

EAAE

March 1980

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

THE END OF THE BEGINNING

General Assembly

The 1979 General Assembly of the association was held at the Technical University of Berlin during the EAAE 7th. International Forum (a report on the Forum proceedings is included in this News Sheet). In his report to members, Hans Haenlein of the Polytechnic of the South Bank, London, and retiring EAAE President took the opportunity to review the foundation and development of the Association over its four years. He described its encouragingly rapid growth from an idea formulated by a few enthusiastic architects in 1975 to its present composition based on the active membership of 30 schools of architecture throughout Europe. Its original objective — to build up a representative European forum to allow schools to jointly explore goals in architectural education and to learn from knowledge of each others strengths and weaknesses — had now been clearly realised. In thanking all those founding members who had put in so much work to get EAAE moving and also all those teachers and students who had given enthusiastic support to the Forums, he claimed that they might now fairly see that the Association had been well established as a recognisable educational force having a unique reputation for impartiality to political and professional pressures and in this respect it now fulfilled a vital role in the European scene.

Any tendency toward bureaucratic institutionalisation had been avoided in these formative years and he hoped that the organisational structure would continue to be based on the active sponsorship and co-operation of the schools: it was thanks to the resources provided by the member schools that EAAE is now on a sound footing which will allow it to proceed with the next phase of its work. In looking to the future, the retiring President expected the Association to widen its sphere of interest and influence and in particular, early consideration would be given to the publication of position statements on key issues affecting architectural education in Europe; the seeking of sponsorship for specific projects from central European funds; the debate of such external issues as the validity of our educational system for students from developing countries.

On behalf of all the members, Professor Ivor Smith of Bristol University thanked the

retiring President for his tenacity, sheer hard work and his imaginative foresight in bringing EAAE into being.

Council

Following the General Assembly, the Administrative Council is now comprised as follows:

Herbert Kramel	(President) ETH Zurich
Nils Ole Lund	(Treasurer) Aarhus Arkitektskolen
Age van Randen	TH Delft
David Coupe	Canterbury College of Art
Hermann Becker	Université de Louvain
Peter Jokusch	Gesamthochschule Kassel
Jean Barthelmy	Faculte Polytechnique de Mons
Roland Schweitzer	Paris
(the last three members were elected in November 1979)	

Forums and Workshops

Herbert Kramel, the new President, in outlining the future development of EAAE policy, proposed to the General Assembly that the next International Forum should be held in Vienna. The venue had been suggested in order to encourage a wider participation by teachers and students from Southern and Eastern European states and in particular to offer a location relatively more accessible to visitors from the Eastern Block. It had been felt that the Association would have to take some initiative in assisting Eastern European delegates to attend its meetings. The subject of the Forum is intended to be the relationship between Architecture and Urban Design/Planning and would explore the means by which this aspect of environmental design is being researched and taught in European schools. Past experience has shown that if future Forums are to allow participants to debate issues in real depth, more time and opportunity is required for preparation by both organisers and contributors. Accordingly, the Administrative Council has decided to schedule the Vienna Forum for April 1981. Members will soon receive an initial description of the intended format and an invitation to submit preliminary ideas for papers or other forms of contribution. In April, a steering committee,

including specialists in the field, will be established to undertake the planning of the detailed programme. A 'Forum Project' is also intended — a design programme based on a common subject or theme which might be carried out by staff-student teams at individual schools for presentation at the conference in Vienna in April 81. Full briefing for the project will be supplied to schools before the commencement of the 1980-81 academic year. It is hoped that this arrangement will give an improved opportunity for staff and students to make use of their exhibited work in debating the subject of the Forum.

More immediately, EAAE will provide a 'Workshop' for members to be held in November this year at ETH Zurich. (the 1980 General Assembly will also be convened on that occasion). The intention is to offer, in alternation with the Forums, smaller tactical conferences where more specific educational methods and procedures could be reviewed. The first Workshop will concern itself with the teaching of architectural technology — a follow up to the Turin Forum on that subject. Lectures and seminars will be programmed over two days; programmes and registration forms will be sent to members in July. The Council will be pleased to receive suggestions for further workshops and to hear from schools who might wish to host such events during the next few years.

European Directory

Many members now feel that there is a real need for detailed information to be disseminated on the structure and curriculum of individual European schools. The sort of information required is manifold: size, level of resources for teaching and research, interests and specialisms of its teachers, possibilities for exchange of staff, students, teaching programmes etc. If EAAE liaison is to become more broadly based, such levels of information are essential. The Council therefore aims to compile and publish a Directory of European schools for members and other interested parties. A questionnaire has been prepared and is now being tested. This will be mailed to member schools in April this year with a request for its early completion and return. In its first edition, the Directory will cover only the member schools but it is hoped to gradually expand its content to include a reasonably comprehensive list of schools in each country.

Further issues of the News Sheet will be published in July and November 1980. Non members may obtain copies by application to the Secretariat (see back page for new address).

The Role of the Project in Design Education

Some notes on the proceedings of the Berlin Forum, November 1979. David Coupe

A New Format

Throughout the planning of the Berlin Conference, it had been the concern of the organisers to take the EAAE Forums into a new stage of development. Although it would be untrue to say that the subjects of previous meetings had been arbitrarily chosen or incidental to the that proceedings, the main objective had certainly been to give an opportunity and a talking point to enable staff and students to begin a dialogue, to orientate to each others problems and methods and to construct a framework for future liaison. It was now felt by many that this introductory function of the Association had been effectively achieved and that the time was now appropriate to make use of this framework in Berlin to attempt a thorough investigation of a topic of immediate importance and if possible, to develop a reasonably clear consensus on the subject.

Whether the Berlin Forum achieved this objective will be judged by the individual participants according to their own expectations, but it can be fairly claimed that the Association was fortunate to have the assistance of Professor Declan Kennedy and his team in TU Berlin who put in so much careful effort in preparing the ground and directing the proceedings with verve and imagination. Much thanks is due to him and the University for their co-operation and hospitality. From the moment of arrival, it was evoked a considerable response. More than 150 teachers and students had arrived, from 45 schools of architecture throughout Europe from as far apart as Sweden in the North, Malta in the South and Greece and Turkey in the East. Once again however, teachers from the countries of the Eastern European Block had not found it possible to attend and to that extend, the perspective of the conference was diminished. In future, the Association will need to do more to assist and encourage Eastern European delegates to participate and share their opinions and problems. A similar representation will need to be made toward the French Schools who were poorly represented – their participation is essential to the balance of debate on a European scale.

Introduction Papers

The Forum was opened by three introductory papers given in turn by Jill Jones of the Polytechnic of Central London, Kees le Nobel of the Technische Hogeschool of Eindhoven and Peter Jokusch of the Gesamthochschule Kassel. Each speaker described the development of project studies in their own schools and the educational principles underlying them. They also referred in detail to the problem of sustaining their educational methods and thus the quality of studies in the face of increasing economic pressures. The papers focused attention directly on several critical issues which later came to dominate the discussions.

Exhibition of Projects

The Conference was supported by a very large exhibition comprising descriptions of specific design projects carried out by individuals or groups at the schools. 44 projects in all were displayed and for those who could make time in the programme intervals to get into them, they provided an illuminating, if somewhat uncertain, insight into the contrasting approach and type of work currently in train in European schools. From observation of this exhibition alone it was clear that attitudes to the role of the project are multiple and widely divergent. Whilst most displays clearly portrayed the character and quality of both subject and solution, very few gave a

* The Experience of Designing must remain the core of architectural education

description of the method of work or how such a project related to the school's curriculum. Critical evaluation of the project educationally was also not generally included and it was therefore not easy to relate the exhibited material to the arguments put forward in the ongoing debate. Nevertheless this visual backdrop to the Forum, featuring the Spiritual, the Poetic, the Political and the Pragmatic in close order, provided a remarkable example of the pluralism of architectural preoccupation.

Participation in an international conference gives a clear example of how our technology has outstripped our ability to make use of it. Put one academic in Berlin and one on the Moon and ask NASA to connect them by 'phone and the means would be quickly provided. But then ask them to engage in a useful dialogue for posterity, and then the problem of communication would really begin. The difficulty is not so much the language barrier, but rather our assumption, having adopted a common language, that the words we use will mean the same thing to both parties. Veteran EAAE delegates will know that this is not often the case. The very title of the 1979 Forum contained the suspect word 'Project', the meaning of which would need close definition if a sensible discussion was to ensue. In this respect, an unerving incongruity emerged in the introductory papers and the debate following was never fully cohesive, but everyone who had doubted that the subject on the agenda was of critical and immediate importance to European teachers was to be rudely awakened.

Free Projects – BAB Style

In contrast to the first paper, that of Kees le Nobel led us abruptly into a detailed consideration of a specific learning technique developed within his faculty. At this point it became evident that for some European teachers, the term 'Project Learning' no longer held its general application and had come to mean, quite specifically, learning by involvement in real external problems whereby the methodology and curricular inputs are controlled and stimulated exclusively by the exigencies of the problem as they are identified in the field. This distinction became more acutely defined as the meeting proceeded. Whereas some delegates were prepared to

* POS should be a tool among others, not a universal aim

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* Analysis + re-use of typologies = Project efficiency

developed her view of the sensitive balance to be achieved between means, methods and ends in the execution of project work, at least as it is conventionally understood and practised in the United Kingdom.

POS & Links with Reality

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concept of education. In supporting his claim that such a teaching mode was crucial to the learning process and to the equipment of the graduate, Prof. le Nobel offered his audience a detailed description of the structure, progression, management and evaluation of the work carried out within his unit. In conclusion, he brought us to the difficulties now facing Free Project work in general and the Free Project work in particular: the generation of passing knowledge from one group to the next without allowing the process to become sterile; passing on basic political motivations to later groups who are not so unilaterally committed; the recent external restructuring of his schools curriculum with the result that the time and opportunity for such liberal project work has become practically impossible. Prof. le Nobel clearly saw Problem Orientated Studies as under siege – an opinion to be taken up strongly by the third speaker,

Under the title 'Links with Reality', Professor Jokusch reaffirmed the essential values of Project Orientated Studies (POS) – that is problem drawn from and analysed within a real social and political context – as a basis for architectural education. He referred to the need for the student to continually experience himself in relation to the real world so that he might develop an objective and practical perception of society and its needs. If the predominant motivational virtues of POS are to be sustained, it is important for institutions to accept that a systematic build up of knowledge and skill can and must be acquired via an inductive, (i.e. via case application) process – architecture being in any case a mainly unsystematised science. In drawing attention to POS and curricular differences between POS and curricular orientated projects, Professor Jokusch described the growing problems of providing the necessary multidisciplinary teaching and guidance for the former mode. If POS is to be approached realistically, both the problem and the means of solution have to be recognised as essentially multi-dimensional. However, it becomes increasingly difficult to provide a sensible disciplinary balance in project teams, co-operation between departments (even within the same school) is no longer straightforward. Nor is that a problem simply logistic, it is not always easy to establish commonly acceptable project goals for students following different courses. In these respects, Professor Jokusch declared himself pessimistic toward the current trends in management of architectural studies.

* Real life experience is critical, but what is real life anyway?

The discussion was concluded by the statements presented on behalf of a group of students who felt obliged to reserve their views for a concluding announcement. They stated their firm opinion that their freedom to devise and programme project studies for themselves had been extensively eroded and unless EAAE could move politically to assist the reinstatement of their democratic rights, the Association could only be regarded by them as a conspiracy of teachers up to no good. Their views were not fully supported by those participating in the Forum, but the point was well made that if EAAE is to become more relevant to students, it will need to find means of involving them more directly in the planning and execution of its policy and activities.

Plenary Proverbs

Following the discussion groups leading on from these papers, members were called together for a concluding plenary session. Professor Kennedy required those

The report on the Berlin Forum, including the full transcripts of the introductory papers will be circulated from TU Berlin to all conference delegates. Further copies may be obtained via the EAAE Secretariat in Brussels.

Contacts...

A main objective of the EAAE is to help individual teachers and students throughout Europe to make contact with each other. The News Sheet is circulated to European schools of architecture and this page is open to anyone who wishes to use it to make contact with other schools, individuals or groups. Please apply to the Editor: David Coupe, at the Canterbury School. For your information, we list below those schools which are now 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)

Kunstakademiet Arkitektskole
Kongens Nytorv 3
DK 1050 Kobenhavn K (K. Henk)

Arkitektskolen 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 Facoltà d'architettura
Viale Mattioli 39 Torino (Prof. Rogerro)

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

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)

Tekniska Hogskolan i Lund
Sektionen for Arkitektur
Solvegatan 24
S 220 07 LUND 7 (Olle Svedberg)

Information Management

Michael Munday, the co-ordinator of the Construction Information Education (CIE) Project, would like to hear from anyone active in that aspect of architectural education covering Data Co-ordination/Information teaching and learning. For further information on this project and for copies of CIE News please write to: CIE Project, University of Strathclyde, Department of Architecture and Building Science, 131 Rottenrow, Glasgow, Scotland.

Wanted — European Experience

Paul Masser, a third year student at Portsmouth School of Architecture seeks a position for one year in a German speaking practice in Switzerland, Austria or Liechtenstein in order to gain experience of foreign procedures. References available. Please reply to 35 Lindley Avenue, Southsea, Hants, England.

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

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

Technische Hogeschool Eindhoven
Afdeling Bouwkunde
Insulindelaan 2 Eindhoven

Newcastle University
Department of Architecture
Newcastle upon Tyne

Portsmouth Polytechnic School of Architecture
King Henry 1st St., Portsmouth

Leeds Polytechnic School of Architecture,
Calverley St. Leeds

Department of Architecture
University of Bristol, Bristol BS1 5RA
(Prof. Ivor Smith)

Tekniska Hogskolan Stockholm
Sektionen for Arkitektur
Biblioteket
S-100 44 Stockholm

Hochschule für bildende Kunste Hamburg
Lerchenfeld 2
D 2 Hamburg 76

Kingston Polytechnic School of Architecture
Knights Park
Kingston upon Thames, Surrey

Hull College of Higher Education
School of Architecture
Brunswick Avenue, Hull (Cho Padamsee)

University of Sheffield
Department of Architecture
The Arts Tower
Sheffield s10 2tn (K. H. Murta)

Chalmers University of Technology
School of Architecture
Sven Hultins Gata 6
S 412 96 Goteborg (Johan Hedborg)

Questionnaire

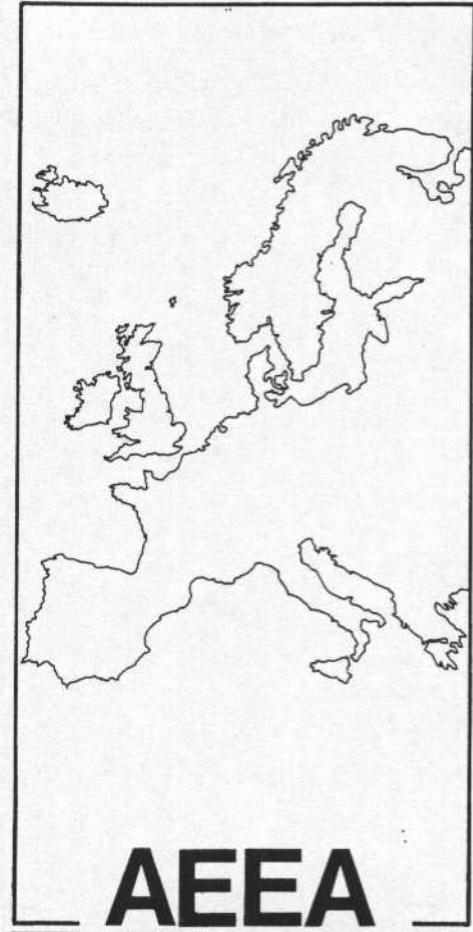
In view of the obvious disparity between European schools in the nature and sequence of project work undertaken and the extent of teaching resources available in each institute, the EAAE hope to publish a broad statistical survey comparing the approach of individual schools. A questionnaire entitled 'Project-What's that?' was given to delegates at the Berlin Forum. The Association now urges the return of these forms for analysis — they should be sent to Professor A. van Randen at T.H. Delft, Afdeling der Bouwkunde, Vakgroep Bouwmethodiek, Delft, Berlageweg 1, Netherlands. Other schools wishing to contribute to the survey may obtain the questionnaire from the same source.

Change of EAAE Address

Members should please note that all future correspondence should now be addressed to: European Association for Architectural Education

51 Rue de la Concorde
1050 Bruxelles Belgium

Items for inclusion in the News Sheet should be addressed, as before, to David Coupe, Canterbury College of Art, School of Architecture, New Dover Road, Canterbury, Kent, England.



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 fondé 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 dédié 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 enveloppé dans l'enseignement de l'architecture. Les demandes et le prospectus général de l'AEEA (prix 100 Fr. Belges) peuvent être obtenus aux secrétariat.