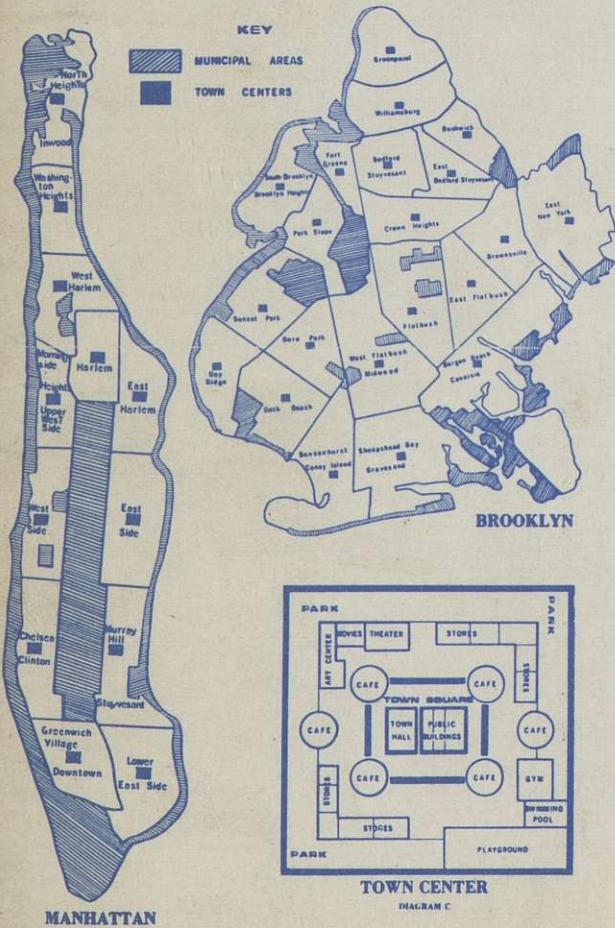


LE CARRE BLEU

3 - 4 / 1971

WHAT A DEMOCRATIC
NEW YORK WOULD LOOK LIKE
(A PLAN WITHOUT A MASTER)

WHAT TWO BOROUGHS OF NEW YORK CITY WOULD LOOK LIKE
WITH COMMUNITY SELF-GOVERNMENT



états-unis :
nouvelles tendances
progressives en urba
nisme et en architec
ture
new radical concepts
in american planning
and architecture

france :
actualités . université
lyon 2

boîte postale de l'habitat

Nous avons le plaisir d'annoncer à nos lecteurs que nous ouvrons une nouvelle rubrique qui continuera la publication du bulletin : "boîte postale pour le développement de l'habitat" édité par le Professeur J.B. BAKEMA, conformément à une résolution du Congrès des C.I.A.M. à OTTERLOO (1958).

Nous entendons faire connaître dans ce bulletin les publications de tout ordre qui nous seront transmises par leurs auteurs (éditeurs, institutions, écoles) et ayant trait:

- à l'habitat (H)
- à l'urbanisme (U)
- à l'aménagement régional et territorial, (R)
- à l'approche utilisée dans ces disciplines (A)

Nos résumés succincts seront publiés soit en français, en allemand ou en anglais.

Les personnes ou institutions intéressées sont priés d'adresser leur envoi à notre Secrétariat avec la mention "boîte postale habitat".-

Following agreement between our team and Professor J.B. BAKEMA we shall publish under the heading "post-box for the development of habitat" the former bulletin edited since the Otterloo Congress of C.I.A.M. (1958) by this noted member of the modern movement.

We are going to relate, under the form of brief summaries, interesting contributions to a renewed approach to environment, classified under following paragraphs:

- housing (H)
- town-planning and design (U)
- regional planning (R)
- problems of general approach to environmental science and design.

Publications should be forwarded to our Secretariat with the mention: "post-box habitat".

Comments will be presented either in english, french or german.-

Unsere Zeitschrift übernimmt in Übereinstimmung mit Professor J.B. BAKEMA die Publikation des "Briefkastens für die Entwicklung von Habitat" welches auf Grund eines Beschlusses des C.I.A.M. Kongresses von Otterloo (1958) von diesen Mitgliedern der Organisation herausgegeben wurde.

Wir beabsichtigen in dieser Rubrik kurze Zusammenfassungen von Veröffentlichungen zu bringen die folgende Gebiete berühren:

- Wohnen (H)
- Städteplanung und Städtebau (U),
- Regional u. Landesplanung, (R)
- Methoden der Umweltpflege. (A)

Die Zusammenfassungen werden in deutscher, englischer oder französischer Sprache verfasst.

Die Absender solcher Veröffentlichungen sind erbeten dieser unter Anzeichen "Briefkasten Habitat" an unser Sekretariat zu übermitteln.-

tribune libre

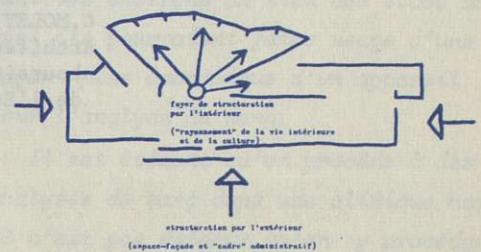
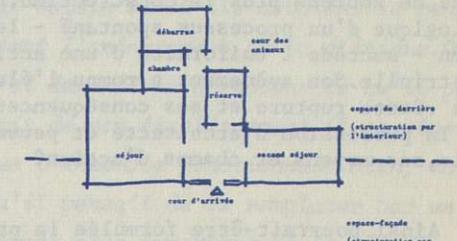
vers les fondements de la crise architecturale

De l'article de Kirmo MIKKOLA, paru dans le Carré bleu no. 2 de 1971, ressortent deux volontés: d'une part celle de s'interroger sur la situation conflictuelle de l'architecte, d'autre part, celle de recourir à l'analyse historique afin d'éclairer cette situation. Une analyse historique globale du cadre de vie peut fournir une explication à la crise actuelle de l'architecture, à condition de ne pas présupposer le rôle de l'architecte et de faire commencer l'histoire du cadre bâti à ses origines. Ayant failli à la première condition, on risque de faillir également à la seconde, et c'est ce qui apparaît dans l'article de MIKKOLA.

On remarque d'abord, dans son article, qu'il fait commencer l'histoire de l'architecture finlandaise avec notre siècle; il semble qu'il n'y ait lieu de s'interroger sur le bien-fondé de cette origine. Avec le tournant du siècle, coïncident en effet l'essor de l'industrie, le développement du sentiment national et la naissance de l'architecture finlandaise proprement dite. Ces 3 phénomènes sont évidemment liés: les architectes ont d'abord ressenti l'essor industriel de leur pays comme un renouveau national et ont voulu l'exprimer dans, ou plutôt par leurs œuvres. L'industrie a donc, dans un premier temps, développé la profession d'architecte par un effet indirect. C'est plus tard que les architectes ont mis en œuvre les produits de l'industrie suivant différentes tendances dont MIKKOLA fait l'analyse et dont il constate l'échec, sans vraiment en dégager toutes les causes.

Car c'est en fait sur l'histoire des architectes finlandais qu'il s'est penché, et non sur celle de l'architecture. Si MIKKOLA fait commencer l'histoire de l'architecture de son pays avec celle des architectes, c'est qu'il leur présume un rôle et même qu'il ne remet pas en cause la nécessité de leur existence. Or il n'arrive pas à préciser leur rôle. Il n'envisage l'activité des architectes que sous l'angle de leurs tendances et constate qu'elles sont sous-tendues par une situation conflictuelle qu'ils n'assument pas.

Le fait qu'il y ait des architectures de tendances est en effet particulièrement significatif. Le choix d'une tendance est pour l'architecte un moyen d'éliminer la problématique conflictuelle. Son "parti" fera ainsi avancer le projet sans que la problématique y soit présente. On connaît les conséquences actuelles de cette méthode. (Une solution ne serait-elle pas de fonder la méthode du projet sur une logique dialectique?). Regardons par exemple la tendance dite du "romantisme national". Quelle liaison y-a-t-il entre l'architecte qui se veut le porte-parole d'une culture, dont il n'est peut-être même pas issu, et entre la population qui a sécrété et véhiculé cette culture de génération en génération? Cet autoritarisme, inconscient ou naïf, rend l'art national proche d'un art national - socialiste.



Plus sincère est Alvar AALTO dans son expression de la tradition populaire. Eero SAARINEN exprimait une idée (l'élan national), AALTO donne l'image d'un vécu. Ainsi, pour la bibliothèque de SEINAJOKI, il inscrit en plan une double structuration de l'espace qui est celle par laquelle les habitations rurales traditionnelles étaient mises en forme (voir les 2 fig.). J'ai pu vérifier sur place que les usagers de la bibliothèque ne perçoivent pas l'intention d'AALTO. Comment expliquer cet échec, ainsi que celui des autres architectes?

Pour MIKKOLA, l'échec vient du fait que l'architecte, quel que soit sa tendance, s'est toujours retrouvé au service du pouvoir économique et social, et n'a jamais réellement construit pour le peuple. "Construire pour le peuple": une intention ambiguë qui mêle désir de démocratie et paternalisme. Nous retrouvons la situation conflictuelle de l'architecte.

Cette situation ne repose-t-elle pas sur des prémisses fausses? La première question n'est-elle pas plutôt celle de la construction par le peuple? Avant l'ère industrielle, la cadre bâti était construit principalement par ses usagers; maintenant des architectes construisent pour eux et on s'étonnerait seulement aujourd'hui que cela puisse soulever une crise de conscience?

Il semble donc nécessaire, avant tout, pour dépasser le constat d'échec et dégager les fondements de la profession architecturale, d'analyser historiquement le cadre bâti depuis ses origines. Cette analyse doit en particulier permettre de tirer les conséquences du passage de l'ère agricole à l'ère industrielle: l'industrie permet en effet de produire des matériaux de construction autres que ceux mis à disposition par la nature. Ces nouveaux matériaux et techniques de mise en œuvre ne sont plus issus, comme à l'ère agricole, du site où l'on veut construire. Autrement dit, à l'époque industrielle, le site ne secrète plus la construction. L'usager non plus. A l'unité écologique d'un processus spontané - le site, l'individu, la construction - succède l'uniformité d'une action délibérée, la production industrielle. Son avènement a rompu l'élaboration continue du cadre de vie. Cette rupture et ses conséquences justifient-elles l'existence de la profession d'architecte et peuvent-elles amener à définir son rôle, ses moyens et champs d'action?

Ainsi pourrait-être formulée la problématique architecturale apparue dès le début du siècle.

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de l'Education de Finlande (1970-71)

after the planners

Les éléments de la présente étude sur les nouvelles tendances en architecture et en urbanisme aux Etats-Unis ont été réunis par notre collaborateur Alexandre Tzonis, enseignant à la graduate school of Design de Harvard.

Nous avons tenu à présenter ces contributions dans leur contexte original en langue anglaise. Un résumé succinct en langue française accompagne les textes en question.

A few years ago I talked to a group of public housing residents about what they liked and disliked in their project. The only point people could agree on was that they liked a clinic that had been built by remodelling and interconnecting a few of the apartments. Bedrooms became examining rooms and living rooms were turned into reception areas. The people said they liked the "warm", "friendly" atmosphere compared to the large city hospital to which they had to go before the clinic was built. When I asked the clinic director what he thought about the place, he said it was working well, but that they were thinking of replacing it with a new, larger building. If they were taking care of 20,000 families, he said, instead of the 5,000 that lived in the project, they could make much more economical use of a blood testing machine.

Obviously a clinic needs to test blood, but it's not so obvious that doing this economically (which presumably means that more blood tests can be made) necessarily means a better situation to live in, or I might add, does it necessarily mean that a larger number of people will even have better health care. In all probability many poor people use the dehumanized welfare health facilities only when they find themselves in extreme predicaments. With more comfortable health facilities available, they would probably tend to use them before they found themselves in critical health.

THE NEW PROFESSIONAL.

Rejecting the role of the advocate planner within the present structure of government, doesn't mean rejecting the experts role in creating the liberated society. For the planner, environment making would be used as a way of moving towards more human cultural results by presenting ways of designing and using environments which are inherently antagonistic to the present oppressive environmental norms. In this role, the professional would become part of a fundamental cultural revolution. Instead of remaining the outside expert, trying to resolve the conflicting acts of the low-middle-high income metro police or simply "helping the poor", he becomes a participant in his own community's search for a family structure, the kind of people it wants to live with and in determining the process of creating a physical place that would foster this way of life. He helps begin the process of cultural change by exposing the environmental oppression of the present society, the nature of real estate speculation as it affects design for example, and by choosing new projects which have the possibility of providing shelter, while at the same time containing the seeds of liberating people's political consciousness.

The design of housing, for example, could be used to expose people to the possibilities of designing for themselves and to more communal patterns of living together. Using design opportunities as a

après les planificateurs

Nous présentons ci-contre quelques extraits d'un ouvrage intitulé "AFTER the PLANNERS" à paraître aux éditions "Penguin Books" à Londres, prochainement.

Il y a quelques années je me suis entretenu avec un groupe d'habitants sur leurs préférences concernant leur quartier. La seule chose sur laquelle ils ont pu se mettre d'accord d'embellie était la clinique du quartier aménagée dans un ancien immeuble par l'aménagement de plusieurs appartements vacants. Les chambres furent transformés en salles d'examen, les séjours en salles d'accueil. Les habitants montraient une préférence pour l'ambiance chaude et "amicale" de la clinique, qui tranchait avec celle d'un grand hôpital voisin et où ils devaient se rendre avant l'aménagement de la clinique. Quand j'ai demandé au directeur ce qu'il pensait de son établissement, il me répondit que l'ensemble fonctionnait bien, mais qu'il pensait de le remplacer par un bâtiment plus important. Si la clinique avait un support de population de 20.000 familles environ au lieu des 5.000 actuel, ils pourraient faire usage d'une façon plus économique d'un appareil pour l'analyse du sang.

Il est évident qu'on procède à des analyses de sang dans une clinique mais il n'est pas évident qu'en y procédant

way of explaining the advantages of community-socialist economic enterprises could include proposals for community ownership and management of individuals owning all income producing ventures--the factories, the housing and the shopping places. Designing innovative educational places as alternatives to the "school" is another possible way of moving towards a better future society through action now.

As a case in point, two years ago, my architecture students at MIT and I were involved in helping a group of middle-class white suburbia teenagers trying to design their own learning place, "liberated zone" as they called it. The liberated zone was to be a place where high school students could come together outside their own home and school situation in a personal environment for finding out about themselves and what they wanted their education to be like. While this place has yet to be built, it raised some new possibilities for design processes that explore new cultural attitudes. By posing specific design solutions as alternatives to the present repression, the design process gave people the chance to understand their present feelings by projecting or acting out an environmental existence. It required that people think about how their present attitudes were conditioned by existing cultural attitudes. In one session, for example, I asked what impression they'd like this "liberated zone" to have on someone driving past it on their way home from work.

We should make it Colonial on the outside and do what we want inside. That way people driving by will not get upset about it.

They also thoughtt about how adults might react--as some felt, parents had the power to close the place. Some students saw thee buildings as a display of their ideas, like a badge worn on their sleeve.

I don't think my parents will like it. Right now I'm home after school, and my parents like that-- if the center gets built, I'll go there after school, be home for supper, and go there again at night. They're not going to like that.

How can you solve the problem--the fact is you are isolating them.

I don't know--maybe have another baby.

In one sens even, the failure to be able to build the project is also one of its successes. Having described a more humane environmental experience, having tasted possibilities which the present institutions cannot accept for fear of losing their own domination, the contrast between the present and a possible better future becomes even more apparent. In the cases where students attempted to acquire funds or land it wasn't available--instead, the town offered them the basement of a town ofice building--where they could remain under their watchful eyes of the authorities. The student's "liberated zone" design was in effect a demand on the existing structure of domination. Having to confront the kind of reality that rejects a demand for a more humane educational existence, makes students aware of the need for more radical changes.

d'une façon économique on obtienne de meilleures conditions de séjour et pour plus de précision j'affirmerais qu'il n'est aucunement démontré que la qualité des soins soit plus élevée pour un plus grand nombre de personnes.

Il est probable que beaucoup de gens de condition modeste n'utiliseront les nouvelles installations rationnelles et inhumaines, qu'en cas d'extrême urgence.

VERS UN NOUVEAU TYPE D'AMENAGEUR

Nier le rôle du planificateur-conseil (advocate-planner) dans le contexte des structures administratives actuelles n'équivaut pas pour autant à nier le rôle du spécialiste dans la création d'une société plus libre. Pour l'aménageur, la création de l'environnement représente un moyen de s'acheminer vers un niveau culturel plus élevé, en en montant des possibilités d'utiliser l'espace différente de celle dictée par les normes contraignants d'aujourd'hui. En assumant ce rôle, le professionnel devient partie intégrante d'un mouvement social. Au lieu de rester l'expert impartial ou simplement en aidant "les pauvres" il participe à l'organisation du mode de vie de la communauté et deson cadre de vie correspondant. Il amorce le processus de transformation culturelle en mettant à nu l'oppression qui se manifeste dans le domaine de l'environnement.

Raising demands around the needs of humane existence, rather than those that our present system can deliver, approximates the kind of "non reformist reforms" that radical French economist André Gorz has proposed (1) as a workers strategy for attaining a socialist society. This type of reform according to Gorz "is one which is conceived not in terms of what is possible within the framework of a given system and administration, but in view of what should be made possible in terms of human needs and demands. He differentiates this kind of revolutionary reform from the "reformist reform" which he defines as "one which subordinates its objectives to the criteria of rationality and practicability of a given system and policy. Reformism rejects those objectives and demands--however deep the need for them--which are incompatible with the preservation of the system. As an illustration of how non-reformist reform has to be determined, Gorz notes

"Is it reformist, for example, to demand the construction of 500,000 new housing units a year, or a real democratization of secondary or higher education? It is impossible to know beforehand. One would have to decide first whether the proposed housing program would mean the expropriation of those who own the required land, and whether the construction would be socialized public service, thus destroying an important center of the accumulation of private capital; or if, on the contrary, this would mean subsidizing private enterprise with taxpayers money to guarantee its profits?"

"One must also know whether the intention is to build workers housing anywhere that land and materials can be cheaply bought, or if it is to construct lodgings as well as new industry according to optimum human and social criteria!"

GUERILLA ARCHITECTURE

The nature of environmental demands made on the established order can be at the scale of 500,000 housing units Gorz refers to or on the scale of one housing unit---the critical element is both the nature of the demand and how people raise the demand---the style of action. In this way the questions to which a planning move must submit are: does the demand expose the repression of the established order? does it address itself to the people's real needs? and are there ways that people can act with some hope of success on these demands? and will successes and or failures lead to the kind of political consciousness which leads to further acts and the creating of what might be called guerilla architecture. I've found that the style of action in fact, plays a crucial role in determining the effectiveness of a demand. This is sometimes the case with squatters housing in latin South America (2) and also increasingly so in the United States. In Boston, a group of low-income families recently squatted in newly renovated apartments in their neighborhood just before the higher income tenants were scheduled to move in. Within a month, the landlord was forced to lower his rent and the public housing agency to provide a rent subsidy for the families. In New-York City, similar actions have forced city agencies to make housing available for low income people. In one case, the squatters organized under the banner of "operation move-in". Working at night, with crowbars, the people opened doors and windows of apartments scheduled for demolition by the city. The apartments were often in reasonably good condition (At one point the city had maintenance crews deliberately destroy toilet fixtures in buildings to deter the squatters--- but later conceded to the opposition).

L'auteur souligne le rôle qui échoit au nouveau type de planificateur dans la démonstration et la défense de certains principes tels la socialisation du sol urbain, la mise en propriété collective de certains secteurs de l'économie indispensable à la vie d'une communauté. L'examen critique de l'école dans sa forme actuelle peut conduire à la conception de lieux éducatifs d'un type nouveau. Il cite son expérience personnelle concernant l'aménagement d'un terrain de jeux "sauvage" au profit des jeunes d'un quartier urbain, conjointement avec un groupe d'étudiants de la M.I.T. (Institut de technologie de Massachusetts)

Il s'agissait d'un endroit où des lycéens pouvaient se réunir en dehors de leur propre foyer, un milieu propice à la découverte de soi-même. L'élaboration du projet a amené les élèves à explorer de nouveaux modèles culturels en opposition aux modes "directive" et répressifs de l'environnement courant. Sur le plan purement formatif l'expérience est apparue comme positive dans la mesure où l'échec de la tentative d'obtenir un terrain de la municipalité a révélé un contraste existant entre ce qui était souhaitable et ce qui se pratiquait couramment dans la réalité entre le présent et l'avenir.

Un chapitre à part est consacré à ce que l'auteur appelle "l'architecture de guérilla": l'action directe exercée par

It's true that many of the people in these apartments still face eviction by the authorities. But this is a factor which must be measured against the alternate of planning and waiting for housing that will probably not happen at all. Another factor is how this direct action counters the usual feeling of hopelessness in poor neighborhoods. "The ones who were willing to do it were pretty strong people" said one of the project organizers. When they first went in it was like they were liberated--- they were exhilarated". After the initial success more and more people signed up on waiting lists for new squatter actions.

....The style and scale of such a guerrilla design process obviously won't come near to meeting the quantity of environmental needs in this country; there would have to be more radical change in most of our institutions for this to happen. Its usefulness, however is a strategic tactic in an ongoing struggle for change for it makes possible short term success while publicly exposing the need for sweeping changes in environmental policies. It illustrates that the only way the environmental needs of the disenfranchised will be met in our present society, is through the process of struggle. And it is a process not easily coopted by the existing institutions, since they are based on the concept of private property. In order for these institutions to meet the squatters demands, they must radically alter their own structure for domination.

The present style of most advocacy planning on the other hand induces people to accept bureaucratic norms of the present organization of domination. In order to deal with the official bureaucracy, the neighborhood group will create one of its own. People attend public meetings and present in the form of maps and written reports, requests for new plans or changes in official ones. These meetings are time consuming, often dull forums for people to "let off steam". As time drags on and nothing happens, the community's energies are diffused and its criticism is blunted. The process becomes a classic form of manipulating the opposition into submision.

With a form of direct action like guerilla architecture, the authorities must deal with what is already built. It is they who are put in a defensive position --they, the authorities have the choice of either letting the people stay in facilities that are obviously needed (as in the case of the squatters) or expos the oppressive nature of their control to more people through the publicity of the removal process. The people either win their demands or at least expose the oppression of those who control the environment. At very least they don't waste their time in a ritual of participation which they can't control.

Guerilla architecture also moves in the direction of cultural change by beginning to break the traditional bond between people and professionals in the creation of an architectural environment. While professionals were used in some of the cases I described, the unique quality of this form of architecture is that it depends less on professionals for its success. Popular participation in environmental decisions begins to emerge. This form of participation hints at the ways environmental design decisions would be made in a liberated society.

Robert Goodman

des usagers pour la défense ou la récupération de leur droit à l'environnement: occupation de locaux, constructions montées dans un site. Ces actions de "squatting" qui se multiplient à une cadence accélérée aux Etats-Unis.

Dans un dernier paragraphe de cette présentation, l'auteur procède à une analyse critique de 'l'advocacy planning' tel qu'il est pratiqué aux Etats-Unis. Il souligne l'existence d'un danger pour ceux qui veulent jouer le jeu de la société actuelle: l'enlisement dans la procédure et l'épuisement progressif de la plupart des initiatives entreprises dans ce domaine. Compte tenu de ce fait l'auteur préconise carrément l'action directe qui de toute façon met l'autorité en position défensive.

the havard urban field service: a retrospective view

What follows is some reflections on the Urban Field Service of the Harvard Graduate School of Design, a program which I began in academic year 1967-68 and ran for two years. In an earlier article we offered an interim evaluation and description of our work (1); the current essay is an attempt at some more definitive analysis, with the distance provided by several months and three thousand miles.

UFS was one of the first attempts to institutionalize training in what was been labelled "advocacy planning" into regular planning and design curriculum. (2) It was by no means an unqualified success: while it accomplished a good deal over two years, it also served to point up many of the important, and possibly inherent, limitations of this kind of professional training at the university level(3). I will try to outline these accomplishments and problems, and to offer some thoughts about future directions for community based training for planners and designers.

UFS is designed to permit graduate students in city planning, architecture/urban design, landscape architecture and related disciplines to undertake projects for and with community groups as part of their degree work. It is intended as an alternative or supplement to traditional studios, which, generally speaking, have all too often provided students with a narrow and unsatisfactory experience at simulation of professional work and real-life conditions. Community based "studios" are an attempt to structure the learning situation around different types of problems and to provide contact with a type of client and professional working relationship and style which probably can only be furnished *in vivo* (4). The projects selected are those for which local groups have requested assistance, and the forms of assistance are usually quite specific. In some instances UFS students worked through and at the request of official agencies, but only when the actual work was with and primary commitment was to a locally based citizens group. (For example, the Boston Parks and recreation Department wanted to establish neighborhood planning and advisory councils to guide expenditures and operations in each of its local districts and asked USF to provide staff assistance in a pilot neighborhood). In virtually all instances the client groups were low income, and no fee is charged for UFS assistance. Our work was generally confined to the Boston metropolitan area, although in a few instances we worked in cities up to two hours away. The students worked in teams of about four or five persons (sometimes larger), often interdisciplinary, with a supervisor, who occasionally was a faculty member, more often a professional hired on a per diem basis and (rarely) a leader or staff member of the client group. Funding for the project originally came from a Stern Family Fund (\$ 25.000, which lasted us for a year and half and was allocated primarily for supervisor's salaries) and has now been picked up (at least temporarily) on the regular budget of the graduate school of Design.

Over the three terms and two summers for which I was Director of UFS we undertook a total of about twenty projects, some of which went on for several terms, and over one hundred students participated in the program. Interestingly (and in part a reflection of internal conflicts within the Graduate School of Design) the majority of our students

le service aménagement-assistance de l'université de harvard, une rétrospective

L'auteur du présent essai a dirigé pendant deux années un groupe d'études comprenant des étudiants en architecture, en paysagisme, en dessin et composition urbaine ainsi qu'en urbanisme. Ce groupe a été le premier à effectuer dans le cadre de l'enseignement, des travaux pour le compte de collectivités urbaines ou rurales. Le but poursuivi fut d'offrir aux étudiants des possibilités de contact avec le milieu réel. Les projets faisant l'objet d'études furent tous amorcés à la suite d'une demande d'assistance technique de la part des collectivités. Ces clients appartenaient la plupart du temps aux classes défavorisées de la population et aucune retribution ne fut perçue pour les travaux effectués. Géographiquement la zone d'étude se limitait à Boston et à ses environs. Les étudiants travaillaient en équipes de 4-5 personnes avec un enseignant ou un professionnel appelé de l'extérieur en tant que surveillant. Le financement du projet fut assuré à ses débuts par une donation et ultérieurement par les fonds universitaires.

Pendant les deux années où ces travaux furent poursuivis, le groupe avait étudié une vingtaine de projets dont plusieurs furent élaborés pendant plusieurs semestres; une centaine d'étudiants y participèrent, dont une partie

either were from other Harvard graduate schools (law, sociology, business education), the MIT school of Architecture and Planning, or other graduate schools of the Boston area (notably, the social work schools of Brandeis, Boston College and Boston University) (5). Perhaps the best capsulized description of the work we did is a listing of some of our principal projects:

--Assisting largely a black organization in Boston's South End to thwart a urban renewal project through studies and reports on the impact of the plan on the city's housing stock and the area residents and development of alternative plans; preparing designs for rehabilitation of buildings conveyed to the community group by the redevelopment authority.

-- Providing technical back-up to the Cambridge Housing Convention, on OEO-sponsored group seeking to halt rising rents and university takeover of the city's low and moderate-rent housing stock and to pressure public agencies and private institutions to provide more housing.

Working with a group in a Boston suburb to develop plans to bring low and moderate - income families into the community.

--Assessment of the impact on existing residents of the master plan designation of a neighborhood in Holyoke as "industrial" and development of an alternate plan for neighborhood renewal.

Development of a refection plan for an East-Boston community group.

--Assisting a tenants' group in Boston's South End to organize residents and conclude tenant-landlord collective bargaining agreements.

Developing space usage and development plans and designs for a counselling and treatment center for teen-age "street people" and a multipurpose community center in two areas of Boston.

--Assistance with legal, land development and financial aspects of a project to create a community development corporation to own and manage a small section of Roxbury, Boston's black ghetto.

--Development of a physical modernization plan, with resident control, for an 1100 unit public housing project in Boston.

Staffing a nascent state-wide federation of local public housing tenant associations.

The question of how successfull we were at all this has to be answered from two vantage points: the assistance provided to the community and the education of the students. With respect to how much the communities were helped, results were quite mixed. By definition, graduate students generally have lesser skills and experience than full professionals, and although we attempted, in our selections of projects, to choose only those which were within the skills range of graduate students, we did not always come up with a satisfactory product, or any product at all.

Where we did not succeed in producing satisfactorily, it was often because of insufficient duration and intensity of the students' time commitment. There is inherent conflict between the student's time schedule and overall orientations and the demands the community's project makes on him, and I do not know of any easy way to get around this. It is different and more difficult to secure a definite commitment of more than an academic term's length (although some students remained with their projects for a year and longer), and summers are problematical. Not the least of our problems was how to find the money to pay those students who wanted to remain with the project over the summer. Many of our students were from the graduating class (in most planning programs half the students will be in this category), and they usually disappear from the scene after getting their degree. At any given time, the most we could get from a student was a half-time commitment, and the more usual pattern was for UFS to be one of our courses (i.e. a little

provenait d'écoles ou d'instituts extérieurs à l'école supérieure de Design.

L'auteur énumère les principaux cas traités dans l'agence: - assistance fournie à une collectivité composée de noirs de Boston pour démontrer le caractère préjudicieux d'une opération de rénovation urbaine, - élaboration d'un programme d'habitations économiques pour le compte d'associations sans but lucratif, - préparation d'un programme d'action pour attirer des familles de revenus modestes dans un quartier aisé, - élaboration d'un plan d'espaces verts pour les quartiers Est de Boston,

- assistance d'un groupe de locataires dans leur négociation pour l'obtention d'un contrat collectif de location, - étude de plans de développement et de construction pour un centre de jeunes dévoyés, - encadrement d'une association de locataires en voie de formation.

L'auteur examine les résultats obtenue sur deux plans: celui de la valeur l'assistance fournie aux collectivités, puis celui de la valeur formative de cet enseignement pratique.

Sous l'angle du premier critère, l'auteur note l'infériorité de l'étudiant par rapport au professionnel et le désavantage résultant de l'insuffisance du temps alloué aux études, - une synchronisation difficile de l'année universitaire et de la vie réelle.

Sur le plan formation l'auteur note que la plupart des participants esti-

over a day a week). The "academic" rythm also has a life of its own: at the beginning of the term (particularly the fall term) several weeks are taken up in "getting back into the swing of things"; the middle weeks are usually the most productive; and at the end of the term, when exams, papers and charrettes loom, students often find little time for their community obligations. Thanksgiving, Christmas, mid-semester break, Easter, long skiing weekends also tend to take precedence over the community. The time schedule of the real world is not that of the academy: sometimes it is more intense, requiring greater time commitment than students can make available, sometimes it is dilatory, leading to inefficient use of student's time. And almost never is it predictable. Despite our desire to have students work on concrete discrete projects of definite duration, this turns out not to be the nature of most requests (at least in the long run: often what appears a narrow issue, upon further work and task definition reveals itself as multifaceted and long range). The students "built-in" inability to provide reliable assistance is one of the major sources of the mistrust and ambivalence many communities feel about aid of this sort. I don't think there's any point in chastising or exhorting students; the natural competition, academic and non-academic, is simply too great. There are other possibilities as to how a field-work program might run, which might reduce this conflict, and these will be explored below.

The disorganization and weakness of the community group itself was another reason why the student groups sometimes failed to produce much. A strict canon of our modus operandi was that the community calls the shots. Once we had established the validity of the project and the presumptive viability of the client group, the student team and its "supervisor" belonged to the community and worked under its direction. The strength and direction of the community group, however, often proved illusory. In part, we had inadequate opportunity during the "work-up" period just prior to the beginning of the term to ascertain fully the strengths and weaknesses of each neighborhood group requesting assistance. But this unpredictability was also to an extent a characteristic of the types of groups that sought our help. Often we (unintentionally) exaggerated their strength and potential, out of a desire to help them and their cause, to see them as strong. Then, too, more established community groups tended to have better access to professional assistance either through formal advocacy planning organizations, or through their funding sources. Being a free and quite available source of assistance, we tended to serve those groups which were just getting started or just beginning to cope with a particular issue. In many senses groups of this type need even more intensive help -- in the form of community organizing (which we were ill equipped to carry out) and planning and design services. Our inability to provide them with the intensive assistance which they needed for their very growth and survival often led to a downward spiral. Probably the most successfull formula for UFS aid was when we plugged in" to an ongoing operation with a strong community group. Most often, this occurred when we worked in tandem with Urban Planning Aid Inc. an OEO - funded advocacy planning organization in Cambridge, which was able to provide more long-term, professional assistance. That took much of the burden for continuity off the student group and permitted them to take on those tasks for which they were best suited. (On the other hand, the professional advocate planners, often with good reason, frequently wished to relegate the students to background "scut work" and this conflicted with direct community experience).

maient le travail comme attachant, souvent le plus attachant de leur curriculum d'étudiant. D'autre part une grande partie des étudiants de l'école se désinteressaient de cette forme d'enseignement ou furent déconseillés d'y participer par des collègues. Quoiqu'il en soit, l'advocacy planning ne consistait qu'en un enseignement optionnel et cette situation est appelé à se prolonger. A l'égard des étudiants héritants qui ne possèdent le plus souvent aucune information sur cette expérience, l'auteur conseille de pratiquer une politique de porte ouverte en leur offrant la possibilité de faire un essai.

A quel moment faire intervenir l'advocacy planning dans le curriculum? L'auteur propose d'établir une distinction entre étudiants-architectes, paysagistes ou dessinateurs urbains et urbanistes. La première catégorie aurait avantage d'aborder cet enseignement vers la fin des études à cause d'un apprentissage approfondi de techniques de tout ordre, tandis que les urbanistes dont la formation est plus pragmatique ont intérêt à se familiariser avec la pratique le plus tôt possible. Ces observations valent évidemment uniquement dans les limites de l'enseignement tel qu'il est pratiqué aux Etats-Unis dans ces disciplines. L'auteur critique l'aspect "élitiste" de cette formation. Il souligne que l'advocacy planning s'adresse aux étudiants ayant une attitude

The limitations and occasional failures I am describing should not mask

Not mask the genuine and valuable assistance we often were able to provide to local groups.UFS did (and does) fill an important vacuum in offerin free planning and design services to goroups that otherwise would have no access to this kind of technical assistance.The real question,however,that must be asked even about our successes is wether,for the groups we have assisted,short-term,discrete victories a and achievements have any lasting effect.It becomes increasingly cmeair from our work that the source of our clients' problems is their power lessness and lack of organization vis a vis capitulations by a single landlord amount to little.In our approach to assistance and problem solving we may unintentionally be fostering the illusion,among oruselves as well as the people we work for,that real change can come about in this manner and through this form of professioanl help.

This brings us to the other and related test of our work: how helpful was UFS in educating students? This question can be answered only in thee context of the purposes of our profession and of professional education.(6) Generally speaking,those students who participated felt UFS was a highly worthwhile investment of time,in some instances the most useful and interesting part of their academic carer (although this may say more about the quality of alternative curriculum offerings than about our own work).A large portion of the student body did not relate at all to UFS,either because they were uninterested in this kind of work or were discouraged by faculty advisors from participating.And the majority of faculty were unenthusiastic about giving UFS a central place in the curriculum,with views ranging rrom those who didn't object to tehir students being exposed to a smattering of "good work" soetimre during their careers,to those who were highly antagonistic toward the program.

The UFS students were a self-selected group (it was not a mandatory part of the curriculum).Only those students interested in learning more about and training themselves for this kind of professional role entered.Not all students should participate in UFS type programs,by any means.It is a role that only a portion of students want to train themselves for or expose themselves to, and from the viewpoint of the community I cannot see inflicting incompetent,unwilling or ambivalent students on a group that wants help, and committed help.I am, however,concerned about how to reach the middle-ground of students, those who have had little contact with community groups,are unsure about what kind of professional they want to be, but would like to try UFS as a way of helping to make their eventual decision.In general, this will not be a large group,as one suspects that most students coming into professional school nowadays have given sufficient thought to their values,politics and future to know what role they want to play in the world.It would seem important,however,to make provision for sincere students uncertain about where the're at, and this can be done by allowing them into UFS-type programs after careful selec- tion and by exercising some control over the extent and nature of their contact with the community until both are sure they will be compatible with one another.(7)

The question of where in the student's professional training this experience ought to be introduced is also problematical.The case may be somewhat different for planners than it is for designers,reflecting the different nature o and technical character of the pro-

critique vis-à-vis du système traditionnel de l'exercice de la profession. Il constate l'existence d'une opposition de fond qui se manifeste à l'égard de cet enseignement dans les cercles universitaires, pour des raisons d'ordre politiques. En effet la philosophie qu'on peut tirer de l'expérience est que la décision véritable en matière d'aménagement appartient à la communauté et que la barrière entre le "professionnel" et le "client" tend à disparaître Ceci repose sur une prémissse: la communauté est la plus apte à apprécier la nature de ses besoins, le professionnel de son côté peut l'aider à les transposer dans la réalité, tâche qui exige une humilité qui ne fait pas toujours partie de l'éthique professionnelle.

En conclusion l'expérience d'advocaacy planning au sein de l'école supérieure de Design représente un instrument de transformation des méthodes d'enseignement habituelles; le système de formation actuelle forme un obstacle à sa réalisation. Une solution intermédiaireconsisterait dans la création d'un institut autonome appelé à préparer les étudiants à assumer des responsabilités en tant que conseillers et aides de collectivités-

L. See Chester W.Hartman and Jon Pynoos:
The Harvard Urban Field Service, an ini-
tial report " Bulletin of the Association

fessions themselves.Architecture,landscape architecture and urban de- sign would seem to require a higher level of technical skills and too tools, in much the same way as is true of law,medicine and engineering. This means that in order to practice these professions properly more rigorous and protracted training is required (although a great deal of streamlining and shortening could doubtless bbe accomplished in the training of these professions and much of the severe and exacting quality of the studio and charette,the intern-internship, the bar exam can better be explained in terms of the mystique and trappings of professionalism).Thus, the design student realistically may have less to offer to the community during his early years of training, and large amounts of time devoted to the community take away time needed for acquiring technical skills It was most difficult to work the architecture students into UFS,pre- cisely because of this conflict; the faculty sought to keep their students in the traditional design studio and jealously guarded any inroads into what they saw as the central task-- learning design.Urban planning, on the other hand,at least in its present form is a far less "technical" profession: its skills and tools are less abstruse,require less training, and are to a greater degree relative to and determined by the role and goals of the planner (8).This argues more clearly for an earlier and more intensive exposure to community based planning,with the concomitant development of a different set of skills based on the role the planner wants to play, and means thqt there is less reason to limit the plannin student's involvment until such time as he has developed his "bag of tools".

But it must be recognized that graduate training -- and education more generally -- is a socialization process,in which certain values, and styles are consciously inculcated or otherwise transmitted.The elitism of architecture (9) and its peripheral à relation to cdntral urban andnational problems are the profes- sions outstanding defects, and a major part of architectural edu- cation must be ceneterd around questions of who design is for,what the architect creates,what values he fosters,what parts of the society are not now served by designers.Until some balance is struck during the educational process between technical training and basic philosophmical questioning about the role of the architect, the pro- fession will remain stagnant,irrelevant and even destructive.Since urban Field Service work realistically involves (or can involve) a basic questioning of the traditional professional models and the positing of what may be a radically different role for the pro- fessional,oppertunity for contact early in the student's career, probably in the first year, is essential (10).The key educational function we serve is to illustrate the ways in which technical skills and social-political considerations relaate to one another.

UFS tended to attract the more socially aware,politically active and radical students,those who are most critical of the tra- ditional ways of the very professions they are training for and of the educational system they have come to for that training.UFS work tended to support their alienation,provided a forum and focus for expressing criticism of the profession and the universityUFS explicitly and implicitly challenged the elitism of the planning and design professions,their values and typical clients,the "track record of the immediate past.UFS experienced also often led to a critical view of what was being taught in other courses,the tools of the pro-

of Collegiate Schools of Planning, Spring 199.

2.- see Paul Davidoff " Advocacy and Plu- ralism in Planning," J.Amer.Inst.of Plaa- ners,November 1965 pp.331-38;Lisa Peattie " Reflections on Advocacy Plan - ning,J.Amer.Inst.Planners, March 1968 pp. 80-88;Frances Fox Piven:Whom does Advo- cacy Planning serve? Social Policy, May/June 1970,pp. 32-35;Roger Sgarr

" Advocators or Planners?" AEM news - letters,December 1967; Langley C Keyes and Edvard Teitcher " Limitations of Advocacy Planning: A view from the Es- tablsihment" J.Amer.Inst.of Planners, July 1970,pp.225-26.

3.- I do not mean to leave the impres- sion that UFS is a thing of the past.Al- though I left UFS and Harvard at the end of academic year 69-70, the program con- tinues under a new and very promising Director.

4.- George Duggar and others have sug- gested that gaming may be another and more efficient way to provide instruc- tion in community based planning.I per- sonally doubt this and have not seen any games which can adequately rep- roduce this experience.

5. With one or two exceptions,we did not permit undergraduates in the prog- ram.

6.Obviously this is too broad an issue to be covered,except in the most curso- ry way,as part of a short article..

7.-This is not to imply that no problems of compatibility exist with regard to "committed" students.UFS newer handled the problem satisfactorily of "how" to screen students...In part this is ques- tion of time.

8.-"The planning fraternity's criteria, although displayed as profoundly tech- nical, are actually equal to general edu - cation and general skills,accompanied by a willingness to accept jargon in place of meaning and to spend tedious days u- sing an adding machine or coloring maps. The graduate curriculum in city planning is a miscellany of economics,socio- lo-gyarchitecture and map making,in too many instances taught at freshman's le vel.Two years of it plussome familiari- ty with the latest gadgetry of computer-dom may crush any idealistic notions a s student has about planning cities,but

fession, the way in which teaching and learning took place. A biweekly seminar for all UFS participants in which specific projects were related to more general issues of social analysis and social change served to enhance the critical and political tenor of our work: through discussion and exchange of individual experiences we were better able to see the broader dimensions of the various projects and the limitations of traditional professional approaches. (But limitations on student time reduced the potential of these seminars and also took time away from direct community involvement). I do not mean to overstate the subversive character of UFS; participation in the program was not intensive enough to have by itself induced revolutionary changes in consciousness. Yet it did nurture the critical spirit and served as a common ground for those who wanted to bring about fundamental change in the professions and in the training of professionals.

Our lack of integration with the rest of the School was in part situational, but in my view probably represents a difficulty that will arise in almost any university-based professional school where a program of this sort is introduced. Put bluntly, there will be substantial opposition to UFS-type work from a large and often influential group of faculty members who dislike the politics underlying community-based work, who feel it is not a proper role for professionals and who believe that if such involvement is desired it should be extra-curricular and not something to be confused with legitimate professional training or the functions of the university. For traditional practitioners one of the most threatening aspects of community based planning and design work is the "deprofessionalization" or decentralization of professional skills and power that is its conscious and inevitable accompaniment. One of the aims of UFS was to break down the exaggerated distinctions between "professional" and "client", the notion of the appointed expert proposing and disposing. Community-based planning and design begins with the proposition that the community is best able to express its own demands, and that it is the task of the trained professional to help translate these needs and desires into reality, relying to the greatest possible extent on the involvement and participation of local people themselves throughout the entire process of goal articulation, concrete plan and design formulation, and implementation. It requires a humility that most professionals do not have and may not want to have, and it is certainly not the dominant ethic or style in the professions and in the universities. Perhaps more than any other aspect of our work, this different consciousness distinguished us from the rest of the academic environment and was ultimately responsible for our many conflicts therein.

We are thus left with something of a dilemma: the design and planning professions are sorely in need of fundamental changes, many of which are the kinds of changes embodied in UFS work (11). Having a program like UFS in a design/planning school serves to crystallize forces for change and make the change process more rapid. On the other hand it is virtually impossible to do a good job of training students for community based work and providing low-income groups with a high level of committed technical assistance under the constraints described above, which, as I indicated, will probably characterize any similar program in a university-based professional school.

An alternative approach might involve creating an autonomous institution to train students in community-based planning and design.

it will get him a Master of City Planning degree.

9. See Pat Goeters: *The Patrician Hang-up* (Dept. of Architecture, Yale University n.d. 1967)

and Robert Goodman: *After the Planners* (forthcoming)

10.-The first year student can offer, a team composed of both first year and advanced students.

11. See my guest editors introduction to the July 1970 issue of JAIP: 1) a critical analysis of the achievements of the profession 2) more competent faculty 3) a re-evaluation of the traditional "jack of all trades" approach 4) Updated teaching of technical skills 5) Infusion of large numbers of black, brown, low-income and female students.

12. See article by Langley C. Keyes cited in footnote 2.-

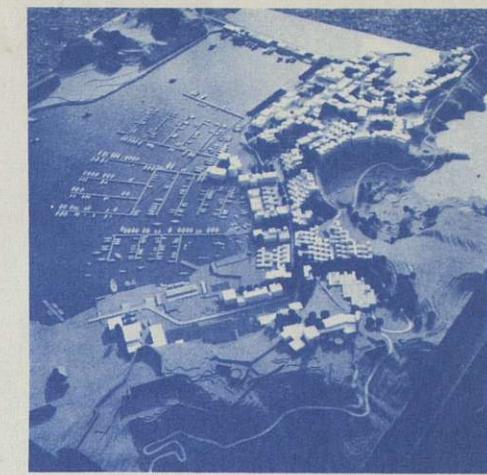
Such a training institute ideally should be independent of the university, in order to avoid the constraints that inevitably arise when the student group involves itself in something "too political" or which directly counters the narrower corporate interests of the university itself. Students should be drawn in part from community residents (ignoring the usual formal criteria for university admission), in part from persons who might ordinarily go to traditional graduate schools. The entire curriculum would be built around community work, with more formal academic study integrally related to and deriving principally from the needs and experiences in the field and with greater time devoted to seminars in social changes, processes and political analysis. Classroom instruction might cover such areas as data analysis and presentation, community organization, power structure analysis, relevant government programs, use of media, organization of militant protest, and considerable stress would be placed on reading, discussing and putting to use relevant political and sociological writings. An institute of this sort would have the freedom to concentrate wholeheartedly on the training of a particular kind of planner to work with and for locally based groups to bring about fundamental systemic change and redistribution of power in the society.

The assumption underlying this proposal is that planning and design schools cannot be and ought not be all things to all men. There are many different kinds of planners and planning specialties. Planning schools, being as small as they are, cannot hope to cover all types of planning, and as I tried to indicate, at least some areas of specialization are in sharp conflict with others and are possibly totally incompatible. At a minimum, problems of credibility are involved: a program or school which provides internships, for example, with the local renewal agency cannot at the same time expect that a low income citizens group trying to fight a renewal plan will feel it can call upon and work comfortably with a student advocate team recruited from the same sources.

What this means, of course, is that "planning" and "design" are not neutral skills and tools and that professionals are not mere technicians with an interchangeable bag of tricks applicable to any type of situation or client. Community based planning and design -- at least the kind many of us have in mind -- presupposes and demands an orientation that regards the community and its needs as primary; that calls for a non-elitist style and mode of relating as a professional; that seeks to probe for underlying causes of problems and for true, not apparent, solutions; that is basically political in outlook -- i.e., viewing problems and solutions in terms of who has and doesn't have the resources and power and the ways of making systemic changes to alter present power and resource relationships.

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actualités



AMÉNAGEMENT TOURISTIQUE DES ÎLES DU FRIOUL

Une société d'économie mixte vient de se constituer à Marseille pour l'aménagement des îles du Frioul en centre récréatif et de loisirs.

Les plans d'aménagement de l'île ont été élaborés par un groupe d'architectes marseillais, sous la présidence de l'architecte hispano-américain J.L. Sert.

Un côté intéressant de cette entreprise réside dans la "piétonisation" de l'île. On prévoit l'interdiction absolue d'y amener des voitures individuelles. Cette expérience peut contribuer à démontrer que la voiture n'est pas un accompagnement indispensable de la vie urbaine.

notes de lecture

CLEFS POUR L'URBANISME

par Robert Auzelle, edit. Seghers Paris
265 p. illustrations.

Représant les idées directrices énoncées dans des ouvrages précédents (cours d'urbanisme, plaidoyer pour un aménagement rationnel de l'espace), l'auteur entend situer le problème urbain au point de convergence des facteurs:

- écologiques
- de participation des usagers et d'une démocratie de gestion
- juridiques, concernant la disposition du sol urbain
- philosophiques et éthiques concernant la finalité des méthodes dites "scientifiques" en urbanisme.

Il n'est pas dans notre intention d'entrer dans les détails d'un ouvrage qui soulève des problèmes graves. Contentons-nous de souligner que l'auteur milite dans cette étude en faveur d'un urbanisme communautaire, urbanisme qu'il s'attache à concrétiser dans ses travaux pratiques ainsi qu'à l'atelier Tony Garnier dont il assume la direction.

PLANNED REGIONAL SETTLEMENT PROJECTS

par (+) Artur Glikson. Edit. Rehovoth settlement center. Israel. 200 pages, illustrations.

Le centre régional d'études de Rehovoth a eu l'heureuse idée d'éditer des travaux inédits d'Artur Glikson, architecte et urbaniste, décédé subitement en 1966 et qui a souvent contribué à notre feuille.

Nous signalons dans ce recueil en tout premier lieu le plan d'aménagement de l'île de CRETE, exemple d'un travail qui allie heureusement les préoccupations de la sauvegarde de la nature et des paysages avec les nécessités du développement par étapes, minutieusement étudié. Le projet a reçu un début de réalisation durant la

vie de l'auteur et nous espérons qu'il continue à être le fil conducteur des travaux actuels.

L'ouvrage contient également une série d'études sur les changements intervenus dans la structure d'agglomérations rurales en Italie, aux Pays-Bas, en Israël.

Le volume est illustré par des photographies prises par l'auteur sur la vie et le cadre de vie à Crète et qui témoignent d'une sensibilité et d'une compréhension attachantes.

Sous le titre "croissance" des réseaux piétonniers nous analysons à la fois l'intensité et les principes de la croissance.

Cette méthode d'analyse est appliquée à six réseaux piétonniers (connus par la bibliographie) (Eltendorf, Cordes, Berne, Biskupin, Boras, Monpazier), et à trois observés expérimentalement sur le site (San Francisco, Savannah, Montréal).

ENSEIGNEMENT PAR CORRESPONDANCE ACOUSTIQUE ET HYGROTHERMIQUE APPLIQUÉS AU BÂTIMENT

Le Centre Scientifique et Technique du Bâtiment (C.S.T.B.) poursuit en 1972 ses enseignements par correspondance d'Acoustique et d'Hygrothermique appliquées au Bâtiment.

Ces enseignements s'adressent particulièrement aux Ingénieurs du Bâtiment, aux Architectes diplômés ou en fin d'études ou aux personnes disposant d'un niveau de formation équivalente.

Renseignements et inscription au C.S.T.B. - Enseignement par correspondance - 4, Avenue du Recteur Poincaré, PARIS 16e - Tél. 288 81.80 et 525 61.01.

informations

ANALYSE ET OBSERVATION EXPERIMENTALE DES RESEAUX PIETONNIERS DANS UN ENVIRONNEMENT RESIDENTIEL EN ZONE URBAINE

par Walter BACHMAN et Gisèle THIRY
Université de Montréal.

Le but de cette étude est de décrire le principe ordonnateur des réseaux piétonniers, de valider une méthode d'analyse et aussi d'aider à optimiser les planifications de ces réseaux. Cette étude est limitée aux réseaux piétonniers dans un environnement résidentiel en zone urbaine. Relativement peu d'études similaires ont été effectuées et ceci est une première approximation. Nous constatons l'interaction de trois caractéristiques fondamentales : structure, utilisation et croissance.

Au titre "structure" on essaie d'établir une typologie des réseaux piétonniers et de circonscrire la notion de hiérarchie.

Sous le titre "utilisation" nous constatons que les installations publiques sur un réseau piétonnier sont réparties selon des modèles empiriques réguliers explicables d'un point de vue théorique. De plus nous décrivons les patterns de mouvement piétonnier.

SEMINAIRE ET ATELIER TONY GARNIER CYCLE D'ETUDES 1971-1973

PROGRAMME DE TRAVAIL

Le Séminaire-Atelier Tony Garnier est un séminaire interdisciplinaire d'application d'urbanisme.

Pour la session 1971-1973, les recherches entreprises au S.A.T.G. dans le cadre d'une mission confiée par le Ministère de l'Equipement, le District et le Département du Val d'Oise, ont pour thème :

"HYPOTHESES D'AMENAGEMENT DE CERTAINS TERRITOIRES COMMUNAUX DE LA BANLIEUE NORD DE PARIS EN FONCTION DES REALISATIONS URBAINES ET DE L'IMPLANTATION DES GRANDS EQUIPEMENTS."