

EAAE

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

AEEA

REPORT PARIS '85 :

David Robson reviews Workshop 11: "The Making of an Architect – where do we go from here?/Comment enseigner l'architecture demain?", held at the Ecole des Beaux Arts, Paris in October 1985.

1985 was the tenth year of the Association's existence and the occasion was intended to serve in part as an anniversary and a reunion of old comrades. However, a celebration of the past provides the ideal base from which to survey the future and the Workshop took as its central theme: "The making of an architect: where do we go from here?"

Positional papers had been solicited from a number of eminent educationalists and a collection of these was distributed in advance of the Workshop. Although the papers were intended primarily to stimulate discussion, their joint publication produced an invaluable review of the state of architectural education in Europe today. The papers raised many issues but one theme prevailed: the realities of architecture have changed and the teaching of architects must follow suit! Thanks to this admirable document the delegates, and there were 82 of them from 46 schools in 16 different countries, arrived in Paris well primed for the discussions.

The Workshop opened in the main amphithéâtre of the Palais des Etudes, built in 1840 by Félix Duban and decorated with a vast mural by Delaroche. Sadly the atmosphere of this noble hall was not matched by its acoustics, and the echo rendered the speakers inaudible to all but the first semi-circle of listeners. Roland Schweizer of the Paris-Tolbiac School welcomed the delegates and introduced the first speakers: the present president Peter Jockusch, the founder president Hans Haenlein, and founder member Elmar Wertz. These three speakers were able to reflect with justifiable satisfaction on the achievements of the Association during its first decade. Elmar Wertz was perhaps the only speaker to overcome the amphitheatric acoustics and one of the few delegates who tried to break down communicational barriers: he spoke in Franglemande, a peculiar cocktail of French, English and German, amplified by extravagant gestures of head and hand.

Next Francois Maroti of Paris-Tolbiac gave a concise account of the recent evolution of architectural education in France. The highly centralised Ecole Nationale Supérieure des Beaux Arts, having failed to adapt to the changing realities, was dissolved in the wake of the 1968 student revolt and replaced by a number of semi-autonomous UPAs (Unité Pédagogique d'Architecture), each one offering its own unique spectrum of specialisations.

But the new system did not match expectations, and, by the end of the 1970s, one cycle of reform had given way to another. The government intervened to reconstitute the UPAs as 23 schools of architecture each one following an identical framework of studies. The length of course was reduced from 6 to 5 years and split into a *first cycle* of 2 years leading to an intermediate diploma, and a *second cycle* of 3 years leading directly to the final government diploma. After 18 years of reform during which the rigid centralisation of the Beaux Arts system was replaced by an environment of diversity and experimentation, the French schools have now readopted the discipline of a single curriculum.

The first day ended with a reception in the Hotel de Ville at which the Deputy Mayor welcomed the delegates to the city of Paris.

The second day was given over to group discussions. An analysis of the positional papers had resulted in a list of key issues which were then combined to produce three agenda proposals for five working groups.

The *first agenda* linked a consideration of changing sociological and ideological circumstances to the need for a new professional ethos.

The *second agenda* considered the organisational and institutional aspects of education in relation to national pressures for economy and accountability and international pressures for equivalence and standardisation.

The *third agenda* was concerned with course content and the need to integrate 'theory' with practical work in a changing social and professional context. It was proposed that the first agenda be assigned to a single group, and that the two other agendas be each taken up by parallel francophone and anglophone groups. Five rapporteurs were designated and delegates could attach themselves to any group of their choosing.

This straightforward and well-intentioned proposal, in granting perhaps too much freedom to

delegates and in positively encouraging the separation of the main language groups, failed to focus the Workshop on the key issues and diluted the potential for a broad exchange of experience. In the event the first agenda was not taken up, mainly because of the late arrival of the rapporteur. The second agenda failed to attract a single French speaking delegate and became the exclusive concern of a North European group under the direction of Ben Farmer. The third agenda attracted two substantial groups: one, again predominantly North European, under Birgit Cold; the other, almost exclusively South European, under Francois Maroti and Herbert Stephens. Thus the delegates came to be segregated as if by a line cutting through Belgium, northern France and Switzerland. The Maroti group was soon established with cartesian precision around a neat square of tables, while the Cold and Farmer groups arranged themselves more casually in sunny corners of the Cour d'Honneur. The day was pleasantly interrupted by an elaborate lunch at a small restaurant in the Quartier les Halles and terminated by a most enjoyable dinner in the Boulevard des Italiens.

The third day opened with contributions from two guest speakers. The first, Patrick Nuttgens from Leeds Polytechnic, braved the Duban amphithéâtre to deliver a paper entitled: "The State of the Art: Architectural Education". This took the form of a witty, fast-moving account of the development of architectural education in the UK over several decades ending with a condemnation of the "retreat into specialised uselessness" and a call for "education for capability". He was followed by Alberto Camenzind of the Eidgenössische Technische Hochschule in Zürich who wisely chose to deliver his paper in the sunny Cour d'Honneur. If Patrick Nuttgens' was the pragmatic response of a professional educator, Alberto Camenzind's was the more theoretical response of a passionate architect.

Paris Workshop continued on page 5...



Workshop in progress, amphitheatre, Ecole des Beaux Arts.

EDITORIAL:

As members may be aware, the EEC Council Directive on the mutual recognition of architectural qualifications in the Community (10 June 1985) created quite a stir at the EAAE October Workshop in Paris.

Discussion of the document has led to the conclusion that it could have far-reaching consequences for architectural education in the region. In response to this, the EAAE Council has decided to devote some space in this News Sheet to an issue which concerns us all. Architectural educationalists from the various member states have been invited to respond briefly to the likely effect this ruling might have on architectural education in their respective countries. The following are those responses received up to date. Further responses will be taken up in future News Sheets as received, as will be any comments from EAAE members (and other interested parties).

H. J. Louw, Newcastle University.

INTRODUCTION:

After more than twenty years of work and discussions the EEC council finally has agreed to a document drafted by civil servants from the member countries. The purpose of the document is to facilitate the movement of professionals across the borders of Europe.

It has taken so long to agree on this because the national education systems leading towards a diploma of architecture varies considerably from one member state to another. The Directive therefore (article 3) defines what should be the main concern of architectural education. This is done in a rather open and idealistic way creating a list of eleven fields of knowledge and skills which students should have acquired through their education.

An education which satisfies these requirements shall consist of a minimum of four years of full-time studies or at least six years of which three shall be full-time (article 4).

The problems of the German Gesamthochschule, which was the great obstacle in the negotiations, was solved in adding four years of practical training to the three years of study.

To supervise the Directive, the council will create an advisory committee. The task of the committee shall be to help to ensure "a comparably high standard of education and training for architects". The committee shall advise the council on problems arising from the Directive on mutual recognition and recommend amendments to be made.

The committee shall consist of three experts from each member state: one from the profession, one from a teaching institution and one from the "competent authorities".

Having been a member of the Danish delegation in the negotiations in Bruxelles over several years, I feel that the Directive is acceptable. There is a conflict between the goals defined in article 3 and the length of the study defined in article 4. But if the national governments want to use the minimum length as the maximum in their efforts to cut down on the spendings on higher education article 3 can be used as a defence.

Because the directive is so open in its definitions, the schools of architecture still can make their own curricula but the role of the advisory committee will be important and it should be recommended that the school tries to influence the election of members nationally.

Nils-Ole Lund,
Arkitektskolen i Aarhus, Denmark.

UNITED KINGDOM:

Architectural Education in Britain has been subject to unparalleled scrutiny, criticism and attack during the past two years. The Transbinary Review which led to the Report on Advanced Courses in Architecture (*Facing the Future*, September 1984) seems now to have been little more than a holding operation. Only its negative implications have materialised (all schools face large cuts in student numbers) and it now seems that the Minister of State for Education himself will shortly pronounce on the future educational provision in our subject, having been unimpressed with the recommendations and arguments from NAB¹ and UGC².

The behaviour of our Professional Institute, the RIBA, leaves much to be desired. It continues to press for cuts, large cuts, selective cuts and cuts which relate to its perception of the distribution of provision, and its increasingly anachronistic perception of the role of architects. Where it tries to be supportive it shows no apparent appreciation of the crucial significance of resource control in educational establishments, all of which are themselves under extreme financial pressure.

In all of this, the most significant event was the EEC Directive of 10 June, about which there was no warning and about which there has been a profound silence from the British Government since its signing.

Essentially, the Directive states that each member state shall recognize qualifications acquired as a result of education and training awarded to nationals of other member states, and gives them the right to practise as architects anywhere in the EEC (Article 2). It then sets out the comprehensive range and balance of subject matter which must be studied at university level, and it establishes that, with respect to duration of study,

"a The total length of education and training shall consist of a minimum of either four years of full-time studies at a university or comparable educational establishment, or at least six years of study at a university or comparable educational establishment of which at least three must be full time;

b such education and training shall be concluded by successful completion of an examination of degree standard."

(Article 4)

If the EEC is to develop, there must be continuing moves towards commonalities of all kinds and the principle of qualified architects within the Community being able to practise in all member states has to be supported. It does, however, come as a disappointment that, with respect to their education, the agreement was to standardise not on the maximum existing provision of 5 years, but to settle for less.

One immediate effect is to render futile any attempt at manpower planning within any single member state, but, in my view, its significance for Britain will not be that the floodgates are open for all, but that if it cares to, the Government can now reduce funding to British students wishing to study our subject.

That the Government wishes to reduce funding for Education in general is established fact, as is its acceptance of the RIBA's argument that our profession is over-subscribed, and that, therefore, the output of graduates should be reduced. (Graduates which the Government sees as expensive as a function of course length and annual unit costs - 50% greater than for Arts students.)

If one had the intention of reducing the 5 years of funding an effective strategy would be to:

- focus attention on the general public's disinterest in and disenchantment with the architecture of post-war Britain,
- mount a national review of existing provision, making it clear that, with respect to demand, society's demand must take precedence over student demand,
- concurrently, but quite separately, carry out an HMI³ Survey on Public Sector Education in Architecture and publish a report which is highly critical of such education and explicitly questions its 5 years of funding (despite it being a report which, in so many respects, falls far short of the standards of competence, logic and objectivity one expects of the DES⁴,
- set up a working party (containing no architects), the Architecture Intakes Working Party, to make recommendations for translating the Transbinary Review Report into action, and have them make recommendations which are politically inept (e.g. the recommendation to close the only School of Architecture in Northern Ireland), and which lead to a situation where NAB and UGC are seen to be over-defensive of their sectional interests and produce remnant recommendations which are untenable on all counts, and
- become a signatory to an EEC Directive, surrendering educational argument sustained for many many years that if standardisation there is to be, it should be on 5 years, not fewer years of funding.

All of that has happened.

As Head of a School of Architecture, acutely aware of the impact that changes in funding would have, I would like to offer a few observations.

If Government were to reduce the 5 years of funding to 4, we would see an end to Government and RIBA sharing common interests, in that the saving of money by reducing course length results in an extra cohort of graduating students in the change-over year (some 1,000 extra graduates). Additionally, what would almost certainly have to be abandoned, would be the several variants which have arisen of late within courses of Architecture which give exemption from one year of Post-Graduate courses in Town and Country Planning, and which were designed to increase the output of professionals having double qualifications. A reduction to 4 academic years would certainly not lead to a reduction to the minimum period of 7 years of education and training for architects in the United Kingdom. On the contrary, the result would be that graduates would spend an extra compensatory year in practice - at a time when the profession's (orthodox) work load has dropped and when, therefore, salary prospects and learning opportunity within practice are likely to be diminished.

If, on the other hand, Government were to reduce the mandatory grant aid to 3 years, it would save even more money and the outcome would be dramatically to reduce opportunities for such graduates to progress to qualification and registration as architects. Students having read for a first degree would have to compete for post-graduate places, which by their very nature would be fewer. There would, of course, be qualitative selection at the point of entry to such courses and an emphasis on academic rather than vocational matters within such courses. Given that only a minority of first degree students would progress in that way, pressure would be brought to bear on our first degree courses to make them a better preparation for a wider choice of career. Inevitably, that would weaken the vocational significance of those courses which, in combination with the academic emphasis of post-graduate work, would greatly damage, if not totally destroy, the integration of education and training of which Architecture has been so proud.

Of the existing 35 schools, not all would be able to mount post-graduate courses (the University Schools would have the advantage here). And, as it has been argued that if first degree courses are to be valid vocationally, they could not exist in isolation (*Facing the Future* 8.24 p41), several would close.

A remaining route to professional qualification would, of course, be by part-time education (with the advantage swinging to Polytechnic Schools), but I believe that my argument about the shift away from vocational preparation in first degree courses would hold good. As a consequence, architectural practice would be in receipt of graduates who were extremely ill-equipped as trainee employees, and placement would be difficult while the construction industry is in recession. A further problem is that practice is less well placed to play its part in training/educating employees in times of rapid change.

The logic of professional education being post-graduate should lead to a mixture of such routes, with the establishment of high-powered, high-calibre post-graduate courses, in combination with research and teaching offices and offering Continuing Professional Development (CPD) opportunities. As CPD has to be funded by the profession and as much of the necessary expertise is to be found within the profession, such courses would be doubly enriched: by fee income and knowledge input. The problems would be, once again, how many such courses should there be, and how comfortably would their location fit national and regional need? If teaching offices are to emerge, will these simply be as a result of market success, and therefore at risk, or would Government feed them with work? Presumably, if they were of appropriate quality, they would offer an exemplary service.

In contra-distinction to the non-viability of (currently constituted) first degree courses in isolation, post-graduate centres of excellence can be argued for without their having attendant first degree companion courses. Indeed, if all first degree courses were strictly non-vocational, and were viable as the market and Senate allowed (currently, University schools have extremely high ratios of applicants to places) and, if post-graduate schools were separate, it would break the moral (if not legal contract) to offer progression that is felt to exist in Schools at present.

Whatever the outcome, the most damaging factor at present is uncertainty, which is seriously handicapping morale and development. If Architectural Education has room for improvement, if too many students are being produced, and if Architecture as practised deserves to attract criticism one will certainly not solve those problems by making the schools smaller and weaker, nor by making the students' engagement with the schools shorter.

Those of us in education must hope that, with respect to the EEC Directive, the minimum does not become the maximum, and that constructive models are sought to spend money to the greatest possible educational effect. I, for one, would make a plea for the existing model to be afforded very careful consideration in such a search.

Ben Farmer, Newcastle University.

DENMARK:

On most issues related to the EEC the Danish attitude generally has been negative or critical. This was also the case with the EEC-Directive on architectural qualifications and the right to exercise the profession throughout the EEC. Over the many years that negotiations went on, only very few architects felt any positive interest in the issue, or spent time discussing its possible effects. In the two Danish schools of architecture the issue attracted very little attention; many probably felt that it was too abstract. Today the Directive has been adopted by the Council, despite negative comments and criticism made of it in the past, and architectural education and the profession in Denmark shall have to find a way of living with the possible effects from its many articles.

In order to discuss the articles in relation to architectural education in Denmark, one needs to summarize a few points which are important for the understanding of the condition for architectural education at the two schools of Architecture, one in Copenhagen and one in Aarhus.

- Architectural Education in Denmark falls under the Ministry of Cultural Affairs, and because of this relationship it has not suffered as much as other institutions within higher education in this country from the cuts and Government interference in the educational systems which have taken place over the last ten years. Only with respect to the number of students which are admitted every year, and the criteria for selection has architectural education been forced to follow the rest of the educational system. The two schools thus have in the past been able to exercise considerable freedom in choosing their curricula and manage their own affairs.

- The freedom which students have to choose their own curriculum from among the different courses and programmes on offer, is highly appreciated and today even considered a right.
- This also affects the length of study, which during the last 15 years has increased from the standard of 5½ years to an average of 7 years.
- During the same period the burden of taking Government supported study loans at a high rate of interest has forced an increasing number of students to finance their studies themselves by doing all sorts of odd jobs.
- Furthermore students today often seem to settle down with family much earlier than before, and all the expenses that go with it.
- In Denmark, students at the schools of architecture still have only one examination, the final. During the 5 to 7 years length of study no formal examination is held, however, if students fail to show up, or do not present projects according to their programmes, they might be expelled from further studies.

The main points of concern regarding the Directive are:

1. The length of study
2. The content of study (curriculum)
3. The composition and authority of the proposed advisory committee.

Point one The problem obviously relates to the German Fachhochschulen where 3 years of technical training followed by 4 years of practice, now has been stamped as being equal to 5½ years of study at a university. This shall still be a major point of concern, especially as we all know how today's politicians are always looking for ways of cutting the government budget, in which expenses on education forms a considerable part.

Point two At present the formulation of the document seems so vague: a little of *this* and a little of *that*, and off you go – a perfect *EEC-architect*. However, we differ in our attitudes, and even though we admire and envy many of our European colleagues, we also know that given the opportunity, some of them would love to take the present relaxed formulation and put it into hours as obligatory courses – an idea which we strongly oppose.

Point three Here again we have to recognize that our countries are different. In some the appointment of the 3 members of the proposed advisory committee could easily become a political issue, and the members themselves politicians with an interest which could be very conflicting with ours. Denmark is a small country and hopefully the two schools of architecture together with the Architectural Association shall manage to come to an agreement about the membership of the committee. However, we are still arguing about whose right it is to appoint the 3rd member. Up to now our Ministry of Housing has negotiated the Directive and now wants to keep a seat, while we at the schools feel that since the whole issue is about ensuring "a comparably high standard of education and training for architects throughout the community", it ought to be the Ministry concerned with architectural education who appoints this 3rd member, the Ministry of Cultural Affairs.

It is thus our feeling in Denmark that in order to keep our freedom protected in architectural education, we need to have the maximum representation within the Advisory Committee. However, we do not want a formal link between the AEEA/EAAE and the Advisory Committee, because if a conflict should arise the AEEA/EAAE could play an independent role as the informal spokesman for the schools, which could not be the case if we were linked to the EEC in any formal way.

Having said all this, I should like to give one positive comment on the Directive. For many years Danish Architects who wanted to practice abroad have suffered from the fact that our final examination is not called "Masters Degree", even though it provided the right to become a member of our professional association (Danske Arkitekters Landsforbund). The Directive has not changed that, but it has authorised our final examination to be the equal of a Master Degree, and hopefully this fact shall be recognized in the future.

Karl Aage Henk, Royal Danish Academy of Fine Arts, Copenhagen.

WEST GERMANY:

A joint national committee for the reform of architectural education has recently presented a paper in which an adequate length of studies is defined and well argued. This paper requires a total of 212 semester-week-hours (SWH) for university-based architectural education or an equivalent of 5 years of study plus one diploma semester (and 180 SWH or 4 years plus one term for exams for the Fachhochschulen respectively).

The German Schools of Architecture, both at University and Fachhochschule level (represented by the Deans' Conference) were in accordance with these proposals, although some people felt that 180 SWH or 4 years plus exam term would be sufficient for Universities as well.

Some Schools of Architecture were afraid of the extra 17% to 18% teaching capacity needed for the longer fulltime course. Others were in fear of a loss of distinction between Fachhochschule and University education and asked for at least two semesters of difference to be maintained

1 The National Advisory Body which advises Government on educational provision in the so-called Public Sector (ie Non-University Sector)

2 The University Grants Committee which argues for and allocates financial resources to Universities

3 Her Majesty's Inspectorate which has a monitoring function for all forms of education other than that in Universities

4 The Department of Education and Science, the overarching Government Department for Education.

EEC 85/384-6 : RESPONSES TO THE EEC COUNCIL DIRECTIVE ON

between the two courses, whatever the lengths of the courses decided upon.

Ministerial representatives on both federal and national level objected to these proposals, because they felt that the present regulations with a minimum of 8 semesters plus one diploma semester for Universities, and 6 semesters plus 1 diploma semester for Fachhochschule is sufficient. They were very happy to hear the news from Brussels and immediately believed that the proposals from the German National Joint Committee were superfluous and had no chance to be realized politically.

The Schools and Deans felt that the decisions from Brussels counteracted their efforts towards upgrading Fachhochschule education from the training of building technicians to the education of architects with a more practice-oriented bias, and that their attempts to improve the standard of higher architectural education at university level were frustrated.

However, German Schools of Architecture expect a revision of the capacity factors (that is the ministerial ratio of staff capacity over annual student intake) and staff work load will increase. As the German academic labour market and occupational system is not connected to the educational system, there is as yet no argument for cutting down redundant school capacity in response to an overcrowded labour market.

Peter Jockusch, Gesamthochschule, Kassel.

NETHERLANDS:

As far as I can see the EEC document involves only one point that can provoke a heated discussion (and did so at the Paris-workshop): the minimum curriculum stated in the document to be a 4-year one.

The heated discussion in Paris actually was about whether it would give an incentive (or an excuse) to governments to make the minimum the maximum in those countries where there are longer curricula. And whether the EAAE should not jump to the barricades to defend a longer curriculum.

In my country, the Netherlands, we have had an overall change for all universities from a 5-year to a 4-year curriculum in 1982 after a discussion that went on for 10 years. This 4-year diploma by law must have the same value as the 5-year one. Whether reality will prove to follow the law nobody can say as yet. Now after 3 years of experience it seems that students and staff work much harder and are more disciplined, but also much more one track-minded which, for a university at least, puts up a question mark.

I would, however, prefer not to explain to you the

ins and outs of what is happening in the Netherlands. This curriculum discussion suggests at least that we have to realise what is going on at present, so let me dwell a bit on this point.

We are facing a number of cumulative problems:

- An enormous influx of young people who want higher education (in the Netherlands there are hardly any number restrictions at the universities. Curiously enough Architecture attracts a relative great proportion of them).
- The number of (specialist) subjects involved in architectural education has increased drastically over the last 25 years. (see Figure 1, which I presented at the Lisbon EAAE workshop in 1982). Consequently in all these fields research has developed.
- Moreover we now discover that building involves much more than architectural design and on-site construction (if the latter was involved at all in architectural education). Another diagram from the Lisbon workshop shows this (Figure 2). It ranges from product development to demolition, and in between are some very important ones like estate management and building-maintenance, not to forget the enormous number of regulations, standards etc. This is very important because all these number of regulations, standards etc. This is very important because all these aspects, in an increasing way, influence the design of the built environment and consequently the quality of it as we have discovered over the last 10 - 20 years. In fact in all these fields design-decisions are taken before the design of a building takes shape. So it might be an important new field of employment for our graduates.
- Research has at long last over the last 25 years become part of the building-disciplines but is still very young and needs a lot of extra energy and care. And even more so where it concerns the development of integrative concepts, in order to be able to give specialist research its context so as to avoid a cancerous growth and excessive influence of specific specialisms.
- To complicate all this even further there is an ever ongoing rapid change on all fronts, like the shift from building new buildings to keeping the existing stock up to date, to name but one major change. Or, as I stated in my 1984 President's Report for the EAAE, we have to face a new reality in which three major characteristics play an important role: pluriformity, ever ongoing change and very complex interactions on all fronts.
- Last, but not least: diminishing funds.

To sum up: we have to do more and also more complicated things in an ever changing environment for less easy money. Or, to say it in yet another way: we are confronted with a rapidly increasing complexity of information, and of

information handling, which calls for totally different ways of doing things.

I do realise I have gone beyond what we normally call architectural education. But I am convinced we should broaden our concept of architectural education for the sake of the overall quality of our built environment.

It is quite clear that the EEC document with its 4 year model did not intend to raise these issues. But still, in this context I gladly seize this opportunity to make some suggestions:

1. The 4 (or more) year education should be a basic one dealing with the teaching of ways of thinking instead of teaching specific solutions, even if solutions should play an important role as examples on which certain ways of thinking can be illustrated. In short: education rather than training (see my paper on the teaching of architectural technology for the Zurich Workshop, 1980).
2. At the end (the last 2 years perhaps) a differentiation-possibility should be given so that more fields can be involved in the educational and research program and not every student has to do everything.
3. On top of the 4 year (or more) normal curriculum, research orientated 1 or 2 year courses should be developed for very promising students.
4. Much more emphasis should go to post-academic education where specialist subjects can be taken according to the need arising from working in practice.
5. An Open-University formula or something like that might take over the majority of students using new possibilities for individual teaching which are already around the corner (see Servan Schreiber's book *Le Défi Mondiale*). This could even be done on a European scale with due attention paid to regional differences. If so the universities could again become the breeding places for research and new developments instead of institutions for mass education.

I do not know whether this will cost less, but at least I know that if we go on along the old trodden ways we can be sure we will not be able to cope with the stated problems, not even in a 5 or 6-year course.

The EEC document would become a worthwhile document for architectural education if it provokes some new thinking instead of a reactive defence of old rights and institutions. Let us seize the opportunity and where possible use the EEC for the development of some new approaches dealing with all aspects involved in the quality at the built environment.

Age van Randen,
Technische Hogeschool, Delft.

Figure 1

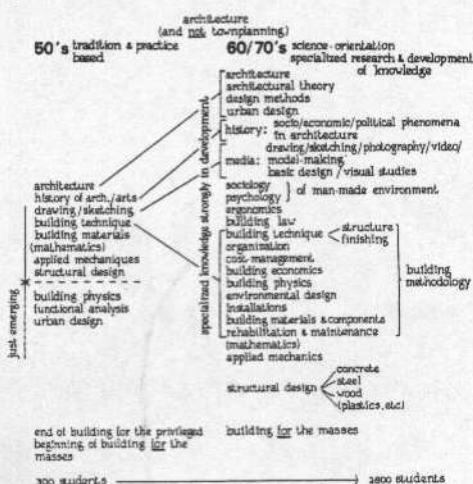
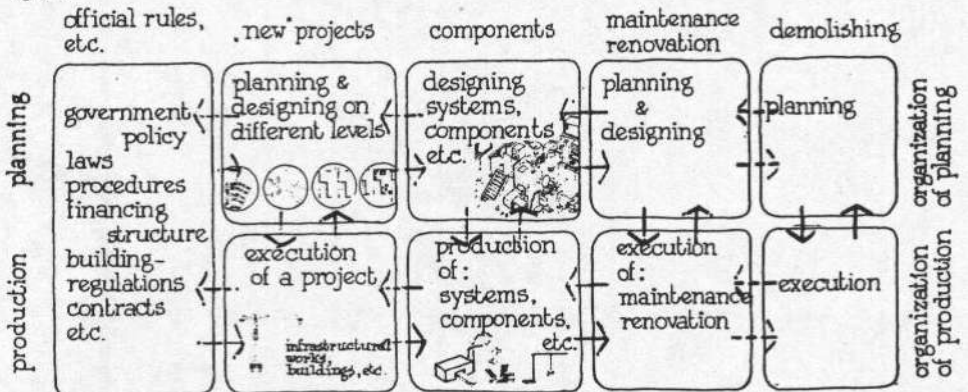


Figure 2



in interaction with the users with their
diversity in needs and means

EXTRACTS FROM THE EEC COUNCIL OFFICIAL JOURNAL VOL. 28, 21 AUGUST 1985:

85/384/EEC:

Article 2

Each Member State shall recognize the diplomas, certificates and other evidence of formal qualifications acquired as a result of education and training fulfilling the requirements of Articles 3 and 4 and awarded to nationals of Member States by other Member States

Article 3

Education and training leading to diplomas, certificates and other evidence of formal qualifications referred to in Article 2 shall be provided through courses of studies at university level concerned principally with architecture. Such studies shall be balanced between the theoretical and practical aspects of architectural training and shall ensure the acquisition of:

1. an ability to create architectural designs that satisfy both aesthetic and technical requirements,

2. an adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences,
3. a knowledge of the fine arts as an influence on the quality of architectural design,
4. an adequate knowledge of urban design, planning and the skills involved in the planning process,
5. an understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale,
6. an understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors,
7. an understanding of the methods of investigation and preparation of the brief for a design project,
8. an understanding of the structural design, constructional and engineering problems associated with building design,
9. an adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal

conditions of comfort and protection against the climate,

10. the necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations,
11. an adequate knowledge of the industries, organizations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.

Article 4

1. The education and training referred to in Article 2 must satisfy the requirements defined in Article 3 and also the following conditions:

- (a) the total length of education and training shall consist of a minimum of either four years of full-time studies at a university or comparable educational establishment, or at least six years of study at a university or comparable educational establishment of which at least three must be full time;
- (b) such education and training shall be concluded by successful completion of an examination of degree standard.

EAAE/AEEA FUTURE POLICY:

The aims of the EAAE/AEEA at the time of its foundation ten years ago are set out in the statutes:

"To promote the exchange of ideas and persons within the area of architectural education and research, as well as to explore the development of architectural education in Europe, while respecting the pedagogical and administrative approach in the different schools and countries.

"To further these aims, the Association sets out to:

- create an information network about activities and programmes of special interest existing in the schools
- search for solutions to facilitate the exchange of staff and students between the schools
- make specific proposals towards the creation of closer relations between education, research and practice
- establish contact with governmental, international and professional organisations and agencies."

The Council wishes to reiterate its support for the above set of principles - the Association is, and shall remain, essentially an open forum for cross-cultural debate in architectural education.

Many would argue that, by implication, this means that the EAAE/AEEA should avoid politics at all cost. The Council, however, accepts that circumstances have changed dramatically for the worse since the Association was founded. The resource base for architectural education throughout Europe has been cut back, and in some cases, whole institutions have been closed. Often these changes were effected on the basis of criteria which were almost entirely non-educational.

The Council therefore believes that the time has come for the Association to begin to take a higher profile also in the politics of architectural education in Europe. There are obviously risks involved in such a course, but we feel that not only is involvement in politics no longer avoidable in the present economic/political climate, it is also entirely justifiable under the terms of our

constitution as long as it remains educational politics.

At the same time, we will not lose sight of our main priority, which is the teaching of architecture. Here too, the call has come for the EAAE/AEEA to take a more active pedagogical role in the future and the Council is broadly in agreement with this.

If the Association were to become a true "Agent for change" in our field (to borrow a phrase from one of our past presidents), we would have to operate on more than the strictly academic level. The welfare of our discipline depends as much on how well we protect our resource base as on how efficaciously we employ our resources, human and otherwise.

The Council is at present drawing up contingency plans for future action which will be debated at future meetings. Naturally, we cannot undertake this venture on our own. As in the past, we will rely heavily on the active participation of members and we look forward to suggestions from you as well as offers of help.

Paris Workshop Report continued ...

Before asking the question "Comment enseigner l'architecture?" it was first necessary to answer the question: "Où on en est l'architecture d'aujourd'hui?". The Modern Movement had given a new meaning to the concept of architectural space but this had been obscured during the post-war boom with the evolution of a shallow and bogus modernity which substituted cosmetic formalism for real architecture. How can one rescue architecture from its present preoccupation with esoteric languages, with isolated technological specialisms? What is needed is not schools of architecture but teachers who are human beings! Neither of the two guests had participated in the earlier discussion, but each succeeded in summarising the concerns of delegates from his own side of the line.

But the real summaries were still to come ...

Ben Farmer reported for the group which had tackled the second agenda. This group comprised 14 delegates of whom 8 were from the UK. Discussion was dominated by the EEC Directive of June 1985 and particularly by its possible implications for the length and structuring of courses in schools of architecture. Delegates from Holland, Denmark and France were quite familiar with the Directive, but its contents seemed to take the British delegates by surprise.

The French and Dutch governments had already reduced courses by one year, as if in anticipation of the Directive. Concern was expressed that in the long-term the Directive might lead to unnecessary and undesirable standardisation of curricula throughout the Community.

The group discussed the future role of the EAAE. It was agreed that the Association must continue to function as a loosely constituted body and that it should avoid direct formal involvement with the EEC Advisory Committee. EAAE was a unique organisation which had a vital part to play in the dissemination of information and the development of pedagogic theory. Its interests spread far beyond the boundaries of the Common Market countries. There was a need for small working groups which could meet to study issues of common interest with a view to preparing reports for general circulation. Such activities could permit EAAE to develop into an 'Open University of Architecture' of Greater Europe!

Birgit Cold and Andris Berzins reported for the English-speaking group which discussed the third agenda. This comprised 18 delegates from 11 different countries. Students ought not to be regarded as finished architects immediately upon completing their studies: the learning process continues long after graduation. In most

countries the period of formal study is divided between a generalist 'basic course' and a more specialised 'upper level course'. Countries with several schools could encourage diversity, particularly at the upper level. Should schools aim to create generalists or specialists? Should they respond directly to the utilitarian requirements of society or try to offer a well rounded humanist education? Many questions remained unanswered, but it was agreed that basic courses should involve 'learning to build' (construction and materials), 'learning about people and environment' (the human factor) and 'learning to learn'. In addressing the triple issue of "role, responsibility and ideology" it was agreed that the task of defining pedagogic goals must never be ceded to the 'accountants and politicians'. There was a danger that premature encounters with professional problems could inhibit the assimilation of 'cultural and life values' although cost/energy/responsibility were now unavoidable issues. Contemporary society is basically heterogeneous and a fixed ideology is no longer tenable: teachers should avoid the ideology/morality/theory dilemma by identifying their personal "position" in terms of "what we do and what we don't want to do".

Finally Herbert Stephens reported for the large

continued on back page ...

French-speaking group which had also discussed the third agenda. Here again the discussion began with consideration of the need for a detached introductory course. This would ideally last for two years (as in the French 'first cycle') concentrating on perceptual studies, spatial awareness and 'basic design', and using predominantly studio-based teaching to achieve a synthesis of theory and practice. It is necessary to distinguish between the teaching of architecture (education) and the formation of architects (training). There is a pressing need to counter the excessive specialisation of the modern world, though some specialisation might be encouraged during the 'second cycle'. Schools must provide a foundation of general culture and should go out beyond their walls to engage in public debates on architectural issues. History teaching is important but it must be broadened to include the histories of building technology, vernacular building etc. and must never be allowed to lead to mindless imitation. Students need to be able to respond to real problems and to enter into dialogue with other members of the

building team and therefore some understanding of the means of production should be developed. "It is easier to kill a man with a house than with a gun; if architecture has been subject to the whims of fashion, the fault does not rest with architects alone".

At this point the proceedings came to a fairly abrupt halt. Lunch was preceded by an aperitif which was served in the Palais des Etudes to the accompaniment of a group of busking musicians. The combination of wine and music proved irresistible and soon the entire assembly was dancing around the hall. For many it was time to leave but for those without pressing engagements there was still a tour of architectural marvels (Labrouste's two libraries) and curiosities (the Parc de la Villette) organised for the following day.

It was a pity that the structuring of the Workshop encouraged a partition of the debate. The reports of the Cold group and the Maroti group, and, coincidentally, the papers of messrs Nuttgens and Camenzind, revealed certain differences in the preoccupations and priorities of delegates

from north and south, differences which were contained by the language of discussion but which seemed to stem from profound differences of approach and experience. No time had been allocated for joint discussion of these differences and no opportunity arose within the formal structure of the Workshop for delegates to cross the divide, to discuss each other's reports, and to arrive at a final summary statement.

Despite this the Workshop proved to be a most enjoyable and rewarding experience and provided further evidence of the vitality and potential importance of EAAE. It was marvellous to have the chance to meet with colleagues from over 40 schools of architecture and to hear of their problems and achievements. I, for one, look forward to taking part in another decade of EAAE events! Warm congratulations and thanks are due to Roland Schweizer, Mme Schweizer and the students of Paris-Tolbiac who were responsible for the generous hospitality and smooth organisation which characterised the whole of the four days.

David Robson, Brighton 5/1/86

FUTURE EVENTS :

WORKSHOP 13: TRONDHEIM, NORWAY, 29 - 31 MAY 1986.

Theme: "Learning and Teaching"

Birgit Cold, organiser of this event, writes:

"We have chosen this theme for Workshop nr. 13 so as to focus on subjects often neglected in our daily life as teachers of architecture.

Workshop nr. 11 in Paris had as its theme: "The making of an architect", while nr. 12 in Napoli has: "The new roles and perspectives of architects". This means we will have fresh reports and experiences from the discussions concerning the current aims and content of architectural courses in many European countries.

Workshop nr. 9 in Stuttgart dealt with one very interesting method of learning and teaching called, "Live projects". Up to now, no workshop has dealt with learning and teaching in their full meaning.

Although we all teach, almost none of us are actually trained for teaching. Our experience as teachers, and the methods obtained in our professions as architects, therefore is the only background we have when choosing our teaching methods.

Through lectures and group discussions, we will deal with the following subjects in Trondheim:

- The relationship between form and content in architectural education.
- Built environment education - and "learning by doing".
- The artistic approach to learning (with reference to methods of teaching in the Bauhaus-school).
- Innovation, creativity in teaching and lifelong learning - (or survival of the teachers).
- Male and female approaches to the design process.
- Projectwork - aims, organisation and evaluation.

We wish you all welcome to Trondheim and, we hope, to a beautiful spring with its clear days and light nights."

Application forms for Workshop 13 will be circulated with the next News Sheet, which will be a special issue on the Trondheim meeting. Provisional enquiries are to be directed to: Professor Birgit Cold, The University of Trondheim, The Norwegian Institute of Technology, Division of Architectural Design, Alfred Getz vei 3, N7034 Trondheim-NTH, Norway. (Tel. 07592626)

AGA 1986: NAPLES:

The Annual General Assembly will take place during the Naples Workshop. All members

WORKSHOP 12: NAPLES, 20 - 22 MARCH 1986.

Theme: "New Perspectives for Architects / Activités des architectes: nouvelles perspectives"

The meeting will address itself in particular to the following questions:

1. What is the ratio of employment amongst architectural graduates during the first years of their careers?
2. Are they working in architects' offices or related activities?
3. What is the range of careers, other than that of professional architect, which architectural graduates pursue after leaving Schools of Architecture?
4. Is there any difference in the employment patterns of the two sexes?
5. Is there a conflict between the education these graduates have received and the range of skills, knowledge and abilities they need during their careers?
6. Is there a surplus of architectural graduates a) in terms of what society can absorb? b) in terms of the criteria established by political administration?
7. Have staff and other resources (financial and material) of Schools of Architecture been cut, or are any cuts proposed for the future? If so, what are the reasons for these cuts?
8. Do the respective professional organisations (RIBA, Ordre des Architectes etc) take notice of the problems stated above and, if so, what are their reactions?
9. Should (and could) our curricula respond to these problems? In which ways have architectural courses already been adapted to accommodate the changing circumstances?

Throughout Europe research on the true nature of the work situation which currently faces architectural students when they leave Schools of Architecture is seriously hampered by a lack of specific data. If this Workshop could provide such a pool of information it would render an important service to architectural education in the region. Delegates are therefore requested to bring to the meeting as much as possible information on their local situations so that a comparative document can be prepared for distribution.

Application forms for the Workshop are being circulated by the Naples School. For further information contact: Professor Camillo Gubitosi, Dipartimento di Progettazione Urbana, Facoltà di Architettura, Università degli Studi di Napoli, Via Carlo Poerio 92, Napoli 80121, Italia. (Tel. 320878)

PROFILE :

Camillo Gubitosi, Professor at the School of Architecture, Naples University, offers a short profile of the school which will host Workshop 12.

There are ten schools of architecture in Italy: Milan, Turin, Genoa, Venice, Rome, Florence, Pescara, Naples, Reggio Calabria, Palermo. Two of these, Venice and Reggio, specialize in urban planning as well.

The degree course in architecture at Naples has four components: Architectural Design; Technology; Town Planning; and the Protection and Restoration of Historic Monuments and Estates. The duration of the course is five years with thirty examinations, twenty of which are common to all subject areas and the rest diversified. From this year the School is organized in the following departments:

- *Architectural Planning*: The course focuses on the city as the primary construction in space, and the centre of all human alterations to the physical environment.
- *Renovation of the Architectural Environment*: The course is based on the ancient core of Naples which, despite the growth of the city, retains the original urban structure (the layout of the streets, for example, dates back to Greco-Roman times), but which is in a state of progressive abandonment and decay.
- *Urban Planning*: The methodology to be adopted for the study of the historic centre of Naples will take the form of an analysis of the formal structure plus a morphological research of homogeneous urban zones.
- *Architectural Configuration*: The theme is architectural design. Design is considered to be a means of expression and formal criticism - a fundamental approach to architectural knowledge.

Teaching staff: 41 full Professors ; 71 Associate Professors.

Number of Students: 6177.

Number of Graduates: 1981: 328; 1982: 350; 1983: 380; 1984: 288; 1985: 260.



School of Architecture, Naples (Pal. Gravina)