

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

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## REPORT BUCHAREST

### EAAE Workshop no 29 Bucharest

### Towards new schools of architecture

May 16-18, 1996 in Bucharest

'In the actualization of the virtual, we have the becoming-other of something that is real though it has not yet been'

(Akis Didaskalou, EAAE workshop 29)

While the EAAE research project for the European Commission DG XXII which lead to the conference in Mantova deals with what is, the Bucharest workshop was expected to explore what could be.

It basically tried to approach three questions:

1. The school being institutional and therefore conservative, how can one guarantee its renewal and introduce new models for teaching architecture?
2. Is the influence of the profession on school curricula stimulating or inhibiting or should schools prepare for a less specific horizon than that of the professional architect?
3. What are going to be the consequences of the computer age on the ways of teaching and learning architecture?

The purpose to organize this workshop in Bucharest was to report and discuss the main issues which guide reforms or new schools of architecture in Eastern as well as in Western Europe.

### Eastern Europe

Over the past six years more than forty eastern European schools of architecture are trying to get out of the old ruts which, depending on the country or the school, are either

- a curious mixture of Beaux-Arts and superimposed dry functionalism or
- the making of engineer-architects as rather uncritical 'Servants' to the building industry.

Gigantic efforts are being made by individuals and institutions in order to catch up with the present and if possible with avant-garde.

The aim of the workshop thus was to offer a platform for debate among reformers and perhaps some revolutionaries who are rethinking the teaching and learning of architecture with a founders' spirit.

From this point of view the workshop was a complete failure because with the exception of Romanians there was not a single participant from the former Soviet block countries. There are several reasons for this of which the first is the most important.

#### a. Economics

For most eastern European schools travel expenses, hotel and the registration fee to attend the workshop are merely prohibitive. They equal several months of a professors' salary. It would have been necessary to heavily subsidize their participation.

#### b. The change of reference

During the past, links between Cornecon schools were more or less

institutionalized. Since the nineties their referentials almost exclusively link up with western European school (i.e. Tempus), the US, Canada, Japan etc.

#### c. Political and administrative deficiencies

May I briefly refer to the Romanian situation, a country of 24 million with only one architect per 7000 inhabitants and an intensive building activity to go on for a decade or more. In 1990 there was only the small Bucharest school of architecture left, the other three having been closed down by Ceaucescu at the beginning of the eighties. The schools of Yassi, Timisoara and Cluys have been reopened in 1991 with the absurd restriction of only 25 students to be accepted in the first year after a (difficult) entrance examination. Subtract a certain percentage which doesn't pass the first year: how can you build up the offer and run a school of architecture on such a thin basis in our times? The ghosts of bureaucratic centralism have not yet vanished.

### Western Europe

In France, Italy, Spain, the U.K., Switzerland, the Netherlands etc., many fundamental questions as to the future of architectural education are being raised and dealt with.

In France the Freymont-report continues to generate reforms. Schools and teachers are evaluated and confirmed; if not they stay were they are. Internal promotion still outpaces recruiting of the best possible European architect-teachers. New schools are being founded, older ones are threatened. Architecture schools change dependency from the ministry of public works to that of culture, but they still have not found their entrance to the

university. I suspect that the French schools complain and yet like their special status in historical acquaintance to the 'Grandes Ecoles'.

In Italy the change from mass-education to a slightly reduced mass-education through entrance examinations has to be considered almost a revolution. In addition Italy institutionalizes after all the 'Laboratorio', in other words the studio or atelier.

The UK enjoys or suffers the change of 'going modular to ensure a satisfied student clientele thanks to courses packaged and sold as attractive commodities' (Temple). Perhaps the UK inversely suffers from a too large number of schools with few students and a small offer.

Switzerland's reputation for stability and conformity is being shaken. The most basic philosophical and political debate tries to come to terms with the definition of what should be the specificity of university as opposed to a perhaps slightly more practical level of education (Fachhochschulen). Some extreme politicians even suggest in private that architecture, not being a field for fundamental scientific research, should quit the university to join the latter.

Furthermore, out of the three existing Swiss university schools of architecture, Zürich, Lausanne and Geneva, the latter is undergoing a structural change which might as well end up in a success as in a failure. In addition there is a new and promising school taking birth in Ticino starting its first year in fall 1996.

The Delft school in the Netherlands is contradicting my introduction to our first question ('... the school as an institution being intrinsically conservative...'), by introducing what might be today Europe's most revolutionary restructuring of a school of architecture: Out of five orientations (architecture, urbanism, building technology, real estate and project management, housing) only the first two give access to the architectural profession in the sense of European guidelines. This is one way to get around the conservative influence of the profession on curricula.

## **Which news from the Bucharest Workshop dealing with futures?**

Participants of the workshop have to be considered as free-lance critical and inventive spirits reporting on their respective views of the future in

architectural education. They were in no way 'national reporters'. Their freedom always turns out to be refreshing as compared to a more formal event.

I shall attempt a critical synthesis by means of a personal collage of rearranged quotes and comments.

### **1. The school being institutional and therefore conservative, how can one guarantee its renewal and introduce new models for teaching architecture?**

The role of the school of architecture today is viewed less as a servant to society and preserver of traditions and more as an openended service of conflicting aspirations, to perpetuate a profession and at the same time to support (or subvert) what Colin Rowe provocatively describes as the 'tyranny of the majority'.

The cultural environment of architecture schools sometimes relies more on personal agendas and orientations to support a position rather than on a broad cultural consensus, whether it be professionally or theoretically oriented. I wish to suggest a middle-ground that neither advocates autonomy from a historical context nor has an over-reliance on the subjectivity of personal experience. This requires a level of meditation between individual consciousness and the physical world, a phenomenological view, which facilitates a creative dialogue with the past, rather than a monologue of predetermined facts or sound-bites.

In short, we need to avoid both the desire for overt and simplistic generalities of architectural design and the predilections for unmediated pluralist approaches. Architectural education, without retreating permanently into a world of conceptual ideas, needs to provide a setting that encapsulates culture as a distant horizon, clearly visible rather than myopic, in which history is not determinant but rather possesses a latent structure of interpretative possibilities. (Temple)

No presentation really questioned the central position of the design studio in the future, but during discussions it became apparent that some schools perhaps overweigh the artistic component, neglecting the development of capabilities to coordinate techniques. Their graduates field of interest and action then risks to narrow down to at worst a specialist in esthetics, which means yet smaller job opportunities.

Another important subject which has not been in the center of discussions is interdisciplinary project-teaching (case studies) as a perhaps more motivating and efficient device for learning than ex-cathedra lectures and seminars. This is even more likely to be successful in schools well equipped with a CD-ROM self-service for basics (see question 3). One could imagine this topic to become the theme of a significant future EAAE workshop. Which school is a candidate? Contact the president or any Council member.

### **2. Is the influence of the profession on school curricula stimulating or inhibiting or should schools prepare for a less specific horizon than that of the professional architect?**

Whilst asserting necessary basic standards of architectural design, the profession makes little contribution to contemporary theoretical debate. Thus, in claiming its role as upholder of quality in architectural education, and by implication of the continuity between education and the profession, it is in reality contributing to, rather than mitigating, the gradual disenfranchisement of schools of architecture from their public domain. It fails at a fundamental level to provide a rigorous intellectual framework for urgent public debate. It is partially for this reason that there exists such disparity between the expectations of practioners and those of academics.

Nick Temple refers to The Profession which may well have been already eroded to such an extent that some schools are secretly extending their perspectives (i.e. TU Delft).

Kalogeras and Raftopoulos were our critical reporters stating that:

- Architect designed buildings barely reach 1% of the total building activity (Imagine what happened if we were to conquer 2%!!!)
- In Europe new building is limited to about 40% while conservation, repair and transformations are constantly increasing. (Are we preparing students for these tasks?)
- There is a global tendency towards larger companies favoring 'in-house' short-term specialized training which underrates academic education and qualifications.
- Job opportunities for our graduates are invariably decreasing due, to the introversion of architects who believe



that architecture is a cognitive field rather than a profession. Architectures' isolation is comparable to that of adepts of canoeing, karate, baseball and other arts or sports where you have to know the rules in order to understand and participate from outside.

The international architectural press bears a considerable degree of responsibility for the confusion of pictures and values (Here we go for our debate at the forthcoming EAAE conference in Las Palmas in fall 97: Architectural education and architectural magazines').

We may add that sustainable development may well become a new ethical field which, if not introduced into architecture curricula, will again be taken over by others. I strongly believe that the teaching of sustainable development should be the theme of a future EAAE workshop. Which school is a candidate? Contact the president or any Council member.

### 3. What are going to be the consequences of the computer age on the ways of teaching and learning architecture?

The organizers of the workshop in Bucharest knew that with their third theme they were to detonate. Jean Michel started by quoting the contemporary French philosopher Michel Serres: 'The concentration (privilege) of knowledge will be blown up'.

Teaching methods have always evolved in parallel with their means, from handwritten copying in monasteries to printing, lithography, typewriting, photocopies and CD-ROMS. Today the intelligence introduced in a product represents 60 to 80% of its production cost. Do architecture schools react to this situation?

Is it still reasonable that a teacher of geometry or structure tells his story year after year to students while that instruction is available in its best form on the computer when needed? According to an MIT report 50% of the students' knowledge is acquired by electronic devices ... (from Jean Michel's key-note speech).

I suggest that if this might be true for MIT, but European schools are well behind in producing and giving access to complete, coherent and good pedagogical material on CD-ROM. Just dream of making Europe's very best basic courses

in structures, drawing, history of modern architecture or sustainable development accessible to 150.000 architecture students! The local project-teacher could then send this students to do their homework and go well beyond basics in his own teaching.

Technical capabilities of computers, their efficiency in data management, or the new mode's of visualizing address merely a narrow area of education. (Piotrowski)

CAD's notation is a scientific notation. That is why, as a conceptual tool, CAD is merely a tool of compilation of value-indifferent elements. Similar to the way reality was scientifically ordered in the classical era, designing may be seen, and typically is done, as arranging the elements which are analytically predetermined. These elements are frequently taken from a library of solutions or patterns, a CAD notation foregrounds quantitative dependencies among these elements over their symbolic relationships. (Piotrowski)

A great number of elements becomes more accessible and easier to manipulate. This easy satisfaction of grasping the quantitative complexities weakens the need for architecture that embodies the complexity of a metaphoric meaning. (Piotrowski)

Educating an architect has a different objective than communicating architectural ideas to a client. In the first place, educating an architect means to develop his or her imagination.

On a practical level, this imagination is meant to make it possible for an architect to foresee the results of architectural decisions. These consequences include understanding the way space would be used as well as the social, or environmental ramification of architectural decisions. (Piotrowski)

Software that would combine computation of physical phenomena with conceptual modes of representation should and will be developed. The need for it ought to be clearly articulated by architectural educators. (Piotrowski)

This situation implies a very urgent need to organize an EAAE workshop on computer aided data banks for the teaching and learning of basics. Who wants to organize the workshop? Please contact the president or any Council member with a well structured proposal in hand.

With regards to computer aided conceptualization in architectural design, quite pertinent critical arguments have been put forward and discussed:

We may conclude this report with Nick Temple's ethical afterthought:

*In spite of the extraordinary developments in information technology in recent years, to communicate ideas across a wide spectrum of disciplines, architectural discourse is increasingly detached from the realities of social change.*

*This I believe is in part the result of a lack of philosophical debate, or more appropriately an absence of Socratic dialogue, about the very foundations of architecture, and by implication about the context of architectural learnings.*

Pierre von Meiss, June 6, 1996 ■

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## EAAE Calendar of Events

### 1996

July 31 - EAAE Summer University  
August 10 Drama, Greece

September WORKSHOP, No 30  
19-21 COPENHAGEN  
The Cultured City: Quality,  
Culture, The City and  
Architectural Education

### 1997

spring/  
printemps WORKSHOP / SÉMINAIRE  
no 31  
ATHENS / ATHÈNE

fall /  
automne WORKSHOP / SÉMINAIRE  
no 32  
LAS PALMAS  
Architectural education and  
architectural reviews  
L'enseignement de l'architec-  
ture et les périodiques  
architecturaux

### 1998

printemps/  
spring WORKSHOP SÉMINAIRE  
no 33  
NORTH CAROLINA (USA)  
Research on architectural  
education  
La recherche sur l'enseigne-  
ment de l'architecture

fall /  
automne WORKSHOP / SÉMINAIRE  
no 34  
PARIS

## AEEA Calendrier des Activités

### 1996

31 Juillet - Université d'Eté de l'AEEA  
10 Août Drama, Grèce

19-21 SÉMINAIRE, No 30  
Septembre COPENHAGUE  
La Ville culturelle, la Qualité,  
la Culture, la Ville et l' Educa-  
tion de l' Architecture

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## Underground city; architecture and technologies

St. Petersburg, September 8-10, 1998

In september 1998 the Russian Tunneling Association and the Russian NC for Soil Mechanics and Foundation Engineering St. Petersburg University of Architecture and Civil Engineering will organize the international conference 'Underground City; Architecture and Technologies'.

Themes will be: Design and Engineering of Urban Underground Constructions, Transport and Communications Tunnels, Underground Parts of Buildings and Environmental Problems.

### Information

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## First Annual International NAI Summer Masterclass for students and young architects

Subject: Zero-Zero-Level  
Rotterdam, August 19-31, 1996

The Netherlands Architecture Institute is initiating a number of activities of intensifying cooperation dialogue between the NAI and schools both in the Netherlands and abroad. The first in this series is the First Annual NAI Summer Masterclass, wich will take place in the NAI in Rotterdam from August 19-31, 1996. The Master Class consists of workshops and public lectures by well-known designers.

### Task

Holland is the most densely occupied area in Europe. This is a direct result of its alchemical tradition of fabricating land from water. The man-made environment is a landscape undergoing a continual process of reconstruction. Its artificiality is a subversion of notions of ground, nature and datum.

Using Rotterdam as the site the workshop will investigate this 'thinness'. Participants will be divided into two groups, each working with one tutor on

elaborating the Masterclass theme. Two installations, designed and made by the groups, will illustrate the results of the workshop. A publication will also be compiled.

Tutors will be Wiel Arets (dean of the Berlage Institute, Amsterdam) & Thom Mayne (Morphosis, Los Angeles).

### Participation and information

Thirty students and architects (Dutch and foreign) younger than 35 can participate. The language will be english. Application before Friday 28 June 1996.

NAI, attn. Summer Masterclass  
organizers  
Tel. 31 10 440 1231  
Fax 31 10 436 7281  
E-mail: info@nai.nl  
Internet: http://www.nai.nl ●

## Les constructions en bois

Cycle d'études postgrades 1997-98  
9 Janvier 1997 - 20 Décembre 1997  
Lausanne

### Objectifs

Former des spécialistes pour la construction en bois, capables de diriger autant l'étude que la réalisation d'un projet. Le cours est axé principalement sur le côté technique de l'art de construire en bois et vise à intensifier la collaboration entre ingénieurs et architectes dans la planification. De plus, il leur permet d'actualiser leurs connaissances techniques, économique dans un domaine en forte évolution.

### Déroulement du cours

Les enseignements sont donnés pour une part les membres de l'IBOIS et des départements de génie civile d'architecture de l'EPFL, ainsi que d'autres départements de l'EPFL. Le cycle d'études bénéficie également de la collaboration du Professeur R. Gutkowski, Colorado State University (Civil Engineering in the International Studies in Wood Engineering graduate research program) et du Professeur D. Barrett, University of British Columbia, ainsi que de l'intervention de nombreux conférenciers et experts internationaux.

### Condition d'admission

Diplôme EPF d'ingénieur civil ou d'architecte ou équivalent, formation universitaire. Diplômes ETS/HES: admission sous conditions. D'autres personnes peuvent être admises en tant qu'auditeur. Admission sur dossier. Délai d'inscription: 31 août 1996.

### Information

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Secrétariat PGBois97  
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CH-1015 Lausanne  
Tél. +41 21 693 4556  
Fax +41 21 693 2394 ●

## The Forum mondial des jeunes architectes (IFYA) -

'section française'

This is the sole French representative of the International Forum of Young Architects, a non-governmental professional body founded in 1983. Open to all young architects from all over the world and represented by national branches in getting on for 40 countries. IFYA's goal is to be a platform for the avant-garde in architecture, to stimulate innovation and experimentation in theoretical and practical field and to provide opportunities for professional contact through such diverse activities as exhibitions, publications, workshops, etc.

Le Forum mondial des jeunes architectes (IFYA) - section française, est seul représentant en France de l'International Forum of Young Architects, organisation professionnelle non gouvernementale créée en 1983. Ouvert aux jeunes architectes du monde entier, présent dans près de quarante pays pas le biais de sections nationales, l'IFYA a pour mission d'être une plateforme pour les avant-gardes en architecture, de stimuler l'innovation et l'expérimentation dans les champs théoriques et pratiques de l'architecture, et de créer des occasions d'échanges entre jeunes architectes du monde entier par les initiatives les plus diverses: expositions, publications, workshops, etc.

- Project 1 - La grande étagère / The Big Shelf, first half year of 1996
- Project 2 - Le bonheur est partout / Happiness is everywhere (first half of 1996)
- Project 3 - Logique floue / Fuzzy Logic (second half of 1996)

### Information

International Forum of Young  
Architects - French section  
Forum Mondial des jeunes architectes  
- section française  
8. rue Mélinque  
F-75019 Paris  
Tél. 331 4241 6741  
Fax 331 4206 8325  
E-mail: nacher@physique.ens.fr ●

## Solar architecture resource material

### Residential Buildings:

- 40 A2 sized posters designed as a set
- a floppy-disk based Resource Guide of 700 relevant publications
- a 12-page essay

### Educational Buildings:

- a primer on environmental considerations in the design of educational buildings (90 pages, 200 illustrations)
- a book of examples with case studies
- a database with summary profiles of the 56 built examples referenced in the portfolio
- a bibliography
- 5 A2 format posters

### Tertiary Buildings:

- An analysis of contemporary public and commercial architecture
- A discussion of the theoretical basis to climate, comfort, and climatic design concepts and strategies
- 70 color and black and white sheets
- 4 posters on building elements, 8 scale drawings, 2 booklets, 20 slides and 1 floppy-disk

These portfolios are available in English or French.

### Information / order form

Energy Research Group  
University of Dublin  
Richview  
Clonskeagh  
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Fax +353 1283 8908

symposia and (ELIA) events. And they receive a reduction of 50% on one copy of all ELIA publications (each conference, seminar, symposium, masterclasses results in a documentation).

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## General description of the whole of SOCRATES

Education and training are of central importance to Europe's economic and social future. Through exchanges of people and ideas, European cooperation can contribute to raising the overall quality of teaching methods and materials and developing more appropriate ways of meeting new learning challenges.

The European Community action programme for cooperation in Education (Socrates), will run from 1995 to the end of 1999. Spanning the 15 Member States of the European Union, as well as Norway, Iceland and Liechtenstein, it is the first European initiative covering education at all stages and forms part of a broader approach to the concept of life-long learning.

Far from aiming at uniformity, the programme is designed to derive maximum benefit from the diversity of education systems in different countries, supporting transnational cooperation as a means of searching out innovative solutions appropriate to particular circumstances. Familiarity with other countries, languages and ways of life is an increasingly necessary educational and professional asset. Mobility and exchange schemes are therefore an important feature of Socrates.

At the same time the programme aims to provide a European dimension to learning at home as well as abroad. Joint curricula development and school projects, exchange visits for teachers and university staff, the use of electronic distance learning methods and European networking between educational administrators are all part of the overall approach.

The programme gives particular consideration to making sure that poorer or more remote regions can participate fully. The educational needs of disabled or other disadvantaged people, and equal opportunities are stressed in all aspects of Socrates.

### Higher Education (Erasmus)

#### Action 1:

- grants to develop the European dimension of universities;

## First edition of INTER ELIA

INTER ELIA is a new periodical for a large number of institutions and individuals gathered in the European League of Institutes of the Arts (ELIA) and all other interested people in the field. This ELIA magazine will publish twice a year essays and articles on Arts Education plus general information on EC initiatives, publications, useful addresses, information sources and documentation relevant to Arts Education, as well as an overview of conferences, symposia, seminars, workshops, competitions, masterclasses, exchange projects, festivals, etc. The magazine will also contain reports of ELIA projects under 'the auspices of ELIA'. Subscribers receive announcements and registration brochures of all ELIA conferences, masterclasses, seminars,



- organised exchanges of students for recognised periods of study;
- European Credit Transfer System (ECTS);
- teaching staff mobility and exchanges;
- language preparation for outgoing and incoming students and staff;
- intensive short-duration teaching programmes;
- curriculum development activities relating to all levels of study;
- language studies combined with other academic disciplines;
- University cooperation projects on subjects of mutual interest (thematic networks);
- visits to prepare future cooperation activities;
- application of open and distance learning methods.

## Action 2:

- grants for students;
- direct financial aid to help cover the mobility costs (travel, language preparation and differences in the cost of living) of students carrying out a 3-12 month period of recognised study abroad.

## Other measures:

- grants for the European activities of associations of University teachers, administrative staff or students, and other awareness raising activities relating to the European dimension Higher Education.

## More information

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**Copenhagen,  
19-21 september, 1996**

## 30th EAAE Workshop The City as a laboratory for Architectural Education

Deadline for registration:  
september 9, 1996

**The 30th EAAE Workshop will be  
hosted at 19-21 september at the Royal  
Academy of Fine Arts, School of  
Architecture, Copenhagen.**

### Themes will be:

- Urban ideals in architectural education
- Tactical Acupuncture in Urban Tissue
- Recreation and revitalisation - the city as a frame for the dynamics of new life modes
- The Public Spaces / The city as a meeting place

The school of Architecture of the Royal Academy of Fine Arts was founded in 1754 as an integral part of 'The Royal Danish Painting, Sculpture, and Building Academy'. Its purpose was to educate both artists and craftsmen in the three disciplines under the same roof, the Charlottenborg Palace, a fine example of Dutch Baroque, built in 1672 in the centre of Copenhagen.

In 1962 the School of Architecture became an independent unit with its own management, and during the 1970s it was divided into specialized institutes. A management structure was established with a rector (dean) and a school board.

In the course of time the architectural education in Denmark has thus achieved the status of an institution of higher learning, issuing a Diploma equal to a university Master's degree, while maintaining its artistic and professional status within the framework of the Royal Danish Academy of Fine Arts under the Ministry of Cultural Affairs.

The School of Architecture emphasizes its comprehensive education, encompassing town and landscape planning, the making of buildings, the spaces between buildings and the

landscapes - physical and cultural -, and industrial, graphic, and furniture design.

The core of the curriculum is the design studio, where project exercises are carried out, supported by lectures, courses, seminars, workshops, field trips and study tours.

Projects are expected to demonstrate technical capacity, theoretical understanding, good design resolutions, and professional coordination, in an integrated - holistic - approach. Project work is continuously assessed by means of juries consisting of staff members and occasionally outside critics.

The studies are so-called 'free studies', meaning that the progress during the five-year course is primarily the responsibility of the student, who has the right to make up an individual composite training after the first phase of two years basic studies in building design.

The educational objectives are to educate and develop the individual talent and to increase the students' awareness, factual knowledge and critical capacity. Particular importance is placed on the social roles of architecture and design to meet human needs in a changing world.

At the end of the graduate programme the student prepares a final project, chosen by the candidate him-/herself, to be assessed on the basis of its all-round quality, content, and progress by the Diploma Committee. Upon the satisfactory completion of the examination the candidate is awarded the Diploma in Architecture (cand.arch.).

In January 1996 the School of Architecture moved to its present domicile on Holmen, the old naval station, that is to be developed into a home for artistic and cultural institutions, such as the Rhythmic Music Conservatory, the Danish Film School, and the National Theatre School.

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## Copenhagen - City by the water

Throughout its long history Copenhagen (the merchants' harbour) has always been closely associated with the sea. Ever since Archbishop Absalon in 1167 turned Copenhagen into a town by building the first castle on a small island in the middle of what was later to be an active commercial and naval harbour, housing one of Europe's biggest fleets, the harbour has been the focal point of the city with its docks and quays, shipyards, warehouses and trading centres filling the entire length of the city's waterfront.

Commercial- and warships no longer crowd the harbour, where traces of the medieval city with its canals and jetties been turned into a home for the artistic can still be found. The naval station has and cultural institutions, and in the city centre the old quays and docks are now being transformed into attractive promenades with cafés, restaurants, and parks, serving as settings for cultural events and a buzzing city life.

The extensive commercial harbour areas to the north and south of the city

centre are being converted into mixed residential and business areas, and a whole new suburb, Ørestaden, subject to an international architectural competition, is to be built on low lying, reclaimed land, a water city, characterized by its canals and lakes, in harmony with the overall atmosphere of Copenhagen.

In 1996 Copenhagen is the 12th 'European City of Culture'. To live up to this title, Copenhagen presents a cultural programme, the breadth and intensity of which makes it Denmark's largest cultural project ever.

International, national, regional and local events will be featured, reflecting Copenhagen's role as a Scandinavian city in Europe and a European City in Scandinavia, located at the heart of Northern Europe, communicating new cultural currents from north, south, east and west.

### Information

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### Membres d'Honneur

Department of Architecture  
Newcastle University

École Polytechnique  
Fédérale de Lausanne (Suisse)

Université de Genève,  
École d'Architecture (Suisse)

Collège de Arquitectos de Galicia (Espagne)

Direction de l'Architecture et de l'Urbanisme  
Ministère de l'Équipement, du Logement et des  
Transport et de la Mer (France)  
Pour leur soutien à la réunion d' Arc et Senans

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

Société YTONG (Belgique)

**YTONG**