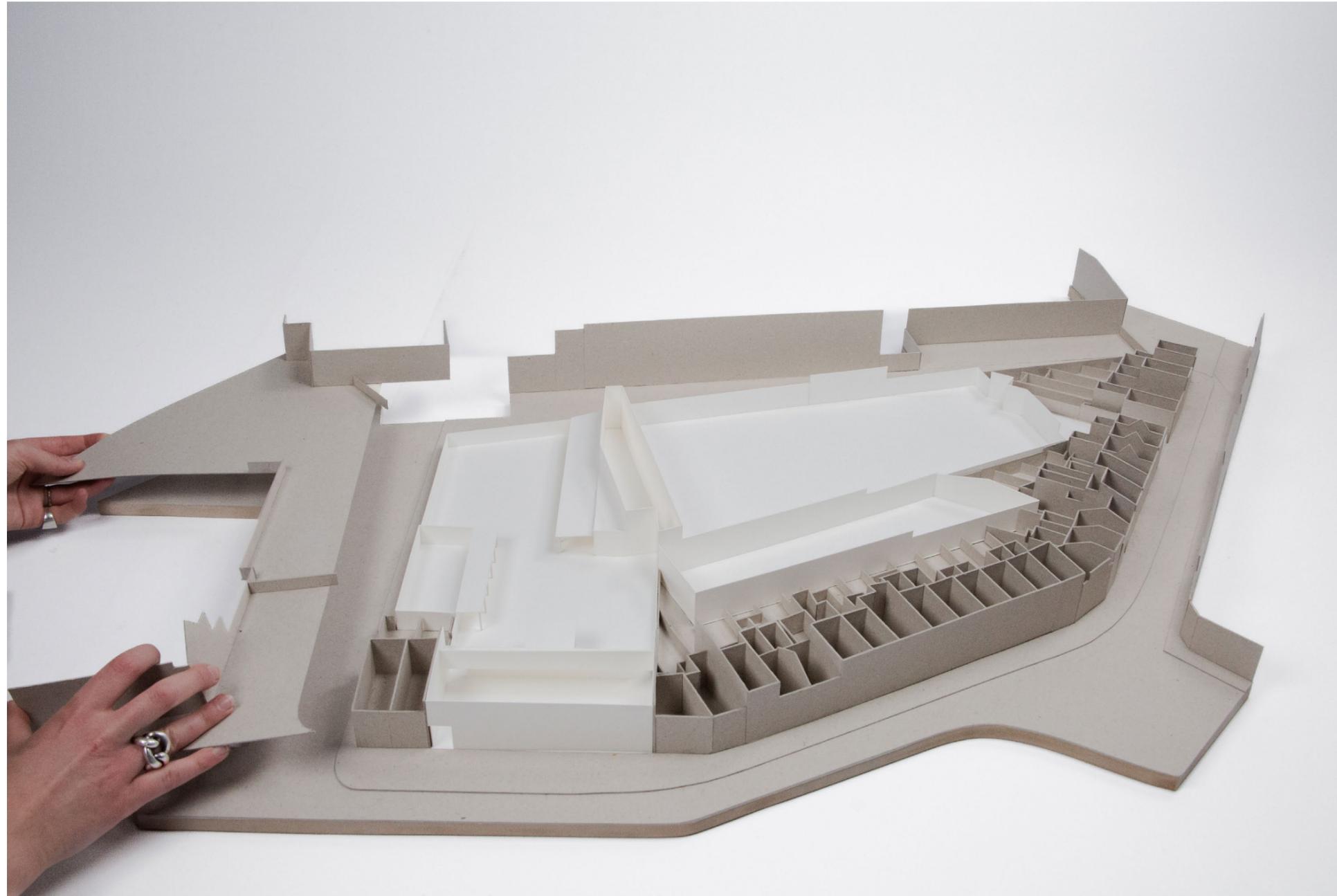


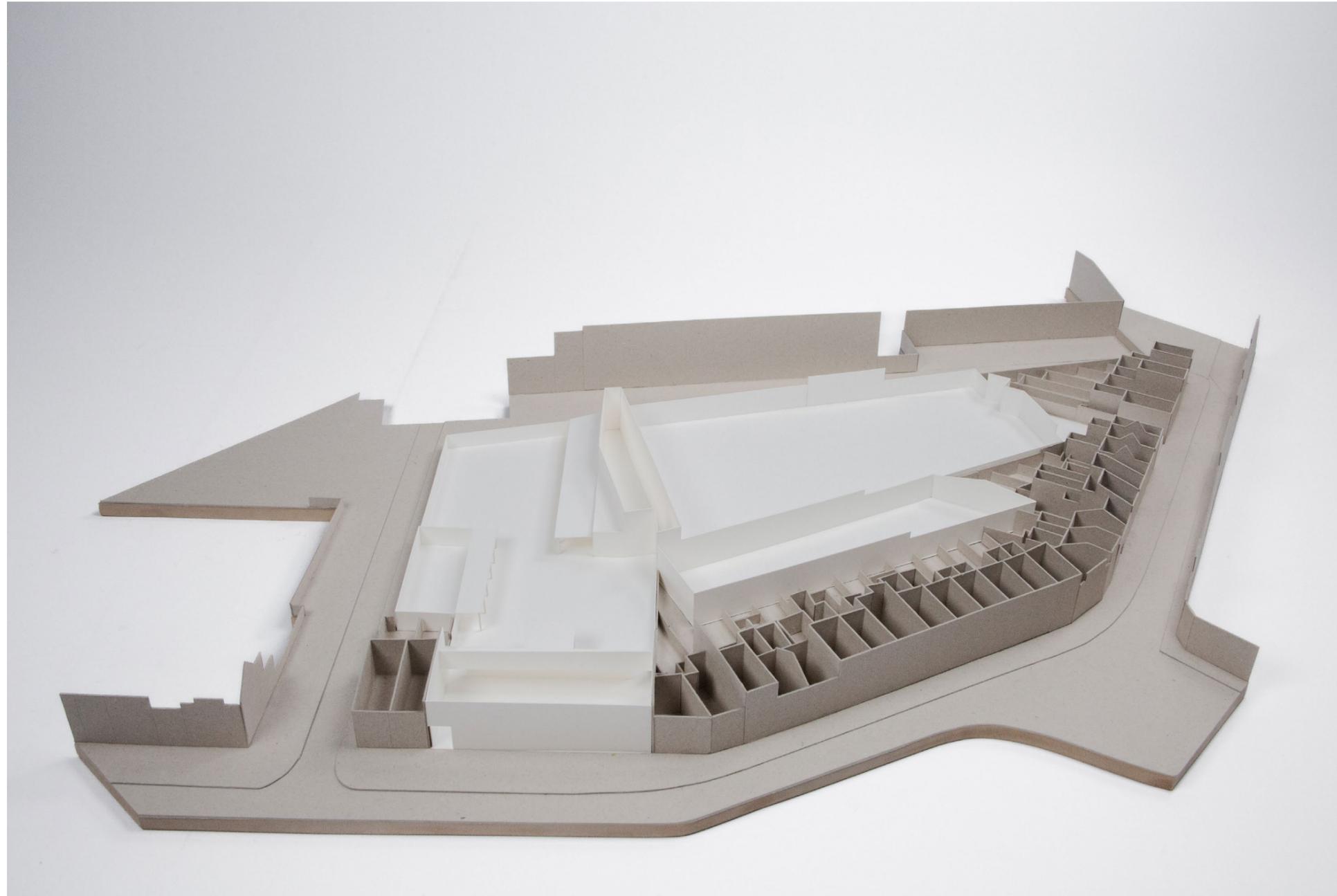
organizational strategies that can develop rather than be rigid and controlled

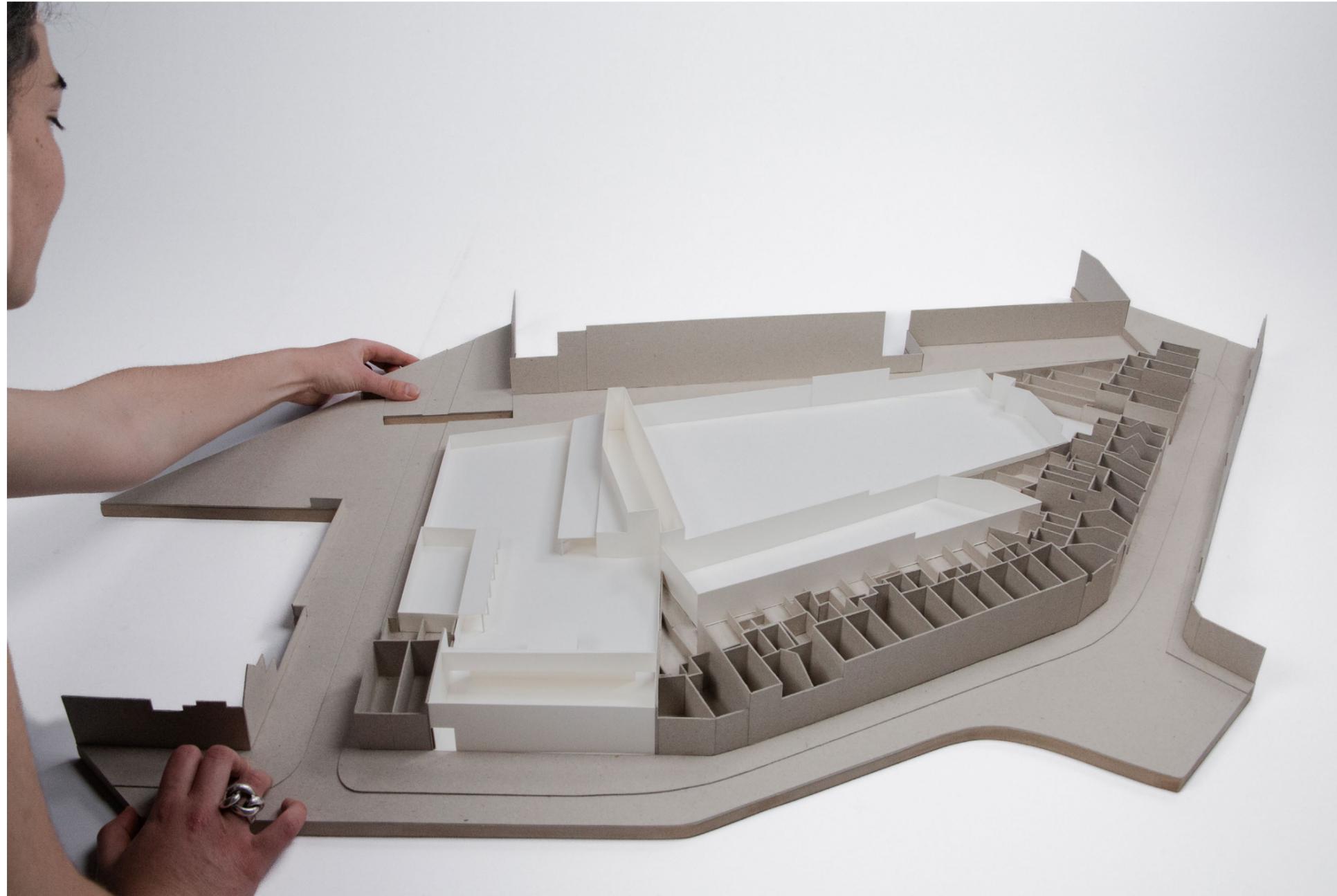
assemblies trigger exchange or confrontation, they evoke wonder or realization, affect our sense and insight and create a confluence of influences.

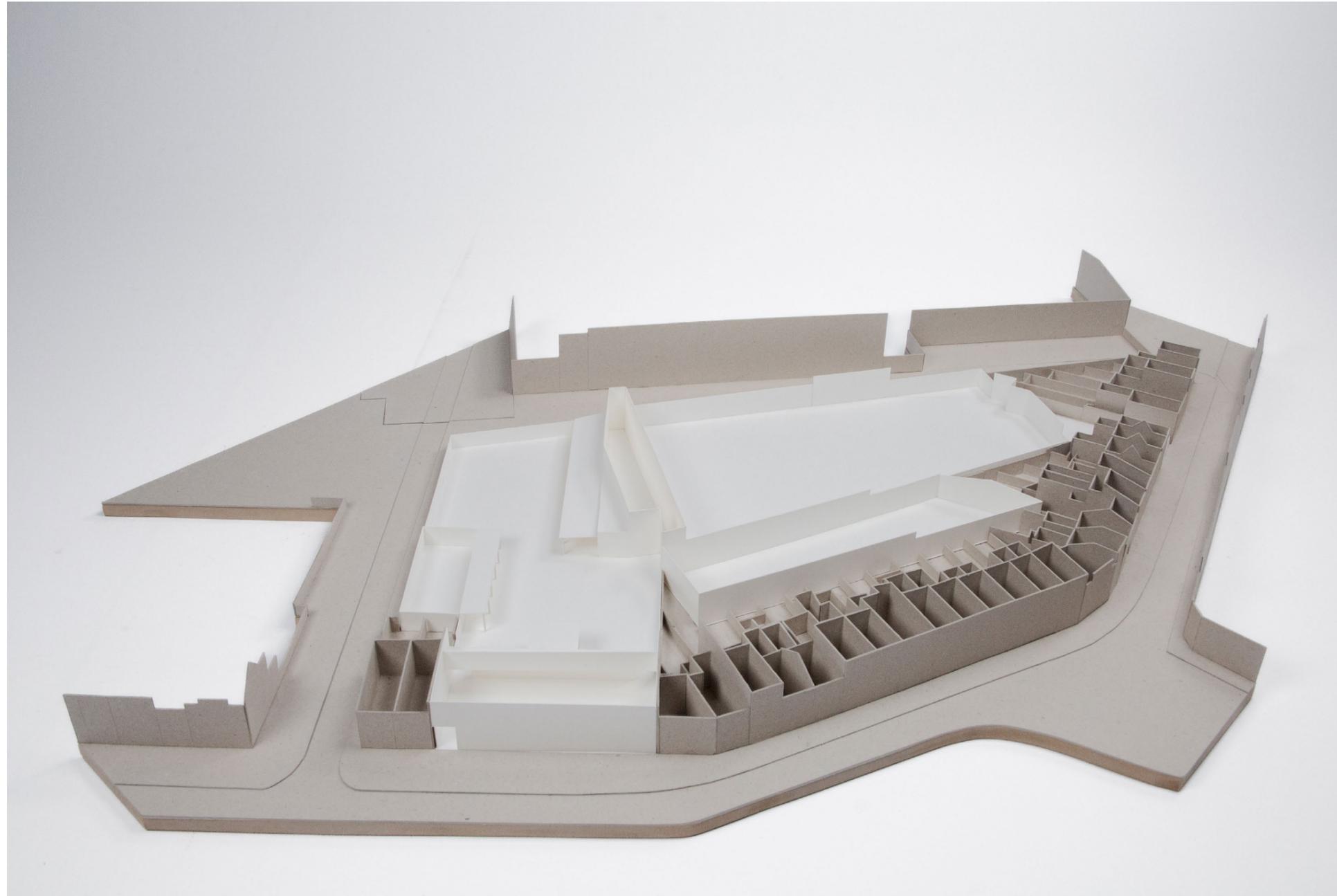
how to embed arrangements in the current, how to envision their interfaces, their edges, their borders.









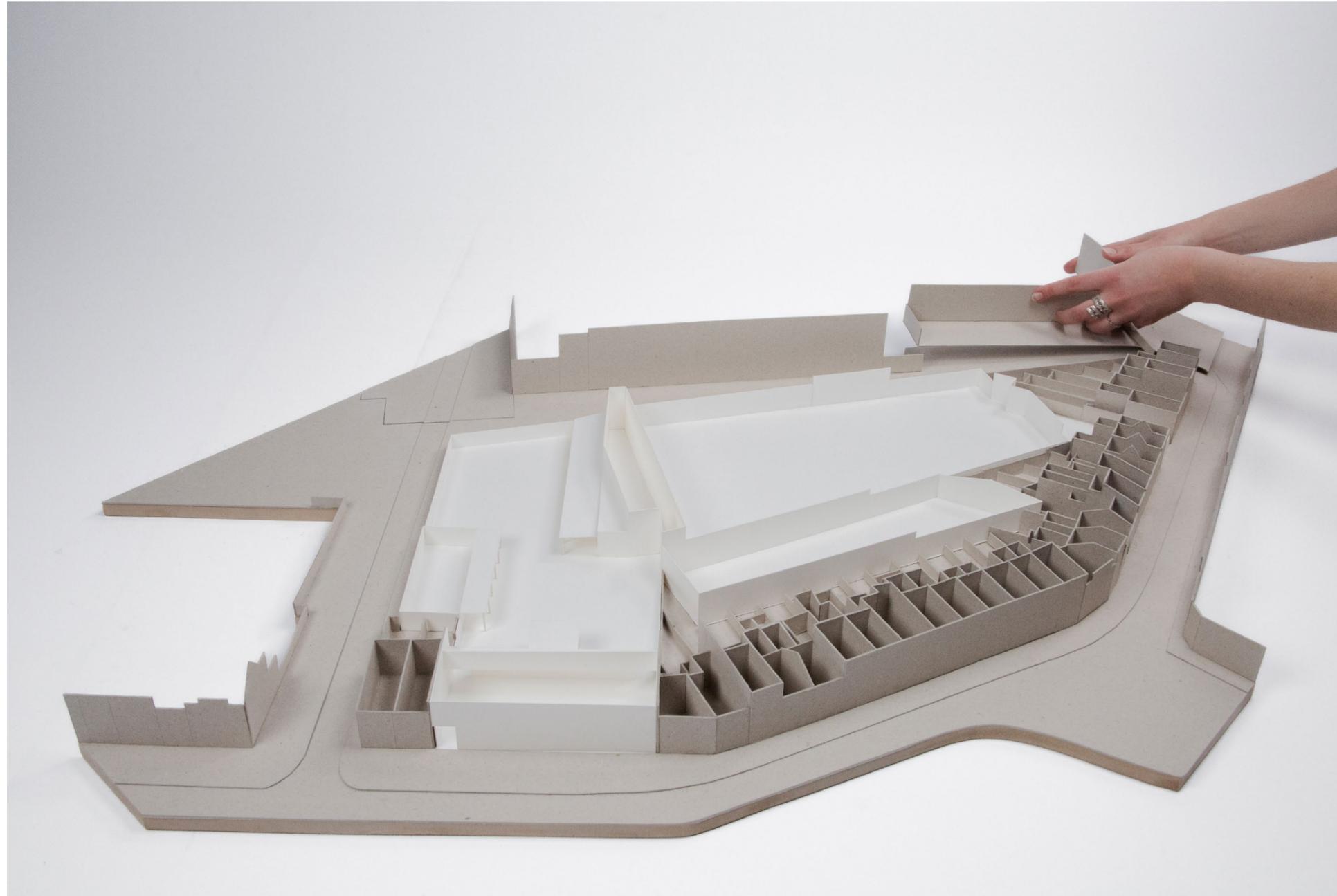


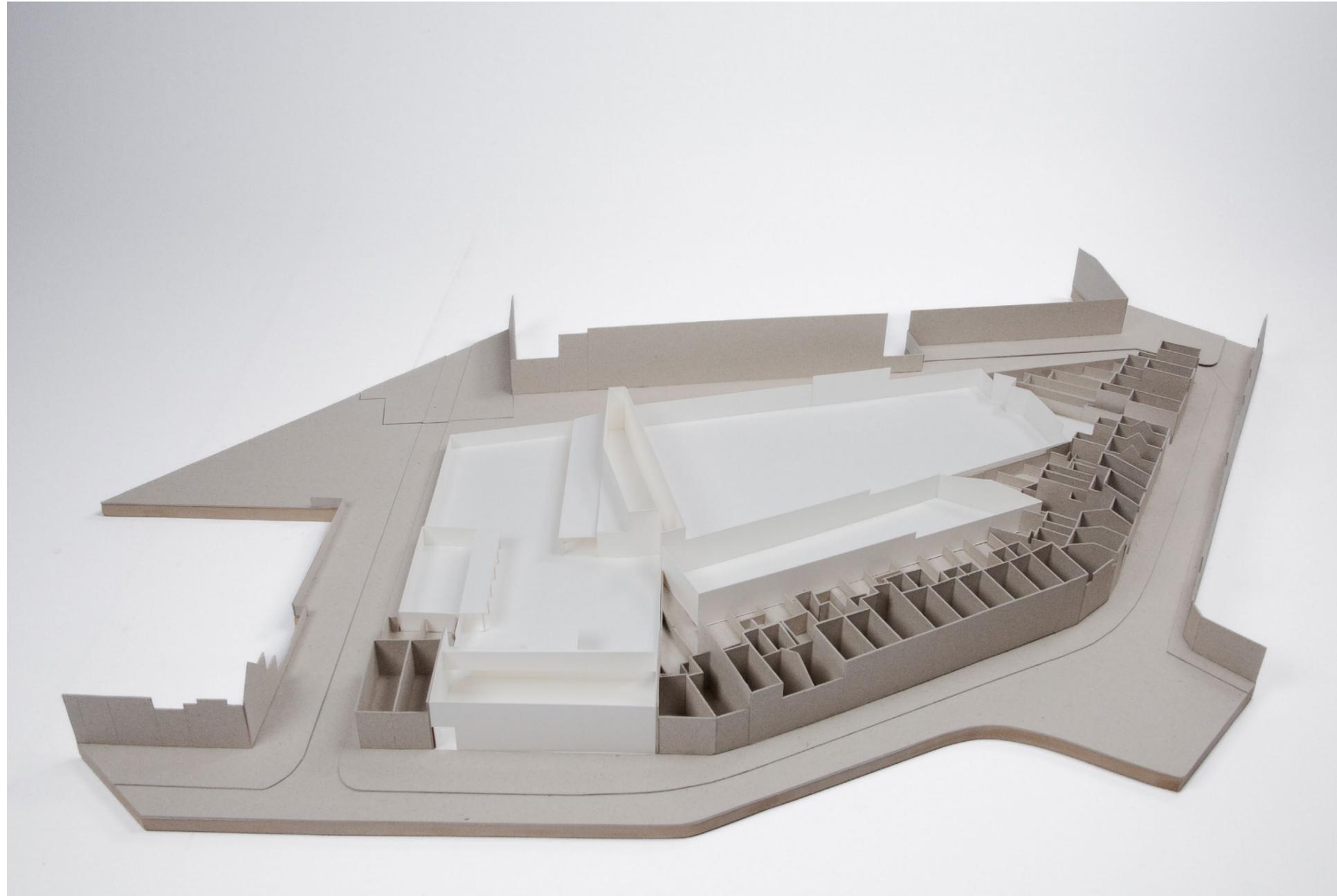
Low Town Dialogues:

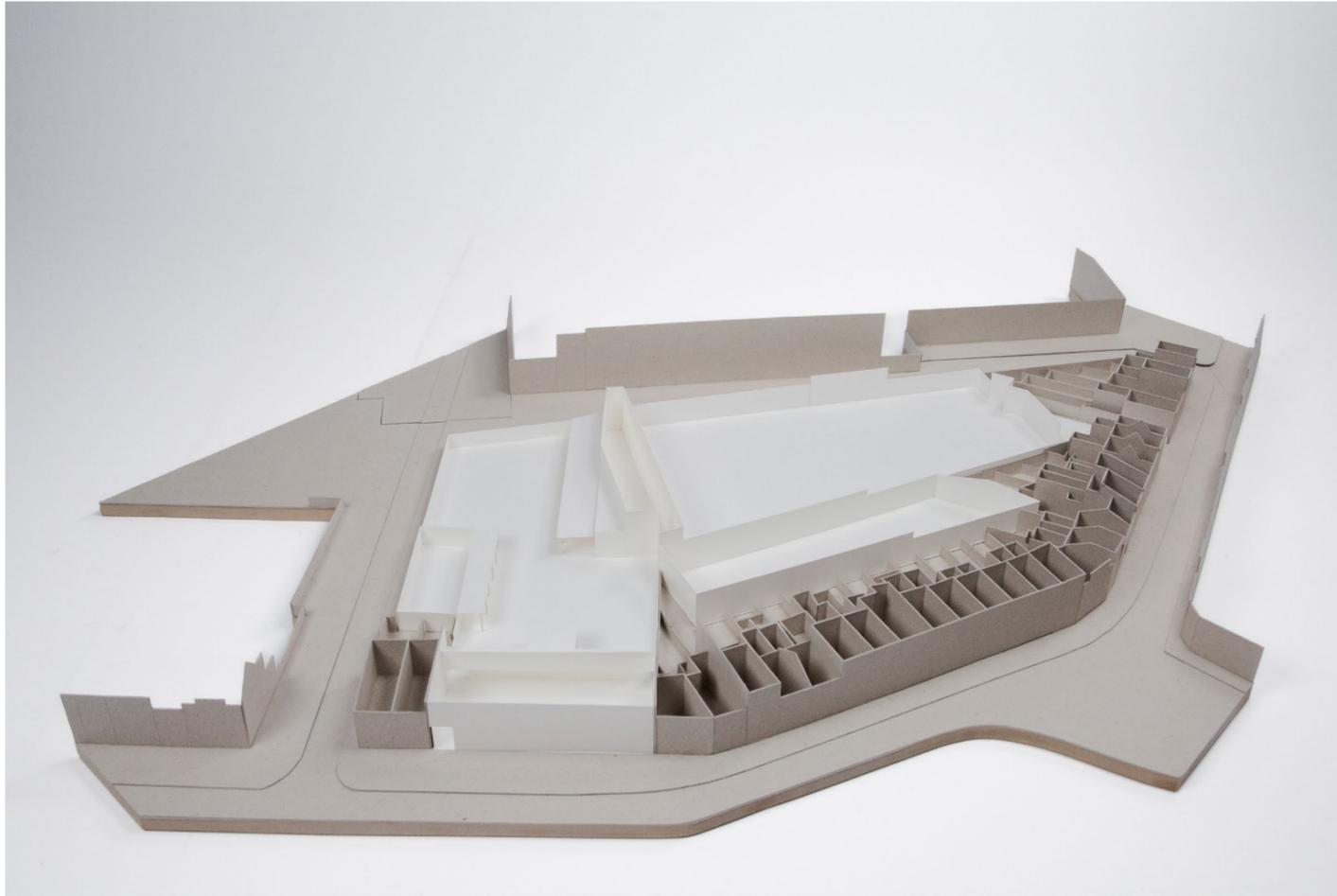
in *between*

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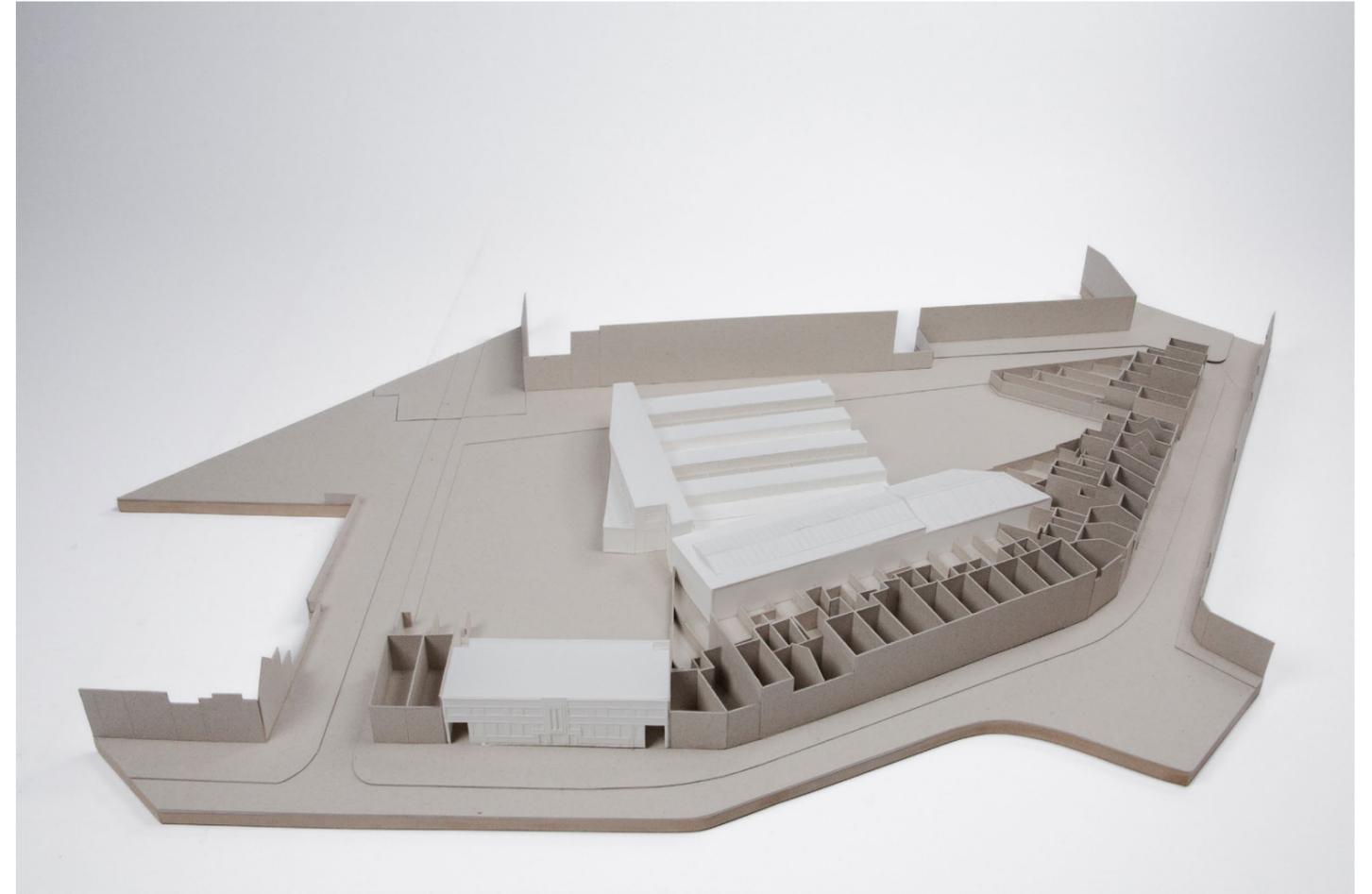








Existing



Demolition

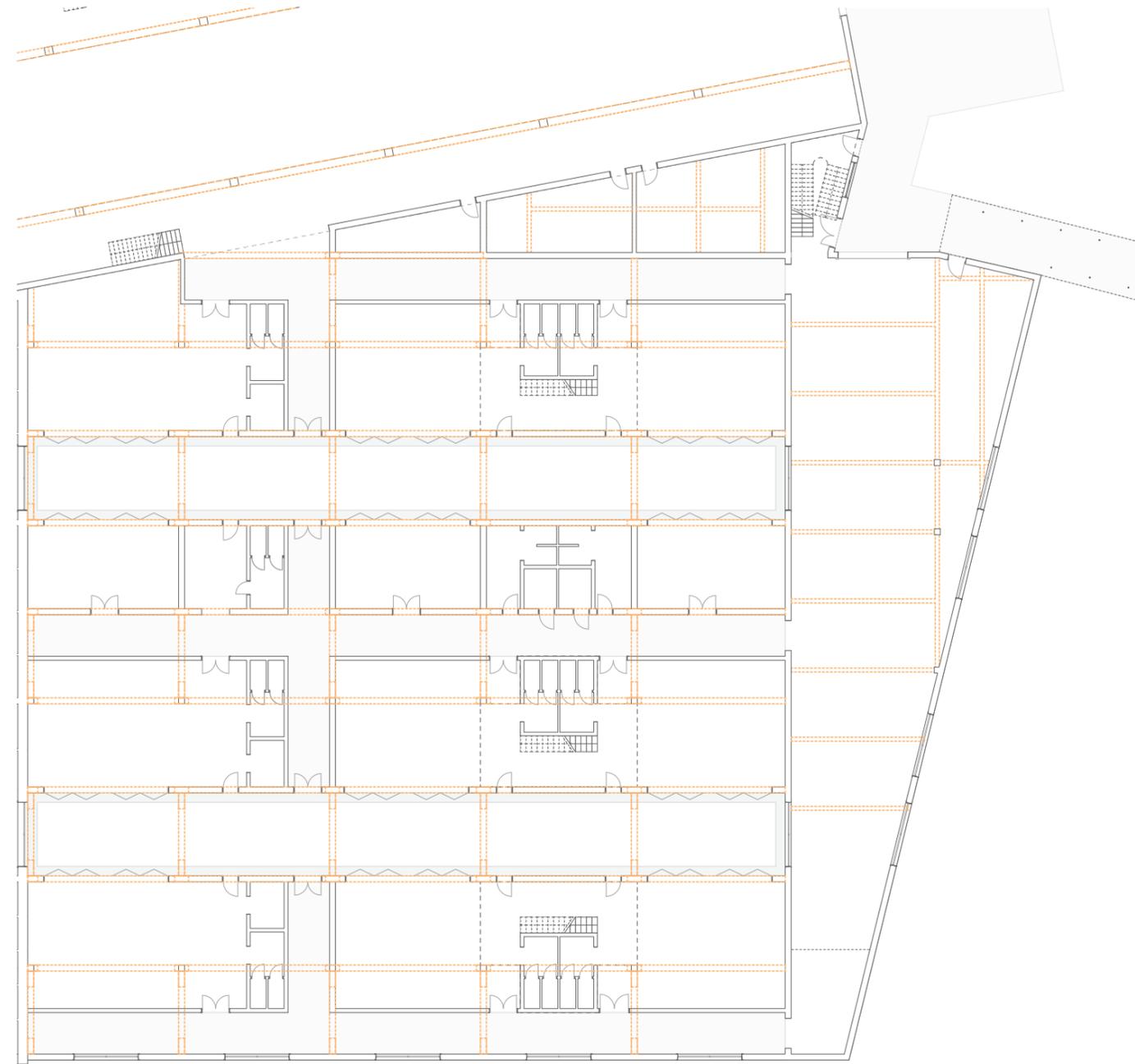
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tabula rasa is for cowards, but there are no coherent rules for playing the game on a board filled with pieces. with this in mind, we propose a dignified pragmatism: challenge what is there, reactivate it, make it part of the current but allow it to cause friction, to resist.

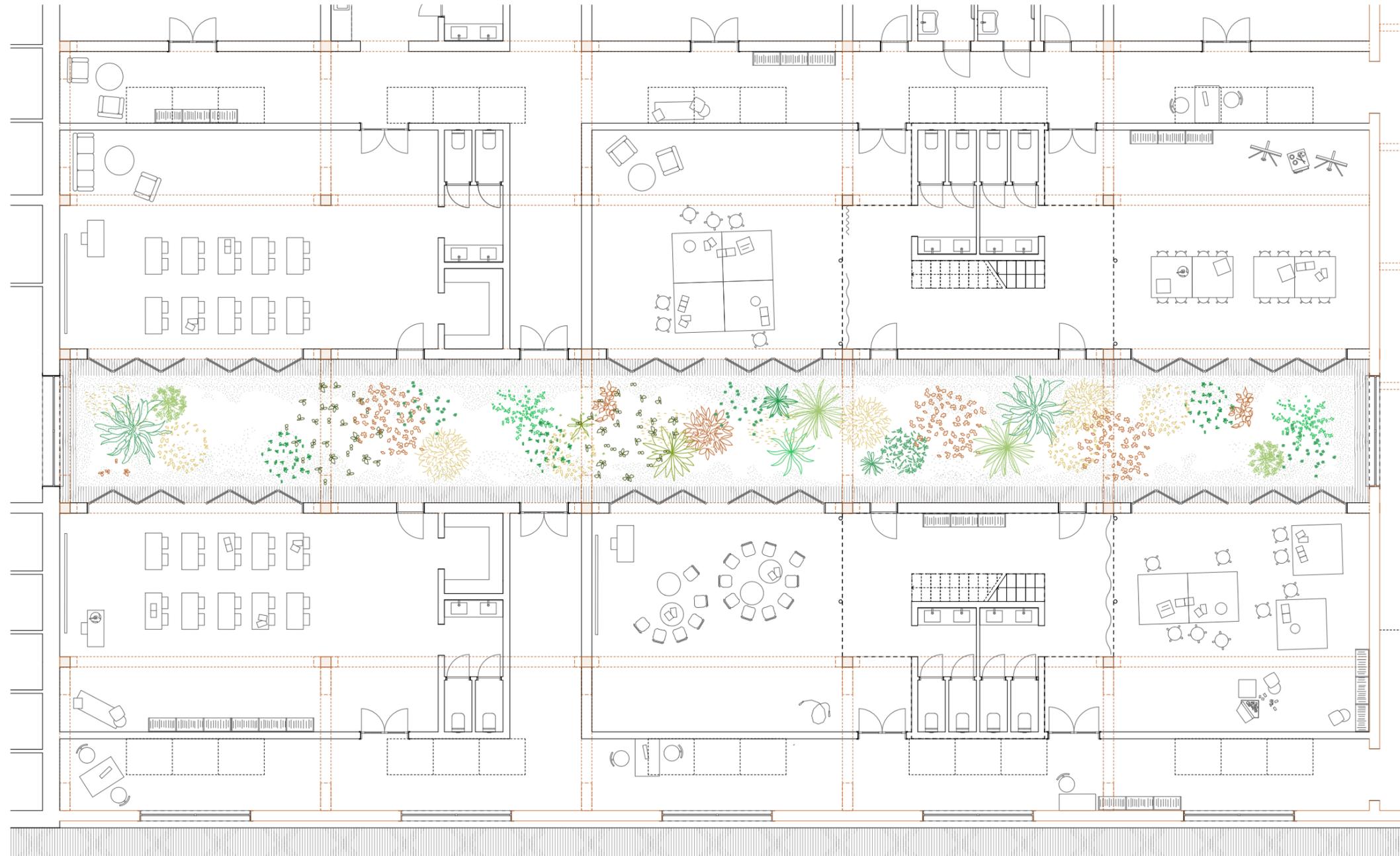




Housing and primary school on Hendriklei
Ground Floor Plan



Primary school on Hendriklei
Existing Structure



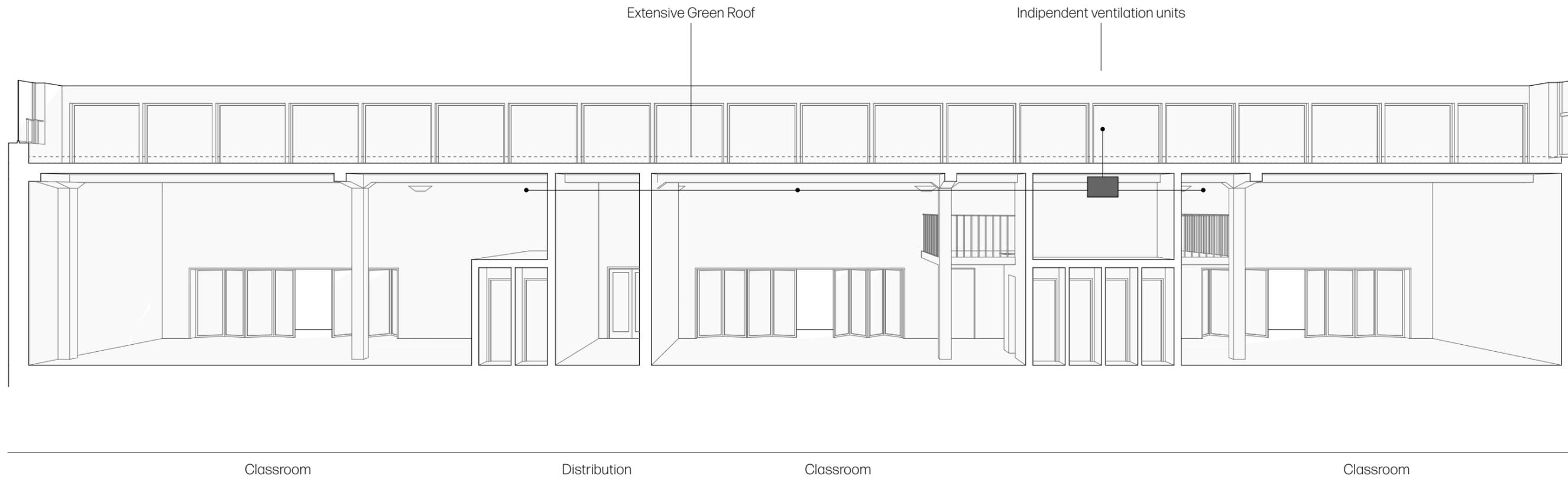
Primary school on Hendriklei
Classroom module



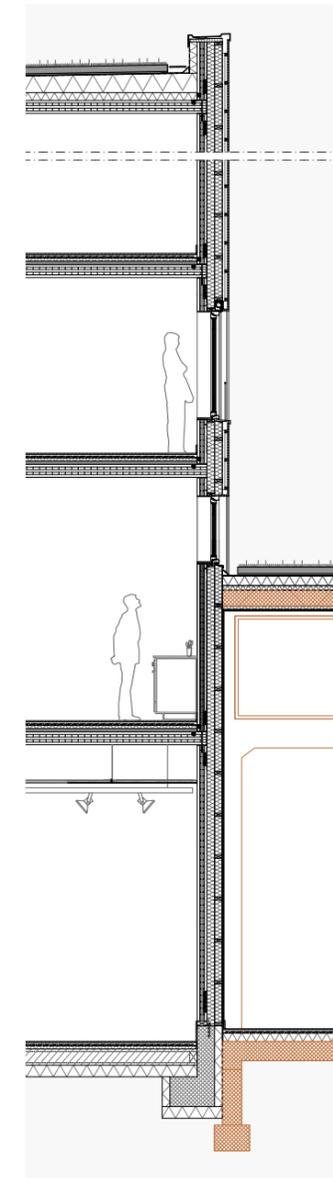
Primary school on Hendriklei
Garden Facade



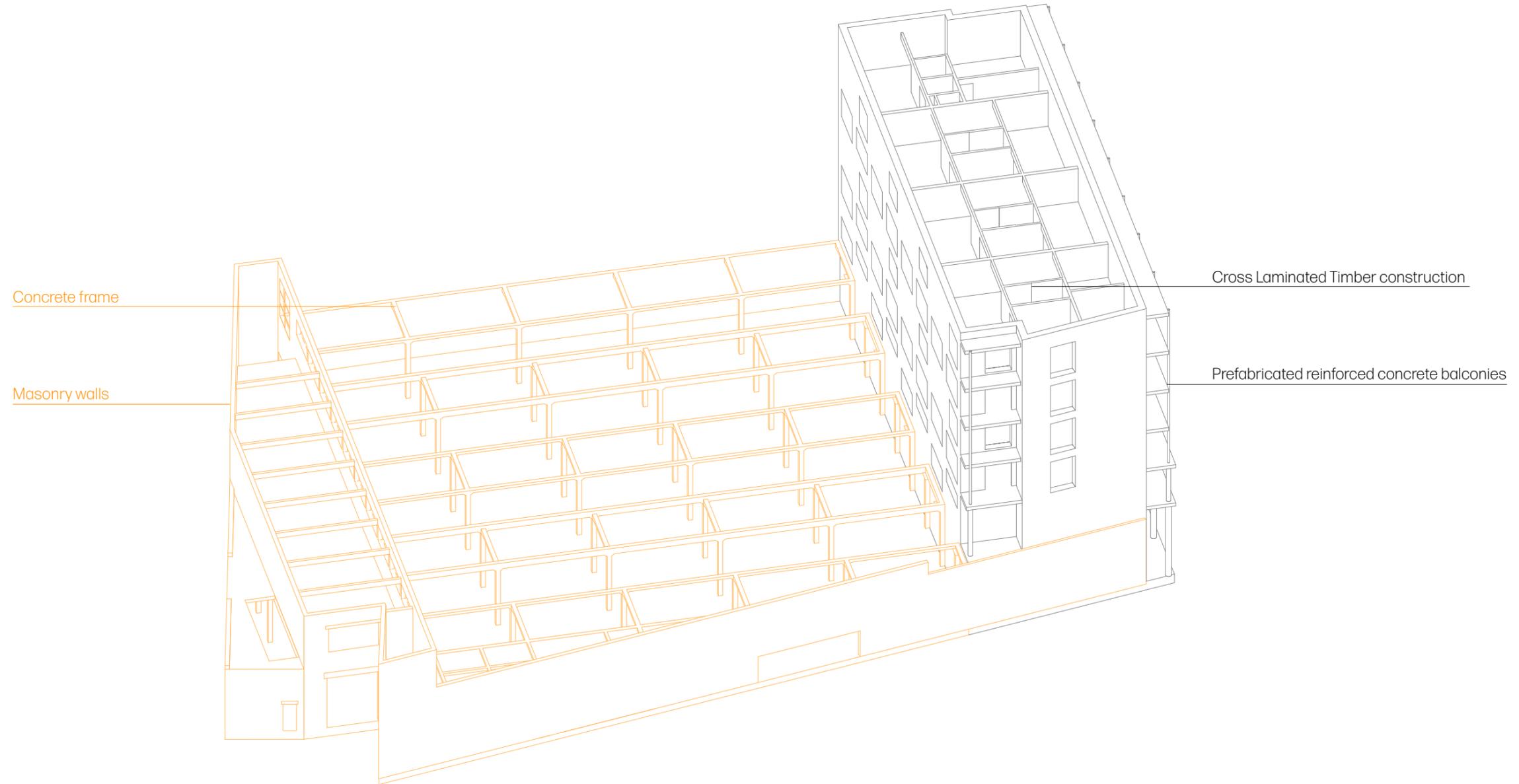
Primary school on Hendriklei
Fragment model 1.33



Primary school on Hendriklei
Climate control and installations



Housing and primary school on Hendriklei
In-between wall



Housing and primary school on Hendriklei
Structural interaction



Housing and primary school on Hendriklei
South Facade



Housing and primary school on Hendriklei
South Facade



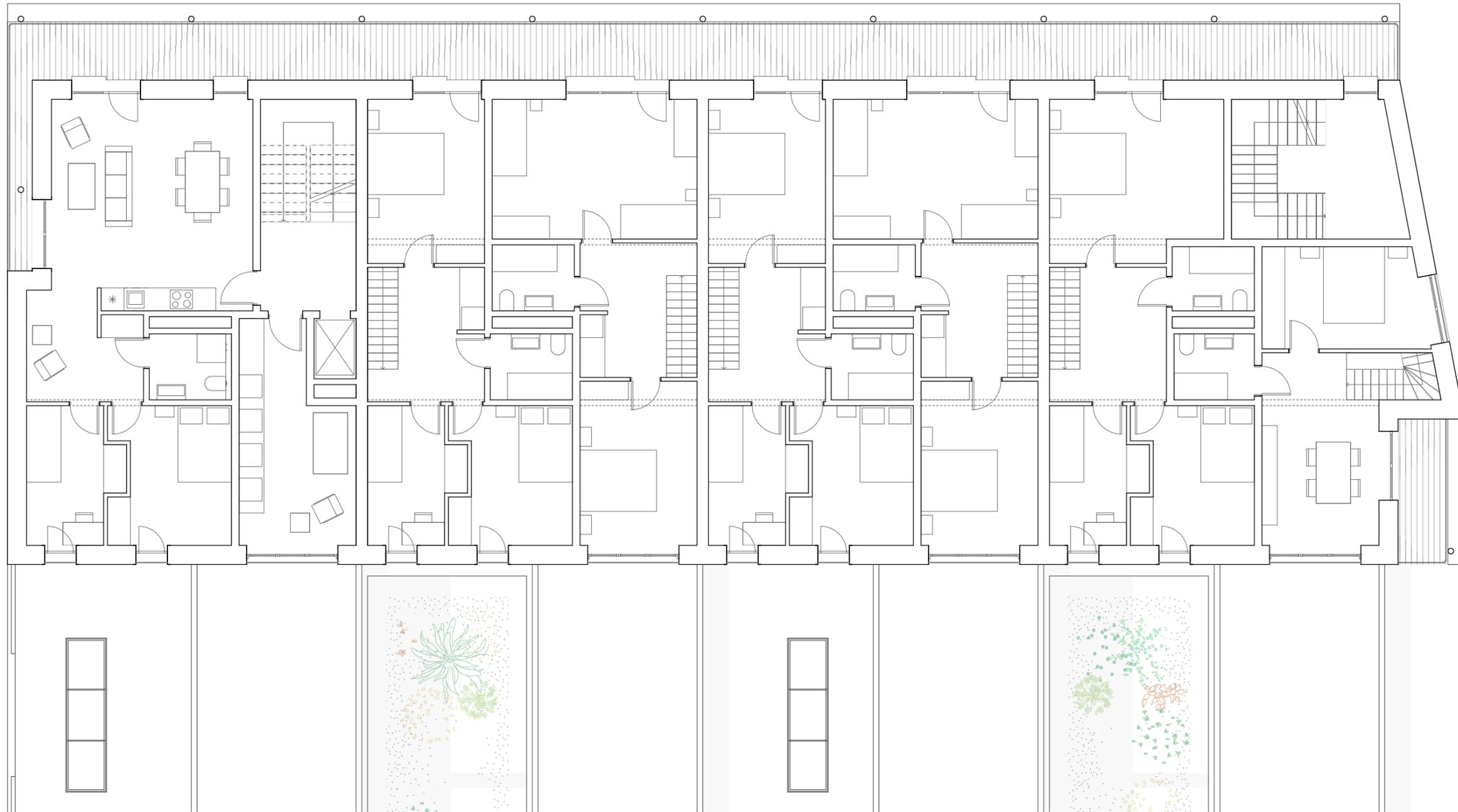
Housing and primary school on Hendriklei
South Facade



Housing and primary school on Hendriklei
Cross Section



Housing and primary school on Hendriklei
Cross Section



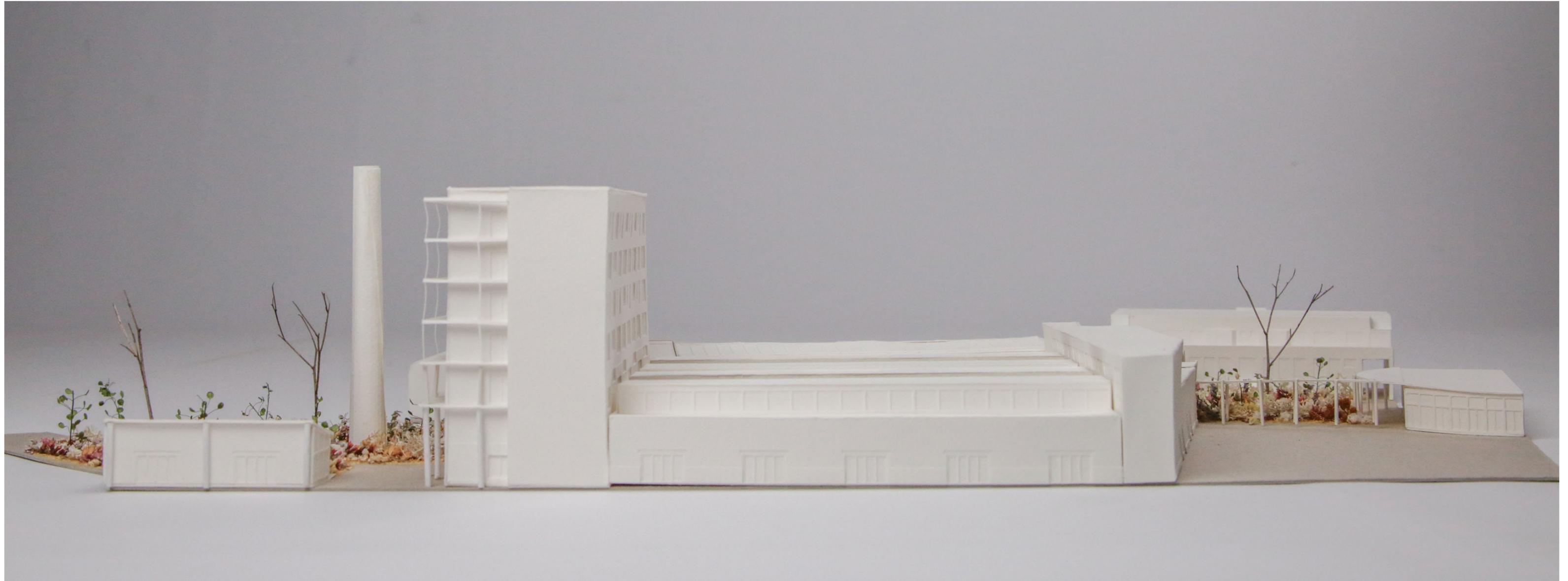
Housing and primary school on Hendriklei
Cross Section



Housing and primary school on Hendriklei
North Facade



Housing and primary school on Hendriklei
North Facade



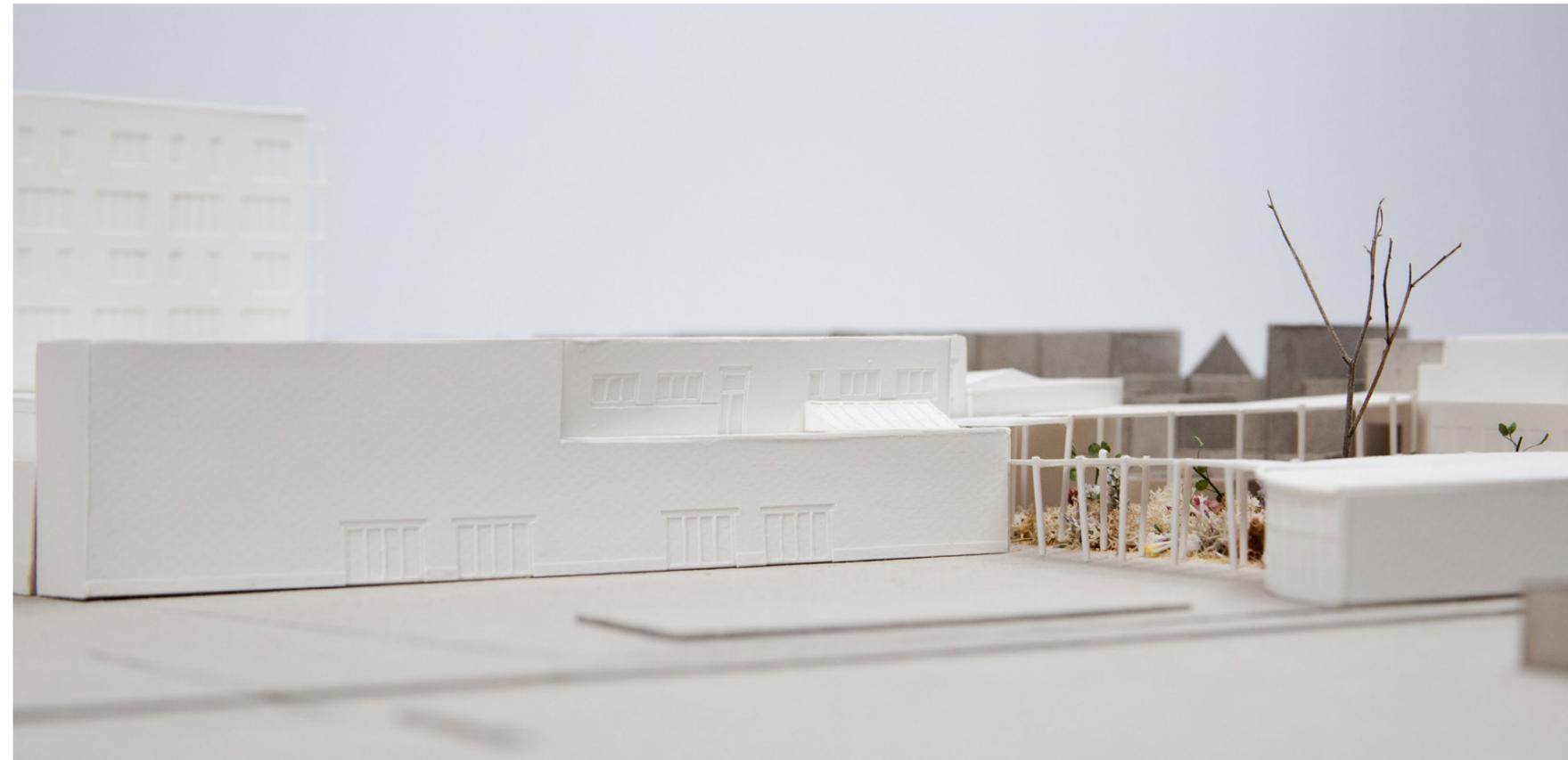
Housing and primary school on Hendriklei
West Facade



Housing and primary school on Hendriklei
Housing courtyard



Housing and primary school on Hendriklei
Housing courtyard



Housing and primary school on Hendriklei
School courtyard



Housing and primary school on Hendriklei
School courtyard

L'uomo è in gran parte quello che lo fanno la casa, la scuola, le piazze e le strade della sua città, e i fatti che dell'infanzia hanno colpito la sua mente.

Il problema che si presenta all'architetto che deve progettare una scuola è quello di sapere in quale conto debba tenere i caratteri tradizionali della città; se debba cioè allontanarsene o se debba invece metterli a fuoco nella sua opera. Se cioè debba cercare di armonizzare il nuovo col vecchio oppure no, ed esprimere il suo pensiero in un linguaggio libero da ogni vincolo ambientale (ammesso che egli possa liberarsene).

La scuola primaria non deve recingersi in un quartiere in cui gli episodi sono necessariamente limitati e si ripetono quotidianamente a tal punto da non destare più alcun interesse nel fanciullo.

Una scuola che si recinge non è più un organo vivo della città ma un organismo autonomo che si aggrega ad altri organismi, anch'essi autonomi che si ignorano o che possono anche assumere un atteggiamento di difesa l'uno verso l'altro.

L'urbanistica che ha creato il quartiere come limite di conoscenza (o di spazio) per l'edificio scolastico ha tradito lo spirito della scuola. Come ha tradito lo spirito della città (che invece è aperto alla conoscenza e alla collaborazione) frazionando la popolazione in nuclei satelliti, in centri specializzati direzionali o residenziali. La scuola presuppone una struttura collaborante; una possibilità di incessanti contatti e di incessanti scambi.

A partire dalla scuola, una tessitura sottile di passaggi e sentieri e strade deve e dovrebbe, se la scuola è viva culturalmente e quindi umanamente, denunciare gli infiniti e perenni interessi che la legano alle costruzioni e agli spazi della città

Man is, to a great extent, shaped by the home, the school, the squares and streets of his city, and by the events of childhood that have left a mark on his mind.

The challenge faced by the architect who must design a school is to understand how much consideration should be given to the traditional character of the city: whether to move away from it, or rather to bring it into focus within the work. That is, whether to seek harmony between the old and the new, or instead to express their vision in a language free from environmental constraints (assuming one can ever truly be free of them).

A primary school should not enclose itself within a neighborhood where the daily events are necessarily limited and so repetitive that they no longer spark interest in the child.

A school that encloses itself is no longer a living organ of the city, but an autonomous organism, joined with other equally autonomous organisms that ignore each other—or may even adopt a defensive stance toward one another.

Urban planning that created the neighborhood as the limit of knowledge (or space) for the school building has betrayed the spirit of the school. Just as it has betrayed the spirit of the city—which should instead be open to knowledge and collaboration—by fragmenting the population into satellite nuclei, specialized centers, and residential zones.

A school presupposes a collaborative structure; the possibility for constant contact and continuous exchange.

From the school, a subtle fabric of paths, passages, and streets must—and should—if the school is culturally and therefore humanly alive, reveal the endless and enduring ties that connect it to the buildings and spaces of the city—ties that give it meaning and from which it draws nourishment for its vitality.

a cui da senso e da cui trae alimento per la sua vitalità.

L'edificio scolastico sarebbe così il centro di ritrovo, e l'aula scolastica una delle molteplici aule che offre la città all'educatore perchè egli possa servirsene nel momento opportuno o per l'uso più appropriato.

La città diverrebbe così città-scuola e tanto più lo diverrebbe quanto più acquistasse via via conoscenza di questa sua funzione.

Così dovrebbe essere l'edificio scolastico. Non più scuola definita, precisata, nei suoi limiti e nei suoi caratteri fisici, non un fatto architettonico raggiunto, non un esempio, un modello di scuola, ma semplicemente uno spazio in continua costruzione di se stesso per le infinite possibilità che offre alla vita del fanciullo e della popolazione che è ad un tempo il richiamo, l'esaltazione, della vita della città e della vita associata, libera da ogni costrizione teorica o formale o paternalistica.

Uno spazio in cui ogni fanciullo può costruire con qualche elemento mobile un suo ambiente ad immagine del suo mondo e del suo momento.

The school building would thus become a gathering center, and the school classroom just one of the many "classrooms" that the city offers to the educator, so that they may use them at the right time and for the most appropriate purpose.

The city would thus become a school-city, and it would do so more and more as it gradually became aware of this very function.

This is how the school building should be: no longer a school that is clearly defined and delimited in its physical features and characteristics; not an accomplished architectural object, not an example or a model to replicate, but simply a space in continuous construction of itself, shaped by the infinite possibilities it offers to the life of the child and of the broader community—a space that is at once a reflection and celebration of both city life and communal life, free from theoretical, formal, or paternalistic constraints.

A space where every child can construct, with a few movable elements, an environment that reflects their world and their moment.

Giovanni Michelucci, *La scuola e la città*

