EAAE

European Association for Architectural Education
Association européenne pour l'enseignement de l'architecture

AEEA

REPORTS PARIS '86:

David Robson of Brighton and Bodvar Schjelderup of Trondheim respectively review the international symposium "Architectural Education : Spaces and Practices", organised by EAAE member Paris-Villemin and held at UNESCO, Paris in October last*; and the exhibition of the Foire Internationale de l'Enseignement de l'Architecture (FIDEA) organised by the Paris-Villette School of Architecture.

There are at present 23 schools of architecture in France and of these 8 are to be found in Paris. One school, Paris-Nanterre, is about to close having been torn apart by internal doctrinal disputes, but the remaining 22 are assumed to be alive and kicking. All of the French schools are new, having been created in the wake of the closure of École des Beaux Arts in 1968, and a number of them are housed in purpose-built premises. The school of Paris-Villemin has been housed in two separate buildings, one on the Quai Malaquais, the other close to the Gare del'Est. When it was announced that the school would be brought together under one roof in new premises a group of the teaching staff under Jacques Allegret decided to undertake a survey of as many existing schools as possible in order to arrive at a clearer understanding of what a new school would need to incorporate in terms of space and equipment. This survey took the form of a detailed appraisal of a sample of 22 schools, 20 of them in Europe and 2 in the USA. Having analysed the survey M. Allegret and his colleagues decided to publish the results both in the form of a book, and as an exhibition, and to summon an international gathering to discuss the implications of what they had discovered. This international gathering duly convened at the UNESCO Building in Paris from October 20th to October 22nd 1986.

There can be no doubt that M. Allegret and his colleagues have performed a very valuable service, and the book which sets out the results of their survey will remain a valuable source of information for many years to come. We now know, if we didn't already, that the school in Milan is very large having 12,000 students, while the school in Louvain la Neuve is very small having only 51 students. We can also discover from a graph that the AA School in London has one teacher for every three students while Venice must make do with one for every 33 students. All of this could have made an excellent starting point for long discussions on the relationship which might exist between teaching facilities and teaching philosophies, but it did not. While the title of the symposium referred to 'Spaces and Prac-

*This event took the place of EAAE Workshop 14

tices', its attention was directed more to 'Spaces and Equipment'. In terms of spaces and equipment the main assembly hall of UNESCO formed an apparently perfect setting for such an international symposium, with its widely spaced easy chairs, individual microphones and simultaneous translation system. But the electronic gadgetry and the lavish space only served to isolate the delegates from each other. There we sat for three days, 140 educators from 30 countries in fixed lines like little school children, listening to set-piece lectures on the use of computers in the design studio, on the development of a giant lego system, on the application of matrix analysis to the planning of multi-function buildings. Even the translators, working hard to swallow the jargon in their little glass boxes, registered the futility of it all. Perhaps it takes more than spaces and equipment to make a successful symposium or to create a successful school of architecture!

Meanwhile, faraway on the other side of Paris though not very far from the Villemin School, the students of la-Villette were hosting the International Architectural Education Fair (FIDEA). One had supposed that symposium and fair were in some way connected, but this was not the case. Numbed by the interminable lectures of the symposium a few of us played hookey for an afternoon and went to the fair. Present and past students of la-Villette had written to 600 of the world's schools of architecture inviting them to take part in an exhibition. The invitation was relatively unspecific: each school was asked to supply certain data about itself and was allocated a volume of $4 \times 4 \times 2.5$ m in which to convey an image of its work.

In the event the response was disappointing; in the absence of a catalogue it was difficult to say how many schools had exhibited but the number could not have been more than thirty.

Only one exhibit, that from Jugoslavia, conformed to the stipulated volume, and few of the exhibits conveyed any concrete information about their school of origin. The absence of a theme combined with slipshod hanging to make the exhibition bewildering and totally uncommunicative.

It seemed strange that two schools in the same city, less than two kilometres apart, should both set out, quite independently, to organise international gatherings at the same time on similar themes and these gatherings should fail to complement each other or to overlap in any way. One, a symposium dedicated to the search for an understanding of the physical setting of architectural education, was almost exclusively an assembly of pedagogues: students were effectively excluded from the symposium by the security system of Fortress UNESCO and by the exhorbitant registration fee. The other, an exhibition offering the possibility to compare the products of architectural education, seemed to be an event organised by students and for students.

This was a sad reflection on the state of architectural education in France today. The heady dialogue of 1968 has been swept under the carpet. The experiments in diversity conducted in the UPAs of the 1970s have been suppressed (witness the closure of UPA 2) and today 22 schools follow the same centralised menu of syllabi. When teachers gather to debate education they speak of buildings and gadgets, not of philosophy and method. The debate is conducted in a prestigious international conference centre not in a school of architecture. Students, the main actors in the drama of education, are excluded and join forces to do their own thing in another place. A disappointing three days!

David Robson, Brighton.

French version overleaf

Plenary session at UNESCO, October 1986

French Orator (B) '86 Pair

After Paris . . . Bodvar Schjelderup reflects.

Maybe I was the wrong person to represent our school. Or, perhaps the conference itself was not too successful. Indeed it was an important one, and to some degree things worked well. But the number of participants, the dense and rich programme, the lack of (time for) group work and topical discussion produced, together with the actual acoustical and linguistic problems, a whole with big holes. I cannot say, however, how things could have been brought to function better, except, perhaps through the reduction of both the number of participants and the amount of topical subjects covered. But all due credit to initiators and leaders for their efforts.

Those who eventually got to know each other or were skilled "symposium people", ie. already having some subject to discuss, would have had some opportunities to make positive use of breaks for meals etc included in the programme. But my impression that a lot of "whirled-up stuff" was left to coincidence, was confirmed by a chat with one of the non-French lecturers. It seems that this feeling was shared by more than just certain parts of the audience.

The UNESCO assembly hall is a perfect place to feel simultaneously an important individual, and an anonymous number. The big (= architecture) is always the scene for the small (= people) . . . a text book example of a dialetical order of space-and-movement. But these delicate qualities could not cope with our actual problems as listeners/participants. Full-volume loudspeakers always spoke another language than the voice in the headphones, and at times the lasting pauses of a certain interpreter's own rhythm of talking were filled with roarings in another tongue . . . quite a tiring experience for the ear, because it is a lot more difficult to open and close that organ than the eye.

The programme shows that the actual challenges to schools of architecture were discussed extensively. The meeting was a clear demonstration of the challenging problems which are encountered today in architectural education and showed that they will continue. We are definitely caught up in a terrible process of change and upheaval, in a sliding situation we can hardly master. It seems we will always be behind our schedule. To deny this or to refuse seeing it will result in a schizoid state of imbalance. The questions which attracted most interest, however, were the economic administrative/technical aspects. Referring to the theme of this symposium other aspects ought to have been addressed as well . . . important parts of the same whole : pedagogy, psychology of adaptation, method and philosophy of relating space/schedule/activity, as well as other subjects within the same contextual frame. I mention this because these topics ought to play a central role in this scheme, not least because they are difficult to handle because they are soft and yet provoking. Most speakers, however, seemed to handle their subject from a certain distance, as if with the gloves of case-handling. The direct, skilful and warm attitude of a teacher with a creative experience and

the imaginative acknowledgement of vision and realization was no common voice here. Some impulses from the floor made good sense; some answers from the panel left the crucial questions floating. Sometimes I left this "threshing-floor" with an empty feeling of a lost seed among invisible husks going with the winds. The aspects which are the easiest to name, always have the lead. The problem is that it is "the others" who have named them, pointed them out, demanding "us" to face them and tackle them. This pressure from outside architectural education seems adequate, but is it adequate? And, can we encounter the basic questions by keeping on struggling with the problems presented to us by others than ourselves? Which references are the valid ones? What kind of gift <u>do</u> we have for the human environment? – These questions link directly to the theme of the symposium, and they are a true UNESCO subject of discussion. Maybe they should come before some of the other questions – because they are the primary ones . . .

Only by facing the 'difficult' questions shall we get a chance to face the whole thing. We need to try this, again and again, otherwise the problems from outside will become more and more boring. The proper order for solving problems is from within to without. To hope that things will work out in a happy way after all is definitely not the way of progress for us. Our eyes have to adjust to reality, but a reality which our 'inner eye' would accept as real, and thereby be able to make us offer an optimum of creativity, understanding, and capacity.

The harder arguments demand a vital engagement concerning the soft ones : the artistic, intuitive and imaginary qualities, the aims and the understanding of wholeness, process and transformation, the training of perceptivity and conceptivity. We must understand the 'existence will' (Kahn) of the human being of today's Earth. These questions are on our schedule. Each new wave of students feels the weight of them. We have to face them along with the future architects, those we try to help maturing.

Our kind of school should be an open, receptive and creative instrument, more free from the academic conventions of yesterday, more able to be a forum for the hopeful dialogue between minds-and-hands that train the ever-new art of mastering mind and matter, movement and space, light and language-of-form.

Some highness once announced that Paris was well worth a Mass. The mass I have been watching recently was perhaps worthwhile; the experience might inspire, or even produce, a next courageous dialogue . . .

Bodvar Schjelderup, NTH/Trondheim.

RAPPORT PARIS '86:

David Robson a assisté au récent symposium sur l'éducation en architecture: "Espaces et Pratiques" organisé à l'U.N.E.S.C.O. par l'Ecole d'Architecture Paris-Villemin et à l'exposition de la Foire Internationale de l'Enseignement de l'Architecture (F.I.D.E.A.) organisée par l'Ecole d'Architecture de Paris-La Villette. On trouvera ci-dessous ses réactions à ces deux évènements.

Il y a, à présent, 23 écoles d'architecture en France et 8 d'entre elles se trouvent à Paris. Une école, Paris-Nanterre, est sur le point de fermer, déchirée par des discussions internes en matière de doctrine, mais les 22 restantes sont réputées vivantes et d'attaque. Toutes les écoles françaises sont nouvelles, comme ayant été créées en 1968 lors de la fermeture de l'Ecole des Beaux-Arts et un certain nombre d'entre elles occupe des locaux construits à leur intention. L'Ecole de Paris-Ville-

min, a été installée dans deux bâtiments séparés, l'un au quai Malaquais, l'autre proche de la Gare de l'Est. Lorsqu'il fut annoncé que l'Ecole allait être rassemblée sous un seul toit dans de nouveaux locaux, un groupe d'enseignants décida d'engager, sous la direction de Jacques Allegret, une enquête sur un nombre aussi grand que possible d'écoles en fonctionnement dans l'intention de parvenir à une meilleure compréhension des besoins d'une nouvelle école en matière d'espaces et d'équipements. Cette enquête pris la forme d'une évaluation détaillée d'un échantillonnaire de 22 écoles, 20 d'entre elles en Europe et 2 aux Etats Unis.

Après avoir procédé à l'analyse de cette enquête, M. Allegret et ses collègues ont décidé de publier les résultats sous la dóuble forme d'un livre et d'une exposition et en conclusion, ils organisèrent une réunion pour discuter des implications de leurs découvertes. Cette réunion internationale s'est tenue at Palais de l'U.N.E.S.C.O. à Paris du 20 au 22 octobre 1986. Il n'y a aucun doute que M. Allegret et ses collègues ont rendu un service de valeur et le livre qui relate les résultats de leur enquête restera comme une source d'information de qualité pour plusieurs années à venir. Nous savons maintenant, si nous ne le savions déjà, que l'Ecole de Milan est très

M. Allegret
le Chef
(Paris-Villemin)

BOSCH/OCT-86   *M. Allegret, organiser of Paris meeting*

grande avec ses 12.000 étudiants, alors que l'Ecole de Louvain la Neuve est très petite avec seulement 51 étudiants. Nous pouvons aussi découvrir d'un tableau graphique que l'école de l'AA à Londres a 1 enseignant pour 3 étudiants alors que Venise doit faire avec 1 enseignant pour 33 étudiants. Tout ceci aurait pu constituer un excellent point de départ pour de longs débats sur les rapports qui pourraient exister entre aménagements et philosophies d'enseignement, mais ce ne fut pas le cas.

Alors que le titre du symposium se référait à "espaces et pratiques" ses attentions ont été dirigées vers "espaces et équipements". En matière d'espaces et d'équipements, la principale salle de réunion de l'U.N.E.S.C.O. constituait apparemment un parfait emplacement pour un tel symposium international, avec ses vastes sièges confortables, ses micros individuels et son système de traduction simultanée. Mais la gadgeterie électronique et l'espace généreux ne servaient qu'à isoler les délégués les uns des autres. Ainsi nous restâmes assis pendant trois jours, 140 enseignants de 30 pays différents, en rangs alignés comme des petits enfants à l'école, écoutant des exposés de morceaux choisis sur l'usage des ordinateurs dans les ateliers de dessin, sur le développement d'un système de légo géant sur l'application d'analyses matricielles à la planification de bâtiments multifonctionnels.

Les traducteurs eux-mêmes, fort occupés à digérer ce jargon dans leurs petites boites de verre, notèrent la futilité du tout. Peut-être est-il nécessaire d'avoir plus que des espaces et des équipements pour assurer le succès d'un symposium ou pour créer une école

A PERIPATETIC SCHOOL OF ARCHITECTURE FOR EUROPE?

This article argues the need for the Association to take stock of established European programmes of international study available to architectural students and proposes the creation of a network of regional study units, Europe wide, freely available to students.

The twelve years since the beginning of EAAE-AEEA has seen a considerable growth in the collaboration between schools of architecture across Europe and a general re-awakening of international student collaboration in summer schools and other similar events. From a point where most schools had very limited knowledge of the workings of their foreign counterparts and students' activity beyond their national horizons was generally limited to "in house" field study trips, we now see a position where many schools (in EAAE-AEEA at least) have developed active working relationships, often with forms of joint study programmes built into the curriculum. Much useful work has taken place in the Workshops in establishing personal relationships which have allowed programmes to develop and initiatives have been well supported by the European Cultural Foundation and other agencies directing central educational funds toward pan-European ventures.

Nevertheless, it might be said that such arrangements that have been established to allow students to study abroad are still generally regarded as of minority status within many schools; posing continuous problems of resource and presenting their organisers with time-consuming logistical difficulties. Diminishing resources of staff time and cash availability is becoming, for most of us, a dominating criterion in course planning and, inevitably, activities which might be regarded in any way as peripheral are put increasingly at risk. Similarly, the emergence of the EEC rule on length of courses poses a serious risk that governments will seek to shorten those courses not already truncated and this would certainly cause a further degree of introspection. Those who choose simply to attempt to shorten their existing courses will focus attention inward as core elements compete for space in densely packed course curricula.

These rumbling clouds leads one to suggest that it would be a useful time for us in EAAE-AEEA to take an initiative in promoting the need for more rather than fewer opportunities for trans-european studies in architecture and to help stimulate an increase of experimentation and cultural enrichment of courses in the face of a general constriction of the scope of architectural studies. For better or worse, many now see that we are at a point of radical change in architectural education in which the modes and structure of learning could soon change dramatically; now could well be the time for us to introduce the possibility for students to develop a wider continental dimension to their studies as one of the liberalisations which ought to become possible.

Within the EEC, a tidy arrangement has now been devised whereby, if suitably qualified, we architects may travel to any neighbouring state, hang up our sign and get on with the job of designing buildings. This has been made possible by the conferment of equivalent status between our courses and the qualifications to which they lead. But how many of the students entering our schools will aspire to this mobility? Hopefully quite a few if we reflect on the sweat and tears expended in achieving the agreement! If indeed an increasing number of graduates will wish (or need) to move to neighbouring states early in their career, should we not do more to assist them in developing a European perspective to their work and help them in gaining an essential insight into cultural and professional affairs of other countries? Clearly the occasional study trip abroad will not suffice nor participation in a bilateral exchange arrangement provide the breadth of opportunity required. If the differing needs of many individuals are to be met, the scope study programmes required will be well beyond the resources of any one school.

If a real degree of educational mobility is to be achieved in the long term, students will need to be offered much greater scope to act for themselves in arranging elements of foreign study. Presently, those who might wish to introduce a continental dimension to their studies face considerable difficulty in seeking out programmes, arranging financial assistance and gaining proper credit in their home school for the work to be undertaken. Such hurdles present a real obstacle to student mobility and leads one to suggest that there is a good case for developing an integrated network of study opportunities across Europe located in individual schools but open to students at large.

For a number of years, Hans Haenlein and I have had the idea that EAAE-AEEA could usefully initiate such a programme by creating a group of "Study Transfer Units" freely available to students. Each Unit would be devised and offered by a particular member school. They would be of common length and be specially devised for students coming from other European schools (they might, incidentally, also be taken up by a number of home students to avoid isolation of the visiting group). To begin with, say ten schools could come together to develop a pilot pattern of Units – this number to be increased as the scheme evolved. Each Unit would occur annually and could comprise any combination of theoretical work, field study or project design as thought appropriate. However, the fundamental aim would be to give the visiting student an insight into the particular national or regional context (cultural, historic, social, economic . . .) underlying architectural developments in that area.

The idea would be that the various Units would be brought together into a prospectus or "menu" of study options from which individual students could choose one or two Units to augment their personal course of study at appropriate points in their education. In this way, for example, a German student might apply to take his 4th semester in a Dutch school within a Unit focusing on, let us say, housing design with a particular insight into current modes of housing provision in the Netherlands and then later, in his 6th semester might join a Paris based urban design Unit concentrating on problems of building rehabilitation in the metropolis.

Initially the prospectus of Units would be promulgated to students within the participating schools, but once the pilot programme was underway, it would be widely "advertised" to students via the schools throughout Europe. The benefit of beginning such an "open selection" system of modular studies could be quite significant in broadening educational horizons and stimulating the cross fertilisation of ideas within student groups. It would also provide a further useful catalyst for change and progression in our courses. Nevertheless, the operational problems to be faced in getting going would be equally daunting. The usual problems facing participants in exchange programmes (language barriers, finance etc.,) would be here in full measure for the "customers", but quite the most important link for the organisers to forge would be an agreement between schools on the relative academic status of the Units and achievement of their accreditation in the home institution of participating students.

It follows that such a project could not be contemplated without a small but active organising team who could give sufficient time to the diplomatic work involved in bringing together the initial pattern of Units. Those teachers proposing Units for inclusion in the pattern would need to confer at the outset to create a balance and variety in the repertoire to be offered and later continue to maintain the quality and progression of the Units.

We are aware that what we propose would be a new departure for EAAE-AEEA involving the association more directly in formulation of educational programmes, albeit in only a limited way. But we feel that such a move would be quite consistent with the policy of the association acting as an "Agent for Change" (see News Sheet 16) in the progress of educational affairs. As a first step, Hans Haenlein and I would like to invite anyone who is coming to the Workshop in Brighton in July to join us in an informal meeting at the General Assembly. We would like to discuss general aspects of the operation of student transfer schemes and hear what you might have to say on our idea for a "peripatetic school of architecture". In the meantime, and if you cannot make it to Brighton, we would be very pleased to receive your views by post. Please write to either of us at the addresses given below.

David Coupe.

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Paris Workshop Report continued . . .

d'architecture satisfaisante.

Simúltanément, loin à l'autre bout de Paris, bien que pas très loin de l'Ecole de Villemin, les étudiants de la Villette accueillaient la Foire Internationale de l'Enseignement de l'Architecture (F.I.D.E.A.). On aurait pu supposer que le symposium et la foire auraient été, d'une certaine manière, reliés – mais tel n'était pas le cas. Abasourdis par les interminables conférences du symposium, quelques uns d'entre nous firent l'école buissonnière un après-midi et allèrent à la foire. Les étudiants actuels et anciens, de la Villette avaient écrit à 600 écoles d'architecture du Monde pour les inviter à participer à cette exposition. L'invitation était relativement imprécise : chaque école était priée de fournir certaines données à son sujet et il lui était alloué un volume de 4 × 4 × 2.5 mètres pour présenter l'image de ses travaux. Dans ce contexte la reponse fut décevante; en l'absence d'un catalogue, il était difficile de dire combien d'écoles exposaient mais le nombre ne devait pas excéder trente. Une seule, celle de la Yougoslavie, s'était conformée au volume prescrit et peu de présentations apportaient des informations concrètes sur les écoles dont elles étaient issues. L'absence de thème combiné avec un accrochage sans soin rendait cette exposition confuse et totalement dénuée de communicabilité.

David Robson, Brighton.

PORTUGAL:

Politicians hardly ever miss a chance to cut public expenditure. This seems also to be the case with the EEC Directive on Architectural Qualifications. Despite the fact that the largest proportion of courses in Europe have a five year programme, it established the shorter duration of four years as the rule. This of course concerns basic training.

I am not aware of the basis of the research upon which this decision stands, but in any case it seems to me that on both cultural and scientific grounds it will be very difficult to support. It reminds me of the persistent misuse of that famous phrase of Mies van der Rohés: "LESS IS MORE".

It is difficult to establish a limit beyond which one can say that basic training becomes insufficient, but it is reasonable to believe that the growing complexity of our societies is more likely to find its appropriate response in a profound study and consideration of their architectural problems. This requires extended training time, rather than the opposite. And if practical training must be considered of great importance let us not forget that this training can only be truly relevant if preceded by a good basic training. In my opinion, to mistake one for the other is a serious error.

I can only imagine that either the politicians think of a different, and probably poorer, future role for the architects in Europe, or else the equivalence of degrees was not really considered as an objective of cultural significance beyond its obvious political importance, but only as an excuse for new cuts, failing to foresee its consequences for the future. And because politicians always have tremendous difficulty in understanding the specificity of architecture as a discipline (as different from civil engineering, for instance) it is not unreasonable to assume that this directive might have come from a very superficial consideration of the issue.

From my experience in the Faculty of Architecture of Lisbon, where the curriculum is five years basic training on a full-time basis (6 hours of lecturing time per day) it means very hard work on the part of both students and teachers. I therefore do not think that it will be possible to shorten the course any further without inevitably affecting the standards of architectural education. Moreover, in Portugal the current trend is towards a wider and more important role for the architect which asks, both from the Schools and the students' extra effort for improvement.

When discussing the problems of curricula and the duration of courses, we have at first to consider the kind of education we are talking about. Because, unless we are committed to a single education system (mass education) we would have to compare and even to agree on equivalences between different types of architectural education, ie. either based on practical training or on academic study of a more or less extended programme of formal lectures and events before the first practical experiences may take place. If we are at present confined to mass education in architecture it is because the former learning process based on practical experience which developed through a close relationship between "master and pupil", is no longer possible; the profession no longer offers to the architect the conditions that once allowed him to work and act as a master to his pupils. The growing number of students in our societies also makes this basically impossible. Basic training cannot mean more now than it did in the past and for this reason alone

it is necessary to resist any switch of time from academic education towards practical training. Even if by some special circumstance (difficult to imagine in Europe) it might be possible in one particular place to have an architectural course based on this type of method, that would only be the exception not the rule. And it would still have to be proved that a short basic training course, even followed by a very extended practical training produce better results than an extended basic training, simply because practical training can always take place and be extended as necessary and as possible.

I would wish that the establishment of comparability amongst the qualifications in architecture (throughout Europe) would make the most of our different experiences so as to raise the standards of education instead of establishing a mean at the lowest possible level.

In the Faculty of Architecture of Lisbon we are on the point of developing our curriculum into something where the students could have options and participate in the definition of their own courses. This means that we have to be able to guarantee a good general basis and at the same time offer all the complementary alternatives to suit the individual requirements and preferences. I do not think that we can do this by shortening the courses which the University can offer to a candidate.

Finally, apart from the obvious problems of concurrence between professionals with different levels of qualification, I do not think that in Europe we are at the moment faced with a great shortage of architects at all, what we need is quality rather than quantity.

José Callado, Lisbon.

DECLARATION OF VALENCIA . . .

A group of leading architects and teachers of architecture representing the various EEC countries met in Valencia, Spain in December 1986 for a "round table" conference to consider the feasibility of establishing a set of basic guidelines for the future education of architects in the EEC. The event was hosted by the Consejo de Colegios de Arquitectos de España.

After the meeting, which was attended by about 150 mainly Spanish architects and teachers, the following signed declaration was issued:

DECLARE:

1. Their belief that the public interest in Architecture is considered an essential characteristic defining the current European social and cultural times.
2. Their agreement with the philosophy included in the E.E.C.'s Directive that the European Architect should be characterized by the full integration and balance between theoretical and practical training, as well as by creative and technical ability, so as to satisfy the demands of Architecture practice.
3. Their conviction that the architectural profession requires from the European Architect a sound knowledge of the Humanities, History of Architecture, Arts and Technology, Town planning and construction, structures and applied building technology.
4. Their belief that architectural training demands a duration of, at least, 6 years, at the end of which a final examination should be passed. A full time system is inadequate if it excludes complementary practical training and experience.
5. Their conviction that the architectural education must be a single and complete university level package irrespective of intermediate diplomas or degrees and without by-passing the core courses of the same.
6. Their belief that specializations should be regarded as a complement to the core subjects, encouraging optional courses and postgraduate diplomas (masters, majors, doctorates, etc.).
7. The necessity of establishing a distinction between the academic diploma or degrees and the professional qualification, the latter to be obtained after certified practical training.
8. The belief that other professionals who do not fulfil these requirements should not be considered architects, whatever additional qualifications they may use.
9. Their full agreement with the requirement of a University level education in order to be qualified as an architect, as well as the unsuitability of recognising architectural competence in individuals who do not have the respective training and qualifications.
10. Their conviction that high staff-student ratios affects quality, and that enrolment should be limited to the actual possibilities of the schools.

DÉCLARATION DE VALENCE

1. Leur conviction que l'intérêt public de l'Architecture constitue une caractéristique essentielle définissant le contexte social et culturel européen actuel.
2. Leur accord sur la philosophie de la Directive de la C.E.E. caractérisant l'architecte européen par la totale intégration et le bon équilibre de sa formation théorique et pratique, aussi bien que par ses capacités créatives et techniques susceptibles de satisfaire la demande de la pratique architecturale.
3. Leur certitude que la profession d'architecte requiert de l'architecte européen une connaissance approfondie des sciences humaines, de l'histoire de l'architecture, des arts et de la technologie, de la construction et de la planification urbaine, des structures et de la technologie appliquée au bâtiment.
4. Leur conviction que la formation à la pratique de l'architecture necessite une durée d'au moins six ans, sanctionnée par un examen final. Un système de formation à plein temps serait inadéquat s'il ne comportait une formation pratique et une expérience professionnelle complémentaire.
5. Leur certitude que l'enseignement de l'architecture doit constituer un ensemble complet et unique de niveau universitaire excluant tout diplôme ou certificat intermédiaire et toute possibilité de contourner l'élément central de son contenu.
6. Leur conviction que toute spécialisation doit être considérée comme complément du contenu essentiel, suscitant des cours optionnels et des titres post-diplôme (maîtrises, certificats, doctorats).
7. La nécessité d'établir une distinction entre le diplôme académique ou certificat et la qualification professionnelle, celle-ci ne pouvant être obtenue qu'après une formation pratique sanctionnée.
8. Leur conviction que les autres professionnels qui ne répondent pas à ces exigences ne doivent pas être considérés comme architectes, quelles que soient les qualifications complémentaires qu'ils pourraient utiliser.
9. Leur accord sans restriction sur l'obligation d'un niveau universitaire de formation pour atteindre la qualification d'architecte aussi bien que sur l'incompatibilité d'une reconnaissance de la compétence architecturale à des professionnels n'ayant reçu ni la formation, ni la qualification adéquate.
10. Leur conviction qu'un ratio enseignant-étudiant anormal affecte la qualité de l'enseignement et que les inscriptions doivent être limitées aux possibilités des écoles.

"Shelter and Cities: Preparing Tomorrow's Architects for New Roles in the Community"

AEEA–EAAE WORKSHOP 15 BRIGHTON 9–11 JULY 1987

"Villes et Abris: Préparer les Futurs Architectes à Leurs Rôles Nouveaux dans la Communauté"

David Robson, organiser of EAAE Workshop 15 introduces the topics to be discussed.

The XVth Workshop of the European Association for Architectural Education (EAAE) will be held in the School of Architecture and Interior Design of Brighton Polytechnic from Thursday July 9th to Saturday July 11th 1987. The Workshop will provide a meeting point and platform for teachers immediately prior to the UIA Congress which takes place in Brighton from July 13th to July 18th. The theme of the EAAE Workshop has been chosen to acknowledge the fact that 1987 is International Year of Shelter for the Homeless (IYSH) and relates to the UIA theme: 'Shelter and Cities: Building Tomorrow's World". Whilst EAAE is essentially an association of European schools, this workshop will be open to teachers from anywhere in the world who find themselves in Brighton for UIA.

After a brief plenary session, the Workshop will divide into a number of separate groups each relating to a particular theme and each led by a pair of discussion leaders who will present brief stimulus papers. At the end of the Workshop the discussion leaders will report back to a final plenary session and it is hoped that a communique will be drawn up for transmission to the main UIA Congress. Discussion will be conducted in English and French. Delegates are asked to come prepared to describe the experiences of their own school in relation to a particular theme.

The main theme of the Workshop is 'Shelter and Cities: Preparing Tomorrow's Architects for New Roles in the Community".

The proposed sub-themes are as follows:
1 – Community Architecture: Attitude or Skill?
Has 'Community Architecture' generated a corpus of techniques which can be taught in the classroom or the design studio, or does it represent more a position of social commitment which is to be encouraged amongst students?
2 – Community Architecture: A Contradiction in Terms.
Does the fact of working in a community in any way diminish the need for architects to bring to bear their own range of specialist skills or absolve them from taking up a position of responsibility and leadership in relation to the development of the built environment?
3 – Teaching Community Architecture Through Live Projects.
Some schools have created special teaching structures and have founded school project offices in order to be able to tackle community problems as live projects. What is the experience of such schools? Ought these methods to receive wider application in the future?
4 – Professional Roles and the Expectations of the Community: a Mis-match.
The present structure of the architectural profession developed in response to a situation which existed at the end of the last century. The professional roles which it supports and are now outmoded and over restrictive. There is a need to develop new professional structures in response to the requirements of the modern community, and to this end schools of architecture can generate discussion and can help to encourage the formation of new professional attitudes.
5 – How Should We Teach Housing Design in Schools?
Schools of architecture often ignore housing design, believing it to be a trivial problem and a skill easily acquired when needed. But many of our students are destined to play a major role in shaping the home environment of millions of their fellow citizens. How should we better prepare them for this?
6 – When We Build Again – Let's Have Housing That Works!
Many of those who are teachers today were active as housing designers during the now discredited 60s and 70s. Could this explain a reluctance on the part of schools to subject the achievements and failures of the immediate past to close critical scrutiny, in an effort to ensure that students are able to learn from past mistakes?

Amongst those who have so far agreed to present papers or lead discussions are Tim Brindley, Jane Darke, Alan Denman, Libby Farrelly, Chris Jones, Robert Macleod and Patrick Nuttgens.

Intending participants are invited to submit short positional papers on any of these themes to David Robson, School of Architecture and Interior Design, Brighton Polytechnic, Mithras House, Brighton BN2 4AT, to arrive not later than the middle of June. Suggestions for other sub-themes which relate to general overall concerns of the workshop will be welcomed.
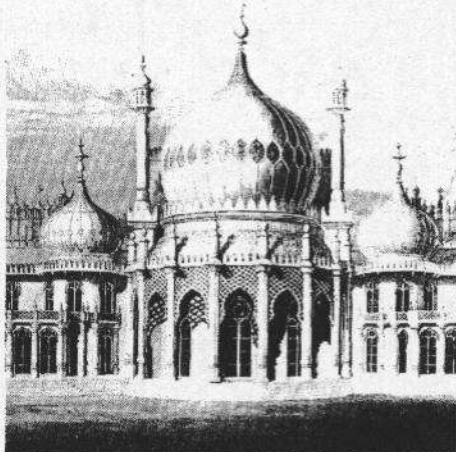
Royal Pavilion, Brighton by John Nash 1815 – 21

David Robson, l'organisateur de le 15eme Colloque de l'AEEA presénter les thèmes pour les débats.

Le XVeme Colloque de l'Association européenne pour l'enseignement de l'architecture (AEEA) aura lieu à l'Ecole d'Architecture et Architecture d'Intérieur de Brighton Polytechnic de jeudi, 9 juillet à samedi, 11 juillet 1987. Le Colloque permettra aux enseignants de se rencontrer et d'exprimer leur point de vue juste avant le Congrès de l'UIA qui se tient à Brighton du 13 au 18 juillet. Le thème du Colloque de l'AEEA a été choisi en reconnaissance du fait que 1987 est l'Année Internationale des Sans-Abri (AISA), et il se lie au thème de l'UIA: 'Villes et Abris: Construire le Monde de Demain'. Bien que l'AEEA soit essentiellement une association d'écoles européennes, ce Colloque sera ouvert à des enseignants provenant de n'importe quelle région du monde qui sont à Brighton pour le Congrès de l'UIA.

Après une assemblée plénière de courte durée, le Colloque se divisera en groupes séparés dont chacun traitera une matière différente sous la direction de deux meneurs de débats qui présenteront de brèves études stimulatrices. A la fin du Colloque ces meneurs de débats feront un compte rendu à une dernière assemblée plénière, et on espère rédiger un communiqué qui serait transmis au Congrès principal de l'UIA. Les langues utilisées pour le débat seront l'anglais et le français. Les délégués sont priés d'arriver prêts à décrire l'expérience de leur propre école relative à un sujet particulier.

Le thème principal du Colloque, c'est: 'Villes et Abris: Préparer les Futurs Architectes à leurs Rôles Nouveaux dans la Communauté'. On propose de discuter les sous-thèmes suivants:
1. L'Architecture Communautaire: est-ce une Manière de Penser ou une Technique?
Le Mouvement d'architecture communautaire a-t-il créé un recueil de connaissances et de techniques que l'on pourrait enseigner en classe ou dans l'atelier, ou représente-t-il plutôt une attitude d'engagement social qui serait à encourager chez les étudiants?
2. L'Architecture Communautaire: Termes Contradictoires.
Le fait de travailler au sein d'une communauté, diminue-t-il aucunement la contrainte sur les architectes d'utiliser leurs propres connaissances expertes, et les dispense-t-il d'accepter une position de responsabilité et direction en ce qui concerne le développement de l'environnement construit?
3. L'Enseignement de l'Architecture Communautaire par des Projets Authentiques.
Certaines écoles ont créé des structures pédagogiques spéciales et établi leurs propres bureaux d'études afin d'être à même de s'attaquer à des problèmes communautaires en guise de projets authentiques. Quelle a été l'expérience de ces écoles? Est-ce que ces méthodes devraient être plus généralement adoptées à l'avenir?
4. Les Rôles Professionnels et les Espérances dans la Communauté: les Malentendus.
L'organisation actuelle de la profession architecturale a évolué pour répondre à une situation qui existait à la fin du 19eme siècle. Les rôles professionnels qu'elle soutient sont à présent démodés et excessivement restrictifs. Il faut développer de nouvelles structures professionnelles qui répondent aux besoins de la communauté moderne, et dans ce but les écoles d'architecture peuvent générer le débat et promouvoir la formation de nouvelles attitudes professionnelles.
5. Comment Enseigner le Dessein des Logements dans les Ecoles?
Les écoles d'architecture négligent souvent le dessein des logements, prétendant que cela pose des problèmes insignifiants et ne demande que des connaissances facilement acquises au besoin. Pourtant, beaucoup d'entre nos étudiants sont destinés à jouer un rôle important dans la façonnement de l'environnement domestique de millions de leurs concitoyens. Comment faut-il faire pour mieux les préparer?
6. Quand on fait Reconstruire – que les Logements Fonctionnent Bien!
Un grand nombre de ceux qui enseignent à présent travaillaient en tant que dessinateurs des logements pendant les années '60 et '70 – maintenant si mal vues. Ceci expliquerait-il pourquoi les écoles sont si peu disposées à soumettre les succès et les échecs du passé

PROFILE:

SCHOOL OF ARCHITECTURE AND INTERIOR DESIGN OF BRIGHTON POLYTECHNIC

The School of Architecture and Interior Design of Brighton Polytechnic offers three courses: a three year Degree Course in Architectural Design under Geoffrey Bowles, a two year Diploma Course in Architecture under Stephen Adutt and a three year Degree Course in Interior Design under Dr. Michael Blee. The Head of School is Robert Macleod. Each year a total of 60 students is admitted into the two degree courses, while 30 students move from the Architectural Design Degree Course into the Diploma Course. The total number of students is about 220 and there are 19 full-time members of staff. The School is part of the Faculty of Engineering and Environmental Studies and enjoys close links with the Department of Building and with the Faculty of Art and Design. It is located on the top floor of what was in former times the design office of a large engineering firm and occupies a total area of 3,400 square metres.

The student of architecture, having completed the three year degree course, spends a year working in an architect's office before returning for the two year diploma course. A further year of practical experience completes what is in total a seven year period of study and training. The school seeks to provide a broadly based education resting on a firm base of professional competence. Teaching is studio-based and the school is organised horizontally under a traditional system of year masters. Live projects do not form a part of the course and little attempt has been made to involve students directly in what has lately come to be called 'Community Architecture'. However there is a strong commitment to study 'caring buildings' and design projects invariably proceed from dialogue with 'real clients'.

L'ECOLE D'ARCHITECTURE ET ARCHITECTURE D'INTERIEUR DE BRIGHTON POLYTECHNIC

L'Ecole d'Architecture et Architecture d'Intérieur de Brighton Polytechnic offre trois cours d'études: une Licence en Architecture qui dure trois années sous la direction de M. Geoffrey Bowles, un Diplôme Supérieur en Architecture qui dure deux années sous la direction de M. Stephen Adutt et une Licence en Architecture d'Intérieur qui dure trois années sous la direction de Dr. Michael Blee. La Directeur de l'Ecole est M. Robert Macleod. Chaque année 60 étudiants en tout s'inscrivent aux deux cours de licence, tandis que 30 étudiants passent le cours de Licence en Architecture au cours du Diplôme. Le nombre global d'étudiants est environ 220, et il y a 19 enseignants à plein temps. L'Ecole fait partie de la Faculté de Génie et d'Etudes de l'Environnement et est étroitement liée au Départment de Construction et à la Faculté d'Art et Dessein. Elle est logée à l'étage supérieur de l'ancien bureau d'études d'une grande société d'industrie mécanique, occupant une surface globale de 3400 m². Après avoir achevé sa licence, l'étudiant d'architecture fait un stage d'une année dans un bureau d'architecte avant de commencer les deux années du cours de diplôme. Ensuite il fait encore une année de travail pratique pour compléter une période globale d'étude et for- mation de sept ans. L'Ecole cherche à pourvoir une éducation étendue et libérale appuyée sur une base solide de compétence professionnelle. L'enseignement est centré sur des ateliers, et l'Ecole a une organisation horizontale avec un système traditionnel de professeurs avec responsabilité pour chaque année. Des projets authentiques ne forment pas une partie intégrale des cours, et on a fait peu pour intéresser les étudiants de façon directe au mouvement récemment connu sous le nom d'Architecture communautaire. Il y a pourtant un engagement sérieux en ce qui concerne l'étude de bâtiments à destination sociale, et les projets de dessein émergent toujours d'un dialogue avec un 'vrai' client. David Robson.

continues...

récent à un examen minutieux afin d'assurer que les étudiants puissent profiter des erreurs du passé?

Parmi ceux qui ont déjà accepté de faire une communication ou de mener le débat se trouvent Tim Brindley, Jane Darke, Alan Denman, Libby Farrelly, Chris Jones, Robet Macleod et Patrick Nuttgens.

Les participants éventuels sont priés de transmettre une brève communication de leur position sur n'importe lequel de ces thèmes à David Robson, School of Architecture and Interior Design, Brighton Polytechnic, Mithras House, Brighton BN2 4AT avant mi-juin, date limite. Il sera également heureux de recevoir des suggestions pour d'autres sous-thèmes ayant rapport aux idées générales d'ensemble du Colloque.

FUTURE EVENTS : PROCHAINES ACTIVITÉS : FUTURE EVENTS

10th INTERNATIONAL FORUM ZÜRICH, SWITZERLAND 5 – 7 NOVEMBER 1987.

A joint conference EAAE and ECAADE (EDUCATION IN COMPUTER AIDED ARCHITECTURAL DESIGN IN EUROPE). Theme: "Architectural Education and the Information Explosion/Maitriser l'information pour enseigneur l'architecture" Herbert Kramel, organiser of this event writes:

In view of the developments which have recently taken place in the generation, organisation and transmission of information, it seems appropriate to raise the question of the consequences which these developments will have for architectural education. The computer together with new media such as video, today form an information technology which cannot be avoided any longer. Rather, we have to ask ourselves how this existing potential can be used in the design and management of our built environment. Both EAAE and ECAADE share a concern for the education of the next generation of architects in Europe. The 10th Forum has been organized in Zürich in order to discuss the implications of the information explosion which we face today.

The Zürich Forum shall not focus exclusively on the computer and its influence on architectural education but shall look at the developments which have taken place in architectural education as a consequence of the above conditions. An effort will be made to maintain a balance between the two main interest groups, namely the representatives of new communications media, and those who advocate specialisation in electronic data processing. In order to avoid a misunderstanding of the role of the computer in architectural education, the forum should be attended by a wide range of teachers. It is important, that a critical stance be taken vis à vis the computer as a cost-effective teaching and communica- tion technolgy. The Forum should therefore be seen as an attempt to define the role of the computer in the educational process rather than as yet another demonstration of its importance for the future architect. The following questions will be addressed:

a–How can the new technology help students gain a better understanding of their environment (and themselves)?
b–How can the new technology help to demonstrate and communicate ideas and creative work?
c–What media other than computers could usefully contribute to the process of design education?
d–How will the computer change the concept of architecture, and what may its implications be for architectural education?

PROVISIONAL PROGRAMME:

PART I : Thursday 1400 – 1800
THE NEW STUDIO
(CAD and the workstation)

– Lecture 1 State of the art
– Lecture 2 Implications for architectural education
– Lecture 3 Social-political and cultural impact
– Discussion

PART II : Friday 0900 – 1300
THE NEW LEARNING SITUATION
(Expert-systems, Data-management/Data communication)

PART III : Friday 1300 – 1800
THE CHANGING VISUAL ENVIRONMENT
(Audio-visual communication and presentation)

PART IV : Saturday 0900 – 1300
THE CHANGING PLANNING ENVIRONMENT
(Simulations and model-techniques)

The Forum will take place at the main building of the ETH – Zürich in the centre of town. Registration Thursday 7 November 12.00 pm onwards. Hotel accommodation as well as transport will be organised by host. For further details contact Professor Herbert Kramel Eidgenössische Technische Hochschule (ETH) – Hönggerberg, Til · G · 57, CH – 8093, Zürich, Switzerland (Tel 01-388-44-1).

PROVISIONAL PROGRAMME 1988:

February: Workshop 16: Malta Theme: "The Importance of Regional Context in the Teaching of Architecture"

May: Workshop 17: Thames Polytechnic, London Theme: "The Teaching of Landscape Design in Schools of Architecture"

October: La Coruña, Spain Theme still to be decided.

AGA 1987

The AGA scheduled for London (News Sheet 18) has been postponed so as to coincide with Workshop 15 at Brighton. Council apologises for the change of programme. The advertised presentation by David Coupe and Hans Haen- lein on a Peripatetic School of Architecture for Europe has been included in this issue for comment and will be discussed in more detail at Brighton and after.

EUROPEAN DIRECTORY

The Revised (2nd) Edition of the EAAE Directory of Schools of Architecture will be printed in June for distribution at and after the Brighton Workshop. Those members who completed entries have been circulated with proofs for correction. Dead-line for submission 15 May.

INTERNATIONAL SEMINAR ON LE CORBUSIER:

Theme: "Le Corbusier: La Modérnite et apres ...", to be held at the School of Architecture, Catholic University of Louvain-la-Neuve, Belgium, 9-12 December 1987. For further details contact: J. F. Mabardi, 1 Place du Levant, 1348 Louvain-la-Neuve, Belgique (Tel: 0-10-432341).