

October 1982

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



The Teaching of . . . ARCHITECTURE WITH PEOPLE IN MIND

Preparations for Workshop 6, to be held on 25-27 November 1982 at the School of Architecture in Kassel, are now completed and the programme details are outlined below. Application forms have been sent to all members requesting early registration by those wishing to attend. Late applications should be made as soon as possible by contacting:

Frau E. Figge,
Secretariat 6 : EAAE Workshop
Kassel,
Fachbereich Architektur,
Gesamthochschule Kassel GhK,
Henschelstrasse 2,
D3500 Kassel.
Tel: 49561 8042372 from outside
Germany
0561 8042372 from inside Germany

In a time when architecture seems preoccupied with aesthetics and the skin deep qualities of buildings, we would like to have a workshop at Kassel School of Architecture which reminds us that architecture has a social obligation and that we should work for the creation and retention of a simple, ordinary, non-spectacular architecture of a high value in use. The role of the architect should be reduced to minimal intervention and maximum assistance to evoke the originality and productivity of the user. Educating the student in this sense means to help him to become an altruist facilitator, a socially minded advocate with practical sense and the ability to serve and to guide.

High value in use implies scepticism of high technology. We want to see people able to comprehend building technology so that they are able to build, repair, maintain and alter their buildings themselves and to feel encouraged to appropriate their immediate building environment.

Researchers, students and planning experts should learn as much as possible from the user of existing facilities to understand better what is needed, how facilities are used, what impact rooms, equipment and environmental control

have on the user's performance and well-being. This is the reason why the work to be shown and discussed at Kassel has a strong empirical bias. Also we have to learn that the user's emotional, affective, motivational, social dynamics problems have an impact on their needs and on the acceptance of buildings. Therefore the work of the hosts at Kassel attempts to combine a non-positivist environmental psychology and elements of empirical sociology into the tools for the understanding of user needs and behaviour.

The workshop at Kassel is designed to look specially into possible ways of teaching architecture to students so that they are able to work on the lines expressed here.

The hosting school will show some of the analytical and conceptual work of architectural students in the pre-design stage (post-occupancy evaluation, user needs, briefing, organizational and functional design, feasibility studies) applied to social care, administrative and educational facilities as well as to housing. This is only a very small part of the work done at the school and is by no means representative for the orientation of the school as a whole.

General Assembly

The 1982 General Assembly will be held at the Gesamthochschule Kassel, West Germany on the occasion of Workshop 6. The meeting will take place at 18.00 on Friday 26th November. Members are invited to attend to receive the Administrative Council's Report for the year 1982 and to discuss the future policy and activities of the Association.

Four international Workshops will have taken place during 1982. This form of teachers' conference has proved very popular and it is intended to present several Workshops in 1983 in addition to the Eighth International Forum. Member schools who have proposals for future Workshops are requested to outline them at the General Assembly or send details of their intentions to the President to reach him by 20th November.

New Members

The Association welcomes the Schools of Architecture at Brussels Free University, Technical University of Helsinki and Escuela Tecnica Superior de Arquitectura de Sevilla as new members of EAAE. Membership has increased significantly in 1982 — a full list of members will be published after the General Assembly.

Directory

The first edition of the EAAE Directory of European Schools has now been issued to members. The Directory gives comparative information on courses, curricula, entry qualifications and other useful data on the member schools. It also outlines the particular teaching objectives and research interests of each school.

Non members may obtain copies at cost by application to the Secretary.

Workshop 5: Lisbon

At the time of going to press, Workshop 5 — "The teaching of Architecture beyond the Modern Movement" is being held at the School of Architecture in Lisbon. It is hoped to bring readers a full report on this conference in News Sheet 10 to be circulated in February 1983.

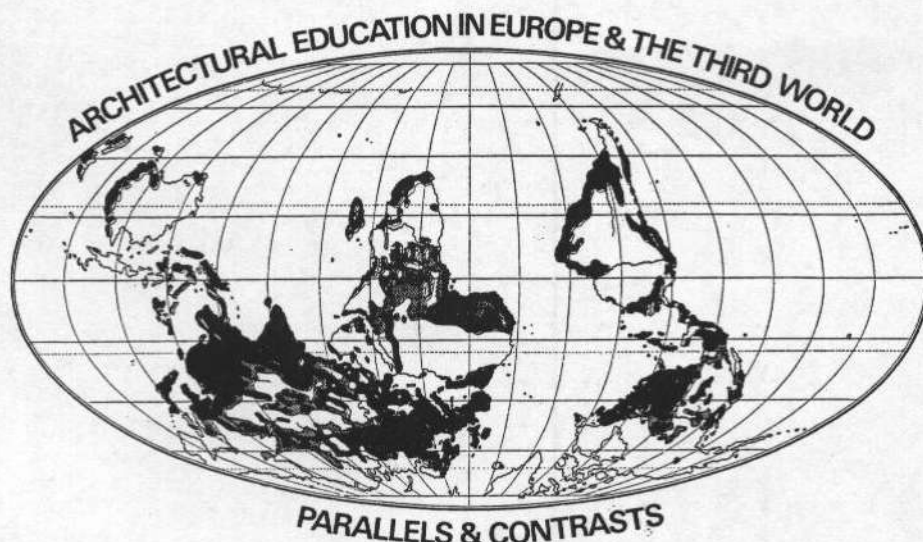
EAAE Address

All correspondence should be addressed to: — European Association for Architectural Education, 51 Rue de la Concorde, 1050 Bruxelles Belgium.

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AEAA EUROPEAN ASSOCIATION FOR ARCHITECTURAL EDUCATION

EAAE 8th International Forum 13-16 April 83



To be held at the School of Architecture, University of Newcastle upon Tyne, England.

A substantial proportion of the people currently engaged in the practice and teaching of architecture in Third World countries have received either part or the whole of their training in Western Europe. Many European schools of architecture maintain contacts either formally or informally with their counterparts in the Third World. The majority of architectural courses in the latter region are based on the European model and a large number of Third World students still attend courses in European institutions.

The links that exist between Western Europe and Third World countries in the architectural field are therefore both deep-rooted and wide-ranging. Over the last decade there has, however, emerged an increasing awareness that this relationship is far too Eurocentric for it to remain the basis for a meaningful co-operation in the future. This movement coincided with a growing scepticism among Europeans themselves about the validity of traditional Western values, and the corresponding desire to broaden their sphere of reference. The climate for a genuine reassessment of the situation thus appears to be favourable despite the current disagreement among those involved in architectural education in the respective regions as to what the best route forward would be.

In the light of these developments the EAAE has decided to devote its 8th international forum to this particular issue with the following objectives:

1. To search for the most appropriate and effective ways by which architectural education can respond to different cultural contexts.
2. To identify which problems related to architectural education are common to all regions and which are of a more local nature, and to exchange views as to how these can best be resolved.
3. To encourage Third World countries to establish and strengthen links with European schools of architecture.
4. To consider whether the training of Third World students (post-graduate and undergraduate) in European schools of architecture is still an appropriate method of assistance to those countries.

Format

Activities will range from plenary sessions with keynote speakers to seminars on particular issues, exhibitions of student and staff projects, non-scheduled presentations, case-studies and a formal debate. Participants are requested to bring along displays of work done at their institutions, especially cross-cultural and joint projects between schools.

The principal language for the forum will be English, but we are investigating the feasibility of getting facilities for interpretation into at least one more major European language.

Provisional Programme

Wednesday 13 April

Registration 2 p.m. onwards; plenary session with keynote address by professor N. J. Habraken (formerly from Technische Hogeschool, Eindhoven, Netherlands, now MIT); reception by the Lord Mayor of Newcastle in evening.

Thursday 14 April

Plenary sessions on regional basis. Four stimulus paper authors* and a select number of responders to deliver summary statements with audience participating in ensuing discussions; exhibitions and non-scheduled presentations; formal debate with 4 speakers on a topical issue in the evening.

Friday 15 April

Plenary session with case-studies of European institutions running cross-cultural architecture courses; parallel seminars on issues with particular relevance to theme of forum (each person to have the option of selecting 2 out of a total of about 6 topics); exhibitions and non-scheduled presentations; buffet dinner (possibly with ethnic food) in evening.

Saturday 16 April

Continuation of seminar discussions followed by a final review session — end of forum; optional trips to sites of special architectural interest in the region; Durham Cathedral, Newcastle and environs (including Ralph Erskine's housing estate at Byker), 4 local New Towns, industrial archaeological sites in the region.

* The stimulus paper authors are: Professor Miles Danby, Newcastle University (Africa and the Middle East); Pat Wakely, London (Latin America); Abdullah Breshna, Kabul/Karlsruhe University (Europe); and Dr. Han Verschure, K. U. Leuven (Asia).

Accommodation and Fees

The venue for the forum events will be Newcastle University Campus and a nearby university Hall of Residence. Participants will be responsible for their own expenses. Accommodation will be arranged by the organisers. The cost of a single study-bedroom, with central heating and washbasin, in Castle Leazes Hall for 3 nights (starting Wednesday), plus all meals for the duration of the forum (including tea and coffee breaks) will be £54 per person. (Hotel accommodation for the period can be arranged on request. The registration fee for the forum will be £25 for all non-members except those travelling from a Third World country, for whom the fee will be waived. Registration is free to EAAE members. It may be necessary to limit the number of delegates so please do not delay your application. A deposit of £25.00 per person must reach the organisers by 15 March 1983 to secure a place. Cheques/bankers drafts etc are to made out to the School of Architecture, University of Newcastle Upon Tyne.

APPLICATION FORM (Photocopies welcome)

Name

Address

..... Telephone

EAAE member Yes No Number of accompanying persons (state whether members of EAAE)

Will you be travelling from a Third World country? Yes No

Please state which of the following European languages you are proficient in:

English French German Spanish

Do you intend to bring a display? Yes No

If yes, in what form and size?

Do you require accommodation for the full duration of the forum? Yes No

If not, please state length of stay:

(Information on local hotels will be available on request.).

Deposit(s) enclosed: £.....

Your choice for optional trip on Saturday:

Durham Cathedral

Newcastle and environs

Four New Towns

Industrial Archaeology

Please complete and return as soon as possible to:

Dr. H. J. Louw, School of Architecture, The University, Newcastle Upon Tyne NE1 7RU,

United Kingdom

Telephone: (0632) 328511 ext 2019 or 2004

VERNACULAR AND NEO- VERNACULAR ARCHITECTURE



My report is divided into three parts: The first section gives a short description of the Workshop and the environment of MTU. The second part summarizes the discussion, which dealt with the phenomena of vernacular and neo vernacular architecture. The third part is an attempt to report on the lecture given by Prof. Fitch.

This last part must be regarded as explicitly subjective. Emphasis will be put on this one lecture while neglecting others. The reason for this approach is the nature of the presentation of Prof. Fitch. More than any of the other lectures he tied the phenomena of vernacular architecture to the current situation in architecture at large. It was his lecture which drew specific conclusions for architectural education today.

1.

To many of us it seemed at first strange that Ankara was chosen as the place for a workshop on vernacular architecture.

Upon coming to MTU the picture changed drastically and indeed it soon became apparent that the theme of the workshop had a strong base at the school. MTU has an impressive list of workpapers on the theme. Studies of the "classic" area of vernacular buildings have been related to the phenomena of neo-vernacular buildings which are dominant in the urban environment of Ankara.

The workshop itself was very well organised. Four keynote speakers Prof. H. Glassic, Prof. N. Moutsopoulos, Prof. P. Oliver, Prof. J. M. Fitch, established the frame-work for discussions. Exhibitions and various presentations completed the event.

While the theme seemed very specialised, there have never before been such a large number of exhibitions and presentations contributed by the participants. MTU itself presented a number of slideshows of superb quality. Compliments have to be paid also for the well organized field trips to Cappadocia and Safranbolu. A dinner

at the faculty club brought all participants together. It was a celebration in good company and high spirits.

Amongst the many features which are worth mentioning about MTU are its beautiful setting and the quality of the physical environment. The fact that all courses are conducted in English was most conducive to the workshop.

Concluding the first part of my report I want to thank especially Mustafa Pultar. He has been the person behind the workshop. Together with a small group of colleagues he put together this most remarkable event. Considering the obstacles he had to overcome we are all most grateful to him for organizing this very successful Workshop.

2.

While the keynote speakers set the tone, it was the lively discussion which provided colour to the workshop.

From the beginning the question of third world nations was raised. Ankara provided the direct background for the questions. How can tradition and continuity in the built environment be maintained in view of the new values and new demands?

What can be done about the preservation of the vernacular on the large scale?

Also from the beginning it became quite clear, that vernacular means something different to everybody. In every country the function, importance and therefore value of vernacular seems to differ drastically. Early in the discussion the question of rehabilitation and conservation schemes had been raised. Some of the participants pointed out, that a tendency existed to preserve stage sets, instead of real cultural documents. The link to Venturi's decorated shed was made.

The concern for the vernacular heritage was then related to education. The fact that developing nations seem to have the same curricula as highly developed nations was mentioned. From

Professor Herbert Kramel of Technical University in Zurich and Past President of EAAE reports here on the proceedings of Workshop 4 held at the Middle East Technical University in Ankara, May 1982.

Delhi to Detroit, there seems to exist the same thinking about architectural education.

While on the one hand it is clear that all over the globe there is a universal set of principles, it seems strange that the way they are applied are all based on advanced technology. It is assumed that this type of technology is accessible, good and available.

As a consequence the architecture produced will never be adequate. It was proposed that the faculties in many nations should abandon or at least totally reconsider their educational base. The notion that the western world offers the only paradigm in education can be considered a drastic error. (The statement was delivered by an American professor.).

As the discussion turned back to vernacular architecture it was emphasised, that we must understand, that we are only a link between the past and the future. Our addiction to progress obscured this obvious picture. While everyone attending the Workshop was obviously interested in the theme of vernacular architecture, many critical views were expressed. It was mentioned that it seems that the further away from a certain way of living we are the more interest we express. Or in other terms, nobody in the developing nations who is living next to the mud-construction is really interested in it. Consequently the question was raised whether the classic vernacular was not tied to a level of economic existence which we today all reject?

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Kassel Forum continued

There will be keynote papers and a presentation of projects by the hosting Kassel school, followed by two other presentations of the School of Architecture at Berlin University of Technology and of the Afdeling Bouwkunde of the Technische Hogeschool Delft. Other schools like Paris VII, Stuttgart and Oxford Poly will contribute to parallel group sessions which will be focussed on special topics.

From the Bartlett School of London University College a studio session will be prepared. A participative minimalist approach to housing will be shown on the site of the "documenta urbana" exhibition and discussed with members of the Kassel School of Architecture.

Although the programme schedule has been fixed so far, there is time and space allocated for participants' further presentations and for unscheduled discussions. Participants are invited to bring their slides, exhibits, video tapes or to announce with the application form any other suggestion for contributions.

L'enseignement d'une architecture de la quotidienneté — ça sera le titre français de notre réunion de travail. Il y aura aussi une séance inaugurale et une présentation en langue française. A part de ça il y aura beaucoup du monde étudiant et enseignant qui parle français, mais malheureusement la prévision d'un service de traduction GB-F et F-GB dépasse les possibilités financières.

Workshop Fee:

EAAE members: Free

Non members: 60 D.M./£15.

Ankara Report continued

Another critical contribution mentioned was that most architects who try to preserve vernacular buildings care little about the user of these objects. It was also pointed out that often communities have been destroyed while an attempt was made to preserve the buildings. Furthermore it was pointed out that sentimental notions about the life in vernacular communities prevail.

One of the conclusions of this line of discussion was that the vernacular, coming out of a social framework has to be seen as the end result of a process. This process should be kept alive. Once the process is finished we are left with a form only.

A rethinking of the definition of vernacular was proposed: While we are interested in the "rural" vernacular, we have to see that a very vital "urban" vernacular exists which occupies an important role in the urban fabric.

Finally some findings of a research project at MTU have to be mentioned.

A recent investigation showed that people find the results of vernacular architecture "more beautiful" than apartments, but prefer to live in the latter. Those living in vernacular building proved to be content and happy — but when given a chance, meaning a change of status, they move to apartment blocks.

A party arranged by MTU and one of the sponsors of the workshop (a general contractor) served to illustrate this paradox. Drinks were served on a terrace which had on the one hand huge apartment blocks only too familiar to all of us. On the other side we had a view of hill after hill covered with squatter settlements of various stages of "physical definition".

3.

The following is an attempt to summarize the presentation made by Professor Fitch.

Vernacular architecture must be seen as an expression of pre-industrial society. In this society work has been laborious, burdensome and extensive. This should not be overlooked. Great value was attached to material. Therefore litter and

waste did not exist, since even small quantities of material had to be regarded as valuable.

In early America this was somewhat different since shortage of labour existed even then. Even before the introduction of the machine, labour saving was a concern. Consequently in America the attack on handicraft started early. Even today an almost insane obsession for labour saving, high energy production exists.

It has already been mentioned that vernacular architecture at large is an expression of architecture before the appearance of the machine. As such it carries a number of distinct properties. The vernacular is essentially a-historic. It is by and large a closed intellectual system. It is also a very secure psychological system with myths as its origins.

The vernacular is a very conservative system, change does not take place. Vernacular cultures are mostly illiterate. Because of a lack of images the vernacular persisted.

One might argue that in the case of the urban vernacular, since pattern book or builder books played an important role. But even they don't change the picture drastically. In essence they have been measured drawings which supported the master builder (and have been accepted without any question and curiosity). These books came out in the US till around 1850. The client selected the pattern (details), while the concept, the form of the building remained essentially the same. (The manuals often had not even floorplans.).

In the middle of the 19th century the attack on technology became fully apparent. Fundamental changes took place. New modes of construction changed the picture totally leading to a schism between what one might call professional wisdom and traditional wisdom. And it seems as if we have become the prisoners of this split between a folk culture and high-culture.

Because of this separation it was necessary to rediscover the vernacular. This discovery has taken place only recently. The anthropologists with their studies of so called primitive cultures have contributed to it.

Our interest in vernacular artifacts is usually an aesthetic one, admiration of mode. But we can also learn from them. We can learn how to deal with very limited resources. We can learn how to control an environment with pretechnological means.

In vernacular architecture the support-systems we use today have been not available, mistakes therefore have had disastrous consequences. This leads to a new way of thinking which could be extremely meaningful to us.

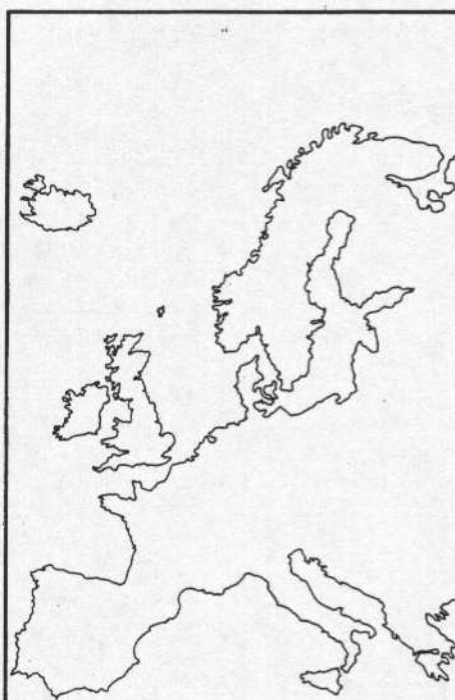
Today we can ignore most environmental concerns. The whole hierarchy of technological developments has been carelessly employed. The building envelope very often has to be made habitable by the specialists with extremely energy consuming techniques.

But these extremes are reaching the limits. High technology architecture shows increasingly signs of collapse.

Energy might be the key to change. The whole technology depends on it. In India 40% of their expenditure is consumed by the cost of energy. Drastic changes are necessary because India can not any longer afford the internal combustion engine. It is the conclusion of the chief planner of India (an MIT graduate) that the most efficient mode of transportation for India is the ox drawn cart.

Interstate construction consumes 11 times the energy necessary for construction of a railway track. In all this the question is not whether or not to use high technology but rather where and when it should be applied.

It is the conclusion of this presentation that we should try again to solve architectural problems by architectural means instead of technological ones. Vernacular architecture can provide a powerful lesson in this attempt.



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 secrétariat.