

EUROPEAN ASSOCIATION FOR ARCHITECTURAL EDUCATION  
Association Européenne pour l'Enseignement de l'Architecture

## REPORT UNIVERSITY ARC ET SENANS

**17-24 July 1994**

### Erasmus - EAAE Summer University

The second session of the Arc et Senans Summer University, held under the auspices of the EAAE and the Institute Claude-Nicolas Ledoux into the framework of the ERASMUS programme, came to an end on Sunday, July 24. The thirty-three students and eight teachers of architecture left the site of the Saline Royale - sacred, magnificent, incredible - still under the spell of the atmosphere that have been created by the hard work, the debates and discussions, the confrontations and the exchanges, and no less by the nights illuminated by a full moon, the storms and the lighting, the warmth and the music.

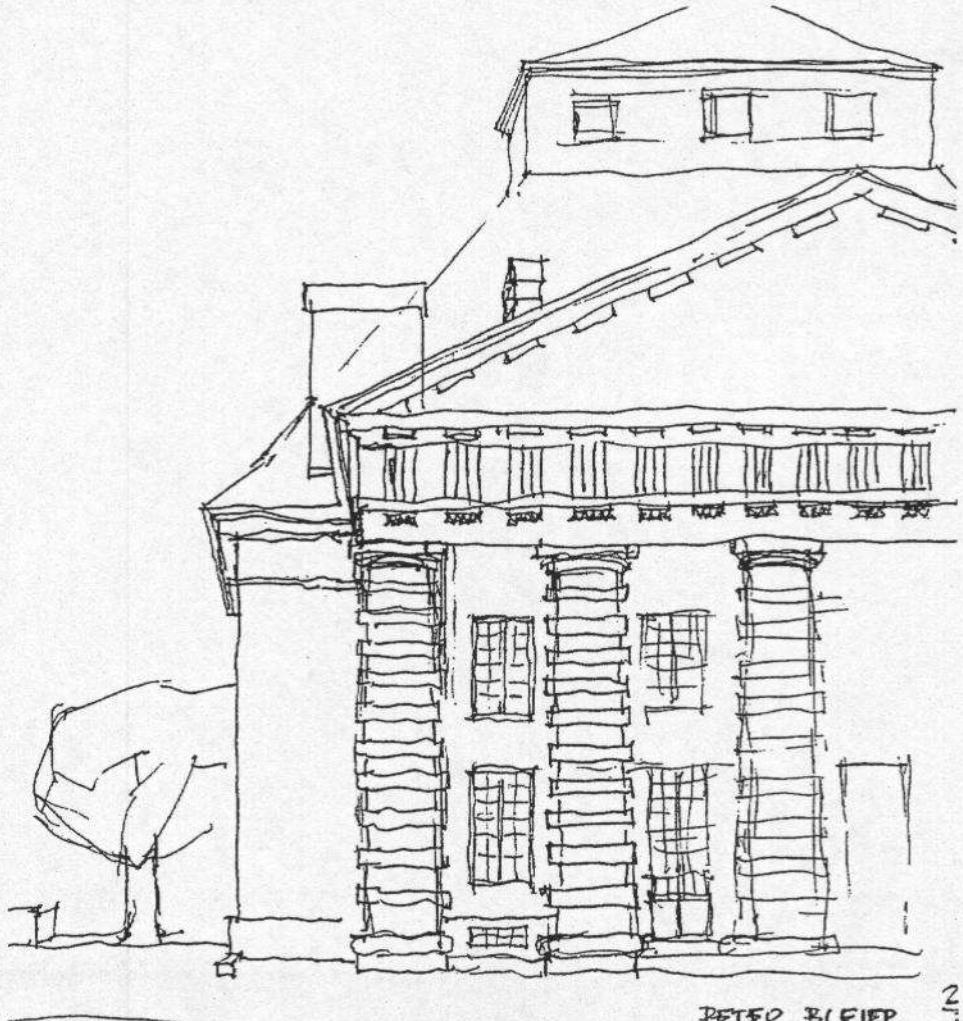
The Schools of Architecture of the Aristotle University of Thessaloniki, the Technical University of Vienna, Paris-La-Villette, the Technical University of Aachen and the University of Portsmouth which, under the coordination of the University of Thessaloniki, had organized the meeting, had established for that week of July 17-24, a three-fold objective:

- 1) To create the conditions under which different strategies for and methods of teaching architecture and urban design could be exchanged, explored and compared.
- 2) To encourage debate among the participants on the dominant issues in contemporary thinking on architecture and the city which determine the design decisions concerning the urban and architectural form and the implementation.
- 3) To give students from a variety of educational and cultural backgrounds the pos-

sibility of enriching their architectural experience, steeping themselves in the atmosphere of their collective work, the spectrum of possible approaches, the limits of the acceptable, the boundaries of the legitimate, the effectiveness of argument, the complexity of conceptions of architecture and the city.

The theme selected, which was both a pretext and a guideline, was developed on

the basis of the following scenario: In consideration of the lack of a common policy on cities and the urban environment and in accordance with the principle of subsidiarity, the European Union decides to set up a Center for European Architecture at Arc et Senans. A center for conferences, exhibitions, documentary records, research, and for the dissemination of information on architectural and urban design and urban



planning practices in member countries, a center designed to serve EU in an advisory capacity in support of political decisions on cities and architectural and urban space. Each member state will have its own space in which to develop its own contribution on the achievement of the Center's objectives. In this way, a place for reflection on the city and the architecture of the future would be created on the site where Ledoux' reflections on the ideal city were condensed into an architectural expression - the Saline Royale (the Royal Saltworks). The Center would be staffed by a permanent body of employers, architects, researchers and technocrats, for whom housing and other necessary services would be provided. Since the Center would be of considerable importance and would attract numerous visitors, the TGV would schedule a stop at Arc et Senans. The main design issues of the proposed theme were focused at the relationship of the Center to Ledoux' masterpiece, its relationship to the two agglomerations linked by this monument and the form it should take.

The seven multi-national groups of students tackled these questions from completely different points of view. As regards the conceptualization of the Center, a whole range of proposals were evolved, spanning the entire gamut from the Center as a cohesive and concentrated entity forming a new pole to the Center considered as an ensemble of separate elements scattered over the site. These designs embodied different concepts of the relationship between the Center and Arc et Senans. Some of these maintained a certain distance between the Center and two villages, in order to safeguard their identity and their present social and economic equilibrium. Others sought, by means of the Center, to introduce into the existing built-up areas a new spatial and social reality, frequently with the idea of reinforcing their links, improving their services, offering new cultural activities and thus creating for them a new identity. The historical monument which is the Royal Saltworks was conceived implicitly and explicitly as a reference point, around which the whole project was to hang. Despite the fact that virtually every proposal left it untouched, unconnected with the activities of the Center, the Saltworks was always a dominant monument, whether by its geometry, symmetry, axiality or as a mark of history, both the past and the diachronic, or as a powerful link hinging the real and the ideal, the sublime and the mundane, the social and the cultural. The discussion during the work on the project, as well as those following the two

intermediary presentations and the main presentation of the proposals, elicited a vast spectrum of questions which may be classed in three groups.

The first concerned the transformation of the pre-existing (spatial and social) by the creation of the Center. How can one intervene in a city to create something completely heterogeneous in relation to it? What is the definition of the heterogeneous? What are the possible strategies for linking the new to the pre-existing? Interpretation, domination, co-existence, complementarity, autonomy, juxtaposition, superposition, communication, dialogue...? What is urban identity? How can it be defined, changed, transformed, imposed, made acceptable? By what and for whom? Once the debate had taken off, it was fueled by the very fact that the questions raised, the arguments opposed, had no definitive answers; this caused the discussion to be continued even outside the workshop.

The second unit focused on the role of history as a driving force behind the shaping of contemporary space. What to do with the monument? Should it be approached as an architectural "object", ignoring the fact that laborers once died there at the age of thirty because of the dreadful working conditions? Should it be approached as a workplace, a cultural site, an utopian expression of the social life within the urban context? or as a sign of the past with no reference to anything but temporal distance and continuity? Or finally it should be considered only as an enclosure, a geometry, symmetry or axiality? The third group of issues dealt with the actual work on the project especially the conceptual framework structuring the idea or ideas which acted as guidelines for it. What is a Center for Architecture? What is the architectural expression of architecture? How does one proceed from the concept to formal realization? How can that transformation be evaluated? What types of arguments can be used to present and support these proposals?

Within the framework of concentrated work, I should also mention Philippe Boudon's stimulating intervention, Jay Potts' account of his work on teaching architecture based on the use of computers and, finally the presentation by the students from Vienna on their own School and city. The doors of the Saline were closed on Sunday July 24; but the prospects for reflection on architecture, for mutual understanding, for collaboration and friendship will, we all hope, remain open for a long time to come.

■

17-24 July 1994

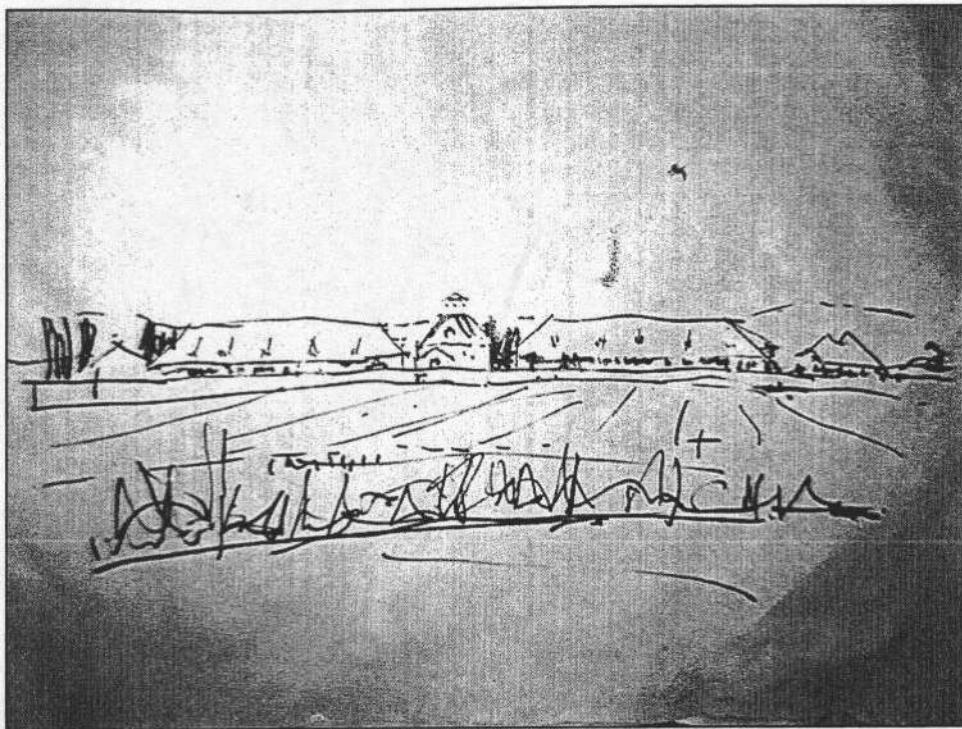
## Erasmus - AEEA Université d'été

**Les travaux de la deuxième session de l'Université d'été Arc et Senans tenue sous les auspices de l'AEEA et de l'Institut Claude-Nicolas Ledoux et financée principalement par le programme Erasmus ont été clôturés dimanche 24 juillet. Trente-trois étudiants et huit enseignants ont quitté le lieu magnifique, incroyable et sacré de la Saline Royale, encore prisonniers de l'atmosphère créée par le travail intensif, les débats et les discussions, les confrontations et les échanges, mais aussi par les nuits de pleine lune, les orages et la foudre, la chaleur et la musique.**

Les Écoles d'Architecture de l'Université Aristote de Thessalonique, de l'Université Technique de Vienne, de Paris La Villette, de l'Université Technique d'Aachen et de l'Université de Portsmouth qui ont organisé cette rencontre sous la coordination de l'École de Thessaloniki, avaient assigné pour ces huit jours du 17 au 24 juillet 1994 un triple objectif:

- De créer les conditions nécessaires pour échanger, comprendre, éclairer, comparer, différentes méthodes et stratégies de l'enseignement du projet architectural et urbain.
- De promouvoir le débat entre les participants sur les questions contemporaines qui dominent la pensée sur l'architecture et la ville et qui déterminent les modalités de leur mise en forme et leur mise en place.
- Donner la possibilité aux étudiants provenant de différents environnements culturels et éducatifs d'enrichir leurs expériences architecturales s'investissant chacun(e) d'entre eux dans le cadre du travail collectif, le spectre des approches possibles, les limites de l'acceptable, les références du légitime, l'efficacité de l'argumentation, la complexité du concevoir l'architecture et la ville.

Le thème choisi, prétexte et en même temps cadre de référence, était développé sur la base du scénario suivant: L'Union Européenne, devant son absence d'une politique commune pour la ville et l'espace urbain, suivant le principe de la subsidiarité, décide de créer le Centre de l'Architecture Européenne à l'Arc et Senans. Un centre de Conférences, d'expositions, de documentation, de recherche et de diffusion de l'information pour les pratiques architecturales et urbanistiques de chaque



pays membre, chargé de jouer un rôle consultatif à l'UE pour soutenir les décisions politiques par rapport à la ville et l'espace architectural et urbain. Chaque pays membre disposera de son propre espace pour développer sa contribution à la réalisation des objectifs du centre. Ainsi, un lieu de réflexion sur la ville et l'architecture de notre avenir serait mis en place là où une expression architecturale, la Saline Royale, condensa les réflexions de Ledoux sur la ville idéale. Des employeurs permanents, des architectes, des chercheurs, et des technocrates travailleront au Centre. Pour leurs besoins le Centre a prévu des logements et les services nécessaires. En raison de l'importance du Centre et du nombre de ses visiteurs, le TGV fera un arrêt à l'Arc et Senans. La relation du Centre avec le monument de Ledoux, sa relation avec les deux agglomérations reliées par ce monument, comme par ailleurs sa forme propre, constituaient les questions centrales du thème.

Les sept groupes d'étudiants multinationaux, ont abordé ces questions avec des logiques totalement différentes. Concernant la conceptualisation du Centre, un éventail de propositions a été développé entre deux cas de figure opposés l'un étant le Centre comme entité cohérente et concentrée créant un nouveau pôle, et l'autre le Centre considéré comme ensemble des éléments dispersés dans le site.

Ces conceptualisations englobent des conceptions différentes du rapport entre Centre et Arc et Senans. Les unes évitai-

ent de toucher les deux villages pour sauvegarder leur identité et les équilibres sociaux et économiques existants. Les autres ont cherché, par l'intermédiaire du Centre, à introduire dans les agglomérations existantes une nouvelle condition spatiale et sociale, très souvent inscrite dans la perspective de renforcer leurs liaisons, d'améliorer leurs services, de leur offrir de nouvelles activités culturelles et, par conséquence de leur imposer une nouvelle identité.

Le monument historique de la Saline Royale a été conçu explicitement ou implicitement, comme un centre de référence, point focal de l'intérêt, et élément ordonnateur du projet. Malgré le fait que presque la totalité des propositions ont évité de toucher au monument ou de le lier avec les activités du Centre, la Saline a toujours été dominante tantôt comme géométrie, symétrie ou axialité, tantôt comme marque de l'histoire, du passé ou du diachronique et tantôt comme un lien fort qui enchaîne le réel à l'idéal, le sublime au quotidien, le social au culturel. Les débats pendant le travail sur le projet comme par ailleurs ceux qui ont suivis les deux présentations intermédiaires et la présentation finale des propositions, ont fait émerger un très grand spectre de questions que nous pouvons classer en trois thèmes.

Le premier thème concernait la transformation du préexistant (spatial et social) dû à la création du Centre. Comment intervenir dans la ville pour créer quelque chose de totalement hétérogène par rapport à elle? Quelle est la définition de l'hétérogè-

ne? La Saline n'est-elle pas elle aussi hétérogène? Quelles peuvent être les stratégies pour le nouveau par rapport au pré-existant? Interpénétration, dominance, coexistence, complémentarité, autonomie, voisinage, superposition, communication, dialogue, ....? Qu'est ce que c'est l'identité de l'urbain? Comment peut on la définir, la changer, la transformer, l'imposer, la rendre acceptable, pour qui et par quoi? Le débat, une fois animé, avait une dynamique nourrie de confrontations auxquelles il était impossible de donner des réponses définitives, qui provoquait la réflexion même hors de la salle de travail.

Le second thème était centré sur le rôle de l'histoire comme force motrice de la mise en forme de l'espace contemporain. Que faire avec le Monument? L'apprécier comme "objet" architectural en oubliant que dans celui-ci les ouvriers mouraient à 30 ans à cause des conditions du travail? De l'apprécier comme lieu de travail, comme lieu de culture, comme une expression utopique de la vie sociale dans l'urbain, où comme un signe du passé ne se référant qu'à la durée et à la continuité temporelle? De la considérer comme symétrie, comme point fort, comme clôture, comme axialité, comme géométrie? Le troisième thème regroupait les questions concernant le travail sur le projet et notamment sur le cadre notionnel structurant l'idée ou les idées qui dirigent le travail sur le projet. Qu'est-ce qu'un Centre d'architecture, quelle est l'expression architecturale de l'architecture? Comment passe-t-on de l'idée à sa mise en forme. Comment peut-t-on évaluer ce passage. Quels types d'arguments peut-t-on utiliser pour présenter et étayer ces propositions?

Dans ce cadre de travail intensif, on peut également ajouter l'intervention stimulante de Philippe Boudon, l'exposé de Jay Potts sur son travail sur l'enseignement de l'architecture à partir de l'utilisation des ordinateurs et, enfin, la présentation de l'école de Vienne par ses étudiants. Les portes de la Saline ont étaient fermés en dimanche 24 Juillet mais les perspectives de réflexion sur l'architecture, de compréhension mutuelle de collaboration et d'amitié ont été restées ouvertes, nous espérons tous, pour longtemps.

Constantin Spiridonidis ■

Brussels, June 15, 1994

## Notes Advisory Committee on training and education in Architecture

This meeting of the committee was the last one within the second mandate. It was the first meeting in which representative members of the EFTA-countries were present as observers. The meeting took only one day. For that reason there was no time for a plenary discussion on the three last points of the agenda.

### 1 Portuguese Diploma in architecture of the "Escola Superior Artística of Oporto"

The committee accepted the advice prepared by the working party on diplomas. This meant that the doubts expressed by the Greek government appeared to be unfounded. Specifically the time devoted to scientific and technical aspects of architecture and the relation between practical and theoretical aspects was the subject of discussion.

During the discussions it became clear that the Portuguese word "constructiao" just like in the Dutch language - has a much wider meaning than the English word "construction"; it does not mean only the realization of the building, but also all subjects in the field of mathematics, statics and physics related with the stability of the building in the widest sense of the word. 4800 study hours in combination with a student-staff ratio of 7:1 (sick!) in a 6-year course seemed quite adequate. The school is perhaps more art oriented than other schools, but the programme of the school is well balanced and pays attention to all the concepts involved in article 3. Basic concepts of article 3, like Economy of the Building, Sociology of the Building, etc. are not treated as scientific concepts in their own right, but are - in my opinion - beautifully worked out in an integrative way as real concepts of architecture.

Specifically the inadequate presentation of the programme introduced the doubts mentioned above; this was a reason to use a specific format of questions in the future before a programme is announced for the European register. Standardization of the announcement procedure will become more important when schools and faculties of architecture in new member states like the EFTA-countries have to be integrated in the European Union.

### 2 Access to Architectural Studies

This was the subject of a document prepared by the working party on education. The committee agreed about the recommendations that before the end of the first year of education a student has to be assessed regarding his or her capacities to become an architect. The criteria of assessment are expressed in the document; the method of assessment is at the discretion of the individual school of architecture in consultation with the professional organizations.

### 3 Announcements

The committee accepted the text of a declaration prepared by the working party on education for a special meeting in Paris. The declaration is directed both to the individual member states as to the European Commission. It expresses the concern of the committee for maintenance of the standards in Architectural Education in a situation whenever new countries apply for the membership in the European Union.

The committee fears that not all diplomas comply with the requirements of article 3 and 4 of the European Directive and recommends that the Commission be consulted by the committee in the case of future applications for matters related to so called acquired rights, so far as they are related to architectural education.

The committee is afraid of an unbalance between, on the one hand, the careful and lengthy discussions about these subjects as shown in the first point of the agenda and, on the other hand, the easy acceptance of diplomas in the framework of individual, or general, treaties related with the membership of new countries.

### 4 First debate on social betterment and the studies of architecture

The working party on education is preparing a recommendation in this field. One thing has already become quite clear, namely that it is contrary to the idea of social betterment to organize a specific training programme for that purpose. The document will be focussed on the assessment of individual cases.

### 5 First debate on part-time training programmes

In some European countries part-time programmes are considered to be related with social betterment. This is certainly

not the case in countries like the Netherlands, where part-time education is the core of the didactical take concept of the Academies of Architecture. Also post-graduate courses take in many countries the form of part-time programmes. It is expected that modern computer and information technology will influence the necessity of students and teachers to be present in one and the same place during the total study process.

### 6 First debate on a profile of a study programme according to article 3

In the European document "Reflections on Article 3" the committee explored the contents of article 3 and proposed a set of 12 concepts in architecture. This was a first and necessary step in the process of expressing the quality of a programme also in quantitative terms. This quantitative system of time devoted to the various concepts by students or teachers is an instrument for comparing study programmes in a process of achieving a "comparable high level" of education in the member state, one of the major tasks of the committee. At the same time, this instrument will facilitate the discussions as mentioned in the first point of the agenda, where most arguments had a quantitative nature. The working party is waiting for the response of an inquiry it is making in the various states. Some schools and faculties of architecture were asked to represent their programme in terms of time devoted by teachers and students to the 12 concepts of article 3.

The representation, in the form of a matrix, defines the so-called "profile of the faculty". It must be clear that this action of the committee is not directed at achieving some form of standardization in educational programmes. On the contrary, differences in programmes are considered to be the motor of cultural development. Each school or faculty will emphasize some concepts at the expense of other concepts, just like each individual student will do in designing his or her course of study.

*Prof.dr.ir. F.M.Th. Bax,  
committee member section education  
The Netherlands, Eindhoven,  
June 18, 1994 ■*

**Now available****ACSA/EAAE  
Proceedings Conference  
Prague 1993**

"Beginnings in Architectural Education", the proceedings of the ACSA/EAAE Conference in Prague, May 1993, has been published by the Association of Collegiate Schools of Architecture. With the support of Otis Elevator, complimentary copies were mailed to all conference attendees over the summer. A limited number of additional copies are available for \$ 22 USD (includes postages and handling).

To order, send an international money order in US funds to ACSA, 1735 New York Avenue NW, Washington DC 20006. ▼

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**EAAE Calender of Events      AEEA Calendrier des Activités****1995**

May 23-27	ACSA EUROPEAN CONFERENCE LISBON	23-27 Mai	ACSA CONFERENCE EUROPEAIN LISBOA
May 31-June 4	20th BIRTHDAY OF EAAE - FORUM XIV WEIMAR	31 Mai 4 Juin	20ème ANNIVERSAIRE DE L'AEEA - FORUM XIV WEIMAR
Sept/Oct	DELFT - WORKSHOP No 28 Date to be confirmed	Sept/Oct	WORKSHOP No 28 - DELFT Date à confirmer
Nov 23-25	ISTANBUL - WORKSHOP No 29	Nov 23-25	WORKSHOP No 29 - ISTANBUL

**1996**

May	EASTERN EUROPE - WORKSHOP No 30 Place to be confirmed	Mai	WORKSHOP No 30 - EUROPE L'OUEST Lieu et date à confirmer
Sept	COPENHAGEN - WORKSHOP No 31	Sept	WORKSHOP No 31 - COPENHAGUE

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Pour leur soutien à la réunion d' ARC et SENANS

Ordre des Architects (Belgique)  
Pour son aide à l'organisation de la réunion de Bruxelles

Société YTONG (Belgique)

**Reduced rate convent de La Tourette by Le Corbusier**  
November 1, 1994 - Februar 28, 1995

Among the important works of Le Corbusier one of the most significant is the Convent Sainte de la Tourette. In order to let more architecture students discover the convent built by Le Corbusier, there's a reduced low season rate to architecture schools. It is possible for groups of students to study, work and eventually hold seminars, supervised by their professors, on the work of this architect.

From the 1th of November 1994 to the 28th of Februar 1995 the price will be 140 FF per person per day, including 3 meals and lodging.

### Information and reservations

Service d'Accueil de La Tourette  
B.P. 0105  
F - 69591 L'Arbresle Cedex  
Tel.: (33) 74010103  
Fax: (33) 74014727 ▼

### Conference: Theatres of Decolonization Chandigarh, India

January 6-10, 1995

This conference is dedicated to the examination of Architecture and Urbanism in the contemporary postcolonial world. Dominance of the centre and resurgence of the margins has intensified the tension between "eurcentric" modernism and "third world" alternatives. This tension has dominated major aspects of socio-political life globally and the conference will explore these issues in the field of Architecture and Urbanism. The purpose is to highlight the critical connections between socio-political processes and the structuring of space.

### Information

Registration fee: US\$ 200

Theatres of Decolonization  
1230 Sector 18 C, Chandigarh 160 018  
INDIA  
Fax 91172600531  
e-mail: chandigarh@asu.edu ▼

**YTONG**

## Cahiers de Pedagogie du Project Architectural

### Presses Polytechniques et Universitaires Romandes (PPUR Lausanne)

L'activité de publication dans le domaine de la théorie et de la pédagogie architecturales en langue française a malheureusement diminué au cours des dernières années (Dunod, Mardaga, etc.). Le signataire de cette communication vient d'accepter la direction de la collection *architecture* chez PPUR, un éditeur ambitieux et dynamique, disposant d'un très bon réseau de distribution. Nous avons opté pour une politique de "séries", plutôt que celle de la publication d'ouvrages isolés.

Quatre séries sont actuellement à l'étude:

- Théorie et critique architecturales
- Cahiers de pédagogie du projet architectural
- Croquis et représentations architecturales
- Bâtir (structure, construction, installations).

Les séries d'ouvrages ou de cahiers au format et au graphisme constant et digne, doivent présenter une qualité intellectuelle et un intérêt pédagogique incontestables. Ils intéressent un large public d'étudiants et d'enseignants en remplissant des créneaux où le manque est manifeste. Sauf exception ce ne seront guère des "rapports de recherche" ou des simples témoignages d'un enseignement particulier.

Les enseignants du projet qui possèdent ou préparent un manuscrit qui pourrait s'insérer dans la série "*Pédagogie du projet d'architecture*" sont invités d'adresser aux PPUR, un texte de motivation-présentation, une table des matières, un extrait (p. ex. 4 pages) et un curriculum vitae pour un préexamen de la proposition. Lorsqu'il s'agit d'un texte à traduire de l'anglais ou d'une autre langue, il appartiendra à l'auteur de trouver ce financement auprès d'une institution de promotion culturelle ou scientifique de son pays d'origine ou d'autres ressources, car la prise en charge de ces frais par l'éditeur interdirait aux étudiants l'accès à l'ouvrage.

#### Adresse:

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## AFRICA 2000 Towards the Millenium

### International Conference on education for architecture, urban design and environmental planning for development in Africa

#### 3-7 April 1995, Cape Town

The focus of the Conference will be the continent of Africa and problems and opportunities which derive from the exercise of architecture and urban design in the service of individual and community life in the growing African city. Concurrent with the Conference will be, among other things, two other major events: the National Conference of South African Students in Architecture and an International Students Competition on a theme of relevance to Africa.

#### Participants

The focus of the Conference is on Africa but the themes are universal and of particular interest to developing conditions; either in countries or regions as a whole, or even pockets within otherwise highly developed areas. All persons are invited to enter, and in particular academics and practitioners in professional education, architecture, urban design, environmental planning and allied disciplines are welcome.

#### Format and registration

The language is English, with summaries in French and, where required, Portuguese.

Deadline for Abstracts: 17 October 1994

Deadline for full papers: 16 January 1995

The fees are \$250-00, including the proceedings, lunch and refreshments.

#### Information

Conference Administrator  
 School of Architecture and Planning  
 Centlivres Building, University of Cape Town  
 Rondebosch, 7700, Cape, South Africa  
 Telephone: (21) 650-3705 or  
 (21) 650-2374  
 Fax: (21) 650-3705 or (21) 650-3754 ▼

## ACSA European Conference '95 May 23-27 in Lisbon

The sixth annual ACSA European Conference is a forum organized to encourage architectural faculties from diverse backgrounds and various countries to exchange ideas, as well as to offer constructive criticism and advice related to the perpetual demands of advancing architectural education in an ambience of academic and professional transition.

Speculations on the anticipated role of architecture in a changing global economy are encouraged. The forum will have two main components:

- plenary speakers and paper presentations/discussions focused on the theme, and
- an exhibit and presentation of the winning projects in this year's ACSA/Otis

Elevator International Student Design Competition on Urban Housing, including lectures by the competition jurors on their recent urban housing-related work.

#### Call for papers: deadline January 10, '95

A number of paper sessions will focus on, and provide the opportunity for faculty to present papers on, the following general topics:

- Defining a "Geography of Power"
- Design and Design Pedagogy
- Urban Design
- Housing
- History/Theory/Criticism
- Historic Preservation
- Technology
- The Electronic Environment
- The Natural Environment
- Gender, Race and Minority Issues
- Addressing the Margins of Society

Proposals for papers should be limited to 600-900 words and contain a one-paragraph abstract outlining the thesis/conclusions of the paper. Each paper must be accompanied by a cover sheet with the category of submission, paper title, author's name(s), affiliation, address, telephone and facsimile numbers.

At the conference, presentation time per paper will be limited to 15-20 minutes in order to allow sufficient time for audience discussion.

Please mail **four copies** of paper proposals (fax submissions cannot be accepted) to: ACSA European Conference, 1735 New York Avenue NW, Washington DC 20006 USA.

#### Information

Karen Eldridge at ACSA,  
 tel: 202/785-2324  
 fax: 202/628-0448 ▼

## Vie Conférence Internationale "Espace et Urbanisme Souterrains" EUS '95

26-29 Septembre, 1995, Paris

Le congrès s'adresse à tous ceux qui participent à l'étude, la production, la gestion et à l'usage de la ville dans toutes ses dimensions: édiles et responsables politiques, aux associations, aux urbanistes, aménageurs et architectes, mais aussi aux chercheurs de l'environnement, des sciences de la vie, des sciences de la terre, des sciences de l'ingénieur, des sciences humaines et sociales, du droit, de la politique et de l'archéologie.

### Thèmes et outils

- Schémas directeurs régionaux méga-polaires
- Le quartier
- Les potentialités du sous-sol
- L'architecture souterraine
- Les usages et les usagers de l'espace souterrain
- La limite des utopies
- Le substrat
- Les constructions souterraines
- La rationalisation des chantiers, risques et sécurité
- Les apport de l'informatique

### Propositions de communication

Les propositions de communication seront rédigées français ou en anglais et comprennent les éléments suivants:

- auteur: nom, prénom; profession, organisme, adresse professionnelle, téléphone, fax; spécialité
- titre de la communication
- Résumé de la communication: 300 mots environ
- Mots-clés
- Bibliographie

Date limite de réception des propositions, 31 Octobre 1994 ▼

## VIth International Conference "Underground Space and Urban Planning", EUS '95

September 26-29, 1995, Paris

The conference is intended to interest everyone engaged in the study, production, management and use of the city in all its dimensions: municipal councillors and officers and representatives from other relevant organisations, as well as policy makers, planners, developers, architects, and those engaged in research in ecology, life sciences, law, politics and archaeology.

### Topics and tools

- Regional megapolitan development plans
- The locality
- The potential below ground
- Underground architecture
- Uses and users of underground space
- Limits to Utopias
- The substrate
- Underground works
- Rationalization of construction sites, risks and security
- The contribution of information technology

### Paper propositions

Paper propositions should be submitted in English or French following the next instructions:

- Author: family name, first name; position, attached, organism, professional address, telephone, fax; speciality
- Title of paper
- Abstract of the paper: about 300 words
- Keywords
- Bibliography

### Deadline for receipt of abstracts

October 31, 1994

### Correspondance / Correspondance

Laboratoire Théorie des Mutations Urbaines, EUS 95  
Institut Français d'Urbanisme  
4, rue Alfred Nobel - Cité Descartes  
F - 77 420 Champs-sur-Marne  
tel.: (1) 64689162  
fax: (1) 64689687 ▼

## International Seminar: Preservation of the Industrial Heritage - Gdansk Outlook II

Gdansk, Gdynia, Poland  
October 4-7, '95

In 1993 the International Seminar - European Workshop 'Preservation of the industrial heritage - Gdansk outlook' was held. This time the City of Gdynia is the reference spot.

The main objective of the Seminar is to get together involved specialists, in order to provide a forum for an interdisciplinary overview of research performed and practical experiences made. On this basis conclusions for the future formation of the modern engineer should be developed.

### Scientific program

- General Aspects
- Maritime and Technical Heritage
- Socio-Political Development of Gdynia City and Surroundings
- Industrial and Civil Engineering Heritage
- Environmental Consideration
- Panel Discussion
- Gdynia Town Planning Workshop

### Call for papers

Participants wishing to present a paper are invited to submit an abstract typewritten in English and not exceeding 500 words or two pages including figures. Three copies of this abstract should be delivered before November 1, 1994, to the Seminar Secretary in Gdansk.

### Information

International Seminar PIH-GO  
Waldemar AFFELT, Secretary  
c/o Politechnika Gdanska  
Wydział Budownictwa Ładowego  
ul. Gabriela Narutowicza 11/12  
PL - 80952 Gdansk, Poland  
tel.: (+48 58) 47-25-31, 47-22-05  
fax: (+48 58) 47-20-44, 41-58-21  
tlx: 0521 302 plg pl  
e-mail zcywin@pg.gda.pl ■

# FUTURE WORKSHOP WEIMAR

EAAE Workshop: 20th anniversary  
May 31 to June 4 1995  
In the first Bauhaus at Weimar

## Architectural Education and Reality

### Call for papers

#### Theme 1:

#### Architectural education and the realities of the past

The real world of the past constitutes the major paradigm for establishing a solid frame of reference.

How is precedent reinterpreted in contemporary terms ? How is it transferred to theory and design of architecture ? What is the role of history and theory in the education of a good designer ? ... Which are the pedagogical methods ?

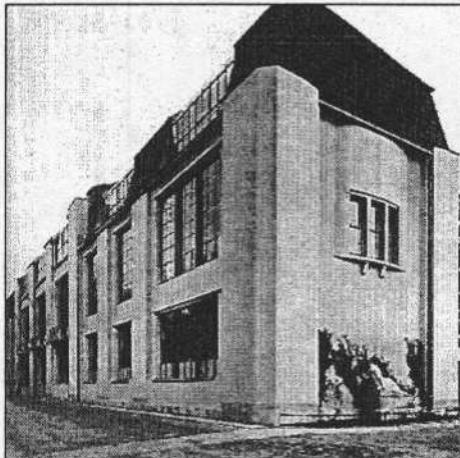


#### Theme 2:

#### Architectural education between art and industrial reality

Between the real worlds of academics, journals, magazines, art galleries on the one hand and mass-production and consumption on the other hand, there exists a growing gap which tends towards sometimes schizophrenic educational programs. Are architectural curricula's oscillating between artistic narcissism and professionalism ?

How can we develop creativity without cultivating the illusion of architecture becoming an expression of self ? How do production issues interfere with design teaching ? Do schools develop paper-architecture or architecture on paper ? ...



#### Theme 3:

#### Architectural education and urban reality

Architectural education, quite naturally, refers to masterly buildings; it thus fosters a city based on singularities which in other instances it has to decline.

How do students learn to design for the multitude and for complexity ? Are they prepared to consider architecture as a modest contribution to the transformation of the city ?

Are they ready to take into account the necessity of global and regional management of resources ? How can interdisciplinarity be turned into a positive learning experience rather than a series of juxtapositions with obscure compromises ? ...

#### Theme 4:

#### Architectural education and future realities

Before it became academic in the 19th century, architectural education had been transmitted for centuries through imitation and experimental practice.

Do we prepare our students for problem solving in general ? Do we prepare them for continuous learning rather than specific performance ? Are our curriculum structures adequate for the future ? Does there exist evidence of superiority of academic education as opposed to the old master-scholar relationship ? Should we insist rather on ethics or on skills ?

Are offices who educate through experimental practice, such as Foster associates, more effective ?

#### Call for papers

- The forum should be able to cater significant contributions not only from design teachers, but also from teachers in architectural history, theory, technology, urban design and planning.
- Each paper should clearly address only **one** of the themes.
- EAAE invites its members to present an abstract (600-900 words) of the paper they intend to present at the conference.
- Documents are to be received **before February 1st, 1995** at the following address:

EAAE  
1, place du Levant  
B-1348 Louvain-La-Neuve  
Belgium  
Fax : 32-10-47 45 44

The selection of papers will be announced by March 1, 1995. It will be made by the scientific committee based mainly on

- appropriateness in relation to the theme
- pedagogic and scientific quality
- its innovative/provocative incentive for discussion and further development
- editorial quality. ■

# PROCHAIN EVENEMENT: WORKSHOP A WEIMAR

AEEA Workshop: 20ème anniversaire  
31 Mai au 4 juin 1995  
Dans le premier Bauhaus à Weimar

## Enseignement de l'Architecture et Réalité

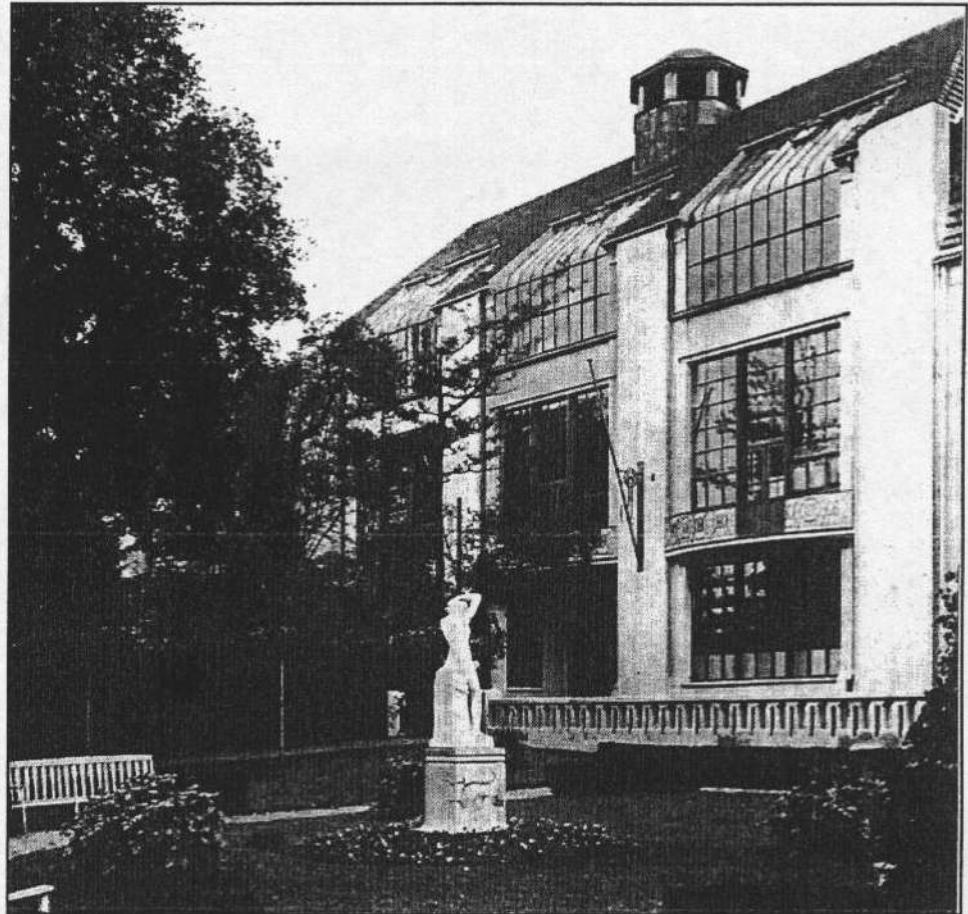
### Invitation à présenter une communication

#### Thème 1:

#### Enseignement de l'architecture et réalisations du passé

Le monde du réel de hier constitue le paradigme d'un cadre de référence indispensable.

Comment interpréter les précédents dans une perspective contemporaine ? Comment cette connaissance est-elle transférée dans la théorie et le projet d'architecture ? Quel est le rôle de l'histoire et de la théorie dans la formation d'un bon projet ? Quels sont les méthodes pédagogiques ?



#### Thème 2:

#### L'enseignement de l'architecture entre l'art et les réalisations industrielles

Entre le monde des universités, des revues sur papier glacé, des galeries d'art d'une part et la production et la consommation de masse d'autre part, il se creuse un fossé qui tend parfois vers des programmes d'enseignement schizophréniques.

Est-ce que nos plans d'études oscillent entre narcissisme artistique et professionnalisme ? Comment pouvons-nous développer la créativité sans pour autant cultiver l'illusion du projet en tant qu'expression du soi ? Comment les problèmes de la production interviennent-ils dans l'enseignement du projet ? Les écoles développent-elles une architecture *sur papier* ou une architecture *de papier* ?

Sont-ils prêts à prendre en compte la nécessité d'une gestion régionale et globale de nos ressources ? Comment transformer l'interdisciplinarité en une expérience positive plutôt qu'une juxtaposition de compétences rassemblées par d'obscurs compromis ?

#### Thème 4:

#### L'enseignement de l'architecture et les réalisations à venir

Avant d'accéder à un enseignement universitaire, au 19e siècle, le métier d'architecte s'apprenait depuis des siècles par l'imitation et une pratique expérimentale. Est-ce que nous préparons nos étudiants à poser et résoudre des problèmes de manière générale ou plutôt à se spécialiser pour une performance spécifique ?

Sont-ils préparés à un apprentissage continu ? Nos plans d'études sont-ils adéquats pour l'avenir ? Existe-t-il des évidences quant à la supériorité de l'enseignement académique par rapport à la relation maître-apprenti ?

Devrions-nous mettre l'accent sur le développement d'une éthique ou d'un savoir-faire ? Les agences d'architecture qui forment par le biais d'une pratique expérimentale, tel p.ex. Foster Associates, sont-elles plus efficaces ?

### Invitation à présenter une communication

- Ce forum devrait être en mesure de stimuler des contributions significatives venant non seulement des enseignants du projet, mais aussi d'enseignants en histoire, théorie, technologie, sciences humaines et urbanisme.
- Chaque communication devrait clairement s'adresser à **un seul** des 4 thèmes.
- L'AEEA invite ses membres à présenter l'argument (600-900 mots) de la communication qu'ils souhaitent faire à la conférence.
- Les propositions seront reçues **avant le 1er février 1995** à :

AEEA, Secrétariat permanent  
1, place du Levant  
B-1348 Louvain-La-Neuve  
Belgique  
Fax : 32 10 47 45 44

La sélection sera annoncée d'ici le 1er mars 1995. Elle sera faite par le comité scientifique et se fondera essentiellement sur :

- la convenance par rapport au thème
- la qualité pédagogique et scientifique
- son potentiel innovateur/provocateur pour stimuler les débats et des développements ultérieurs
- la qualité rédactionnelle. ■

#### Thème 3:

#### L'enseignement de l'architecture et la réalité urbaine

En enseignant l'architecture on se réfère bien sûr à l'architecture des grands maîtres; implicitement cela encourage une ville basée sur des singularités, qui, pris sous un autre angle, doit être rejetée. Comment les étudiants apprennent-ils à projeter pour le grand nombre et la complexité ? Sont-ils disposés à considérer l'architecture comme une modeste contribution à la transformation de la ville ?