

# EAAE

Newsheet 1

October 1978

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

## Birmingham Forum Nov. 9-11



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## The Architect as Teacher/Practitioner The Forums

The EAAE will shortly be welcoming its members and guests to its annual Forum and General Assembly in Birmingham.

One of the first initiatives taken by the Association has been to organize regular seminars for teachers and students throughout Europe. To date five such seminars, the so-called FORUMS, have been held where a series of questions and problems inherent in architectural education have been discussed. Various schools of architecture have acted as host to these arrangements, which have offered good opportunities for discussing not only the educational situation of the profession but also for getting to know its content, form and facilities at the host-school.

The topics discussed at the five Forums which so far have been held have been:

- 1 "The introduction to the study of architecture" (Ecole d'Architecture, Nancy, France)
- 2 "Student participation" (Technische Hogeschool, Delft, Holland)
- 3 "Science and Technology" (School of Architecture, Torino, Italy)
- 4 "Architectural Education or Training" (Eidgenössische Technische Hochschule, Zurich, Switzerland)
- 5 April 1978 — "Architectural education and research" (School of Architecture, Royal Danish Academy of Fine Arts, Copenhagen, Denmark)

All the Forums have concluded in a report consisting of discussion papers from the participating schools and reports from group discussions held during the seminar. The reports may be obtained from the Association's secretariat on payment of copying costs and postage.

After Birmingham, our next Forum is to be held in Berlin and a provisional date has been made for April 1979. Full details of the content

and timing of the conference will be given in the January edition of the Newsheet.

The EAAE is grateful to Jim Howrie and all at the Birmingham Polytechnic School of Architecture for all their hospitality and preparations for what promises to be a most interesting conference. We shall be examining the future role of that extraordinary but essential hybrid — the architect who divides his time between practising his skills and helping others to acquire theirs. George Bernard Shaw, in one of his momentary piques, claimed that "those who can, do and those who can't, teach". It can be fairly claimed that this has not generally been the case in architectural education. Whichever way the educational pendulum has swung, between the priorities of social theory and practical expertise, it has been consistently recognised that there is an essential need for students in school to be brought directly in contact with teachers who are themselves in the day-to-day fight to maintain and test out architectural standards through the built example. But the job is not always easy for the individual teacher or for those who design the curriculum. Many methods of educational involvement for the practitioner have been devised and the time is now opportune for a review of their success and the possibilities for the future. Jim Howrie here describes the arrangements for the Forum and outlines some of the specific questions which might be addressed.

### Introduction

The main theme of the 6th Forum of the EAAE, "The Architect as Practitioner/Teacher" is deliberately broad in scope. It is a theme which touches on the roots of the quality of building design in any community and particularly the continuation and enhancement of that quality through a new generation. The breadth of the theme leaves participants freedom to discuss those aspects which most affect them.

Before touching on what these may be, a word about the thinking behind the organization of the Forum. From the outset we have tried to establish a stimulating architectural context for our discussions. It seems important that when Architects meet they should share their views; this can be done effectively by reacting to architecture experienced mutually, through buildings, photographs or drawings. For this reason we have, in the first case, invited experienced architect/teachers to be the chairmen of our group sessions. They will present a brief outline of their views on the theme on the Thursday evening (9th November), with slides of their work, together with a small exhibition of drawings and photographs of this same work at the School of Architecture, to be viewed on Friday (10th November). This will establish an Architectural and personal focus. Participants will have the opportunity to choose their groups and thus a chairman concerned with the sort of things that they want to talk about.

The second way in which we have tried to establish an architectural context is by holding the registration and reception on the first evening in the centre of the city, amidst Victorian and modern buildings, to which we hope all those attending will respond, either positively or negatively. Lastly we have decided to hold the Saturday plenary sessions in Milton Keynes, one of the latest of the United Kingdom's large scale town developments. The tour of the new city area will once again focus our attention on architecture: above all we want our discussions to avoid the parochial, a concern simply with the day-to-day problems of schools of architecture or the practice office. We want to see all of these concerns in the context of the wider issues of architecture and the well designed environment.

We return to the theme, which concerns the quality of architectural education both in the sense that a relationship of education and the profession can enhance this, and in the way in which the roles of architect and teacher may be resolved within an individual career. How may we achieve the highest quality of full time architectural staff in the schools and does this imply a link with practice; for how can you attract the best designers to teaching other than by encouraging them to practice in addition to their teaching? There are many other issues such as the relationship of the official professional body with the schools of architecture; in the U.K., through the Visiting Board, we have a formalised structure. There are the difficulties of integrating the work of Part Time staff into the Full Time Teaching. Another perspective on the problem could be the location of education; should this be in an academic institution or, could it be a combination of the lecture room and the architect's office? This raises the question of the relative importance of the theoretical and the practical in an Architectural Course.

A. J. Howrie,  
Head, Birmingham School of Architecture



# News from the Schools

The school has been trying to expand the research work. They have recently been awarded two SRC research studentships, and hope to add to this soon, principally in the field of energy conservation and the use of scientific and predictive techniques in Architectural design. The main objective is research related directly to practice; to assist the working architect at the drawing board rather than to establish an "academic" framework. They also have an interest in the question of Women in Architecture, some work has already been completed in this field. Birmingham would welcome contact with any European Centres with similar interests to those outlined above.

*There are over 200 schools of Architecture in Europe. Many of these actively communicate across their national boundaries by joint research and project work, by exchange of staff and by participation in international seminars and conferences organised by EAAE and other similar organizations. The EAAE Newsheet is intended to help all schools to become more informed of each other's activities and to make international contact more readily available. This page will be reserved for the use of individual schools who wish to bring their work to the attention of others throughout Europe.*

*The information for each issue will be compiled by a student editor.\* If your school is a member of EAAE, he will be writing to you soon to invite one of your students to act as a correspondent to keep us informed of your activities. If your school is not yet a member, but you wish to act as a correspondent, or you wish to have an item published in the next issue (January 1979) — please write to him: he will be pleased to hear from you.*

\*Colin Tubbs, Canterbury

## Birmingham

The new Graduate Course at the School begins in earnest this session. This course, which replaces the BSc. (Aston) degree, is designed to give as much control of the sequence of the academic programme to the student. From a programme of requirements which includes a design project, a research project and attendance at courses, the student presents his own timetable for the eight term course. This includes a period of professional studies in an office for a duration of two or three terms depending on the students' previous experience. The award at the end of the course is a Graduate Diploma. Birmingham would welcome applications from appropriately qualified students from Europe. Whilst there is a strong tradition of Commonwealth students in Birmingham their contact with Europe has been less fruitful.



Joint Project work in the studio in Kobenhavn

## Canterbury/Kobenhavn

Following their successful visits to schools of architecture in Germany and Holland (1976) and in Italy (1977), the European Studies Unit at Canterbury last April made a ten day trip to Denmark, where their hosts were the Building Design Unit of the Royal Academy School in Copenhagen.

The Canterbury students stayed with their Danish counterparts and worked with them on a small sketch design project. Interspersed with sightseeing, convivial discussions and parties, this proved a successful exercise, and the visit culminated with a splendid conducted tour which included some notable housing developments, the fine new church by Utzon, and the museum and gallery at Louisiana.

The links established by this trip were thoroughly worthwhile, and soon a party from Copenhagen will be arriving at Canterbury, when hopefully the collaboration can be further strengthened and the most generous Danish hospitality returned.

## Europroject

This project, run by four schools of Architecture (University of Stuttgart; University of Louvain-la-Neuve; Technische Hochschule Aachen; Polytechnic of the South Bank, London), was set up to investigate the problems of historically evolved habitats. During May this year the four schools met to continue their investigation, this time in the historic town of Jodoigne, Belgium. The results of this recent study will be discussed at a symposium to be held in the Polytechnic of the South Bank during the second week of December 1978.

## Aarhus/Ismir

The collaboration between these two schools began in 1976 when the Head of Aarhus School of Architecture travelled to Ismir at the invitation of their school. The contact was established through a Turkish architect who was appointed to the University of Ismir after having taught for some time at Aarhus. During 1977 and 1978 students and teachers from both schools have made several visits to the cities involved. Study groups at both schools have concerned themselves with common research and design problems relating to housing development in one of the squatter communities outside Ismir. The project brief was developed jointly by the two schools and the local community and the results of both school projects were reviewed and criticised in Ismir. Both Aarhus and Ismir are intent on further collaboration on this universal problem.

## South Bank/Stuttgart

The School of Architecture, Polytechnic of the South Bank, is planning a joint study programme with the Department of Architecture, University of Stuttgart, entitled *Learning from Vernacular Building and Planning*. It is proposed to study the factors affecting the building and planning of rural settlements in England and Germany, the lessons to be learnt from such studies and their relevance to modern architecture and society. The members of the staff involved are Dieter Hauser, Stuttgart University, and Richard Reid, Polytechnic of the South Bank.

## Travelling Exhibition

On the occasion of the most recent EAAE Forum in Copenhagen, the Royal Danish Academy School of Architecture presented an exhibition of its work concerning Research and Education. The display covered recent and current work of the various Institutes of the Academy in the form of drawings, text and models. The Exhibition entitled "Research and Education in the School of Architecture at the Royal Danish Academy" has been designed as a lightweight touring display and is now available for loan to European Schools. There are 48 aluminium sheet panels each 120 x 84 cm. Full details of the content may be obtained on application. The exhibition may be obtained for a loan period of one month at a fee of approximately 2000 D.Kr. Application for further details or for loan booking should be made as soon as possible to: Karen Zahle, Kongelige Danske Kunstakademi, Arkitektkolen, Kongens Nytorv 1, 1050 Kobenhavn.K, Denmark.

## Future Newsheets

The Newsheet is to be published quarterly in January, April, July and October. If you have suggestions for its content, an article you would like published \* or if you would like the Newsheet sent to you regularly, please write to the provisional editor: David Coupe, Canterbury College of Art School of Architecture, New Dover Road, Canterbury, Kent, England.



# International Collaboration

## — an introspective view

Nils Ole Lund

A few years ago, when the School of Architecture in Aarhus joined the European Association for Architectural Education, a lot of people were doubtful of the move. Why should we enter a new international organisation and be involved in a bureaucracy, the main purpose of which would be to allow Deans to travel — very often you can only get money from a government if you are going for a congress or an international meeting. With the U.I.A. meetings in mind, where large crowds gather for all kinds of social life and delegates pay for their tickets, with talks on how marvellously their governments have solved all problems, you wonder if it is worth while to create a parallel organisation in the field of education.

Adding to this uncertainty at least in the Nordic countries was a general mistrust of all kinds of European collaboration. A mistrust originating in the political infight on the Common Market issue. As all know, the four Nordic countries had to choose different kinds of relationship to the Common Market.

The European Association for Architectural Education is of course not an organisation only for the nine members of the Common Market, it has a much broader field of operation, but it is difficult to escape the false interpretation.

Because of this scepticism I want to explain why the School of Architecture in Aarhus became a member of EAEE. I guess that the situation in Aarhus comes very near to the situation at other schools of architecture, and that my arguments may eventually persuade some of these schools to make up their minds.

Looking back on the Sixties we remember them as the happy Sixties. There is a certain nostalgia in the way we recollect the period, because we now have so much trouble in the Seventies. But it is at least correct to see the sixties as a time filled with optimism. The increasing living standard in the industrialized part of the world, hastened by technological inventions, created a feeling of being in the same boat on its way to utopia. Problems could be solved and the solutions were international because the problems were of the same kind.

The School of Architecture in Aarhus was started in the mid-sixties, and as a birthday present it got the attitude of the period: Openness, expansion and internationalism. Because it was situated relatively far from the main centres of architectural thoughts, the school invited all the famous people to go to Aarhus to teach and to talk. From Cedric Price to Louis Kahn they came. Teachers from eight different nations joined the staff.

The inspiration was imported especially from Great Britain and the U.S.A. In the mid-sixties the industrialization of the building industry was going ahead and the process was changing the role of the architect. The profession was losing ground, but because of the building boom the architect was still optimistic and open-minded.

In the late sixties, a few years after the start of the school, the students' revolt tossed the universities into very rough waters. The revolt was accelerating the overall process of change. The institutions for elitarian teaching had to turn themselves into factories of higher learning. The number of students went up to Italian proportions. The whole situation was a very

confused one. The subjects which were given and the teaching methods which were used were changed. The value systems came under attack. The power was denied the professors and given to elected bodies made up of teachers, students and later even people from the administrative staff.

The struggle between the different factions of the school created a situation in which everybody was defending their positions. The result was that most of the energy was spent on the internal academic strife. Lecturers from abroad stopped coming.

What is called the students' revolt was, when it comes to ideology, a very mixed affair. Much of the inspiration came from Germany and France and the rebellion itself originated in the U.S.A. But the ideas which were imported were of a rather abstract and theoretical kind and had very little to do with the field of architecture. Not until several years later were the theories transformed into new subjects and new professional attitudes. And further years passed before the new working methods proved themselves capable of attacking the new problems.

In the mid-sixties the main aim of an architectural school was to turn students into professionals. Practice was defined as professional practice in the design office or on the building site, and reality was defined as the real life of the building industry. In the mid-seventies real life became something else. It was the life and the needs of the user or rather, the unfulfilled needs which were studied. And the practice which was shaped by these problems was of another kind, it had to be advocacy. In their projects, the students tried to solve the problems they recognized in their own environment: handicapped who wanted better access, tenants who were threatened by landlords, a deteriorating inner city. Typical designs in the school were concentrating on infill and rehabilitation. Because they worked together with users and clients, the students got a much better knowledge of the functions and a much better understanding of the conflicts involved in the design process.

What in the beginning was a rather romantic involvement in all kinds of social injustice over the years turned into a new kind of professionalism which better corresponded to the great number of students educated and to the changes of society.

It is not strange that the involvement in daily life problems indirectly meant an exclusion of the former international influence. But there was, however, other reasons for this introspection. The impression of being in a state of siege was reinforced by the conditions of the market. The building industry was stagnating and the architects were anxious. The number of architects without a job rose considerably, and the prospect of unemployment created a feeling of insecurity among students and staff-members. With the economic recession in the beginning of the seventies, the growth of the universities was stopped, and tight budgets imposed severe restrictions on all kinds of travelling.

It has been a tradition in most architectural schools that the greater part of the teachers were not permanently employed. Some of them came from professional practice, and left after some years, others were part-time teachers, teaching and practising at the same time.

Because of the bad conditions in the building market, and because of the time needed for an academic career fewer and fewer now get the experience of a design office. In a few years the whole teaching staff will be permanent, and will grow old together creating a rather dramatic old-age problem.

All these factors will shape the future of architectural education, which is likely to be very conservative. In contrast to this permanence you will have an even faster changing society, which will try to adapt itself to the new conditions of the western industrial countries: the competition of the third world, the energy problem, the unemployment.

There will be a great need for new disciplines, for new values and for collaboration with more or less professional groups outside the schools. But because the interest of the moment is concentrated on small scale projects, on local problems, on participation and historical matters it is extremely difficult to cross the borders and open up the horizons.

It can be done, but then the problems for discussion have to be defined in such a way that people know they have the problems in common, and also know that they are trying to solve them in a different manner. It is strange to see, even in very different societies, how much the problems are the same. At the exhibition of student projects in Paris this spring, only an expert was able to see from where the projects came. If they were from East-Europe or West-Europe, from South or North. But at the same exhibition it was inspiring to recognize the differences when it came to "details". Why is it that planning and architecture in some countries is taught at the same school, and in others considered as being two completely different fields of knowledge? What are the reasons and what is the experience? In some schools you are still able to define an ARCHITECT, in others there is no such common denominator: the students can choose "moduls" and make up their own curriculum. A question to discuss if one wants flexibility, is the modul system as we know it from the U.S.A., or a system based on specialization the best? A third problem: what happens when you get thousands of students when architectural education normally has been a very personal affair?

What I want to say is that an international meeting place can only function if the matters debated on these meetings are not too abstract and universal. The people we send to these meetings have to be teachers and students involved in the daily problems, who really need to be confronted with other people with the same kind of life giving trouble. The academic and professional contacts established on this common ground will survive.

If we want to fight the stagnation and the conservatism which is closing in on us, there is no better way than to go out and respond to the inspiration which a world of 200 architectural schools can give.

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*Nils-Ole Lund was educated at the Academy of Fine Art in Copenhagen 1953 and in Norway and Sweden 1955–65. He was Assoc. Professor at the Department of Architecture, The Technical University of Trondheim, Norway, 1963–65 and later Professor at the new School of Architecture in Aarhus, Denmark. He was elected head of school in 1973. He is a member of the Danish Government's standing committee on higher education and also the Danish delegation at the talks in EEC on recognition of diplomas. In addition he is a member of the Danish and Norwegian committees on educational reform. He was the architect for a new town outside Oslo in 1965–73.*



# Contacts...

*A main objective of the EAAE is to help individual teachers and students throughout Europe to make contact with each other. It is hoped that future issues of the Newsheet will be circulated to all schools of architecture and this page will be open to anyone who wishes to use it to make contact with other schools, individuals or groups. If you wish to study or work in another country, if you are proposing an exchange, if you are planning a foreign study tour or if you have any reason to seek contact, advice or assistance elsewhere in Europe, please write to the Editor and we will publish your notice here. For your information, we list below the Schools of Architecture which are active members of EAAE together with the name of the Association's contact.*

Polytechnic of the South Bank  
Department of Architecture  
Wandsworth Rd London SW8 (H. Haenlein)

Canterbury College of Art  
School of Architecture  
New Dover Rd Canterbury Kent (D. Coupe)

N.E. London Polytechnic  
School of Architecture  
Waltham Forest Precinct Forest Row  
London E17 (N. Frith)

City of Birmingham Polytechnic  
School of Architecture  
Perry Bar Birmingham B42 2SU (J. Howrie)

Kunstakademiets Arkitektsskole  
Kongens Nytorv 3  
DK 1050 Kobenhavn K (K. Henk)

Arkitektsskolen I Aarhus  
Norreport 20, 8000 Aarhus C (N. Lund)

University of Trondheim Dept of Architecture  
N 7034 Trondheim NTH

Delft University of Technology  
Dept of Architecture  
Berlageweg 1 Delft (Prof. Van Randen)

Eidgenossische Technische Hochschule  
Architekturabteilung  
CH 8093 Zurich Honggerberg (H. Kramel)

Politecnico Torino Facolta d'architettura  
Viale Mattiolo 39 Torino (Prof. Rogerro)

Université Catholique de Louvain  
Unite d'Architecture  
Place du Levant 1 B 1348 Louvain la Neuve  
(H. Becker)

## EAAE Administrative Council

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| H. Becker                | Louvaine | Secretary |
| Université de Louvaine   |          |           |
| Unite d'Architecture     |          |           |
| Place du Levant 1        |          |           |
| B 1348 Louvaine la Neuve |          |           |
| Belgium                  |          |           |

Institut S. Luc Ecole Sup. d'architecture  
26 rue Sainte Marie B 4000 Liège

Ecole Sup. d'architecture St. Luc  
Chaussée de Tournai 50  
B7721 Ramegnies Chin

Institut St. Luc Ecole Sup. d'architecture  
rue d'Irlande 57 B 1060 Bruxelles

Plymouth Polytechnic  
School of Architecture  
Drake Circus Plymouth Devon PL4 8AA  
(T. Matof)

Université de Genève Ecole d'Architecture  
9 Boulevard Helvétique  
CH 1200 Genève (D. Gilliard)

Politecnico di Milano  
Facolta di Architettura  
3 Via Bonardi Milano (M. Salvade)

Technische Hogeschool Eindhoven  
Afdeling Bouwkunde  
Insulindelaan 2 Eindhoven

Newcastle University  
Department of Architecture  
Newcastle upon Tyne

## Funding for International Projects

Please note that EEC grants are now available for the development of joint programmes of study between institutions of higher education in member states of the European Community. The principal purpose of the scheme is to facilitate the development of joint courses of study (not research) which have already been the subject of preliminary planning, or to evaluate existing projects, experience of which could usefully be disseminated throughout the Community. Full information on the terms of the grants, and the method of application, may be obtained from Mr Alan Smith at the Institute of Education of the European Cultural Foundation, which is assisting the European Commission in the administration of the scheme.

The address is:

Institute of Education  
European Cultural Foundation  
Université de Paris IX — Dauphine  
Place du Maréchal de Lattre de Tassigny  
F — 75116 Paris.



# AEEA EAAE

The European Association for Architectural Education was founded in 1976 to enable teachers and students of Architecture throughout Europe to collaborate towards a fuller communication of ideas, methods and philosophies across their national boundaries. The Association is dedicated to the promotion of a wider understanding of the theory and process of Architectural Education throughout the Continent. It meets annually at its General Assembly and at its International Forum by invitation at a European School of Architecture. Membership of the EAAE is open to schools of architecture, and to individual teachers or students or others who by virtue of their profession are involved in Architectural Education. Application forms and the General Prospectus of the EAAE (price 100 B.Fr) may be obtained from the Secretary.

L'association européenne pour l'enseignement de l'architecture a été fondée en 1976 pour donner le moyen aux enseignants et étudiants de l'Europe, de collaborer dans une manière plus complète à la communication d'idées, de méthodes et de philosophies à travers leurs frontières nationales. L'association est dédiée à la promotion d'une entente de théorie et de procédé d'éducation architecturale d'un bout à l'autre du continent de l'Europe. Elle se rencontre chaque année à une assemblée générale et à son Forum international par invitation à une école d'architecture européenne. La qualité de membre est ouverte à toutes les écoles d'architecture et aux enseignants, aux étudiants et à tous autres qui, en vertu de leur profession, sont enveloppés dans l'enseignement de l'architecture. Les demandes et le prospectus général de l'AEEA (prix 100 Fr. Belges) peuvent être obtenus aux secrétariats.