

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

REPORTS

*Roger Tillotson reviews
Workshop 8: "Creating Creativity,"
held in Canterbury in May.*

The Workshop began, after a brief introduction by Michael Crux, Head of the School, with a demonstration by Tony Cooper and Mike Driver of their work in the first three years at the Canterbury School. There was an assumption that all students are essentially creative, and it is the purpose of the staff to develop their skills in communicating their ideas visually and in making the connection between often two-dimensional presentation and a three-dimensional world. Emphasis is placed on working with and being stimulated by group study in the studio.

In this early formative period it was the intention to train students' imagination, drawing on their own inspiration and intuition for creativity. This was done in a series of modelling exercises and problem solving projects eg. transporting a golf ball across the studio. Later in the course, precedent studies are used as vocabulary forming tools for more complex architectural problems. The degree work ends with the design of a reasonably substantial building, accompanied by technical drawings.

The nature of the course is obviously influenced by the now almost unique position in England of the School being a part of an Art College. This is particularly evident in the first year, which is comparable to an Art Foundation year.

Alex Maller from the Israeli Institute of Technology, Haifa followed with a description of their approach to 3D Basic Design. Whilst much of the work was more theoretical than at Canterbury in separating out exercises in Architectural Design from Basic Design, he had a similar intention that students should design by intuition, particularly evident in a project to build a structure out of card shapes on the verge of instability. It was noticeable that technicians on the course used learned logic and invariably their designs failed.

Group exhibitions and self criticisms within a large group were employed regularly as it was felt that student emphasis and argument is more positively learned than staff criticism.

The Basic Design teaching used exercises in contrast, the meaning of shape, movement, the influence of light, balance, colour etc. to give students a perception of the possibilities in architectural form. At the end of this first year the students demonstrate their abilities to interpret spatial control by designing a place, using minimum materials and effort in which students can live for a day or two.

In Israel there are few historic buildings on which to draw for models, and book illustrations are regarded as ineffective in achieving real architectural understanding. The stress in the course is therefore laid on intuitive designing, a break with the rational approach common elsewhere. The result of this approach is claimed to produce more colourful, expressionistic and less 'safe' architecture in later years.

By contrast Wim Ramselaar and Gerard van Zeijl of Eindhoven's paper entitled "Limitation and Transformation in Creative Architectural Studies" presented the historical context of design as an inspirational fountainhead for creativity. They did not believe that pure creativity is a human activity and deduced that developing a design suggested an element of copying. With reference to Venturi, Jencks, Eisenmann, Rossi and others, they attempted to reveal that in current architectural thought the creative moment coincides with the typological moment, and that historical references become potent images only if they are quoted in an imaginative way and not in an eclectic manner. They drew the sharp distinction between man's ability to produce and nature's restriction only to reproduce.

On the other hand, nature had been a great inspiration to Alvar Aalto, and the new tradition in Finnish architecture, in which he was a central figure, was revealed by Bengt Lundsten in demonstrating the work of the first two years at Helsinki. He believed that architecture like music must be tuned into an harmonious whole. Students have to be trained in technical skills but taught to play in the 'orchestra' of design. It is therefore a question of interpretation rather than creation, which in the Finnish language can only apply to the unique.

In some respects the work of students in 'creative studies' was similar to the Israeli experience but the essential Finnish quality in the two and three dimensional exercises, and in the building design projects, which the students accomplished left the audience gasping. To some extent this was attributed to the quality of student, who is selected after a rigorous entrance examination.

The concentration of the course was in project work, and the amount of lectures which students receive had been reduced dramatically to about 3 hours per week (less than 30% of the level 5 years ago).

The Danish approach at Aarhus, as outlined by Ivan Kilpatrick was quite different. The definition of an architect in Denmark is broader than in Britain and has links with furniture and industrial design, the art of building, planning, economic planning, landscape and regional planning. These elements are introduced even in the first year as tendencies rather than as specialisations. Students come from a wide range of backgrounds and anyone wishing to join the course can do so. Inevitably the initial skills of the students are very varied, but by developing from their own perceptions of architecture and space in towns, the teaching initially aims to show them the effect of reason without the idea of criticism and defeat.

At this point the Workshop became a series of parallel presentations, by which you inevitably feel, despite the absorbing talk you are attending, that you are missing something vital elsewhere. This feeling was enhanced by the apparent high quality of the individual speakers, although I gather that some were so controversial that members of the audience were provoked to vehemently proclaim radically opposing views.



Drawing by Peter Jockusch

If this produced an excited tension to the proceedings, it only had the effect of sharpening the enjoyment of the evening debate, "Creativity cannot be Created". Whilst this was dealt with in a slightly light-hearted manner the message was taken seriously by the audience who voted roundly, but perhaps inevitably for the defeat of the motion.

Rounding up the Workshop on the following morning Sidney Urry from Brunel University gave an Engineer's view of Creativity, in which as one might expect, efficiency through design was a central message. More importantly though he urged progress in design through lateral thinking, the search for the unexpected and reinforced a central message of the Workshop of the importance of intuition based on experience.

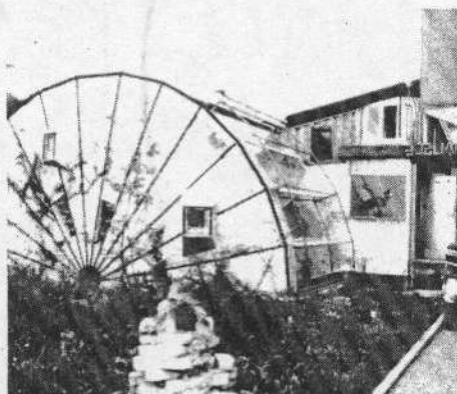
As in all such conferences much stimulation and cross fertilization of ideas occurs outside the lecture hall, and it is necessary that social occasions are built into the itinerary to allow for this.

The dinner at St. Augustine's College refectory on the first evening and the visit to Sissinghurst Castle and Gardens on the final afternoon not only gave this opportunity, but were memorable as examples of local architectural precedent. Strolling in the sun around the restored remains of the 16th century manor house, and enchanted by the colourful variety of the English country garden which had been created out of the ruins, was an admirable way to end an event on the nature of creativity. It caused me to reflect that whilst many of us are searching for the revelation of an awe inspiring truth, the reality is that we must work in a natural evolutionary world.

Congratulations to the Canterbury School of Architecture on the organisation of the Workshop, which ran so smoothly, was highly stimulating and I am sure will prove its full worth when those who attended reflect on their shared experiences.

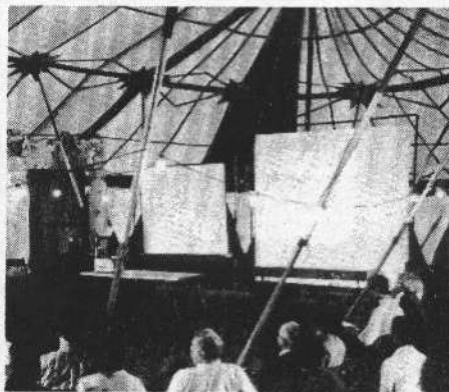
Hentie Louw reviews

Workshop 9: "Live Projects in the Teaching of Architectural Technology", held in Stuttgart in June.



Self build student hostel, Stuttgart-Vaihingen.

The experimental site of the Stuttgart University School of Architecture at the satellite campus of Stuttgart - Vaihingen - and home-base for Professor Peter Sulzer and his Institute for Building Construction - offered an ideal setting for a meeting to evaluate the potential of live projects in architectural education. The title read "architectural technology" but the very physical presence of these self build structures - erected over a relatively short period of time with limited resources by staff and students of the unit - in juxtaposition to the expensive but sterile concrete, glass and tile boxes of the rest of the campus, made it virtually impossible for the meeting not to be aware of the wider implications this approach to building holds for architectural education as a whole. Improvisation is the key to success in any self build project



Lecture in progress in circus tent.

and the circus tent erected especially for the workshop to compensate for the lack of proper lecture room facilities on the site was yet further evidence of the resourcefulness of the work of the Stuttgart unit, and added greatly to the atmosphere of the meeting.

The workshop was attended by about 40 teachers and students from 27 schools (excluding the Stuttgart contingent) which was just about the maximum number of people to allow a reasonable degree of individual participation without requiring a too formal structure. By now one has become used to the brisk pace and rich diet of the Association's meetings, but it says a lot for the organisational skills of the hosts that so many events of such a varied nature could be accommodated without the schedule seeming unduly crowded.

Peter Sulzer opened the proceedings with a short explanation of the aims of their unit, its achievements over the twelve years of its existence and the way in which it operates within the framework of the broader curriculum of the Stuttgart School of Architecture. This was followed by a visit to one of their most recent projects - a youth club in the suburb of Wangen designed and erected by students and unemployed people under the direction of one of the professors, Peter Hübner. The following day (Friday) we had the option of seeing and discussing, with the students and staff responsible for their erection, three more projects of the unit (all on the experimental site): a studio based on Walter Segal's method of timberframing (1976); a hostel for 30 students erected 1981-83 (published in *Architect's Journal*, 27 July 1983); and a prototype for a new self build housing project.

Several schools brought exhibitions of self build projects carried out by them over the last decade or so and there were ten more presentations during Friday and Saturday morning by the staff involved with these. While not many schools can boast the range, scale and consistency of the Stuttgart unit's activities in the field, it is evident that a great deal of very interesting work of high quality is being done throughout Europe (and the USA, for that matter, judging from the projects presented by two Californian schools of Architecture: the California Polytechnic State University at San Luis Obispo, and the University of California, Berkeley).

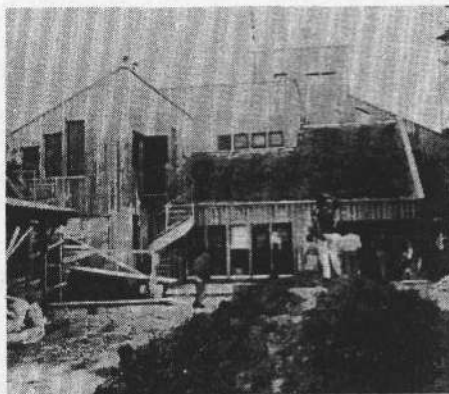
Some projects, like the overnight shelters built by first year students from scrap material (Cardiff/Stockholm), had almost purely educational objectives. Others, the Skiboli (i.e. dwelling units fit in between boundary masonry walls) of the NTH, Trondheim, for instance, were a mixture of experimental work and real life application. But, generally speaking, most projects were aimed at actual situations with real clients and specific sites. Designing for children, in particular, seems to offer many opportunities for self build activities, and we were shown a very imaginative scheme of this kind executed about a year ago by the Ecole d'Architecture, Strasbourg. Some original work in landscaping the interface between urban and rural areas is being done by the Gerieve School, whereas, W.S.A., Cardiff, found farm buildings a particularly fruitful area for this type of work because of the coherent framework and relative freedom from regulations.

One of the most ambitious - and for the originality of its conception, its formal qualities and a manner of presentation (an excellent colour film) - most memorable project, in my opinion, was the Ecole Speciale, Paris' Hôtel L'Orient Express at Blois. This extension to a psychiatric clinic was built by staff and students of the School, assisted by some of the patients, over a period of three years (1979-83) and incorporates disused railway coaches as residential quarters - hence the name.

Surprisingly few of the projects shown seemed to have the teaching of building technology as their main thrust. The use of full-scale mock-ups by students of parts of buildings as a means of conveying technical information has a long tradition at the Delft School, and this method has also gained a foothold at Aarhus for the teaching of both contemporary and historic building construction. Darmstadt recently carried out a live project exploring the use of passive solar energy, but it is without doubt the Stuttgart School which has developed the self build method of teaching technology most comprehensively. Here too, however, the approach is essentially holistic and the benefits for students - as the staff is quick to point out - go far beyond the acquiring of mere technical knowledge and skills.

The meeting agreed that the self build process presents a viable alternative to the orthodox method of producing architecture and that its potential as a teaching tool is still greatly undervalued in architectural education. At the same time we were left under no illusions as to the very real difficulties the implementation of such projects on anything but the smallest scale pose to the normal architectural curriculum. The biggest problems seem to be caused by a shortage of time and resources (human and otherwise). Despite the relative economy of this building process in comparison with normal practice, self build does not come cheap. The success of the projects we have seen without exception depended on the absolute commitment of staff as well as students over long periods of time, often working under very adverse conditions. The above-mentioned student hostel at Stuttgart, for example, required no less than 9500 staff hours and 30,000 student hours on site. The logistical problems, both in terms of the acquisition of building materials and the management of a fluctuating, untrained workforce, are also formidable. Although it was recognised that experimental projects with mainly educational objectives were more predictable and thus easier to accommodate within an academic programme, there seemed to be general agreement that they offer a less rich educational experience than live projects - especially those with a high degree of user participation - and therefore should not be used as substitutes but rather as complements to the latter.

Many participants reported that they have encountered scepticism and, in some cases, actual opposition to their work and ideas from the authorities, trade unions, architectural profession as well as teaching colleagues. Listening to the debates and reading the literature of this dedicated group of teachers for whom self build had, in many



Self build Youth Club. Stuttgart-Wangen.

instances, become a way of life, not just a means to an end, this seemed hardly surprising. As their central message, namely, that the creation of architecture is essentially a process which must be tactually experienced by user and creator alike, is diametrically opposed to the abstract object orientated approach prevalent at most schools of architecture as well as in practice, they are in effect challenging not only the way in which we teach architecture, but also the whole structure of the building industry as it exists at the moment.

No one actually argued that self build is the only possible future course of development for either architectural practice or education. On the contrary, it was held up only as an alternative model, but on the strength of the evidence that was presented to us in Stuttgart, it deserves to be taken seriously by all those concerned with the shaping of the built environment. At the very least it should be given a much more prominent place in architectural education than is currently the case. After all, it is not only the students that would benefit from this. As someone pointed out, for the staff involved with a self build project it is very much a case of "learning by teaching", and that can hardly be a bad thing to happen to any teacher.

We are grateful to Peter Sulzer and his colleagues for the care taken with the organisation of this event. Although the relative isolation of the campus from the city caused transportation and accommodation difficulties for some, these were more than compensated for by the hospitality with which we were received. The final evening's entertainment - a buffet followed by a professional circus act - came as a most welcome surprise after two days of heated discussion, and ensured that this workshop will be remembered for more than just its academic achievements.

PROFILE:

Manuel Ribas i Piera, Vice-director of the Escola Tècnica Superior d'Arquitectura de Barcelona, and Antonio Font-Arellano, Director of the Escola Tècnica Superior d'Arquitectura del Vallès - both part of the Universitat Politècnica de Catalunya - offer short profiles of the schools which will host Workshop 10.

During the eighteenth century and first part of the nineteenth century the education of architects in Spain was given at two levels: the Architect proper, formed in the Royal Academy of Fine Arts, Madrid, and the Builder-architect whose formation was the responsibility of a local institution in Barcelona called "Junta Particular de Comerç" (Private Trade Association).

In 1876 the Government created the School of Architecture of Barcelona, the second in Spain. Until the 1960s the School was a very small institution (with no more than 100 students), very prestigious and well protected by entrance examinations to select candidates. Currently it is a big school of more than 40 professors, 300 teachers and 3,800 students. The courses are all duplicated, in morning and afternoon sessions, in order to solve the inadequacy of our premises.

Studies last six years (from 1st October to 1st June each calendar year) and the total course is divided into two parts. The first (a 4-year course) is common to all, but in the fifth and final years the course becomes more fluid, although options are concentrated on six major fields: Architecture, Planning, History and Theory of Art, Building

Science, Services and Sewage, and Architectural Structures. At the end of the complete course, a final project must be prepared and submitted to a Jury which meets every month of the academic year.

Graduates are automatically admitted to the "Col·legi d'Arquitectes", the only professional Institute in Spain, which enables its members to practise Architecture and Planning.

The Barcelona-Vallès School of Architecture is part of the Technical University of Catalonia and started as such in 1973 after a period during which it was a branch of the Barcelona School of Architecture. A few years later the Royal Decree 346/1979 (dated 19th January - B.O.E. 27th February 1979) established this centre as an independent school of architecture.

Our School is located close to public transport by road and near to two railway stations within a public services area, half-way between the cities of Sabadell and Terrassa in the Western Vallès. The syllabus offered to our students has as its main features:

- an immediate approach to the nature of architecture right from the very first year;
- a teaching method based on direct exchanges with students, carried out in barely sufficient installations, and with a reasonable staff/student ratio (850 students: 94 lecturers in the academic year 1983-84);
- an involvement in the territorial, urban, architectural and professional realities of Catalonia, in particular that of the Vallès region.

New President

The association's new president Peter Jockusch is full professor for facilities programming and building design at the Department of Architecture, University of Kassel, Western Germany, and a partner of a research consultancy firm for building/user research. He holds a diploma in architecture from the University of Karlsruhe and a Doctorate in Engineering from the University of Braunschweig. Before becoming a professor he worked in the Ministry of Financial Affairs, Public Buildings Branch, on facilities programming and utilization and he was member of the institute and archives of university planning at the University of Stuttgart (directed by Horst Linde).

He specialises in pre- and post design user research, building performance studies, organizational and operational analysis and synthesis of buildings, architectural psychology as well as participatory methods of building design.

He is board member of the IAPS and member of EDRA.



Peter Jockusch.

It is a great honour and obligation for me to take over the presidency of this association from Age van Randen. My first duty certainly should be to give thanks to our past president who made it easy for me to take over since he has made the Association prosperous and increasingly well recognized in the academic and professional world. He also established and developed many diverse links with other associations and institutions which are active in similar fields. During his presidency the membership increased by 100% and the Association became successful with its diversified formats of activities and products.

When Age van Randen started his presidency he wrote about the schools in the eighties saying that diversity and constant change seem to have become key notions of our work, and that we have to learn to live with uncertainty and to recognize and appreciate differences and diversities of opinion.

As our Association grows in membership up to half the European schools, we will have to face this diversity of problems and common interests even more in the future. Not only because many new members are now located around the Mediterranean - and Southern European countries have different concerns in architectural education from their Northern counterparts - but the development of the European schools will have to take notice of the development of the architectural profession with so many underemployed colleagues. Despite this, the demand of applicants for the study of architecture is continuously high. Most of those who will be educated as architects will not have a chance in their professional lives to act as architects in society. Future EAAE events will have to focus on such challenges as well as on other new topics, like computer assisted design, building rehabilitation, ecological architecture, the opening of architectural work towards social psychology and social work. Third World issues, alternative economics and technologies. New topics and problems and increased membership will certainly evoke more diversity of activities and more complex forms of communication among members of the EAAE. I trust in the initiatives of all the schools in organizing and hosting future EAAE events.

During my presidency the Association will be facing its 10th anniversary and the reason for having such an association as a basis for the exchange of concepts, ideas, programmes and people seems to be even greater now than it was ten years ago. There are still more schools and individuals applying for EAAE membership. I do hope that it will be possible to include also the Eastern European schools and to extend our activities there.

Increasing membership activities and affiliations of EAAE certainly means more work for the president but I trust that this work will be easy with our well developed collegiate guidance in the administrative council.

Peter Jockusch

President's Report 1983

The most significant event in the Association's life in 1983 was the First Forum New Style: it took place in Newcastle in April on the subject "Architectural education in Europe and the Third World: Parallels and contrasts."

Significant, as it marked a change in style which I pronounced in last year's report: every two years a major event would be the Forum as a well prepared activity with papers on the subject and a report afterwards, and also open to a broader public than just the member-schools. All this worked out very well in Newcastle, not in the least thanks to the School of Architecture there and in particular to one of its staff, Hentie Louw, who did a magnificent job. A brief report on the event was given in the News-sheet No. 11, September 1983, while the official report has been distributed.

Preparations have already started on the next Forum which will take place in Aarhus in May 1985 on the subject of how to use history in architectural education. Nils-Ole Lund is responsible for the preparation and different people have been invited to prepare papers.

To end this part of the president's report on the main activities, also in 1983 workshop No. 7 was organized by l'Institut supérieur d'Architecture Saint Luc de Bruxelles on "facing the problems of Suburbia in teaching architecture". It was a well attended and very lively workshop thanks to the very good preparations by the school and in particular its dean, Willy Serneels. A report was given in the News-sheet No. 12, March 1984. The workshop-format as informal point of discussion mainly for members works very well.

In contrast to previous president's reports, I would like to be very brief on other items.

Membership:

The following schools have applied for membership in 1983:

BELGIUM:	Hoger Instituut voor Architectuur en Stedebouw, Gent.
FINLAND:	University of Oulu, Department of Architecture Tampere University of Technology, Department of Architecture.
ISRAEL	Haifa Technion Faculty of Architecture and Town-planning.
NETHERLANDS	Academies van Bouwkunst, Amsterdam.
PORTUGAL	Lisboa Escola superior de Belas Artes, Departamento de Arquitectura.
SPAIN	Escuela Técnica superior de Arquitectura La Coruña
UNITED KINGDOM	Robert Gordon Institute for Technology, Scott Sutherland School of Architecture, Aberdeen Brighton polytechnic, School of Architecture and Interior Design University of Strathclyde, School of Architecture and Building Science Glasgow University of Manchester, School of Architecture Oxford Polytechnic, Department of Architecture

While in the first half of 1984 four more applications came in:

ITALY	Università degli Studi di Napoli, Facoltà di Architettura
NORWAY	Oslo School of Architecture
UNITED KINGDOM	The Welsh School of Architecture, Cardiff
YUGOSLAVIA	University of Sarajevo, School of Architecture

With Oslo all Scandinavian schools are members now. As you can see also the Southern European region is growing in membership, all these applications were accepted.

Administrative Council:

The Council met four times during 1983, to deal with matters at hand at future developments. A proposal is put to the General Assembly to change the maximum term of the president in the statutes from 2 to 3 years, this change was accepted.

General Assembly:

The General Assemblies from now on will be held in conjunction with spring-activities so that the previous year has come to a close, this instead of having them in autumn as we did till now.

Finance:

Thanks to Nils-Ole Lund the finance has been administered smoothly. He will make a separate Treasurer's Report and present the budget for 1984. A general remark may be that it looks as if

more money will be needed for the administrative tasks. Up till now the schools of the respective presidents took an important part in that work but the budget-cuts that are taking place everywhere will make that more and more difficult.

On the other hand for a grown up EAAE this is quite normal. But the Council wants to go on along the line of a simple set up for the administration.

News-sheet:

Thanks to David Coupe's continuous efforts, the News-sheet came out 2 times, No. 10 in March and No. 11 in September. It is our main means of contact and it is sent to all European Schools of Architecture plus about 400 individuals who have attended different Forums and Workshops.

So much for the normal life of the EAAE. Two more remarks I want to make.

One is a point of some concern: There are signs that our correspondence with the European schools, members and non-members, gets clogged up somewhere so that sometimes it does not reach teachers and students.

Up till now we have had no means to achieve a more direct contact with individuals who have not yet taken part in any activity. Any suggestions on this are welcome. It is important to go on improving that, especially since the functioning of the EAAE is based primarily on initiatives of individuals and on the network they form.

The second remark is a personal one: This term, my presidency will end. And with me, two more Council-members of the first years will leave the Council, Nils-Ole Lund and David Coupe. A new team will take over.

All three of us would like to express our thanks to the trust you have given us. And we would also like to wish the new team a lot of inspiration. Because creative thinking will be of great importance in the maelstrom of changes that lie ahead of us. Changes that can be used to improve the quality of architectural education and adapt it to new times.

Age van Randen

Competition

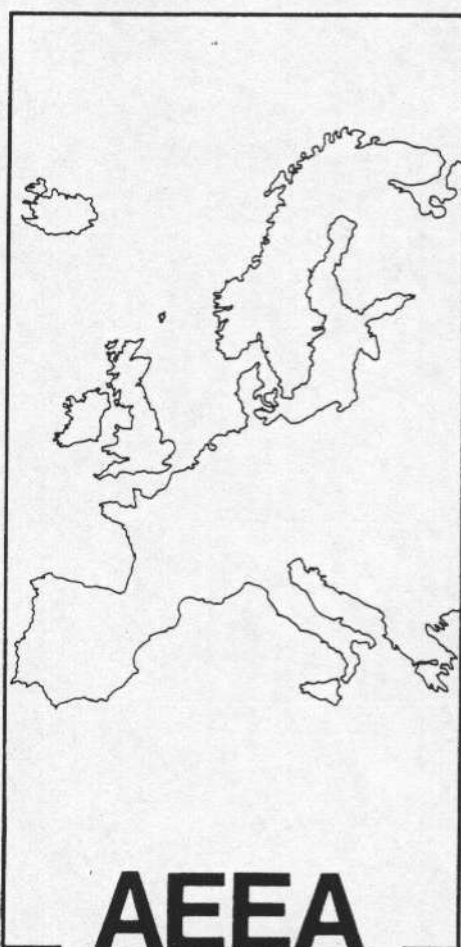
The student competition "Tomorrow's Think Tank Today", details of which were given in Newsheet No. 12, drew 284 entries from all over the world. Two travelling exhibitions of the best entries - one for the United Kingdom and one for the rest of the world - are being sponsored by a London firm of architects and interior designers as part of the RIBA's centenary celebrations. Those interested in hosting this exhibition (booked up to Easter 1985 in UK; to February 1985 outside the UK) should contact Peter Gibbs-Kennet, RIBA Director of Education, 66 Portland Place, London W1N 4AD (Tel: 01-580-5533). Both exhibition and videotaped documentary by Channel Four (I.T.V.) are available free of charge bar transportation costs.

Reports

The report of Forum No. 8: Architectural Education in Europe and the Third World: Parallels and Contrasts, has been published and circulated to members. Some spare copies are still available from The Secretary, School of Architecture, The University, Newcastle upon Tyne, NE1 7RU. Cost £5.75 (including postage). Similarly, the report of Workshop 7: La Formation des architectes face au problème des banlieues, has been printed as No. 5 of Questions, the magazine of the Institut Supérieur d'Architecture Saint-Luc, Bruxelles, and is available from the Secrétariat de l'ISA, 64 rue Wilmotte, 1060, Bruxelles. Cost 300 FB.

European Directory

The response to the circular sent to member schools was very good, and the second, extended edition of the EAAE Directory should be available towards the end of the year.



AEEA EAAE

EAAE Address

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

The Administrative Council

The president membership of the Council, which is charged with the promotion and administration of the Association's affairs, is:

Jean Barthélemy	Mons
Birgit Cold	Trondheim
Peter Jockusch (President)	Kassel
Hentie Louw	Newcastle
Nils-ole Lund	Aarhus
Manuel Ribas i Piera	Barcelona
Roland Schweitzer	Paris

Nils-ole Lund will retire from the Council on the occasion of the 9th International Forum in Aarhus, May 1985.

General Assembly

The 1984 EAAE General Assembly was held in Stuttgart on Friday, 15th June at 1530 hours, and was attended by 14 representatives of member schools. President's report printed above. Minutes to be circulated.

Coming Event

Forum 9 is to take place in Aarhus, 22-25 May 1985.

Theme: The role of History in the Teaching of Architecture.

Application forms enclosed.