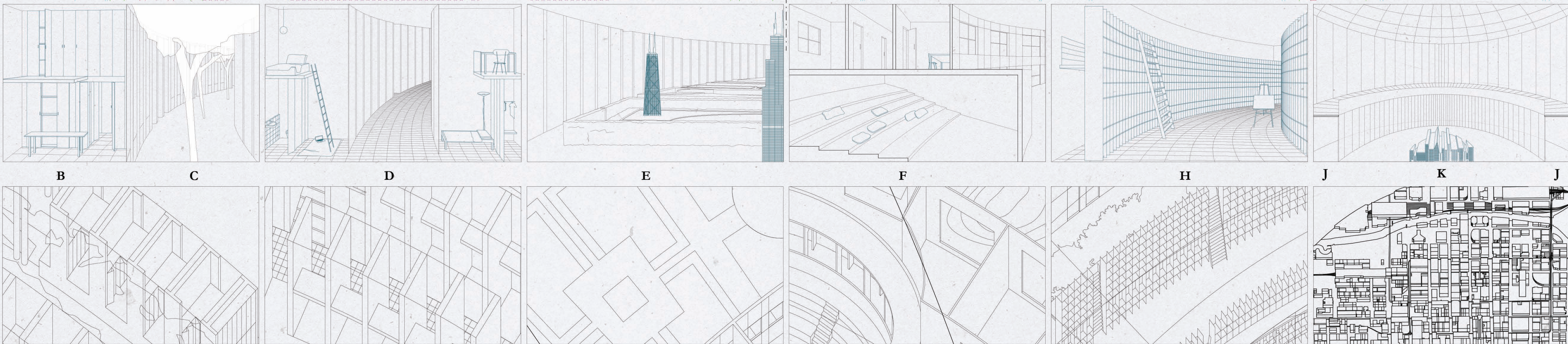


NUOVO AMPIO MAGNIFICO COLLEGIO

If Chicago wants to make best profit of its history of planning for education it should better refrain from what seems today the most fashionable, reasonable, yet still largely opened to debate idea: back to the centre. It seems that today the Loop is being redeemed by higher education (Loop U) that after many peripheral experiences (UC, IIT, UICC), reclaims its place and role in “the city”. It is from those experiences that lessons could be learned on the joined missions of education and the city. A new *Ampio Magnifico Collegio* can start to be envisioned, which acknowledges the multifarious accumulation of clichés served a la carte for a reform of education (or for its commodification). The blend of education, professional practice, exhibition, and “cultural tourism” may sound sensible and appropriate; however, it can easily prove to be a double edged weapon ultimately aimed at the sustainment of the most frighteningly insatiable of industries: tourism.

If the site for CADE is given as fictitious, why not gamble further on it? At the intersection of four urban samples extrapolated from Greater Chicago a diagram is drawn for an educational institution that is doomed to accept those clichés (Informality, Immateriality, Flexibility, Hyper-mixture of disciplines, social classes, ages,+) as half of its DNA and in constant conflict with the other half made of inescapable formality, materiality, sectoriality. An enfilade of concentric rings blends a palette of spaces juxtaposed on a principle of scales of association more than strict functional zoning. Flexibility is achieved through the coexistence of spatial situations.

In the centre, the model of Chicago as the final destination of a ritual promenade of tourists but also the focal point for the everyday life of the incongruous population of this new piece of the city.



A Slope. B Rent a work-room (open source spaces). C Orchard. D Rent a bed-room (lodgings). E The Skyscrapers' Garden. F Vestiges of Formal Learning (study rooms, workshops, auditoriums, classrooms). G Enclosed gardens. H Ruins of material knowledge (library, archive of drawings and models). I Open-air Gallery. J Vestiges of Conviviality (restaurants, bars, clubs, bookshops, cafes, lounges). K The Chicago Greenhouse (domed garden and Chicago model). Urban Samples: I Detached houses neighborhood. II Heavily infrastructure area (roads, railways, malls). III Suburban villas. IV Loop (competition site).