

September 1983

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

WORKSHOP 7: I.S.A. ST.LUC BRUXELLES 3-5 NOV 83



LA FORMATION DES ARCHITECTES FACE AU PROBLEME DES BANLIEUES

FACING UP TO THE PROBLEMS OF SURBURBIA IN TEACHING ARCHITECTURE

Le 7^{ème} "Workshop" International de l'EAAE se déroulera à l'Institut Supérieur d'Architecture Saint-Luc de Bruxelles.

La méthodologie applicable à la réhabilitation des centres urbains est actuellement bien mise au point et admise dans les Ecoles européennes d'architecture. Mais, à côté des ces zones d'urbanisation préindustrielle, une grande partie du territoire ne bénéficie pas d'une structure urbanistique aussi précise. Ces zones constituent même la partie la plus vaste du "territoire habité".

Quels sont les points d'appui et les références qui peuvent aider l'étudiant en architecture à baser sa conviction, établir sa méthode de travail et assurer ses options dans le cadre de l'aménagement de telles zones?

Les uns cherchent à dégager, même dans ces zones soubent cahotiques, des éléments du paysage bâti susceptibles de mieux orienter la recherche et la création nouvelle — tendance sitologique —; certains d'entre eux poussent le procédé jusqu'à jouer avec une certaine ironie à partir des éléments les plus insolites — tendance symboliste —.

D'autres se réfèrent uniquement aux enquêtes sociologiques, se préoccupant avant tout de procéder à des corrections très modestes — tendance écologique —.

D'autres, enfin, veulent restructurer en créant de nouvelles images fortes. Leurs références, ils les prennent, tantôt dans les zones urbaines de qualité les plus proches — tendance historicisante —, tantôt dans la panoplie infiniment diverse de l'histoire universelle de l'architecture — tendance éclectique —.

Confronter ces idées et ces expériences dans le cadre de l'enseignement, tenter d'en dégager quelques leçons, tels sont les objectifs du Workshop de Bruxelles.

The first announcement in June of this Workshop has brought considerable response. Members wishing to attend should apply as soon as possible to:

Willy Van Bel, Colloque AEEA, Secrétariat de l'I.S.A., 57 rue d'Irlande, 1050 Bruxelles, Belgium

Clear methodologies for the rehabilitation of our central urban areas are now well established and applied within European schools of architecture. However, beyond these core areas a wider carpet of urbanisation continues to develop without any precise structure — even though it represents the major part of our built territory.

What are the references and starting points that will help students of architecture in making up their minds in developing working methods and in identifying options within the planning framework of such areas?

Teachers and students keen to discuss their methods, theories and ideas on this important topic are cordially invited to participate.

The discussions will be led by the following speakers:

Joseph DE GRUYSE
— Suburbia and Landscape

Ahmet GULGONEN and Francoise LAISNEY
— Renovation of Building Developments

Rod HACKNEY

Yvan LASSOIE
— Social communications in the periphery

Mme MERENNE
— Location of economic activities and rehabilitation of obsolete industrial buildings

Philippe PANERAI
— Essay on typo-morphology in the periphery

Michel TILMAN
— Architecture of accompaniment (Annex Buildings)

Jean-F VAES
— The anti-periphery attitude

Liliane VOYE
— Relation City-Country

Future Events

Arrangements are already in hand for a further series of the teachers' Workshops in 1984. Three of these meetings have now been scheduled and preliminary details are given below, but this of course should not prevent any school wishing to promote a further Workshop in 1984 from putting forward its ideas. The Council would also welcome members' proposals for Workshops for 1985 and beyond — it is never too early to enter suggestions into the EAAE programme. A paper giving guideline advice on planning a Workshop may be obtained from the Secretariat.

Workshop 8: Canterbury 17-19 May '84

"Creating Creativity".

How do we help students to awaken and develop that main dynamic of their work — their creative faculty? How do we help them see clearly the world around them, becoming sensitive to its visual quality and able to recognise its potentialities? How do we help them to become adept in exploring ideas, vigorously and confidently? How do we help them — once they have picked up the pencil — to make something worthwhile in that most demanding medium — Architecture?

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Workshop 9: Stuttgart 14-16 June '84

"Live Projects in the Teaching of Architectural Technology".

For many years now architectural students at the University of Stuttgart worked in groups of 10 or 12 in the building industry on real projects and other students built a house for study work places as well as a set of terrace houses for families with many children.

Four years ago 200 students of the 1st semester started with a rain shelter, with children's playhouses and other small realizations. Students asked later: Why do we not build our own study bedrooms?

Continued on page 3.

Workshop 10: Barcelona October '84

At the School of Architecture in Barcelona, plans are now underway for a teachers Workshop which is likely to take as its theme "Teaching Planning for Architects". Full details of what is likely to be a most popular meeting will be published in the next News Sheet.

Forum 9: Aarhus May '85

Following the very successful International Forum held in Newcastle in the Spring (reported on page 3), the next Forum will be held in Aarhus in the Spring of 1985.

Professor Nils Ole Lund writes:

After a long period where architectural history only has been taught as the history of modern architecture, it now plays an important part in the curriculum of nearly all European schools of architecture.

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W. Serneels, Director of the I.S.A. St. Luc, Bruxelles, shortly to host Workshop 7, offers visitors a short profile of his school:

Origine et évaluation

L'Institut Supérieur d'Architecture (I.S.A.) Saint-Luc de Bruxelles est issu des plus jeunes des Instituts Saint-Luc. Fondé en 1908, celui-ci appartient à un mouvement qui prit naissance en la ville de Gand et dont l'essor, en quelques décennies, permit l'implantation d'Instituts Saint-Luc dans les principales villes belges.

C'est en réaction à l'enseignement artistique, tel qu'il se pratiquait dans les Académies des Beaux-Arts, que le fondateur, Jean de Bethune, directement assisté, puis relayé, par les Frères des Ecoles Chrétiennes, instaura un enseignement inspiré du mouvement "arts and Crafts". Le pays, à la suite de l'Angleterre, s'industrialisait et les mêmes problèmes y surgissaient. Ce sont les relations à l'évolution des techniques, aux mutations sociales entraînées par l'industrie, et enfin, plus directement, le statut de l'artisan et le rôle de l'artiste dans la société qui vont sous-tendre les buts et l'action de ce nouvel enseignement.

Dans cette perspective, l'accès aux études des jeunes gens talentueux mais issus des classes pauvres, une éducation artistique renouvelée hors des conventions académiques, proche du savoir artisanal, la recherche d'un comportement éthique de l'artiste conjugué à l'apport spirituel de la pensée chrétienne, constituent des fondements dont, encore aujourd'hui, les instituts Saint-Luc assument l'héritage original. D'Ecoles Saint-Luc, pluri-disciplinaires, intégrant les arts dits "mineurs" ou appliqués, aux pratiques "majeures" de la peinture, de la sculpture, de l'architecture, elles ont évolué, par étapes successives, poussées par les transformations des métiers et par la définition légale des études artistiques, pour devenir des ensembles d'instituts autonomes comportant un enseignement de niveau universitaire dans leurs instituts supérieurs d'architecture.

Formations et profession

La profession d'architecte a acquis, en 1936, le monopole de ce qui se bâtit fut chargée de la responsabilité afférente. C'est en conséquence, un titre légal que confèrent les Instituts qui forment les architectes selon un programme d'étude dont les grandes directives sont fixées par des arrêtés royaux, applicables identiquement à tous les Instituts supérieurs d'architecture.

Que ceux-ci soient issus des académies des Beaux-Arts ou des Instituts Saint-Luc, il s'ensuit une similitude d'études entre les I.S.A. Cependant, la profession est aussi accessible aux diplômés ingénieur-civil, dont la formation, qui est du même niveau, s'acquiert dans les Facultés de Sciences Appliquées des Universités. Cette formation, traditionnellement plus orientée vers les techniques, tend, dans certains cas de formation d'ingénieur-civil-architecte, à s'aligner sur le type de formation dispensé dans les I.S.A. La majorité des professionnels ont reçu leur formation dans des Instituts supérieurs qui attirent, encore aujourd'hui, l'essentiel de la population étudiante se vouant à l'architecture. Parmi les I.S.A., les Instituts Saint-Luc dominent par le nombre d'étudiants.

La formation, tant dans les instituts que dans les facultés, s'étend sur une durée uniforme de cinq années, divisée en deux cycles : 2 ans de candidature et 3 ans d'ingénieur ou d'architecte. L'accès aux Facultés de Sciences Appliquées se fait sur base d'un examen d'entrée orienté vers les mathématiques et les sciences. Dans les I.S.A. l'accès est identiques à celui de l'enseignement universitaire et l'exigence des études y crée une forte sélection au cours de la formation.

Identité

Dans ce contexte, où de nombreux facteurs tendent à homogénéiser l'enseignement de l'architecture, la quête de l'identité d'un institut, de son caractère profond, ne ressort pas d'une volonté de différence, mais bien plutôt émerge d'un lecture critique de ses origines et du désir de l'inscrire de plein pied, dans son temps, en visant les finalités auxquelles on croit : — un humanisme, avec une aspiration à la justice sociale, emprunt du caractère spirituel dont l'art est le témoignage. —

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Professor H. Kramel of ETH-Zürich reports on the EAAE Workshop held in Lisbon, 1982.

Reporting on the Lisbon-workshop after considerable delay one cannot fail but reflect first on Ankara which preceded the Workshop in Lisbon.

While the sequence of events has been accidental, one is tempted to draw some parallels between both geographic locations at least as perceived from a location in central Europe.

In Ankara one felt in more than one respect the proximity of Asia especially of Asia Minor. The feeling of being on the edge of Europe prevailed. The country was in strong social transition, a military government was the determining factor of recent events. Urbanization, internal migration, drastic economic differences, squatter settlements had been the impressions of a brief visit.

The same feeling of being on the edge of Europe was again recreated in Lisbon. South America and Africa seemed closer than at any other place of the continent. Again the military had been the catalytic agents of change. Urbanization, vast housing schemes and drastic differences in the form of human habitation formed first the impressions. Both Turkey and Portugal are also countries which try to redefine their relation to Europe as a whole. While there have been structural similarities, the differences between both places have also been impressive. In Lisbon the presence of the sea was pre-eminent. The long history of the country determined very much the visual environment, while the colonial part was apparent in the people.

Four reasons stood behind organizing a Workshop in Lisbon. While Portugal in the past has been very strongly orientated toward colonies, today it seeks stronger alliances with Europe. The Workshop was one of the many attempts made to reestablish ties through relationships with other schools of architecture.

Brazil, Mozambique and Macao are reference points even today. The role of Portugal in these countries has been considerably different from the one England played vis à vis its colonies. Strong personal ties exist, the relationship with the countries mentioned are determining forces in the daily life of the Portuguese people. This very fact is visually apparent and seems of utmost importance. The Portuguese more than any other former colonial power have the potential to mediate between Europe and the other continents.

The recent history of the country provided the third reason. Very few of us are still aware of the fact, that the new Portugal came into existence through a revolutionary process. Four successive revolutions established the present political system. Each one, nevertheless, a very Portuguese revolution which did not destroy its people. On the contrary, it is not only races which coexist in equality and tolerance today but also very radically opposed political parties. This alone has already model-qualities in a world where opposing points of views inevitably lead to destruction.

The fourth reason was provided by the housing situation in Portugal. As a consequence of the revolution and the independence of Angola and Mozambique one million people had to be resettled and integrated into the social and economic fabric of the country.

Enormous housing problems existed and still exist, leading to large developing schemes.

These schemes partly already in existence provide an enormous laboratory in which one can observe practically all urban forms of human habitation existing today.

At this point one might be tempted to add a fifth reason for a Workshop in Lisbon. The motivation, energy and vision of Professor Augusto Pereira Brandao, president of the academia della bellas artes, together with the support of an enthusiastic staff, made this EAAE event possible. His personality was apparent throughout the Workshop. Not very familiar with the Portuguese style of organization we looked at the Lisbon Workshop with some apprehension. This changed

upon arrival. The handling of affairs, the organization of the Workshop itself, the supporting social events have been impressive.

While the revolution caused dramatic changes in the country at large, it certainly transformed the school of architecture. The Lisbon academy has a long tradition as the leading school of the country. During the revolution the physical and administrative environment was totally destroyed and had to be reconstructed from scratch. Very limited resources made this process extremely difficult. It is for this reason that we have to congratulate the school in Lisbon for its efforts to represent itself also physically in splendid normality. The extensive exhibition of student work made an assessment of the professional status of the faculty and students quite possible.

Forums as well as Workshops are tests for any organizing school. Each event plays a specific role. Every time we see different aspects emphasized. In Ankara it was the Environmental Design Groups which carried the Workshop while the architecture faculty was hardly apparent. We remember Vienna, where we had a hard time to establish contacts with the participating schools. Lisbon had again its specific colour. The Workshop played an obvious role in a political process. Its official function was clearly established. The participation of the faculty was again lacking. Only sporadically did an exchange occur. Questions and debate played only a minor role.

This leads us to contents of the Workshop itself.

The main theme of the Workshop was defined in very general terms as "the Teaching of Architecture". The basic format contained presentations of educational systems as well as teaching methods. Implicit in this intention was the question of how to teach architecture at the end of the 20th century. While the original framework was kept, only parts of the original intention came through. In the original plan Great Britain, the Netherlands, Yugoslavia and Portugal were supposed to present their educational systems and its overall structure.

At the Workshop it was only Age van Randen who explained the structure of the Delft University. Clearly stated and well supported by visual material he showed the three phases of a five year education (Bachelor I, Bachelor II, Master). He outlined the program and its six courses, which are urban and regional planning, housing, architecture, building technology, restoration and interior design.

Finally he explained the didactic means employed, the structure of the department (the levels on which it is organized), its study council and permanent workshops. It was unfortunate that no other educational system was presented for comparison and debate.

The presentation and debate of teaching methods formed the main part of the Workshop. The presentation included classical forms of teaching such as lectures and studio methods but also more recently developed forms of teaching such as seminars and case study-methods. This part of the Workshop provided quite a number of new insights. Nils-Ole Lund (Denmark, Aarhus) not only talked about the classical form of the lecture but through his personality and style demonstrated the potentials of this established method. In a short outline he explained how the content of the lectures related to the history of teaching at large.

The traditional lecture was concentrating on teaching about the *how* of things. The teacher provided the example, experiments did not take place. He pointed out that the lecture played a specific role in a school of architecture by providing common denominators. The drastic changes which took place in architecture, but also in planning and technology changed also the emphasis in the lecture. The *why* gained in importance.

It was then explained how lecture, textbook and assessment have to be seen as integral parts in a whole. Through his lecture he demonstrated also

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FORUM REPORT: NEWCASTLE

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

David Coupe briefly reviews the 8th EAAE International Forum held at Newcastle University School of Architecture, April 1983.



I had some misgivings in approaching this Forum. Travelling North in a comfortable train, sealed off in time and space from the real world flashing past the window, I felt very aware of our European position insulated by our wealth and technology from the physical rigours suffered so acutely by so many in the World. Like the silent landscapes seen from the train, the whole staggering picture of the World's poor can be put out of mind by the meekest turn of the head. Were we really going to be able to offer any useful contribution in simply talking about educating Third World Students? — and in Architecture — which even a majority of Europeans have come to regard as a pretty esoteric pastime!

As the train began its descent onto Tyneside, however, the economic and cultural predicaments of our age became all too clearly focused beyond the window and I realised that Newcastle in 1983 was probably precisely the right place to meet the Third World and discuss its future. Here in the abandoned foundry of the machine age, where the second wave finally ran out of steam, perhaps one could feel some common ground with our neighbours in attempting to foster a new and appropriate system of development.

The issues which divide the World often lead directly to frustration or to confrontation in such conferences, but here in Newcastle, an atmosphere of constructive good will and an anxiety to avoid rhetoric was immediately apparent. Professor Ben Farmer, in welcoming the visitors to the school expressed the organisers' satisfaction that so many had managed to come from outside Europe, this making the gathering worthwhile. 90 delegates had arrived from fifteen European countries (including Hungary and Yugoslavia) and beyond from all quarters of the globe.

The Forum was indeed fortunate in having John Habraken to begin the proceedings. Those of us who had looked forward to a stimulating opening address were not to be disappointed. In his keynote paper "The General from the Local" he led his audience unerringly to the central truth (which was to become the fulcrum of the ensuing discussions) namely, that the problems of the Third World are equally our own. East or West, Rich or Poor, designers face the same crisis of professional identity, and cultural relevance — only the degree of their social dislocation marks their difference.

The time when we might innocently transfer knowledge and technology are long passed, he claimed, and the dilemmas which face the young architect returning home with his Western education are equally those of his contemporary facing the future in Bonn or Boston. Having now relinquished our belief in our ability to bring about Utopia, everywhere architects are confused about their role and seek a new basis for their work; Consideration of Third World issues will lead us, he said, directly to the means to solve our common and universal problems. . . . "I firmly believe that our profession will only have a future if it can deal with a profound and central question that comes from an interaction between architects from both sides of the World. It will raise the one question that we have avoided for too long . . . what is it in architecture that is generally valid and generally applicable?" A new "role model" in which all can share commonly held principles will

develop, he suggested, from the sensitive application of architectural skills to the specifics of local problems. East and West must learn together. But from time to time, who will be learning from whom? — this he suggested would be the challenge for architectural teachers.

Habraken's plain and optimistic proposition imbued the meeting with an overall clarity of purpose and his paper was followed by a series of well prepared introductions to the problems of architectural education within specific regions of the developing World. Professor Miles Danby (Newcastle: Housing for Developing Countries Unit) spoke on Africa and the Middle East and Pat Wakeley (DPU, London) on Latin America. Dr. Han Verschure (KU. Leuven) on Asia and Abdullah Breshna (Karlsruhe) on the relationship between Europe and the Third World. Professor Miles Danby pointed directly to the housing of the urban poor as the central and critical task of building designers. Few schools seem to take any cognisance of this overwhelming problem and they do little to equip their students with an understanding of the economic and technical context within which building operations must take place: It is also essential that the designer should develop a proper understanding of the way of life of the building users arising from an awareness of their social and religious values. Unless this is understood architecture becomes a stage for the enactment of such conflicts as are now apparent in the Middle East between the values of materialism and those of Islam.



Abdullah Breshna, complimenting European Universities on their recently developed interests beyond their continental boundaries, but questioning their often generalised appreciation of extra-European problems, said that the concept of the "Third World" should be abandoned. There is no such world region, its peoples are utterly diverse in their cultural antecedents. Universities wishing to make a worthwhile contribution should select a particular nation or sub-region and concentrate on understanding that particular working context for building design. S. K. Das, who gave a most stimulating account of the work of his Unit within the Institute for Housing Studies based in Rotterdam, returned to the central point that whether architects are from East or West, they have all become removed from the reality of their peoples' needs — in the poorer countries the problem is simply more acute — Teachers must once again turn their attention away from the design of objects to the design of processes keyed to the achievement of controlled and balanced development. The evolutionary link between culture and architecture is everywhere dislocated.

The meeting arrived at no specific tactical conclusions but generally and enthusiastically concurred that future architect could only hope to measure up to World problems if our undergraduate courses, now, direct more attention to the real economic and cultural crisis threatening world stability. If architects are to contribute to the solution, the problem should be on the curricular agenda. Post Graduate Units can do much more to aid directly those seeking to design and build effectively in crisis conditions but their work

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A full Forum report (including transcripts of papers and discussions) is soon to be published and issued free of charge to EAAE members. Non members will be able to purchase copies from the Newcastle School.

Membership

Membership has risen rapidly during the last two years. Fifty six schools of Architecture now hold active membership of EAAE. A full list of the member schools will be given in News Sheet 12 early in 1984.

Workshop 9 Stuttgart, continued . . .

In two consecutive study years 220 students of 1st year have been working on such a project in their subject "Building construction". 35 groups, tutored by 15 teachers, made concepts, drawings, calculations and structural analysis. This phase gave an important part of active appropriation of environment. The articulation of self desires, concepts and hopes not only individually but in a permanent negotiation with others.

Technological and organizational preparations for this project began in this phase and were done by members of the institute. A site was given by the university with the state building authority, and financial resources have been granted by the German Federal Ministry, The Land Baden-Württemberg and private sponsors. Finally the staff of the institute built the servicing and social core of the unit, 100 students in groups of about 7 built the 30 rooms in their spare time and holidays. There were many problems with the building authorities as well as organizational, technological, financial and socio-emotional problems which have all been solved. Now the users are in and the university authority for social matters has officially taken over.

In the meantime three more projects of that kind have been conceived and real action has begun. All this work shall be the physical and social setting for a workshop where teachers of architectural technology will be invited to discuss with the responsible staff and with students/builders/users whether the great enthusiasm of students and teachers, the didactic concept of live projects in the teaching of architectural technology has been successful and if the products are useful.

For the Workshop, all other European schools who have made similar experiences are kindly invited to present their material and give their views at the Stuttgart Workshop. There will be enough exhibition space, publications, film and video-shows to accompany the presentations. EAAE member-schools wishing to contribute to the Workshop should contact:

Peter Sulzer,
Institut für Baukonstruktion,
Fakultät Architektur und Stadtplanung,
Universität Stuttgart,
Keplerstrabe 11,
D 7000 Stuttgart 1.

ECAADE 83 Symposium

The purpose of the Symposium is to exchange experience and knowledge in the field of CAAD teaching and to present software and hardware developed and used at Architecture Schools.

The program includes lectures, discussions, demonstrations, workshops and poster sessions.

The topics of interest are:

1. CAAD-courses: Contents and place in curriculum.
2. Case studies of studioprojects and exercises, making use of CAAD.
3. Results of the questionnaires sent to the Architecture Schools of 26 European countries.
4. Programs under development.
5. Hardware.

The proceedings will contain the presented papers and the information gathered by the questionnaires sent to the Architectural Schools.

The official language of the Symposium is English.

The registration from ECAADE '83, and all additional information can be obtained from:

M. Mollaert, Afdeling Burgerlijke Bouwkunde,
Vrije Universiteit Brussel, Pleinlaan 2, B-1050,
BRUSSELS, (tel: 02-6412922 or 6412960).

The Conference will take place on the 13th and 14th of October 1983.

Workshop 8, Canterbury continued . . .

Tony Cooper and David Coupe invite teachers who have a particular interest or role in this area to join them for a Workshop at Canterbury School of Architecture, to compare aims and methods, ideas and programmes.

If you would like to contribute, please contact them as soon as possible at:

Canterbury College of Art School of Architecture,
New Dover Road, Canterbury, Kent, England.

Aarhus Forum continued . . .

The subject, the history of modern architecture, has been given as a series of lectures describing how the new architecture was shaped in the late nineteenth century and the beginnings of the twentieth century. Now in the eighties history suddenly gives meaning and method to the whole teaching of architecture.

Architectural students are using or mis-using history, when they design in traditionalism, neo-classicism or post-modernism, when they talk about archetypes, context, typology and genius loci and when they restore and conserve existing buildings.

If history is being used as the main source of inspiration or as the embodiment of architectural meaning it changes from being a mere subject to be the main vehicle of thought.

What this means for architectural education will be the main issue at the 9th forum of EAAE which is being arranged at the school of architecture in Aarhus, Denmark, May 1985.

A part of the aim of the forum will be to paint a picture of the Scandinavian tradition as a background for the discussions, seminars and excursions.

Brussels School Profile continued . . .

La pratique de l'art perçue comme vocation et comme passion et devant s'équilibrer à la pertinence technique, fonctionnelle, culturelle, économique. — Un rôle de l'architecte à rénover comme agent de l'expression, de l'apport de sens, en dehors de toute technocratie.

Le contenu de l'enseignement est donc centré, au-delà des matières sur l'apprentissage de la synthèse, sur la qualité du projet d'architecture dont la nature spécifique de lieu, de système complexe, de signification est explorée. Pédagogiquement, une progression est établie dans la problématique proposée à l'étudiant.

Elle développe la mise en situation réelle des projets et toutes les enquêtes afférentes, ainsi qu'un échelonnement de niveaux de plus en plus complexes et articulés l'un à l'autre et simultanés, allant du petit édifice isolé à la structure urbaine, en passant par l'édifice en situation déterminante, par le groupement d'édifices en situation peu déterminée, etc . . . Le contact interpersonnel est recherché par tous les moyens pour la guidance des travaux, équilibrant les études de groupes et les projets individuels.

Forum report, Newcastle continued . . .

should be based, as largely as possible, in the field and the specific solutions developed should arise from specific local studies of needs and means.

The Western profession of architecture and architectural education has constructed a highly specialised, reductionist management technique and bequeathed it to its poorer neighbours with catastrophic results. If architects are to find a new balanced wholistic approach to peoples' problems in which the needs of East and West are seen as two sides of the same coin, a massive shift in educational philosophy is going to be necessary — some doubted that this could be readily achieved.

Hentie Louw and all his colleagues at Newcastle are to be warmly thanked for their very careful preparation of a most stimulating and uplifting Forum. Speaking as a relatively rich and safe Western European, and bearing in mind the extent of environmental deprivation of the majority of the World's people — I find it is quite remarkable that such a meeting could take place and conclude with any degree of optimism. But so it did and its focus gave some grounds to hope that a new social purpose in Architecture might yet be forthcoming beyond the object worship of the current architectural intermission.

Workshop Report, Lisbon continued . . .

the interplay of verbal and visual information. Finally he expressed the opinion that in a school of architecture the role of the lecture was probably less to convey information but rather provide the students with guidelines, a point of view which can help the student in the course of his personal and professional development.

Peter Rich (Great Britain, London) explained carefully and in great detail the seminar technique of small group teaching. He began by comparing one to one teaching, with the teaching of small and large groups and showed consequences of each of these modes. He then focuses upon small group teaching explaining the reasons behind it, its benefits and disadvantages. Following this introduction he outlined the aims of seminar-teaching and the various modes existing today.

After this conceptual framework he emphasised the need for specific human and physical requirements. On the human level the role of tutors as well as the tutor student relationship have been explained. It was pointed out that the physical requirement, room layout i.e. have to be considered as supportive means in seminar teaching.

Based upon all this he then explained techniques of interaction, the role of group dynamics as well as technical methods. He finished his presentation by showing the example of the Bartlett school and by drawing conclusions from the above stated.

The case study was very convincingly presented by T. Deijksdtra (Netherlands, Delft). The question of how to relate theory as well as the clinical condition of a school with the real world of professional practice has been explored in many schools of architecture for quite some time. While this question has validity in any course of the architects education it is most pertinent in architecture technology.

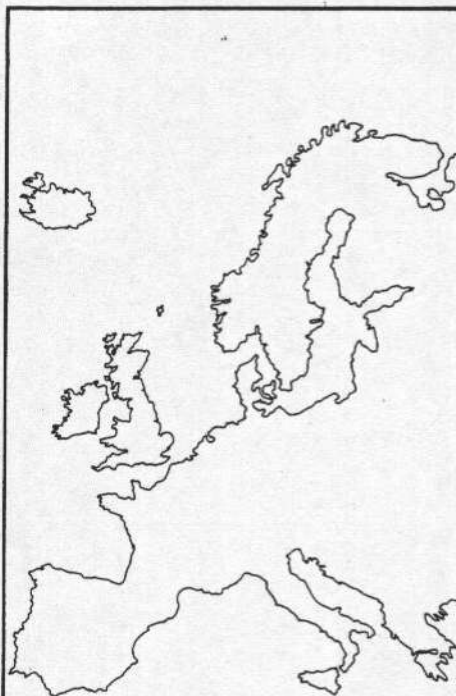
T. Deijksdtra has been one of the few teachers I know of which has been able to bridge the gap between school and practice in a convincing way. The vehicle which has made this step possible is the case-study method which he presented at the Lisbon-Workshop.

First he was able to show the whole case-library which has been built up in Delft over the years. Cases investigated range from Herzberger's Central Beheer to a case study of an industrialized building system which produces two story housing in wood. It was pointed out that a group of research and teaching assistants is first preparing the case. Based on their experience they have developed a general framework for the background research necessary in each case.

The background research which includes the verbal history, the structure of the project as well as datas is then further developed by student-groups. Each group working on a case study is not only completing the documentation but interprets each specific case according to the observations made in the field. The student group together with the staff then provides a concise report which represents the history of each case in precise terms. Besides the value of the process itself there is considerable benefit existing in the fact that after completion students and professionals alike can take advantage of the case library. In this way not only an educational tool is continually developed but a valuable contribution to the state of the art is evolving.

The classical studio method so often taken for granted and even more often misused has been the theme of the presentation made by Bernhard Hoesli (Switzerland, Zürich). He departed from the basic assumption that each architectural design had an inherent order and logic. It is this logic which allows an understanding of the result as well as the process of its development. Following this understanding a didactic process can be developed. He verified his hypothesis by a step by step presentation of the semesterwork of his class in Zürich. The theme of the student work was an urban design project which contained the urban as well as the architectural scale of design.

Following the framework of his hypothesis he showed how two processes developed in interaction. The first process was the classical line of project development. Parallel to it B. Hoesli structured a series of exercises on an exploratory level (emphasising one specific issue of the project i.e. the problem of mass versus space interpreted as a figure ground phenomena).



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The fascinating insight in this development is that one could interpret Hoesli's presentation in such a way, that first a design process dealing with a specific problem and context is started. Where ever a typical question evolves the students execute an "excursion" thus investigating this specific problem or problem type. It appeared as if this method not only provided a very powerful teaching method but it made it possible to relate synthesis and analysis, design and research within the learning process of the student. Beyond the school this method could be of great interest for the practising architect who try to operate on a high level of controlled complexity.

It was the intention of the organizing school to conduct for each theme presented a specific workshop. The number of participants and the actual flow of things changed this original intention.

After each presentation lively discussions took place immediately. If we once again try to draw some conclusions it is clear that Lisbon was a very successful workshop. This does not mean that we are not critically evaluating its various aspects. Yet the combination of time, place, content and people made this EAAE event very worth while indeed. This becomes especially evident after some time.

As far as the EAAE is concerned some additional thoughts might be justified. In any Workshop the organizing school can only provide a framework for the exploration of specific concerns, for exchange of ideas and experiences and for the meeting of concerned colleagues. In addition each school offers also the experience of the very place in which it exists. It is then up to the participants to use this framework and to contribute to the real and longterm success of the event. The school in Lisbon provided a beautiful setting and acted as perfect hosts for which we are most grateful. Once again it is up to the individual participant to do his home work.