Two schools of Architecture. Valparaiso, Zurigo and a project idea
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The research of this thesis is about two methods (one is "the observacion" and the other one is "the critical thinking") used respectively in the School of Architecture and Design of Valparaiso, in Chile, and at the first year of Urban Design in the ETH Zurich. The work was carried out thanks to the direct experiences: on one hand, through the Interchange Program, in which I was attending the last year of the master in Valparaiso, on the other hand by visiting personally Switzerland to get to know the work of Marc Angélil, professor of Urban Design, which teaches his discipline with a specific method with the goal to develop the critical thinking.

The book *L'architetto generalista*, in the collection of the notebooks of the Academy of Architecture in Mendrisio, was found to be of great importance in the extension of the reasoning. This text is devoted the first chapter of the thesis, stressing the importance given to the assay of Stefano Francesco Musso, *Humanism will save the architecture? The generalist traditions in the light of european destinations.*

In this essay i have kept the attention to the need to put the man in the center of the designing interests and an invitation to promote an education that aims to provide students, first of the responses, the tools to be able to know, by increasing the ability to ask questions, to think and to increase their critical spirit. The second chapter, wants to be an overview of the existing schools and universities of architecture.

In the third chapter, there are the profiles of the Escuela de Arquitectura y Design of Valparaiso and the Eidgenössische Technische Hochschule in Zurich. The fourth chapter, develops in two parts dedicated to the analysis and understanding of both methods, presented in a way to show the peculiarity of the two approaches. The fifth part of the thesis, is a comparison of the two approaches analyzed exploring the meaning of each excercise.

With this work it is hoped to raise some reflections about the methods, in particular those in which the process to achieve the knowledge is knowledge itself. What emerges from both schools is the constant reminder of the personal work, not only understood as the processing of a task assigned, but especially as modeling a own artifact on which the student can improve.
The first year of E[ad] invests his energies in the transmission and in understanding the method of the observaciôn. Through this method is taught an ethical approach to the profession: it puts the emphasis on the importance of having a direct relationship with the project area and with the way it is lived by people, inquiring about how the place and people affect each other; It calls into question what it has always been taken for granted, with the aim of always being willing to seek alternative solutions; It stresses the importance of respect for the places and people who live in, taking care to treat what it's been doing as an artwork to the community.

The formation of the first year led by Marc Angèlil on the other hand, focuses on wealth of thematic variety, wanting to stimulate the imagination and knowledge of the student. The strategies used are designed to increase each student's knowledge about the general culture, proposing the reading of texts on the theme of architecture, sociology, philosophy, or watching movies or listening to music to translate them into representation. The succession of several tables of discussion encourages participation mechanisms.

**I. Exercise on the study of volumes: cutting a cube from an apple and make plans and sections of it.**

**II. Exercise on the study of the space in-between: watch a tango performance and study the space between the dancers as a space in-between while the dancers are like buildings.**
What unites these two processes of research is that the student is always brought to detach from his knowledge and to see with new eyes and changing the point of view of reality. The way in which the method is expressed is different but the goal is the same, develop cultural and conceptual tools to learn.