

1997 **epde**

Proceedings of the conference
10 - 13 July 1997 Sydney

Emergent paradigms in design education

sustainability, collaboration & community



Faculty of the Built Environment
University of New South Wales, Sydney 2052

This publication has been jointly sponsored by
Australia Council for the Arts
Ansett Australia
Australian Paper
Paperpoint
Cathay Pacific Airways
The Built Environment Faculty UNSW
Design Institute of Australia
Davies Davies Design & Advertising

ISBN 0 7334 1602 0

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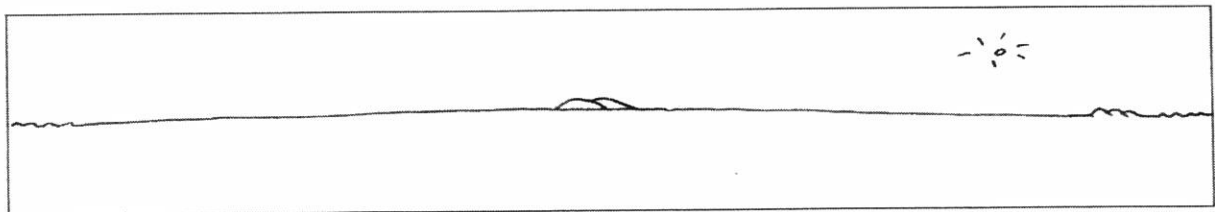
Learning from the Great Unmade Places of Australia

Paul Pholeros

Introduction

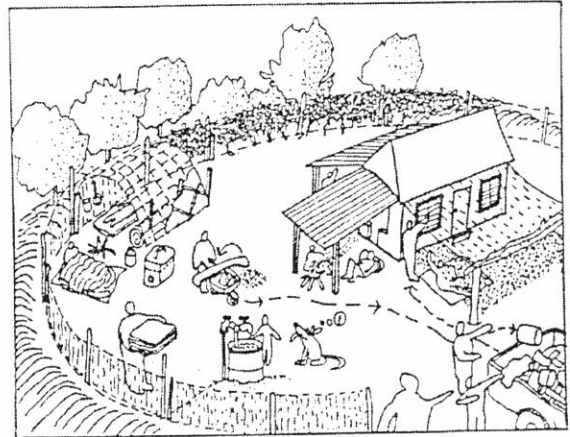
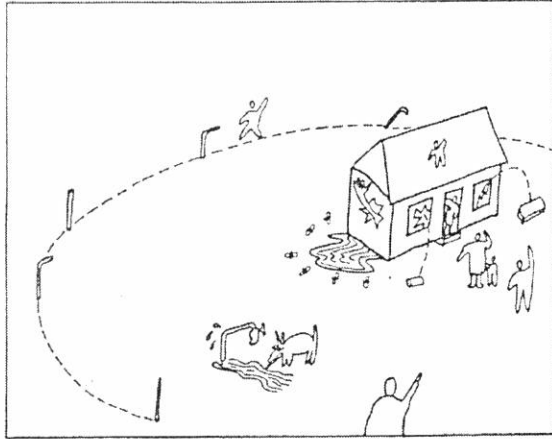
My CV is not that of an academic or educator, but rather a practitioner and occasional teacher of architectural design fortunate to have had **great teachers and great places** to learn from. The paper will present **stories from a collection of places and projects** around Australia to give an interpretation of the themes of this conference.
[The notes below were amplified and delivered around a set of slides. Unfortunately the unscripted talk was not recorded. Eds.]

Education



Thoughts	Context/Stories	Information
derivative Latin root "to lead out of ones self"	as a student being allowed to trip over Australia by travelling around the edge in a double decker bus	Cross sectional view through Australia
combining skills and knowledge	the story of the drill bit	the simple task of drilling a hole : blunt and sharp drill bits
an active process	combining of the theory and practical experience environments enjoy them, meet people (clients, builders, "the public")enjoy them and observe the effect of places on people	photos of some student design projects across the country 1) The Great Diagonal Sydney to Broome 2) Uluru - Katatjuta National Park 3) One Tree Island, Great Barrier Reef

Paradigms in design



Thoughts

making **patterns** not
objects

Context/Stories

A small project.....Clareville House
northern Sydney ...how to ride a fast
moving landscape wave of quickly
eroding sandstone by using existing
patterns of landscape
a larger National project ... preliminary
submission for the National Museum of
Australia (with Murcutt, Leplastrier and
Stutchbury) how to emphasise patterns
within Australia.

Information

Clareville House
1) Protecting the greater room.... the
real "living" room
2) Learning from the place and the
details of existing plants
The National museum of Australia
1) The convergent model
2) The divergent model

the **creative client** and
design team

One Tree Island Field Station for the
University of Sydney
A creative client "Maximum science
minimum luxury" ... experts in marine
ecology and pollution, structural
engineer ... "tree root design", and
builder ...

One Tree Island
1) Unique environment
2) 100km at sea
3) Cyclonic
4) Securing the buildings
5) Using the minimum of everything
6) Protecting the place

intimacy in design, detail
and linking **to people**

+

recognising the **unique**
aspects of the Australian
environment

+

sustaining them

Story: Uluru men early 1980's
"let the land get into them"

Desert Tracks north west of South
Australia Atal Base Camp

Combination of the factors

- building the least possible
- protecting the place and long term sustainability
- education using the place

Desert Tracks Camp

- 1) The swag room
- 2) The main shade wiltja
- 3) Washing, water and waste
- 4) Cooking, food storage waste and animals
- 5) Lighting and the stars
- 6) Levels of technology and the protection of the land

improving the **environment**
and health of all citizens
and **dispelling mythologies**

A profound and simple brief by
Aboriginal people ... stop people getting
sick ... Uwankara Palyanku
Kanyintjaku....

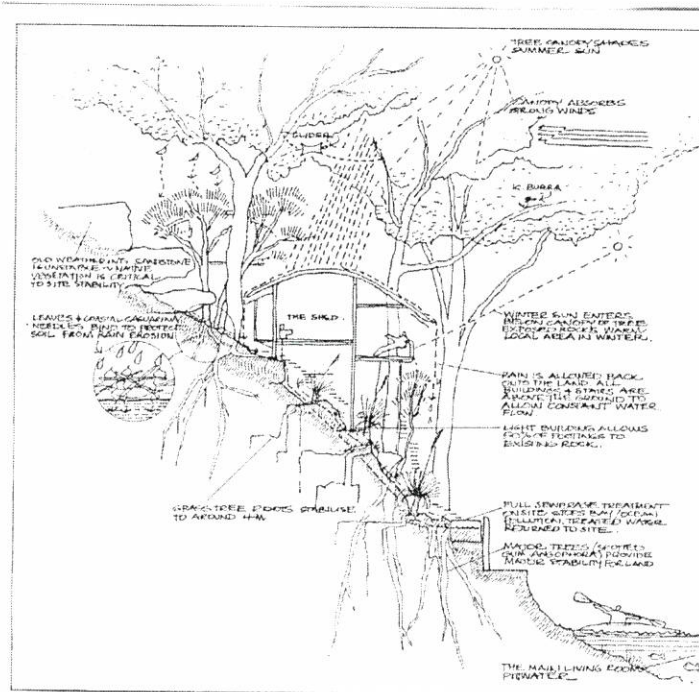
An Environmental and Public Health
Review on the Anangu Pitjantjatjara
Lands

The start of 12 years work on the issues
of Aboriginal Health and environment

Not research but change

- 1) Housing for Health
- 2) Some health and housing statistics
- 3) The 9 Healthy Living Practices
- 4) Details of the work
- 5) Some of the myths
- 6) Proving improvement is possible and sustainable

Emerging



Key paradigms and how they may emerge

Sustaining the **health and environment of all citizens**... the two issues will become inseparable ...this should be the prime aim of a variety of design related subjects and overall courses

Introducing students (and the profession) to the **creative client**...with all the complexity, confusion and richness that this involves

Develop a detailed working knowledge of the unique aspects of the Australian environment by immersing students in the great made and unmade places.... This may involve universities of the road (or the bush track), ".... letting places get into them".

No amount of clever amero-euro-centric design studio education will be a substitute.

To greatly assist with this process we should, as a matter of urgency, **rescue the library** of Aboriginal knowledge of this country.

Make a simple choice of direction...which pattern do we wish to pursue, teach, make, discuss and encourage to emerge...

the pattern of the surface, decoration, form, shape, colour and mythologies **or**

the pattern that incorporates fundamental connections between the people and places.