1st Residential Course
Urbino 1976
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Escuela Tecnica Superior de Arquitectura de Barcelona
Katholieke Universiteit Leuven
Massachusetts Institute of Technology
The Oslo School of Architecture
Università degli Studi di Urbino
Eidgenössische Technische Hochschule Zurich

Board representatives
Carlo Ba
Giancarlo De Carlo
Jari Delrue
Herbert Kramel
Christian Norberg-Schulz
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Giancarlo De Carlo

Secretary
Connie Occhialini
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Peter H. Butenschoen

P.G. Raman
Introduction

The International Laboratory of Architecture and Urban Design (ILAUD) was set up by the University of Urbino in 1974. A Promoting Committee was nominated and the first draft of the objectives for the organizational and financial structure of the Laboratory was drawn up. The objectives were then defined:

- to explore new methodologies and design techniques focusing on those problems that in contemporary architectural research and practice appear the most complex and pressing;
- to promote contacts between teachers and students in various countries in order to start up a debate on architectural questions that seem of fundamental importance and generally significant for every country in the world for their social and cultural reflexes;
- to offer a group of Universities in various countries the opportunity to compare their respective ideas and trends on the problem of architectural and urban design teaching;
- to open up a communications network between the various universities in various countries in order to circulate information on how the problems of organization of physical space are faced and developed through research work carried out by each university or by other institutes operating in their own or other countries.

For the organizational structure, it was proposed to divide ILAUD's activity into two interrelated parts: the Residential Course and the Permanent Activities.

The Residential Courses were to be held in Urbino each year at the beginning of the autumn, for a period of 8 to 10 weeks. Each ILAUD university would send 6 or 7 students and 1 or 2 teachers to each course. All the students from the various universities, subdivided into new groups, as mixed as possible, would work on identical design topics established within the context of the city and region of Urbino. The scope of the design work did not, however, have to be that of drawing up solutions which Urbino would be able to use (the time available was not sufficient for the production of reasonably well-considered solutions), but rather that of taking Urbino as a reference point to which concepts and methods of a more general character could be applied and verified. The work carried out by ILAUD had in fact to be articulated in such a way as to produce results that could be compared and developed later within the context of the places where the groups from the various universities would return at the end of the Residential Course.

The Permanent Activities should also have been carried out at Urbino each year during the interval between two successive Residential Courses. Students from the ILAUD universities would have done research on themes analogous to those dealt with during the Residential Courses, being able to count on the assistance of the Permanent Staff made up of lecturers from the universities and living in Italy for the entire period. Later, other students, above all from the developing countries, would be able to participate in the research work if they could obtain help and grants from international cultural exchange organizations. However, considering that the Permanent Activities would have taken too much time to put together, it was proposed that for the first years the work should be limited to the preparation of the Residential Courses. This was to be done by a Permanent Staff of Italians alone, made up of those people who would organize the Courses. In other words, for the Permanent Activities as for the Residential Courses, there would be an experimental period of three years. This would be dedicated not only to the setting up of the organizational structure but also to the verification of ILAUD's functions as well.

Once the group of universities making up ILAUD had been established, then the Promoting Committee had to be replaced by a Universities Committee. Giancarlo De Carlo was nominated by the Promoting Committee as Director of ILAUD for the three-year experimental period, after which he could be re-elected or replaced by the Universities Committee. The Italian Permanent Staff was also nominated by the Promoting Committee but only for the first year, after which the Director and the Universities Boards could substitute if on the basis of the experience gained during the first Residential Course. When considering the way in which to begin ILAUD's activity, it was realized that it would have been better to start with the Permanent Activities, but as this appeared difficult, it was proposed to open the Residential Course first. The Permanent Activities were to be limited to two short periods before and after the Course. Those were to be dedicated respectively to the preparation of materials needed for the design work and the collecting together of material that this work would produce.

As far as ILAUD's financial structure was concerned, it was proposed that the University of Urbino should make available premises, comprising the studio, classrooms and meeting areas, and offices, together with all the necessary equipment and the University facilities. It was also proposed that it should put the Student Centre on the Cappuccini hill at ILAUD's disposition and at the symbolic price offered during the summer courses for foreigners, notably lower than the real cost. The other Universities that took part in the Laboratory would pay an annual subscription of 5,000 U.S. dollars, with the undertaking that they would participate at least for the three-year experimental period. Each university would provide, in the way it considered most suitable, the travelling and living expenses in Urbino for its students and...
teachers during the Residential Courses. The University of Urbino would provide for the living expenses of six Italian students. In the period covering the first Residential Course and its preparation, ILAUD would pay its Director and the members of the Italian Permanent Staff and the secretarial personnel minimum remuneration, equal almost to the repayment of expenses.

With reference to the programme that has been summarized (and which has been given in full in the Appendix), in September 1975, the university of Urbino began to contact certain universities in other countries to invite them to take part in ILAUD. The proposal was to bring together in the project not more than six universities. At least one should be from the United States while the others would be chosen among the East and West European countries. The reasons behind this choice were that it was wished to establish contact between schools of architecture which have notably differing approaches and which therefore would be more interested in comparing programmes of common work. From this point of view, the schools of architecture in the United States, even if when examined closely seem to show various differences, appear at first sight rather similar while the European Architecture Schools are very dissimilar, especially those in East Europe, when compared with each other.

Invitations were sent to:
- Harvard University, Cambridge, U.S.A.
- Massachusetts Institute of Technology, Cambridge, U.S.A.
- Escuela Tecnica Superior de Arquitectura, Barcelona, Spain.
- University of Edinburgh, Edinburgh, Great Britain
- Université de Strasbourg, Strasbourg, France
- Eidgenössische Technische Hochschule, Zurich, Switzerland
- The Oslo School of Architecture, Oslo, Norway
- Katholieke Universiteit te Leuven, Leuven, Belgium
- University of Moscow, Moscow, U.S.S.R.
- Urbanistici Institut Št Slovenije, Ljubljana, Yugoslavia
- University of Zagreb, Zagreb, Yugoslavia
- After many exchanges of correspondence, Barcelona, Leuven, MIT, Oslo and Zurich decided to participate in ILAUD while Strasbourg did not reply. Moscow, Zagreb and Harvard declined the invitation because of lack of funds available for the programme. Edinburgh and the Urbanistici Institut Št Slovenije of Ljubljana asked if they could postpone their decision as they were very interested in the programme but were afraid that they could not finance their participation right away.

The Eidgenössische Technische Hochschule of Zurich asked if, for the first year, the subscription could be reduced to 3,000 dollars. The Promoting Committee decided to accept this proposal, even if it would mean a reduction in the programmes for the first Residential Course, as long as each university undertook to sign on for a three year period with the proviso that the subscription would be increased to 5,000 dollars in the second and third years.

At this point the group of six universities was formed and a meeting of all the representatives was called, to be held in Milan in April 1976.

All the universities that had joined ILAUD were invited to the Milan meeting as well as representatives from the University of Edinburgh and the Urbanistici Institut Št Slovenije of Ljubljana as observers while a final decision was awaited. First of all, the Universities Board was set up. This was to be the organization which from that moment on would take on all the responsibility for the Laboratory in place of the Promoting Committee. Afterwards, a series of problems that had been listed in a memorandum sent out beforehand (in the Appendix), were discussed. The conclusions that came out of the discussions have been collected together in a report (see Appendix), sent out afterwards to all the participants. The greatest attention was paid to the first Residential Course and its organization. The date (September 6 – October 31), was fixed. It was decided that the students and teachers would be housed in the Student Centre, except those accompanied by their families (and the Course Secretary would help them in the difficult search for a flat). It was confirmed that each university would send two teachers to Urbino with the undertaking that they would spend seven weeks out of eight there. With reference to the work theme, it was decided to cover the whole spectrum of architecture and planning, in a way, however, that made clear that whoever was faced with regional problems would have to limit him or herself to defining the problems in methodological terms. However, it was established that each proposal drawn up during the Course would have to be analysed in terms of its motivation and consequences so as not to incur into formalistic position-taking which ILAUD in principle refused.

As far as the method of working during the Course was concerned, everyone agreed on the fact that the traditional division between students and teachers had to be got over. It would be necessary to try to set up a research community in which everyone would have a role as a protagonist, the only distinction being that some would be senior, others junior researchers, according to their personal experience. The national groups would be strongly encouraged to dissolve themselves in order to construct groups of various nationalities. These would increase the possibility of interchange between people with different political and cultural backgrounds. The topics would be chosen freely by each group from a list that the Permanent Staff would prepare and illustrate at the beginning of the Course. It was stated, however, that whatever the way the work was taken on, there should at the end be a project consisting in the elaboration of an hypothesis of solutions in three-dimensional terms.

The rest of the Milano meeting was taken up with discussion on the ILAUD objectives and how these would be followed through in the Residential Course and any later activity. A series of opinions expressed by the participants served as a basis for the construction of a preliminary framework of ideas. The participants would go on to work on these in their own schools. But it was decided that the most important part of this work should be carried out during the Residential Course. One meeting a week, open to anyone interested, would be dedicated to this problem.

Between May and August 1976 the Italian component of ILAUD worked on the preparation of the Residential Course. The premises that the University of Urbino had made available were prepared for the Laboratory's activities. Since it was an old building in a bad state of repair and which had been acquired only recently, it was first of all necessary to restore the spaces and equip them.

At the same time the design themes and the collecting together of documentation on Urbino and on each separate theme proposed was carried out.

Concurrently, there was the concern with the logistical problems to be agreed with the University of Urbino on the opening of the Student Centre during the period of the Course (when it is normally closed for holidays), and the economic conditions that would be offered to the participants. It was necessary to find flats for those Course members with families that could not be housed in the Student
Centre. But above all, there were all the problems tied to the fact that there were some fifty people in Urbino, foreigners in the main, unable to speak Italian.
It is necessary to say that, because of the objective difficulties arising from the special character of Urbino, but also the slowness with which the Universities replied to requests for information, this part of the work turned out to be particularly difficult and took the Permanent Staff much longer than originally anticipated and far longer than could be considered reasonable.

The Residential Course

The first student groups arrived in Urbino at the end of August. On the 8th of September the Residential Course was opened and the participants began to settle down in the work areas in the via Saffi premises and in their lodgings, either at the Cappuccini hill Student Centre or in the apartments in the old centre. These had been rented for staff and students with families. On the same day, work began with the appointment of the Staff, made up of all the teachers and one student from each university. This had the job of planning out the work and of looking into special functional problems through small committees which were nominated immediately.

Each university had sent seven students and one or two lecturers. It became clear right from the start that the student groups were not homogeneous. Some were composed of students doing undergraduate courses while there were others who already had a degree. Some comprised designers, others planners. But also the lecturers did not seem to have been chosen on the basis of coherent criteria. Some were people of proven experience, while others were very young and would in fact be thought of as assistants. Still others said they had decided to come to Urbino because they had substituted someone else who had had to drop out because of other commitments at the last minute.

Even the Italian students showed themselves to be at different levels. Since the University of Urbino does not have an Architecture Faculty, the choice of students had been entrusted to certain well known teachers at the Rome, Naples, Palermo and Venice Schools. The lack of coordination between these lecturers and the ILAUD Permanent Staff prevented the formation of a group with members at an equal level of preparation and with similar orientation. The fact is that during the first months of preparation for the Residential Course there were serious difficulties in communications. Probably, the various universities (including the Italian ones which Urbino had approached), had been very involved in finishing their various institutional courses and because of this the numerous requests sent out by the Permanent Staff were never replied to. The moment of greatest confusion arose when the ETH of Zurich at the end of July sent a message announcing its intention to withdraw from the Laboratory. This caused great confusion in the organization that was put together with great effort. The question was later resolved in the best of ways. It must be taken as a sign of luck because ETH's presence on the Course proved to be a contribution of fundamental importance.

However, all these difficulties prevented deeper discussion on the composition of the various national groups. On the other hand the lack of this discussion made certain universities slide into a state of distraction which damaged their own
internal communications. In fact, many students and lecturers (including the Italians), came to Urbino without first having had the opportunity to read the Programme and the various documents that I.A.U.I.D. had produced in the preparatory period. It was not sufficiently clear to them that they should not expect a Summer School but a Laboratory and that they would not be confronted with an agnostic programme. (or, so to say, a pluralistic one). It had not been devised so as to inform them of everything that was happening on the modern architectural scene but rather a programme that turned on precise pre-established choices. They would not be asked to involve themselves in formal exercises without taking into consideration the motivations and consequences of their proposals nor merely to discuss them at the verbal level without ever reaching a definition of physical space in terms of organization and architectural form, and so on. They were not even aware of some of the lesser details such as the fact that to communicate it would be necessary to have a good command of English since this had been established as the language to be spoken and written in the Laboratory.

If these points had been cleared up beforehand, many misunderstandings would have been avoided when they arose in the working stages, in particular at first when the choice of topics and the formation of the groups that were to work on them was being dealt with. The Italian Permanent Staff had prepared twelve topics that, as has already been mentioned, had to cover the possibility of working on different scales and therefore at different levels of detail: from that of the re-use of a small group of abandoned agricultural buildings to that of tracing the lines for the physical reorganization of the parts of the farming region around Urbino. Each topic had been supplied with documentation necessary to an understanding of the terms and as far as its relationship to the context was concerned, an explanation of these terms was preceded by two conversations given by G.D.C. on the formation, development and current problems of the city and surroundings of Urbino. It was established that solutions for the sites and situations were not to be studied in terms of arriving at concrete proposals but instead they should be taken as opportunities for giving concrete points of reference in what would necessarily be developed in abstract. It seemed to be clear, therefore, that each participant would make his choice on the basis of his or her personal interest in the various problems being faced and which each topic suggested. Instead, this was not at all clear. Because of a poor awareness of the objectives and the Course programmes, many of the students insisted on the necessity of carrying out deeper research into the Urbino context, and as if this would not have been enough for perceptive design, into the problems of the Marche region, and then on to the Italian political, social and economic structure. Research of such wide dimensions could not be carried out in so few days. This was clear to everyone. Therefore, just two solutions were possible: either give up the design work or substitute the missing information with a series of ideological assumptions. The first solution, at least at the beginning was not accepted. The second, on the other hand, seemed to some to be rather seductive and this produced the inevitable consequences: the temptation to form groups on the basis of presumed ideological assumptions, that is, according to the opportunity for discussing at complex verbal levels, therefore according to a greater facility in mutual understanding by using one's own language or another of a similar kind. The telling of these difficulties must not be taken as an idea
that the Course did not produce interesting results. In various cases they were also of very high quality. The illustration of the projects shows that, on the contrary, the debate was particularly lively and that the actual productive work was much more significant in terms of quantity and quality than normally occurs in any traditional type of School of Architecture, taking into account the shortness of the period and the difficulties of social acclimatization that an international group is forced to face.

The scope of this report is not however the celebration of the success of the Course. It is rather the analysis of the gaps so as to derive experience that can be used in drawing up future programmes. Therefore, leaving to the published projects (even if, for reasons of space, presented synthetically), the task of demonstrating the positive results reached, it would be useful to continue with some observations on the difficulties that arose.

One of the main difficulties and the cause of many others was that of communicating with and understanding each other. The differences in command of English was one of the causes but not the only one, nor the most important. The greatest problem came, rather, from the differences in political, social and cultural background and behaviour that each national group brought with it from its own school. It is well known that there are problems with architectural teaching throughout the world. However, there are schools that are attempting to overcome these difficulties by bringing to the forefront professional aspects. There are others where, on the other hand, these factors and their validity are doubted for themselves and where a political redefinition of the architect's role is aimed for.

Finally, there are yet others where the professional and political interests are both denied so as to concentrate on research of a formalistic character. This research is considered case by case either as the only possible vocation for architecture or else as a total aversion to the hypothesis that architecture can have vocation of any kind. The different positions are never so clear cut. In fact, very often in the same School these positions are superimposed, giving rise to inconsistent and contradictory conclusions. Such as the one that political interest can be divided from competence. Or else the one that decrees that formalism is in itself revolutionary because it does not recognize any legitimacy in social demands. It therefore denies the importance of motivation and consequence in architectural design before the society that is, by definition, to be reflected. But exactly because they are contradictory and inconsistent, these conclusions cannot have any concrete outlet. Therefore, they are radicalized and create position-taking and sectarianism which are opposed to communication and mutual understanding.

One of the aims of ILAUD is exactly the breaking down of these artificial barriers and in the Residential Course a great deal of ground was broken in this sense. But it wasn't easy. This was also because the breaking down of artificial barriers cannot happen if there is no established plan of communication. This is a communication plan that cannot be founded on the principle of letting any message whatsoever just run around, whatever its content or language. It is necessary to start out from certain basic choices on the ends and means of communication.

It was clear enough in the preliminary documents what choice had been made: as far as the ends were concerned, that of giving back both political and ethical morality to the architect's work; as for the means, that of expressing oneself through design carried out at high level of competence and professional and social awareness. But because of the fact that among the ILAUD universities only a few had had the opportunity to discuss beforehand these choices, and also because of a deeply-rooted habit (probably justified in the traditional kind of School of Architecture), of not trusting programmatic statements, various Course members held the principle that any opinion should be admitted. A procedure that can have some usefulness in an agnostic school, where the contradiction of the contributions can, if nothing else, increase the level of knowledge of the students, was proposed for a Laboratory. Here the exploration of the problems cannot obtain any result if an agreement between means and ends doesn't exist.

Another important difficulty came out in the definition of the roles of the Course participants. At the Milan Board Meeting, many representatives from the universities had insisted on the necessity of not establishing formal distinctions between teachers and students. ILAUD in fact is not a traditional kind of School of Architecture, nor a Summer School like many others (where the conditions of the traditional schools are reproduced, in a carefree holiday and travel atmosphere), but a laboratory where all the participants are equally involved in common research activity. Differentiations inside the group cannot but show themselves if not in terms of competence and experience. Therefore, as the Course members were either students or teachers, then, as can be imagined, there should have been spontaneous division on two levels: into senior and junior researchers, without this bringing about relationships of subordination and unapproachability between one level and another.

Since many students on the course had already had a degree for some time, various lecturers were on the other hand, newly graduated, it seemed that the elimination of formal distinctions would be easy. However, this turned out to be difficult, because, the opposite was proved to be the case, from the student side, strangely enough.

Even this phenomenon can be explained as inherited from the Schools they came from. In fact it was shown especially in those Schools where the structure still preserved authoritarian structures (explicit or masked, particularly with decision-making processes or selection systems). Here the students are made to concentrate on self-identification as a way of defining themselves as a body, separated in permanent opposition in the eyes of the academic side. In the Residential Course at Urbino, this kind of behaviour does not have any sense but, however, it came out just the same. It did not merely happen that various students claimed special privileges for the group which they presumed they belonged to by asking for a kind of help that is typical of the traditional scholastic relationship, but it also often occurred that they refused to participate in decision-making on the running of the course as though they did not wish to be involved in any responsibility, which, according to them, only the teachers had to take on.

Despite these misunderstandings, interpersonal relationships were on the whole always friendly and open but there were also difficult moments that were upsetting for all the lecturers and for the Course Co-ordinator. The lecturers often experienced the inconvenience of feeling themselves in some way required to adopt authoritarian positions which they of course hated and they reacted by isolating themselves. The Co-ordinator, also because of the isolation of the teachers, found himself alone in the middle of the tensions that crept into the Course, and came to see himself considered either as negative or positive hero in imaginary dramas. He had to take on the role of mediator in artificial conflicts and was forced to dedicate less time than he would have wished to design work. A third difficulty that would be
interesting to note has implications for concept and methodology. It was established from the beginning that the design work had to be a responsible act that started out from a critical evaluation of motivations and passed through continuous, responsible analysis of its consequences. But motivations and consequences cannot be identified if not in relation to context and, in particular, to the real needs and expectations of the social groups directly concerned by the effects of the design. Therefore, how is it possible to design correctly if one does not have the necessary time, the appropriate means of communication, and the linguistic ability, to establish a relationship of interchange with the inhabitants of the places one is designing for? This contradiction was foreseen and it was established from the start, on the basis of direct experience, of reasonable assumptions and on information that could be collected together, that one must try to simulate the feedback of the context. But above all one must force oneself into finding an equilibrium when, in designing, the theoretical model is transformed into concrete solution. Taking into account the fact that the aim behind projects drawn up during the Course was not that of resolving the problems of Urbino, the theoretical model should have been defined in such a way as to take on reliable meanings in different circumstances. The solutions proposed, on the other hand, should have been one possible image among many possible applications of the theoretical model itself. This would not necessarily be the most appropriate to the situation if concerned, but if possible the most dense in causative capacity. In other words, the image (three-dimensional, and therefore expressed in architectural terms), should have been presented for itself: starting from its form it could open up a process of real participation designed to complete it so as to transform it into a concrete solution. This causative capacity should have been so strong that it stimulated participation, in the event that the project could have gone ahead. All this sounds rather simple when it is described but it becomes much more difficult when one is designing. In any case, it constitutes a problem that crops up again and again in teaching and the difficulties one comes up against when trying to solve it explains why the rather indolent traditional Schools of Architecture nearly always finish by taking the road to formalism.

Even on the Urbino Course, the problem emerged and brought about many contrasting attitudes: therefore it would be worthwhile to mention something about the more recurrent of these. One of them was the inability to separate oneself from the information, to want more and more of it and feel frustrated by the realization that it did not fill the emptiness that one was trying to remove. This was because, as is obvious, the information says nothing if it is not carefully chosen in relation to the action one wishes to take. Another attitude, which goes side by side with the first, was that of throwing oneself into delineating thought-out images as though context did merely not exist but also as though it couldn't. Or else, as though its existence was an inconvenience that it was necessary to overcome by projecting oneself into a condition of liberated abstraction. Yet another attitude was that of believing it impossible to construct relationships between model and image and therefore consider it reasonable to limit oneself to strictly professional work which look for granted the hypothesis that someone (for his own inscrutable reasons and being aware of the consequences that this request would have had), would be given the task of drawing up a project. Another final attitude was that of confusing the method with the project and to stay put at the stage of defining the theoretical model. There is a refusal to explore the images through which one expresses oneself in architectural terms, as though in the architectural design process, a theoretical model could have architectural significance in itself, and as though one could ignore the fact that efficient methodology is shown only through repeated comparison with the images that it gives rise to. This latter attitude was perhaps the most risky (at the end of the sixth week the Leuven University group, after having defined the method, felt that it was useless to go ahead and abandoned the course). But it was also the one which provoked the liveliest discussions. From the report on the difficulties that came up, it is quite possible to believe that the Residential Course passed through fatal storms and arrived at uncertain results. But this is not the case. The storms, when they occurred, served to widen the force of the discussions and make the design activity keener. Many problems in which traditional schools are faced superficially were deeply debated on the Course. These concerned the new meanings that architecture has in the contemporary world, the cultural role and responsibility of the architect, the project seen as a process, participation of users in architectural design (in which they are the protagonists), the relationship between analysis and design, the interrelationships between organizational systems and forms, the meaning and causative power of the architectural image, the use of technology, the values of an historic environment, the re-use of old buildings and so on. It is difficult to give any objective judgment on such a brief and intense period of work carried out in a situation that was unusual in every way and therefore thick with emotional situations, if not only after some time when it will be possible to see the effects in perspective. From some of the symptoms that it is already possible to note it would seem, however, that the course put questions to the participants that will continue to keep them involved for a long time and that will in the end generate in them positive tensions important for the renewal of architecture.

ILAUD's Future

At the Milan Board Meeting it had been proposed that during the Residential Course one day a week be set aside for discussions on ILAUD's aims and future activity. Once the Course had begun, after two weeks of sporadic attempts to organize collective discussion, it was concluded that it would be better to go about things in a different way and a small committee was entrusted with the task of resolving the question. It could also co-opt other members who might be interested in exploring the idea. After some time, in fact, the committee, which was made up of three people, did co-opt another four and outlined a programme of work. Since no student had put him of herself forward as a candidate for membership of the committee, it was established that anyone was free to form other groups that could contribute to the debate. The objective was to prepare a Platform Programme for the future ILAUD activity, taking into account the experience being gained on the first Residential Course: the errors in formulation that were coming out and the ways that seemed the most appropriate of correcting them. The Committee was supposed to present its findings and proposals to the Course participants and then to a Board meeting which had already been scheduled for the conclusion of the workshop.
The Platform, together with certain documents drawn up by students is given in the Appendix. It must be understood that this is a first draft of a document that will be later drawn up in definitive form to define the frame of reference for IALAUD's future activity. The text is divided into three parts, each one dealing with a different topic: factors concerning the timeliness of founding IALAUD; themes, subjects and contexts in IALAUD's work; IALAUD's structure.

It would be useful to make some observations on each of the three parts.

The first is a synthesis of the numerous notes prepared by the various members of the Committee and which were judged to be inadequate to give a complete and clear description of the question. Since this is only a synthesis, the text takes on a rather schematic form which gives it an unwanted tone of a manifesto. The correct way of looking at it is as a collection of notes to be developed after having discussed them in greater depth.

The aim of the notes was in fact threefold: to list the main changes that have come about in the political, economic, social and cultural context over the past half century; to describe the contradictions which modern architecture has come up against because it has not known how to follow the changes of the context; to identify certain directions along which modern architecture could finally overcome the contradictions it is experiencing today.

From the notes, therefore, there comes out the reasons behind the existence of an International Laboratory formed on the basis of collaboration between six universities belonging to different countries and therefore tied to contexts of differing character.

The draft text contains many summary opinions and even some naivety. Probably, there is no need to worry over this because over the last century every valid initiative in the field of architecture has been justified with programmatic declarations that today seem a little awkward and rather indefinite. Later, the concrete work carried out has in itself defined the reasons for its existence.

In any case, in the final writing up of the text, something more structured and precise will be sought but for now the first draft will be enough to orientate the activity that is to be carried out over the next months and above all it will give the opportunity to whoever wants to participate in the next Course to work out beforehand if his own personal motivations correspond to IALAUD's lines of thought.

The second part of the Platform explains IALAUD's field of interest in more detail and describes the sector of this zone of action in which the future Permanent Activities and Residential Course work would concern itself. The sector is defined by the "theme", which is that of "participation". Within the sector, the concrete applications can be found at the crossing point of two different systems of co-ordinates: "contexts" and "subjects". "Contexts" are certain activities which take on a structured consistency in physical space: university, housing, movement systems, the linking together of open spaces and so on. "Subjects" are certain categories of intervention, corresponding to the different ways of organizing physical structures: re-use, distributed facilities, communications techniques, control of physical development and so on.

By "Participation" is meant the involvement of users in architectural design, that is, in the decision-making processes that goes all along it right from the time it is first proposed, to when it is technically designed, to when it is used and managed as space.

By "Design" is meant that "process" that generates the architectural event, defining it in three-dimensional terms in physical space, using it and transforming it through use, recycling it at each stage of its technical obsolescence until it is extinguished when it reaches the stage of physical obsolescence.

IALAUD's Permanent Activities and future Residential Courses will be taken up with the exploration of new design techniques (in the sense in which "design" has been defined, following a theme of participation) in the sense in which "participation" has been defined. Within this sector of exploration, "context" will be examined in relation to "subjects". In other words the university will be designed (or the housing, or the movement systems, or the linking together of open spaces and so on), looking at the project from the point of view of re-use (or the distributed facilities, or communications techniques, or the control of physical development and so on), referring the design process to the principle and practice of participation.

In the final discussion which took place at the end of the Course and during the Board meeting held immediately afterwards, it was decided to accept the proposals set out in the Platform.

It was, however, established that over the next two years interest in "subjects" was to be limited during the Permanent Activities and the Residential Courses. Any "context" could be chosen from among those listed but the "subject" was to be "re-use".

The concept of re-use should be taken in a very wide sense: it means not only the rehabilitation for new uses of a building that has exhausted its original function but also the reconsideration of values which have been arbitrarily discarded, the re-use of carelessly abandoned technologies and the readoption of signs and messages abusively done away with because they did not meet the requirements of institutional codes, and so on.

The third part of the Platform proposed certain modifications to the original organizational structure of IALAUD.

The experience demonstrated that if between one Residential Course and the next, there is no continuous research activity then there would be two serious consequences; the six universities would forget that IALAUD work should be an important component in their institutional working programmes; attendance at the Residential Course would occur without adequate preparation and even without specific motivation.

The original programme foresaw that in the period between two Residential Courses there would be the Permanent Activities. It was also thought that these should take place in Urbino with the attendance of students invited from all the IALAUD universities and even from others, above all, from those in developing countries. But since it was foreseen that this programmes could be set up only when it would be possible to count on external financial resources, it was concluded that at least for the first two years the Permanent Activities would have to be reduced and entrusted to the Italian Staff.

During the Residential Course it was seen, however, that the Permanent Activities are the real spine of the Laboratory and therefore it was decided to change the programme. Since it is difficult to imagine that at present it would be possible for any research activity to be carried out in Urbino, it was established that it would be decentralized in the various universities. Each of them will organize its own internal programmes in such a way that in the period from October to June a group of teachers and students work on the research sector that IALAUD has proposed exploring. Possibly the group will be the same one as that attending the coming Residential Course at Urbino. Therefore, besides
ensuring continuity and greater intensity in the overall research, it will also be possible to overcome the greater part of those inconveniences that emerged in the first year of activity. The changes in the programme imply some modifications in the organizational structure. The Permanent Staff which up to now had been solely Italian would become international, each university nominating a representative, entrusting him or her with the task of following the group carrying out Permanent Activities work internally and of keeping in touch with the other groups carrying out the same work in the other universities. An efficient communications network has to be set up to keep all the universities informed of what is happening in each area of the Permanent Activities. The centre of this network will continue to be in Italy where the Coordinator and members of the Italian Staff will organize in information service. The medium adopted will be a periodic Bulletin. The putting together of this Bulletin will also involve members of the International Staff and the various groups working in each university. They will send information on the research they are doing as well as articles, observations, news, bibliographies and so on, dealing with matters of interest to ILAUD. The Residential Courses will become complementary stages of the Permanent Activities. Each group that comes to Urbino will bring the results of the work done in its university and will compare it with that carried out by the other groups. Then, through analysis of similarities or differences seen in the various approaches, each group will complete and successively apply the research to the "frame of reference" of Urbino during a brief but intense period of architectural design work.

Various other proposals concerning the Residential Course emerged during the discussions that were held to define the Platform. These more than anything dealt with hypotheses that must be further discussed in greater detail before agreeing on them as decisions. It was established that the period of time given over to actual design work in the first Residential Course was either too short or too long; too short to give the chance to work on a detailed design; too long for a sketch design. It was therefore proposed that the two months work be divided into two parts, dedicating the first to Seminars on general theoretical themes, the second to design work. It was also proposed that during the period dedicated to design work, it would be a good thing if the participants on the Residential Course came into contact with a certain number of outside designers who were of sound competence and of marked personality. If the financial situation permitted their being invited, also those coming from abroad, the presence of a certain number of visiting lecturers would certainly enrich the cultural and social scene of the Course. It will, however, be necessary to avoid any temptation towards the clamorous and the picturesque when making a selection so that the coherence of ILAUD's objectives is rigorously preserved.

Lastly, it was suggested, almost as a contradiction to the previous proposal, that it might be possible to set aside the design work or at least make it optional, leaving each individual with the possibility of joining in a debate that has only theoretical and methodological aspects. It is, however, necessary to reflect seriously on this point.

The tendency in schools of architecture throughout the world is to avoid their central problem which is that of learning and teaching the "how" and "why" of organizing and giving form to three-dimensional physical space. The wish to go beyond architectural professionalism based on mere specialization, has produced an exhausting and useless verbal debate that has lost the cognition of the reality of architecture. Later, the wish to oppose even this distortion has brought about a return of interest in academic formalism which tends to deny the long work of theoretical elaboration carried out by the modern movement, taking architecture back to the servile and cynical decorativism of the Beaux Arts. To regain an equilibrium outside these deviant tendencies and reopen the road to fertile research it is necessary to discuss the legitimacy of concepts, methods and instruments of modern architecture. However, it is also necessary, above all, to confront design. The process that leads to the organization and the giving of form to three-dimensional physical space does not reach any result unless it passes through a constant alternation of ideas and images. On the other hand, it is unquestionably the case that without image architecture cannot exist.

Other matters

When the 1976 Residential Course was about to close the ILAUD Universities Board met. The previous two months' activity was discussed and the Platform Programme examined and approved. The budget for the following year was also discussed and completed. Afterwards, the representatives of the various universities confirmed the participation of their institutes for the next two years, undertaking to pay by January 1977, the annual subscription fixed for the next two years at 5,000 dollars per year (only Mt, because of its own administrative reasons, will pay the sum in June). The decision to take the subscription to the level that had been originally established is not enough in itself however to ensure that sufficient resources are put together for the activities to be carried out as would be wished. Therefore each university was asked to give an undertaking that it would look for external funds by following the University of Urbino's example. In fact, the Italian Staff had already obtained for last year finance from the Consiglio Nazionale delle Ricerche (Italian National Research Council), and had established promising contacts with UNESCO.

The Board discussions also produced a series of observations on the next Residential Course which it would be worthwhile collecting together.

The two-month period was judged by some Universities to be insufficient because they had the problem of a semester for their groups. On the other hand, there was for everyone the problem of acculturization to Italy which cannot be resolved if people have just arrived and Course work starts immediately. Therefore, it would be very useful if the groups arrived in Italy, began to get to know the country, observe the people's way of life, get used to the sound of the language and study situations and experiences according to a programme that could be prepared beforehand. An early arrival in Urbino could, among other things, give the participants time to look for lodgings, thus removing the need for the Italian group to carry out this difficult task, always with uncertain results.

As far as lodgings are concerned, it is necessary to add that from the experience gained last year, it was seen that concentrating all the participants in the Student Centre instead of increasing the intensity of social relationships in fact ended up in decreasing them. It was seen that, after the initial period in which the curiosity of getting to know one another facilitates exchange, there soon arrives a second
period in which the boredom of staying together for long
periods, all day in working hours as well as in free time,
generates intricate psychological situations. Therefore, the
conclusion was arrived at that it would be better if the
participants were free to choose their own lodgings where
and how they thought best, even in the Student Centre (if it
will be possible for it to be opened in Autumn, a holiday
period, for just a few guests), but also in apartments, hotels,
pensioni, and rented rooms in the city.
As far as the formation of the groups is concerned, the
difficulties met with last year in maintaining the principle that
groups should be made up of different nationalities makes one
reflect that perhaps it would be better if everyone was left
free to behave as he or she wishes. Anyway, the fact that
every group will bring the results of the work carried out
under the Permanent Activities programme to the Course
and that at first they will discuss them with the other groups,
will make the choice fall more because of affinity of interests
than because of external circumstances.

One last observation to be made is a reference to the
tensions that inevitably come out in a Course because of the
long time spent together and also because of the fact that
the city of Urbino is a small centre. It does not offer much in
the way of distraction and entertainment, above all in the first
months of Autumn, when the students from the university
are still on vacation. It comes to mind that frequent intervals
would be useful. For example, extension of the weekend to
three days or else by leaving a complete week free half-way
through for educational trips, that could also be relaxing.
The experience of the two-months passed on the Residen-
tial Course, living together continuously with the fifty partici-
pants, all equally eager to confront architecture alone and
with others, was certainly stimulating and instructive but
also hard and exhausting, requiring moments of pause to
refind the reassuring subjectivity in one's own isolation.
A series of topics were proposed by the Permanent Staff at the beginning of the Course. Their choice was made taking into consideration four different requirements:

that their content could be in some way familiar to all participants, even if they were from different countries

that their scale was small enough to make a reasonable approach possible in a short period of time, and their projection broad enough to give the opportunity of a rich intellectual exploration

that their definition would open the possibility to treat the problem either in methodological terms or through a design work, or both

that their need for information could have been covered with the material available in Urbino.

In any case, it was made clear since the beginning that even though the topics were referred to places and problems existing in Urbino, the purpose was not to look for a solution which could have been proposed to the town. In spite of that, the ambiguity ran all along the first part of the Course, and only in the last period the projects made a rather clear distinction between the reality of the frame of reference and the abstraction of their proposals.

The students were invited to form international groups and the suggestion was more or less accepted, overcoming the difficulties arising from both the differing levels of knowledge of English and the objective difficulty of matching different cultural backgrounds.

The approach and the discussion of each project gave many opportunities of debate on general problems, especially those related to the function of architecture and the role of the architect in the present society.

Among the twelve topics suggested by the Permanent Staff, only five were chosen. In the Appendix, the complete list of topics is given.

The projects drawn up upon the chosen topics are published in the following pages. Among the various drawings, only those which could give a synthetic idea of the project, were chosen, while the reports are divided in in two groups: those written by the students, and, in absence of original texts, those written by the Italian Permanent Staff.
New faculty of Science, new faculty of Pharmacology, seat of the International Laboratory of Architecture and Urban Design, archive of the University, in the building where the International Laboratory is at present working.

The programme of restructuration of the University of Urbino in the Historical Centre of the town foresees:

- the formation of a cluster of centres branched to the axis of via Safi;
- each centre, dedicated to a different activity, is housed in an old building, belonging to the University, which is being restructured and restored;
- the restructuration is carried out in such a way that the public activities present in each centre become easily accessible and can therefore be open to use by the inhabitants of Urbino.

The Faculty of Law and Education and the main building of the University are applications of the programme.

In terms of space this means a different organisation and hierarchy of the University’s activities. This organisation is based on lining public activities along via Safi and withdrawing private activities towards the backyard. This model would be of course deformed according to the specific character of the internal organization of the building.

Movement

The buildings belonging to the University form an island in the town denying the pattern, imposing walls, owning large pieces of land for private gardens, closing off the one side of via Safi to any penetration etc.

Referring to the problem of the psychological and physical barriers created by the University, it seems reasonable to assume that permeability is one of the goals to be reached. This means a belief that movement inside or close to a space gives first a sense of familiarity and second a feeling of appropriation.

The general model therefore is suggested as follows: 1) on via Safi the re-use of some existing roads presently closed and the possible creation of some new larger spaces; 2) on the side facing the Mercatello, the re-use of the existing arches for little corners, communication (stairs) and excavation for larger spaces with roof gardens etc.; 3) inside the island, a communication between the gardens and feeding off and back to via Safi creating a pattern of activities, as well as a sequence of open closed spaces.

Re-use

The laboratory building consists of two types of built spaces: Main structures and
The building in which the International Laboratory is working this year represents another step in the carrying out of the programme.

It is a building whose construction was begun in the XVI century and which has been added to and transformed in the following centuries. For a long time it was a convent and in the last fifty years has been used as a public school. A few years ago it was bought by the University. In 1977 it will be freed from some extraneous activities which still function there.

The University wishes to restore the building in order to house:

- the Faculty of Pharmacology
- the Faculty of Science recently founded
- the International Laboratory
- possibly the administrative archives of the University.

The restoration should preserve the more valuable parts and the main facades of the building, that cannot be modified without altering the physical context of the Historical Centre. More substantial alterations can be carried out in the less valuable parts of the building.

Additional structures.

A main structure is one that is able to afford the addition of new uses and forms decided by the users keeping its quality and its spatial meaning.

Additional structures are those that have been added around according to the needs of the different period, and which are no longer suitable for new uses because of limited/inflexible spaces they create and difficulty of providing circulation and services. The proposed interventions are intended to organise and give quality to newly-created spaces.
The programme of the faculty of Pharmacology is known in detail;
the programme of the Science Faculty is known only in general terms, since the Faculty has only recently been formed. A considerable margin of flexibility and growth must therefore be considered;
the size of the Archives will be almost equal to that already existing, taking into account a small growth factor;
the programme of the International Laboratory will be defined by the participants (a weekly discussion will be held for this purpose).

There exists a plan of the building that should be checked and completed. Before beginning the project, it will be useful to carry out an historical, linguistic and structural analysis of the building.

Available materials:
- plan of the building
- programmes of the Faculties of Pharmacology and of Science.

*Jennifer Shakespeare*

The block of three buildings at the top of via Saffi (the Laboratory building, the University Administration building, and a convent of cloistered nuns), radiates an impermeable image of high walls and blocked off alleyways. Single entrances lead to a maze of corridors and large rooms for which one really needs a guide. Unless familiar with the programs and schedules of University activities, one does not feel welcome here.

As a group studying the relationship between the University and the town, we decided to tackle this block as typically depicting the opacity of the University image around town. The potential public resources of the University (e.g., courses of study, more specifically focused on Urbino and its surroundings (agriculture, architectural rehabilitation, political studies...), public services rendered by...
the current faculties (legal aid, medical clinics, experimental elementary classrooms) and public use of spaces and facilities (libraries, lecture halls, language laboratories, film making labs, gardens...) remain underdeveloped. Ideally the town could become a resource for the University and vice versa. Believing that in this model some notion of an "open" University, (with town participation and enrollment) could work for Urbino, we tried to identify what the role of the architect and urban designer might be in implementing such a relationship.

Most of us agreed that we could address ourselves to the psychological and physical breakdown of the University image in stages: and that the first stage would be to effect the integration of the townpeople and the students by extending current forms of integration already operative in the town into these spaces. This could be done by relocating some current activities as well as developing a physical network of public circulation throughout the block. The reuse of the convent as an experimentally integrated housing cooperative was one example of the extension of the existing family-boarder relationship in the many "affittacameras" around town (Petit Bogen's project). Moving the University administration out of the block would allow for expansion of the University library, presently in the back of that building, into a public library throughout the space.

As to a circulation network, this was seen as a task of creating a continuity in movement from the rest of the town, where movement (stopping and going) is itself a form of integration, into the block. This could be addressed in two ways: either by designing the right kind of activities to bring townpeople into the block, or using street typologies from other parts of town to create a familiar ambiance surrounding pedestrian movement. This second method might allow townpeople to find themselves within the University spaces before registering the transition. The idea would be to encourage movement from piazza Rinascimento around the back of the administration building through the chain of gardens on the west side of the block with the repeated option of returning to via Saffi via the reopened alley between the 3 buildings or through the buildings themselves.

The continuity in movement was crucial to permeating the block in this way. It required the partial removal of the building at the west end of the small green space in piazza Rinascimento in order that the first garden might be visible from the piazza. How this building was removed and what elements of it were allowed to remain would affect its character as an entrance to the "park". If this continuity could be achieved, then the "park"
or "greenbelt" would become in turn an entrance to the buildings and via Saffi from the back. A 16th century map revealed the existence of a small residential scale street and row of buildings behind the administration building. This diagram seemed worth reviving not only because it allowed access to the back garden area but because it also introduced a vernacular residential typology right beside the more institutional typology of the administration building.

The extension to the public library would replace an existing fascist era extension to the administration building. Elements of this building might be retained as a built ruin on which the new vernacular typology would be introduced. The extension would also act as an entrance to a lower level of library facilities underneath the garden and opening out from behind the retaining walls on the west side onto a view of the Mercatale. These retaining walls were built as vaults in both plan and section and had once been open to street adjacent. Much of Urbino has been built on small pieces of flat ground retained by these walls. As a pedestrian, one is rarely given the opportunity to enter a space underneath, through the walls and then ascend to the level above the walls and look back to where one has been. This three-dimensional movement is lacking in Urbino. There is always the feeling that one is travelling in two-dimensional space without level change. We hoped to remedy this by reopening the vaults in the walls promoting penetration of the block from the street below. In this way the block could be regarded as a series of screens beginning with the arches of the retaining walls, an open framework in the small scale library extension, the connection of the arcades interior courts of the administration building, and finally the partial development of an arcade on at least public zone along the via Saffi edge of the buildings.

Actually this screening effect begins as far down as the Orto dell’Abbondanza at the Mercatale and is carried up the hill in the form of tree lined streets to the University block.

In summary, the intent was not to detract from the activity of piazza Repubblica on an attempt to homogenize the University neighborhood so that it had no discreet character in the fabric of the town, but rather to use the existing resources both physical and programmatic to cause a social integration. If the townpeople could begin to regard the University domain as a daily matter, their interest in University activities and curriculum might increase and eventually ignite the conflict that would make the University theirs. We felt our role was to in some way build this conflict into the fabric of the block.
a proposal for discussion on the problem of integration by housing =

MEETING

cconcerned organisations and interest groups will be represented,
all invited, arranged by a quarter-council and ilaud.
Re-organization of the system of movements in the Historical Centre of the town.

The basic assumption is that the Historical Centre cannot sustain the car traffic and that, on the other hand, car traffic is not necessary to feed the Historical Centre of Urbino. In fact, the characteristics of the city pattern are scaled only to the pedestrian movements (see: size of streets, original paving, outdoor social life, etc.) and, on the other hand, the form of the town is such that access to every part of it can be assured from a ring of garages and parking places around the perimeter.

The big garage at the Mercatale has been the first step towards the formation of the perimetral ring of berths for cars. It Alone is not enough.
Various studies have been made to persuade the Administration to carry out the programme, till now in vain.

A study of movement in Urbino
The study of movement and traffic patterns in Urbino was motivated by the apparent conflict between contemporary and future transportation needs of a "modern" town and a historically valuable environmental fabric offering pedestrians outstanding social and aesthetic qualities of use. In understanding this problem, the group studied movement from a theoretical and analytical point of view, and separated it into three aspects:

Economic traffic which was measured and described through a study of traffic generators (land use, aspects...), traffic quantities and modes (flow, routes, types of environment), which resulted in establishing "technical" conflicts (congestion, traffic hazards...).

Social traffic, movement not necessitated through functional requirements, was described through values of experience, education and socialization. Accessibility, facilities and environmental quality were discussed as determinants of choice of path, and such movement was related to stationary activities.

A space allocation policy for Urbino was
It is proposed to start from these studies, to bring them up to date and to propose a series of solutions. These solutions should not consider only the problems of the traffic, but should include the entire problem of the relationships between activities and movements in the Historical Centre.

Available materials:
- plans and aerial photographs of the town
- study on the pedestrianization of the Historical Centre
- drawings of the garage at the Mercatale

Since the beginning the group found it easy to comprehend the meaning of the topic, and to relate it both to the specific situation of Urbino and to the general problem of the protection from motor traffic of an environment which was made mainly for a pedestrian circulation.

But at a certain point the team realized the difficulty of grasping the political determination which lies underneath the technical surface of the problem of segregation of movements in the Italian architectural debate. The feeling that something aside needed to be understood beyond the definition of the topic forced—the team to look for solutions which are either extremely detailed or very general. A conclusion can be drawn: that subjects of this kind should either be discarded or extensively documented.

Considered, studying priorities and conflicts of user groups, scarcities of land for activities and for particular groups (children, old people...), arriving at principles of priorities, maximizing existing land use and combining functional uses spaces, the clear decision that social uses of open space must be given more consideration.

In order to test such principles and priorities, a traffic plan for the city was prepared based on a number of assumptions regarding car use, parking, bus service, pedestrian distance, emergency traffic, neighborhood units, historic nodes, etc., as well as assumptions regarding the growth in the extension area to the north and west. This plan-hypothesis was studied for its consequences at the city-wide level as well as at neighborhood and street/square level.

At this stage the group was particularly interested in seeing, designing and evaluating environmental or architectural con-
sequences of such changes in the traffic pattern within the historic center.

The group was concerned with developing a working method which minimized arbitrary and subjective input, was conscious of values imposed by the architect/planner in the simulation process and of the role played in a participatory process. In view of this, the plan hypo-
thesis was a working tool to test underlying motivations and plan consequences rather than a proposal to the city. The problems encountered in tackling the social aspects of movement in a responsible way became apparent to this group of students from other countries, and much of the group work was concerned with understanding and overcoming these contradictions.
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Study of a hinge of activities between the Historical Centre and the area of expansion to the north.

The town of Urbino was enclosed inside the old walls until World War Two. After the war, it started to expand northwards, along the road to Gadana. Later, the building of the Hospital and of some hotels has consolidated this expansion. The danger today is that, with a further expansion and its consolidation, the town divides into two parts and that the Historical Centre ceases to be a place for meeting and for social life for the whole urban population.

Before this expansion reached the present dimensions, at the moment in which the Master Plan of the town was being studied, a proposal to constitute in the area of the fork (where the expansion area starts) an hinge with various commercial and social activities was outlined. Its goal was
to attract the interest and the movements of the population of the expansion area and so to keep it still tied to the Historical Centre.

The point now is to see if the hypothesis is still valid. If it is, the problem is to plan and make a project of the hinge.

If it is not, the problem is to study alternative solutions that can prevent the effect of splitting the Historical Centre from the main area of expansion.

Available materials:
- map in scale 1:2000 of the expansion area
- map in scale 1:1000 of the proposed hinge area

**Ezequiel Usoh**

From an accurate analysis of the growth of Urolo from its origins up to present times, the conclusion is drawn that the 19th century neo-classic intervention can be considered the completion of an operation which started in the Renaissance period. After this point, no new image can be added to the urban scene; only some changes in the fabric are possible without changing the existing imagery.

Nevertheless, a restructuring in the urban organization is today needed, in order to redefine the system of relationships among the various parts of the town, and especially between the Historic Centre and the external periphery. The only way of proceeding seems one based on "analogy". Similarly to what was done during the Renaissance period for the Historic Centre, the Historic Centre and the periphery ought to be reassembled as a "whole".

The idea of the hinge, included in the definition of the topic, is extended to a broad system which covers and links the periphery and the old town, switching the centre towards the Mercatale.

(edited by P. Staff)
Antonio Lupoi

The definition of a hinge the Historic Centre and the extension of the town was initially approached as an attempt to understand the relationships between the two parts of Urbino and the reason for their different growth and character. This kind of analysis should have been referred to the master plan proposing a precise trend of development for the town, but unfortunately the existing master plan, which was studied more than ten years ago and at present set aside by the administration, is no longer consistent with the urban reality. For this reason it was necessary to make a choice between two different options: either to study the growth of the town by gathering as much as possible of interdisciplinary information, or to work on a design project which, being approached only in architectural terms, should have been considered as a point of reference for the evaluation of the contradictions of the town as they are expressed in terms of form and imagery.

The second option was chosen and developed using the model of Le Corbusier for the Algiers "Plan Obus". Upon this model, the broken up fabric of the extension area is reset into a new tubular physical structure whose main scope is to give a precise order to the present disordered growth of the periphery. The tubular structure runs across the hills displaying their linearity and laps the Historic Centre at its highest point, where the Albornoz fortress and Piazza Roma act as an important focus of the town. This last becomes the "hinge" between the Historic Centre and the extension area.
Francesco Prosperetti
This is an ideal project. It represents the desire for form in the non-form of the new expansion of Urbino. It is an individual work, beginning from a certain stage of teamwork, after which it has been impossible to go on together. It is not a real project, made in order to solve the real problems generated by the growth of the University of Urbino, but only a simulacrum of architecture and therefore a tool for knowledge. Urbino is still characterized by two important interventions: the one of Francesco Di Giorgio and the one of Vincenzo Ghinelli in the early 16th century.
After these two the only important thing that has been done is the Piazza Roma, where the monument to Raphael stands. It breaks the wall at the end of the main axis of Urbino, and allows one to see the new expansion area: it represents the continuity of the old town in the new one. The project is designed to be seen from Piazza Roma. The crescent, suspended on “pilotis” though following certain lines of the contour, containing dwellings and facilities, is a strong reminiscence of the “Foro Ammonio” in Senigallia, one of the best illuministic architectures in the Marche region. The pathway in the middle part re-uses an existing one, with trees and a temple on the top of the hill. The final ramp descends to ground. Along its walls the history of the form of Urbino is to be shown.
The topic at the beginning seemed to pose a problem to be solved through a design process; however, after two general meetings, we concluded the problem involved deeper issues than that stated, and that the problem should be investigated at a broader and more general level. The reason was that if we questioned the necessity of the hinge, then we had to look into the life of both the historical center and the extension area, and their existing and future possible situations (models were proposed and examined). This led to the investigation of the reason for the extension in the beginning; its subsequent development, and the reason for its consolidation and possible further growth. We then agreed that in reality, participation from concerned and related individuals and groups should be the most effective and positive way to understand a problem and to provide a dialectic process towards a solution; we also concluded that in the Laboratory, we should work out a possible methodology involving participation in all levels of the decision-making process while accepting the absence of such participation in a hypothetical situation. But we thought that the process of this approach and the methodology are more important than the solution of the stated problem—the hinge.

After we agreed on one proposal of the methodology, we came into conflicts on how we could test the methodology in such hypothetical situations, and how we can arrive at different models for the methodology (diagram 1). Such conflicts in the group revealed our different values and ideology. Proposals were made to examine different processes of arriving at the models, as well as the ways to carry out the methodology (diagram 2).

Starting from this point, I decided to continue to try out the methodology to a more detailed level, so as to check its validity and mistakes; and at that point, I had to use assumptions that were not generated through discussion and conflict (diagram 3). My goal from then on was to present a process of design and decision-making involving participation (of the community, power groups, interest groups, and professionals), with examples in writings, diagrams, and drawings to illustrate the content and consequences of each step. I also made some suggestions/statements on the role of the architect in such processes and the necessity of subjecting his/her values to criticism. And through the examples of the particular plan, I suggested the need of an intermediate planning level, that aimed at bridging the gap between the planning process and the architectural process in large scale involvement; and I presented through this topic an embryo form of the method of communication and levels of decisions made in such intermediate planning level.

As an example of the process, and as a possible answer to the problem stated—the separation of activities in the Historical Center and the extension area, I used the master plan and the particular plans (they are just illustration and part of the process, they are not solution) to suggest a "link" of activities in addition to a "hinge". I proposed to locate the School of Physical Education at the hinge site, and to use in addition to activities, images, sequence of "places", memories and paths to further encourage physical communication between the Historical Center and the extension area.
The official seat of the Council Administration presently is in piazza Duca Federico, in front of the Cathedral. It is a valuable building — attributed to Francesco Di Giorgio Martini —, but it is too small to contain all the activities of the Council management. In fact, most of these activities have been decentralized in other buildings of the Centre.

Therefore, for some time it has been considered in Urbino to transfer the Municipal administration to the building which is called "Collegio Raffaello" (originally it was a seminar for the education of priests). A transformation of the building to use by the Town Council was considered in the Master Plan of the town, incorporating it in a more general transformation of its urban context.

But the proposal has not been carried out, although the
Town Council’s programme is to move in a more suitable building.

The problem is therefore that of how to settle the Town Council in the building of the Collegio Raffaello. One should however take into account that the seat of a Democratic Municipal Administration should be open to the whole community use. It should not in fact be the seat of those who are in power, but a place for the community.

Available materials:
- map in scale 1:500 of the sector of the town
- map in scale 1:200 of the Collegio Raffaello (to be completed by direct measurements)

Guido Accascina, Gudrun Mathisen
Iver Anton Kristiansen, Joaquim Sabaté,
Kari Schönbecher

The analysis of the specific site was extended to the exploration of the system of relationships between the site itself and the whole structure of the town. The purpose was the definition of a set of general motivations for the restructuring of the town centre. Some main scopes were defined and among the others, to contain the process of “‘tertiarization”, and at the same time to rehabilitate the existing houses and to improve public facilities in order to keep the present inhabitants in the Historic Centre. A research on physical condition and architectural character of the northern section of the town proved the possibility of re-using as housing some existing containers, used at present by some obsolete activities. From the outcome of this research, a first draft for a methodology of intervention was outlined.

Starting from a definition of the system of activities, a description of the character of morphological patterns and a list of contradictions between activities and forms, some conclusions were drawn:
- the formal complexity of the existing pattern comes out from a stratification of different historical events
- the rehabilitation should be related to the reeding of this historical stratification
- contradictions between activities and forms should be resolved a displacement of activities
- some new activities should be placed where the historic fabric was broken in order to re-establish both the continuity of the pattern and restructuring of the functional system.

Some examples, based upon these assumptions, were suggested by the project for a further exploration in architectural terms.

(Edited by P. Staff)
After the analysis of the building and of its surroundings, the whole team discussed at length the problem proposed by the definition of the topic. At the end of this discussion some members of the team decided to separate and to explore in architectural terms the connection between the Collegio Raffaello and both the buildings and open spaces next to San Francesco church. A further split of the team in two parts happened before the conclusion of the Course: one part decided to work on the methodological exploration of the problem, the other part preferred to work on some architectural solutions.
The location of the post office is good; it is in the center and can easily be reached by every person in town.

It has been an idea to expand the post office into the old school (which has been abandoned) and use it as a new building system.

The building was designed in the 1930s and this reflects in a reminiscence of the fascist style.

- Remove the post office from the old school. The existing problems can be solved by:
  - Build a new post office with an indoor service desk.
  - Cleaning the courtyard and establishing the former hall as seating to the reception. Covering the courtyard with a glass roof.
  - Reinforce the facade to give it an outer and the building to appear more open and inviting.

Symbology:
- Old walls
- Walls which might be old
- New walls
Stephen Ruslow

The first part of the work was developed in the context of group discussion on:
- town/center relationships
- alternative models for development
- the connection and integration of the new expansion area
- the (re-) utilization of existing built resources.

The work on Convento S. Francesco dealt especially with the first and fourth of these themes.

In the second part of the work, two different lines of investigation were pursued simultaneously:

first, a specific set of intentions were articulated for particular areas from general policy decisions which had been developed by the studies of the working group;

secondly, an analysis of the physical qualities of each area under consideration was made with a view toward specifying a range of acceptable intervention which would nevertheless conserve the particular nature of each space.

The value of working with such a method was that specifically architectural problems were posed for those areas where the recommendations of the two tracks were in conflict. That is, together, the two modes of investigation defined specific, physical problems with clear constraints.

Part of the recommendation of the analytical work was to restore the associations and use connections between the open spaces of the Convento, the piazza delle Erbe, the courtyard and the Orto Botanico, while conserving their special qualities.

This meant carefully defining both the physical nature of those spaces and the characteristics of their future use.
From the intentions for the area, the hypothesis was developed that the open spaces could be physically connected by a partially new system of built distribution, and that the resulting "chain of open spaces" could be integrated into existing patterns of usage by carefully made connections to streets (via Battisti and via Raffaello through piazza delle Erbe). Several personal convictions also are reflected in the work: that the proposed new connections would afford the opportunity to utilize a secondary building system, a light-weight frame in conjunction with existing or newly built masonry. Such a frame was envisioned as an element to be used in all of the interventions in the center area, providing a new but consistent built reference and hence an integrity of design to what might otherwise be many unrelated projects. It should be emphasized that the frame was seen as a secondary (subservient) to the existing mode of building and that it would be sparingly used; the proposed new connections should not be made in a minimal way but could be made to accommodate additional uses (existing or new); a system of new built distribution and new built use-spaces could exploit the movement of people in a way that would be educative, explaining something of the history and meaning of the open spaces which were connected and redefined by it.

The drawings shown here are illustrative of several steps in the process described; they are not to be interpreted as a finished project or even as a definitive proposal.

The sections, plan and perspective sketches are part of an analysis of the physical character of the Orto Botanico. Together they explain the use of various formal elements, axes, views, changes in direction, material and the use of "natural" elements water, earth, shrubs and trees. They try to show the Orto Botanico as a masterful and sensitive dialectic between natural vs. built; country vs. city etc.

The series of diagrams is shown here to suggest the kinds of intentions which were explored in the discussions. The projective drawings represent first sketches toward the kind of solution which this process suggests; they may be seen as a rough illustration of an image for the new work.
William Rawn

Assuming that the building of the Collegio Raffaello can be used as a Town Council hall, without any important transformation, the attention was diverted to the group of built and open spaces behind the apse of the S. Francesco church. The project suggests the transformation of the whole of these spaces into a connection between the Collegio Raffaello and the group of buildings facing Via Bramante, including a section of the School of Art and the facilities of the Orto Botanico. Then, going into a more detailed exploration, the project draws up a proposal for a distribution of activities —
climbing from Via Battisi to the courtyard of S. Francesco through the so-called "block 7".

In this distribution, a progression of functions in accord with the progression of spaces, taking into account three different frames of reference:

- the architectural quality of buildings
- the variation of scale in the different spaces at the different levels
- the change of character in the fabric in relation to the different topographic conditions.

(Edited by P. Staff)
Some ideas about how to deal with COLLEGGIO RAFFAELLO in order to change it into a community center.

**Proposal**
- The courtyard should be kept as a quiet, open, and relaxing space.
- Use groundfloor offices, which are paid for by people's activities.
- Implement a café bar.
- Organize a café bar.
- Filter space that is used by all people.
- Create a new bar.
- Make the space used by people.
- Enlarge the piazza.
- Create a new bar.
- Open up the space of the former church to be used as a space for people.

**The Filter**
Different means to use, so that the filter is working as a filter:
- Sight contact:
  - Windows, doors
- Leading people by some guidance:
  - Secondary structure elements (stairs, ramps, etc.)

**Different Elements Changed in the ColleGGio RaFFaello**

**Description of the Big Hall**
1. Stairs leading to the hall
2. Cafe bar
3. Bar
4. Library
5. Auditorium

**Facade and Relation to Piazza**
- Arches:
- Windows:
- Interpreters:

**Secondary Elements**
- Stairs under the arches:
- Blank space:
- Secondary structure elements (stairs, ramps, etc.)

**Floor Plan**
- Ground floor:
- First floor:
- Second floor:
- Third floor:

**Furnishing Elements in the Hall**
- Location:
- Bar:
- Cafe bar:
- Library:
- Auditorium:

**38**
Reshaping of the area of the Mercatale-Valbona Gate-Orto dell'Abbondanza.

In the Mercatale area an underground garage on two levels, with 500 car places, has recently been built. The outside level, that originally was a cattle market and a place for meeting - and games, was planned to be partly planted with trees. But the Municipal Administration decided to pave the whole area, claiming that it was necessary to increase the parking area until other facilities for cars, in other zones along the perimeter of the Historical Centre, were available. The consequence was that the Mercatale area has been covered by cars and there is not a single corner that could be used for meeting or playing.

The Valbona gate was rebuilt in the XV century by the Duke of Montefeltro in order to receive his wife -Battista Sforza- when she arrived in Urbino for the wedding.
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The Valbona gate was rebuilt in the XV century by the Duke of Montefeltro in order to receive his wife -Battista Strozza- when she arrived in Urbino for the wedding.

There was more than one way out of the town towards the countryside, and on the top of the walls there was a walk (that still partly exists) and that brought from one side - through the Scaliette - to the Palazzo Ducale, and from the other to the Albomoz fortress.

The Orto dell’Abbondanza is the long building located next to the Theatre. Originally it was rooted and it contained the Duke’s stables. The horses went up from the Mercatale through the Rampa which has recently been restored. A plan was drawn up for this building with the programme of transforming it in a restaurant for students, tourists and inhabitants. The building could also be used for other purposes, e.g. a University library, a museum, a cultural centre, etc. In deciding its use one should take into account the plan of restoration being worked out for the Theatre and that foressees not only the re-activation of the Theatre Hall, but also the adaption of the large rooms below around the Rampa, for touristic and artistic activities.

The problem is to draw up a plan for the Orto dell’Abbondanza, relating it to the plan that is being worked out for the Theatre and the re-organisation of the Mercatale area and the Valbona gate.

Available materials:
- plan for the Theatre and the Rampa
- plan of the garage at the Mercatale
- map in scale 1:1000 of the Historical Centre
- map in scale 1:2000 of the town
Kjell Oscar Petersen, George Tremblay

The project is based on an analysis of the existing relationships between the Mercatale area and, on one hand, the town centre and on the other, the Cappuccini hill.

The Mercatale area is considered as a group of different spaces including the large square, the empty building of the Orto dell’Abbondanza and the covered ramp by Francesco Di Giorgio, climbing to the entrance of the theatre, in Corso Garibaldi.

From the analysis came out the proposal to set along the existing system of movements some seeds for the development of new activities, assuming that the growth of these activities would depend on the spontaneous participation of the people.

The building of the Orto dell’Abbondanza was considered and studied as the starting point of the proposed process.

(edited by P. Staff)
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(edited by P. Staff)

Most of the members of the team reacted to what they felt as a violent intervention - the underground parking garage, built underneath the large Mercatale square a few years ago - and it proved to be very difficult to make them agree that the decision was related to a more general programme for the pedestrianization of the Historic Centre. The present state of the square, even though it is provisional, seems permanent, and looks like a violent expulsion of all public activities.

After long discussion, each member of the team decided to approach the problem on a personal level, and the outcome ranges from an expression of a complete refusal to the rationalization of the present state.
Patrizia Vottero

Work process
a - deduction of necessary information
b - analytical study of information
c - identification of information - graphic translation
d - proposals - formulation of area rehabilitation

The analysis has the aim of embracing values of rhythm and proportion and functional possibilities, thus suggesting possible lines for the re-use of the old buildings to new uses.
The first step has been to establish the connection and importance of each element (urban reference) with their context.

In this urban context it is clear that the aim should not be to recover the single element but the whole network of interrelations in which they are involved.

Through the spatial analysis we try to find what is the availability of the urban pattern to display a role (vocation) - the field's possibility to optimise the old area. And through the need to have a matrix that contains the hypothesis of the re-use of spaces. The recapitulating of the area takes place by the identification of the characteristic and by characterizing it by giving paths that insert it within the urban fabric.

In the Mercatale area it is possible to read clearly, I think, the lack of a relationship between the Mercatale area and the landscape, and between the Mercatale area and the Theatre, the old walls, the Orto dell'Abbondanza.

The location between these elements will contribute to structure the field, but now each element lives isolated in the context and the dialectic between these does not exist and in consequence we can see that the Mercatale area is like an unqualified amorphous space.

And then, I think, we need to give the occasions to read this urban value (for instance by creating the occasions to go inside the Ramp).

The first intention is to give back his space to the people, that means ensuring the participation by the people in the creation of their own space.
Iris Niggli

The only drawing showing the project seems to say that any kind of transformation, or none at all, makes no difference in the use of the Mercatane area, since the underground garage was built. In the form of a cartoon, the drawing shows the transfer of the courtyard of the Palazzo Ducale into the middle of the Mercatane square.

(edited by P. Staff)
Angel Martin

The first part of the project consists in a careful historic analysis of the growth of Urbino, in order to show the key role of the Mercatale area in the formation of the image of the town. This key role is due not only to the visual value of the place, but also to its function as a point of confluence of movements and as a point of connection between the Historic Centre, the extension area and the countryside.

The project suggests the building of a bridge connecting the Palazzo Ducale and the outskirts of the town, passing through the Colle delle Vigne and above the Mercatale square. The design of the bridge is conceived in such a way as to preserve the architectural eloquence of the Palazzo Ducale complex and as to transform the landscape while keeping its values. The project does not mean to be a solution, but only the definition of an image, stressing the need for a radical intervention to reassemble the integrity of the physical environment of Urbino.

(edited by P. Steff)
Throughout the design work, the Course was involved with many different activities: the gathering of information on the Italian, the regional, the local context; the discussion on problems of theory and methodology, the exchange of notions about some design and research experiences carried out by the participants in their countries. These three different lines of activity were organized around three different series of lectures.

The first series started with two lectures by GDC on Urbino, where he analysed the historical development and the urban growth of the physical environment. Some questions related to the regional and national organization were later and further developed by other lessons given by Italian scholars, invited by the Laboratory, on the economic structure of the Marche region, on the process of industrialization in Italy and its reflections on agricultural activities both on the national and the regional level, on the institutional and political organization of physical planning activities in Italy, on the problem of Historic Centres and the way it is tackled and developed by the Italian architectural culture. This last subject was further explored in a meeting that took place in Bologna with some officials and planners of the local Administration.

The second series of lectures was held by teachers and students bringing their experience on the problem of the use of physical configurations. The question of how a user should share the decision-making process that affects the physical transformation of the environment – i.e. the problem of “participation” – was the major concern of some of those lectures given especially by Julian Beinart, Marcel Smet, Peter Butenschon and GDC. It seems important to note that the discussion which came out from these lectures happened to be the most intense and lively, thus proving the relevance of the theme of participation.

In the third series of lectures were those given by students about the work they had been doing in their Universities, and by teachers explaining some of their professional experiences. The discussion roused by these different contributions gave the opportunity of exploring the problems of design approach in different conditions. Occasionally students and teachers entertained their fellow participants with conversations on some general subjects, not tightly related to the on-going debate.

In the following pages, a list of lectures and a short summary of most of them is given.
Two lectures on Urbino

Giancarlo De Carlo

The content of the first lecture was a critical analysis of the growth of the town throughout its existence, focusing mainly on three periods: the Renaissance, the Neo-Classical of 19th century, the present.

The content of the second lecture was an enquiry into the relationship existing between the change of society and the transformation of the physical space, with some considerations about the different behaviours of politicians, administrators, opinion groups, university groups, tourists, etc.

The subjects of the two lectures were further approached and developed through a series of informal conversations given to the groups working on the specific topics of the design work.

Territorial and productive structure of the Marche region.

Bernardo Secchi

In the Marche region both the distribution of settlements and the structure of production are quite peculiar in comparison to the other Italian regions. The majority of settlements are dispersed and farms are generally based on a family tenancy. Both the dispersion of settlements and the family tenancy are the result of a slow historical process which started at the time of the industrialisation of our country.

The form of farm tenancy became at that time different in the various regions: where the soil was particularly rich and therefore attractive to fixed capital investments, the capitalistic farm took shape and the settlements of workers began to concentrate; where on the contrary, the land was poor and the attraction to fixed capitals particularly loose, the farms kept on being based on the one-family tenancy and the settlements dispersed.

The industrialisation of the country started in the regions marked by this second character, the weakness of the agricultural structure and the dispersion of settlements made possible a slow but substantial transfer of man power from agriculture to industrial work; first in the form of domestic work, then to workshops and later – when the division of labour became more precise – to the factory system.

The Marche region shared since the beginning the process of industrial transformation which occurred in our country, and, at the first stages, its level of industrialisation was not at all backward. Later, when the concentration of capital tended to become monopolistic, the process of industrialisation in regions like the Marche was stopped and transferred to northern Italy.

This change has been the cause of the present backwardness of most of the central and southern Italian regions. This also explains the prevalence of agricultural activities and dispersed settlements in the Marche region.

Urban planning in Italy. How it ought to work and how it actually works

Paolo Ceccarelli

The purpose of this lecture is to give some insights about the actual functioning of urban planning in Italy, analyzing the legal system and the outcome of decisions and behavior of public and private actors, in planning and “para-planning” processes.

First, the structure of public action – i.e. action of governmental agencies, local authorities, public corporations, etc. is analyzed.

Second, the most relevant actors in the planning process are enumerated and their roles and tasks described. Third, existing legal instruments and the basic principles on which public action in the field of urban and regional planning is based are examined.

Major trends and patterns that emerge in the planning process are subsequently pointed out. They can be epitomized as follows:

Planning has progressively changed from a very hierarchized system of decisions and actions totally under the control of central and local governments to a looser system where new less institutionalized actors have become more relevant. This has resulted in “dual” planning system. Parallel to the governmental planning policies (the so-called “intervento ordinario”) has developed an area of planning and “para-planning” controlled by a range of new agencies. It is the “intervento speciale” or “stradopinario”, where public and private interests are often inextricably intertwined.

The heavily centralized planning structure has developed in a more articulated and decentralized system. A steady devolution of power and tasks from the central government to local governments and from local governments to communities and grass-roots organizations has occurred in recent years.

At the same time both the aims and forms of planning have changed. Planning policies are increasingly interested in promoting new opportunities of development instead of safeguarding already established interests. They have switched from a traditional approach mostly based on physical control of urban development and are becoming strongly concerned with management problems. Planning is no more centered on “problem solving”, the new focus of concern being rather the ability to prevent the occurrence of problems, the management of social and economic conflicts, etc.

A socio-political explanatory model of these patterns and trends is introduced and the consequences of these processes on urban environment are assessed.

The industrial structure in the Marche region: trends of the industrial location

Valeriano Balloni

1) The model of industrial development in the Marche region: its origins and its character.
2) The industrial structure in the Marche region: sectors of production, size and distribution of industrial activities, specialization of production in relation to the international division of labour, industrial location.
3) Two case-studies on industrial local activities: the industrial area of Fermo, the industrial area of Febbraro.
The policy for the rehabilitation of older urban areas.
Liliana Padovani

The development of the subject has been organized in the following way:
- an attempt is made to identify the characters peculiar to the rehabilitation policy developed in Italy in the last years, as compared with policies set up in other countries;
- it is explained how the question of older areas has evolved in Italy in connection with the more general changes occurred in the urban and economic framework since the second world war;
- the features of the rehabilitation programs recently set up by central and local governments are described and some suggestions are given on their implementation and possible results.

Peculiarities. In the set of acts, programs, statements which define a rehabilitation policy, three aspects have been considered peculiar to the Italian situation. The first one is connected with a conception of historical areas which, beyond the mere preservation of their architectural and environmental values, focuses their economic role as part of the urban complex. The second – a consequence of the former aspect – is the existence of legal tools for rehabilitation which can be considered socially advanced: public housing in central historic areas being contemplated by law, it is possible to allocate public funds for the improvement of low cost housing. The third one, which in contradistinction with the two already mentioned, is rather a diffused unwillingness of public authorities to use these provisions for rehabilitation: the public funds allocated to the improvement of the existing stock are very limited and constitute a small proportion of the sum that, by law, could have been assigned to rehabilitation instead of new building.

Evolution of the question of older areas since the second world war. We remarked a discrepancy between a formulation of the question of inner older areas, a provision of legal tools both of which may be considered socially advanced, and an unwillingness of public authorities to make use of these tools and to implement rehabilitation programs. In order to understand the meaning of this contradiction, the general background in which the question of historic centers has evolved since the war has been considered. In the after-war building activity in Italy it is possible to identify two principal periods – from 1945 to '64 and after 1964 –. The distinction is relevant because of the different attention for the existing stock: the first period being characterized by a huge activity of new expansion and by processes of decay in the large majority of older urban areas, while in the second period rehabilitation and renewal activity is more substantial.

The lack of interest for rehabilitation in the first period is connected to the model of development chosen after the war. In the discussion is emphasized the dualistic character of such a development, the uneven distribution of investments and activities, the role of the building sector as well as the rationale of its expansion, an expansion due, especially as far as new residential building was concerned, to the heavy subsidies it was able to obtain. In this situation what has happened to the existing stock is sketched in the following way: decay, in the areas losing population (south, rural areas) as well as in the ones with steady population, which, despite their demographic stagnation, underwent processes of urban development (the financing of the building system was in favour of new building, not of rehabilitation). In the urban areas with a high growth rate, the inner older parts have either suffered an even worse decay when the low-income demand was important, or witnessed startling processes of demolition and reconstruction when the high-income demand was important.

Public policy for older areas in the period was non-existent, the debate on the preservation of ancient areas being confined to the issue of the cultural value of this stock without realizing how far from this goal were the forces acting in the urban field. A huge amount of public resources was assigned to the new building sector in this period because of the support of a large – and heterogeneous – coalition of forces which for different reasons profited, or thought they could benefit, from the development of the sector. After the recession of '63, but also because of the effects of the wild urban development of the fifties, such a coalition lost part of its inner cohesion. It becomes then important to analyse the different courses taken by each group of the former coalition, such as industrial capitalists, developers, landlords, owner-occupiers, builders, etc. The attitudes taken by the various groups on the situation brought forth by recession, the new social consciousness, the new urban and housing acts set up in the late sixties, are carefully examined. The results of this analysis show that a different use of inner older areas and of the old stock is, in this second period, at the core of the interests and programs of the groups we have examined. But their aims are different. On one side some components of the old coalition ask for a further upgrading of older building in central areas. Rehabilitation carried out by the private sector would entail higher costs for the users of the area. Low income people and activities unsettled by such a process should be resettled in subsidized housing in the expansion zones. On the other side there is a demand for a social use of the older stock in central areas whose rehabilitation should be carried out with some kind of public subsidy and control. Which of the two alternatives will prevail will be determined by the kind of model of development which will be followed in the next years. This is also a sort of explanation of the contradiction observed before, which is a result of the conflicting perspectives on the use of older areas put forward by the different groups.

Public programs of rehabilitation and improvement of the older stock. As far as residential buildings are concerned, from the housing act of 1971 public funds are available in Italy to finance, within the public housing sector, rehabilitation programs. The central government allocates the funds to the regions, which distribute them among the municipalities. Public bodies are entrusted with the management of the funds. In order to have an idea of the dimensions and the character of the programs set up in the last five years, a brief description is supplied of their most important features. The total amount of funds provided for rehabilitation as well as their spatial distribution, or the continuity of financing in each area, are examined. Also considered are the results of the first experimental rehabilitation programs being carried out in ten municipalities.

The analysis shows that very few funds have been allocated to rehabilitation, not they have been broken up in a huge number of programs, that many programs after the first financing have not received any more funds. The local authorities seem to meet serious problems to implement the rehabilitation programs. The global results of the programs, so far set up, are far from being encouraging. Still in a limited number of municipalities rehabilitation plans have been implemented and improvement programs are going on. The analysis of these cases points out that in these municipalities the stand of the administration in favour of a rehabilitation policy is much more clearly defined than elsewhere. Which is a confirmation of the arguments developed at the end of point 2: the attitude of local administrations being strictly connected with the importance of the supporters of social rehabilitation rather than private redevelopment. As far as the rehabilitation of non-residential buildings is concerned, there are no nation-wide programs, the funds and the procedures available are the ordinary ones for sectorial (monuments, public services) programs.
Thus it was necessary to involve all the potential inhabitants, that is all the workers—about 1,600—in need of housing. In order to start the discussion an exhibition was arranged showing building types considered acceptable, chosen from various countries and not necessarily low cost. The point was to draw attention away from the models which are normally offered, and which condition popular imagination and in so doing to encourage any conflict to come to the surface right from the beginning. The conflict in fact exploded punctually questioning the goals of the operation and forcing everybody—and above all those who were leading the operation: the designer, the sociologist, the trade-union representatives. During the meetings, carried out in the repetition with small groups, one after the other (during working time and without the presence of managers), the discussion was blocked for a long time on the background of the problem, that was attacked with real anger in all its aspects, human, political, economic, in its way of fixing in the working class condition. But once a situation of clarity was reached the first definition of real needs were made, on the basis of which the first hypothesis for restructuring the area were formulated. Next, the real specific needs were defined on the basis of which the discussion of typological series got under way. Now it is difficult to separate the two aspects since they were developed simultaneously during the design process, adapting themselves one to the other accordingly. But to simplify the description, it could be said that the district is treated as if it were a system of multilevelled decks in which the pedestrian and car "channels" and the fields given to the built space are carved.

The "channels" for car movement are reduced to the minimum necessary for leading residences and facilities, and thus run along only one side of the building "fields". On the other side are the "channels" for pedestrian movement, which also exist on the side of cars, though at an overhead level. The ground level and the overhead levels meet where the vertical connections that serve the houses occur, since the ramps and the staircases are treated as open sloping ways. A supplementary system of overhand ways connects the main pedestrian system transversally, meeting at the intersections the facilities "as extension of the house" and bridging the main car spine that feeds the whole district. The building "fields" are the sites where the different typologies can find their place. A tridimensional grid was defined to indicate the position of the vertical connections and the maximum covering of the admitted volumes. In the first phase of realization, which is already built, the definition of the typologies was part of the design process. On the basis of an initial classification of requirements, agreed to with all the potential users, five different cells were defined, each one composed of three different nuclei; thus fifteen alternative solutions were obtained. Later, with the real users (of whom it was possible to obtain the nomination while the buildings were still under construction) a second classification of requirements was set up that brought about the introduction of three more variants within each nucleus. In the end therefore 45 alternative solutions were available, for the 250 homes built in the first phase. At a later phase it will be possible to choose a particular typology in a catalog that contains all the alternative solutions worked out for the first phase, with the elimination of the addition of those which proved to be wrong or were improved by the experience of use and also by the integration of those that will come out from a new set-up of requirements with the future users. And the program goes ahead till the fourth phase—that should presumably be the last one—in which the architect's contribution will no longer consist in the composition of the whole, but in the study of its junctions and the necessary adjustments with regard to the spatial-lattice of the grid.

In fact the problem of the composition of the whole never really came up even at the beginning in the first phase, since the sequi-
ence and frequency of the different cells was determined by the choice made by the users themselves. In this sense the multilevelled deck system, the tridimensional grid and the cell moduation, have acted as an intellectual discipline, without ever falling into automatic materializations and, on the contrary, punctually contradicting every inclination to automatism.

The users' participation has been constant along the whole road that brought to the decision on the organization and the form of the event that was being planned. It then continued, it unevenly, during the construction stage (from which the architect, on the other hand, had been officially excluded) when it should really have acted as a control factor; all the more so as the building contractor and directors of the site building, belonging to the same state family as the client, found themselves in an ambiguous relationship that certainly did not allow open criticism. It started again; but weekly, once the users moved in.

An intensification at this point would have been very important, in order to register retro-actions as they take place and to carry on the operation while continuing to correct and adjust it. But the reno-
vating tension of the late sixties is a far-away memory; in the Company many things have changed and even those managers who, overcoming initial doubts, had ended up by supporting sincerely a new way of shaping the physical environment of their workers, were substituted.

Thus it is hard to say if other phases will follow the first one at the New Villaggio Matteotti; whether what was done might not remain as an uncertain sign of a road which still has to be traced.

Three research studies on participation

Julian Beinart

This lecture examined critically some of the evidence accumulated over the past fifteen years of the ways in which people take part in the making of physical space. Two processes were discussed: the post-hoc transformation of the form, use and meaning of individual buildings and groups of buildings, and some results from situations where future users have been actively engaged with professionals in the designing of their buildings.

In the first section, three research studies of the 1960's were analysed: Western Native Townships, in the context of the racial housing policies of Johannesburg between 1886 and 1966 and of the problems of the aesthetics of poverty: Pessac, in relation to the different interpretation of themes of industrialisation and standardisation as architectural opportunities by a major modern architect and later by his hidden clients; and studies of self-built housing in Latin America, in terms of the limits of such spontaneous efforts to achieve a redistribution of housing and the dangers of a housing policy designed to capitalise on the autonomy of the poor.

In the second section the focus was on projects in which users had been actively involved with architects in designing buildings. The first, a community school in Ponilao, Michigan, was analysed with an emphasis on the effects of the values and relative power of the various actors on the final product. The quality of the building was also evaluated in terms of the values of the evaluators and it's various users. This was followed by a brief discussion of the other projects such as Granada and the University of Oregon in which users had been involved not only as programmers of needs but as active projectors of architectural form.

From these projects - as well as those discussed in the first section - an attempt was made to generalise about the limits and effects of participation on professional role, political action and the creation of architectural space.

Participation in design through the adaptation of an open structure.

Marcel Smets.

As a part of the series of lectures on participation concentrated in the sixth week, this lecture dealt with two Belgian case studies in which the users adapted the original structure according to their own image. In the first, the modernistic garden-district "Little Russia" at Zelzate (designed by L. Van der Swaalen, H. Hoeste - 1921 / 23) inhabitants transformed the original cubic housing types, mainly by enlarging the size of rooms and adding new constructions at the back.

Through this open reaction against the renewal in form and plan which the designers wanted to introduce, the inhabitants recreated an image and a spatial organization they could more easily identify with. Although these transformations can be considered as kitsch, they enhanced a remarkable personal and collective appropriation of the space.

In the second case, an informal meeting-place called Dymph-narium, in the poorest rehabilitation area of Mochelen (designed by KROKUS: J.P. Laenen, M. Smets, B. van Peeth - 1974). It was attempted to establish this appropriation by an active involvement of surrounding inhabitants in the realization. The construction was undertaken without definite plan (although three alternatives had been carefully drawn up as a strategic means to convince the communal authorities). A number of functional and formal considerations were set as a guiding frame which could gradually be specified and interpreted through verbal and manual contributions of cooperating craftsmen and joining inhabitants. In that way a mutual learning process between designers and users came about which lead both to a high environmental quality and a feeling of commonly shared pride between the inhabitants.

Participation - some critical notes on a fuzzy subject

Peter H. Butenschön

The notion of participation has become so uncritically accepted as part of architecture and planning over the last decade that its implications must be examined.

Norwegian and other European experience, shows that an opening-up of the planning process through invitation to user participation has tended to aid those who already hold an unfair share of decision-making power, the well-educated upper classes. While entrenching old methods and ideologies by adding to the machinery and silence opposition, it can be shown that the power-base of strong groups has been further strengthened. In only few cases has such an opening of the process given new and different results although the political-educational benefits of more advocacy-oriented action-planning indicate a different and more positive aspect.

The concept of participation is essentially passive, an invitation rather than a commitment to accept consequences. As planning principally involves decision-making, any participatory process where the right to make decisions has not been redistributed to the participants aims at efficiency rather than change. The redistribution of power is the critical dimension of participation. A participatory process taking the harmony-model of society as point of departure, discussing products and not goals, falls within the model of revisionism now widely applied in government and

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industry in the West. Against this practice stands non-reformist or revolutionary opposition which seeks to establish power-base outside the inner circle.

The lecture examined some conditions determining limits and problems of democratic planning, such as time (long-term vs. short-term; planning/building/using), scale (from single room and person up to nation), necessity/choice, product/process, and the problem of interest-conflicts at different levels (neighbourhood vs. town...).

Participation as a political problem. Ways out of this problem?

Pierrot Hans

This lecture tries to show different approaches to the problem of participation and different propositions to solve this problem in order to clear the main difficulties on the way to participation. This lecture is based on a study on several examples of theoretical and practical approaches out of literature.

According to divergent definitions of terms like “public”, “information”, “participation” the examples are divergent in their intentions and form.

They cover a field between investigation on needs and opinions by experts on one side and real, active participation of all kinds of people during an entire decision-making-process.

A common and unsolved problem of all those examples is the present distribution of power. The problem that with all the participation-models and structures the decisions are made by the existing powerstructure:

- power through owning of productive forces
- power through organisation and education
- power through the structure of the decision-making-process

On the second and the third kind of power we can have a direct influence. (The second one is a condition for the third).

The role of the architect in this context is:

- provoking participation and initiating organisation around common architectural and planning problems
- activating and educating people to express themselves and their needs
- emancipating people to a critical view to forms and their meanings.

His power as an expert he should use to improve participation in the decision-making-process as far as possible.
Slide lecture
M.I.T. students

M.I.T. students started off the first week with a slide show as a partial introduction to architecture at M.I.T. We tried to give a glimpse of an attitude toward architecture as the creation of a growth framework in which a range of physical definitions are achieved by the layering of built systems. This approach to systems can offer a range from permanently defined space in masonry or “groundform” definition, to post and beam stick definition, to transparent screen definitions, and finally to the most ephemeral definition, that of string, cloth, paper, etc. No system has to be complete in itself but rather depends on a layering of systems over time to achieve a more complete definition of space. We used examples of student and faculty design and construction (of which there is much) work to illustrate these notions of partial frameworks. We also tried to give some sense of the working conditions at M.I.T. Students have virtually removed the infill walls of the 4th floor of a concrete framed building and introduced a smaller scale post and beam system of platforms. With the addition of further definitions in concrete blocks, used windows, ironwork, rope and cardboard the spaces have become much more than studio-habitats. We regretted not being able to demonstrate a broader perspective of the school but were limited by slides at hand.

To build with existing substance
Arnold Amster

Two small resonations were shown as examples, how a given structure could be read and interpreted and thereupon intensified by introducing a spacial organisation responding to the basic spacial structure.

In a special type of Swiss farmhouses the “Dreisassenhäus” which assemblies under the same roof three different parts of use and structure, the main central axis was strengthened as a formal element of connection.

Ina narrow baroque townhouse the central axis of a new shop was restored with strong spacial elements to form a unity of inner space and external face.

Sketched notes of the “ortezza di Secco Corvaro” showed the sensivity of formal-analytical observations.

The process of such observations is a possible base for interpretation and derived intervention.

Image as communication
José Muntañola

1 - Introduction about the Architectural Image.
Architecture communicates through images (Space-Time Images).
These images propose changes or transformations.
They relate: Action - Motivation; Theory - Practice; Physical - Social; Past time - Future time; Matter - Void; Emotion - Action; Representation-Concepts; Ideality - Reality; Whole - Part; Latent - Primary Functions; Infinite - Finite; (All of them are transformations not oppositions).

2 - What is an Architectural image at a very Primitive Level.
Images are needed in all systems of communication between human bodies.

In architecture this is most true. (Anthropomorphic Images).
Architectural Images are space-time constructions between bodies, somewhat as the opposite of psychoanalytic images.
They are a permanent proposal for use, change and interchange. (“Architectural distance” as example).
They contain an equilibrium in between the structures cited in point I. They “quote” transformations in the environment.

3 - Methods to Produce Images.
We have several basic approaches: (all of them based on some “typical issue”).
- Semiotic Approach (Eco, Alexander)
- Gestalt-Perceptual approach. (Bauhaus, German school of history).
- Psychoanalytic-Emotional approach (Goffman)
- Structural-Logical approach (Bernstein; Hall; Italian School on Typology; Genetic approach).
- Ethological approach (Rapport).

All of them deal with architectural images, and can be used either “historically” or “utopically”.

The interrelations among bodies and between bodies and buildings are today much more diverse than the “architectural distance” can be.

(Example of the beginning of typologies in relation to a social context).

We can interrelate each approach cited above with all the structures defined in point I.
However we should remember that processes of design must be “ubicatèd”, (located) trying to uncover the “particularities” of each place.

These “particularities” will conform the “typical” characteristics of the architectural image in each case. (That can be analyzed in terms of analogy, complexity, pregnancy etc.)

In order to find the best image we should analyze how all the structures change in time, but as a whole.
(Examples: use-form; social-physical changes).

One of the aims of our laboratory should be to uncover how all these “particularities” grow arise; and die (this is important) and how they crystallize in architectural forms.
Presentation of my work in Switzerland.

Mario Botta

Mario Botta came to Urbino as a visitor on October 5th, 1976, and gave the Course an evening lecture about his work. After an introduction on his thinking and his specific approach to the design process, he explained four buildings designed from 1970 to 1976.

One-family house at Cadenazzo (1970-71).
It was built in the village of Cadenazzo, Canton Ticino, on the north side of Monte Ceneri. The area is surrounded by a spreaded around fabric of one-family houses. The internal space of the building is organized on three levels linked by a visual continuity. The vertical structure is made of bricks, while the horizontal structure is made of exposed concrete.

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One family house at S. Vitale (1971-72).
It was built on the shore of the lake of Lugano, at the foot of the S. Giorgio mountain. The space is organized vertically, in a sort of tower, to establish a clear-cut relationship between the building and the surrounding nature. The main part of the structure is made in concrete, with some main bearing walls in cement bricks. The gencway is built in iron.

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LOTUS No. 11-1976

Competition for a housing project near Mendrisio (with Luigi Srozzi) (1974).
The area is located at the foot of the S. Giorgio mountain, above the plain of S. Martino. The project foresees the aggregation of a compact built fabric which surrounds the existing farm of Masserone and is made of various linear modules forming the housing system. The pathways leading the dwellings converge to a square, which is conceived as the main common space. The system can grow by adding to the original core new linear components. The apartments are organized on three levels, and are oriented both towards the valley and the mountain. The linear system allows a complete adaptation to the contours of the land.

(Bibliography:
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CASABELLA No. 414-1976

Secondary school at Norbio Inferiore, (1972-75).
The area for the building of the school is located in a region which has been spoiled in the recent years by an uncontrolled urbanization. The project takes into account this situation, and tries to define an alternative which could be considered as a starting point for an action of restructuring.

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Slide Talk on my work

Dolf Schnebeli

Why show the work out of my architectural workshop?

The main issues of the Urbino International Laboratory of Architecture and Urban Design are concerned with participation of the users in the design process. Architecture is not considered only a three-dimensional built object; rather, the whole process leading to it, as well as its use and eventual future transformation, must be part of the architect's involvement. In this process, one arrives eventually, as an architect, at the decisive moment, namely at the design, and even more important, at the design being translated by workmen into a building.

I do not make any value judgment as to which part of the architectural process is more important, the process leading to the decision to solve a problem by proposing a building or the designing of the building itself. Only if the two parts are in harmony and led by a search for quality do I consider my task as an architect to be fulfilled. By presenting some of the work out of my workshop, I wanted to show how I think about the design process after the decision to build has been made.

I showed two themes in my architecture, illustrated with the expansion buildings for Washington University in St. Louis, Missouri, and a community church in Oberentfelden, Switzerland. The university buildings represent a growth structure made up of units of space which are defined by a construction order. The church illustrates the search for a formal congruence of the functional, spatial necessities with the problems of structure, acoustics and natural lighting.

Theme one, the expansion buildings for Washington University in St. Louis.
As a source for the theme, I illustrated with some sketches of the work of Le Corbusier: the projects of 1935 for "Une maison de week-end en banlieue de Paris" (L. C. Oeuvre Compète 1934-38) and the "Villa Sarabhai" of 1955 (L. C. Oeuvre Compète 1952-57). A house I designed in 1964, "Maison et Mrs. Streifl in Minusio, shows the principle in plans and sections; in one direction the construction module is fixed: 2.25 m; in the perpendicular direction the module is free (Project not published).

For Washington University the fixed module is 6 m. In the direction north-south and free in the direction east-west. The design decisions for the competition designs and the design development was explained, and the whole construction illustrated with slides of the finished building.

The second theme illustrated with sketches of the design development and the finished building was meant to show how earlier projects for schools as well as for a swimming pool are in direct connection to the solution for the space for the church.

I tried to show that the work of an architect with his collaborators produces a set of architectural themes. Spacial configurations, ways of introducing natural light into the spaces, constructive orders and solutions for details are being put together in over changing configurations. A design always has to fulfill some very worldly tasks but at the same time is related to designs previously made and therefore also speaks a personal language.
Michelangelo and St. Peter's

Henry Millon

For a number of years Craig H. Smyth and I have been working on Michelangelo's and St. Peter's. After an initial survey of the building and the literature made years ago we concluded that Michelangelo's plans for the completion of the basilica were not preserved and not followed in the completion of the building. Further, we concluded his design was intentionally subverted by the architects who succeeded him at his death. We expect to reconstruct Michelangelo's intentions for the completion of the building and detail the circumstances that led to the suppression of his aims and the substitution of others.

Two articles have so far appeared in the Burlington Magazine (1968 and 1978). Another longer portion will appear early in 1977 in the Yearbook of the Bibliotheca Hertziana in Rome. The remaining sections are expected to be completed by the winter of 1978/9. The article that will appear early in 1977 is devoted to the history of the construction and appearance of the interior of the hemisphere vaults on the north and south arms of the basilica. In the course of our study we have identified a hitherto unknown Michelangelo model for the interior hemicycle vault. The model, which shows traces of alteration, was considered in conjunction with a number of drawings, prints, and new documentary evidence, reveals with remarkable clarity aspects of Michelangelo's working methods and his technical knowledge. He twice sees within errors made by assistants (first by the model maker, second by the superintendent of construction) new structural and formal possibilities which he exploits fully. These incidents amply demonstrate his openness to providential opportunity. Further, an analysis of stages in the development of the design enables a detailed examination of Michelangelo's evolving formal intentions as he twice changed the design of the vault to increase vertical continuity, skeletal structure and the appearance of lightness.

Finally, the changes at large and small may be interpreted as Michelangelo's search for an architecture that would amalgamate the ancient and Christian traditions. Michelangelo may have intended to fuse the majestic spaces and vaulting of antiquity with notions of theological significance as they were imbedded in the integrated use of natural light with systems of spatial and structural continuity.

The Multi-Polar University of Pavia.

Giancarlo De Carlo

From a criticism of the manifold inconsistency of the traditional university models, a new university-model was defined. This model, called Multi-Polar, was based on the idea of promoting a new interaction between the university and the town. The Multi-Polar model is in fact made of three sets of Poles: the Central, the Intermediate, the Peripheral.

In the Central Poles the most sophisticated functions of the university are congregated: those where educational and research activities are carried out at the conceptual and theoretical level. In the Intermediate Poles the facilities of the university are concentrated and grouped with the social facilities of the town, with the aim of forming clusters of social and cultural equipments open to the use of both the university and the town population. The Peripheral Poles are located in the poor sections of the town, where the need for cultural competence is stronger and where the university would find the possibility of defining the social legitimacy of its theoretical research. Those Poles would work as bridges between the culture of people and the culture of the university, thus filling the gap which divides them at present.

The three kinds of Poles should be organised in such a way that each Pole contained in itself the others, which means that even the Central Poles have parts that are open to use of local population just as the Intermediate and the Peripheral also are. The Multi-Polar Model has been applied to the town of Pavia. The different sets of Poles were located either in the historic centre or in the outskirts or in areas of new development in such a way to form a network of relationships between the activities of the university and those of the local society.

Presentation of a design research made at the School of Architecture of Rome

Francesco Prosperetti

The lecture concerned the research carried on, during the last three years, by Francesco Prosperetti, Francesco Scoppola and Francesco Siravo inside the "Istituto di Progettazione" of the "Facoltà di Architettura" in Rome. Subject of the research was the study of a typological unity for housing and facilities. It started inside the "Corso di Composizione Architettonica 3" of prof. Luisa Anversa, by studying the structure of housing in one of 19th century expansion areas of Rome. The equilibrate model of growth suggested by the grid of streets and block houses was interpreted by a theoretical "settlement module", which opposed a different kind of rationality to the one of 19th century, and in general of capitalist city. This module was defined through what we called a "typological order" which expressed three different qualities in referring to three of the typologies set up by the rationalist culture: the four storied linear high house, the three storied single loaded corridor house, the two storied row house. The module was therefore articulated in three different qualities of dwellings, given in the simplest logical formulation, in order to set up the least quantity of variations the same order of space and language elements: the concept of flexibility of dwelling changes into typological variation. The strongest references of such a project were the diagram of Gropius (high houses compared to low houses at the same territorial density) as well as the Palladio typological scheme for the interpretation of "la casa dei Romani", "la piazza dei Romani", "la casa dei Greci", which he also used as a pattern for the numerous "palazzo" he designed in Vicenza, as we can see in his "Quattro Libri".

The research is now being continued on the downtown of Rome, in order to specify, even in terms of achievement of knowledge, possible relations of the theoretical architecture with real urban context.

Housing project in the outskirts of Palermo.

Guido Accascina

The project was studied as a part of a thesis for the degree in architecture. Its subject is the restructuring of an existing sector of the town for its transformation into housing for the workers of a nearby shipyard. Various goals were pursued in the project: among them, that of defining a building and dwelling typology conserving a memory of the pre-existing environment and thus giving the future users the feeling of a recognition of the place.
Throughout the two months period of work, the Residential Course found itself often at some turning points coinciding with misunderstandings about the functioning of the Course. In many of those occasions, documents were produced, that either criticized or tried to relieve the situation. In order to give the feeling of what was happening and to keep the description of facts objective, those documents are reported in the following pages.

Another series of documents was the outcome of a debate about the future of the ILAUD. It was established, in the programme of the Residential Course, that one day every week would have been destined to a discussion, the purpose of which was the definition of the structure that the Laboratory should adopt following the experience of the first Residential Course.

This discussion started from the beginning in general meetings, but after a few attempts, it was agreed to nominate a committee having the task of preparing a document to be discussed, during its various stages, with whoever was interested in the problem. The committee co-opted some other members of the Laboratory and after a long period of hard work, prepared the Platform reported in the following pages.

Also some students gave contributions on some specific aspects of the problem. The writings which represent those contributions are reported as well, in their original form. (The Platform, which was presented, discussed and approved by the Board of the member Universities in its last meeting, must be considered a first draft).
First draft of the Platform

1. Historical context
a. Architects in industrialized world - In this century confronted with new challenges in their societies:
- collapse of 19th century economic order through industrialization leading to unprecedented production of goods, accumulation of wealth unequally distributed, and rise of working class, minorities and oppressed groups demanding full share of political power and quality of life.
- development of science and technology with uncritical acceptance of universal benefits and ethical neutrality. Division of work into fields of narrow specialization unconcerned with overall goals and consequences.
- destruction of environment through uneconomical use of resources.

b. Benefits from these changes to groups of people largely aided materialistic consumption, and brought cultural dislocation alienation and rootlessness in a market economy of high consumption of goods, loss of personal liberties through manipulation by bureaucratic and state machineries, disaffection with a "progress" that did not include all.

c. The Modern Movement - reaction against 19th century architecture without rejection of its socio-cultural values. No adequate response to societal changes:
- Architecture considered neutral discipline serving all society. Such harmony-model implicitly served a few and preserved social and economic inequality.
- Scientific and technological innovation thought to provide solutions to problems and inequalities created by industrialized society.
- Human behavior generalized into efficient working-model of production/consumption, laying foundations to design of environments inhibiting self-realization and fundamental social change.
Unified language insensitive to cultural inheritance and regional differences replaced popular expressions.

d. Analysis and solutions of Modern Movement taken over by imitators, speculators and bureaucracies, a heritage used to support technocratic planning as well as empty formalism and rationalism. Such work done on behalf of those in power, imposing images entrenching old social order.

2. Need for a new approach
a. Situation requires new approach to architecture based on new values. Such new practice seeks no neutral ground but acts openly within conflicts of power aiding redistribution of qualities of life.
- architecture must act as tool contributing to social and political transformation, aiding those classes and groups that do not hold fair share. Must aid their power to form environment related to their goals, stimulating new relationships and cultural experiences and facilitating individual and collective development.
- architecture must question alienating efficiency and rationalization advanced by technocratic society. It must provoke processes producing events, not objects. Such processes must be continuous.
- architecture finds meaning in relation to users, as structure facilitating processes of individual and collective creativity. Order should emerge from below, as response to needs and experience of users.

- architecture responds to particular cases through understanding of specificity of problems and culture. Methods and formal language are tools rather than imposed codes.

b. This critical analysis of architecture and profession requiring cooperation and exchange of experience. Critical discussions and work needed to redefine progressive position within limitations set by local circumstances. This work principally involves research of new professional base and practice. The ILAUD is intended to develop into such a forum.

3. Working themes, subjects & contexts
The focus of the work of the ILAUD will be on an architecture that seeks the participation of agents other than the architect in its creation and which displays the use, form and meaning of an open and extended collaboration. Such an architecture aims at a diffusion of the decision-making process seeking out those who are most poorly served and marginally represented to be participants in a joint design process. And as this architecture requires that many be involved and be given the opportunity to contribute to decisions, it seems likely that it's proper territory will be over a short term and at a small scale. Where a longer time and more extended scale is required to produce architecture, however, it will be reached through an integration of many decentralized decisions.

For the professional, new roles and competencies are required. For one the architect must be able to organize networks of interchange in which the motivations of and consequences to various participants are considered in their complexity and the network is not limited to a linear link with the user; most directly involved. There needs to be a recognition of the importance of the new clients' need for control and responsibility without which - as in earlier experiences with "advocacy" efforts - participation can be a hollow experience inventing people's feelings or giving them the illusion of choices. The new architect requires facility at techniques of communication and representation that do not conceal but display concepts in a language that is widely understood. And, while the architect brings along special knowledge and skill, there must be the realization that a dialogue between architect and participants requires that both may both may learn how to apply their partial knowledge to the totality of the design situation.

As the goal of this architecture is to stimulate processes and not to design objects with defined beginnings and ends, the material of the architecture must be such that it can afford the addition of new uses, forms and meanings over time and through the agency of others. This does not imply a diminishing of the architect's concern and skill in the configuration of architecture, but this is now only a part and not the full extent of the architect's work. Thus the architecture is conceived as a setting for social activity which cannot avoid - as could, for instance, an architecture designed only to maximise production - the expression of the full range of people using it. In addition, the conception of architecture as a process provides the opportunity for the architect to be concerned not only with the physical components of an environment but with the ways in which it is to be used and managed. In being able, therefore, to work with others to structure new institutions as well as physical environments, many more and important elements are brought into play by which the well-being and self-realisation of people in space can be achieved.

And finally, the likelihood that different situations will require different processes and produce particular solutions, and that an architecture of participation will not produce the stylistic conformity that characterizes the architecture of recent times. Where local participants play a role in the creation of architecture, their involvement may support results specific to their culture and context.
As far as the research and teaching/learning on which the ILAUD will concentrate, there may be three levels on which this can be considered. The theme of the activities will be that of participation in architecture, and all work will be oriented towards this theme. At a more specific level, the subject chosen for the Permanent Activities and the Residential Course may vary, but characteristically subjects would be architectural concepts which, within the framework of the theme, could be applied to particular contexts. Contexts would be specific environmental situations to which the subjects may be applied and in which they may be tested. As examples of subjects, one might have the concept of re-use, or the concept of distributed facilities, or other such concepts. These could be applied to contexts such as the university, housing, movement and so on, all within the overall theme of participation.

4. The ILAUD structure

1. Permanent Activities

Permanent Activities have been defined as the ILAUD "backbone" since the original proposal for the Laboratory was drafted. At the Board meeting held in Milan last April, the same definition was retained. Now, after the first Residential Course, more rapid action is required to actualise the original program and give the ILAUD a full consistency within its own goals.

After a long discussion during the Residential Course - among several staff members with the participation of student national groups - a general view came out considering the Permanent Activities as a research work on subjects related to the basic theme of the Lab. Many implications are conveyed by this consideration, mainly the following:

1.1. Members Universities involvement with the P. As. research work.

During the period in between R. Cs. each University should consider the P. As. research work as a part of its academic activity. The students who are supposed to attend the next R.C. and some teachers (preferably but not necessarily, those who will be members of the R.C. staff) should carry on the research upon a program which would be set up in a context suggested by the Lab Direction and approved by the Board of Universities.

1.2. Communication net and Permanent Staff.

In order to keep each University informed and to promote exchanges among the various national groups working on the P. As.

research, an active net of communication would be needed. The central vertex of this net would be made by the Italian members of the Permanent Staff, but other vertices should be set up in each University in order to make the communication effective.

In each University a teacher would be responsible for the local P. As. group and would have the task of sending and receiving information about the overall research development. These teachers would become members of the Permanent Staff and would be designated by the Director of the Lab. The Universities, on their side, would give them the academic space needed by their role and possibly the resources which are necessary for their task. The Italian members of the P. As., besides keeping in continuous contact with the other members of each University, would have the following tasks:

- to prepare the package of information related to the research work: books to be read, similar research work to be studied, filing of materials which are produced by the Lab or by other institutions or individuals doing research in similar fields.

- to set up the Residential Courses whose programs are made by the Lab Direction in collaboration with the whole Permanent Staff.

- to edit a bulletin in which not only information about the research work but also teachers’ and students’ contributions to a further theoretical definition of both Lab theme and PAS research subjects will be published. The Bulletin would start in the form of a xeroxed edition and could become a more sophisticated means for communication externally.

- to edit the material produced by each R.C. publishing it either in the Bulletin or in a separate booklet.

1.3. Lab theme and research work subjects for Permanent Activities.

A description of the Lab theme has been given in the preceding chapter. A list of research work subjects for P. As. has been outlined as well. A final choice from this list should be made at the Board Meeting concluding the first R.C. in order to give each University the possibility to begin work on P. As. since January 1977.

It needs to be underlined that the definition of both the theme and the research work subject would help, more than any verbal statement, the characterisation of the Lab field of operation; it would also settle a term of reference for students and teachers wanting to join the Lab activities.

Once the theme and the subject are accepted by the Board, the task of further definition will be given to the Lab Direction and to the whole Permanent Staff.

1.4. Further development of Permanent Activities.

It seems reasonable to foresee that P. As. will be carried on the way it has been described at least for the three year experimental period. Later, the research work can be further developed addressing Urbino scholars from various countries and using scholarships to explore problems related to the Lab theme and set of subjects. Scholarships should be given by institutions concerned with the improvement of research in the architectural field. Some contacts have already been made with UNESCO, European Community, Italian CNR; but each University should consider a similar search for funding.

2. Residential Course

2.1. Need for a restructuring of Residential Courses.

Residential Course ought to be considered as a complementary stage of P. As. In fact the two months dedicated to R. Cs should
become the period in which teachers and students of each member University who have been working on the P. As research program, meet in Urbino to compare their various works, examine similarities and differences, check outcomes through their rapid but intense application to the frame of reference of the Urbino town and region. This needs a structuring of activities and a schedule different from that which was defined for the first R.C. About this last, we can now observe that:

- being based only on design, it has been either too long or too short: too long to get to a comprehensive definition of the design problem, too short to get to the detailing of the organizational and morphological system which was already defined in comprehensive terms.
- not being clearly referred to a precise theme, it gave space to all sorts of misunderstandings about the purposes to be pursued.

These inconveniences might be partially avoided if the R.Cs were based on the research work of the P. As. In fact, the Permanent Staff should choose a specific subject and context for the next R.C. early enough to provide each school with a complete package on which the students and staff who will attend the R.C., can work for a long period before coming to Urbino. In order to reach its full effectiveness the R.C. schedule would be shaped upon the following stages.

2.2. Proposed schedule for next Residential Course.

- a first stage for the comparison of the research work made in each University
- a second stage for seminars given by competent scholars on the main issues arising in the various research work
- a third stage for rapid and intensive design to apply some outcomes of the research work to the Urbino town and region frame of reference.

The three stages would be organized in the eight week period of the R.C. and cover it entirely, but some time for travelling or individual and group work could be scheduled at the end of each stage.

Besides the eight week period more time could be scheduled before or after the R.C., but no assistance would be provided from the Permanent Staff.

2.3. Residential Course restructuring implications.

Some implications should be conveyed by the restructuring which has been described:

- the scholars chosen to hold R.C. seminars should be engaged in advance; therefore the members of the Permanent Staff in each University should give in due time information about the issues to be discussed.
- in order to make the short period of intensive design effective, during the third stage a group of highly competent designers should attend the R.C. as visiting teachers for a period of about two weeks. The Lab budget should foresee the cost of this collaboration. Nevertheless as each University has many opportunities to count on special funds for cultural activities (participation to international events, treaties between states for cultural exchanges, public and private Institutions promoting and helping research work, etc...), these opportunities should be explored and used to reduce the pressure on the Lab budget. Not necessarily the designers should be chosen among the teachers of the member Universities.

- The role of the Lab Director would become – more than in the first R.C. – that of a coordinator. The teacher who will be sent by each University to the R.C. and the visiting who will be invited as designers, will provide the intensive assistance which is needed by the student groups.

(This proposal was made by the Platform Committee appointed by the Lab General Meeting in September, Marcel, Tijl and Daniele, who asked Julian, Peter, Giancarlo and Connie to help them in preparing the document).
Next week's evaluation shouldn't be concerned only about the work which has been done in the different groups but also in which way the ideas of the continuing of the lab are influenced by this evaluation.

After a month of working in the laboratory we find it necessary to set up a judgement on the work in the lab and on the laboratory itself before starting the second month.

This judgement has to be developed on 3 levels:

- an analysis of the activities' activities until now
- how to continue these activities in the second part in which sense the laboratory has to be changed and managed in the future.

Intentions:

to have a base for discussions it seems to be clear that everybody needs to explain as far as possible his point of view. This is the only way to get a constructive discussion. Even if this discussion takes some time it will be more productive than working in a confusing situation.

If we don't have this confrontation on the 3 levels, the alienation will go further on. It shouldn't even be possible to take serious conclusions out of the 2 month activity of the lab, certainly we couldn't have discussions on it.

This reflection is also necessary in the meaning of one of the goals of this first laboratory. This first laboratory is indeed set up as an experimental one. So we have the responsibility to use these assumptions as basic material for the future.

The basic idea coming out of this retrospect on the activities of the first month and the discussion on a common level, which has to be an abstract level, must lead to a more clearly defined working context so that the second working month can go more deeply to the problems (related to this working context).

To set up a dialectic process between the practical problem and the abstract ones, we will start the reflexion on the activities of the concrete problems, seen in the background of the more theoretical base.

Practical outline

To have this link between practical and theoretical work that have been done, the following week would be divided into two parts.

Discussions about the activities around each concrete problem and the stand taken in this work between groups.

The purposes of this must be:

- to find out which are the backgrounds and the argumentations which were the base of the approach of the different problems
- to clarify the main oppositions in the different groups and the ground on which the oppositions is based

With such a critical analyse we have to come to a defined theoretical and more common, if possible, frame in which the activities can be developed next month.

Discussions about the activity of the lab in delegation groups.

Sense:

To have a view on the different concrete problems on which the activities are based, there is a forming in groups with members of different topic groups.

Delegation groups solve also the problem of language so that it is possible to give outlines in very specific terms, instead of discussions in general ones, which can be understood in different ways.

Discussion in more specific terms, after having solved the language problem, we can come to the more abstract level. This abstract level has to be reached by grouping the different problems and focusing them around a very clear point of view. Of course, these stands must clear up a general point of view in which all the problems have to be tackled.

This need to be so, because of the big differentiation of the problems itself.

Delegation groups also because the different delegations have the same kind of common basic ideas on the activities, which have to be explained in concrete terms.

Purpose: the work of these delegation-groups.

Making a bilan of the activities until now and to define the frame on the activities of the second part.

Explication of the basic idea of the activities in very concrete terms on the level of this first laboratory.

On the level of the meaning of a laboratory itself, each group has to set up a definition and the basic means and sense of a laboratory detached from this experimental laboratory now.

Practical organisation:

discussion about the work in the topic groups. Every topic group makes an analysis of the different points of view which came out during the first month of work.

This had to be done on monday morning.

After this the different groups present this analysis during 1.5 hour:

30 minutes to present it, one hour of discussion.

This can be organised in the following way:

**Monday:**
- 16-17.30: movements
- 17.30-19: university
- 21.30-23: mercatello

**Tuesday:**
- 9-10.30: raffaello
- 10.30-13: hinge

**Wednesday:** discussions in delegation groups

From each step in the confrontation there must be a written report so we can come back to this, afterwards.

**Meetings 5 and 6 October 1976**

BELGIAN DELEGATION

About the meeting of 1 October 1976

Starting from the "today slump" and the different difficulties in the topic groups, we are going to give first some important aspects, as seems to us.

In the most of the groups the situation was of that kind that most persons held strongly at their intentions with which they started working from the beginning, without explaining and explicitating them.

The topics started mostly by a fixed problem on which information was base. In certain cases these topics were even not problems, but already defined as a solution of an undefined problem, i.e. movements, hinge. This problem, of giving an information packe before knowing the approach of the topic has to be analysed deeply.

In any case, the most important element of the lab is architectural theory. The installation of drawing tables was therefore a wrong visual signal. Typewriters would have been better.

Those makes the climbing up to an abstract level very difficult, the talking about methodologies is almost impossible. We have to be conscious about the fact that formed methodologies cannot be checked on a practical work in the lab because of the shortage of information and in this way the information influenced the approach himself.
So we end with a deformed, so called checked model.

The confrontation of the different socio-econ. ideologies on one hand and the pura formalistic on the other hand seems to be impossible. But it is always necessary. Otherwise the ideas evaluates in the same group and the result can only be used inside the group.

We looked also to test what a laboratory certainly is not:
- not the learning of certain techniques, to come from a purpose to a solution
- not the display of already developed methodologies
- not the display of a certain knowledge.

If we will make a lab that is doing research on the theoretical level, we think that this doesn't work because of the fact that you have to impose subjects from outside the university to a university. To find basic problems, this also isn't so easy; a lot of problems are geographically defined.

First of all there has to be a fixed and clear definition of the lab, which contains what we understand by methodology. So one of the purposes of the lab must be, each time again asking questions about the task of an architect. These questions are a real part of architectural theory. Each year some universities get the program of the lab next year. This program contains some strict described themes which are social processes, situations which are physically connected, which influence the spacial organisation.

Some examples could be:
- vivability of certain areas
- social crowness
- large buildings in a historical center, which alines the housing relation of historical centers and there expansions
- influence of new road infrastructures through or near existing urban structure or small communities
- influences and consequences of the technological evolution on the city-space
- diversification of penetrability in a city
- social implications of density
- monofunctionality
- premises function of housing
- privatisation and collectiveness in the open space and in the house
- adaption of a house
- fill-in in a town

Each of these themes has to be strictly enough defined:
- on the scale
- the physical context of space.

Students are working on one of the problems during a whole year long at their own universities. The students of a same topic correspond through the permanent activities of the lab on an abstract level with a list of questions.

The persons of the permanent activities who have to coordinate the different topics have to be chosen in function of the problematic of the topic.

After a half year of individual work the students have to describe their methodology and the level of checking these on an abstract level, thore for they also answer a next list of questions for the permanent activities. These reports are transmitted to all the students of the same topic. At the end of the year they come together (not in the collegio) with their work on a more abstract level and they discuss for two weeks the difference between the approaches.

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Proposition for the lab. - discussion

The present residential course:

It does not seem that the present "residential part" of the Laboratory will be able to formulate a clear goal, nor come to a general theoretical basis for the further work without taking too much time from the remaining work of the topic-groups. It might be that this residential course is not the right forum to come to an agreement on a common statement because of the too many basically divergent ideas represented.

If we should succeed in clarifying and stating the different points of view within the Laboratory, this would be sufficient as a basis for the next instance of competence to decide - i.e. the Board. If there seems to be too little data for taking a decision, further suggestions should be made by the Permanent Staff.

This residential course should concentrate on the work in the topic-groups i.e. try to bring their work to a point where comparison between applied methods can be made and discussed.

The future of the Laboratory:

The ideological base of the Laboratory should be worked out and formulated by the Permanent Staff. This includes:

- The socio-political attitude (liberal, socialist, anarchic...)

Role and competence of the architect:

If the meaning is that "the legitimization of the architect can only be, to give (back) to people the faculty and possibility to express themselves and to find their own formal language and identification", the architectural competence consists in provoking participation, communicating methods of developing formal languages, leading people in applying these methods.

If the meaning is that the role of the architect is to give people good forms, good architecture, the architectural competence consists in knowing what is this architecture and the faculty to produce good concrete examples or propositions.

According to the ideological base the Permanent Staff should work out a detailed and compulsory program for the residential course. The program should comprise:

- A precise formulation of the topics and the level on which these are intended to be treated.
- A precise formulation of the goals of the work with each topic.
- A precise formulation of the role of the Permanent Staff, the teachers and the "students".

This means that the Permanent Staff should prepare and prestructure the topics so that the participants of the Residential Course would function within a set context.

This program must be presented to the future participants to serve as a basis for deciding to come to the Laboratory or not.

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To the International Laboratory of Architectural and Urban Design
Via Saffi, Urbino.

Because the residential course is becoming in a stage which goes clearly in the direction of formulating conclusions and on the other hand it is becoming more and more clear that this residential course doesn’t come up to his basic options, we think that we may not take any responsibility towards this. So we are leaving all the activities of the residential course (not of the Laboratory itself). So we try to make clear that we don’t want to play any role in precedents, in which activities are allowed to exist in the residential course without having anything to do with the options, and without explaining the reasons of doing so.

For this first and experimental Laboratory was pointed out to work on methodologies, in which Urbino was only seen as a frame of reference, and secondly to define the definition, the objectives and the activities of the Laboratory in the future. Both these topics were accepted by the whole residential course at the beginning and it was explicitly accepted that everyone of the residential course should have to work on it. After one and a half months the majority is not working anymore in the direction of these basic options. (Urbino as a frame of reference is becoming a object of planning. The second objective didn’t produce any constructive discussion and is becoming organisationally and structurally impossible), and so the residential course is working out of the Laboratory without arguing this, not after several trials even, in which was attempted to get any clearness to this problem. (e.g. the general meeting concerning the first presentation on 1/10/76; the presentation itself on 4-5-6/10/76 and the general meeting of 15/10/76) Stating this, we consider the experiment of this year as finished.

Drs Verlé Cor Dierckx Guy Demoor

Just Another Proposal to the Future (if any) Laboratory

If we want to avoid the Laboratory to become an “ordinary” school, then we have to clarify/define what is:

a) a laboratory
b) an “ordinary” school

If we agree that the Laboratory is where we use scientific methods in researches concerning Architecture/Planning, then we have to clarify/define what is “scientific methods”.

The above two points applied to both residential and permanent activities of the future Laboratory.

Lawrence Cheng

4 good reasons for having a platform

1. A concrete thing that everyone, coming to the Lab., has to have taken stand to, before deciding to join it.
2. So they can start their work on that level, and don’t have to go lower in basic discussions.
3. So they can define and limit their work according to that platform.
4. So they can divide into working groups according to what part of the platform they want to work on.

Petter Bogen
Gudrun Mathisen

Some remarks on the ILAUD structure

General Remarks.

As expert in architectural education, the first residential course of this Lab. could have been a beautiful architectural experience; however, as the first condition in order to have a fruitful experience in architectural education, that is, loose and relax interpersonal relations, has not been true in our context. I felt that my presence here has been fairly useless.

Let’s analyze a bit my personal opinions on these matters. The Lab. could take two very different images: the loose-image of a very creative and “bohemian” relax socio-physical environment and the school-image of a clear, academic and relax socio-physical environment. It has followed neither one of those two images, but a moralistic, crisp pseudo-serious way, which always achieves in a dramatic environment packed with frustration and competitive trends, and with the spending of a tremendous quantity of useless energy. For me, architectural education is a very happy event, and we have converted it in a pure moralist and competitive matter.

Future possibilities.

The loose-image is something that we have lost forever. In my opinion a relax, creative environment will imply a very important change of everything and everybody in the Lab. The repetition of some elements of the present residential course will introduce into the next one the same destructive and competitive drives.

The school-image however, can still be used, but demands a redefinition of all the wrong means and procedures used in this residential course. I have no time now to go in detail to the description of these changes, if the international board is interested I can do it; it refers to the role of the director that should be a co-ordinator-the role of the staff until now very ill-defined - the role of professors, students, secretary etc. Of course a school-image cannot be an alternative to our universities, but it can include some experimental activities such as team-work, design processes etc., as first steps in order to produce alternatives later on.

About topics or activities.

The problematic of the architectural profession, and of architecture itself, is so complex and critical today, that should be very easy to work a list of architectural issues which can be useful for the general aims of the Lab.

For instance:

- The production of architectural images: analysis and synthesis. Architectural processes and value systems.
- Team work and participation in architectural design.
- People use and people images about architecture.
- and so on...

For me, each of them can be relevant for the Lab. but in order to be implemented we should:

b - To have in the Lab, at the beginning of the residential course or of the research, the material already existent on the subject matter. It is no sense to start from zero.

b - To elaborate some procedures for each of the topics of activities: comparative analysis, analysis of the processes already done, ways to work in team-work, and so on.

About the aims of the Lab.

To defend some architectural trends and to condemn the others, it is the worst thing that an international laboratory or architecture and urbanism can do. His own definition should not come through the personal ideas of the directors, students or professors, but through the quality of its products, in terms of design processes, design products, writings of criticism, research, and so on.

To compare and to evaluate architectural trends can be the subject matter of one research group, but it can never be the subject matter of a public, provocative confrontation among 50 people.
It is all over! what was it?

A proposal of themes for summing up the course

It is important for the future of the Lab to collect experiences and evaluations from students and teachers, so we can avoid the same mistakes, learn from problems, and strengthen qualities in coming years. It may also be useful to the group to discuss its own process and experiences, as a summing-up of the course, as well as for individuals to see their work in relation to others and their functioning as members of the group.

This piece of paper is meant to aid the discussion, and is not a directive. Use what is useful and consider whatever is not raised here. And (we hope), be frank.

This afternoon we want to discuss these issues. It will be useful if the group could report to that meeting. Hopefully the meeting will draw conclusions relevant to the future of the Lab.

Lene Petter Petter Sigrun

Urbino Lab
28.10.76

1. Expectation - Did you have enough or correct information on the Lab before you came, on its platform and way of working? Is your experience of the Lab in accordance with your expectations?

2. Structure of studies - Consider the usefulness of working on design topics as offered, as opposed to other types of studies - discussions on the future of the Lab, presentations of own work, seminars, discussions on theory, role & practice, etc.

3. Group process - Was there and adequate common platform of understanding to allow fruitful group-work? What were the problems of communication in the group (language, terminology...)?

Did the organization of group work function? Was it too large/small? Consider domination within group, sex roles. How could group have worked better or avoided falling apart? How did teachers function within group? Was the group able to produce work and learn better than what individuals could working alone?

4. Topic - Was the topic you chose interesting/engaging and well enough defined? Did you get enough information? Was it too general/specific?

5. Teachers/staff - Evaluate function of teachers, staff, director. Evaluate lectures by visitors, students, teachers (themes, quality, quantity), and problems of literature and supply of information. Evaluate the function of excursions and week-end trips.

6. Communication on work in Lab - How did communication between groups function? Evaluate mid-term and final reviews.
Is it possible to re-organize the social life of the small communities scattered around in the countryside of Urbino?

The countryside of the Urbino area has always been very poor. Its poverty has increased in the last fifty years, when systems of agricultural industrialisation were introduced in the plain along the coast. Those systems could not be applied in the Urbino area due to the hilly nature of the landscape and the low fertility of the soil. Therefore the countryside has been abandoned. above all after World War Two, when the farmers started to emigrate to the North of Italy and Central Europe.

One should however take into account:
that there still is a population in the countryside (mainly composed by old men, women, children);
that the country around the town and the villages is very attractive as a man made "natural artifact";
that there is a patrimony of houses, churches and agricultural buildings that, even in a state of obsolescense, still have considerable value;
that one can count on a potential force of attraction for tourism, mostly if one considers the short distance from the coast.

It is worth while therefore to face the problem of how to intervene to save the existing patrimony and to enable the communities which still live in the countryside to enjoy a more intense social life.

The problem should be tackled as an approach to a planning programme and developed with some examples of landscape and urban design.

Available materials:
- data on the economical structure of the area
- data on the movements of the population
- maps of the area, in scale 1:10.000

Re-planning of the complex formed by: area of the Vigne, Albornoz fortress, Scalzi gardens.

In front of the complex of the Palazzo-Ducale, the Sanzio Theatre and the Cathedral, one finds the complex of the area of the Vigne (vinyards), the Albornoz fortress and the Scalzi gardens. It is a contrast between buildings and nature of fundamental importance for the morphological structure of the town.

The Vigne area was originally farmland. Now it is abandoned and the extraordinary effect given by the season change of the crops has been lost.

The Albornoz fortress, built in the XIII century and modified in the XVI, is a promenade for the inhabitants of Urbino. In August, the traditional fête of the kites is held on the upper courtyard. An old passage, now abandoned and partially destroyed, used to join one of the entrances to the fortress with the Vabona gate, at the Mercatale. Inside there are a few large rooms. others have been walled.

The Scalzi gardens used to belong to a monastery. Now it is partly abandoned, and partly used (without precise aims) by the Academy of Arts.

The whole complex can be re-planned with aim to:
- restore its important panoramic function
- be used by the inhabitants as a place for meeting and recreation.

Available materials:
- maps of the area in scale 1:1000 and 1:2000
- outline and sections of the old passage from Mercatale to fortress.

Touristic use of the Cesana hills.

The Cesana hills lie in front of the S-E sector of Urbino. They constitute a very important panoramic element, unfortunately badly damaged by the invasion of various buildings illegally constructed.

Its natural character should be preserved as much as possible. One could however imagine to locate some nuclei of touristic residences in some zones that are below the horizon visible from Urbino.

The residences could be available to tourists during the summer season and to University students the rest of the year.

It is therefore important not only to study accurately their location, but also to choose typologies with a great flexibility of use.

Available materials:
- maps in scale 1:2000 of the area
- some graphic analyses of the landscape characters of the area.

Restructuring and re-use of nuclei of farmhouses in the countryside of Urbino.

The countryside of Urbino still has many nuclei of farmhouses built between the XVI and the XIX century that have been abandoned during the last fifty years. They are architecturally modest complexes, nevertheless with interesting installations, built with simple but appropriate technologies, always well adapted to the surrounding nature. At present they are in ruins and in a short time will be destroyed if nothing is done to save them.

The rescue, in order to be effective and interesting, cannot be pure and simple restoration, without any other aim than that of conservation (in Italy there are much more important monuments to save), or the transformation in holiday residences for rich families who live in other Italian regions (as it has happened in Tuscany, in the Chianti region).

To make an effective and interesting rescue, it is necessary that the patrimony represented by these nuclei of houses should be recovered and placed at the disposal of activities which are effective in the area of Urbino.

Among those activities, the University student’s housing is particularly relevant and urgent.

Another activity – also related to the presence of the University — is that of study groups that could stay in Urbino for part of the year to carry out research in connection with one of the University Facilities.

The International Laboratory itself could be taken into account for
the Permanent Activities it intends to carry out.

Two groups of houses have been selected as an example (but there are many others that could equally well be chosen): a group of small abandoned houses, near the village of Canavaccio, on the road Urbino-Rome a group of houses grouped around a church at Rancitella.

The topic should be at first approached on general principles (what should be done with this interesting patrimony, that is on the verge of being destroyed?) remembering that all over the world there are problems of re-use, that have been up to now neglected, in obedience to the consumption economy.

The topic should be then approached in terms of design, by taking in consideration one of the two nuclei of houses indicated (or both, or others) and by studying how to re-adapt them to a new use without destroying their character.

As an example or re-use, one could refer to the possibility that our Laboratory would wish to form "communes" for its participants, who would themselves, with their own work, re-adapt these nuclei of houses.

Available materials:
- map of the territory in scale 1:10.000
The relevations of the buildings should be done by the students.

Organization of the large area around the new Student Centre.

The University of Urbino built ten years ago the Student Centre on the Cappuccini Hill.

Three years ago, having obtained new funds from a bank, the University decided to extend the original Student Centre. While it was up to now available to 150 students, when the extension will be completed there will be room for about 1000 students.

The new Student Centre will not only lodge the students, but will also offer many facilities that will be available both to the whole community of students and to the Urbino inhabitants. Furthermore, there will be lecture halls, conference rooms, auditoriums, shops, libraries, various restaurants.

A large public park will surround the complex of the buildings. The whole town will be able to use it, but it will also be used by the students for specific purposes: sports, games, open air studying, gardening, etc.

The problem is that of planning this park with all its installations. One should take into account that it must merge into a countryside with very definite character that must not be altered.

One aspect that should be considered is that of sign posting. If fact, the complex is very large and highly differentiated: it will not be easy to find one’s way.

Available materials:
- lay-out of the new Student Centre
- map of the ground
- plan of the buildings of the new complex.

Project for a school for physical education in the area of Piansevero.

There is in the University of Urbino a School for Physical Education which teaches and trains future teachers or instructors in public sport organizations.

The school is well attended by students from all parts of Italy. Its present seat is provisional and unsuitable, and it is necessary to build a new one.

The areas suggested by the Town Council are:
- one under a place called Piansevero, in the expansion zone to the north of the town.
- the other in a district in the same direction, but farther from the town.

Although the Town Council insists on the second choice, the first would be preferable, not only because nearer to the town, but also because it is close to the stadium and the swimming pool. These two installations are already little used and it would not be sensible to build new ones only for the School for Physical Education.

The problem is to study the project following the programme set down by the school.

The programme however should be critically analysed and changed to allow for a less exclusive use of the sporting facilities.

Available materials:
- map of the area in scale 1:2000.
- programme of the School.

Outline of a Regional Plan for the Urbino area.

Some of the problems of the Urbino area can be solved at the level of town or county, but many other problems must be faced only at the regional level. Among these are:

the problem of the recovery of agriculture
the problem of industrialisation
the problem of the protection of the natural environment
the problem of the restoring and re-use of the Historical Centre etc.

A regional plan studied in two months would be totally superficial. In two months it is however possible to define the major problems and outline a methodology for a further approach.

It is suggested to follow this line of operation.

Available materials:
- data on the transformation in the area of Urbino
- other data can be obtained from the Faculty of Economy and Sociology of the University or from the Institute of Economic Studies ISSEM of the Marche.
Participants to the 1976 Residential Course of the ILAUD

Escuela Técnica Superior de Arquitectura de Barcelona
José Muntanóla
Miguel Corominas i Ayala
Ada Llorens
Angel Martin
José Queglas
Joaquim Sabaté
Ferran Sagarriga i Trías
Ezequiel Uson

Katholieke Universiteit Leuven
Tijl Eyckerman
Marcel Smets
Lydia Callebaut
Guy Demoor
Cor Dierckx
Jos Martens
Jan Schreurs
Dirk Verté

Massachusetts Institute of Technology
Julian Beinart
Lawrence Cheng
Lisette Ellis
William Rehn
Stephen Rustow
Jennifer Shakespeare
Chip Sian
George Tremblay

The Oslo School of Architecture
Peter H. Butenschøn
Perter Bogen
Lene Franck
Iver Anton Kristiansen
Gudrun Mathisen
Kjell Oscar Pettersen
Harald Rønning
Sigrun Sigurdardóttir

Eidgenössische Technische Hochschule Zürich
Arnold Amsler
Dolf Schnebli
Jan Ludvik Vik
Cornelie Bein
Martin Bosch
Pierrot Hans
Elisabeth Hutter
Iris Niggli
Ursula Rothenmund
Kari Schonbachler

Università degli Studi di Urbino
Gaëdo Morpurgo
Daniele Pini
Antonio Vecchi
Guido Accascina
(Università di Palermo)
Marina Di Mottola
(Università di Roma)
Antonio Lupoli
(Università di Napoli)
Denise Pancera
(Università di Venezia)
Francesco Prosperetti
(Università di Roma)
Patrizia Serena Vollero
(Università di Napoli)
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<tr>
<td>sept. 6th</td>
<td>GDC: Foreword and lecture on Urbino and its historical development.</td>
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<td>7th</td>
<td>GDC: The pattern of Urbino town and region, the topics proposed to the Residential Course.</td>
<td>Investigation on the places mentioned by the topics.</td>
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<td>8th</td>
<td>Investigation of the sites building of the Student Centre extension.</td>
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<td>9th</td>
<td>Discussion about topics and organization of groups.</td>
<td>Making of groups.</td>
<td>Slide show by the M.I.T. students on their work in Cambridge.</td>
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<td>10th</td>
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<td>Visit to the Ducal Palace, guided by Henry Millon.</td>
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<td>N. Novotny: &quot;A research on the physical pattern of Burano&quot;.</td>
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<td>J. Muntanola: &quot;Image as communication&quot;.</td>
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<td>A. Amsler: &quot;To build with existing substancy&quot;.</td>
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<td>Bernardo Secchi: lecture on: &quot;Territorial and productive structure of the Marche region&quot;.</td>
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<td>Valeriano Bailoni: lecture on: &quot;The industrial structure in the Marche region: trends of the industrial location&quot;.</td>
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<td>oct. 4th</td>
<td>First presentation of the design work.</td>
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<td>D. Schnebli: &quot;Slide-talk on my work&quot;.</td>
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<td>5th</td>
<td>First presentation of the design work.</td>
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<td>M. Botta: &quot;Presentation of my work in Switzerland&quot;.</td>
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<td>6th</td>
<td>First presentation of the design work.</td>
<td>Paolo Ceccarelli: lecture on: &quot;Urban planning in Italy. How it ought to work and how it actually works&quot;.</td>
<td>Supper at Ca’Tommaso (near Fermignano).</td>
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<td>7th</td>
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<td>Investigation on the Education Faculty building by GDC.</td>
<td>H. Milion: &quot;Michelangelo and St. Peter’s&quot;.</td>
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The original programme of the ILAUD, sent by the University of Urbino to the Universities which were invited to join the project

1. The University of Urbino is planning to introduce among its activities that of an
International Laboratory of architectural and urban design
The Promoting Committee for the new initiative is formed by:
Prof. Carlo Bo
Rector of the University of Urbino
Prof. Giorgio Ferraini
Department of Science, University of Urbino
Prof. Giorgio Fua
Department of Economics, University of Urbino
Prof. Livio Sichirolo
Department of Sociology, University of Urbino
Prof. Augusto Clerici
Representative of C.N.R. National Committee for Research Development
Prof. Giancarlo De Carlo
Member of the Architectural Department to Venice, Architect and urban planner.

2. The following are the principal aims of the Laboratory:
a) to explore new methodologies and techniques of design, especially focusing on those subjects which seem crucial in the present research and practise in architecture and urban design;
b) to promote contacts between teachers and students from different countries on the basic design problems which can be equally meaningful in all countries in term of their social, economic and cultural content;
c) to give some Universities of various countries the opportunity of confronting their opinions about the problem of teaching architecture and urban design;
d) to open a line of communication, which going through the Universities involved with the International Laboratory, can gather and channel informations about the problems of transforming the physical environment.

3. The University of Urbino will be the seat of the Laboratory. English will be the official language.
The character of the town of Urbino is marked both by the presence of an important historical heritage and by the development of an interesting process of transformation. The Region where Urbino is located shows a rich range of socio-economic and cultural variations: relevant phenomena of agricultural change, of industrial expansion, of touristical development, of growth of educational systems, of restructuring in residential patterns, are in process. Moreover Urbino is a rather small town which makes it easy to read and analyze the various forms of its present transformations. Therefore Urbino could offer the International Laboratory a great variety of design topics that could be dealt with in a relatively short period and be referred to more general situations common to all countries of the world.

On the other hand it is not unlikely that the International Laboratory, for certain periods of time, could be moved either to some other Italian towns or to one of the Universities involved with the program, the official seat still remaining at the University of Urbino.

4. Six Universities from different countries will take part in the Laboratory for the first experimental period of three years. Afterwards, depending on the achieved results, the participation may be extended to more Universities of other Countries.

5. The activity of the Laboratory is divided into two parts:
a) Permanent Activities
   b) Residential Courses

a) The Permanent Activity consists of:
- preparation of a complete set of information about the subjects which will be dealt with during the Residential Courses;
- preparation of Residential Courses and assistance to the direct and complementary activities that the courses imply;
- editing and publication of the projects and material produced by the Residential Courses;
- editing of working papers on some aspects of the Italian situation (political and administrative organization, economic structure, urban and town planning legislation, etc.) which the foreign participants of the Residential Courses will have to be familiar with in order to deal with the design subjects;
- editing of a Bulletin, to be mailed to the Universities taking part in the program. The outcome of the Laboratory activity, projects and researches carried on by other institutions in different circumstances on similar subjects will be published in the Bulletin.

b) The Residential Courses will take place for a period of ten weeks each year. The most convenient period of the year will be agreed upon by all the Universities taking part in the Laboratory. Their respective teaching commitments will be taken into account. Yet, in consideration of the commitments of the University of Urbino the period between September and November could be suggested. One or two Professors and five or seven students from each University will take part in each Course; therefore about six to twelve professors and thirty to forty students will take part as a whole.

The Residential Courses will be subdivided into four periods:
First period (one week)
- information: discussion about the subject, its motivation and context; confrontation of the participant's experiences; definition of the working method.

Second period (three weeks)
- first elaboration of the sketches on the solution of the topic: definition of preliminary hypotheses; setting of limits to the fields of research related to the preliminary hypotheses; context analysis.

Third period (four weeks)
- design: approach and first series of proposals; control of proposals in relation to the context, its problems; confrontation of various proposals.

Fourth period (two weeks)
- design: final definition of proposals; confrontation of different groups' proposals; communication of proposals to the external social environment of the town; conclusions.

During the first and the second period of the Residential Course lectures and seminars will be given on some specific aspects of the Italian situation, on problems of the specific context, on questions related to design subjects, on similar experiments carried out in other countries and possibly explained by their promoters.

During the third and the fourth period the design projects will be undertaken by groups - likely formed by students with different background and of different nationalities - constantly assisted by lecturers.

During the same period one or two visiting professors particularly experienced in the subject-matter being dealt with in the Course, will be invited to take part in the design work. At the end of the fourth period the projects will be discussed by the students and by a Jury formed by lecturers and members of the Board of Universities (see paragraph 6).

A Certificate, in the name of all the Universities taking part in the International Laboratory, will be given to the students who have attended the Residential Course.
6. The organization of the International Laboratory is as follows:
1) The Board of Universities
   - formed by a representative of each University taking part, beside
     the Director of the Laboratory.
2) The Director of the Laboratory
   - appointed for the first three-year experimental period by the
     Promoting Committee of the University of Urbino and later on by
     the Board of Universities.
3) Staff for the Permanent Activities
   - formed by some Italian lecturers assisted by secretarial staff.
4) Staff of the Residential Course
   - formed by the lecturers and an equal number of students.
   a) The Board of Universities will meet at least once a year at the
      conclusion of the Residential Course. On this occasion it will take
      part in the Jury, examine the activities carried out by the Permanent
      Staff, discuss the program of work of the Laboratory and decide the
      design topic of the next Residential Course, control the budget and
      give instruction about how to distribute resources for future activi-
      ties.
   b) The Director of the Laboratory will coordinate the activities of the
      Permanent Staff. Moreover he will organize and direct the Program
      of the Residential Course.
   c) The Staff for the Permanent Activities will carry out all the
      permanent activities, listed above under paragraph 5. It will carry
      on the administrative work and the secretarial work connected
      with the Laboratory and give constant assistance to the Residential
      Course.
   d) The Staff of the Residential Course will organize the activities of
      the Course.
      At the end of each Residential Course the Staff together with the
      Board of Universities, will attend the final discussion to take deci-
      sions about the design topics to be undertaken the following year.
7. The five Universities that, beside the University of Urbino, will be
   participating in the International Laboratory during the three-year
   experimental period, will be invited by the Promoting Committee of
   the University of Urbino.
   After the experimental period, the participation of other Universities
   will be decided upon by the Board of Universities.
GIANGIACARLO DE CARLCO, who is an architect and urban planner
known to the Universities that will be invited, has been appointed
Director of the International Laboratory for the three-year experi-
mental period by the Promoting Committee of the University of
Urbino.
In the following years the Director of the Laboratory will be ap-
pointed by the Board of Universities, for three years periods and
with the possibility of being re-elected. The Staff for the Permanent
Activities will be appointed for the three-year experimental period
by the Promoting Committee of the University of Urbino; subse-
quently, for three-year periods, by the Board of the Universities. In
both cases the appointment will be made after consulting the
Director of the Laboratory.
The teaching Staff for the Residential Courses will be formed by
lecturers nominated by the Universities taking part in the Labo-
atory. These lecturers do not necessarily have to belong to the
Academic Staff of the University nominating them.
8. The University of Urbino will take part in the International Labo-
ratory and it will provide:
   - working place for the Permanent Activities and for the Residential
     Courses;
   - seminar rooms and facilities for the conferences, lectures and
     seminars of the Residential Courses;
   - room and board for those taking part in the Residential Courses at
     a symbolic cost (currently $ 7.00 per day, for a single room and
     three meals);
   - by means of an agreement, which hopefully will be concluded
     with the local Art School the use of photographic, film-making,
     printing, modelling laboratories;
   - scholarships for some of the Italian students taking part in the
     Residential Courses.
   Each of the five Universities invited to participate in the Interna-
ional Laboratory will have to provide one fifth of the expenses
required for the running of the Permanent Activities and the Resid-
ential Courses (see enclosure 1).
Furthermore they will have to sustain, in the way they find most
appropriate:
   - the travelling expenses and board and lodging of the students and
     lecturers participating in the Residential Course;
   - the travelling expenses and board and lodging of their represent-
     ative on the Board of Universities participating in the final meetings
     of the Residential Courses, or other meetings that may be neces-
     sary;
   - the fees of their lecturers forming part of the Staff of the Residen-
     tial Course.
N.B. The Promoting Committee has already contacted different
Italian and International institutions to obtain financial contribu-
tions for the International Laboratory. Should these contacts be suc-
cessful the participation fee for each University invited may be
considerably lower.
9. The selection of the students participating in the Residential
   Courses will have to be made by each University on the basis of the
criteria it considers most appropriate.
It is advisable that the students chosen have been awarded their
degrees at a recent date or are still in the final year of Architecture,
Urban design, Town Planning, Landscape Architecture, History of
Architecture, so as to prevent disparity of interest and level of
preparation of those taking part.
Furthermore it is advisable that the students chosen have some
knowledge of the Italian language. Related to this it is worth noting
that every year in August different Italian Language courses for
foreigners are held by the University of Urbino.
10. The International Laboratory is scheduled to start its activities
    in January 1976. The first Residential Course will be held in the
    period chosen by the Board of Universities, probably between
    September and November 1976.
Report of the Board of Universities meeting held in Milan on April 12th and 13th, 1976

*International Laboratory of Architecture and Urban Design*

First Meeting held in Milan on 12th and 13th April 1976.

In attendance:
- GDC
- Director of the Laboratory
- Gaddo Morpurgo
  - Assistant
- Daniele Pini
  - Assistant
- Antonio Vecchi
  - Assistant
- Connie Occhialini
  - Secretary to the Laboratory
- Prof. Manuel Ribas i Piera
  - University of Barcelona
- Prof. Gaert Beckaert
  - University of Leuven
- Prof. Henry Millon
  - representing M.I.T.
- Prof. Peter Butenschön
  - University of Oslo
- Prof. Tore Brantenberg
  - NTH - Trondheim (observer)
- Prof. Herbert Kramel
  - Eidgenossische Technische Hochschule
  - Architektur Abteilung
  - Zurich
- Prof. P.G. Raman
  - University of Edinburgh
- Prof. Barry Wilson
  - University of Edinburgh
- Prof. Ranko Bon
  - Urbanisticki Institut S.R. Slovenije Ljubljana

Nevertheless they would ask to attend the Board activity.

**The final decision was:**
- to wait till the end of June, for a final answer from Edinburgh and Ljubljana.
- to invite the representatives of the two Universities to the Board meetings as observers.

**Membership of the Board**

According to the original programme, the members of the Board are:
- Prof. Carlo Bo
  - Rector of the University of Urbino
- GDC
  - Director of the Laboratory
- and a representative of each member University:
  - Prof. Norther-Schulz
  - for the University of Oslo
  - Prof. William Porter
  - for M.I.T.

The representatives of Barcelona, Leuven and Zurich will be indicated by their Universities as soon as possible.

**Possible future extension of the Laboratory to other Universities**

The participants discussed the possibility of inviting other Universities to join Laboratory in the future. It would be interesting and consistent with the Laboratory’s goals to extend the participation to Universities of developing countries. It seems too early to take decisions about this subject, but this will be a topic for discussion during the Residential Course.

**The programme of the Laboratory**

As already set out in GDC’s memorandum, it was agreed that the programme of the University will be divided into two parts:

1) Permanent Activities
2) Residential Courses

**Permanent Activities**

It was agreed that it is necessary that all member Universities engage in the permanent Activities, as a participation limited to the Residential Course would render this latter a simple Summer School such as there are already many.

In addition to the activity described at paragraph 5a of the Programme, the Permanent Activities of the Laboratory can be considered on the basis of the following hypothesis:

1) Each member University has a group working at home on the topics defined by the Board upon the outcomes of the Residential Course. The function of the Permanent Staff in Urbino is to work on a similar research and to co-ordinate the various researches made by member Universities.

2) Each University sends to Urbino for a semester – independent from the Residential Course – some students and possibly a teacher to work on a common research, articulated on different lines. The function of the Permanent Staff is to coordinate the whole research carried out in Urbino. Some researchers from non-member Universities might be invited to join. Either they obtain scholarship from their Countries, or the Laboratory can find some financial support for this purpose.

No decision has been taken as to the working hypothesis to adopt, since first it will be necessary to define better the Laboratory purposes. It was decided that one day per week during the Residential Course should be dedicated to this discussion.

Various possible periods of the year were considered in which to hold the Urbino Permanent Activity semester. The decision will be taken during the Residential Course following the availability of students and teachers of the various member Universities.
Residential Courses
Following confirmation of the reduction of the subscription rate (to $3,000) for this year, the period covered by the Residential Course will be 8 weeks.
For the following years the full subscription rate ($5,000) has been confirmed and the Residential Courses can be extended, by a period which will be decided at the end of the first Residential Course.
It was decided that the Universities which have special obligations towards their students, for the fact that the Laboratory is considered a semester credit, will take upon themselves to complete the difference in teaching time, possibly remaining longer at Urbino. In this case they will sustain the expenses incurred both in the working place and in the student lodgings, taking into account that at the end of October the regular academic year starts and accommodation is scarce.

Organization of the Residential Course
Students are advised to come to Italy before the beginning of the Course in order to have time to get to know Italian customs and possibly to learn some Italian.
Working groups will be formed by 5 to 7 students on the average in collaboration of 1 or 2 teachers. The student working groups will possibly be formed by students of different Universities.
The teachers will choose and be chosen according to their competence on the various topics. Nevertheless, any teacher should be available to every group to guarantee communication and interchange between students and teachers.
The working topics proposed in GDC’s memorandum were discussed and accepted, leaving however freedom for the students to propose alternative topics. Where alternative topics are proposed, it must be reminded that those set out in the programme can be documented, whereas it may not be easy to find a complete documentation on new topics in a short time.
The working time proposed in the programme was confirmed. (At least 5 days per week for the students, at least 4 days per week for the teachers).
A list of lecturers and visiting critics presented by GDC was discussed. For financial reasons it was agreed to reduce the number of lecturers to those who can give rapidly concise information on the Italian situation in general, and to concentrate a limited number of visiting critics at the middle and end of the Course, the former with an intermediate jury, the latter with a final jury.
Various problems were discussed at the request of the members of Universities (doctor, lawyer, courses in Italian in August, use of sport facilities, use of dark room, etc...). The Italian group promised to reply to all these questions as soon as possible.
Finally the problem of the Library was discussed and it was agreed to buy basic texts and some copies of GDC’s book on Urbino edited by M.I.T. (“Urbino - The History of a City and Plans for its Development”). Students are advised to read this book beforehand in order to start with an understanding of the situation and problems to Urbino and its region.

Discussion on the Laboratory purposes.
The problem of general purposes of the Laboratory was raised by many participants. Considering that this problem will be discussed in depth during the Residential Course (one day per week will be dedicated to this discussion), a first description was given during the meeting.
Everybody agreed that the Laboratory should work on the basis of a definition of goals, methods and tools of the architectural activity; that the Residential Course should be completely different from traditional Summer school, where students and teachers go to enjoy a new place and to work on topics they normally approach at home; that the Permanent Activities should explore problems in which the change of the present architectural profession is more acute and perceptible.

Some other considerations were added, such as those which follow:
- the Laboratory will examine architecture as a contributive instrument in social transformation;
- critical analysis of architecture as an instrument of reproduction of the existing social relations;
- the Laboratory might be a free and broad discussion on the architectural approach, based on a social context.
The town of Urbino, its region, and Italy with its political background will provide this context, which would be explained and known as deeply as possible;
- architecture should stimulate criticism.
A distinction should be made between real and created needs. Architecture should refuse its present formalistic and academic position, and be more concerned with the social context, as a whole and in all its components;
- the Laboratory should work on "how" to organize the space, but with knowledge of the reasons "why" the space has to be organized;
- technology should be considered as a tool and not as a mark of modernity.
Observations on the Milan meeting of april 12th and 13th, 1976, by Prof Peter H. Butenhöhn, of the Oslo School of Architecture

A. GENERAL

1. Participation
5 schools have joint firmly: Barcelone, Leuven, Zürich, MIT and AHO. Ljubljana have problems raising money this but expect to join next year, and Edinburgh is unlikely to get sufficient funds this year but are more hopeful for next.
A discussion on the status of these two resolved that they participate in meetings of the Board this year ad observers (non-voting).
A discussion of which other schools to invite, and of premises for invitations, brought in the names of 18 new schools. It was decided that problems of language (English), of some common cultural-
historical platform and of optimal size, at first limited most and then excluded all new invitations. 50 students was set as a maximum for the time being (i.e. 7 schools). It was agreed that East European schools would have priority if new were brought in (Praha/Warsaw).

2. Funding
De Carlo had no news of funding from government/institutions for next years. CNR (Center for National Research) in Italy is expected to pay for some visiting teachers. Unesco is in touch. Urbino University is paying for 5 Italian students (from different schools and covering a lot of other expenses. The budget of $15,000 for first year is expected to hold.

3. Board
Board representation was unclear other than from MIT (William Porter) and AHO (Norberg-Schulz). It was emphasised that members should be participants in the workshop or else delegate to a participant, so that those who have experience from Urbino draw informed conclusions of the experience and shape next year's workshop.

4. Dates
It was decided that this year's workshop is held Sept. 6 - Oct. 31. Schools can add weeks before or after those dates at living-cost, (De Carlo will check with Univ. Urbino that this is so).  

5. Purpose
It was thought necessary to arrive at a definition of purpose, and after a long and smoke-filled debate this was made up of three parts:
a. The architectural philosophy of De Carlo has been instrumental in bringing the schools together and in organizing the Laboratory, and should therefore be adopted as a working hypothesis to be tested during the work of the Laboratory. De Carlo explained his philosophy as follows:
I'm not interested in the Lab working mainly on my ideas, but I'm ready to fight for them and to change them. I do not want an academic school, a school which studies architecture out of context. There is a strong formalism in Italian architecture today which seeks to establish an autonomy of architecture with no responsibility beyond form-making. This tendency to disregard context is dangerous. Architecture should work for social and political change, and that cannot be achieved in isolation. Forms in themselves can solve no problems, they can give a nice playful feeling, but they can also cover up the wrongs of society. People think architects are no longer useful today, because architects have rejected their responsible role to implement change and solve pressing problems. I do not believe in such specialization of form-makers. We must know the reason for doing things, not just how to do it.
What is most important is the social context: everything must grow out from that. This means that architects should have, and should be aware of having, a political position. The nature of this position will differ in various countries: Liberals may be useful or responsible in some countries, but they are not in Italy today.
I believe the schools that have been invited share in being radical in that they all want fundamental change.
Technology should be a domestic animal, not a wild animal. It should be a tool where its justification depends on the use to which it is put. Whether or not we should call an architecture "modern" depends on more than its use of the latest technology.
The need for change is the need for equality at the level of human beings. Brasilia is designed like a huge object and is useless. But around it we now see the growing of a texture responsive to real needs. This same problem we see with many planners – to them big scale is the only relevant scale.
The architecture that I am interested in testing and developing at Urbino is, to use some brief phrases, socially concerned, scientific (in the sense of using the imagination), dependent on the systematic use of feedback, concerned with methodology with process and not objects, with solving real needs and not created needs, with the search for critical thinking. It is concerned with the whole context, not just with emergent points. It should not console, but should make people think.

Urbino is the case-study, the laboratory for this exploration. We should find in Urbino what is general. The reuse of buildings is a general problem, and important in Urbino. I'm not against putting up new buildings, but I am against it if its purpose is to increase consumption in society.
We are not studying Urbino in order to solve its problems and then give our solutions to the city. We are more humble than that. But we should study problems. That means we must take a position against students who come in order to make drawings, but it also means we should not become wordy, a talk-shop. We should act and make something. If students come to Urbino to develop skills, there is no sense in it.

b. The meeting also arrived at some sentences specifying the purpose commonly shared by participating schools. These went as follows: Positively: The Laboratory will investigate the architectural process as a contributing factor of social transformation. And its complementing statement: The architecture that we criticize does not contribute to that positive change but reinforces the consumptive society.

c. In talking about the Laboratory, agreement was made on some further points: One of the most important purposes is to bring teachers and students together, not least teachers who secure continuity in their schools. The Lab should develop methodology that can be made transferable. The definition and stating of problems is important. One of these problems is the way in which architecture and its techniques is being practiced today. At Urbino we will have a workshop, a laboratory, and not a school. This implies that the traditional system of teachers teaching students is left out: We will together develop new understanding.
An important objective of the Lab is to define its own purpose. This will be the topic of a weekly seminar. If we fall into the trap of a conventional school working with conventional thoughts and conventional solutions, we might as well not come together.

6. Program this year
The program for the Fall will be more conventional than is hoped for in coming years. This is because of short time and little money. We must find problems small and clear enough to be worked on without a tremendous body of information. Regional planning therefore fails out this time (to the loud regrets of the Yugoslav).
The topics that the working groups will choose from are all connected to Urbino. Topics mentioned ranged from: Transformation of old buildings into university or municipal use with the corresponding problems of the role of the university in the town. The

The meeting talked about problems of communication and the consequent weak contact with users, the role of architects and experts in tackling such problems, and the problems of very short time and expected problems of internal communication and finding of common ground for work in the groups. These problems indicate that students must be given hard data so they can concentrate on information and understanding of the problems (culture, social life, building typology...). The permanent staff will prepare a number of topics which will be presented the first week along with topics prepared by the participating schools (if any).

7. Teachers
MIT had the idea that teachers would come with their projects or with themes they wanted to work on, and would then invite students to participate with them in the work. This had little support, partly since it would install a market system where teachers would have to sell their skill and ability to inspire, and since themes would largely have been determined with little knowledge of Urbino. The meeting seemed to conclude that teachers and students would gather around topics suggested primarily by the staff in the course of the first week.

Each school is to have one full-time teacher working 4 days a week with maximum one week off, and can have one more teacher present not less than half the time (4 weeks) and never at less than 1 week at a time. It was strongly recommended that teachers arrive some time before Sept. 5, preferably spending a week in Urbino to prepare topics and working arrangements.

8. Students
It was decided that it was the intention of the Lab for students to work in groups with optimal size 5-7 with 7 as a maximum. Heavy persuasion will be used against individual or small-group work. The international, interdisciplinary aspect was emphasized, as well as the added problems of gathering information (often in Italian), of scarce resources, and of the untranslatability of a fragmented lab of small unconnected satellites.

It was emphasized that students should be advanced in their studies. The Italian students should be distributed (if possible without loiter) one in each group to ease information-gathering and communication processes.

9. Structure
The semester should be structured with clear phases, due to different background and working habits. Particularly because of the short time some degree of permanence must exist, which will not allow for teachers wandering between groups and no double group participation. The teacher-student relationship must be clear and permanent. The structure should relate to the problems to be solved, but should be marked by the informality of the research-situations and not the authority of the school-situation. Presentations and activities during the semester will be handled by the staff (De Carlo + 3-4) and by a steering committee consisting of 1 teacher and 1 student from each school.

10. Lecturers
A mighty list of Italian lecturers was heavily cut down and divided into three categories: Introductory lectures on the Italian scene, to be crammed into the first week and maximum 6 in number. Lectures and seminars connected to topics, and therefore not of use to everyone, to be organized as needed. And lectures of a more general nature concerned with ideas and attitudes and critique, to be scattered throughout and in part given by Italians.

The problem of language (bad English spoken) and the problem of mess up the group-work with too much information and too many transients, as well as the presence of a number of (presumably high-powered) faculty of our own with a strong urge to speak their minds, were given as reasons to cut down the list. A proposed list of visiting critics was thrown out in its entirety, replaced only with a final jury. There was at this stage in the discussion general nervousness over threat to the working peace. These reductions save the budget some $3000.

11. Further details
Urbino has no school of architecture, and is therefore poor in useful literature in its library. We should bring our own books. Drawing equipment should also be brought along, though stationery... can be purchased there. Cizational-machine will be bought by the university for our use.

We will get information on a language course in August at Urbino. Bank: Cassa di Risparmio di Pesaro, Piazza della Repubblica, Urbino.

Urbino has good sport facilities (including tennis, swimming-pool), dark-room and most of the other gifts modern society has bestowed upon mankind.
Observations on the Milan meeting of April 12th and 13th, 1976 by Professor P.G. Raman, of the University of Edinburgh, Department of Architecture


Aims: The Laboratory will provide an opportunity for students and teachers of architecture and urban design from different parts of the world to work together on certain real problems for a period of eight to ten weeks. The Laboratory is not in any way a summer school. It is rather an institution interested in developing new methodologies for tackling problems of the environment. There are many reasons why new methodologies need to be developed, but they may roughly be summarised as follows: Architecture and Urban Design at the present time is a very confused field. Academically which still persists in many quarters totally separates action and thought and concentrates entirely on the latter. Formalism which also has currency in certain circles reduces problems of architecture and urbanism to an entirely visual one. Professionalism, because of its undue specialisation ignores the close relationship between parts and wholes (e.g. between minor architecture and land marks; between architecture and planning; between architecture and landscape and so on). Lastly, certain schools of thought emphasise technology so much that it becomes an end in itself.

In order to avoid many of the pitfalls of the above the Laboratory will emphasise the following:

a) Social aspects of architecture and urban design.
b) A scientific attitude - that is to say an attitude which does not deny the importance of critical thinking, imagination, methodology, procedures and feedback mechanisms.
c) concern for process as opposed to products or objects; concern for relationships as opposed to things.
d) concern for real human needs as opposed to imaginary ones.
e) problems in their full dynamic context as opposed to abstracted and simplified problems.

The Laboratory realises that in order to achieve a high degree of thoroughness in all these matters it cannot take, politically and socially speaking, a mild or neutral stance and at the same time visiting students and members of staff cannot hope to achieve a deep understanding of the social and political issues of Urbino within the time allocated for the residential activity. But the work already done by Prof. De Carlo at Urbino does provide and excellent point of departure. When his book, "Urbino, la storia di una città e il piano della sua evoluzione urbanistica" first appeared in 1966 responsible international journals considered it an important contribution to the theory and practice of urban design, as it attempted to consider political, social and physical issues in their proper relation and put forward a development plan for Urbino which tried to achieve a correct balance between conservation, renewal and extension.

The book has since been translated into English by the M.T. Press, and the Laboratory will develop the work already done by De Carlo, question the methodology adopted by him, bring new insights from widely differing parts of the world, critically examine each participating school's assumptions and techniques and in the process evolve new methodologies. Urbino itself will thus become a Laboratory for testing in the real world Urbino itself will thus become a Laboratory for testing in the real world emerging techniques and methodologies of architecture and urban design.

Method of work: the Laboratory will function throughout the year and the governing body will consist of the director, the rector of the University of Urbino and one representative from each participating school. The director, the three assistant professors and the secretary will be working two months full-time and four months part-time and will carry out the background work required for the functioning of the Laboratory. The residential activity which will be held between the second week of September and the last week of October each year will form the climax of the Laboratory's work. Five to seven students and one to two members of staff from each school will take part in the residential activity. Bearing in mind the aims of the Laboratory outlined above, each member of staff from the participating schools will briefly describe the topic he is interested in; and a group of five to seven students formed out of students from different school will work with each tutor, study the topic and propose strategies for design solutions. Although a precise description of topics is likely to evolve only after discussions with participating students the following topics in outline may be anticipated:

a) conversion of an old palazzo allocated by the University of Urbino for use by the international Laboratory and the Faculty of Science. Once the implications of the new role the building is to play in the life of Urbino is taken into account, the problem becomes something more than a technical one demanding a certain unconventional approach.

b) A study of the public open spaces to examine what they used to do, what they do now, and proposals for increasing their impact and relevance to the citizens of Urbino.

c) Transformation of the buildings and open spaces around Collegio Raffaello with a view to integrating the Collegio, Piazza delle Erbe and the botanic garden with spatial organisation of the more active area of Nuova Piazza.

d) Restoring and finding new uses for the hitherto abandoned farm buildings in the surrounding area of Urbino so that they play an important role in the life of Urbino.

e) A study of the implications of pedestrianisation of the centre of Urbino.

f) An analysis of the impact universities' anticipated developments will have on Urbino at large and the evolution of strategies for the required social, economic and physical measures to be taken.

g) Studies of historical buildings with a view to enhancing the understanding of design and building process at different periods, and with a view to linking historical studies with wider concerns of architecture.

h) A study of the impact of tourism in Urbino in order to put forward long term planning proposals.

i) Graphic design for Urbino.

It must be noted that these are only a few examples of the possible topics; many more will no doubt come to the attention of the Laboratory as the work proceeds. In proposing these topics the intention has been to blur the boundaries between fields (for example between planning and architecture, conservation and renewal, landscape design and building design and so on) so that "parts" and "wholes" may get simultaneous consideration.

In order to help visiting students and teachers the Laboratory will arrange about 30 to 40 lectures and seminars. In addition to providing information on Urbino's general context and on specific topics, invited speakers will also present critical and provocative approaches to the solution of environmental problems.

The director of the Laboratory, the assistant professors and the secretary will, at the end of each session, prepare a bulletin explaining the work done by the Laboratory and this will be circulated among the participating schools and institutions offering financial support, form comment and criticism.
Practical Details: the Institutions that have already joined the Laboratory are:
1. Department of Architecture, University of Barcelona, Spain.
2. Department of Architecture, University of Leuven, Belgium.
4. Department of Architecture, Eidgenossische Technische Hochschule, Zurich, Switzerland.
5. Department of Architecture, University of Oslo, Norway.
6. University of Urbino, Italy.
The department of Architecture at the University of Edinburgh and the Urbanistični Institut, S.R. Slovenije, Ljubljana are still in the process of finding finance for taking part in the Laboratory. But in view of the interest these two institutions have shown and the contributions they have so far been making in setting up the Laboratory, it was decided to accept them as full members of the governing body with the proviso that the two institutions concerned must take a final decision within a year.
The subscription to be paid by each participating institution is $3000 for the first year (1976) and $5000 each for the second and third year. The subscribing institutions must undertake to participate in the Laboratory for the whole three year period.
The first residential activity will be held between 6th September '76 and 31st October '76. But visiting students and members of staff are advised to arrive in Italy two or three weeks earlier, and if possible follow a language course in Italian. The official language of the Laboratory is English.
The Laboratory will function every day except Sundays, and the students will be expected to work five days a week and staff four days a week. The staff may also take a week of leave either during the third week or during the sixth week.
The University of Urbino will provide:
a) Working space in an old palazzo at the centre of Urbino.
b) Equipment and furniture like drawing boards, shelves, chairs etc.
c) Accommodation in the form of single rooms with toilet and shower. The cost of accommodation which also includes three meals is $7 a day.
The budget which was agreed upon is as follows:
1 - Permanent Staff
Director and three Assistant Professors. 4 months half-time and 2 months full-time $ 7,230
2 - Secretary. 4 months half-time and 2 months full-time $ 2,420
3 - Lecturers. 16 lecturers one day each lecturer $ 1,350
4 - Visiting critics. 8 visiting critics - Three/four days each visiting critic $ 2,000
5 - Documentation for the working-topics $ 1,000
6 - Cost of general maintenance and management $ 1,000
$ 15,000