

# EAAE

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

# AEEA

## RAPPORT BRIGHTON:

### ECHOS DU XVe ATELIER DE L'AEEA TENU A BRIGHTON DU 9 AU

11 JUILLET 1987

En lever de rideau du congrès de l'UIA, le XVe atelier de l'AEEA fut consacré à la recherche d'une adaptation des pratiques d'enseignement de l'architecture aux enjeux nouveaux révélés par la crise mondiale de l'habitat et son impact sur le développement des pays. "Villes et Abris: Comment préparer les futurs architectes à leurs rôles nouveaux dans la communauté?"

Telle était la question posée aux 55 participants réunis pendant 3 jours dans la Mithnas House, siège de l'école d'architecture et d'architecture intérieure de Brighton Polytechnic. L'environnement avait été rendu propice à l'instauration d'échanges de qualité: Deux expositions remarquables enrichissaient le cadre un peu austère de l'école. La première constituait la mémoire des travaux réalisés par les étudiants de l'école. Soigneusement présentée et d'un grand développement, elle permettait d'évaluer la ligne pédagogique de l'enseignement et le niveau des résultats obtenus. La seconde consistait en une très belle et brillante rétrospective des recherches graphiques associées aux travaux et réalisations de l'architecte finlandais PIETOLA. Quant aux participants, venus de 15 pays différents, leur qualité et leur diversité témoignaient de l'intérêt partagé pour la question ayant servi de mobile à leur réunion. Après les exposés d'accueil de David Robson, coordinateur de la manifestation, et de Peter Jokush, président sortant de l'AEEA - qui furent aussi l'occasion d'accueillir le nouveau président Nils-Ole Lund - il y eut une présentation de IPSA, et du concours de travaux d'étudiants organisé en marge du congrès de l'UIA. Le thème du colloque fut ensuite introduit par deux interventions complémentaires de Robert McLeod, directeur de l'école de Brighton, et de Patrick Nuttgens, professeur à l'Institut d'études Supérieures en Architecture de York.

#### *Architecte: profession impossible?*

Dans un exposé volontairement provoquant qui ne péchait pas par un excès d'optimisme, Robert McLeod releva les ambiguïtés du "profil" actuel de l'architecture, et les contradictions associées à son statut dans nos sociétés européennes. Le professeur Nuttgens développa longuement une approche plus positive. Les deux interventions eurent le mérite d'identifier clairement les défis auxquels devra faire face l'avenir de la profession. Sans doute n'est-il pas inutile d'énumérer ici 3 champs de questions ouverts par les deux orateurs tels qu'ils nous a été possible de les comprendre, puis de nous les approprier.

#### *1. Concernant le "contrat social" entre l'architecte et la communauté:*

La profession d'architecte est-elle désirée et reconnue par la société? Comment s'exprime réellement la demande sociale vis à vis de l'organisation de l'espace et vis à vis de l'architecture? En quoi l'architecte contribue-t-il à une "protection" globale de la société, et quelles garanties structurelles le service offert par la profession apporte-t-il à l'ensemble du corps social?

Comment situer les potentiels spécifiquement liés à ce service par rapport aux autres moyens de "défense de l'environnement reconnus par la communauté, notamment les appareils législatifs complexes dont se trouvent dotés toutes nos sociétés de droit? Et pour l'avenir: Comment contribuer à une meilleure définition des niveaux de responsabilité et d'indépendance de l'architecte dans une société libérale organisée autour des notions de liberté d'entreprendre et d'échanger?

#### *2. Concernant le niveau de service offert par l'architecte à la communauté:*

L'architecte est-il seulement un agent au service de l'industrie du bâtiment? Peut-être d'autant moins qu'il n'existe pas d'industrie du bâtiment à proprement parler. Il existe une industrie des matériaux et des composants. L'acte de bâtir n'est pas une industrie: c'est un phénomène global.

L'industrie des composants n'en est pas le pivot, mais l'un des facteurs. C'est elle qui doit s'adapter à la situation révélée par l'acte d'architecture. Le service offert par l'architecte ne se comprend-il pas mieux comme cette tâche d'énonciation de possibles, de révélation du phénomène "bâtiment"?

D'où l'importance à accorder aux méthodes de l'architecture consacrées à la définition des standards, qui sont une clé d'entrée dans les spécificités du phénomène.

51 Rue de la Concorde,  
Brussels 1050, Belgium.

Il est possible, dans cette perspective, d'évaluer le concept d'architecture communautaire, et le progrès que ces expériences fondées sur l'interaction, et la communication entre les acteurs engendrent par rapport aux pratiques technocratiques, autoritaires et expéditives de "l'architecture conventionnelle".

#### *3. Concernant la définition et le rôle de l'artiste:*

La vision de l'architecte "artiste et librepenseur" correspond aux besoins exprimés par la communauté? Ne conduit-elle pas trop souvent à une marginalisation de l'artiste qui le place en contradiction avec le service attendu de lui? N'est-il pas possible, au niveau de la formation, de réorienter les "vertus" exaltées de l'artiste au 20e siècle (intuition, imagination, originalité, créativité) pour qu'elles puissent contribuer, non plus à l'éparpillement de pratiques indépendantes, mais au renforcement d'une corporation solidaire d'artistes?

N'est-ce pas l'un des rôles de l'enseignement que de rendre possible, non pas seulement l'intégration professionnelle d'individus, mais aussi le développement de l'ensemble du corps architectural? Le pédagogie suivie pour la transmission des savoir-faire dont ont besoin les futurs architectes a aussi comme enjeu de leur permettre d'intégrer les critères de légitimité de leur intervention professionnelle. C'est-à-dire: la référence permanente à une demande sociale identifiée, une approche globale des milieux au sein desquels ils auront à intervenir, une conception de l'acte de bâtir qui renforce l'autonomie des groupes ou des individus et fonde la recherche de qualité et des standards sur des critères plus objectifs que seulement la différence ou l'adaptation aux lois de la production et du marché?

#### *Beau Menu pour les 3 ateliers*

Sans doute l'écho que nous en donnons ne

*Continued overleaf...*



*One of the Seminars in progress, Brighton.*

respecte-t-il pas l'intégralité des propos de Messieurs McLeod et Nuttgens. Il donne au moins une indication du contenu qui voulait être donné aux 3 ateliers qui occupèrent la seconde journée. Les titres en étaient les suivants:

1. Architecture Communautaire: *Manière de penser ou technique d'intervention*. Quel place lui donner dans le curriculum des écoles?

2. Enseigner l'architecture au travers de projets réels – un échange d'expériences.

3. Projets sur le logement: Quand on reconstruit, que le logement fonctionne bien!

*Enseigner l'architecture à travers de projets réels – Un échange d'expériences.*

L'atelier no 2 était présidé par Monsieur Chris Jones de L'université de Hull. Les présentations concernaient des expériences d'enseignement associées à la conduite d'opérations concrètes par les écoles de Hull (Chris Jones), Louvain-la-Neuve (Bernard Declève), Bombay (Suman Wandrekar), Paris La Villette (Pierre Lefevre), Aarhus (Bente Linstrom), l'Université West Bank en Jordanie (Nadia Hadash) et l'école d'architecture Del Vallès à Barcelone (Pedro Lorenzo). Les expériences présentées étaient très diverses à différents points de vue:

– l'échelle, la durée, le niveau d'implication de l'institution d'enseignement, la difficulté d'intégration dans le contexte socio-politique, le volontarisme de la participation, les résultats escomptés, ...

Par contre, quelle soit leur diversité, toutes les expériences développaient deux constantes de recherche: la mobilisation des étudiants et la recherche d'un cadre d'intervention qui puisse intégrer leurs potentiels, et l'expression d'une demande sociale identifiée. L'identification de la demande sociale se faisant soit par participation directe des habitants, soit par enquêtes de milieu menées en interaction avec les acteurs concernés.

Les expériences se rejoignent également dans les outils de communication utilisés par leurs promoteurs: Maquettes, manuels, audio-visuels, séances de concertation et de dynamique de groupe sont utilisés par tous et jugés indispensables au dialogue entre techniciens, responsables et usagers.

Le débat animé qui suivit les différentes présentations fut bien évidemment trop court que pour permettre une discussion approfondie sur toutes les dimensions du problème. Finalement, le groupe de travail résuma sa position à l'égard de l'enseignement de l'architecture communautaire en un texte qui fut rapporté par Chris Jones à l'assemblée plénière des participants, et relevait quinze implications générales jugées essentielles

pour une telle approche de l'enseignement.

- "1) Prendre conscience de la disponibilité de l'architecte à l'égard de l'homme commun.
- 2) Développer l'intérêt posé par les problèmes d'habitat populaire.
- 3) Répondre au besoin de collaboration avec les pays en développement.
- 4) Développer la compréhension des références liées au projet d'habitat et de développement communautaires.
- 5) Orienter l'intérêt des professeurs vers les projets réels.
- 6) Développer les processus faisant appel à la participation des usagers.
- 7) Maîtriser les connaissances des ressources, enjeux et contraintes liées au contexte socio-politique du projet.
- 8) Assurer le besoin de continuité à travers une équipe de coordination permanente.
- 9) Intégrer la nécessité d'alterner les petits projets limités, avec des délais définis, et
- 10) Les programmes récurrents nécessitant un suivi.
- 11) S'adapter à la nécessité pour chaque étudiant de pouvoir adopter un programme de formation établi "à la carte".
- 12) Prévoir la possibilité pour les étudiants de choisir librement les projets auxquels ils veulent contribuer.
- 13) Développer la formation aux nouvelles techniques de
  - dynamique de groupe
  - maquettes et simulations
  - manuels et livres de référence
  - supports audiovisuels
- 14) Nécessité de former les professeurs eux-mêmes et les autres professions aux techniques et méthodes de l'architecture communautaire.
- 15) Doter l'EAAE d'une banque de données sur les projets réels développés au sein de l'Association."

#### *Conclusion impressionniste*

La séance plénière de conclusion fut un peu trop brève et décousue pour en sortir autre chose qu'une impression d'intérêt de motivation de chacun pour les sujets évoqués. Ceci caractérise souvent ce genre de réunion, et peut être considérée tout autant comme un handicap que comme un indicateur de réussite. A relever pourtant l'absence des étudiants, dont l'avis eut été bien utile à connaître.

Ceci dit le colloque EAAE de Brighton restera un épisode intéressant d'une recherche porteuse d'avenir pour l'enseignement de l'architecture, il aura permis aussi aux continentaux d'apprécier le caractère bien relevé et "pimenté" des débats à la sauce anglaise, ce qui ne fut pas le moindre de ses mérites.

Bernard Declève, Louvain-la-Neuve.

## NEW PRESIDENT:



Nils-Ole Lund.

### INTRODUCTION:

At the general assembly in Brighton Professor Nils-Ole Lund was elected President of the EAAE.

He was born in 1930 and is Danish, but has been practising architecture in Norway and Sweden as well.

In 1965 he was appointed professor at the new School of Architecture in Aarhus, Denmark. From 1972-85 he was Head of the School. In 1976 he was guest-professor at the Washington University, St. Louis, U.S.A. As a member of the Danish delegation, he took part in the EEC-talks in Bruxelles about common recognition of architectural diplomas which led to the present Directive.

During the period 1979-85 Nils-Ole was Council member of the EAAE responsible for the finance of the association.

### NOTE OF THANKS:

First as EAAE Council member and later as President, Peter Jockusch did his job extremely well. He worked hard and with utmost care. During his presidency the association grew to a considerable size.

I enjoyed working with him. His knowledge of the field of architectural education is comprehensive and his personal contacts numerous. He speaks several European languages, is a friendly person and is in these post-modern times a rare example of an architect still occupied with architecture as a social service.

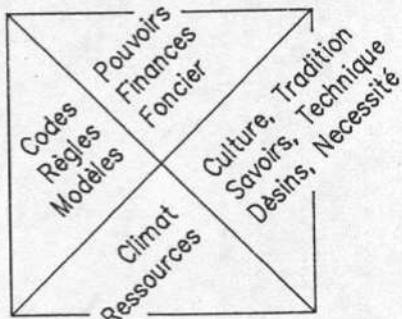
### STATEMENT:

During the presidency of Peter Jockusch the Association has grown to more than 70 schools. In some parts of Europe nearly all the schools are members, but there are still areas like Germany and France where only a few schools have joined. East-European countries are still outside, but the first contacts have been made and hopefully some schools will be able to enter the EAAE.

The tradition to hold a Forum every two years and two to three workshops every year is now established and the Council only needs to give advice to the schools wanting to run such an event. It is no longer necessary for the Council to push for local initiatives. New topics and problems will be taken up by the EAAE in the future, and at the same time we will see more regional arrangements taking place. The Mediterranean schools are already working together and the Arctic schools have created their own working groups. Several fields in architectural education such as computer design and planning have formed their own international organisations. The EAAE wants to maintain close links with these more specialized bodies, but they should stay independent.

In 1985 the European Economic Community decided to establish an advisory committee on architectural education. In the spring of 1986 this committee started to operate. Hopefully it will be able to defend the diversity of the various schools' curricula. The EAAE Council is ready to discuss with the advisory committee all problems of common interest.

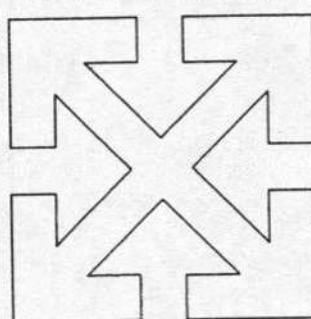
## LE PROJET D'ARCHITECTURE COMMUNAUTAIRE:



### HABITAT

Centre de pressions

Developper les interfaces entre les secteurs de pression pour permettre au cadre de vie de vivre et de respirer.



### HABITAT

Cadre de Vie

The European Community has this year started the Erasmus-programme. It is a new exchange-programme which continues the efforts of the EEC's joint study programme, but on a larger scale. The EAAE Council will seek contact with Bruxelles in order to examine the possibilities of working out a special programme for the exchange of students and teachers in architectural education. The administrative work of the Association is expanding, but the Council hopes it can still keep the bureaucracy at a reasonable level, moving the secretariat with the presidency.

The costs of running the Association are also going up, but the Council will try to keep the membership fee at its present level, trying to get money from other sources than from the hard pressed member schools.

I look forward to the coming three years, because I know that the work of the Council will be that of a team made up by friendly and stimulating architects from seven countries.

Nils-Ole Lund.

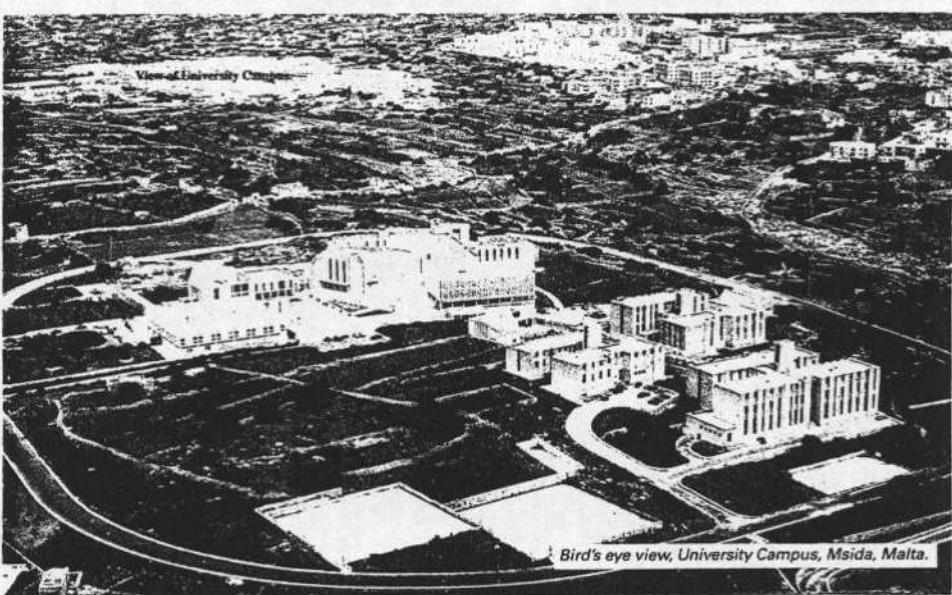
## PROFILE:

### DEPARTMENT OF ARCHITECTURE AND CIVIL ENGINEERING AT THE UNIVERSITY OF MALTA

The historic built environment of the Maltese Islands reflects a remarkable degree of architectural sensitivity. It represents the heritage of a unique Prehistoric culture, a prosperous Punic-Roman settlement, a superb Islamic Medina, a powerful fortress of the Knights of St. John and, of course, one of the most important historic British naval bases in the Mediterranean. Since the 16th century, architectural activity in Malta has been handled and controlled largely by architect-engineers of Maltese, Italian, Spanish, British and French extraction. Their contribution include some superb fortified towns and labyrinthine villages - a tribute to the high level of education and professional achievement of their designers, particularly to their ability of integrating considerable design skills with sound technical expertise on materials, services and the structural performance of buildings.

With this background it is understandable that the integrative educational concept of the architect-engineer developed steadily in Malta after 1530. Its formal institutionalisation came early in the 19th century with the foundation of a special school for the teaching of architecture, design, painting and sculpture at the Valletta Lyceum offering a general course of land surveying, valuations, Architecture and Mathematics. In 1905 this course was transferred to the University and the first degrees of Bachelor in Engineering and Architecture (B.E. & A.) were conferred in 1910 as a direct result of the newly-acquired role of the University as the only institution on the island responsible for the training of Architects. This important event was formally recognised by the British Government in 1919 through the enactment of the so-called Architects Ordinance. The purpose of this Act was to regulate the exercise of the profession through the granting of a warrant to practise and the setting up of a professional body known as the Chamber of Architects and Civil Engineers. To this day the latter represents the only link between the Profession and Public authority.

The post-war history of architectural education in Malta was characterised by several changes to the basic B.E. & A. course, which was temporarily replaced by separate B. Arch. and B. Eng. courses designed to minimise the integrative nature of the earlier course and to provide specialist knowledge in either architectural or civil engineering subjects, depending on the choice of the student. The B.E. & A. course was, however, re-introduced



Bird's eye view, University Campus, Msida, Malta.

in a new garb in 1978 on the basis of a restructured faculty and programme of studies aimed at providing a blend of academic training and practical experience spread out over seven years. The current situation reflects a period of flux marked by a further restructuring exercise meant once more to provide scope for more intensive study in either Architectural or Civil Engineering subjects.

At present the Department of Architecture and Civil Engineering at the University of Malta comprises 10 full time staff members and about 100 students. Apart from running the above mentioned B.E. & A. course the Department also provides consultancy services and occasionally offers short courses in various aspects of Mediterranean architectural history and other subjects to the rest of the University as well as other constitutional bodies. The Department forms part of a large complex of buildings situated on a promontory at Msida which house the different Faculties and administrative buildings of the University of Malta. It is a relatively modern building consisting of two large studios with cubicles for individual students, a projection room, a photographic laboratory, a printing room and a slides library. The Civil Engineering laboratories are housed in a separate building.

Denis de Lucca.

### WORKSHOP 16: MALTA

25 – 27 FEBRUARY 1988:  
THEME: "THE IMPORTANCE OF REGIONAL CONTEXT IN THE TEACHING OF ARCHITECTURE"

Denis de Lucca, organiser of this event introduces the topics to be discussed:

This Workshop aims at examining the need for creating in students of architecture an awareness of the importance of regional context, and the ways in which this can be achieved in Schools of Architecture. The following topics will be debated:

#### 1. The Concept of Regionalism:

Many of the pioneers of modern architecture firmly believed in the concept of an international style in so far as architectural expression is concerned. However, buildings designed in this way by them and their followers often failed to fit in with local surroundings and building traditions, hence the current controversy and the interest in teaching contextual design in schools of architecture. But is regionalism the answer?

#### 2. Teaching Methods:

How suitable are our existing courses for teaching architecture in this way? We will look at regional models and examine how the various subjects, especially historical studies and architectural design, are treated within

the curricula of different schools of architecture. In particular we wish to stress the importance of multi-disciplinary approaches as a means of stimulating an interest in regional context.

#### 3. The Built-environment:

We believe that schools of architecture have a responsibility to educate students to respect regional context which is very much linked with the identity of a place and the sensitivity for its existing built-environment. Unless this respect is instilled at an early stage of a student's career there is a real danger that future architects will put up buildings which are out of character with their environmental setting, especially when that setting has strong historical overtones. Case-studies will demonstrate these points.

#### 4. Psychological and socio-cultural implications:

How do people react to buildings which respect their regional context as opposed to buildings which look different to what they are normally acquainted with? Which are the psychological, sociological and cultural factors that influence different people's experience of architecture and how can we allow for these in our teaching?

#### Provisional Programme

Thursday 25 February: Registration and opening of workshop. Site visits. Lectures introducing the main topics.

Friday 26 February: Seminars. Visit to exhibition of projects by the Malta school on the theme of regional architecture. EAAE Annual General Assembly. Lectures on Maltese architecture.

Saturday 27 February: Continuation of seminars. Conclusion of Workshop. Dinner.

Sunday 28 February: Visit to the island of Gozo. This Workshop will be supported by the Maltese Foundation for International Studies. Further details of Workshop 16 will be distributed together with the application forms after the Zürich Forum. Contact: Mr Denis de Lucca, Department of Architecture and Civil Engineering, The University of Malta, Msida, Malta.

### WORKSHOP 17 : 12 – 14 MAY 1988 THAMES POLYTECHNIC – LONDON

Theme: "Architecture Landscape"

The following issues will be debated:

- Joint projects architecture and landscape
- The role of landscape in the rehabilitation of inner city areas.
- Site appreciation and its impact on design.
- Ecology: design issues related to the macro-environment.
- The appreciation of landscape throughout history.

Contact: Dr. Joyce Lowman, School of Architecture and Landscape, Thames Polytechnic, Oakfield Lane, Dartford, Kent. Tel: 0322 21328.

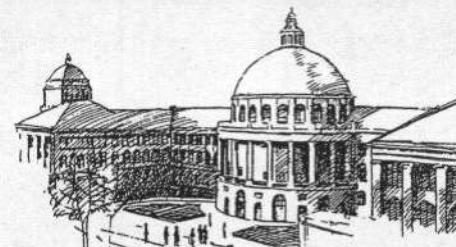
# PROFILE:

## SCHOOL OF ARCHITECTURE ETH ZÜRICH, SWITZERLAND.

The School of Architecture of the ETH is an autonomous department within the Swiss Federal Institute of Technology in Zürich. The School of Architecture itself consists of several departments including architectural design, architectural history and theory, construction technology as well as urban design and city and regional planning. The teaching duties and research programs of the school are carried on by the various "chairs" or teaching groups which are directed by the professors within the School and staffed by their assistants.

The majority of students in architecture pursue a five year curriculum in which design is taught within a studio/program and supported by lecture courses and supplementary classes in technology, history and theory, social sciences and the humanities. Essentially it is a professional program whose goal is to train future practicing architects. The enrolment within this degree program including all five years is approximately 1200. The School of Architecture also has a sizeable body of graduate students in architectural design, construction technology, architectural history and theory who are conducting supervised research towards the completion of requirements for Doctoral degrees.

Special work in CAD is being conducted presently in the design and technology group of Professor H. E. Kramel. The School of Archi-



tecture has recently established a separate chair within the department whose sole responsibility will be teaching and research in CAAD. Other chairs within the School have initiated and will continue to conduct special work with the computer at a variety of levels of complexity thereby sustaining the quality of the decentralized and multi-faceted research and educational programs of the ETH within the area of computer aided design.

### FORUM X : 5 – 7.11.87: ZÜRICH

**Theme:** "Architectural Education and the Information Explosion". Details of this joint event between the EAAE and ECAADE have been published in News Sheet 19, and two rounds of application forms circulated by the organisers. The principal speakers are: Tom Maver (GB); E Bollinger (USA); J Lansdown (GB); G Schmitt (USA); G Schmeltzer (NL); A Dupagne (B); G Heiss (CH); H Kramel (CH); M Rotach (CH); T Kivistö (SF); A Julliet (CH); Bazon Brock (D). The conference language will be English with simultaneous translation into French. There are still places available. Application forms included. Contact Frau Elizabeth Müller ETH Zurich. Tel: (01) 377 28 19.

### HELSINKI: 29 – 31 MAY 1987

Export, Professionalism".

This year, NOFUA arranged a student confrontation where individual or group work on Third World housing were prepared according to the varying programmes of the schools and presented at the annual conference. Projects included studies on Indian slums, Kenyan peri-urban villages and the living conditions of the Nepalese homeless, the design of a university to Mali, the planning of a housing area and the design of house types for Sri Lanka, Kenya and Ethiopia, as well as studies and participation in the planning of a Nicaraguan village. The Nicaragua project was chosen to be sent to the UIA Conference in Brighton to demonstrate the inter-Nordic activities through NOFUA. In addition to the confrontation, other school projects were presented, including a study on Jakarta squatters and a demonstration project in India. Four parallel workshops discussed: "Teaching and development"; "Research for teaching"; "Learning for development", and "Interaction for development", with fifteen invited inputs and papers offering points of argument. In the annual meeting, the role of NOFUA was discussed both in terms of its educational functions and its potential to execute projects in the Third World as an NGO. The key lectures and the workshop papers will be published in the conference report.

The Helsinki conference ended with an excursion to points of architectural interest, including Käpylä garden city, Tapiola and Suvikumpu, Katajanokka residential area, National Museum, Finlandia House, and the Neo-Classical Senate Square area.

The 4th NOFUA Conference was organized by the Masters Course for Architects from Developing Countries, Faculty of Architecture, Helsinki University of Technology. The Masters Course is a two-year post-graduate course for architects with a B.Arch. degree, with about 15 participants accepted every other year, and an orientation towards architectural and urban design as well as housing. It is funded by Finnida, the Finnish International Development Agency.

Anja Kervanto Nevanlinna.

## MEMBERSHIP

### List of Active Institutional Members

<b>Belgium:</b>	Bruxelles ISA La-Cambre
	Bruxelles ISA St-Luc
	Brussel Vrije Universiteit
	Gent Hoger Architectuur Instituut, St Lucas
	Hasselt Provinciaal Hoger Architectuur Instituut
	Liège ISA Liège
	Leuven Katholieke Universiteit Leuven
	Louvain-la-Mons Université Catholique de Louvain Neuve
	Ramengnies-Chin Faculté Polytechnique de Mons
	ISA St-Luc
<b>Denmark:</b>	Arkitektskolen i Aarhus
	København Kongelige Danske Kunstudemi
<b>Finland:</b>	Helsinki University of Technology
	Oulu University of Oulu
	Tampere Tampere University of Technology
<b>France:</b>	Paris Ecole d'Architecture Paris - Tolbiac
	Paris Ecole d'Architecture Paris - Villemain
	Paris Ecole d'Architecture Paris - Belleville
	Paris Ecole d'Architecture Paris - la Seine
	Ecole d'Architecture Paris - Conflans
<b>W. Germany:</b>	Berlin Hochschule der Künste
	Hamburg Hochschule für Bildende Künste
	Kassel Gesamthochschule Kassel
	Stuttgart Universität Stuttgart
	Hannover Universität Hannover
<b>Greece:</b>	Athènes Université Technique Nationale d'Athènes
<b>Ireland:</b>	Dublin University College Dublin
<b>Italy:</b>	Milano Politecnico di Milano
	Napoli Università degli Studi di Napoli
	Torino Politecnico di Torino
<b>Malta:</b>	Msida University of Malta
<b>Netherlands:</b>	Amsterdam Academies van Bouwkunst
	Delft Technische Hogeschool/Delft
	Eindhoven Technische Hogeschool Eindhoven
<b>Norway:</b>	Oslo Arkitekthøgskolen i Oslo
	Trondheim Norwegian Institute of Technology, University of Trondheim
<b>Portugal:</b>	Lisboa Escola Superior de Belas Artes de Lisboa
	Porto Universidade do Porto
<b>Spain:</b>	La Coruña Escola Técnica Superior de Arquitectura
	Madrid Escuela Técnica Superior de Arquitectura
	Pamplona ETSA Universidad de Navarra
	San Sebastián ETSA Universidad del País Vasco
	Sevilla ETSA Universidad de Sevilla
	Terrassa ETSA del Vallès, Universitat
	Barcelona Politécnica de Catalunya
	Valladolid ETSA Universitat Politècnica de Catalunya
	Valencia Escola Técnica Superior de Arquitectura
	Escola Técnica Superior de Arquitectura
<b>Sweden:</b>	Göteborg Chalmers Tekniska Högskolan
	Lund Tekniska Högskolan i Lund
	Stockholm Royal Institute of Technology
<b>Switzerland:</b>	Genève Université de Genève
	Lausanne Ecole Polytechnique Fédérale de Lausanne
	Zürich Eidgenössische Technische Hochschule Zürich
<b>Turkey:</b>	Ankara Middle East Technical University
<b>United Kingdom:</b>	Aberdeen Robert Gordon Institute for Technology
	Brighton Brighton Polytechnic
	Canterbury Canterbury College of Art
	Cardiff University of Wales Institute of Technology
	Dundee Duncan of Jordanstone College of Art
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	London North East London Polytechnic
	London Polytechnic of the South Bank
	Manchester Manchester Polytechnic
	Newcastle University of Newcastle upon Tyne
	Oxford Oxford Polytechnic
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### AGA 1988

The next Annual General Assembly of the Association will be held during Workshop 16, Malta, in February 1988.