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Environmental complement to Rice and its School of Architecture

da Silva, Miguel Alexander, M.Arch.

Rice University, 1991
RICE UNIVERSITY

ENVIRONMENTAL COMPLEMENT
TO RICE AND ITS SCHOOL OF ARCHITECTURE

by

Miguel da Silva

A THESIS SUBMITTED
IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE
MASTER OF ARCHITECTURE

APPROVED, THESIS COMMITTEE

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April, 1991
ENVIRONMENTAL COMPLEMENT
TO RICE AND ITS SCHOOL OF ARCHITECTURE

by Miguel da Silva

ABSTRACT: Alan Balfour, Director

Since the first architecture schools were established in the U.S. over a century ago there have been instances when the country has questioned its own methods, values, and identity. For the purposes of this thesis, the questions and skepticisms about the prevailing economic, social and political agendas, whether global, national, or local (institutional), were addressed at The Cooper Union through innovative concepts of admission policies, at Harvard through the perception of the architect as vital in the implementation of democratic ideals, and at Taliesen through a transcendence of the existing agendas. The perception of a university and, in some cases, of the School of Architecture, as microcosms of the world gives economic, social and political issues an immediacy invaluable to a clear study of methods and values.

Our country again finds itself in a position of questioning its methods, values and identity. The research section of this presentation (sec. 3) lists and isolates what I think are the most pressing contemporary issues about which relevant questions and skepticisms should be raised. I propose that facets of these pressing global, national, and local problems and the skepticisms they bring to life, are present at Rice University and parallel the development of its master planning, the activities encouraged, or sometimes discouraged, by its central quadrangle, and the prevailing methodology of its School of Architecture.
Dedicated to my grandfather Elmer Francis de Silva. 1909-1990

Thank you Charles Price, Philippe Baumann, Eduardo "Lalo" Aizenman-Stern, Karl Jensen, Salim Curimjee, David Robinson, Eduardo Robles, Peter Waldman, William Cannady, Alan Balfour, and Anderson Todd, and my famiglia for your invaluable support and critique.
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sec. 1 A brief study by Kenneth Frampton and Alessandra Latour of the teaching methods in the American architecture schools, primarily since mid-to-late 19th century to the present and of the socio-economic climates which shaped them, is the root of the thesis. This information provides a sketch of the origins of architectural education in the U. S., and establishes a framework to understand and question the results of such methods.

sec. 2 A second brief study outlining three methods or types chosen specifically to address the profound differences of some idealized methods practiced in this country is the trunk of the thesis. Their criteria for selection preceed their general outlines and provide a matrix of data to act as a lens for the perception of the Rice University and its School of Architecture (R.U.S.A.).

sec.3 An interpretation of current global and national events, coupled with a resolution of local interests and needs of R.U.S.A., are the branches of the thesis. This section provides a framework for decision making and allows the formulation of hypothetical statements concerning the present nature of Rice and R.U.S.A. and some possible future directions.

Note: the variety of texts and their staccato distribution through these three sections are intentional, and present their perception as building blocks...the more fluid discourse will follow.
BACKGROUND

Edited from "Notes on American architectural education", by Kenneth Frampton and Alessandra Latour, with the exception of the C.I.A.M.'s which are notes from William Sherman's spring studio, 1990.

The Civil War and Corporate Evolution
L'Ecoles des Beaux-Arts
C.I.A.M. (1928-1933)
The Bauhaus
W.W.II
The Sixties
Conclusion
"Northern triumph in the Civil War destroys the possibility of Southern independence and consolidates industrial supremacy in the north."

-Railway infrastructure, Trans-Continental link, 1869.
-Availability of cheap migrant labour.
-Typewriter, 1873.
-Telephone, 1876.
-Diffusion of electricity, 1880.

"These helped in the formation of the first trusts. This monopolizing process destroyed a large number of small industries by the turn of the century."

-Standard Oil Company, 1882.
-Morgan Trust, formed a conglomerate of American and English maritime interests, 1903.
-General Electric, an agreement with German AEG enables control of both U.S. and Canadian markets, 1907.

"At the beginning of WWI the U.S. has enormous political capacity to concentrate capital. Capital controlled by a financial oligarchy which subordinated national and foreign policy to its interests."

-Class struggles and riots leading up to 1914.

"The power of the trusts and the heterogeneity of the working class decided these conflicts in favour of corporate capital."

"It is during this evolution that the first American architectural schools came into being."
"Initially, the development of the schools was limited, since they invariably occupied spaces within engineering departments which restricted their scope."

The Beaux-Arts system provided....

-Professional curriculum capable of commanding public respect.
-The identification of each school with a strong artistic personality.
-Influence and control to guide the schools.
-"educational quality."

"The concentration of capital demanded that the system of building production be radically changed."

-Artisans disappeared.
-Labour unions came into being.
-Rationalized production i.e. steel and reinforced concrete. (standardized).

"These developments led to a more qualified professionalism capable of expressing and controlling a new level of rational production. The appropriate expressive capacity for this lay in the neo-classical eclecticism of the Beaux-Arts. The schools became the guarantee of a professional education based on..... "

-Selection.
-High performance.
-Individual training.
-"built in" competition through prize system.

"From 1890 onwards, French Beaux-Arts architects, assisted by Beaux-Arts trained Americans, became the driving force in architectural pedagogy...Paul Cret once said "those who have something to say and are enabled to say it clearly are those from the Ecole.""
Impact on U.S. schools...

-Eugene Letang @ M.I.T. from 1826?-1892; Desire Despradelle from 1892-1912; Jaques Carlu in the 1920's.
-John V. Pelt @ Cornell in 1896; Maurice Prevot from 1904-1906; Jean Hebrard from 1906-1911; George Mauixion from 1911-1914.
-E.S.A. Dusquesne @ Harvard from 1911-1915; Jean Jaques Haffner in the 1920's.
-Paul Cret @ University of Pennsylvania.
-Gabriel Ferrand @ Washington University in the 1920's.
-Leon Arnal @ University of Minnesota in the 1920's.
-Jean Labatut @ Princeton University from 1928-1967.

"The process of standardization reached its apotheosis in 1912, when the general character of American architectural education was strictly established on a Beaux-Arts basis."

-Monumental sensibility.
-Skilled in rendering.
-Certain knowledge of engineering.

"Its main theoretical focus gave special attention to solving megastructural building programmes in classical terms."
Economics

-linked architecture to the economic system.
-economic efficiency; maximum profit with minimum effort, due to state of economy.
-rationalization and standardization.
-industrial method to replace the already dissolved method of craftsmen.

Town Planning

-organization of the functions of collective life.
-functional order; dwelling, producing, relaxing.
-division of soil, organization of traffic, legislation.
-redistribution of land; owners and community.

Public Opinion

-architecture should inform the public of the fundamentals.
-sunlight, darkness, hygiene, mechanical devices.

The State

-should control the teachings of the academies.
-should re-orient the general economic and social developments.
-deliberations concerning the "Functional City."
-"the disorder introduced by the machine into a state of affairs which has previously been relatively harmonious, as well as the absence of any serious attempt at adaptation.

"...no authority, conscious of the nature and importance toward mechanization, has taken steps to avert the damage for which in practice no one can be held responsible."

'-...all dimensions within the city plan must be based exclusively on human proportions.'

"Now the harmony of the individual parts was playing a part in the definition of the "Functional City."

...a general complaint of the 100 years preceding 1933, and a specific complaint addressed to the 1928 C.I.A.M. declaration.
"The years following the boom of WWI were disturbed by large scale national conflicts which generated a great deal of instability and discontent."

-Stock Crash 1929.
-Widespread unemployment.
-"Roosevelt's New Deal was the first attempt in American history @ a socio-economic plan, which would be capable of resolving the contradictions of the society through political management."

"These reforms radically modified the conditions under which architectural design was practiced...therefore, the architecture schools began to re-evaluate the method and the content of their education."

-More realistic goals.
-Emphasized housing and community planning.
-Creative integration of theory and design.
-Sought to eliminate inner school competition.
-International Style exhibition @ M.O.M.A. in N.Y., 1932, focused attention to the European Masters.
-New Deal established a climate which was open to the European avant-garde.

Weimar-related restructuring attempts

-Yale, 1919, collaboration between architecture, painting, sculpture.
-Cornell, 1929, first year programme focused on abstract organization and proportion of enclosed volumes.
-University of Cincinnati introduced field work into academic curriculum.
-"Colombia, 1934, under Joseph Hudnut, started to treat design as a creative process...aesthetic expression developed in conjunction with various design phases. He also directed the studies toward more realistic topics."
-world separates into 2 spheres of influence.
-U.S. attempts to 1) subordinate rest of world at both economic & political level, and 2) consolidate its own internal and political structure...
-winds down the more socialistic aspects of the New Deal.
-total monopolization of mass production @ corporate level.
-mega-urban scale, typical down-town becomes symbol of power... "centre of power."

"The 'New Monumentality' accomodated both the needs of speculative development and the 'idealism' of the intelligenzia.

-a decisive loss for traditional culture, foreseen be the C.I.A.M.
-"The Nine Points on a New Monumentality", by Gideon, Sert, and Leger, 1943.

Henry H. Reed...

"...pointed out the incapacity to express monumental themes by those trained according to the tenets of functionalism."

"Even if we should wish to build monumentally, we would fail miserably... the tools have been lost."

"..in designing the monument, all means are valid if the visual end is gained."
"In contrast to the previous 30 years, which saw the U.S. emerge from the Depression and the Cold War *, the sixties came in as an era of abrupt transition. Three successive presidencies, each of approximately a decade- F.D.R. (1932-1945), Harry Truman (1945-1952), and Dwight D. Eisenhower (1952-1960)- afforded the country a political and administrative stability which began to disintegrate during the sixties. The subsequent 20 year period, 1960-1980, was to be coloured by a succession of brief presidencies; J.F.Kennedy (1960-1963), L.B.Johnson (1963-1968), Richard Nixon (1968-1974), Gerald Ford (1974-1976), and Jimmy Carter (1976-1980). This brevity of office reflects conflicts between diverging political and economic forces."

"The inherent contradictions and social tensions began to surface during the 60's, revealing the true face of the consumer society which had achieved its affluence at the expense of the lowest strata of the population, the 22,000,000 strong American 'proletariat' who are still living in substandard conditions in barbarous urban centres...hostile ghettos."

-Kennedy's assassination.
-riots in the ghettos.
-anti-war movement.
-explosion of universities.
-prison revolts......overcrowded prisons.
-Nixon's impeachment.
-failure to win Vietnam War is seen as a loss.

"...all indicative of profound social and political instability which the country was undergoing. This instability was directly reflected in the architecture schools, where new experiments were unable to find any satisfactory ground..."

-increase in number of students.
-1973-1974; 95 schools; 29,030 students.
-"Schools become oriented toward general education...rather than a vocational training."
by Frampton and Latour

"It becomes increasingly difficult to foretell the future orientation of American Architectural education. The current historicism and aesthetic preoccupation of the Post Modernist vogue serves to obscure the future structure of American architectural education. At the same time it is evident that the socio-technical methods developed during the sixties were effectively eclipsed by reaction within the schools and by the curtailment of any comprehensive welfare strategy at the level of the state. On the other hand it is important to note that the high technocratic schools such as I.I.T. are no longer the progressive centres of architectural thought. By the same token, the various shades of contextualism - from Cornell's Collage City to the pluralist populism of Yale established under Charles Moore's leadership - have also begun to demonstrate their lack of relevance, bordering on theoretical bankruptcy. The alternative is surely not a return to the 'tabula rasa' functionalism of the prewar period. And yet in a political and economic climate where it is difficult to isolate a professional and cultural strategy which seems to be relevant to the range of dilemmas facing late Capitalism, the best one can hope for is an intelligent holding operation and for the emergence of educational programmes which reject a simple-minded and opportunistic indulgence in an historicism which has no other intent than to reduce architecture, once and for all, to the status of commodity."
THE SCHOOL

The following school analyses offer some reflections of the initial forces guiding the history of architectural education in the U.S. as well as some peculiar transformations which can comprise the matrix of characteristics of an education specializing in architecture.

The Cooper Union
The Taliesen Fellowship
The G.S.D. at Harvard University
Matrix
As the model for Rice University, Cooper Union had a profound impact on its formation. As a tuitionless private institution, the Union's agenda focused on the education of the Arts and Sciences for the children of N.Y. In its early days, the Union was a stark contrast to the prevailing approaches of the time, primarily the Beaux-Arts. It did not engage the classic revival, nor did it open its doors to the elite, and therefore did not command a public respect with regard to its curriculum. However, with time, it has grown to be a highly respected institution and has inherently taken on some characteristics which move it closer to the realm of the Beaux-Arts. It can no longer keep its doors open to any who wish for an education and as a result must administer exams which have a natural orientation toward those who have been previously privileged. Relative to the spectrum of teenagers in the N.Y. area these are the elite. A more profound link to the Beaux-Arts is the Union's preoccupation with the aesthetic and its identification with a strong artistic personality. So, the Union's initial idealistic socio-economic agenda, as a reaction to an established institution, has evolved as must all ideals when confronted with the reality, in this case that of New York city.

-model for Rice University
-undergraduate program
-regional students
-New York city
-socially and aesthetically oriented
-no tuition
On Cooper Union

"...based on paradigmatic creation, ...the use of abstract problems, which however removed from the real implementation or function, develops a heightened sense of consistency, a framework for inventiveness."

by Rafael Moneo.

"...an architecture school that has always had a strong relationship with a distinguished art school, the program tends to emphasize the visual aesthetics of architecture over other more pragmatic and technical approaches."

by Robert Slutzky

"The Cooper Union for the Advancement of Science and Art, established in 1859, is among the nation's oldest and most distinguished institutions of higher learning, offering professional education to men and women who wish to enter the fields of engineering, architecture, art or design. The Irwin S. Chanin School of Architecture is one of Cooper Union's three separate but complementary schools. The Cooper Union is private and every student receives a full scholarship. It accepts bright, talented students without regard to race, religion, creed or financial status."

School register of the Cooper Union
Because of its unorthodox approach to teaching, Taliesen also defines a 'type'. As a foundation geared to providing a framework for an organic life it relied heavily on its students to function. Located in the Wisconsin countryside it had none of the city's distractions to hinder the development of the discipline. Guhru Frank Lloyd Wright led the foundation but not without his wife Olgivanna to mastermind its organization in the footsteps of Gurdjieff's Prieure. As a reaction to the prevailing socio-politic-economic agendas of democracy, capitalism and their exploitation, the communal fellowship allowed the realization of man's harmony with the environment.

- unorthodox origin
- regional, national, and international students
- Spring Green, Wisconsin
- oriented towards a harmony with the environment
- material and tools as tuition
History

"The origins of the Taliesen Fellowship go back to Mr. Wright's family, to a strong tradition in teaching...father a minister,...mother a teacher,...and uncles preachers."

"1914 a fire destroyed the aunt's (father's sisters) library school which was run with great success but at a financial loss...F.L. promised to continue the tradition when they died....160 acres to F.L.Wright."

-students to re-build buildings.
-tuition would pay for tools & materials.
-farm would provide food.
-a community of organic living, working, and learning...with social and political theories.

"F.L. went to visit Elbert Hubbard, leader of Roycrofter community near Buffalo, to understand the principles of the community."

-1932, 'prospectus' outlined the ground plan.

1 Mr. Wright.
6 masters (music, painting, sculpture, drama, motion, philosophy).
70 students.

"...felling trees, sawing them into lumber, turning lumber into structure, trusses, furniture, block carvings, quarrying rock, burning lime to lay the hewn stones in the wall, sculpturing them, plasterings, digging, field work, planting, harvesting, road making,...weavings, photography, printing, publication, books, music, drawings, block prints, ceramics, wood, glass,..."

"Mr. Wright needed advice and help on the organization of daily routines for the community he was planning. For this he turned to Mrs. Wright. In her years as a student and instructor at Georgi Gurdjieff's Institute for the Harmonious Development of Man, in France, Mrs. Wright learned the patterns of living in a closed society run on a strict routine by a master with a powerful philosophy...Mrs. Wright was the force that kept the Fellowship in working order.

Pfeiffer, B. Bruce; Frank Lloyd Wright, Letters to Apprentices.
As the only studied 'type' which is part of a large University, and an old and prestigious institution at that, its affects stem from a base not familiar to the Cooper Union or Taliesen. Its home in Cambridge has not the vitality of N.Y.'s city centre nor the seclusion of the Wisconsin countryside. Its endowments and location outside the bustling city centre allow a perception which guides the school towards megastructural problems. The high profile staff lured by those endowments instruct a five hundred member multi-national student body which seeks the prestige of the Oxford transplant via the Bauhaus. Gropius's perception of the 'American dream' structured the school's philosophical conception of the architect as 'prime mover' in the concretization of democratic ideals. This power is conveyed in John Andrew's Gund Hall with the all-encompassing roof structure and the hierarchical stacking of the studio trays springing from the frontal administration core.

-Bauhaus origins
-multi-national students
-Cambridge, Boston suburb
-megastructural orientation
-$18,000 tuition (today)
Harvard and Gropius

-1937, Joseph Hudnut, now @ Harvard, invites Gropius to restructure the programme to achieve a definite curriculum.
-1938, Gropius becomes chairman of Architectural department.
-Gropius invites Marcel Breuer, former Bauhaus colleague, who will stay until 1946.
-1938, Martin Wagner is introduced to Planning department @ Harvard.

"While Gropius introduced a modified form of Bauhaus methodology into the curriculum,...he remained conscious of the specifically European nature of the Bauhaus while recognizing the traditional American aspirations towards 'idealis...he sought to integrate knowledge and experience, theory and practice, intelligence and intuition, mind and body...to create a man of vision...whose task is to unify the many social, technical, economic and formal problems which arise in connection with building."

"The relationship between students and teachers should simulate as far as possible the working professional context."

-Integrationism, stressed closer relations between different fields.
-Democracy found its concretization in the idealistic conception of the architect as an essential catalyst for the realization of democratic ideals.
-Suburbia expresses a healthier more democratic society.

"It was one of the ironies of the immediate post-war period that the Gropius of the New Deal should end up eventually serving the ideological needs of the Pax Americana. Gropius' teaching encouraged a formalistic, tactile approach to architecture, turning on the arbitrary manipulation of structure and material. Lacking cultural identity and reductive in their concept of space, these buildings were conceived as encapsulated boxes without any relation whatsoever to the context."

Frampton, Latour; Lotus 27.
Editorial of Task

"...the aim of this journal was to be the expression of the students who realize that architects today are either unaware of the rapidly changing needs of society or are unable to answer them."

Jose Luis Sert

-Arrived in 1953.
-Dean of school, chairman of the department, planner to the university, and personal advisor to new president Nathan Pusey.
-Curriculum is shifted from medium to large scale dimensions.

"Serge Chermayeff, invited by Gropius in 1955 from M.I.T., opposes Sert's emphasis on the education of professionals for large scale renewal.

"Sert feels that Chermayeff's approach was too abstract and detached from the true problems of architecture."

-1961, Chermayeff goes to Yale.

Frampton, Latour; Lotus 27

"For more than a century, Harvard University has been a leader in the education of men and women who have improved the quality of the built environment. The Graduate School of Design, with its departments of Architecture, Landscape Architecture, and Urban Planning and Design, offers talented and dedicated students opportunity to develop their potential for excellence in the design profession, and for leadership in practice, teaching and research. Through degree programs and professional development courses, students acquire the knowledge, skills and habits of mind essential to creative design."

Official Register, Harvard University G.S.D.
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<td></td>
</tr>
<tr>
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<td>0</td>
<td>tools &amp; materials</td>
<td>$18,000</td>
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<td>agenda</td>
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<td>transcendence of capitalism</td>
<td>democratic ideals and solution of megastructures</td>
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THE CONTEMPORARY SITUATION

The research has progressed from a particular understanding of the history of architectural education in the U.S. by Frampton and Latour, to sketches of three school types, affects and effects, according to several sources, myself included. They represent plausible causes and effects and provide a background for conjectures concerning other institutions.

In similar fashion, sec. 3 attempts to express a current set of influences on my perception of the R.U.S.A. environment by progressing from distant to immediate, general to specific, practical to ideal, root to fruit. This perception will eventually serve to implement an effective, contemporary design in response to the isolated issues. However, whether retrospect has better access to cause and effect, or whether today's complexity and multiplicity of international, national, and local events render a cohesive interpretation futile, or finally, whether R.U.S.A.'s capacity to act as a socio-politico-economic antennae is shielded, the causal phenomena may give way the synchronous.

Global summary
National summary
The William Marsh Rice Institution
Rice University School of Architecture R.U.S.A.
Of the many waves of events occurring throughout the world, none is as astonishing as the hunger for capitalism, under the cloak of democracy, by countries on every continent at the expense of planet Earth. The apparent failure of communism in the Soviet Union to compete in the profit oriented rat race of international trade has allowed this hunger to spread and has given credibility to the other controlling sphere of influence resulting from W.W.II. This phenomena is clearly extroverted in the U.S.'s capacity to rally almost all members of the United Nations, including the U.S.S.R., against Iraq and its re-annexation of Kuwait. Said to be changing the map of politic and economic alliances of the world, this event is the first evidence of the imbalance in today's sphere(s) of influence. In an attempt to maintain the price of oil at a minimum, thus accelerating its depletion, the largest energy consumer of the planet has managed to orchestrate worldwide support for the continued degeneration of its oil fields and the countless global rape-ing industries it supports.

-Eastern Europe in favor of democracy and capitalism.
-Japan has strongest economy.
-Mandela is freed. 1989.
-de Klerk ends 'State of Emergency'. (A.N.C. and Communist party gather).
-discussions on the dissolution of the 38th parallel in Korea, 1990,
-U.S. ends support of Cambodian guerillas, China frowns.
-Gorbachev lifts barriers for Unified Germany to be part of N.A.T.O., 1990.
-13 N.A.T.O. countries vote unanimously to apply economic sanctions against Iraq for invasion of Kuwait, Aug. 1990.
-Ozone depletion.
-Seas rising.
-democratic elections in Romania, Bulgaria, Poland, Peru, Chile, Panama,
-acid rain destroys forests in Europe and Canada.
-supprising number of earthquakes...U.S.S.R., Chile, Mexico, China, Pakistan,...
-the two Germanys and the four W.W.II occupying countries sign pact,
-allowing Germany's unification efforts to continue...elections Oct. 3.
The U.S.'s widespread dilemmas, which are swelling relatively unchecked by any coherent professional or cultural agenda's, should confuse the logic of governments which risk similar fates in the guise of democracy in hopes of improving their economies. It is also astonishing that in the face of these dilemmas our own constituents continue the proud support of their leadership. I suppose the faith of this support stems from an insensitivity, or maybe an ignorance, resulting from a buffered existance via the automobile, pop-television and career.

The problems of late capitalism,

- highest crime rate of industrialized nations.
- most illiterate populace of industrialized nations.
- Savings and Loan scandal, 1990.
- only 30% of populace votes, democracy?
- crippling budget deficit.
- highest birth mortality rate of industrialized nations.
- famous environmental disasters, oil, chemical vapors, etc.
- abortion becomes pivotal issue dividing Republicans and Democrats...?
- 1 of every 4 blacks between the ages of 20 and 29 is in jail or on parole.
- highest level of poverty of industrialized nations.
- most militarized nation (budget deficit).
- has become world's police.
- world's largest per capita energy consumer, (2.5 times more than next country's.)
- city centres sanitized and dehumanized.

Houston.

A superb example of the modern American city. Houston contributes more than its fair share in aggravating the above traits, particularly in its support of the chemical and oil industries's rapid degeneration of the environment through its functions as a base of operation for their international & national affairs and as a fantastic energy consumer.

- destructive industries.
- corporate abrasiveness.
- instability and insecurity associated to boom & bust economy.
- one of most violent cities; accompanied by police department scandals.
- typical modern city centre, C.B.D...a non-centre centre.
Rice is a private institution and is independent from its surroundings. Upon entering under the live oaks one realizes the shield they provide for Cram's highly personalized Mediterranean revival buildings from Houston's free enterprising, corporate booming brashness. Its half billion dollar plus endowment allows this shield to take effect on several fronts. Aside from sheltering the Rice institution from the economic slumps which characterize Houston's boom and bust cycles, it shelters the institution from struggle and urgency, and gives it its peaceful, secure atmosphere. However, the endowment has not been able to uphold the tuitionless nature of the institution so crucial to its founding fathers, while managing to host the multimillion dollar economic summit of the world's seven leading industrialized nations now proudly memorialized in a Farrish Gallery exhibit, May 1990.

Early history (edited from Stephen Fox; Monograph 29)

- William Marsh Rice settles in Houston as a merchant in 1839.
- Rice one of wealthiest men at outbreak of Civil War.
- Influenced by Cooper Union and Girard College in Philadelphia, Rice thought of endowing a tuitionless institution for the care and education for indigent children.
- 1891, Rice Institutional Charter drawn up.
- Following some bizarre events concerning money and morality Rice had his life taken on September 23, 1900.
- 1907, Edgar O. Lovett, an astronomy professor at Princeton University, was invited to preside over the Rice Institute at the behest of Woodrow Wilson, then presiding over Princeton.
- 1908-1909, Lovett tours universities in Europe, Japan, U.S. and develops an emphasis on mathematics and science supported by the humanities.
- 1912, the Institute opened with a ten million dollar endowment.
"...the university's commitment to architectural coordination came from Lovett's exposure to Princeton, the University of Chicago 1891-1893, and the University of Virginia ... Cram, Goodhue and Ferguson to be architects ... their dialogue with Lovett was to involve idealism and pragmatism."

"Cram was careful to distinguish from Beaux-Arts classic style and Beaux-Arts principles of planning and composition...these principles are independent of style."

-Houston based office directed by William Ward Watkin.
-division of campus into units identified by function and discipline,...architecturally coherent spaces,...unifying circulation network.

Rice University Architecture

-1912, Lovett Hall, Cram, Goodhue and Ferguson.
-1912, Power House, " " "
-1912, South Hall, " " "
-1912, Institute Commons, " " "
-1914, Physics, " " "
-1917, double live oaks, " " "
-1920, President's House, " " "
-1925, Chemistry, " " "
-1928, Cohen House, " " "
-1930, W.M. Rice Statue, " " "
-1947, Anderson Hall, " " "
-1949, Fondren Library, Staube, Rather and Howze.
-1961, Rayzor Hall, " " "
-1968, Fondren addition, " " "
-1969, schema for Art, Arch., Art Hist. commisioned to L. Kahn.
-1971, Sewall Hall, Lloyd, Morgan and Jones.
-1981, Anderson Hall addition Sterling and Wilford Ass.
-1990, Sheperd School of Music Taller de Architettura,
Ricardo Bofill.
R.U.S.A.'s strength has always been the capacity of its undergraduates to enter the professional arena. Established in the 1960's by Caudill and sustained until the present by Professor Casbarian through the preceptorship program, the specialization of the student was fine tuned to rival that of any in the country. Dean Balfour's emphasis on the graduate program and their production of theses, marks a profound shift in the school's emphasis which is surely to affect the number and quality of students entering the program at the graduate level, and trigger a need for additional professors, studios, and so on.....this need offers the opportunity to suggest an additional environment within which interests may be explored.

-Beaux-Arts & Bauhaus mix
-national students, occasional international and local
-Houston, one of suburbial enclaves
-oriented towards two dimensional, down-scaled exercises
-$7,000 tuition

"The School of Architecture seeks to contribute through teaching and research to a more humane environment. Its primary educational missions are teaching and research, development of a broad liberal education for undergraduates in the allied sciences and arts of architecture, and professional education at the graduate and postgraduate level in architecture and urban design."

Rice University General Announcements, 1990-1991, School of Architecture.
Administrative development

-1912-1952, began as a department headed by William Ward Watkin during the early construction of the campus.
-1955-1960, Donald Barthelme, schools acreditation is revoked.
-1960- ?, William Caudill, simplified and professionalized the curriculum...provided enthusiastic boost.
-? -1977, Dean David Crane, established Rice Design Alliance (R.D.A.).
-1978-1988, Dean Jack Mitchell, stressed academic consolidation and consensus building...formed a highly involved advisory council, attempted to get an Urban Design program off the ground and headed a major expansion of the school's physical plant.

edited from John Pastier; "A Sprig of Ivy Grows in the Southwest."

-1989, Paul Kennon accepted an invitation to head the program with Alan Balfour as associate Dean. Initially, Kennon's forte was his tremendous capacity to raise funds from national and international sources, while Mr. Balfour's role was to affect the interior framework of the school through a driving and cohesive philosophy. In retrospect, it appeared that Kennon's capacity to attract people was compatible with his thoughts on pluralism, and that Balfour's drive was somewhat restrictive.
-January 1990, Paul Kennon has cardiac arrest in school's lobby while on his way to/from the airport,...fellow students recall his words as he entered the lobby, "have a nice spring!"
-Alan Balfour assumes responsibilities of Dean of Architecture School.
-Professor Richard Ingersoll declines to return for his sixth year. (??)
-Fall 1990, Dean Balfour, formerly of Georgia Tech, invites Mr. Williamson as visiting critic in an effort to strengthen the school's theoretical base, the rest of the faculty respond by inviting Elizabeth Mc Kee.
ENVIRONMENTAL COMPLEMENT TO RICE AND ITS SCHOOL OF ARCHITECTURE

Since the first architecture schools were established in the U.S. over a century ago there have been instances when the country has questioned its own methods, values, and identity. For the purposes of this thesis, the questions and skepticisms about the prevailing economic, social and political agendas, whether global, national, or local (institutional), were addressed at The Cooper Union through innovative concepts of admission policies, at Harvard through the perception of the architect as vital in the implementation of democratic ideals, and at Taliesien through a transcendence of the existing agendas. The perception of a university and, in some cases, of the School of Architecture, as microcosms of the world gives economic, social and political issues an immediacy invaluable to a clear study of methods and values.

Our country again finds itself in a position of questioning its methods, values and identity. The research section of this presentation (sec. 3) lists and isolates what I think are the most pressing contemporary issues about which relevant questions and skepticisms should be raised. I propose that facets of these pressing global, national, and local problems and the skepticisms they bring to life, are present at Rice University and parallel the development of its master planning, the activities encouraged, or sometimes discouraged, by its central quadrangle, and the prevailing
methodology of its School of Architecture.

The pressing problem at the global level is the accelerated deterioration of the environment exacerbated by our nature-destroying, avid, consumer society. Our hunger for natural resources and the resulting systematic large scale manipulation of nature convey, on the one hand, a disregard for the long term disasters we create, and on the other, a complete misunderstanding of man's relationship to his environment. In the realm of architecture this tendency to overwhelm the landscape finds a parallel in Beaux-Arts master planning. This philosophy based on the taming of nature via rational man's hyper-organization, as applied in the planning of Rice University, is not a wise method for the future and should no longer be implemented. However, the Rice campus has recently been the site for two projects extending this philosophy and its goals. The first is a building by Ricardo Bofill. Four hundred feet long and faced with classical columns, this building is driven by his will to terminate the main axis. The second project is by Cambridge 7, for the Bio-sciences, which displaced thirteen large oaks and was positioned to accentuate a secondary axis with a second-'airy' sallyport. These projects took into consideration only the most superficial factors in their solutions and did not question the philosophy of the Master plan with its two-dimentional, idealistic assertion of man's dominance over nature.

I propose a planning and architectural method influenced by the real three-dimentional circumstances of the site, i.e. ... sun and wind patterns, landscape, soil conditions, existing utilities, foundations, and structures. This is not to say that the master plan should play no part in
the solution. (After all, any solution would inherently have a dialogue with the existing plan.) However, the existing master plan should not be the primary motive. A solution focused on the above named three-dimensional aspects of the site, with a special reverence for the earthly elements, would result in our increased awareness of energy use and of the crucial vitality of organic life.

The public's insulation and lack of interest concerning the preceding issues bring us to the next phase of my thesis. Our nation is faced with profound dilemmas which are not addressed in any substantial, coherent, professional or cultural agenda. I believe the problem lies in the insulating and dulling influence on the public of television and the automobile. (We should all drive motorcycles.) Our resulting detachment from the harsh world in which we live shields us from a sense of responsibility to organize ourselves and criticize any issue. As a result, the place of assembly, traditionally the city centre, has in many cities been sanitized and dehumanized to produce what we now know as the central business district, a non-center centre.

As the global problem translates to Beaux-Arts master planning used at Rice, the national problems of an isolated and dulled populace and of a socially nonfunctional centre find their parallels at the level of Rice's central quadrangle. Graphically and spatially, the central quadrangle is what it says it is. However, as a social centre it does not function to any great degree. Its atmosphere does not invite; there is nothing to shelter one from Houston's hot summer sun. As a result it functions primarily as a between-classes thoroughfare..., a 10 minute pulse on the hour. The
quadrangle was put to better use when the road connecting the physical plant tower and Main St. funneled the city traffic into the campus. That road became the strongest breach in the alley of oak trees which buffered the campus from the city, and offered the best opportunity for social exchange between the two. Today the social centres on campus are the two pubs, Willy's and Valhalla, which promote wonderful interactions but do not encourage a "higher" caliber experience, as some may say.

To reintroduce a true campus social centre three factors should be considered. 1) It must be placed tangential to a road that would bring the city into the campus, i.e. Rice's inner campus loop. 2) The space should be informal and inviting to students from the various islands of discipline. 3) The space should objectify the pressing issues of the day, which today are the consumption of energy and the sanctity of nature, by exposing one of the campus's main utility tunnels and by retaining the complex soils below the oaks, elms, and pines. The space should also accomodate a variety of experimental projects as an ongoing reflection of the students' ideas and skepticisms. These factors, as driving forces, would result in a campus centre capable of overcoming the buffering shields which prevent people from gathering and would encourage meaningful exchange of ideas in an attempt to resolve the problems of the day.

Now i move to the local/institutional level of my discussion where a brief critique of the campus as it is today will lead to an explanation of the methodology encouraged at the Rice University School of Architecture (R.U.S.A.). Mr. Cram's highly personalized Mediterranean Revival buildings offer beautiful facades bordering the majestic campus spaces.
His Romantic strategy is similar to many across the country and creates an extremely pleasant place to walk around. However, his displacement of time and place traps the students in the past and renders it difficult to concentrate on today or the future. I feel Cram's fascination with two dimensional fantasy (i.e. facades, plans and master plans) has translated to R.U.S.A. and am therefore suggesting a complement to the program which would examine the more substantial three dimensional facets of architecture.

This addition would have two primary functions, one as an experimental environment, and the other as a workshop. The experimental environment would be structured to allow the assembly and dismantling of ground planes, walls and their openings, roofs and ceilings, objects within, and of the overall integration of energy systems. This environment would provide students with an invaluable hands-on architectural experience. It would give them a real sense of structural capacities, materials, details, and of the environmental impacts of the spaces. In short, they would build a space, study the processes involved in its construction, and evaluate its results and impacts. All this would reach its ultimate goal of exposing the other disciplines to studies-in-progress, and thus encouraging a dialogue, with the provision of an entrance from the new campus centre through the experimental environment to R.U.S.A.

The workshop would be the nucleus of this addition. Supplied with tools necessary for the study and manipulation of metals, ceramics, glass, stones and woods, as well as those of the present wood shop, the
workshop would produce countless projects for the experimental environment, for display in the new campus centre, or to complement standard studio projects. I suggest that this nucleus should be sited beneath the campus centre from which the driving forces considered in its construction could translate to the space below and affect the people and their projects. An oculus (lens) in the ceiling of the workshop (the ground level of the new campus centre) would frame the light and cast shadows of people, trees, utility and mechanical lines, supporting and retaining structures. In contrast to the order of our existing central quadrangle which, as a lens reveals a simplistic, incomplete view of the world, this new lens perceives the complexity and temporal nature of today's ordering systems.

The responses to global deterioration of the environment, to our nation's apathetic isolation from that environment, and locally to Rice's superficial construction of its environment, guide the proposals for 1) Rice's master planning strategy, 2) a new campus centre, 3) an addition to the School of Architecture. The use of the Rice campus, and of its School of Architecture, as instruments to perceive the world has, as it had previously with The Cooper Union, Harvard and Taliesien, led to a revised conception of the campus's primary ordering systems. The ordering systems provided by the existing organic landscape, soil conditions, utility systems, sun and wind patterns, emphasize a respect for our environment and a concern for the long term impacts of the methods we use in its manipulation. The spaces resulting from these ordering systems are
meant to inform the public and organize it to question its past and present methods, values and identity, so it may prepare for the future.
This institution is in a state of transition (dean, faculty, students, budget, new bldgs. on campus, etc.). These practical phenomena coupled with some guiding forces (extracted from the research) will be the primary factors of this thesis as they try to resolve themselves in an addition to the Rice Campus and to its School of Architecture.

<table>
<thead>
<tr>
<th>Building</th>
<th>sq.ft.</th>
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<tbody>
<tr>
<td>editorials</td>
<td>10</td>
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<tr>
<td>new campus centre</td>
<td>3,500</td>
</tr>
<tr>
<td>outdoor amphitheatre</td>
<td>2,800</td>
</tr>
<tr>
<td>experimental environment</td>
<td>3,600</td>
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<tr>
<td>work shop</td>
<td>3,000</td>
</tr>
<tr>
<td>washing quarters</td>
<td>500</td>
</tr>
<tr>
<td>students' lounge</td>
<td>800</td>
</tr>
<tr>
<td>audio-visual hall (from physics bldg.)</td>
<td>3,000</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td>17,210</td>
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</tbody>
</table>

an entire school?
an addition to this school?
additional programs? (i.e. industrial design, landscape design, environmental studies, etc.)

<table>
<thead>
<tr>
<th>Field Work</th>
<th>(construction)</th>
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<tbody>
<tr>
<td>cut programs</td>
<td>(?)</td>
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<tr>
<td>study abroad?</td>
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<tr>
<td>increase/decrease faculty?</td>
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<tr>
<td>&quot; &quot; students?</td>
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**relation of bldg. to 'idealized' programme? (if applicable).
**relation of bldg. to general/master plan of university?
**Is the department working with other departments?
ARCHITECTURAL DOCUMENTS
SECTION A; TUNNEL, OCELUS and UTILITIES COLONNADE

5' - 4' - 0"
WORKSHOP, BELOW NEW CAMPUS CENTRE
TAPPING OUTLINE

Rice University School of Architecture
Feb. 21, 1990
da Silva
Thesis

Through tete-a-tete's with individual faculty members I hope to understand the values and forces which are directly or indirectly effected in the shaping of a school, this school.

Questions will address:

.methods of application
.methods of selection
.ideas considered seminal
.methods of research
.methods of expression
.methods of critique
.impact of overall result on university and post-university work/life

Balfour February, 1990
Todd March, 1990
Cannady June, 1990
Parsons July, 1990
Casbarian August, 1990
Pope August, 1990 (interviewed but not taped)
Jan. 6, 1991

Anderson Todd

...I am still bewildered...I am much happier because I find a deep involvement on your part. At least you are able to speak with some feeling and continuity.
...I feel the way I do with De Koonig and Pollock. I understand Pollock and I somewhat understand De Koonig. I feel this way about your work...I feel you are groping for something...it is a very interesting way of working. It is not the way I am familiar with working in thesis. If you work this way...you start with things and begin to mold them, eventually you come to some realizations...some very pertinent. You could communicate them to Salim (Curimjee) or Karl (Jensen) or to Alan (Balfour) or anybody.
...I don't think you've gotten back to that stage where you know who you are.
...since I understand how you work and I know you...you rebel happily against authority. This is a very creative and perfectly reasonable way an artist should work. After all an Architect is also an Artist.
...when Sterling came with great rolls of paper, he got here and found all the steel up. I'm going to change your dripline!!!
...you are just beginning to know what you have.

William Cannady

Each time you've presented (7 times) it has continued to get weaker in terms of your understanding or maybe your commitment to what and why you did it...its almost as if you did it because someone on the faculty said you had to do it.
...If you're going to use analytical tools you should come out of it with some analytical findings. How does that site plan relate to the facts and data in terms of systems? ...Also, I was hoping that you would be able to pull this off in terms of selling the ideas. ...here!,...this is a focal point (new campus centre). The idea is to connect this to architecture. Here you connect it to a front door, here to a back door, here to a no door, and here to a side door,... that's the kind of thing I have a problem with because it's not rational. Now if you want to say "i don't want to be rational because that's above ground life"...well I can buy that! ...Its a procedural thing. The way you work you tend to do something and leave it frozen, move to the next thing and leave it frozen. You've gone back to do some corrective surgery, but it is minor in its impact. I don't think I've seen you go through two or three alternatives and move them all along. There tend to be two gates and you've stayed within the gates all along, which is refreshing to see that you have the ability to stick to it.

Peter Waldman

A thesis is making a convincing argument. ...I would like to point out three drawings with the most black... (In an attempt to tie the other juror's comments together.)...potentially, the technical, detailed drawings of the oculus that frame within frame within frame, making the space based upon fact and necessity,... it sounds like I am borrowing your concentrations of the campus (tunnels, trees, utilities, basements, etc.), but in the layers which I think Andy is talking about, and in the spaces of that room down there (the workshop Cannady spoke of) and all the facts and necessities that go into forming that room, would be, I think, some of the intrigue of the multiple layers, measures, and systems at work. ...such a potential of the aggregation of the questions raised here and raised there...
Alan Balfour, Dean of R.U.S.A.

I think the thesis is a process of successive approximations. I am much clearer today, than I was a few weeks ago, about the intentions. Its much more modest, and fairly uncontroversial with regard to the direction I thought it would go at one stage. I like tough poetry. If I fault it is because of its naivete.

...I respect the intent of a lens (and campus centre) which would reveal complex orders which otherwise would not.

...You've got to wrestle with strategies of making which allow that to be felt. I am interested in this. You pose here two things: (1) You've got the architecture of empty gesture, you said it yourself. A tiny marker which tells "there is something here", it is not enough!...not in the world of ideas you are now in. (2) And you've got this thing down here, this extremely tough notion of a penetrating, conceptual proposition that drills into their ? this order. Much more interesting. Now the question is...how could that have..I'm illustrating the strategic problem...how could that have grown to be the marker that became more...a signal of a new kind of reality, a new kind of perspective. This (refering to #1) is the architecture of one dimentional gesture, this (refering to #2), potentially is the architecture of much more extraordinary signification. So this stage is pretty naive because you don't infact bring this out, this doesn't emerge. But I like the problem as it is now posed. To me the problem is only now clearly posed in a way that I can see it. I'm sorry I didn't see it before.

...Why create this arcane political notion of forcing all of these relationships in the very narrow circuits which doesn't support your notion of a new and liberating order of things?

...I think the intent, given that it has gone through targets and approximations that weren't necessarily where you ended up, the intent now becomes very interesting, I think, and it is not unusual in thesis that the questions that it now raises are probably more interesting than the objects that are created, I sense the journey has been a worthwhile one.

...Strategic naivete!!!...
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New York Times, vol. (?), no. (?)...a variety of selections

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other Rice theses.

etc.
...a hot-summer's dialogue...

...no method, no system, no creed, no dogma, no knowledge, no psychological technique, indeed put all these aside. Liberate yourself from the tyranny of the mind and as well of the tyranny of the body..

Note: breaks in text denote change in speaker...

..bid you welcome...nice to see you again. Many of us see ourselves in a world of conflict and chaos...and from our last conversation you said "love means the freedom from all conflict," and i thought that would be a good beginning point for us today. How do we...what are the first steps to take towards eliminating conflict, the external one being that one which emanates from ourselves, towards achieving that state of love you speak of, and moving beyond conflict?

..i think one has to go into it, not where it begins, but rather what is conflict? Not only externally...(pause to clear wings)...but also inwardly. Psychologically it is far more important to understand the nature of conflict...rather than the outward conflict. After all, the outward conflict is the result of the society which we have created. With all the immorality, all the corruption...the monstrous things which are happening in society...human beings have created it. It is not the result of some divine structure. So...unless we understand ourselves very deeply, and understand the nature and structure of conflict, merely trying to organize a state where there is no conflict, or minimize conflict, seems rather vain...and,. Well, what is conflict in human beings? Why does it exist? It has existed for thousands of years. Whether it is in the far east... or in Europe... or here. Conflict has been one of the major problems. Violence...(as she digresses)..the persuit of violence and the persuit of ideals and so on...what is conflict? If we could discuss that, and understand why human beings have not resolved this problem after forty thousand years of evolution. It is really quite a...if we could go into it...is it possible to end psychological conflict all together? It isn't a theory! To me
theories and ideals and suppositions have no meaning whatsoever...i think one has to look at things as what they are. Not translate what is into what should be. We have to face things as they are, and see if human beings, fairly intelligent...so called educated, can end this conflict. So let's begin having a dialogue on what is conflict. -- Conflict implies contradiction. What is and what should be! There is a duality, opposing elements in it. Desiring one thing and then contradicting it by another desire. You see it is a very complex problem. It can't just be..."tell me a system about how to end conflict," that is too childish. Every system has intrinsically its own degeneration. Every!...political, religious, or psychological, or even scientific systems...its called entropy. So if we could talk altogether, not of how to end conflict...but rather understand the whole nature of it.

...but in order to have contradiction one has to have a sense of an idea, a concept, a sense of self to be contradicted in the first place.

...No. Why should we have an idea? Suppose one is violent, as human beings are violent...as shown by five or six thousand years of war...practically every year. -- Let's take an example. One is greedy... right? Why should we have the opposite of it? The idea of non-greed...right? Why should we have the concept of non-greed, the ideal...the projection of not being greedy...why? The fact is we are greedy, lets deal with that! Not with the non-greed. i do not know if i am conveying...

...yes.

...so, what is greed? If we could go into this kind of thing, and not to say 'tell me quickly how to end conflict.' It has no meaning! So, could we take an example of greed or violence. It isn't a selfish activity. It isn't a self-centered...a process of self-concern. Human beings right through the wall are violent, or greedy or any other characteristic. Now, what is is far more important than what should be! Right? A human being is violent, that has been inherited through the animals and so on right up to present day existence. Violence has been one of the characteristics or "ethos" of human beings. Not only in their personal relationships, but generally
outwardly too, so, lets take violence...what is violence? Why are we violent? Don't say society has made me violent or the environ has made me violent because the soviety ... (damn,. i did it again) society is created by each one of us. The environment is structured by all of us. Not nature, naturally, but the society in which we live. The social interrelationship, social activity and so on...all that...what we call society, we have created it. We go about altering the organization of society;... the more you organize it, the worse it seems to get...(buzz, buzz); where if we say "we are responsible for it", completely! Each one of us. Whether in Asia, or Europe, or the Americas, or the poles,, each human being living on this earth, which is beautiful,, extraordinarily alive, NATURE. As a result of creating this society, we try to change its organization. We never say "i will change.. "i.. i.. i am violent, i am responsible for violence." The world now, as we all know, is aflame, right? Terrible things are happening... of which most of us are not even aware. And that world is us. We are the world. We are not separate from the world. We are not separate from society. So, our consciousness, if we can use that word,... i'll go into the nature of consciousness a little later,... is part of violence. Violence is part of that consciousness. So, what is violence? Not only getting angry, and beating and killing each other, but also inwardly. Psychologically. What is violence? Aggression obviously. Competition. Which is encouraged by the world tremendously. Especially in this country. You compete to become successful. Violence... (a sip of H2O), is also essentially... "i am, i must be"... "i am ignorant, but i will be knowledgeable." A constant struggle between conformity, imitation, ..which are all various forms of violence. Aggression. The urge to succeed. To compete. The conformity, imitation, ..all these are some various forms violence. You may not agree with this, but if you go into it ... these are various aspects of violence. So, what are the roots of violence? These are the various aspects. Like a prison. So, what is... why are human beings, highly sophisticated... or the man who has never read a book and doesn't even know how to write.. so violent? The extreme rich and the extreme poor. The black... the white... all the classic divisions...the aristocratic divisions. Is it division which is one the factors of conflict? Me and you? i don't know if you ar...

.feeling of being separate...
separate!

....from another?

The American and the Soviet are ideologically divided. One has (had) a system of tyranny, the other a so-called democratic society. IDEALS.
So, ideals are in conflict. "i believe in one thing, you believe in another." i am a jew, you are an arab,... you see?

.yes.

.so, ...this division is basically one of the causes, the major cause of conflict, not only outside but inside. i am a ...one is a catholic, after 2 thousand years of propaganda ... forgive me if i can put it that way. You have divided yourselves..."i am a catholic, i am a protestant, i am a hindu, i am a muslim" ... and the rest of that terrible division that exists geographically, nationally, radially,... and especially religious...(cawf, coph, cough. H2O). So can man be free of all this? Not speculatively free, but actually free from all religious divisions. After all, the hindus for 3 to 5 thousand years have lived with certain traditions, cultivated... propagandized, brain-washed... so has the muslim, so has the christian, so ..., the problem is enourmous! As the problem is enourmous, we never approach it simply. i don't know if i make mys....

.we see it as very complex.

.we see it complex, but we .... the simplicity of it is that as long as there is division there must be conflict. That's a law! Not invented by the speaker... by me; it is a law! .... arab, jew, christian, hindu, muslim, or various sects or beliefs, multiplication of sects, multiplication of guhrus and all the obsurdity of all that. So, could we see the logic of it, the sanity of it, and set aside all of this. Not be a hindu, not outwardly, i don't mean outwardly... inwardly. Not be a catholic; because this division which is based on belief...

.it is extremely difficult for most people to give up beliefs.
of course. because certain forms of belief give them security. They feel safe. They feel protected by long centuries of certain beliefs, certain dogmas...

some feel that is a natural inclination to feel safe and secure... that that is something which is built in human nature...

one must feel secure, but not in illusions. If we accept security to be illusions, like nationalism is an illusion, and so on... that very acceptance of certain ideological, or conceptual, or beliefs is dividing the people.

you are saying that something like nationalism is an illusion because... it is a belief system?

yes.

that's why it is illusory?

we are human beings first! Not american, soviet, arab, hindu,... we are human beings. And, if we are human beings, why introduce all this... first lets understand ourselves, knowing that we are responsible for the society which we have created. All the walls we have proudly built... the walls exist because of nationalism, economics,...my country first, my religion first, my ideas first,... every magazine, every politician and so on... all the danger in the world, the threat of war... all based on this narrow concept of human existence.

the idea of nationalism?

not only that. The idea ... i am a christian, i am a catholic first, or any of the innumerable devisions which exists. The world of islam broken up. They all believe in god. Your god and my god. God, if i may be... i am not an atheist, i am a very religious person, but i ...but god is the invention of thought, born of fear... born of uncertainty... born of terrible loneliness and separation. Therefore, i project an idea of god... look at it, (god), sanely and logically. The hindu god, the muslim god, the christian god, ...and they all talk about peace... and they are all fighting each other.
.e.eh. e.eh.

.peace requires... to understand peace requires a great deal of intelligence, it is not based on some kind of belief. So, let's come back to the point. As long as there is division in myself, fragmentation, broken-up,... that very fragmentation is one of the major causes of conflict. I want this and a little later I don't want it. So, ... if you want to go into it, desire is one of the causes of conflict.

.the desire to achieve som.....

.desire! in itself! is one of the major causes of conflict. I desire to be powerful, power,... we all want power. Power in our little ... so, this "I seek power", "I want power more than anything else", which means money, position, security, popularity, the whole thing... all this superstitious nonsense that's going on in the world!! Sorry if I put it emphatically. So, as conflict is a very complex problem, one has to approach it very simply and freely. So, as long as there is division, there must be conflict. Outside as well as psychologically. And to end that conflict one has to go into this whole content of our consciousness. Some scientists and psychologists perhaps don't accept consciousness. A consciousness ... both biological and psychological, full of fears, anxieties, depressions, and beliefs and so on... the whole human nat... what humans are ...that's our consciousness.

aren't those belief systems the contents of our consciousness?

.belief,...is of course! But not systems.

.yes.