

# EAAE

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

News Sheet  
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24

51 Rue de la Concorde,  
Brussels 1050, Belgium.

# AEEA

SPECIAL ISSUE

SUPPORTED BY ERASMUS

## THE EDUCATION OF ARCHITECTS IN AN EUROPEAN CONTEXT

### LA TOURETTE:

EAAE/AEEA WORKSHOP 19

13-14 April 1989:

"The Education of Architects in an  
European Context"

Hentie Louw of Newcastle University,  
and member of the EAAE Council  
reports:

The meeting, organised by the Administrative Council of the EAAE, and supported by the Erasmus scheme, was held at the Dominican monastery of La Tourette near Lyon. The choice of venue was quite deliberate. The Council felt that this was an opportune moment for architectural educationalists throughout Europe to take stock of recent developments in the field. Everywhere the accelerating pace of change, caused mainly by factors external to the discipline, is leaving teachers of architecture little time for reflection on how best to respond to these challenges without sacrificing those qualities which have attracted them to the profession in the first place. And where better for architects to consider such weighty matters than a building so completely dedicated to contemplation as la Tourette, built 1957-60 after the designs of Le Corbusier?

#### A. Background

One issue in particular seems to dominate current thinking, namely the creation of a free market for professional services in architecture in the EEC, set in motion by the directive of 10 June 1985 (85/384/EEC), and the consequences of this for architectural education throughout Europe. For although aimed at EEC member states this move towards the mutual recognition of architectural qualifications within the Community has potentially serious implications for adjoining regions as well and therefore concerns all EAAE members.

The Association was not slow to recognise the significance of the above document (one still recalls the stir its appearance caused at our tenth anniversary celebrations in Paris, October 1985 — see EAAE News Sheet 16), and ever since we have tried to keep abreast of developments as more and more people became aware of the need to think of architectural education in a European rather than simply their own national context. Exchange programmes for staff and students as well as international subject action groups began to proliferate. The Commission itself established an Advisory Committee to monitor progress (see below) and in 1987 the Erasmus scheme was launched to stimulate the

integration of higher education in the EEC by promoting the exchange of staff and, in particular, students, between member states. A parallel programme, Comett, was set up specifically to promote a closer co-operation between higher education and industry across the Community. The Nordic countries responded by founding Nordplus with similar aims.

Although architecture benefited from support from these government sponsored exchange programmes (the Erasmus grant to the EAAE is a case in point) it is probably true to say that our subject area has not yet received its full share of such funding — something which we understand is also the case for various fine and applied art disciplines — and to a large extent progress in this respect still depends on the efforts of individual institutions and organisations like the EAAE.

The encouragement of a free exchange of ideas and people across national boundaries was, of course, the principal plank upon which the EAAE was founded in 1975. Our statutes confirm this commitment:

"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:

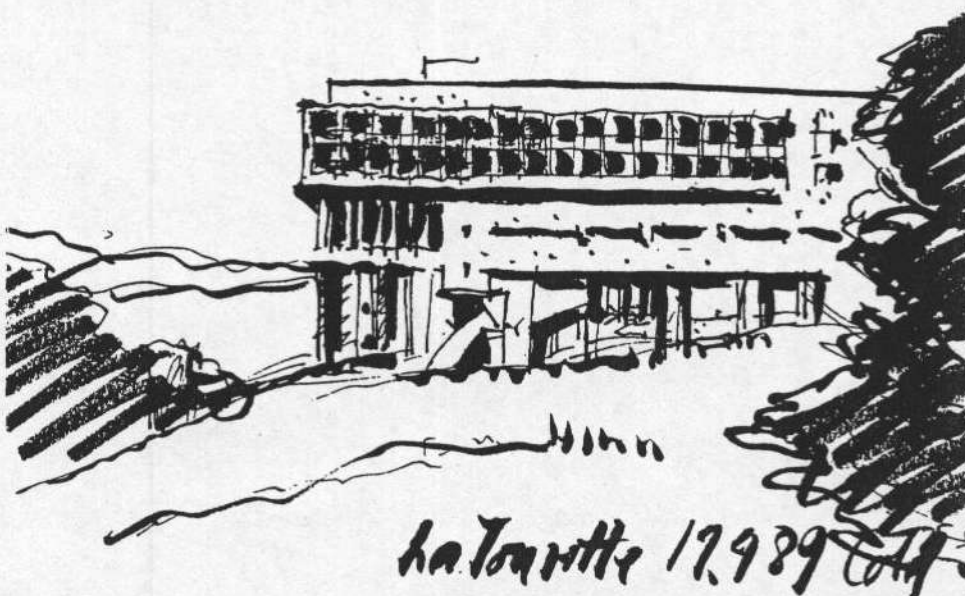
- create an information network about activities and programmes of special interest existing

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."

Now it is never easy to determine the influence of a voluntary organisation such as ours, operating on a shoestring budget and with what we on the Council like to refer to as, a "kitchen table cabinet." Suffice it to say that the Association's membership has grown steadily over the fourteen years of its existence to a total of 80, that is more than a quarter of all schools of architecture in Europe. Our regular workshops and forums have been well attended as is witness by our mailing list to former delegates which comprise nearly 700 individual teachers of architecture throughout the Continent. EAAE members are active in all sorts of ways to further cross cultural links in architecture and related fields, and the council has always endeavoured to maintain a good formal relationship with other organisations of the kind that have emerged more recently in order to advance the interests of specialist subject areas, notably ECAADE (with which we held a joint forum in Zurich in 1987), AESOP, INEAA, and the newly founded, European Foundation for Landscape Architecture.

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Drawing by Birgit Cold

The extensive network of contacts which the EAAE has thus built up throughout Europe over the years has put the Association in a highly advantageous position to play a positive role now that the need for closer links between the various institutions responsible for architectural education on the continent has come to be more widely appreciated. It is with this in mind that the Council invited senior representatives from the various member schools as well as others involved with architectural education at governmental level to la Tourette to discuss the education of architects in a European context. The main items on the agenda were:

- The work of the EEC Advisory Committee on Education and Training in the Field of Architecture
- The operation of exchange networks and joint research projects across Europe
- The mutual recognition of study programmes
- The future role of the EAAE in European educational politics

## B. Proceedings

In the event 49 delegates representing 34 member schools made the journey to this isolated, but beautiful spot about 25km north west of Lyon to enjoy one and a half days of intense debate in the spartan, yet surprisingly comfortable environment of a Le Corbusier masterpiece. The weather was as good as one could have expected for that time of the year; the fare was simple but wholesome, and the few monks in the monastery very hospitable.

The day to day administration of the workshop was in the capable hands of Lis Thuen of the Aarhus school and we wish to congratulate her and the two Council members responsible for organising the meeting, Nils-ole Lund and Alain Tschumi, on its successful outcome. Without their efforts under difficult circumstances this unique opportunity to deliberate on the future of our profession within the stimulating surroundings of one of the great buildings of this century would not have been possible. A summary of the proceedings follows:

### 1) EEC ADVISORY COMMITTEE

Two members of the Advisory Committee set up to monitor the implementation of the EEC Directive on architectural qualifications, Professors Cathal O'Neill, University College, Dublin, and Fernando Ramos, ETSA Barcelona, attended the meeting. As an introduction to the proceedings they were asked to inform delegates of the workings of the Committee. Both are architectural teachers of long standing as well as being active members of the EAAE, and their positive account of the activities of the above Committee seems to have reassured those delegates who voiced concern about what was happening in Brussels. Two aspects in particular were questioned, namely the apparent move towards a standardized pattern for architectural courses, and what was considered to be an undue emphasis on the architectural practitioners' viewpoint on educational matters.

It soon became clear from the discussion that a considerable degree of misunderstanding still exists amongst teachers of architecture about the nature of the Advisory Committee: its brief, its composition, its aims and objectives. Fernando Ramos made the point that educationalists do not make enough of an effort to inform Brussels of their views; the mechanisms for this exist in the various liaison committees established especially for this purpose and he challenged the EAAE to do something about this.

Delegates accepted this criticism, but in their turn stressed that there is a definite obligation on the Advisory Committee to keep those affected by its decisions up to date with its progress, and that this was not the case at the moment. After all, it

was pointed out, most of those present at the meeting hold senior administrative posts within schools of architecture in the EEC and if they are not adequately informed on such matters it is evident that more should be done in this regard.

It was suggested that the EAAE News Sheet which is printed 2-3 times a year and circulated as a matter of course to all schools of architecture in Europe, might be a suitable vehicle for such communiques. The editor has already asked some Committee members to report and the present News Sheet carries the response of Cathal O'Neill to this request. However, the national representatives on the Committee remain the most direct point of contact for teachers of architecture in the EEC and to encourage more to avail themselves of this connection we give the names of the current educational members and their reserves below. Because of the general lack of knowledge about the terms of reference of the Advisory Committee, it was decided to reprint these from the Directive of 1985. Finally, we include the recommendations of a working party formed to discuss the possible contribution which the EAAE might make under the appropriate heading.

### 2) EXCHANGE NETWORKS AND JOINT RESEARCH PROJECTS:

The meeting was introduced to two recent initiatives: Jean Duminy of the Rouen school spoke about the European Institute of Architecture and Planning (INEAA) founded in 1988; David Coupe of Canterbury explained a pilot project, supported by a grant from the Erasmus fund, to establish a Peripatetic School of Architecture for Europe. Both reports are printed elsewhere in the News Sheet.

The discussion which followed was wide-ranging and revealed not only the current interest amongst European teachers of architecture on such collaborative schemes, but also the difficulties associated with implementing these. The most common problems encountered seem to relate to: communication difficulties; lack of finance for setting up and running programmes as well as travel; the limits to such programmes in terms of scale and level of participation; lack of continuity; timetable and curriculum synchronization; reciprocal academic recognition of projects.

There was a consensus amongst delegates that architecture as a subject area faces special problems in attracting funds from general exchange programmes like Erasmus and Comett, and that this may be because the special nature of architectural education is not always properly understood by grant giving bodies. It was felt that the EAAE could make a useful contribution in this respect and a working group was set up to explore this issue. Its proposals are printed under EAAE Policy.

The Meeting also welcomed the idea of an EAAE Directory of courses available to exchange students at member schools, which is currently under preparation with support from Erasmus.

### 3) THE MUTUAL RECOGNITION OF STUDY PROGRAMMES

This issue is proving to be one of the major obstacles to progress towards a free exchange of educational experiences across national boundaries in Europe. The council prepared a Declaration of Intent regarding the exchange of staff and students amongst member schools which commits the EAAE to the principle of common recognition of educational programmes. It was debated and approved at the AGA and is printed below. (page 7)

### 4) EAAE POLICY:

There was general agreement amongst delegates that the EAAE has established a positive position for itself within the European scene. It is without question the leading organisation concerned with the education of architects across Europe. Many

of the current developments in the field stem from the Association's initiatives and it is important that the momentum is maintained by active participation on as many fronts as possible without, however, losing the EAAE's broad approach to the subject.

The following three statements sum up the EAAE's position on the particular issues addressed at the La Tourette meeting:

#### 4.1 ERASMUS PROGRAMME

The EAAE supports the current Erasmus initiative. After the completion of the first 3-year programme there should be a new programme established.

Important concerns for a new programme are:-

- Information about the new scheme and the rate of success or failure of initiatives should be readily available. In other words, more transparency.
- The timetable for agreement of projects should be adjusted so as to allow proper planning. Schools must receive the necessary information well before the end of the academic year (at the latest in May).
- Interdisciplinary programmes should be encouraged.
- Support for programmes that allow free student movement should be limited unless parallel provision is made for teaching resources.
- Institutions must be made to understand that Erasmus support is only available to start programmes which will thereafter need regular funding.
- If only partial financial support is given this may discriminate against poorer areas.
- There should be programmes for junior as well as senior students under the scheme.
- The establishment of links to all parts of Europe should be encouraged not only between EEC countries.
- Funding should cover registration fees that may now be charged by certain governments (e.g. U.K.), because this might cause an imbalance in the system.

#### 4.2 EEC ADVISORY COMMITTEE ON EDUCATION AND TRAINING IN THE FIELD OF ARCHITECTURE:

It was agreed that:

the Committee be formally notified of the EAAE's wish to offer its service as a source of information on a regular basis

that in order to give detailed advice the administrative council would need time to consult member schools.

For the present the EAAE advises the Committee to:

- seek to retain regional differences rather than attempt standardisation of courses
- adhere to the set of basic principles for architectural education as a guide to its decisions
- insist on a 5 year minimum course for architecture
- establish a maximum ratio of students per teacher
- investigate the question of practical training for students
- encourage practitioners to contribute more to schools of architecture
- investigate a third (or postgraduate) cycle for architecture
- adopt a broad view of architectural research which deal with or impinges on many aspects of the environment

Hentie Louw

Newcastle upon Tyne, August 1989



# AN EUROPEAN PERSPECTIVE: UNE PERSPECTIVE EUROPEENNE

## LA CREATION D'UN INSTITUT EUROPEEN D'ARCHITECTURE ET D'AMENAGEMENT (INEAA) — ROUEN (FRANCE) —

**Communication Faite Par J. Duminy: Professeur d'Architecture et d'Urbanisme à l'Ecole d'Architecture de Normandie et Président de l'ACRI (Association pour la création de l'Institut Européen d'Architecture et d'Aménagement).**

À l'initiative de l'atelier d'Urbanisme de l'Ecole d'Architecture de NORMANDIE, sise à ROUEN (FRANCE), cet Institut ouvert d'une part aux diplômés des Ecoles d'Architecture pour une formation complémentaire et spécialisée, cherche l'autre part à mieux définir les pratiques professionnelles et l'intervention de l'architecte dans les domaines de l'urbanisme et de l'aménagement du territoire, au moment où dans l'Europe de 1993, vont se faire jour de nouveaux enjeux.

Cette démarche s'est concrétisée au travers de la mise en application de trois idées:

1—l'approche, au-delà des simples échanges entre Ecoles ou Facultés d'Architecture, d'une dimension européenne permanente et institutionnalisée, caractérisée par la constitution d'un Réseau de onze Etablissements Européens (avec l'accord attendu de PORTO) représentés par des professeurs, chercheurs ou départements concernés par le thème retenu. Ce Réseau, dispose déjà d'une cellule de coordination et de gestion au siège à ROUEN et va, d'ici quelques semaines, mettre en place dans chaque pays, une association locale de l'Institut regroupant autour de nos collègues mandatés pour représenter l'Institut, tous les partenaires universitaires, professionnels et institutionnels concernés par l'aménagement du Territoire et le projet urbain.

Dès l'année prochaine, grâce à l'effort financier de l'Etat Français et de la Région de Haute-Normandie vont se construire et s'équiper des nouveaux locaux permettant d'accueillir les activités propres à l'Institut.

2—La nécessité de confronter au niveau Européen des démarches, des concepts, des pratiques en matière de formation et de recherche, très diversifiés, en se donnant pour objectif, non de réduire les différences par une homogénéisation banalisée des niveaux, mais bien au contraire par la multiplication des échanges et des confrontations, de valoriser les apports spécifiques des nombreuses expériences qui ont fait et feront encore plus la richesse culturelle et créative de l'Europe.

Cet enrichissement pour les architectes appelés à intervenir dans des champs plus larges de la vie sociale et économique européenne et hors de l'Europe, avec une disponibilité et une mobilité accrues, aura des impacts différenciés en fonction des activités proposées. Elles sont au nombre de cinq:

- un programme de formation post-diplôme sur un an,
- un programme de formation continue s'adressant aux architectes, urbanistes et aménageurs, ainsi qu'à tous leurs partenaires autour de thèmes correspondant à l'actualité européenne,
- un programme d'études et de recherches associant partenaires publics ou privés,

— un programme de publications régulières permettant une large diffusion de la réflexion européenne,

— une mise en interrelation au niveau européen, de données documentaires relatives au projet urbain et à l'aménagement du territoire.

3—Le choix d'un domaine d'intervention de l'Architecte pour lequel il est insuffisamment informé et formé, laissant bien trop souvent son potentiel créatif et ses capacités de propositions à d'autres techniciens sans possibilité pour eux d'y faire appel, en l'absence d'une démarche pluridisciplinaire intégrée. D'une manière générale, s'il fallait caractériser l'évolution de l'urbanisme et de l'aménagement du territoire en Europe et dans les pays en voie de développement pour lesquels nos pays constituent une force d'appui importante, ce serait moins par les certitudes acquises que par les problématiques qui se révèlent face à une organisation consciente de l'espace nouveau du territoire ou de la ville. Il nous est apparu tout-à-fait opportun de redonner à l'architecte toute sa place, mais rien que sa place, en redécouvrant les liens entre le projet architectural et le projet d'aménagement en évitant les ruptures de démarche et les désarçonnements trop souvent contestés.

Cet Institut, pour lequel vous trouverez ici un certain nombre de fiches de présentation (\*), n'est pas limité à son réseau de fondateurs ni à ses objectifs. Grâce au Réseau associé constitué par d'autres partenaires, et face à une forte demande de formation, de spécialisation ou de recherche, il devrait progressivement s'ouvrir sur un partenariat international plus large. (De nombreuses offres d'échange ou de coopération nous sont déjà parvenues de l'Ordre des Architectes Russe, Des facultés de Zagreb, d'Ankara, de Constantine, de la Direction d'aménagement de Chypre).

En se proposant de revaloriser et de susciter les conditions de la meilleure insertion de la démarche architecturale, dans le projet urbain ou dès les premières réflexions sur l'aménagement du territoire et le développement local, c'était créer au niveau européen, à la fois un lieu d'ouverture de l'architecte vers ses partenaires multiples de l'aménagement, mais aussi provoquer une remise en cause des corporatismes professionnels qui font que l'on rencontre, dès la formation, des situations à la fois diverses et conflictuelles entre urbaniste, aménageur et architecte.

En effet, sans parler de certains pays où Recherche urbaine et Recherche architecturale sont séparées, le plus souvent sans lien, la place de l'enseignement de l'urbanisme et de l'aménagement par rapport à celle de l'architecture est différente suivant les pays et les systèmes de formation. Dans les pays du Nord ou anglo-saxons on se retrouve en présence de deux formations parallèles distinctes (Architecture et Town or Regional Planning) avec néanmoins certains liens lorsqu'elles se situent dans la même Université. Dans l'Europe du Sud comme en Italie et en Grèce, le département ou institut d'urbanisme est intégré dans le cursus de l'enseignement de l'Architecture, totalement ou partiellement, suivant l'option proposée. Alors qu'en Espagne, où l'enseignement de l'architecture est plus orienté vers la maîtrise intégrée des techniques de construction, l'enseignement de l'urbain est peu développé, en France, en dehors de quelques écoles d'architecture qui ont fait le choix et le pari de développer cet enseignement (comme la mienne), l'enseignement de l'urbanisme est une post-

formation pour l'architecte (CEAA au 3ème cycle) délivrée dans des instituts dépendant d'un autre ministère de tutelle.

Les différences de niveau et de titre, cachent en fait des oppositions sur les contenus, les concepts et les pratiques professionnelles.

Alors que l'Europe est traversée par de profonds courants de décentralisation et de régionalisation, les architectes ne peuvent se situer hors de cette demande croissante qu'il faut à la fois élargir et préciser. L'Institut INEAA récemment créé, en s'appuyant sur la diversité des situations reconnues, ouvre ce lieu d'échanges et de dialogue et nous souhaitons y associer le maximum d'entre vous.

La Tourette, les 13 ou 14 avril 1989  
J. DUMINY

## THE CREATION OF THE EUROPEAN INSTITUTE OF ARCHITECTURE AND PLANNING

Created on the initiative of the Department of Townplanning of the Normandy School of Architecture in Rouen (France), this Institute is open, on one hand, to architecture graduates for a complementary and specialist training, on the other hand, it seeks to define more appropriately the role of the Architect in the field of planning at a time of new challenges in post-1993 Europe.

This approach took form through the realisation of three concepts:

1. Moving one step beyond simple exchanges between Schools of Architecture, the idea was to achieve a permanent and institutionalised European dimension through the constitution of a network of 11 Schools or Faculties (with PORTO's agreement still to be confirmed) represented by professors, researchers or departments concerned with our field of interest. This network has already set up a co-ordination and management team with offices in Rouen and is in the course of establishing a local association of the Institute in each country around those colleagues who have a mandate to represent the Institute, and around our academic and professional partners and institutions concerned with planning. Thanks to the French government and the Region of Haute Normandie's financial support, new premises are in the process of being built and equipped to house the Institute's activities.

2. The aim is to compare diversified approaches, concepts, practices in terms of training and research at the European scale in order not to reduce differences or level training, but, on the

LES SOUTIENS A LA CREATION DE L'INEAA	LES MEMBRES DU RESEAU DE L'INEAA
<ul style="list-style-type: none"> <li>La Commission des Communautés Européennes</li> <li>Le Conseil de l'Europe</li> <li>L'Assemblée des Régions d'Europe</li> <li>La DADR</li> <li>La Direction de l'Architecture et de l'Urbanisme</li> <li>Le Conseil Régional de Haute-Normandie</li> <li>Le Conseil Général de Seine-Maritime</li> <li>La Ville de Rouen</li> <li>L'Ordre national et régional des Architectes</li> </ul>	<ul style="list-style-type: none"> <li><b>BELGIQUE</b> : Institut Supérieur d'Architecture (Université de Liège) - Institut Supérieur d'Architecture Victor Horta - Rue de la Loi 105 - 1050 BRUXELLES - Tél : (32) 2 540 5015</li> <li><b>DANEMARK</b> : Arkitektens Association - Nørrebro - 2200 COPENHAGEN - Tél : (45) 33 62 11</li> <li><b>ESPAGNE</b> : Escuela Superior de Arquitectura - Universidad Politécnica de Valencia - Valencia - 46100 BURJASSOT - Tél : (34) 91 5051</li> <li><b>FRANCE</b> : Ecole d'Architecture de Normandie - 101 Boulevard d'Aménagement et d'Urbanisme - 27, rue Lucien Krug - 14000 CAEN - Tél : (33) 2 31 24 20 75</li> <li><b>GRANDE-BRETAGNE</b> : University of Dundee - Faculty of Environmental Studies - Dundee - 111, Dundee Road - DUNDEE - Tél : (44) 1992 2521</li> <li><b>GRECE</b> : Université Technique Nationale d'Athènes - Ecole d'Architecture - Département Ville et Environnement Sociaux - 157 01 - 115 27 Athens - Tél : (30) 21 52 20 75</li> <li><b>IRLANDE</b> : School of Architecture - University College Dublin - Bachelors - 10111 DUBLIN - Tél : (353) 1 837 111</li> <li><b>ITALIE</b> : Istituto Universitario di Architettura di Venezia - Superintendente di Urbanistica - 30135 VENEZIA - Tél : (39) 41 52 20 75</li> <li><b>PAYS-BAS</b> : Delft University of Technology - Faculty of Architecture - Department of Architecture - 2600 AA Delft - Tél : (31) 15 27 11</li> <li><b>R.F.A.</b> : Fachhochschule Architektur - Institut für Städtebau, Wohnwesen - 3300 HAMMERSBURG - Tél : (49) 53 11 74 22 18</li> <li><b>PORTUGAL</b> : Escola d'Arquitectura de Porto</li> </ul>
LES PARTENAIRES DE L'INEAA	
<ul style="list-style-type: none"> <li>La C.E.E.</li> <li>Les ministères des pays membres de la C.E.E.</li> <li>Les régions et villes sœurs des membres du réseau</li> <li>Les collectivités territoriales : régions et villes d'Europe</li> <li>Les institutions internationales</li> <li>Les organismes financiers au développement local et régional</li> <li>Les organisations professionnelles</li> <li>Les instituts universitaires de formation et de recherche</li> <li>Les sociétés d'aménagement</li> <li>Les entreprises</li> </ul>	
Membre associé : Institut pour la protection de l'environnement de Dortmund (DIPU).	
Partenaires associés établis hors CEE : Argentine, Algérie, Brésil, Canada, Chypre, Maroc, Suisse, Turquie, USSR, Yougoslavie.	

(\*) La Plaque de présentation de l'Institut devrait être prête à la diffusion au cours du dernier trimestre 1989.



contrary, to multiply exchange and comparison and so highlight specific advantages of the numerous experiences which contribute to Europe's cultural wealth. The added value for architects getting involved in the wider sphere of social and economic activities in and outside Europe — which implies increased mobility — will come from the following proposed activities:

- a postgraduate training programme lasting one year
- a continuous professional development programme for architects, planners and all other partners interested in the European challenge
- a training and research programme involving public and private partners
- a programme of publications which will facilitate a wide circulation of European thinking
- a centre where literature and data resources relevant to planning and urban projects can be accessed.

3 The choice of a field of involvement where architects are normally not well enough informed and trained, thus tending to leave their creative role to other technicians in the absence of an integrated pluridisciplinary approach.

If one had to describe the evolution of planning in Europe and in developing countries, for which our countries constitute an important support base, instead of the knowledge acquired, one should stress the questions which emerge from an awareness of the organisation of new space in

the countryside or in the city. We think it important to give this role back to the architect, but only through rediscovering the links between the architectural project and the planning project whilst avoiding splits between the different approaches.

This Institute, on which you will find some literature\*, is not limited to its network of founding members and the objectives underlined above. Thanks to the associated network constituted of other partners and against a high demand in specialist training and research, it should gradually open to a wider international network of partners. (We have already had numerous proposals of exchange and co-operation: from the National Institution of Russian Architects, from the faculties of Zagreb, Ankara, Constantine, from the Cyprus National Planning Department).

Our aim is to create a European Centre where architects can relate to their numerous planning partners, and where professional corporatism which created diversity but also conflict between townplanners, planners and architects, can be questioned. And to achieve this, by offering to improve the architectural profile and by creating the conditions for a better insertion of the architectural approach in the urban project already at the initial stages of the thinking process on planning and local development.

Indeed the relationship between architecture and planning differs according to the country and

him to several educational encounters in other parts of Europe on his way to graduation; devising for himself a kind of peripatetic school of architecture.

The repertoire of learning opportunities will be made up of a series of 'Study Units' of similar structure and duration; each provided by a school of architecture. Each will be designed to offer the visiting students a clear insight into the particular characteristics of design and practice within the chosen state or region. It will not attempt to give a comprehensive overview but will focus on one or more particular themes or elements as its formulators might choose. For example, in this way, a unit might deal exclusively with recent social history and the development of housing design or building technology and its relation to industry or spatial design and its relation to the other visual arts.

Each Unit will comprise lecture/seminar work, field studies and project design work in a combination appropriate to the subject. There will be a need to achieve a degree of consistency in the construction of the Units to allow for their synchronisation with a student's main course of study and for their evaluation against academic standards at any particular level. Clearly, any unit adopted by a student will need the prior approval of his or her home institution who will wish to assess its suitability at that stage of his education before agreeing to the transfer.

In devising the Units and the arrangements governing student transfers, several important criteria will need to be defined:

#### Duration

A period of one semester seems to be the minimum and may prove to be the optimum. This length of study will give the visitor adequate time to carry out a reasonably detailed project and allow him to develop a genuine appreciation of the social and cultural fabric underlying his studies. It will also justify the effort involved in making the financial and domiciliary arrangements for his visit.

#### Level

Having regard to the need for uninterrupted course work during the formative period of architectural education it seems sensible to restrict the occurrence of the units to Semester 5 and beyond.

#### Language

Normally the unit will be conducted in the language

educational system; in some countries townplanning research and architectural research are completely separate. In the northern countries, one often finds two distinct types of training (Architecture and Town and Regional Planning) with some links, however, when they are situated in the same university. In Southern Europe, for example in Italy and Greece, planning is integrated within the curriculum for architecture as an option, be it in full time or part time education, whereas in Spain, where teaching is oriented towards proficiency in building techniques, training in townplanning is not so developed. In France, apart from some schools that have accepted the challenge to develop this option (e.g. Rouen), training in townplanning is at postgraduate level for an architect (CEAA) and is provided in institutions other than schools of architecture.

The differences in levels and titles actually hide conflicts in contents, concepts and professional practices. Since Europe is undergoing a large movement towards decentralisation and regionalisation, architects must be involved in this growing demand which needs to be widened and more precisely defined. The European Institute of Architecture and Planning, taking account of the diversity of those situations, will constitute a centre for exchange and dialogue and we hope to associate many of your institutions with this project.

\*The Institute's presentation folder will be available for circulation in the course of the last term of 1989.

of the country of its location (although some schools who traditionally offer courses in foreign languages will presumably continue that arrangement). Student applicants would be expected to have a good secondary school qualification in the Unit language or have taken a special course in preparation for the transfer. As part of the Unit, a short auxiliary language course may be provided, as necessary, dealing with specialised vocabulary and phraseology.

#### Integration

It is intended that the Unit will form part of the regular curriculum of the host school as either a core study or an option for its resident students. In this way isolation of the visiting students will be avoided and they will benefit from that most effective ingredient of international collaboration: working jointly on common design problem solving. This arrangement is considered to be not incompatible with the idea of a specialised Unit; indeed it will allow the host school the means to highlight for its own students aspects of its working context within the wider spectrum of the European scene.

#### Accreditation

Ensuring that each Unit can achieve a credit worthy status in a reasonable number of schools will, without doubt, prove the most difficult task; yet much depends upon this point. In the pilot programme each participating school will need to ensure that it can support the adoption of a majority of the Units by its own students (in place of one of its own study programmes at the equivalent level) and that it can rely on the effective control and assessment of student work by the host school. To this end an effective rapport must be established between those teachers developing the Units together with a common understanding of the functioning of each unit.

#### Feedback and Development

Once the programme is running, those teachers organising the Units will come together once a year to monitor progress and to plan the expansion and adaption of the network. Jointly they will seek to maintain and improve the suitability of the subject material in relation to European architectural affairs and ensure diversity and balance in the prospectus of Units.

## A PERIPATETIC SCHOOL OF ARCHITECTURE FOR EUROPE

**David Coupe of Canterbury, who initiated this project, writes:**

The idea of the Peripatetic School will be familiar to quite a number of EAAE/AEEA members, it has been published in the News Sheet (NS 19) and has been the subject of some controversy in its council debates. Since its introduction, its proposer must admit to having made, until recently, slow progress in getting the project started. The very considerable squeeze now being exerted on U.K. schools has required many of us to focus our attention on the means of protecting our core curriculums and has diverted us from such wider ambitions. Nevertheless, a grant of funds from the Erasmus programme has now enabled us to proceed with a pilot project and it is hoped that the next few months will see several schools bringing together their proposals for incorporation in the scheme.

This project aims to be a first step in the development of a Europe-wide network of opportunities for architecture students who have a particular interest in bringing a European dimension to their general study programmes. For those who wish to use part of their academic programme to gain an insight into architectural practice and procedures in one or more neighbouring states, it is hoped to provide a repertoire of study/project units from which the individual may choose to incorporate in his or her personal study programme, at points appropriate to his main course of study.

In its intention to present an integrated pattern of learning opportunities, this project resembles any other study network devised between schools of architecture. It will seek to complement rather than conflict with those arrangements all ready in place. However, here a wider objective is to bring a clearly defined network of study options to the attention of all European architecture schools and to offer their students the chance to act on their own initiative in augmenting their studies beyond the scope of their home school or the particular network in which it participates.

In this way the project may lead to a new perspective for those approaching architectural education: one in which the prospective student might plan a personal pathway of study leading



The development of the pilot programme is now underway. It is intended to begin with a preliminary group of about 10 Units reasonably well spread across Europe. In the early stages, there is a need to keep the pilot group small to maintain easy control over their development. Indeed, one view holds that extension of the network beyond 10 units will make the system unmanageable — better to let the network expand by the creation of separate and new group of units to which the original could eventually link.

Three schools are already preparing unit programmes (Canterbury, Dusseldorf, Stockholm) and it is hoped to complete the pilot group by the end of this academic session. In this initial stage, it will be necessary to arrange for the transfer of students (and for the accreditation of their studies) just as in a conventional network. Much work will be necessary to achieve a mutually acceptable formula between the pilot schools. nevertheless, it is hoped to construct a workable network by the end of 1989.

We plan to hold a meeting in early June for those preparing units to bring together their detailed proposals. If your school would like to consider offering a unit for inclusion in the pilot programme or if you would simply like to offer us your comments on the project we will be grateful to receive your response to the short questionnaire attached.

David Coupe  
La Tourette, April 1989

Name?

School?

Do you wish to offer a Unit for inclusion in the Peripatetic School pilot programme?

If Yes, please state:

- 1) possible subject:
- 2) level of study (semester or term):
- 3) number of student places to be offered:
- 4) Unit language:

Comments on the proposal:

Date:

To: David Coupe  
Kent Institute of Art and Design  
Canterbury School of Architecture  
New Dover Road  
Canterbury, Kent UK.  
Telephone 227 76 93 71

## UNE ECOLE D'ARCHITECTURE PERIPATETIQUE A L'ECHELLE EUROPEENNE

Ce projet a été conçu comme un premier pas vers la création d'un réseau européen de facilités pour les étudiants d'architecture qui ont un intérêt particulier à apporter à leurs programmes d'études générales une dimension européenne. Pour ceux qui veulent consacrer une partie de leur programme académique afin de prendre un aperçu de l'exercice de la profession d'architecte dans un ou plusieurs pays voisins, il est espéré qu'on arrivera à créer un répertoire d'unités d'études parmi lesquelles l'individu pourra choisir d'intégrer l'unité choisie dans son programme personnel d'études.

Avec son intention d'offrir un modèle intégré des occasions éducatives, ce projet ressemble à d'autres réseaux d'études créés déjà par des groupements d'écoles d'architecture. Le but sera de compléter plutôt que d'être en conflit avec les dispositions existantes. Dans le cas du projet actuel, toutefois, l'objet est d'attirer l'attention de tous les étudiants d'architecture européens sur un répertoire d'études et de leur offrir la possibilité d'augmenter leurs études au-delà de la portée de leurs propres écoles ou des réseaux particuliers auxquels elles participent.

C'est ainsi que le projet pourrait conduire à une nouvelle perspective pour ceux qui cherchent une éducation architecturale; une perspective

sur laquelle l'étudiant pourrait établir un plan personnel d'études conduisant à plusieurs rencontres éducatives ailleurs en Europe pendant qu'il s'applique à son diplôme d'architecte. En somme, créant lui-même une école d'architecture péripatétique.

Le répertoire de facilités éducatives comprendra une série d'unités dont la structure et la durée seront similaires, chacune établie et dirigée par une école d'architecture. Chaque unité sera conçue exprès avec l'objet d'offrir aux étudiants externes un aperçu sur les particularités, dans le sens de dessin aussi bien que l'exercice de la profession, dans la région où de la pays où se trouve l'unité. On ne cherchera pas à donner un tour d'horizon compréhensif sur l'Architecture, ni en dessin ni en l'exercice de la profession, mais de concentrer surtout sur un thème ou un élément déterminé qui doit correspondre aux buts des responsables.

Chaque unité comprendra discours, conférences, travaux pratiques, projets, etc., rassemblés dans une combinaison appropriée au sujet. Il est essentiel que la composition des unités ait une mesure de consistance afin qu'elles puissent être synchronisées avec les études principales de l'étudiant aussi bien que pour leur évaluation par rapport aux normes académiques à un niveau déterminé. Il est évident que l'unité choisie par un étudiant doit avoir l'accord préalable de sa propre école d'architecture.

Certains critères essentiels doivent être définis:

### Durée

Il paraît qu'un semestre serait la période optimale. Ceci devrait permettre à l'étudiant de compléter un projet assez détaillé et de développer une appréciation réelle du contexte social et culturel de ses études. Cette durée permettrait également de justifier les dispositions, moyens financiers, etc., associés avec le séjour de l'étudiant à l'étranger.

### Niveau

Si l'on tient compte du besoin que les cours d'études ne soient pas interrompus pendant les premières étapes d'une éducation architecturale, il paraît raisonnable que les unités ne soient disponibles qu'aux étudiants du cinquième semestre et au-delà.

### Langues

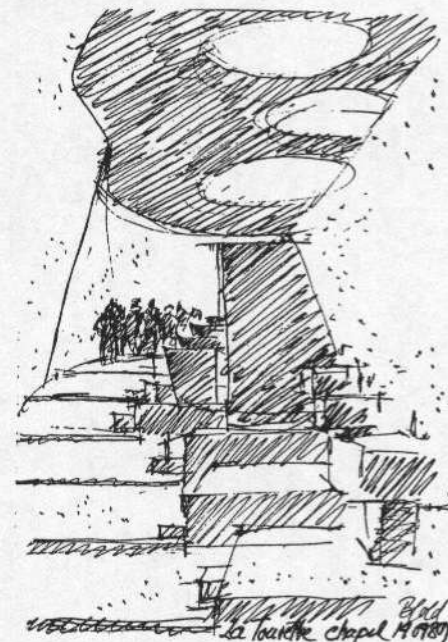
Normalement, les études de chaque unité se feraient dans la langue du pays dans lequel l'unité se trouve. L'étudiant qui cherche une place dans une unité devrait avoir déjà une bonne connaissance de la langue adoptée par l'unité qu'il a choisie, au moins au niveau d'école secondaire, ou avoir suivi un cours spécial afin de se préparer pour son séjour à l'étranger. En plus, l'unité fournira un bref cours supplémentaire traitant du vocabulaire et de la phraséologie appropriés aux études de l'unité.

L'établissement d'un projet détaillé de programme-pilote est déjà en cours. Comme premier essai, l'intention est de commencer par un groupe de dix unités, réparties autant que possible à travers l'Europe. Pour la première étape, il est considéré que le groupe doit rester peu nombreux afin de faciliter la direction et le contrôle. Trois écoles d'architecture sont en train de préparer des programmes d'études pour les premières unités, et l'on espère que le premier groupe de dix sera prêt avant la fin de l'année scolaire. Au commencement il sera essentiel de prévoir le transfert d'étudiants et l'accréditation de leurs études comme pour n'importe quel réseau conventionnel. La réalisation d'une formule susceptible d'être acceptée par tous demandera un effort considérable. Néanmoins, notre intention est de construire un réseau pratique avant la fin de l'année, et cela nous permettra d'assurer un premier transfert d'étudiants en 89-90.

Nous prévoyons au début du mois de juin une conférence pour ceux qui vont créer les unités-

pilotes, afin de rassembler leurs propositions détaillées et de rédiger le premier répertoire d'unités.

Si votre école envisage la possibilité de créer une unité, ou pour le programme-pilote ou plus tard pour le réseau élargi, aussi bien que si vous voulez bien nous offrir le bénéfice de votre expérience de la direction d'un réseau, nous vous serions très reconnaissants de remplir le questionnaire ci-joint et de nous le remettre aussitôt que possible.



Drawing by Birgit Cold

## COMETT: COMMUNITY ACTION PROGRAMME FOR EDUCATION AND TRAINING FOR TECHNOLOGY

COMETT was launched by the European Commission at the end of 1986. It seems to have a lot of potential as a vehicle for architectural students in EEC countries to gain practical experience in one of the other member states, but as far as can be established uptake in our subject area is very slow. We wish to encourage our members to explore its possibilities and not leave it all to the scientists and engineers!

The following is an extract from the programme's Guide for Applicants:

The objectives of COMETT are:

- to give a European dimension to co-operation between universities and enterprises in training relating to innovation and the development and application of new technologies, and related social adjustment;
- to foster the joint development of training programmes, the exchanges of experience, and also the optimum use of training resources at Community level;
- to improve the supply of training at local, regional, and national level with the assistance of the public authorities concerned, thus contributing to the balanced economic development of the Community;
- to develop the level of training in response to technological and related social changes by identifying the resulting priorities in existing training arrangements which call for supplementary action both within Member States and at Community level, and by promoting equal opportunities for men and women.

### WHO CAN PARTICIPATE IN THE COMETT PROGRAMME?

COMETT is a programme for the support of

training initiatives between universities and enterprises. For the purpose of COMETT, the following definitions will apply:

- the term "university" is taken to comprise all types of post-secondary education and training establishments which offer, where appropriate within the framework of advanced training, qualifications or diplomas of that level, whatever such establishments may be called in the Member States.
  - the term "enterprise" is taken to comprise all types of economic activity, including both large-scale companies and small and medium-sized enterprises (SME), whatever their legal status or their manner of applying new technologies. In this context, the definition of a small — or medium-sized enterprise (SME) is an enterprise employing not more than 500 persons.
- This definition will be understood to extend eligibility to organisations such as public authorities, financial and insurance institutions, chambers of commerce, federations, of industry, and organisations representing employers or employees.
- the term "training" is taken to comprise all forms of training at the "post-secondary" level ("undergraduate", "postgraduate", "short-cycle higher education" etc.), and encompasses both initial and continuing education and training.

Participation in the COMETT programme is open to all companies, irrespective of size, research institutes, universities and other interested organisations acting on behalf of the universities and enterprises (e.g. in the fields of student placement in enterprises or continuing education), within the European Community, provided that the training actions proposed are to be carried out in institutions situated within the European Community. Participation by universities and enterprises may take the form of financial, personnel, or equipment contributions to the project in question.

## IAESTE: INTERNATIONAL ASSOCIATION FOR THE EXCHANGE OF STUDENTS FOR TECHNICAL EXPERIENCE

This non-political independent organisation which came into being in 1948, and which exchanges annually some 5,000 young people in technical subjects between 50 countries across the world is no doubt familiar to all our members. However, we would like to draw attention to it as one of the few well-established channels through which architectural students can gain practical experience in another country, because we do not think that member schools are making full use of this facility.

Its aims are as follows:

The basis upon which IAESTE operates is set out below:

### Principles of the Exchange

Each member country collects offers from industrial and other organisations for receiving students from abroad for a temporary training period in close connection with the students' fields, as a supplement to the students' university or college education. The offering companies or organisations are expected to pay students a wage sufficient to enable them to cover their cost of living during the actual training periods.

These offers are exchanged with other member countries on a reciprocal basis, normally during the annual conference in January (General Conference or Exchange Conference).

Through their affiliated universities and colleges,

member countries select qualified students from the applicants for a for a training period abroad in order to fill the offers received from other members.

Receiving countries for necessary permits, lodging, and — in many cases — for social and cultural programmes during or after the training period. Sending countries insure the students against accidents and illness. Students pay their own transportation expenses, sometimes taking benefit of travel facilities arranged through sending countries.

### Participants in the Exchange Scheme and Training Periods

IAESTE exchange participation is open to bona fide students following courses at universities, institutes of technology and similar higher institutions. Many countries also exchange students taking full-time courses at colleges or technical schools below university level.

The main aim of the Association is to exchange students during their long vacations, i.e. for 8-12 weeks. Bilateral arrangements can be made for longer training periods, i.e. between 3-12 weeks which helps to develop long-distance exchanges, or for training periods of the southern hemisphere. For various reasons IAESTE cannot include persons who have not started their studies at institutes of higher education or have left their universities or colleges. However, an exception can be made for students doing their practical training immediately after final examinations. Post-doctorate trainees will normally not be accepted.

### Faculties covered by the IAESTE Exchange

IAESTE has been founded in order to exchange students of all faculties and study courses for which practical experience in industry and other branches is essential as a supplement to theoretical education. The majority of industrial offers are made to students of engineering and technology, who also represent the majority of the applicants for training abroad. Many universities and colleges require a period of training in industry as a part of the university or college curriculum by law or compulsory regulation.

Apart from these fields, many students of science are making use of the possibility of spending a training period abroad. There are also opportunities for students of agriculture, forestry, architecture, industrial design and related fields. Many member countries are making efforts to increase the number of training facilities available for these study fields.

Students of economics, commerce and language also have limited training possibilities abroad, to the extent that this does not conflict with the operation of other specialized exchange organisations.

"Technical Experience" in the sense of the aims of the Association does not mean experience restricted to technical study fields. It refers to experience through an on-the-job training to supplement university and college education in all relevant study fields. IAESTE is, therefore, not an organisation limited to one faculty but its programme is rather open to many faculties and study fields.

In 1987 IAESTE exchanged the following number of architectural students from European countries: Austria: 4; Belgium: 1; Czechoslovakia: 7; Denmark: 5; Finland: 13; France: 6; W. Germany: 41; Greece: 9; Hungary: 16; Italy: 7; Luxembourg: 1; Netherlands: 31; Norway: 4; Poland: 18; Portugal: 2; Spain: 50; Sweden: 14; Switzerland: 27; Turkey: 11; United Kingdom: 6; Yugoslavia: 2.1 (Total: 288)

Information about the organisation should be available at the Career's Offices of all institutions for higher education.

## A SCHOOL OF ARCHITECTURE FOR ICELAND

There are currently 200 practising architects in Iceland serving a population of about 250,000. Traditionally these architects have received their training abroad — in no less than 14 different countries according to a survey for the period 1940-1980 conducted by the Association of Icelandic Architects.

While Icelanders generally seem to value foreign contacts there has been of late a groundswell of opinion within the architectural community that this state of affairs is not conducive towards the future development of architecture in Iceland, and that a local school of architecture should be established.

On the initiative of Mr. Bjarki Zophaniasson, an Icelandic architect practising in Switzerland, a conference to debate the matter was held in Reykjavik in July to which representatives from the EAAE and its northern American counterpart, ACSA, were invited. The meeting was attended by four Council members: Nils-ole Lund, Birgit cold, Alain Tschumi and Hentie Louw; one Canadian and three American members of ACSA, and 20 members of the Icelandic Institute of Architects plus other related bodies.

After three days of discussion, complimented by lectures, official receptions, sightseeing trips, early morning dips in thermal pools and the savouring of the island's gastronomic delights, the meeting reached a surprising degree of consensus with respect to the main issues that were debated. Its conclusions were:

- That there is a *prima facie* case for Iceland having its own school of architecture which could serve as a resource base for the local architectural profession; reinforce the current move towards the formation of an independent Icelandic architectural tradition; conduct research into architectural problems; provide an international exchange point and forum for debate for local architects and other building professions.
- That such a school be based in the University of Iceland where it would retain its autonomy as a subject area, but could link with related fields as appropriate.
- That the aim should be to offer a complete course in architecture, with provision of an extended period of obligatory study at an overseas institution to broaden the student's experience before qualification.
- That formal links be established with schools of architecture in Europe and America for exchange programmes of staff and students.

Finally, it was resolved that in order to progress the matter without delay one person should be appointed to investigate the various options available, and to present, to an advisory committee with representation from related disciplines in the building industry, detailed proposals for an architectural course suitable to Icelandic conditions.

The EAAE wishes the Association of Icelandic Architects well with their ambitious undertaking, and we look forward to the day when we could welcome an Icelandic school of architecture to our membership which, incidentally, already include one school, namely Malta, that has thrived for the past 70 years despite having a population base not much larger than that of Iceland.

Hentie Louw  
Newcastle upon Tyne, August 1989



# THE EDUCATION OF ARCHITECTS IN AN EUROPEAN CONTEXT

EUROPEAN COMMUNITY ACTION SCHEME FOR THE MOBILITY OF UNIVERSITY STUDENTS



## CURRENT RECIPIENTS OF INTER-UNIVERSITY CO-OPERATION PROGRAMMES (ICPS)

Names of Participating Institutions (Subject Area)

### ARCHITECTURE (Interior Design)

#### De Heer C. Asaert

- B Hoger Architectuurinstituut van het Rijk, Antwerpen
- B Hoger Architectuurinstituut Sint-Lukas, Gent
- B Provinciaal Hoger Instituut voor Architectuur, Hasselt
- DK Det Kongelige Danske Kunstakadem Arkitektakole, København K

#### Herrn Prof. A. Bahre

- D Fachhochschule des Landes Rheinland-Pfalz, Abt. Kaiserslautern
- E Universidad Politécnica de Catalunya, Barcelona
- UK North East London Polytechnic

#### Prof. A. Dell'Acqua Bellavitis

- I Politecnico di Milano
- DK Arkitektakolen i Arhus, Arhus C
- DK Det Kongelige Danske Kunstakadem Arkitektakole, København K

#### Herrn Prof. W. Bosse

- D Fachhochschule fur Technik Stuttgart
- NL Technische Universiteit Delft
- UK Leicester Polytechnic

#### M. J. Boulet

- F Ecole d'Architecture de Paris-Villemin
- I Università degli Studi di Roma 'La Sapienza'
- UK Architectural Association School of Architecture, London

#### Herrn Prof. F. Buhler

- D Fachhochschule Konstanz
- UK City of Birmingham Polytechnic

#### Prof. F. Buzzi

- I Istituto Universitario di Architettura Venezia
- F Ecole d'Architecture de Paris-Villemin

#### Prof. B. Di Cristina

- I Università degli studi di Firenze
- NL Technische Universiteit Eindhoven

#### Herrn Prof. Dr. G. Fehl

- D Rheinisch-Westfälische Technische Hochschule Aachen
- UK Portsmouth Polytechnic

#### Herrn Prof. Dr. G. Fehl

- D Rheinisch-Westfälische Technische Hochschule Aachen
- E Universidad Politécnica de Catalunya, Barcelona
- UK University of London (University College)

#### Sig. M. Fosso

- I Politecnico di Milano
- E Universidad Politécnica de Catalunya, Barcelona
- NL Technische Universiteit Delft

#### Frau Prof. K. Foerster

- D Fachhochschule fur Technik Stuttgart
- UK Middlesex Polytechnic, Barnet, Hertfordshire

#### Mr. H. Frey

- UK University of Strathclyde, Glasgow
- D Technische Universität Berlin
- F Ecole d'Architecture de Strasbourg
- I Università degli studi di Firenze

#### Prof. B. Gabrielli

- I Università degli studi di Genova
- E Universidad Politécnica de Catalunya, Barcelona
- F Université Lumière de Lyon II
- G Pantios Anotati Sholi Politikon Epistimon, Kallithea

#### Herrn Prof. U. Von Gavel

- D Hochschule Bremen
- UK Brighton Polytechnic

#### Herrn Prof. P. Kuff

- D Fachhochschule Dusseldorf
- D Universität-Gesamthochschule Siegen
- D Bergische Universität Gesamthochschule Wuppertal
- UK Kent Institute of Art and Design (Canterbury College of Art)

#### Herrn Prof. Dr. J. Rodríguez-Lores

- D Rheinisch-Westfälische Technische Hochschule Aachen
- I Istituto Universitario di Architettura Venezia

#### Prof. T. Watt Mavor

- UK University of Strathclyde, Glasgow
- B Université de l'Etat à Liège
- NL Technische Universiteit Eindhoven

#### Mme. F. Schatz

- F Ecole d'Architecture de Nancy, Villers les Nancy
- P Universidade do Porto

#### Sra. C. Tremino

- E Universidad de Valladolid
- I Politecnico di Milano

#### Herrn Prof. Dr. G. Urban

- D Rheinisch-Westfälische Technische Hochschule Aachen
- I Università degli Studi di Firenze
- I Università degli Studi di Roma 'La Sapienza'

#### M. A. Vaxelaire

- F Ecole d'Architecture de Nancy, Villers les Nancy
- P Universidade do Porto

#### M. A. Vaxelaire

- F Ecole d'Architecture de Nancy, Villers les Nancy
- E Universidad Politécnica de Catalunya, Barcelona
- I Università degli studi di Firenze
- NL Technische Universiteit Delft

#### Prof. M. Vogliazzo

- I Politecnico di Milano
- P Universidade Técnica de Lisboa

### URBAN PLANNING/REGIONAL PLANNING (Landscape Architecture; Transport/Traffic Studies)

#### Prof. L. Albrechts

- B Katholieke Universiteit Leuven
- E Universidad del Pais Vasco, Bilbao, Vizcaya
- F Université des Sciences et Techniques de Lille I, Villeneuve d'Ascq

#### Prof. M. Vogliazzo

- I Università degli studi di Reggio Calabria, Reggio Calabria
- UK University of Wales College of Cardiff

#### De Heer R. Bergh

- NL Rijksuniversiteit Leiden
- F Ecole d'Architecture de Grenoble

#### Mr. P. Booth

- UK University of Sheffield
- F Université Lumière de Lyon II

#### Mr. P. Booth

- UK University of Strathclyde, Glasgow
- E Universidad Politécnica de Madrid
- P Universidade de Aveiro

#### Prof. E. Costa

- I Università degli studi di Reggio Calabria, Reggio Calabria
- UK University of Liverpool
- UK University of Nottingham

#### Sig.ra V. Erba

- I Politecnico di Milano
- P Universidade do Porto

#### Sig. M. Folin

- I Istituto Universitario di Architettura Venezia
- E Universidad Autonoma de Barcelona

#### Sig. R. Girelli

- I Politecnico di Milano
- B Institut Supérieur d'Architecture de l'Etat/La Cambre, Bruxelles
- E Universidad Politécnica de Catalunya, Barcelona
- F Ecole d'Architecture de Paris Belleville

#### Prof. H. Gullinck

- B Katholieke Universiteit Leuven
- UK University of Sheffield

#### Mr. C. Hague

- UK Heriot-Watt University, Edinburgh
- D Technische Universität Berlin
- DK Arkitektakolen i Arhus, Arhus C
- IRL University College, Dublin

#### Prof. Healey

- UK University of Newcastle upon Tyne
- F Ecole d'Architecture de Nancy, Villers les Nancy
- I Politecnico di Torino

#### Kath. G. Kavkalas

- G Aristoteleio Panepistimio Thessalonikis
- G Pantios Anotati Sholi Politikon Epistimon, Kallithea
- UK University of Sussex, Brighton

#### Kath. C. Kokkosis

- G Panepistimio Egeou, Mytilene
- F Université de Paris-Sorbonne (Paris IV)
- I Istituto Universitario di Architettura Venezia
- NL Vrije Universiteit Amsterdam

#### Prof. M. Da Costa Lobo

- P Universidade Técnica de Lisboa
- IRL University College, Dublin
- UK University of Liverpool

#### Prof. A. Mantero

- I Politecnico di Milano
- D Universität Dortmund

#### Prof. B. Marchand

- F Université de Vincennes-Saint Denis (Paris VIII), Saint Denis
- D Technische Universität Berlin
- D Universität Dortmund
- I Università degli studi di Venezia
- UK Oxford Polytechnic

#### Prof. M. Massa

- I Università degli studi di Firenze
- UK University of Glasgow

#### Prof. L. Mazza

- I Politecnico di Torino
- E Universidad Politécnica de Canarias, Las Palmas (Gran Canaria)
- E Universidad Politécnica de Madrid
- G Panepistimio Aegou Diolkousa Epitropi, Athine
- UK Oxford Polytechnic

#### Prof. A. Motte

- F Université des Sciences Sociales Grenoble II
- D Universität Dortmund
- I Università degli studi di Venezia
- UK City of Birmingham Polytechnic

#### Prof. G. Nardi

- I Politecnico di Milano
- IRL National College of Art and Design, Dublin

#### Prof.ssa A. Peano

- I Politecnico di Torino
- B Université Catholique de Louvain, Louvain-la-Neuve
- F Université de Paris-Val de Marne (Paris XII), Creteil
- I Università degli studi di Palermo
- I Istituto Universitario di Architettura Venezia

#### Hr. M. Brandt Poulsen

- DK Arkitektakolen i Arhus, Arhus C
- F Ecole d'Architecture de Normandie, Darnetal
- G Ethniko Metsovio Polytechnic, Athine

#### Prof. J. Schmid

- F Ecole d'Architecture de Normandie, Darnetal
- B Institut supérieur d'architecture Victor Horta—ULB, Bruxelles
- D Universität Hannover
- DK Arkitektakolen i Arhus, Arhus C
- E Universidad Politécnica de Valencia
- F Ecole d'Architecture de Normandie, Darnetal
- G Ethniko Metsovio Polytechnic, Athine
- I Istituto Universitario di Architettura Venezia
- IRL University College, Dublin
- NL Technische Universiteit Delft
- UK University of Dundee

#### Herrn Prof. F. Seelinger

- D Technische Hochschule Darmstadt
- I Università degli studi di Firenze

#### Prof.ssa P. Somma

- I Istituto Universitario di Architettura Venezia
- G Ethniko Metsovio Polytechnic, Athine
- P Universidade Técnica de Lisboa

#### De Heer J. Vlug

- NL Rijksagrarische Hogeschool, Velp
- B Hoger Instituut voor Tuinbouw, Vilvoorde
- F Ecole Nationale Supérieure du Paysage de Versailles
- P Universidade de Evora
- UK Thames Polytechnic, Woolwich

#### Herrn Prof. E. Wertz

- D Universität Stuttgart
- B Hoger Architectuurinstituut van het Rijk, Antwerpen
- B Université Catholique de Louvain, Louvain-la-Neuve
- D Rheinisch-Westfälische Technische Hochschule Aachen
- D Technische Universität Berlin
- D Technische Universität
- Carolo-Wilhelmina zu Braunschweig
- D Technische Universität Hamburg-Harburg
- D Universität Hannover
- D Universität Fridericiana Karlsruhe
- F Université Lumière de Lyon II
- F Ecole d'Architecture de Lyon, Vaux-en-Velin
- F Ecole d'Architecture du Languedoc Roussillon, Montpellier
- F Ecole d'Architecture de Paris-Tolbiac
- F Ecole d'Architecture de Paris Belleville
- F Ecole d'Architecture de Saint Etienne, Saint Etienne
- F Ecole d'Architecture de Strasbourg
- G Dimokritio Panepistimio Thrakis, Komotini
- I Politecnico di Milano
- I Università degli studi di Torino
- NL Technische Universiteit Delft
- NL Technische Universiteit Eindhoven
- P Universidade do Porto
- UK Polytechnic of the South Bank, London

#### Prof. W. Winkelmann

- B Rijksuniversitair Centrum Antwerpen
- G Aristoteleio Panepistimio Thessalonikis

#### Prof. G. Wissink

- NL Katholieke Universiteit Nijmegen
- UK Duncan of Jordanstone School of Art, Dundee

UNIVERSITE CATHOLIQUE DE LOUVAIN

- UNITE ARCHITECTURE

XI° FORUM - 22 to 25 NOVEMBER 1989 - LOUVAIN LA NEUVE - BELGIUM

## ° SCHOOLS OF ARCHITECTURE AND COMMUNICATION WITH SOCIETY °

## Program

## Theme

## Informations

The names of the invited lecturers are given subject to their agreement

**22 November**

Registration  
Opening of the exhibition - Lunch  
Introduction to the forum  
**J.F. Mabardi** - Professor UCL  
Inaugural lecture  
**J. Ladrière** - Professor UCL  
Reception at the University Lobby

**23 November**

**Lectures** (to be confirmed)  
**Lecture of François Charlin**  
Architect - Journalist - Paris  
**Lecture of Tim Benton**  
Architect - Writer - London  
**Lecture of Bruno Queysanne**  
Philosoph - Historian - Grenoble  
**Lecture of Gianni Vattimo**  
Professor of Theoretical Philosophy - Torino  
**Lecture of Hubert Damisch**  
Writer - Professor - Paris  
**Lecture of Rem Koolhaas**  
Architect - Rotterdam  
**Lecture of Jacques Gubler**  
Professor - Lausanne  
**Lecture of Giorgio Ciucci**  
Professeur - Venezia

**24 November**

**Discussions and comments**  
Under the direction of the lecturers

**25 November**

**Conclusions**  
Lecture of Jean François Mabardi  
Director Unité Architecture UCL

**Visits**  
Louvain la Neuve - Bruxelles

The research during the XI° forum will obviously consist to a relation of what in the fields of architecture, is and has been communicated, but also and especially, a relation of what apprenticeship is and in which ways it can be communicated.

One characteristic of an apprenticeship is that it shouldn't be communicated outside of the apprenticeship.

Architecture build located entities, objects, culture and public life.

What is produced in schools has the same reality for the society, images and objects produced in schools don't belong anymore to schools but rather to the society because of their destiny towards the society.

Meanwhile, works in schools can abstract itself from the necessity of result in terms of building, and ones of the possible questions of the forum should be :

Can the work on concepts produce a reality near the situations of the apprenticeship ?

In which way that work on concepts can be related outside the objects produced by architecture ?

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Members wishing to contribute making comments during the sessions

please contact the organizers before 1st of October 1989

**Meals**

The closing lunch is arranged on Friday 24 November

**Accommodation**

Rooms will be reserved by the organizers in the hotels next to the session place  
Middle price for one double room is about 1000 Frs.B. for one night  
Previsted reservations will be indicated on the registration form  
Formal reservations will be confirmed during month of September

**Registration**

Registration fees to non-members of EAAE are 1000 Frs.B.  
Cost of closing meal is 1000 Frs.B.  
This is to be paid with registration by international crossed cheque to "Unité Architecture UCL" at the contact address

**Exhibition**

Schools are invited to show students' works at the exhibition organized during the forum  
Informations on the material will be send before 1st September 1989

**Contact address**

Jean François Mabardi - Professor  
Georges Pirson - Assistant  
Vinci - Place du Levant  
1348 Louvain la Neuve - Belgium  
tel: 32 - 10 - 472341

**Registration form**

Name - School  
Address - Téléphone

Registration **EAAE member school / EAAE individual member / Other** Registration fee 1000 Frs.B.  
Closing lunch 1000 Frs.B.  
N° of cheque :  
Previsted reservation accommodation / Number of nights / single / double room

Signed



## EUROPEAN FOUNDATION FOR LANDSCAPE ARCHITECTURE

April 1989 saw the birth of a new European organisation which has an important role to play in the environment of the developing European Community. The European Foundation for Landscape Architecture, created by a declaration signed at Brussels by the representatives of ten national Association or Institutes will enable the advancement of the aims and objectives of Landscape Architecture, in its broadest sense, throughout the European Community and beyond. It will provide links for mutual collaboration, educational exchange and research co-operation, and will provide an important forum for discussion of environmental design issues. Closely related to the foundation will be an assembly of Educators whose organisation is likely to parallel those of AESOP and AEEA. This was agreed by a well represented meeting of Landscape Architecture Educators from all the relevant EC countries, also at Brussels.

Already a statement of principles and aims has been agreed, and form part of the declaration. Additionally, a set of aims and objectives for Landscape Architecture Education, an agreement

on reciprocal recognition of existing qualifications, and an outline of model structures for courses have been provisionally agreed.

Further development of the constitutional, administrative and legal structure of the foundation is in the hands of three sub-committees whose Chairmen are as follows:—

Education:	Mike Downing University of Newcastle upon Tyne, England
Practices:	Johannes Von Korff Bund Deutscher Landschafts Architekten Federal German Republic
Organisation:	Jef de Gryse Brussels, Belgium

These committees will report back to a plenary session to be held in Brussels in November. It is obviously the educational aspects of this foundation which will be of particular interest to our sister professions in AESOP and AEEA and it is hoped that this new body will lead to greater dialogue and improved relations on a European scale among all professions whose interests centre on the environment.

M. F. Downing  
Newcastle University, 1989

## AESOP: ASSOCIATION OF EUROPEAN SCHOOLS OF PLANNING

AESOP was founded in 1987 with the following aims:

- Dissemination of information on planning education
- Create a forum for discussion
- Promotion of degrees to all European countries
- Assist curriculum development
- Assistance with student movement and international exchanges of staff and students
- Encourage European and international planning programmes
- Broadening experience in planning education
- Co-ordination with other organisations concerned with planning education
- Representing the interests of planning schools and European institutions.

AESOP is totally independent of other bodies like The European Council of Town Planners (ECTP), which was set up in 1985 in order to achieve harmonisation in professional town planning, and to establish criteria for professional competence and conduct which are mutually acceptable.

## LES ECOLES D'ARCHITECTURE EN FRANCE ET LES ECHANGES EUROPEENS

par

**Jean-Claude Thoret de Direction de l'Architecture et de l'Urbanisme, Ministère de l'Équipement du Logement**

Chacune des 22 écoles d'architecture réparties sur le territoire français (8 à PARIS, 14 en PROVINCE), dotée d'un statut d'Etablissement Public à caractère administratif, définit ses orientations en matière de politique internationale tant sur le type d'échanges proposé, que sur le pays ou l'école concernés.

Ainsi voit-on se développer au niveau européen:

- des voyages d'étude ou de "culture architecturale"
- des échanges ponctuels d'enseignants ou de chercheurs
- des échanges pédagogiques programmés, de portée inégale selon les établissements.

En 1989, 12 programmes ERASMUS son en cours d'exécution, principalement pour favoriser la mobilité étudiante. C'est encore peu; il faut constater de plus que la France accueille davantage d'étudiants en provenance des pays européens qu'elle n' "exporte" vers ces pays ses étudiants.

Frilosité des étudiants, méconnaissance des langues étrangères, manque d'enthousiasme des enseignants? C'est un peu tout cela, même si la prise de conscience européenne est aujourd'hui un fait acquis, qui peut justifier cette faible participation française aux programmes CEE.

### LES OBJECTIFS

L'effort collectif (Ecoles et administration de tutelle) développé actuellement répond aux objectifs suivants:

1. consolider un réseau inter-universitaire européen (incluant les pays de l'Est) sur des bases de connaissance mutuelle (personnelle et pédagogique beaucoup plus qu'institutionnelle). Cela prend du temps.
  2. Mettre en place progressivement des confrontations pédagogiques inter-écoles, intéressant aussi bien les enseignants que les étudiants.
- Au travers de pratiques pédagogiques variées, les enseignants devraient trouver l'occasion de comparer leurs méthodes d'enseignement, leurs critères de jugement et d'appréhender avec le recul nécessaire les enjeux architecturaux de

demand; les étudiants devraient s'enrichir de leur participation à des systèmes pédagogiques différents complémentaires, ayant leur logique propre tout en se familiarisant avec un contexte professionnel international.

3. Relancer le débat architectural au sein des enseignants qui, après 20 ans d'endogamie intellectuelle, aspirent à un recyclage doctrinal.

### LES MOYENS

La libre circulation des professionnels, si elle est acquise dans les textes de la Directive, suppose une préparation préalable des étudiants.

Face à la diversité des systèmes d'enseignements (chacun obéissant à sa logique interne, à son histoire, à son contexte professionnel) le temps de l'étudiant effectuant chacune de ses années de cursus dans une école différente n'est pas encore venu. Séjourner une année pleine dans une école étrangère reste encore une initiative difficile à réaliser.

Aussi c'est vers la création d' "ateliers pédagogiques" qui s'orientent plusieurs écoles, préférant la modestie durable à l'éclat éphémère. Base sur l'entente préalable entre enseignants, liés par une volonté de partager leurs expériences, l'atelier, fondé sur une thématique fixée chaque année, regroupe 2 fois par an enseignants et étudiants de plusieurs écoles pendant 10 à 15 jours. au cours de ces sessions, précédées d'un travail encadré, un véritable échange a lieu — c'est un moment privilégié, révélateur d'un questionnement original et dense.

De notre point de vue sa traduction en unités de valeur pédagogiques dans le cursus de l'étudiant est simple, fiable, non sujette à caution.

Cette pratique, si elle est bien rodée, pourra donner lieu par la suite à des élargissements de durée, de contenu, de reconnaissance pouvant aller jusqu'à l'échange organisé sur une année scolaire.

C'est un premier pas vers l'ECU pédagogique.

D'autres schémas d'organisation sont en cours d'expérimentation (l'INEAA de l'Ecole de Normandie offre une formation post-diplôme). Ils reposent presque tous sur un rapprochement situé au cours de la troisième ou de la quatrième année du cursus initial.

Administrativement, des aménagements sont d'ores et déjà effectués. Les règles d'attribution de dispenses partielles accordées aux étudiants européens permettent à ceux-ci de s'inscrire au niveau de leur cursus d'origine si leur séjour n'excède pas un an.

Nous attendons la même ouverture de la part de

nos voisins européens à l'égard des étudiants français.

### LES PERSPECTIVES

L'attente des étudiants est manifeste. Pour être satisfaite, une dynamique forte doit entraîner les écoles vers la programmation de ces échanges. Pour les y aider, le Bureau de la Recherche Architecturale (Direction de l'Architecture et de l'Urbanisme) vient de lancer auprès de deux cents écoles européennes un concours sur "l'image de synthèse"; des prix offerts par les industriels concernés récompenseront les lauréats.

Le succès du premier EUROPAN laisse entrevoir la possibilité de lancer un concours EUROPAN-JUNIOR auquel pourraient participer les écoles d'architecture européennes.

Il est à prévoir qu'après cette période d'identification des partenaires, les écoles d'architecture souhaiteront faire valoir leurs compétences et préciser leur rôle quant à la formation pratique.

Pourquoi ne pas imaginer alors que, voulant ajouter leur voix à celle d'autres écoles, elles ne décident toute de s'associer au sein de l'AEEA?

J. C. Thoret

### EAAE DECLARATION OF INTENT

The Member Schools of the EAAE hereby confirm their intention to facilitate the exchange of teachers and students.

This means that the Schools involved commit themselves to a liberal attitude towards the recognition of studies done by their own students at another European school of architecture, provided these studies are properly documented and recognised at the host school.

Generally these intentions only refer to students having had more than two years of architectural studies.

### AEEA DECLARATION D'INTENTIONS

Les écoles membres de l'AEEA confirment par cette déclaration leur intention de faciliter les échanges d'enseignants et d'étudiants.

Cela signifie que les écoles impliquées s'engagent à adopter une attitude libérale vis à vis de la reconnaissance des études faites par leurs propres étudiants dans les écoles d'architecture européennes, si leur études sont reconnus par l'école d'accueil.

Ces intentions se réfèrent à des étudiants ayant plus de deux années d'études d'architecture.

# EEC ADVISORY COMMITTEE: EDUCATION AND TRAINING IN ARCHITECTURE

## MEMBERSHIP ADVISORY COMMITTEE

### Educational Representatives

Country:	Member:	Reserve:
Belgium	Dr. J. Jannssens Institut St. Luc à Gand Zwarteustersstraat 34 9000 Gent	Prof. J. Englebert Université de Liège Place du 20 Août, 7 4000 Liège
Denmark	Mogens Brandt Poulsen Arkitektkolen i Aarhus Nørreport 20 8000 Aarhus C	Bente Beedholm Kunstakademiet Arkitektskole, Kgs. Nytorv 1 1050 København K
West Germany	Prof. Elmar Wertz Universität Stuttgart Keplerstrasse 11 7000 Stuttgart 1	Prof. Dietrich Kruppa Hochschule Bremen Langemarkstrasse 116 2800 Bremen 1
Greece	Prof. Ioannis Liapis Ecole d'Architecture Patisson, 42 10682 Athènes	Panayotis Tzonos Université Aristote de Thessalonique 54006 Thessalonique
Spain	Fernando Ramos Escuela de Arquitectura Universidad de Barcelona Ciudad Universitaria Barcelona	Antonio Fernandez Alba Catedrático de Proyectos Arq. Escuela Técnica Superior de Arq. Universidad Politécnica de Madrid, Madrid
France	Roland Schweitzer Ecole d'architecture de Paris-Tolbiac 5, Rue Du Javelot 75645 Paris Cedex 13	Alain Sarfati Ecole d'architecture de Paris-Confians 11, Rue du Séminaire de Conflans 94220 Charenton le Port
Ireland	Prof. Cathal O'Neill Faculty of Eng. & Arch. University College Dublin Earlsfort Terrace Dublin 2	Prof. Johan O'Keefe Head of Department Dept. of Arch. and Town Plan Bolton Street Dublin 1
Italy	Prof. Corrado Beguinot Tecnica urbanistica presso la Facoltà di Ingegneria dell'Università di Napoli Napoli	Prof. Giovanni Carbonara Restauratore dei monumenti presso la Facoltà di Architettura via Antonio Gramsci, 63 Roma
Luxembourg	Ernest Weis Conseiller de Gouvernement Président de la Commission des Titres 6, Bd. Royal Luxembourg	Fred Gregoire Secrétaire de la Commission des Titres 6, Bd. Royal Luxembourg
Netherlands	Prof. M. F. T. Bax Hogleraar architectonisch ontwerpen bij de afdeling bouwkunde van de TH Eindhoven Aeneaslaan, 24 5631 LB Eindhoven	U. F. Hylkema Directeur van de academie voor bouwkunst te Amsterdam Maliebaan, 58 3581 CT Utrecht
Portugal	Prof. Fernando Lois Cardoso de Menezes de Tavares e Tavora R. do Gotta, 125 4000 Porto	Prof. António Francisco de Carvalho Quintela Instituto Superior Técnico Rua Rovisco Pais 1096 Lisboa Codex
United Kingdom	Prof. John Tarn Liverpool School of Architecture Leverhulme Building Abercromby Square PO Box 147 Liverpool L69 3BX	Prof. Hans Haenlein Polytechnic of the South Bank Wandsworth Road London SW8 3JZ

## REPORT ON THE WORKING OF THE ADVISORY COMMITTEE

By Cathal O'Neill

The main subject of discussion at the April meeting of the EAAE at la Tourette was the ERASMUS programme designed to encourage the exchange of students between European Schools.

I attended the conference as a teacher, but as a member of the EC Advisory Committee, I was asked to speak about the Directive on Architecture and its implications. During the meetings, both formal and informal, I was amazed at some of the delegates' attitude to the Directive and the Advisory committee which ranged from a lack of interest or knowledge, to unease or even suspicion. I spoke positively about these matters and I was invited to repeat my view in this Newsletter for the benefit of my teaching colleagues in Europe.

The Directive on Architecture which was adopted in June 1985 provides for the free movement of architects within the Community. Broadly speaking, it proposes that architects who are qualified to practice in one Member State should be free to do so in another State. As the definition and education of architects varied from State to State, the Directive set out a specification, or profile, in which the range of knowledge which an architect should have was described, as follows:

- an ability to create architectural designs that satisfy both aesthetic and technical requirements;
- an adequate knowledge of the history and theories of architecture, and the related arts, technologies and human sciences;
- a knowledge of the fine arts as an influence on the quality of architectural design;
- an adequate knowledge of urban design, planning and the skills involved in the planning process;
- 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;
- 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;
- an understanding of the methods of investigation and preparation of the brief for a design project;
- an understanding of the structural design, constructional and engineering problems associated with building design;
- 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;
- the necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations;
- an adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.

This remarkable and definitive statement on architecture has, in my experience, found favour with the majority of those familiar with it. It was

apparently written by the Liaison Committee, and I am told that the late Maurice Hogan (the Irish representative on that Committee) was largely responsible for its final form.

A consequence of the agreement on the Directive on Architecture was the need to monitor the education of architects in the Member States. In a paraphrase of the Council's decision arrived at on June 10 1985, in view of the proposed mutual recognition of qualifications in architecture, it was necessary to ensure a comparatively high standard of education and training, and to carry out this task, an Advisory Committee was set up by the Commission. The task of the Committee was to monitor the standards in education by exchanging information regarding education in the different countries, by discussion and consultation with the objective of developing common approaches to the standards required and by keeping under review the adaptation of the education of architects to developments in teaching methods.

The Committee was also required to facilitate the effective exercise of the right of establishment and freedom to provide services. Furthermore, the Committee was invited to make recommendations to the Commission on appropriate matters in the field of architectural education.

The Committee is made up of three experts from each Member State as follows: one expert from the practising profession, one expert from the Universities or equivalent teaching institution, and one expert from the competent authorities of the Member State.

The practise in each country varied, and in some, the expert in one or more of the categories was an administrative rather than an architectural expert. In the case of Ireland, we were fortunate in having three architects appointed, one in each category, and the reserve experts required under the rules are also architects.

The inaugural meeting of the Advisory Committee took place in Brussels in May 1987. Much of the first day's proceedings was given over to the exchange of information on the scope of the committee's work and its methodology, together with the election of a Chairperson. The remainder of the two-day meeting was taken up with discussion on a wide range of issues dealing with architectural education and in electing two working parties, one to undertake a study on education and training in architecture and the other to investigate qualifications which had been challenged by Member States.

Despite the enormous workload and the need to translate into nine languages, the various tasks were carried out with remarkable efficiency and good humour under the excellent chairmanship of Kevin Fox from Dublin. The working parties met on a number of occasions and reported back to the second meeting of the Advisory committee which, in turn, reported to the Commission.

My overall impression of the Committee and its workings is that, despite the large number of delegates who were drawn from the profession, the educational sector and the State, and who represent different cultures and speak different languages, there is nevertheless surprising consensus regarding the essential architectural issues. After each meeting, despite heavy workload and the long days, one is left with the feeling of goodwill and optimism towards architecture in Europe.

Cathal O'Neill  
Professor of Architecture  
University College Dublin



# EEC ADVISORY COMMITTEE: EDUCATION AND TRAINING IN ARCHITECTURE

## EXTRACT FROM THE OFFICIAL JOURNAL OF THE EUROPEAN COMMUNITIES:

VOL. 28, 21 AUGUST 1985:

### Article 1

An Advisory Committee on Education and Training in the Field of Architecture, hereinafter called the 'Committee', shall be set up under the auspices of the Commission.

### Article 2

1. The task of the Committee shall be to help to ensure a comparably high standard of education and training for architects throughout the Community.

2. It shall carry out this task in particular by the following means:

- comprehensive exchange of information as to the education and training methods and the content, level and structure of theoretical and practical courses provided in the member States;
- discussion and consultation with the object of developing common approaches to the standard to be attained in the education and training of architects and, as appropriate, to the structure and content of such education and training including criteria relating to practical experience;
- keeping under review the adaptation of the education and training of architects to developments in teaching methods and to new problems arising for architects as a result

of social, scientific and technical developments and to the protection of the environment.

3. The Committee shall carry out the advisory tasks assigned to it under Council Directive 85/384/EEC of 10 June 1985 on the mutual recognition of diplomas, certificates and other evidence of formal qualifications in architecture, including measures to facilitate the effective exercise of the right of establishment and freedom to provide services.

4. The Committee shall communicate to the Commission and the member States its opinions and recommendations including, when it considers it appropriate, suggestions for amendments to be made to the Articles relating to the education and training of architects in Directive 85/384/EEC.

5. The Committee shall also advise the Commission on any other matter which the Commission may refer to it in relation to the education and training of architects.

### Article 3

1. The Committee shall consist of three experts from each member State as follows:

- one expert from the practising profession;
- one expert from the universities or equivalent teaching institutions in the field of architecture;
- one expert from the competent authorities of the Member State.

2. There shall be an alternate for each member. Alternates may attend the meetings of the Committee.

3. The members and alternates described in

paragraphs 1 and 2 shall be nominated by the Member States. The members referred to in the first and second indents of paragraph 1 and their alternates shall be nominated on a proposal from, or after appropriate consultation with, the practising members of the profession or the universities or equivalent teaching institutions in the field of architecture. The members and alternates thus nominated shall be appointed by the Council.

### Article 4

1. The term of office of members of the Committee shall be three years. Upon expiry of this period, the members of the Committee shall remain in office until they are replaced or their term of office is renewed.

2. The term of office of a member may end before expiry of the period of three years by virtue of the resignation or death of the member of his replacement by another person in accordance with the procedure laid down in Article 3. Such an appointment shall be for the remainder of the term of office.

### Article 5

The Committee shall elect a Chairman and two Vice-Chairmen from its own membership. It shall adopt its own rules of procedure. The agenda for meetings shall be drawn up by the Chairman of the Committee in consultation with the Commission.

### Article 6

The Committee may set up working parties and may call upon or allow observers or experts to assist it in connection with any particular aspect of its work.

## PROFILE:

### UNITE D'ARCHITECTURE DE LA FACULTE DES SCIENCES APPLIQUEES DE L'UNIVERSITE CATHOLIQUE DE LOUVAIN

Louvain-la-Neuve, Belgique

Belgique, deux filières de formation à l'architecture existent parallèlement. Celle, universitaire, associant ingénierie et architecture et celle dite supérieure de niveau universitaire qui rattache plus volontiers l'architecture aux Beaux-Arts.

On retrouve des traces de l'enseignement de l'architecture à l'université depuis 1843. Ce n'est que vers la fin du siècle dernier que l'Université Catholique de Louvain concrétise ces études sous la forme du diplôme d'ingénieur civil architectes.

Cette longue tradition affirme et développe l'indispensable complémentarité de l'architecte et de l'ingénieur. Elle le fait à travers un programme de 5 ans d'études auquel on accède après une sérieuse sélection opérée par un examen d'entrée.

Cet enseignement est avant tout une formation à et par l'architecture qui a l'avantage inestimable de se donner à l'Université et dans une Faculté des Sciences Appliquées.

Par sa présence à l'Université, l'architecture et la formation qui l'accompagne sont confrontées à d'autres disciplines; cela les oblige à mieux affirmer leur autonomie qui s'enrichit et se nourrit à travers les relations qu'elles entretiennent avec d'autres savoirs, d'autres démarches et d'autres outils.

Par son insertion dans une Faculté des Sciences Appliquées cette formation est soumise à la

rigueur qui force à poser les questions fondamentales avant d'avoir des réponses toutes faites et qui permet de vérifier et d'évaluer la validité des systèmes ou des objets Proposés.

L'équipe d'enseignement est formée d'une quinzaine de personnes dont 10 professeurs et 6 assistants. L'Unité architecture a le privilège d'être une petite école de 80 à 100 étudiants.

Outre le diplôme d'ingénieur civil architecte, l'Unité ARCH organise plusieurs diplômes complémentaires dont:

- maîtrise en architecture (1 an et demi)
- doctorat en architecture (3 à 4 ans) — organisé avec la contribution d'autres instituts dont St. Luc Bruxelles.
- Licence en Urbanisme et Aménagement du Territoire (2 ans)
- Certificat et maîtrise "Habitat rural et urbain dans les pays en voie de développement" — organisé en collaboration avec le département d'architecture de la Faculté Polytechnique de Mons.

Ce certificat est financé par l'Agence de la Coopération au Développement de Belgique qui attribue chaque année une douzaine de bourses à des ressortissants des pays en voie de développement.

Chacun de ces programmes de 3ème cycle s'est organisé et développé à partir d'équipes de recherches existantes dans l'Unité.

**Creat** (13 chercheurs) Centre de recherches sur les problèmes de l'aménagement du territoire; études d'impacts, plans de circulation, plans d'aménagement régionaux et communaux.

**Architecture et Climat** (9 chercheurs) Impact du Climat sur la conception et la projection architecturale.

**Habitat et Développement** (3 chercheurs) développe des recherches relatives aux filières de production de l'habitat, de l'évaluation de celles-ci et des rapports qu'elles entretiennent avec les différentes formes architecturales et

urbanistiques. Certains travaux se font en Colombie, Côte d'Ivoire, ainsi qu'au Sénégal.

**Habitat et Participation** (5 chercheurs) développe une réflexion sur le rôle de l'usager dans la conception, la réalisation et la gestion de l'espace construit.

**BBB/SFB** (2 chercheurs) Cellule Sfb belge de l'UCL: Développement et application en Belgique du système de classification BB/Sfb spécifique au secteur de la construction.

**GEFA** (2 chercheurs) Il y a 20 ans l'Université Catholique de Louvain était à l'initiative de la création d'une ville nouvelle en Belgique: Louvain-la-Neuve. Profitant de ce laboratoire l'Unité ARCH a organisé un groupe de recherche sur les villes nouvelles s'appuyant sur les archives, les réalisations et le vécu de la ville.

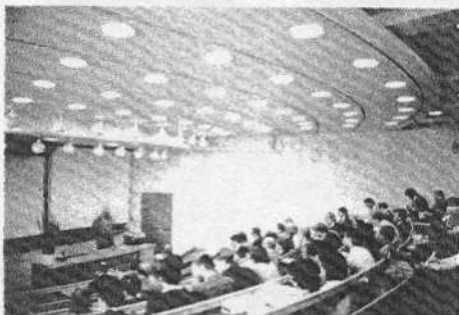
**Anthropologie de l'architecture:** recherches dans le domaine de l'architecture vernaculaire wallonne et du contenu symbolique des formes architecturales.

**Atelier de Dessin** (2) Développe des expériences pédagogiques dans le domaine de l'expression et de la communication graphique au niveau des étudiants en architecture et de l'Université des aînés. Ce travail se prolonge et s'enrichit d'une participation de l'atelier dans l'enseignement à l'Institut des Arts de Diffusion de Louvain-la-Neuve ainsi qu'au Département d'Architecture de l'E.P.F.L. (Suisse).

**Aides à la conception et à la projection** (3) Etudes concernant différents systèmes d'aide à la conception architecturale et à la liaison des différentes phases du projet jusqu'à la gestion.

L'Unité Architecture est engagée dans des programmes d'échanges avec l'Université de Stuttgart, les Ecoles d'architecture de Lyon, Lille, Turin, la graduate school de Londres, ainsi que l'Epau à Alger et le Centre de Recherches en Architecture de Abidjan.

J. F. Mabardi  
Louvain-la-Neuve



Delegates in Auditorium, School of Architecture, Otaniemi

## REPORT HELSINKI:

### EAAE WORKSHOP 20:

18-20 MAY 1989

#### "Philosophies in Architectural Education: Goals and Methods"

Giovanni Salvestrini of the Politecnico di Torino reports:

The EAAE's 20th Workshop held in Helsinki in the appropriate setting of the Otaniemi Campus designed by Aalto, was very interesting for me coming from a country which is organising a National Conference of the Faculties of Architecture; and besides, while on a sabbatical year, I am researching the teaching methods of design in the European countries.

One of the main problems in the teaching of architecture in Italy is the exchange of information concerning the teaching of Design. Frequently the only available information is that on the final product of teaching: the outline programmes.

It is important to determine which "culture of design" is assumed or produced in the teaching practice especially when we confront similar experiences in countries with different cultural traditions.

It seems to me that the organisers of the 20th workshop have recognised this need and this is demonstrated by the success of the meeting (70 participants coming from 38 schools and 16 different countries).

The workshop lasted four days with a relaxing pause for an architectural tour of Helsinki and surroundings.

On the first day, after the opening session, there were keynote lectures followed by the opening of the students' work exhibition.

In the first lecture, Bernard Huet, of Paris-Belleville made a useful point when saying that there is a vital need for a new approach towards the teaching of architecture, but that this has to come together with an autonomous view of Architecture, not as a direct response to social and professional requirements.

In other words Huet says that it is necessary for ourselves to question the fundamental concept of Architecture as a whole, because this is what really defines the teaching philosophies. Any concept has its own story, its changes and evolution; it is part of the concept that it can establish the relationship between architecture and society.

In my opinion Huet's approach can be useful if we consider that research in architecture faculties has to operate, in full autonomy, on the basis of a concept of what architecture is and on a correct view of tradition on which to base the teaching methods. Research on the other hand, also has to face up to the social and cultural developments of our time.

In the second keynote speech, V. Helander, of Helsinki, proposed a fundamental question in the teaching of architecture, the role of tradition and more and more particularly the role given to the History of Architecture.

This question is widely open in the Finnish schools, where according to Helander more importance is given to practical and professional teaching, and less importance to the critical and theoretical issues.

It is necessary in his view to give the students a solid basis of contextual knowledge together with design matters, starting from history.

Helander in this sense underlined the importance of reflection on the fundamental theoretical issues as a basis for practical architectonic work.

The third lecture, by Laura Arpiainen, on a student's life at university of Otaniemi gave an adequate insight into the Finnish situation and demonstrated the singular relationship between school and society as experienced by the students.

The second day was spent in various discussion groups. The first group where I took part was entitled, "Demands of society on Architectural Education."

The chairman Kaisa Broner (Oulu), introduced the session by posing some fundamental issues, which were partly influenced by the Finnish teaching system. The more interesting were: how to conciliate the specialist issues with the necessity for a wide cultural background, and produce architects capable of examining very different matters; from a perspective of a unification not only economic of Europe, how much space can be allocated to local and regional traditions (e.g. national romanticism in Finland).

Veikko Vasko (Helsinki) made a general analysis of the Finnish situation where the educational approach is pragmatic with little theory: visual takes precedent over critical analysis and the productive role is dominated by the Companies with architects being relegated to provide a design service only with no other control than on formal and creative matters.

A Cools (Brussels) explained in his paper the recent proposals by the French Commission for architectural studies in Belgium. Referring to the four areas of competence given by the EEC to the architect's work, the paper underlined some valid principles in the teaching and in the research of architecture; methods have to adapt to changes, in order to reach the point of preceding them. They have to encourage invention and creativity, together with the knowledge of the context and the limits in which design and products are developed.

In the debate that followed, I described the Italian situation which can be summarised by what was said during EAAE's 12th workshop in Naples: "An unemployment Architecture." Some schools of architecture have up to 15000 students, with an enormous number of students per teacher; 5000 new degrees per year; no professional training (with only 20% of graduates passing the state examination); a good cultural base, but no specialisation; little consideration given to design. On one hand the country is capable of accepting a very high number of architects considering its wide historical, artistic, environmental, cultural and urban heritage, and the well developed level of production. On the other side, graduates are not qualified in any of the many fields necessary for an architect to be competent in.

The conclusions of the first group concerned:

- The need to broaden cultural bases while introducing some diversification, generally not before the third year of the course;
- Developing post graduate specialisation, that will have to be connected with a permanent training of architects developed together with the trading associations;

— Giving goals and methods in the training of architects, unifying their identity and professional profile.

The other discussion groups had more controversial debates.

The second group "Educational approaches and Methods," discussed the culture of design that every teacher is practising.

Anja Kervanto Nevanlinna (Helsinki), in her input summarised the problems of defining the approaches to the design of four different standard-type teachers in which everyone of us could imagine their answers to an imaginary interview. Her conclusions were interesting: No uniformity and meaningless pluralism when it covers the absence of choice. As she says... "In a modern society, the additional requirement is one's response to change."

The two following papers appeared to be very original but couldn't have made the group discussion simpler.

G.van Zeijl (Eindhoven) confirms with persuading arguments that we must recover the dialectical approach to rational and foolish thoughts; but I am not in accord with his view that we require the rational and normative thought in the teaching of architecture, particularly if seen as scientific method applied to the design process.

Even P. Lefevre in his way, attacks mathematical and rational thought which he says limit the development of passion for architecture. We can say that passion helps the architect, but we must prove that rationality does not help him.

The group was clearly confused, then divided into those who asked, "How to teach" and those who asked, "Why teach, and what can we teach?"; and in plenary session concluded with some problematical assertions namely: the peripheral issues are not less important than the fundamental ones; we have to ask ourselves what is behind architecture; we have to face and compare the different attitudes we find in northern and southern European countries as regards the teaching methods; they have to be guaranteed the critical autonomy of the students avoiding the parent/other attitude — which is particularly widespread in the schools with a very low number of students per teacher.

The subject of the third group was "The Design Studio as a teaching Method." This was given in a critical manner, since in most of the Finnish schools the Design Studio is held responsible for the lack of consideration for a more theoretical approach to design.

The discussion saw very distant positions on the Design Studio's role: The studio as the basis for the discussion on the use of History and on



ARNE NEVANLINNA

Drawing by Jose Franco Taboada



concepts of architecture in the Design process; the studio as a moment of verification of the lecture topics and finally, the Design studio as a simulation of practice. Arne Nevalinna, underlined in this case the risk of too close a working relationship between teachers and students, inside and outside school.

I can see another risk, typical of the Italian situation, where we find a very high number of students per teacher. The Design Studio can become an alibi for those teachers who affirm the impossibility to teach design.

The Fourth Group's subject was "Urban Design as the new Integrative Field of Teaching Architecture."

For Tom Simon (Helsinki) and the following speakers, the necessity of integration is caused by the increasing interest in design issues especially in connection with the problems posed by the renovation of historic town centres.

If Urban Design sits on the border between planning and architectural design, I see it as the means of integration between their different scales.

There is, however, a risk for countries like mine where the "Plan" has shown to be inadequate as an instrument to check the quality in the Urban and Environmental transformations.

The risk is to substitute the plan with many "Urban design projects."

Finally, it seems to me, that many of the arguments that came out of the workshop have not been adequately discussed, and we ended up with as many questions as answers.

It is, however, a positive development that these questions have become a common matter for a wide number of schools of Architecture and in this way the main purpose of the EAAE was obtained.

Giovanni Salvestrini, Torino,  
July 1989

## RAPPORT HELSINKI:

20E COLLOQUE DE L'AREA

18-21 MAI 1989

### "LES PHILOSOPHIES DANS L'ENSEIGNEMENT DE L'ARCHITECTURE: BUTS ET METHODES"

Rapport par Jean-Claude LUDI,

Ecole d'architecture de l'Université de Genève

Conférence d'introduction:

Invité par le Colloque, Bernard Huet de l'Ecole d'architecture de Paris-Bellville a créé le temps fort de la première journée. D'emblée il a affirmé l'état de crise dans lequel la formation en architecture se trouve et ce, depuis le début du siècle. Les autorités diversement concernées ont toujours entendu procéder à des réformes et, malgré cela, la crise s'est poursuivie. Une question pouvant se poser: est-il acceptable de vivre dans cette situation de crise, puisqu'elle dure depuis si longtemps, et si c'est le cas sur, quelles bases?

A l'analyse, il y a constat d'inadaptation de l'architecture envers la demande sociale et de l'architecture envers elle-même. Comme discipline elle est perpétuellement en retard. Celle-ci subit une fragmentation accélérée du savoir, avec pour conséquence un décentrage. Elle oscille d'un universalisme creux à une spécialisation à outrance. Il est également constaté que peu ou pas de personnes dans le monde se préoccupent théoriquement du concept même d'architecture. Sans concept il ne peut y avoir de savoir et par conséquent pas non plus d'enseignement.

Depuis Vitruve (commodité, solidité, beauté), puis Alberti, fondant l'architecture comme oeuvre d'art et discipline, il n'y a que glissements, dérives et élargissements inconsidérés: jusqu'au "tout

est dans tout", "de la cuiller à las ville" chez Gropius, à "l'architecture sans architectes" de Rudofsky, en passant par "l'art n'est qu'une infime partie de l'architecture" de Loos. Les CIAM I à IV assignent le logement de masse et l'urbanité dans une notion de massification de l'architecture. Bernard Huet estime néanmoins que l'architecture est incluse dans le champ artistique et que cette part de l'architecture peut faire l'objet d'un savoir autonome comme celui du champ du construire. En conséquence, l'architecture doit se définir comme une discipline fondamentale tout en pensant les intersections qu'elle entretient avec d'autres disciplines scientifiques voisines (physiques, sociales) à la recherche de son "noyau dur". L'histoire de l'architecture n'est pas l'histoire de l'art et l'histoire de l'architecture comme phénomène de masse n'existe qu'embryonnairement. En conséquence encore, il s'agit de repenser les techniques d'apprentissage, les processus, de s'interroger sur la normalité de l'étudiant en architecture sans porter atteinte à sa singularité, à sa créativité subjective. "Question globale restant ouverte" (dixit).

**Les quatre groupes de travail (1 journée) ont débattu sur le thème général des "philosophies dans l'enseignement de l'architecture: buts et méthodes".**

**Le premier groupe a abordé la question des demandes de la communauté envers l'enseignement de l'architecture** en la centrant sur la demande sociale. a l'observation, il y a une demande de généraliste, estimée essentielle dans tous les cas et une demande de spécialiste, estimée secondaire, à former en 2e voire 3e cycle ou post-grades. le groupe a évoqué la nécessité de développer la recherche fondamentale et appliquée dès le début des études, pour mieux construire une filière menant au doctorat. Le problème étant celui de la formation du corps professoral et son habilitation à suivre des thèses. Il est souhaité un savoir spécifique aux identités des mais internationalisé via une structure européenne. En discussion synthèse, il est ressorti que la question essentielle qui reste posée est la définition d'une recherche fondamentale en architecture, épistémologique, et bien sur indépendante des contraintes du savoir faire.

Le second groupe a bordé la question des approches et des méthodes d'éducation. Cette question fut posée de manière périphérique et expressément non centrale, également sur le quoi et le pourquoi. Trois niveaux ont été élaborés: — celui de mener l'étudiant vers un apprentissage vocationnel. — celui d'une voie de base pour savoir penser en architecture. — celui de la "philosophie par dessus-tout".

Le groupe a travaillé sur la base d'apports du type "il faut transmettre la passion" ou "il faut inciter à la pensée folle" et s'est affronté à des conclusions fortes en sens polémique mais faibles au sens constructifs pour dépasser le débat: "Les architectes se forment eux-mêmes"! "Les magazines forment la forme", "les enseignants forment la critique" ou encore "les constructeurs forment les bâtiments".

**Le troisième groupe de travail a abordé la question de l'atelier comme méthode d'enseignement.** S'il a pu être établi que le contenu de l'enseignement dans l'atelier ne peut être un transfert direct de la profession dans l'école, il reste néanmoins très difficile de discerner qu'elles en sont les identités et les différences. Il faudrait sans doute une approche fondamentale pour émettre des hypothèses théoriques sur l'influence des pratiques professionnelles envers l'enseignement. Il a été constaté que le modèle professionnel est une sorte de "naturel" qui se trouve dans toute les écoles, quelque soient les régimes sociopolitiques. Peut être même encore plus aujourd'hui qu'au siècle dernier ou pendant



JORHA MÄNTY

Drawing by Jose Franco Taboada

l'essor du mouvement moderne. Resurgence de crise?

**Le quatrième groupe a abordé la question de l'urbanisme comme domaine intégratif de l'enseignement de l'architecture.** Il a été constaté que la formation a changée car la société a changé, que la ville a changé. L'on a vu le rôle d'advocacy planing joué par des architectes lors de graves situations urbaines. Ce qui nous amène à nous poser les questions de fond sur ce qui distingue l'architecture de l'urbanisme, si l'un englobe l'autre et lequel? Les réponses devant aboutir aux modalités d'initiation de l'étudiant à la ville et celles de la production d'une architecture urbaine. Après les grandes théories urbaines d'après-guerre, les urbanistes actuels sont plus prudents. Ils restent perplexes devant les problèmes posés par exemple par des cités entières dépossédées de leurs principales sources de production.

L'architecte agirait avec plus de discernement, dans un processus plus intégratif.

Le Colloque s'est terminé sur les propos de son président qui évoque la préparation d'un manuel pour étudiants sur les possibilités de changer d'écoles, notamment dans le cadres des programmes Erasmus.

Un prochain Forum se tiendra en novembre à Louvain-la-Neuve sur le thème: **Ecoles d'architecture et société.**

On ne peut conclure sur ce Colloque sans évoquer la qualité générale bien connue de l'architecture de la Finlande, pays d'accueil, et particulière de son grand maître moderne: alvar Aalto, cependant quelque peu au purgatoire dans les milieux architectes actuels.

Jean-Claude Ludi  
Genève Juillet 1989



ANTERO MARKELIN

Drawing by Jose Franco Taboada

**GENERAL ASSEMBLY EAAE/AEEA  
LA TOURETTE, FRANCE—  
14 APRIL, 1989**

34 Member schools were represented at this meeting, the minutes of which have already been circulated. Below is printed EAAE President Nils-ole Lund's address:

**President's Report**

**PRELIMINARIES:**

Last year we had two General Assemblies; one in Malta, and one at Thames Polytechnic in London. To make decisions we need 1/3 of the Member Schools. And for this time I am happy to count 34 schools, which gives us a comfortable quorum.

**PRESIDENT'S REPORT:**

Since our last two General Assemblies in Malta and in London we have had Workshop No. 18 in Las Coruna in Spain with the theme: "The Place of the Technologies in Creative Architecture." It seems as if the Spaniards will take an active part in our activities.

Following this workshop in La Tourette about educational problems arising from the need for closer contact between the schools in Europe there will be another in Helsinki in May. The theme is: "Philosophies in Architectural Education: Goals and Methods." The organizers Anja and Arne Nevanlinna are present here in La Tourette if some of you want more information. I hope the Helsinki-arrangement will give us an opportunity of meeting teachers from the East-European countries. It would appear that a wind of change is blowing through East-Europe; in a few years we may have members in our Association even from Russia itself.

In July some Members of the Association will participate in a conference arranged by the Icelandic Association of Architects in Reykjavik; the purpose being to discuss architectural education in a regional context. There is at present no architectural education in Iceland and they want to start a basic course. The meeting will be a joint venture with ACSA — the American counterpart to EAAE.

In the autumn there will be a Forum in Louvain-La-Neuve in Belgium arranged by Jean-Francois Mabardi. The theme: "Communication between Schools of Architecture and Society."

For 1990 we have as yet not been able to make any arrangements and the Council will use this opportunity to ask the schools for proposals.

The Council has produced some new guide-lines for the organisation of EAAE workshops and

forums. After the 20 workshops we have started a discussion in the Council on how to tighten the advice and on how to establish a better contact between the organizers and the Council.

As president I have represented the Association at a meeting about Europe in Brussels in May, arranged by the Belgian Association of Architects. I have been in Rouen in France at a conference arranged by Duminy at the School of Architecture in Rouen, and a few weeks ago I went to Guatemala City to represent the EAAE at the Latin-American conference of architectural schools and faculties. The latter was an interesting experience. Every two years they meet for more than a week. The arrangement is much more formal than in Europe: lavish parties, ballet, and introductions by members of government and so on. A lot of students participated as well.

**Membership:** Since I took over as president two years ago the Association has been expanding at a slower rate to 79 members. The reason is obvious. We are now covering the whole of Western Europe with only some vacancies left. I would like more German and French schools to join — and the Austrians are not members at all. I have talked to the Lady responsible for architectural education in the Austrian government and she seemed interested.

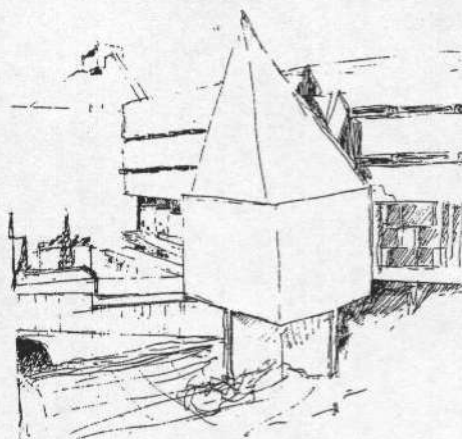
For the new president it will be part of his job to expand into Eastern-Europe.

As you will hear from our Treasurer, Birgit Cold we have some trouble with schools not paying their membership fee regularly.

As mentioned at the General Assembly in London the EAAE applied for financial support from the ERASMUS-programme. We got 15,000 ECU, equivalent to 100,000 Danish crowns. The money will be used for this conference in La Tourette, for the work being done by David Coupe on his idea of a peripatetic school, and on a students' handbook. We have sent out a questionnaire to the Member Schools, and have got some replies back. If any of you have comments or have answered the questions please contact our Secretary Lis Thuen, and hand it over to her.

With the pressure from Brussels on getting more exchange of students and teachers between universities and other institutions of higher learning, and with the financial support for these political initiatives, the EAAE will be ready to facilitate the movement across the borders. With 15 years of experience of European collaboration and 80 Member Schools the EAAE can be just the instrument needed to put the ideas behind the ERASMUS-programme into practice.

Nils-ole Lund  
La Tourette, April 1989



Drawing by Willy Serneels

**FUTURE EVENTS:**

**EAAE WORKSHOP 21—  
ABERDEEN, SCOTLAND  
24 MAY-26 MAY, 1990**

**Theme: Material and Technique as  
the Determinants of Architectural  
Design**

**Bill Brogden, organiser of this event  
writes:**

The workshop will explore — through visits, lecturers, seminars and the work of the Scott Sutherland School of Architecture — to what extent materials and appropriate related techniques determine the form of buildings.

Until 1960 Aberdeen was built almost entirely of white granite — very much of it from the Rubislaw quarry and the resultant City and its buildings forms one side of the Workshop. The other is devoted to an exploration of present and future possibilities — new materials new techniques old materials new techniques or older materials old techniques — with the aim of identifying an appropriate way forward.

For further details contact Dr. W. A. Brogden, Senior Lecturer, SSSA, Robert Gordon's Institute of Technology, Aberdeen, Scotland. Tel. (0224) 313247. Fax No. (0224) 312723.

**FACILITIES MANAGEMENT  
INTERNATIONAL CONFERENCE**

"Delivering Quality and Value in Buildings in an International Market" 9-12 April 1990. University of Strathclyde, Glasgow.

This first annual conference of the European Facilities Management Network will provide an opportunity for those responsible for managing buildings, their systems and contents to exchange knowledge and experience in an open forum. For further information contact:

Keith Alexander, Building Performance Studies Unit, Department of Architecture and building Science, University of Strathclyde, 131 Rottenrow, Glasgow G40NG. UK.

**EAAE STUDENT COMPETITION**

An ideas competition open to all students in European schools of architecture is being organised to coincide with the 25th anniversary of Ungdomsbyen, a "youth village" near Copenhagen, in October 1990. It is for the design of a new "European House" to accommodate visiting staff and students/pupils from other countries at this Danish conference/teaching base for young people. The prize money is provided by a Danish bank and there is a likelihood that the winning entry may be built. The jury members will be leading European architects. Full details are to be circulated soon.



Delegates in La Tourette