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“A Punchlist for Gold’s Gym: the echoing of a dumbbell”


Critical analysis of Ann Bergren’s “Gold’s Gym of Venice, California” from *Assemblage* 13. Article applies Bergren’s own analytical methods back upon her text to arrive at ironic and obverse conclusions.

“Stereotypy and Architectural Journalism”


An analysis of *Progressive Architecture* (as representative of practice-oriented publications) and the contemporaneous state of critical evaluation in the architectural media. Article illustrates the process of stereotypy (or tendency of design movements to lose potency as they are disseminated) by tracking the incestuous influence of P/A’s design awards on published work.

“The Analogue and The Real: two paradigms for architectural education”


Analysis of the philosophical issues facing design-build education and its place in the Academy. Looks rigorously at selected distinctions involved with analogue vs. digital practices in architecture and advocates methods of teaching that retain an analogic relationship to construction.

“La práctica como [pedagogía como práctica]”


“Practice as (pedagogy as practice)” gives an overview of the origins of architectural education in the America and contends that an early professional/academic hybridity has been slowly replaced by a wholly academic culture. Based on the premise that practices construct their participants, it argues for a reinvention of hybrid culture for professional education and presents four strategies, with examples, by which professional practices can be re-invested in the academy. Two professional design/build projects, that included student participation, are presented.

“architecture is what blows off in a hurricane”


http://www.cloud-cuckoo.net/

The interpretation of architecture hinges on what we mean by interpretation and what we take to be Architecture. This article argues that Architecture does not exist as an autonomous physical entity, the significance of which is subject to the interpretation of variously-qualified interpreters; rather, that it is a nonphysical (but not entirely intellectual) construct; that this construct must be activated to come into being; and that, while the interpreter’s competence will condition the reading, there are more and less-correct activations, their significance and depth being a function of the construct’s rigor.

The conscious reflection on action, i.e., theory, is the necessary accompaniment of any thoughtful activity. These representative samples document a career-long endeavor to reassert practice issues in architectural education and theory.

Starting with “Gold’s Gym” of 1991, I took up the cause of practicing architects who, between the lines, were made to look like fools in Ann Bergren’s brilliant essay for *Assemblage*; then, I tuned the author’s techniques back on her own text. In “Stereotypy,” I examined the dark side of the infamous PA Awards.

“Analogue” and “La Práctica,” like much of my mid-career writing, develop a case for hybrid education.

Finally, in “Hurricane,” I show that, although we act with great precision as to what architecture is, we really have yet to grasp it intellectually.