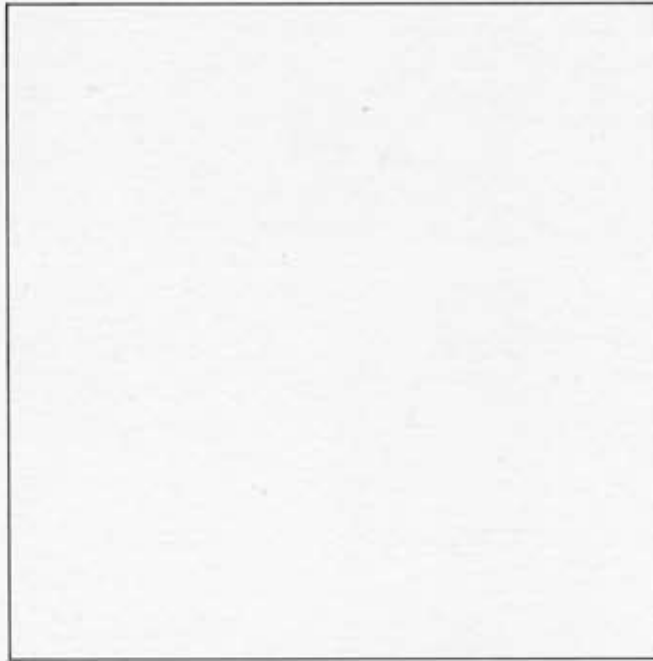


## VISITING CRITICS' STUDIO



This special studio option of our program is intended to provide students from Third to Fifth Years with an opportunity to work with distinguished teachers and architects from Canada and around the world. The Visiting Critic presents the design problem and works closely with a faculty member who co-ordinates the studio. Through their focused interests, these studios have offered an opportunity for added stimulation to the program.

### **Visiting Critics**

**JOHN HEJDUK  
EDWARD JONES  
PEGGY DEAMER  
BARRY SAMPSON**

### **Faculty Tutors**

**KATSU MURAMOTO  
FRANK CARTER  
NAN GRIFFITHS  
NAN GRIFFITHS**

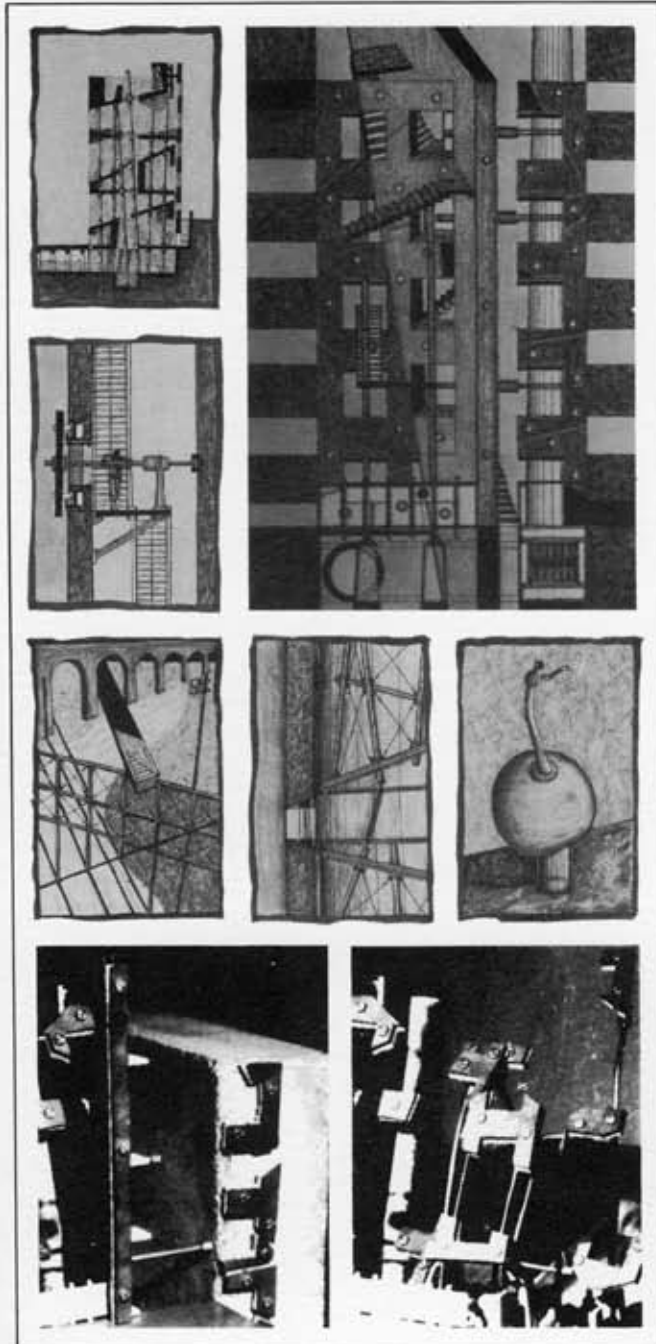
## CHILD IN THE HOUSE

Walter Pater's autobiographical "Child in the House" describes the child's memory of the house in which he first lived and the recollection of his developing self-awareness which was so intimately linked with his perception of the house; the house and the personality are intertwined in a process that Pater calls "brain-building" and "dwelling in the mind".

Using Pater's story as a model, the students were asked to build the memories each had of their first house, not in the form of the actual house (nor indeed in the form of the house per se), but in a form that would give shape to the individual memories, experi-

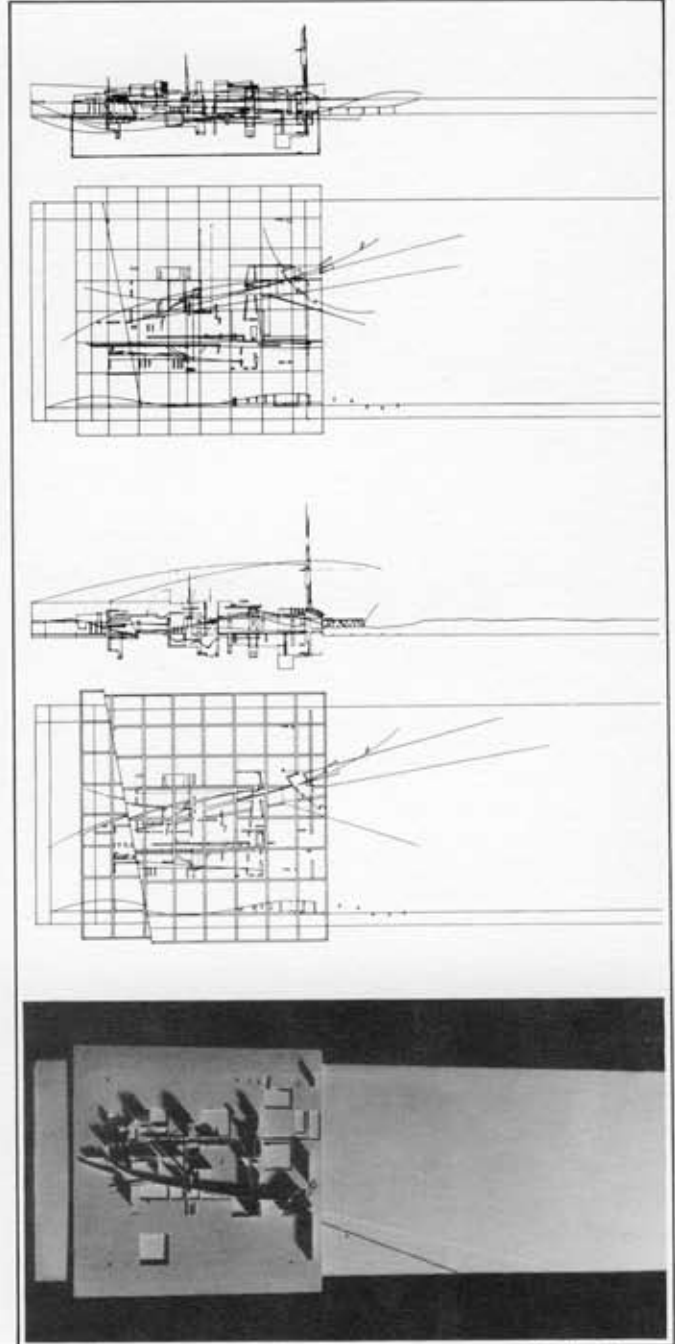
## PEGGY DEAMER STUDIO

ences and events associated with the house. What Pater had done in a literary mode, the students were asked to do architecturally: construct a work that coherently presents not the facts of perception, but the meaning these perceptions have in the larger web of experience.



Child in The House

Gregory Henriquez



Child in The House

Heather Cameron