

March 1983

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



The Tyne Bridges

NEWCASTLE FORUM 13-16 APRIL 1983

ARCHITECTURAL EDUCATION IN EUROPE AND THE THIRD WORLD: PARALLELS AND CONTRASTS

The 8th International EAAE Forum is soon to take place at the School of Architecture, University of Newcastle-upon-Tyne, England. Final arrangements are now in hand and teachers and students wishing to attend and who have not yet registered, should do so as soon as possible. An application form is provided on the back page.

The Forum has been designed to review the established links which exist between Europe and the Third World countries in the field of architectural education; to consider the value and effectiveness and to generate ideas for their extension and improvement. The discussions will focus on particular 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.

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;

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1982 General Assembly — President's Report

The 1982 EAAE General Assembly took place on Friday, 26th November 1982 at the Gesamthochschule Kassel during the course of the 6th International Workshop. We print below a summary of the President's report on the work of the Association during 1982 given at that meeting.

In the year since our last General Assembly in London, a great deal has taken place for the development of our Association and I will now try to summarise these events and their significance.

Membership

During the year 1982, 12 schools applied for membership.

The number of active member-schools grew from 35 to 47. This in itself is good news as it broadens the base and the effectiveness of the Association.

The schools are:

Brussels (Vrije Universiteit), Sevilla, Barcelona II, Berlin (Kunstakademie), Kassel, Stuttgart, Helsinki, Leuven, Leicester, Liverpool University, Manchester Polytechnic.

Also 2 personal members joined:

Prof. T. Schmidt from Munchen and Mr. Johan Van Geluwe from Brussels.

I trust I am allowed to welcome them on your behalf.

With this, a quarter of all the European architectural schools are now members. Furthermore, quite a few schools expressed an interest in membership, among them Amsterdam (H.B.O.), Cagliari, Istanbul and Strasbourg.

Another important development is the fact that 3 German schools took up membership in addition to the sole existing German member which was the Hochschule fur Bildende Künste in Hamburg. Three other schools, Aachen, Hannover and Berlin T.U. have promised to consider membership very seriously. This was the outcome of an intensive "Werbe-Tour" in Germany in July undertaken by Peter Jockush from Kassel and the President.

I hope we may welcome all the schools that expressed interest soon.

I am also glad that in Spain and Portugal, 2 more schools joined. And the Council was very pleased that Manuel Ribas from Barcelona was able to begin to take active part in the work of the Council in which he was nominated in 1980 in the Zurich General Assembly.

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EAAE Address

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

PROFILE: NEWCASTLE UNIVERSITY SCHOOL OF ARCHITECTURE



In this third of a series of profiles of our member schools, Professor Ben Farmer, recently appointed head of the Newcastle University School of Architecture, outlines the history of its development and reviews the current educational aims of the school shortly to host the 8th EAAE International Forum.

In 1970 Professor Jack Napper in his, the first of the Newcastle Papers in Architecture and Building Science, talking about the past, present and future of the School wrote:

"The history of any school consists of the ideas and actions of the people who made it over the years. Like other schools based on the studio system of 'years' we have always had a tradition of face-to-face daily contact between teacher and student, and it is significant that this idea of every student having a physical base from which to operate is being examined with interest by disciplines, noticeably medicine. So far, from the almost mythical times of the 19th century, when the Northern Architectural Association began the educational process by holding evening classes for articled pupils, until the present full-time university school, there has developed a tradition which we must hope will continue. We do not know when formally organized courses of instruction began in Newcastle, but it seems probable that at the turn of the century, when the Architectural Association in London and Liverpool University started courses based on those at the Ecole des Beaux Arts in Paris, a start was made in Newcastle in the already established School of Fine Art at Armstrong College. It is unlikely that any of the original students in those classes are alive today. There are no documentary records and all we know about the School at that time is from tales handed down. Certainly the first instruction was concerned with teaching the historic styles of architecture and traditional craft methods of building. These were applied in drawing exercises which took up the major part of the time in the classes. This method of instruction had the virtue that it was closely geared to the practice of the time and followed the professional external examinations already established by the RIBA. The courses were taught by architects in local practice and produced people of almost identical mould.

In the decade since that was written the studio traditions have continued, links with practice have been preserved, research and consultancy (particularly in Building Science) have developed, our Project Office is one of the only 2 to survive, and postgraduate work is well established.

Newcastle, one of the 38 schools in Britain, was given complete exemption from the RIBA examinations in 1931 and the first Chair of Architecture was established in 1943. The School has a proud history and a most important location; south of a line between Glasgow and Edinburgh, and north of a line through Liverpool, Leeds and Hull, it is the only School of Architecture.

It has strong links with the community and the architectural profession locally and regionally and makes educational responses to school children and laymen.

External to the University the School has working links with the College of Art and Technology and the Polytechnic of Newcastle Upon Tyne. Internationally the School has working links with Europe and the Third World.

The full-time undergraduate school (145 full-time students) adopts the common pattern in Britain of a 3 year degree course (BA in Architectural Studies), a year of practical training, a 2 year Bachelor of Architecture course and a final seventh year of practical experience leading to the Professional Practice examination.

The School has a Project Office set up in 1967 to operate as a model practice undertaking the design, construction and supervision of live projects with direct student participation. This is one of only 2 such project offices in the country. It generates case study material and gives witness to the fact that for architects, design, technological competence and professional responsibility are indivisible.

The research and consultancy work of the Building Science Section is internationally significant. It is multi-disciplinary, informs the teaching in the undergraduate school and attracts postgraduate students at MSc and PhD level who are in great demand for their experience and building performance by the architectural profession, building component and equipment manufacturers and as teachers in other schools.

The School has a long tradition of attracting and generating internationally respected scholars of Architectural History and Theory; several members of staff have tropical experience with current research and consultancy in the Third World.

The MPhil course is unique in Schools of Architecture in this country (MPhil Architecture in "Housing for Developing Countries"). This past session it has 27 students from West Indies, Africa and Asia. Many of whom are already well qualified and in positions of influence and responsibility in their own countries. The course is self-sustaining financially and has the potential to extend and enrich the work of the entire School.

Within the University the School has working links with Fine Art and Town and Country Planning (its sister schools within the sub-faculty of Arts), Agriculture and Engineering, and contributes to Combined Honours teaching.

CAAD: EUROPEAN COLLABORATION BETWEEN SCHOOLS

The Department of Architecture & Building Science at the University of Strathclyde, and the Department of Architecture at the Technical University of Delft, have been working jointly to pilot a range of course modules which might build into an appropriate modular course structure suitable for Schools of Architecture throughout Europe.

The need for such a cooperation was felt due to the following reasons:

- 1) The number of teachers dealing with the subject of CAAD education in most of the schools, is very limited, and it was felt worthwhile to economise by forming a common frame which will enable exchange of teaching material between various schools. Schools in which CAAD-education does not yet exist, will be able to gain from the exchange of opinions and CAAD-teaching experience of other schools.
- 2) The common use of existing software, may save a lot of time and effort, needed for the development of new software. Thus information should be brought to the attention of all the schools.

In October 1982, a seminar was held in Delft at which approximately 50 teachers from 30 European schools of Architecture participated.

A preliminary inventarisation of different modes of CAAD-education was made. A closer cooperation and coordination of education was decided on.

The formal resolution adopted by the meeting was:

- 1) CAAD is an increasingly important aspect of architectural education.
- 2) Inter-school collaboration will be necessary effectively to implement CAAD-education throughout Europe.
- 3) Within the next year, the mechanism for collaborative effort should be developed by a steering group, presented in autumn 1983, to an open meeting.

A full summary of the seminar, will be published in a forthcoming edition of BoCAAD, which will be sent to interested schools upon request (write to: A. Bridges, ABACUS, University of Strathclyde, Department of Architecture, 131 Rottenrow, Glasgow G4 0NG, UK).

Workshops

Workshop No. 7 will be held in Brussels in the Autumn of 1983 and will focus on the phenomenon of suburban development and its problems and potentials for architectural education. Dates, venue and outline programme will be published in the next issue of the News Sheet.

Student Competition

"A Place in the Park"

Details of this ideas competition sponsored by the RIBA and Wiggins Teape and open to all European Students of Architecture (Prizes: £750 £500, £250) can be obtained from the RIBA, 66 Portland Place, London W1N 4AD. Submission date 15 April 83.

THE TEACHING OF ARCHITECTURE WITH PEOPLE IN MIND

In November last, some 50 teachers and students from schools throughout Europe came together at the Gesamthochschule Kassel School of Architecture to review some current teaching programmes aimed at sharply re-focusing the attention of the designer on the building user and his needs. A stimulating and unexpectedly diverse conference ensued.

David Coupe reports briefly on the proceedings.

The Kassel school of architecture, like so many others, has had the misfortune to be entombed within a building designed without the slightest flicker of sensitivity to the human spirit — a clearer example of architecture without people in mind would be difficult to find — its utter dullness defies its users to mark it with their personality. Small wonder, therefore, that teachers and students at Kassel try to extract the maximum opportunity from their flexible curriculum (see Profile, News Sheet no. 6) to study the nature of human social and environmental behaviour and requirements and to

In opening the Workshop, Peter Jockusch explained how, through interdisciplinary projects, he and some of his colleagues sought to bring their students into continual contact with real situations in which problem analysis could be built upon proper observation. A well prepared exhibition displayed numerous interesting and varied examples of such projects ranging considerably in scale and scope. In one, a student group had 'sat in' on the life of a hospital ward for fully 9 months studying staff and patient activity in order to propose environmental improvements. In another, many more had battled long and hard for the acceptance of their scheme to convert the disused 'Henschel' railway factory for use as university accommodation. (It would certainly have improved their working conditions!) In all these, students are given ample scope to develop their powers of communication, criticism and team work. In the Henschel case, the battle was eventually lost — but even the experience of failure had, it seemed, an educational value.

Mike Wilkins' team of students and tutors (self-christened, with becoming humility, "The Building Frogs"!) had designed and built, at the invitation of the city fathers, a group of houses to form part of the architectural section of the Documenta Urbana, Kassel's festival of arts and culture. Following their policy of studying and exploiting known housing forms their design had adapted the traditional form of low housing to give greater flexibility and privacy to the users. Delegates found them



Houses by the 'Building Frogs'



Wassertorplatz Project Berlin

perhaps less frog-like than they had been led to believe, but a diverting excursion to the 'Documenta' proved them to be easily the most "people orientated" houses in an otherwise staggeringly inhuman collection of apartment blocks. With one notable exception (Hertzberger — who else?), Kassel had been treated to a mish-mash of stylistic gesture — definitely designed by people with architecture in mind. Suitably chastened, (and relieved not to have been attacked by people with architects in mind!), the delegates returned to the Workshop with renewed determination! long range self help design and build programmes. Firstly, Peter Haupt of T.U. Berlin described their Wassertorplatz project in which several generations of students had participated in the re-development of a large disused apartment building in the city. The 4 year programme had involved them in all stages of acquisition, survey, re-planning, apartment design, re-construction and management of the building to provide accommodation for students and local citizens. The project had provided many valuable lessons and a much



Model of Henschel Factory

needed focus for students activity in a massive impersonal city, but its length and complexity had perhaps been too great to integrate well into the curriculum. This remarkable scheme is soon to be illustrated, together with work of the Kassel school, in Bauwelt.

A similarly ambitious and refreshingly pragmatic programme is underway at the Stuttgart School. Peter Sulzer told how, for several years, his group had tried to offer students the chance of learning by becoming user, designer and builder in one project. They were now building a block of 30 students study bedrooms on the campus. It had been designed entirely by students and planned in such a way as to allow individuals to design their own rooms. Several had already been completed — mainly lightweight structures ingeniously contrived. Such long-term schemes seemed to present major problems of organisation and continuity but when used as an integrating focus for constructional and environmental teaching, their value is quite indisputable.

With the assistance of many enthusiastic participants, Martin Symes conducted a "Case Study" of the type employed by him at the Bartlett school (UCL) to demonstrate to students the value of social analysis in approaching 'drawing board' decisions. Typically, students are required, without preparation, to analyse a given real-life situation within a building programme, and to propose and evaluate solutions. This method much used in Medicine but not frequently in Architecture (possibly because the patients would not be so submissive?) caused much interest at the Workshop — Mr. Symes will welcome correspondence from EAAE members who require more information.

Lest the assembled designers stray too far along the path of social righteousness, Nils Prak of T.H. Delft had been positioned to point the way back to sensibility. In a cunningly illustrated lecture (in which his mastery of the 2 projector technique was stunning to behold!) he demonstrated the inscrutability of human behaviour which, in matters of "taste" in design is subject to influences so basic as to be overlooked by the scientific investigator and ever remain a closed book to the architect seeking support for his own aesthetic predictions.



Nils Prak at the controls

Regretably, space will now allow your correspondent to report on further stimulating presentations made by Lucius Burckhardt and Tom Wolley and on the contribution of Roland Schweitzer whose experience of designing with human interests centrally in mind is quite phenomenal (see B & W June 81). All are to be thanked for their careful preparation and Peter Jockusch and his colleagues and students congratulated for organising a rewarding Workshop — wide ranging, critical, circumspect and in conclusion posing more questions than answers: what kind of people should we have in mind? what might history studies contribute to the social relevance of architectural design? should courses be structurally adapted to allow more "real" design experience? — all questions suggested for discussion at future Workshops.

Any more?

Peter Jockusch and his students intend to compile a fuller Workshop Report for EAAE members. Its availability will be notified in the News Sheet.

President's Report continued

A few more contacts are going on in the Southern region in particular in Turkey and Greece. It would be very good that more southern European schools would be able to take an active part in order that we might achieve a good balance in membership throughout Europe.

I think this is important for the sake of a rich pluriformity from which all schools would benefit. Certainly the workshops in Ankara and in Lisbon (see under activities) in that respect were a great contribution. As far as France is concerned, the Council plans for next year to develop some activities like this year in Germany, and hopefully with the same positive results.

Administrative Council

The Council met four times during 1982 to deal with matters at hand and future developments:

February 19-20 in Rotterdam, Netherlands.

April 31 in Mons, Belgium

June 18-19 in Canterbury, Great Britain.

October 1-2 in Paris-Vezelay, France

Additionally, the Administrative Council was represented at all workshops.

News Sheet

As for the News-sheet, thanks to David Coupe's energy it works. At least three times a year it is sent to all European schools and about 300 individuals. But still, it is too much depending on one man. For next year we hope to be

able to include more announcements on activities schools want to make public on a European scale. Work is done on announcements of available exhibitions as a first step.

European Directory

An important event this year was the first publication of our European Directory of Schools of Architecture in July. It contained the data of almost all the 41 member-schools at that moment.

As we announced in the accompanying letter, for the next one (1984) the aim is to include all European Schools, while for the member-schools more elaborate data will be included. This may mean names of Faculty-members with their respective fields of education and research. All this will certainly still need a lot of work. Again any suggestions are most welcome concerning the future of the Directory. Even here a professional set-up may have to be considered.

Like the year before, the Administrative Council decided to make a financial contribution to this year's student-workshops at Delft. Like the Liverpool ones in the previous year, this workshop was a great success. About 400 students from all over Europe took part in many different workshops.

Activities

This last item, the Workshops and Forums, is of course the heart-beat of our Association.

A very important development was that at the London General Assembly so many schools

came forward with initiatives for Workshops. For the first time there were four Workshops in one year.

Ankara: on Vernacular Architecture

Brussels-Leuven-Mons: on Architectural Education and Urban Renaissance.

Lisbon: on the Teachings of Architecture beyond the Modern Movement

Kassel: on Architecture with People in Mind.

And, in strong contrast to many previous events, the Council did not have to organise them but they were organised by the host schools. (A main aim in creating the Workshops). This is so important, as the Association can only exist through the schools active membership and never through activities only carried out by the Council. In this respect I would particularly like to thank our last president Herbert Kramel under whose inspiring presidency all this came about. For the Ankara and Lisbon workshop he still served as Council-contact.

As for next year, in spring 1983, a new style Forum will take place in Newcastle on "Architectural Education in Europe and the Third World: Parallels and Contrasts".

Presidency

The A.C. considered the necessary proposal for a new Vice-President who, by statute, would become the next President at the end of 1983.

In doing this, they concluded it might be more effective if a President could serve a term of three years. This is because the President and his school takes a considerable part of the administrative work. And it takes about a year before anything is organised again according to the particular President's and school's possibilities. With a two-year term as now in the statutes, this is hardly effective.

Therefore the A.C. will ask for a mandate to prepare a change in statutes. This change can then be made official in next year's General Assembly.*

Finance

Thanks to Nils-Ole Lund the finance has been administered smoothly. He will make separate Treasurer's Report but a few general remarks on my part may be useful.

First of all, 1981 was the first year that the member-schools paid their contribution without many reminders. Obviously, the Association is now getting into the administrative grooves of the schools. From the figures it will be clear there is a continuing policy of kitchen-table organisation. This reflects itself in the low spending budget. This certainly is also due to the efforts of the various schools of A.C. members. Quite a lot of services were made available by them. Whether this can be continued in the future may become a question-mark we have to deal with.

As you may remember in 1981 we set out to change style and have a Forum every two years only. Differing from the workshops, the preparations should be more elaborate when prepared papers on the subject and a report afterwards. It looks as if we are going to have a good start in Newcastle. Also for autumn 1983 a workshop is planned in Brussels on 'Banlieue phenomena, its problems and potentials in architectural education.' And I hope a new set of initiatives for workshops will emerge from this General Assembly, as was asked for in the News-sheet.

Let me end this last part of the report by quoting Herbert Kramel's wish in his 1981 report "that together we can create a climate which supports quality in architectural education."

Because that is what all these activities are meant for.

Age van Randen

* The assembled members agreed to this proposal.

Newcastle Forum continued

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.

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. Cheques/bankers drafts etc are to be 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