

EAAE

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

WORKSHOP 3: 28-29-30 APRIL 82 BRUSSELS - LEUVEN - MONS

"Architectural Teaching and Urban Renaissance"

"L'enseignement architectural face à la Renaissance de la Cité"

Le Conseil de l'Europe a organisé en 1981 une grande campagne pour l'amélioration des villes et de la vie des citadins. Cette campagne européenne pour "la Renaissance de la Cité", qui a pour slogan "Des villes pour vivre" développe son action selon cinq thèmes principaux:

- L'amélioration de la qualité de l'environnement urbain;
- La réhabilitation des bâtiments, logements et quartiers existants et anciens;
- La création d'activités sociales, culturelles et économiques;
- La réalisation du développement et de la participation communautaires;
- Le rôle des pouvoirs locaux.

L'événement est d'importance et fait incontestablement écho à une prise de conscience de l'opinion publique européenne. Le cœur des villes a été maltraité durant les dernières décennies; les impératifs énergétiques imposent de mettre un terme à l'éclatement de l'habitat; il faut donc réinvestir la ville en y créant les meilleures conditions possibles d'environnement.

L'enseignement de l'Architecture est directement concerné par ce problème majeur pour l'avenir. Aussi, l'EAEA ne pouvait manquer l'occasion de faire le point sur les transformations pédagogiques et didactiques que orientations nouvelles ont provoquées à l'intérieur même des programmes d'enseignement de l'architecture. Le Workshop de Vienne, consacré à l'enseignement de l'architecture et de l'urban design, a confirmé ce fait. Le moment est venu de confronter sereinement les expériences d'enseignement qui visent à répondre globalement à l'objectif d'amélioration de la qualité de vie urbaine. La rencontre comportera trois journées d'études, chacune d'elles étant organisée dans une ville historique belge différente — Bruxelles, Leuven et Mons — et prise en charge par une Institution d'Enseignement située dans cette ville.

in Brussels:— l'Institut d'Architecture St. Luc, 57 rue d'Irlande, 1060 Bruxelles.

in Leuven:— l'Université catholique de Louvain, Afdeling Architektuur, Kasteel van Arenberg, 3030 Leuven (Heverlee).

in Mons:— le Département d'Architecture, Faculté Polytechnique de Mons, 53 rue du Joncquois, 7000 Mons.

Le logement sera prévu à Bruxelles et les déplacements seront organisés en car à partir de l'hôtel. Chaque session comportera une présentation des programmes, des travaux et des recherches effectuées dans l'Institution qui accueille les participants ainsi qu'une visite technique concrétisant le thème de "la Renaissance de la Cité". Des bulletins d'inscription seront transmis très prochainement.

Prof. Jean Barthélémy Faculté Polytechnique de Mons 53 rue du Joncquois 7000 Mons.
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The Council of Europe organised in 1981 a European Campaign for Urban Renaissance under the slogan 'A Better Life in Towns'. The European campaign developed its action on 5 main subjects:

- the improvement of urban environmental quality
- the renovation of housing stock, in preference to wholesale demolition
- the provision of social, educational and cultural facilities of adequate transport and inner-city employment
- the achievement of community consciousness and public participation
- the role of local authorities.

It is an event of the first importance and undeniably echoes the awareness of the European public opinion. The city centres have been damaged during the last decades; energetic imperatives call for stopping people from leaving towns. That is why we should bring back people to towns by creating the best environmental conditions we can.

The teaching of architecture is directly involved in this problem, so important for the future, as demonstrated at Workshop 2 (Architectural Teaching and Urban Design) in Vienna. In planning this Workshop, EAAE now intends to take the opportunity to examine the latest developments in courses made in response to these problems and to compare the results of teaching experiments aimed at improving the quality of life in our cities.

In order to make the debate fruitful, clear and as constructive as possible, schools which want to contribute to the meeting efficiently, are requested to send to the Workshop secretary's office, the graphic support of their contribution. Our first task will be to illustrate clearly the meeting's theme by means of curriculums, diagrams, projects or researches. The conference will include three study days, each day being organised in a different historic Belgian town —

Brussels:— Institut d'Architecture St. Luc, 57 rue d'Irlande, 1060 Bruxelles.

Leuven:— Université catholique de Louvain, Afdeling Architektuur, Kasteel van Arenberg, 3030 Leuven (Heverlee).

Mons:— Département d'Architecture, Faculté Polytechnique de Mons, 53 rue du Joncquois, 7000 Mons.

Participants will be accommodated in Brussels and will be taken by car from the hotel to the Workshops. Each session will include a presentation of the programmes, works and researches done by the participants as well as technical visit exemplifying the 'Urban Renaissance'. Registration forms and general enquiries should be made to:—

Future Events

Preparations for the following programme of EAAE Events are now under way. Full details, final dates and registration forms for each meeting will be sent direct to members. (Details for Workshops 3 & 4 have already been circulated). Others wishing to participate should write to the EAAE Secretariat. Proposals for future Workshops by member schools will be welcomed by the Administrative Council and should be addressed to the Secretariat in the first instance.

MAY 82 — ANKARA

4th International Workshop:
"Vernacular and Neo Vernacular Architecture"
16th-22nd May, to be held at Middle East Technical University (ODTU) Ankara, Turkey. There is an increasing interest in Vernacular architecture. Its effects on the design professions and the new possibilities it may open up for the design process and product manufacture will be considered in this Workshop. The study and understanding of Vernacular architecture has great potential as an educational tool. In particular, its recognition as a social phenomenon within the context of the pressure for urbanisation in developing countries.

Full details and registration forms are now available. Members wishing to participate in the charter of an aircraft to fly to Turkey from a central European location, should contact Professor Herbert Kramel at ETH-Honggerberg, HIL G57 8093 Zurich.

OCTOBER 82 — LISBON

5th International Workshop:
"The Teaching of Architecture beyond the Modern Movement"

NOVEMBER 82 — KASSEL

6th International Workshop:
"Designing with People in Mind".
to be held at the Gesamthochschule Kassel, West Germany. (see News Sheet No. 6 Profile)

SPRING 83 — NEWCASTLE

8th International Forum:
"Architectural Education in Europe and the Third World: Parallels and Contrasts".
to be held at Newcastle University School of Architecture.

A large number of students from Third World countries study at our European schools and many schools have contacts with establishments in those areas. This Forum will aim to consolidate these links and stimulate and exchange of ideas with staff and students over a broad spectrum of the world's population at a time when long held architectural values are being challenged in most Western societies with serious implications for architectural education.

EAAE Address

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BRITISH ARCHITECTURAL EDUCATION FOR THE EIGHTIES: A PERSONAL VIEW

Much of the current discussion about architectural education in Britain is generated by the belief that "design" has been neglected in recent years while other aspects of architecture have enjoyed more attention. It is argued that there must be a return to studio teaching and to the development of architectural skills which can be attained best — perhaps entirely — through project work and at the drawing board. It is often suggested that education during the last 20 years has become too academic and intellectual in its content, which perhaps means that it has become too concerned with other people's subjects and that there is now a need to return to the grass roots. Few would deny that there is general dissatisfaction with many of the buildings produced during this period, by men like Howard Robertson³, were as arid. The legacy of the Modern Movement had become, on the surface at least, a language of unbridled licence and ill-disciplined whim.

So the teaching of the first academic subject fell upon stony ground and it was to the scientific disciplines that architects turned increasingly for respectability. Of course this was also in tune with the growing complexity of buildings and the increasing expectation of their performance. Environmental design enjoyed a field day. Many believed that the true answer to a building problem should now not emerge so much in a functionalist way aesthetically, but in a rigorous analysis of the performance specification. The answer was rarely good but it did help to develop the whole notion that maybe there was, somewhere in the growing complexity of design, a methodology which could be expressed in the developing language of analysis and synthesis. But the endeavour was not yet to produce a body of theory so much as to produce a way of achieving architecture painlessly.

These thoughts were overtaken by the social evolution which led architects to cast about for an alternative reason for their existence. They looked to that very society which was spurring them, and offered their services in a rather different way. The litany of guilt gave way to an architecture of social responsibility, to concepts of random choice and attempts to humanise design and to rid it of so-called architectural arrogance. The attention of designers was focussed on the town, the suburb, the house, the individual. Much was learnt about compassion and the architect probably became a better person but not necessarily a better designer.

There were attempts, too, to pursue the underlying psychological needs of people and there was no theory, nor was there enough research. Much of the profession was rushing headlong and blindly into an increasingly expanding building programme. In 1973 the energy crisis brought external forces to bear upon society and with it its architects. A whole new era had begun, a reappraisal of the existing building stock, a reappraisal of the nature of new building and a much tougher view of building performance. Few people would argue that that was bad; but it was unwarranted. The degree of freight it is perhaps best expressed in the gradual abandonment of what was left of the strand of the Modern Movement. Conservation became not so much a positive activity as a debilitating disease. But as a result and, perhaps, vicariously a new appreciation of the precedent of history emerged in part because we were forced to understand our building heritage and as the pendulum swung back towards at worst a new eclecticism and at the best a reappraisal of classicism, so too there has been

without doubt in 1958 this was right and proper step to take. The unanimity with which it was accepted and the remarkable speed with which the Schools responded bears witness to this. There has been nothing like that degree of accord in education since. Those who worked for the changes in 1958 saw the need for an intellectual base for the profession. They recognised the broadening scope of courses and the need to embrace a wider range of technical subjects and they recognise that the integration of knowledge into design had a philosophical as well as a practical origin. They were seeking to produce better professional men in the widest sense of the word.

The problem which faced those who were teaching in the years immediately after 1958 were ones of finding an intellectual framework which measured up to the aspirations of the Oxford Conference and which responded to the requirements of academic institutions. Setting up degree courses and making them respectable when your subject is seen as non-intellectual by your colleagues is

We publish here a précis of the paper given at the Associations' 1981 General Assembly in London. John Tarn is Roscoe Professor of Architecture, a member of the ARCUK and University of Liverpool School of Architecture; a member of the University Grants Committee and RIBA Boards of Architectural Education, the University Grants Committee and Council of the British School in Rome.

an attempt to re-evaluate our attitude towards theory.

This is just one interpretation that may be placed upon these years. It is an interpretation placed upon architecture rather than education. We may now ask ourselves the question how did the Schools respond during these difficult years? The answer is that, like the profession, they were buffeted about like a rudderless ship in a stormy sea attempting with successive waves of new ideas and social attitudes amongst students as well as in society to make some satisfactory response. That response was probably more satisfactory than many people would now care to admit. The Schools shipped on board the current vogue and made of it what they could, but with each new fad the old one was not entirely abandoned and as the years gone on courses have begun to assimilate and digest the value of most of the influences upon the profession during the last twenty years. Courses have become more cluttered with additional teaching, they have changed direction and sometimes even counter-marched against themselves. There have been emotional blockages as well as a glut of ill-related knowledge. Sometimes it appeared that students could no longer draw, others that they could only write and that, best, on limited subjects. The role of the studio, the studio project and design teaching, whatever that might have meant in various points, has never been entirely abandoned although at times all formal lecturing might have been.

While the scene may appear chaotic, few courses fall into the trap of trying to teach total knowledge, thus blocking up the whole time available with the input of knowledge by whatever means seemed appropriate. The saving grace of the system has been its attempt to consciously distinguish principle from detail. The early attempts to create more intellectually based discipline of architecture led to a willingness, sometimes to a fossilised rigourisation of knowledge from existing textbooks in favour of lecture courses based on attempts to teach the principles of a subject. At best this became an honest endeavour to create a worked out course which was academically viable in that it taught people to think for themselves. At worst it was an excuse for vague aphorisms by teachers who did not understand what was happening to them.

There has been a change in the staffing of Schools of Architecture during this period. The older teacher-practitioner has been joined by teacher-researchers and specialists. It is true that architectural schools have not yet become the intellectual power houses which many hoped and it is unfortunate that by 1980 the whole research base of the profession has not grown, but it is as much the fault of the profession and the building industry as of the Schools and the Research Councils. There has been a growth of serious intellectual endeavour in many places in many fields and this has enriched the teaching at two levels, first in the real dissemination of knowledge and current experience of high quality and secondly in the endeavour to increase the intellectual debate

BRITISH ARCHITECTURAL EDUCATION FOR THE EIGHTIES: A PERSONAL VIEW John Nelson Tarn

the practical implications, particularly in the Part II course, while the offices had a bias towards their shoulder, as it were, at educational objectives, very rarely works. It is not that there is a lack of goodwill on the part of either Schools or officials. Neither could be accused of irresponsibility, but the proper dialogue is difficult to achieve.

The one area of significant new growth is that of continuing professional development. Here in one sphere where the Schools can legitimately play a part in the re-education of the profession and in the increasing need for a higher standard of performance but paradoxically the value of the Schools, in a market which is going to have to sell its wares to the profession, depends upon research and development credibility and there are two few teachers who have that marketable quality. It is also true that our view now that professional development will take place within the office rather than in course-based centres, implies that the peripatetic teacher and contributor is going to be more significant than the elaborately planned course or course-centre. The Schools could be power houses of expert knowledge and they could have a fruitful area of influence, but it will not be a status which is easily gained.

What has become clear over the last 20 years and particularly in more recent years is that there are unusual situations which foster a small school and that it is not right to suggest that there is an absolute minimum size. Size, I would contend, is not a useful criterion. The quality of teaching, research and the standard of architectural work, are the only criteria by which a School may be judged. Often the grouping of Schools with other related departments has great significance, particularly in establishing the character of study and hence the quality of architecture which emerges.

There has been much criticism of teaching standards in Schools and much concern about the quality of those who teach. For a profession which is not yet properly research-based and where research based practice is difficult, it is not uncommon for staff who have held appointments over many years to have held problems of a variety of kinds. This has led to a strong criticism of the system of tenure, I do not believe that the system will be changed but I do think that the best Schools in the future will have a much healthier relationship between full-time and part-time teachers. More flexible teaching arrangements, more movement of staff between offices and the Schools and exchanges between staff in different countries would all help to improve the quality of teaching and encourage the career development of the architect-teacher.

3. Robertson, H.M., *Principles of Architectural Composition*, 1924.

4. Matriculation, the British word for the entry qualification to universities. It means 3 passes at 'O' level (the first general and 2 passes at 'A' level) (the second state examination taken at 17-18). English language is a compulsory requirement and the Grades in such examination as well as the subject groupings are decided by individual departments.

5. This relates to the professional recognition and examination pattern. A Part I course is usually the first degree course, a Part II course a second degree or diploma. Part III is the Professional Examination giving entry to the Register of Architects and to membership of the RIBA.

GENERAL ASSEMBLY 1981

The 1981 General Assembly was held at the Architectural Association in London. There was no lack of specific proposals for future events, the Workshop has proved to be both practical and popular and several are now scheduled for the coming year. This pattern will bring a new rhythm of activity into our affairs allowing member schools to prepare meetings with greater freedom and spontaneity and generate a more continuous thread of discussion between us all — the principal aim of our Association. The discussion was initiated by the report from Herbert Kramel the retiring President and was concluded by the new President, Age van Randen. Both their statements to the membership are given here.

President's Report 1981

Once again at the end of 1981 I would like to report to you on the status of the European Association for Architectural Education and I will attempt to concentrate upon the more functional aspects, the daily life, so to speak of the Association.

Members

If we look at our prospectus we can see the location of the member schools, the so called active members. It is quite apparent, that the broad base of the Association is in Western Europe, including Scandinavia. The Schools in Belgium, Denmark, England, the Netherlands and also in Sweden formed the nucleus around which other schools slowly found their way into the Association. The activities of the Association in the last two years aimed at creating a balance. It was rather important to have representatives of other European countries join us in order to give further credibility to the Association. Personally I am very pleased, therefore, that MTU Ankara, as well as Malta and Barcelona are now members. It is regrettable, however, that we have not yet been able to create a broader base in France and Germany. Both these countries are only represented by one school.

Both points, the new members throughout Europe, as well as the absence from membership from key — central European countries will require the active attention of the Association in the near future. This point probably needs some explanation. Our Association can only be meaningful if the members are both willing and able to participate in the various functions and events. Since distances are involved the question of travelling costs have to be considered. In order to solve this problem it might be necessary to form regional groups within the Association. This would not only help in the question of travel distances but might also solve the language problem. France and Germany as countries might require a more intensive investigation.

Finally I think it is important that we take fuller advantage of each other and the Association. This is not happening at the moment. Instead of looking at the Association as an instrument, a consumer attitude too readily prevails. Instead of looking at the potentials of the Association (which are considerable) the question of services (which are minimal) is more often raised in discussion.

Publications

News Sheet, position papers, reports and a European Directory have been previously debated. Two lines have been actively pursued: the News Sheet and the Directory. While the first was carried by the energy and initiative of David Coupe, whom I really want to thank for his efforts, the second, namely the European Directory, was carried by Age van Randen, who equally deserves our gratitude.

Within our published Directory we now have the information about 22 schools. All of them are members of the Association. Personally I think that this is a very good start. Further action will be necessary in 1982 and the directory should expand also to non-members schools throughout Europe. We talked also about the listing of faculty members of each

school. While some of you had reservations about this idea, an additional investigation might be worthwhile. At the end of 1982 the question of updating of information will have to be discussed. It would be helpful if members voiced their opinion about the Directory since only criticism and improvement will develop this publication into a helpful tool for each of us. While I am very positive about the Directory, the News Sheet as an instrument has not yet fully realised its potential. Another step in the development of this important instrument is essential and will have to take place in 1982.

Finance

From the beginning the EAAE was operating at a very low financial profile. Every attempt has been made to keep costs at a minimum. This was possible because the various schools of the AC-members 'paid the bill'. Therefore, invisible to the eye of the auditors, considerable amounts of money have been contributed by member schools. This might not continue in the future. The new president and the AC might have to rethink the operational base of the Association. Without falling into the trap of inflated expenditures or a growing bureaucracy. It is this very point which will require very careful handling in the near future.

Events

Since our last G.A. in Zurich and the related workshop about the 'teaching of architecture technology' only one event, the workshop in Vienna, has taken place. You all know that in addition to it a workshop in Brugge was planned. A number of rather unfortunate developments in the existence of the *College d'Europe* made this workshop impossible.

While on the one hand we have the picture of a rather reduced activity it seems to me, that 1981 was a year of preparation. The outlook on EAAE events changed. The Workshop became the carrying model and we have for 1982/83 already 5–6 proposals for further workshops. Based upon my personal experience, I would like to propose that the Association changes its mode of operation as far as Workshops and Forums are concerned. For the preparation of a Workshop a simple list of the proceedings should be defined stating date-lines, responsibilities and controls. Then the responsibility for the Workshop should be handed over to one person. The same should be done for a Forum with the only difference, that the responsibility should be handed over to a committee of three with a chairman.

The proposed procedure would most certainly reduce the amount of complications one faces in the preparation of an EAAE event.

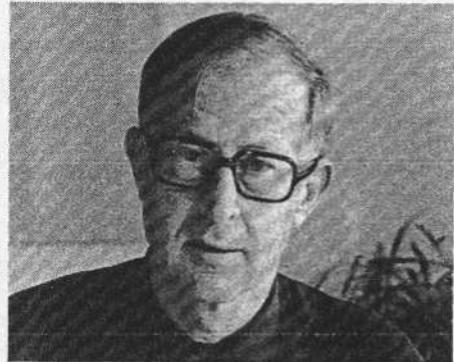
In conclusion, let me assure you that it was not only an honour but truly a pleasure to serve as the president of this rather young association. As a member of it I am looking forward to its growth not so much in quantity, but in substance. And I very much hope for the future that together we can

- create a climate which supports quality in education.
- that we can create a sense for excellence and that while most of us are teachers, we never cease to be students of architecture.

H. E. Kramel

New President

The Association's new President, Age van Randen is Dean of the Department of Architecture, Delft University of Technology in Holland. He is a full-time professor in Architectural Technology and is responsible for quite an extensive research programme in his field. Before becoming a professor he was a partner in a private practice that specializes in social housing. He has been strongly involved in the work of SAR (Stichting Architecten Research founded by John Habraken) almost from the beginning of 1965 and has been on its Council since 1970.



The Schools in the 80's

In facing the future, for teachers and students alike it seems that a great many challenges lay ahead of us. Taking decisions within uncertainty appears a key-notion for each of us whether in schools or in the profession. We are no longer able to relate our work to any single guiding concept — the beacons lighting the path of architecture through its Modern Movement are all extinguished. Post-Modernism seems to be about the most clear (and yet unclear) concept we have at the moment.

The building industry faces the same dilemma, "Industrialised Building", the simplified concept of the 60's, has lost its meaning and reality is now revealed to be much more complex. Diversity and constant change seem to have become key-notions in every sphere and it may be that our real challenge will be to learn to live with uncertainty; no longer to be frustrated by it but to recognise its possibilities, incorporating diversity and change as basic pre-requisites in our concepts.

An emerging irony may also be that precisely this element of diversity may become our only possible "unifying" principle: the acceptance of pluriformity as a result of constant and rapid change. If so, we may have to discover anew the basic principles of a dynamic architecture, urban design and planning; an architectural concept that can deal with change. We will also need a way of working that will be able to cope with change: new ways of production, new regulations and procedures. This is absolutely new; never have we built for change within the foreseeable future. Diversity is also a key-word in the EAAE. If one thing becomes clear at the meetings of our Association it is the diversity in background of the different countries be it Denmark or Turkey, Italy or Britain, Greece or Switzerland, Portugal or Germany. Whatever the topic, the variance of approach is clear. What I have had to learn over these recent years with the EAAE is to recognise and, more importantly, to appreciate these differences. It is certainly a good school in which to learn to appreciate diversity and to find a way of doing things together.

We may have to find an understanding of those basic fundamentals which may provide the unifying principle on which diversity can prosper and be appreciated. In the case of architecture, that objective in itself is a sufficient *raison d'être* for EAAE-AEEA.

Age van Randen