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EAAE News Sheet

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EAAE News Sheet

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Contributions to EAAE News Sheet

Contributions to the News Sheet are always welcome, and should be sent to the editor, who reserves the right to select material for publication. Contributions might include conference reports, notice of future events, job announcements and other relevant items of news or content. The text should be available in French and English, unformatted, on either disk or as an e-mail enclosure.

Contribution AEEA News Sheet

*Les contributions au News Sheet sont toujours bienvenues.
Elles doivent être envoyées à l'éditeur, qui décidera de leur publication.
Contributions d'intérêt: rapports de conférences, événements à venir, postes mis au concours, et d'autres nouvelles en bref sur la formation architecturale. Les critères à suivre sont: Les textes doivent être en Français et en Anglais, en forme d'un document de texte non formaté, qui peut être attaché à un e-mail ou être envoyé en forme d'une disquette.*

News Sheet deadlines

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Cover photo

6th EAAE-ENHSA Construction Teaching Sub-network Workshop, Mons, Belgium, 22-25 November 2007.
Photo Credit: Maria Voyatzaki.

Editorial

News Sheet Editor - Anne Elisabeth Toft

Dear Reader

Spring is near and thereby also a new season with lots of EAAE activities. As always, we are going through them in this magazine. Furthermore, EAAE President **Per Olaf Fjeld** gives his idea of some of the challenges that he thinks the association is facing. You can read Fjeld's regular column **The President's Letter** on page 5.

Coming up very soon is the **Third EAAE-ENHSA Sub-network Workshop on Architectural Theory**, which will be hosted by the Faculty of Architecture, Urbanism and Arts, *Universidades e Tecnologias* in Lisbon, Portugal. The workshop will take place from 28 to 30 April 2008. As a follow-up event to the two previous workshops that both made an attempt to pin down how schools of architecture position architectural theory within their curriculum, the organizers state that they wish to map the field of architectural theory both as a speculative discipline aiming at academic research and as an operative discipline aiming at seeking tools and skills to help in charting the profession's future practice.

On page 14, you can read more about the workshop and the network on architectural theory that is run by EAAE Council Member **Hilde Heynen** (Belgium). Deadline for registration is 24 March 2008.

Furthermore, coming up soon - 31 March 2008 - is the deadline for registration to the EAAE - **Lafarge International Competition for Students**. The competition is open to all students of architecture enrolled in an educational institution affiliated to the EAAE. The competition addresses "the present challenges of architecture" and is initiated and run by EAAE Project Leader **Emil Popescu** (Romania). On page 8, you can read about the competition whose final judgement will take place in October at the University of Architecture and Urbanism "Ion Mincu" in Bucharest, Romania. The jury will consist of **Mario Botta** (Switzerland), **Leen van Duin** (The Netherlands), **Emil Popescu** (Romania), **Christopher Allsopp** (UK), **Petr Franta** (Czech Republic), **Pere Riera Panellas** (Spain) and **Juhani Katainen** (Finland).

On page 13, EAAE Project Leader **Ebbe Harder** (Denmark) re-announces the next **ARCC/EAAE Conference on Architectural Research**. This

Cher lecteur,

Le printemps s'approche et, avec lui, toute une myriade d'activités au sein de l'AEEA. Notre Bulletin vous tient, comme d'habitude, au courant de ces événements. Per Olaf Fjeld, Président de l'AEEA, vous parle aussi des défis qui, selon lui, attendent notre association. Ne manquez pas de lire la Lettre du Président qu'il vous a préparée en page 5.

Au Portugal, La Faculté d'Architecture, d'Urbanisme et des Arts de l'Universidade de Humanidades e Tecnologias de Lisbonne accueillera sous peu le troisième Atelier du sous-réseau de l'AEEA-ENHSA sur la Théorie de l'Architecture. Cet atelier aura lieu du 28 au 30 avril 2008. Il s'inscrit dans l'esprit de deux Ateliers précédents qui cherchent à voir comment les Ecoles d'architecture insèrent la Théorie de l'architecture dans leurs curricula; les organisateurs déclarent vouloir cerner le champ de la Théorie de l'architecture tant comme matière spéculative qui vise la recherche académique que comme discipline opérative qui mène à la recherche d'outils et de techniques susceptibles d'aider à profiler la pratique future de la profession.

Voir en page 14 les détails que vous donne Hilde Heynen (Belgique), Membre du Conseil de l'AEEA, sur cet Atelier et le réseau de la Théorie de l'architecture. Les inscriptions sont admises jusqu'au 24 mars 2008.

Très prochainement aussi, le 31 mars 2008, se clôturera le Concours international Lafarge - EAAE. Ce Concours est ouvert à tous les étudiants d'architecture inscrits dans un établissement d'enseignement affilié à l'AEEA. Ce Concours sur les "Défis présents de l'architecture" a été lancé par Emil Popescu (Roumanie), Chef de Projets de l'AEEA. Le Jury se prononcera en octobre à l'Université d'Architecture et d'Urbanisme "Ion Mincu" de Bucarest, en Roumanie, voir en page 8.

La composition du Jury est la suivante: Mario Botta (Suisse), Leen van Duin (Pays-Bas), Emil Popescu (Roumanie), Christopher Allsopp (Royaume-Uni), Petr Franta (République tchèque), Pere Riera Panellas (Espagne) et Juhani Katainen (Finlande).

Ebbe Harder (Danemark), Chef de Projets de l'AEEA, vous annonce en page 13 la prochaine Conférence de ARCC/EAAE sur la Recherche dans



conference will be hosted by the Royal Danish Academy of Fine Arts, School of Architecture, in Copenhagen, Denmark. Under the heading **Architectural Research and the Digital World**, it will address changes of paradigms in the basic understanding of architectural research. Deadline for sending in abstracts was 3 December 2007. However, Ebbe Harder emphasises that you are also very welcome to participate in the conference without paper presentation and that the organisers still accept registrations.

Confirmed keynote speakers at the conference are **Marvin Malecha** (USA), **Jens Kvorning** (Denmark) and **Saskia Sassen** (UK).

On page 13, you can read more about the conference that will take place from 25 to 28 June 2008.

From 4 to 7 June 2008, the Faculty of Architecture, Delft University of Technology, The Netherlands, will host the EAAE Conference **The Urban Project - Architectural Interventions and Transformations**. The conference aims to present and discuss the productive role and critical potential of the architectural project in the transformation processes of contemporary urban areas. It will give an overview on a global scale of different existing strategies in architectural design and urban research activities that target the question of urban transformation. Keynote speakers are **Nathalie de Vries** (The Netherlands), **Jo Coenen** (The Netherlands), **Bob van Reeth** (Belgium), **Dick van Gameren** (The Netherlands), **Michiel Riedijk** (The Netherlands) and **Henk Engel** (The Netherlands). On page 11, you can read more about the conference announced by EAAE Project Leader **Leen van Duin** (The Netherlands).

EAAE Project Leader **Constantin Spiridonidis** (Greece) announces that he is well under way in his planning of this year's **Meeting of Heads of European Schools of Architecture**. He is not yet willing, however, to disclose what the theme of the meeting will be. Keeping with tradition, however, it will take place in the beginning of September in Chania, Crete. And keeping with tradition, the EAAE General Assembly will take place in this connection. **The Meeting of Heads of European Schools of Architecture** is directed at deans, rectors, and programme- and exchange co-ordinators. The aim of the meeting is to provide a

*P***architecture**. Cette Conférence se tiendra à l'Ecole royale danoise des Beaux Arts, Ecole d'Architecture de Copenhague, au Danemark. Sous le titre **Architectural Research and the Digital World**, cette Conférence abordera les changements de paradigmes dans la compréhension fondamentale de la recherche architecturale. La remise des sujets avait pour date limite le 3 décembre 2007. Ebbe Harder souligne néanmoins que vous êtes tous invités à participer à cette Conférence, même sans y présenter de sujet, et que vous pouvez encore vous inscrire auprès des organisateurs.

Voici les principaux intervenants qui ont d'ores et déjà confirmé leur apport: **Marvin Malecha** (Etats-Unis), **Jens Kvorning** (Danemark) et **Saskia Sassen** (Royaume-Uni). Voyez en page 13 plus de détails sur cette Conférence qui aura lieu du 25 au 28 juin 2008.

La Faculté d'architecture de l'Université technologique de Delft accueillera du 4 au 7 juin 2008 la Conférence de l'AEEA: **The Urban Project - Architectural Interventions and Transformations**. Cette Conférence veut mettre en avant et discuter le rôle productif et le potentiel critique du projet architectural dans les processus de transformation des espaces urbains contemporains. Il s'agit d'obtenir une vue d'ensemble qui de façon générale embrasse les diverses stratégies existantes dans les activités de design architectural et de recherche urbaine sur la question de la transformation urbaine.

Parmi les principaux intervenants, citons: **Nathalie de Vries** (Pays-Bas), **Jo Coenen** (Pays-Bas), **Bob van Reeth** (Belgique), **Dick van Gameren** (Pays-Bas), **Michiel Riedijk** (Pays-Bas) et **Henk Engel** (Pays-Bas). **Leen van Duin** (Pays-Bas), Chef de Projets de l'AEEA, vous fournit plus de détails en page 11.

Constantin Spiridonidis (Grèce), Chef de Projets de l'AEEA, nous apprend qu'il est en train de préparer la **Conférence des Directeurs d'Ecoles d'Architecture d'Europe** de cette année, sans dévoiler toutefois quel en sera le thème. Mais, fidèle à la tradition, cette Conférence se tiendra au début du mois de septembre à Khania, sur l'Ile de Crète. Et l'**Assemblée générale de l'AEEA** se tiendra comme toujours à cette occasion. La **Conférence des Directeurs d'Ecoles d'Architecture d'Europe** s'adresse aux doyens, aux recteurs et aux coordinateurs des programmes d'études et des échanges. Le but de cette Conférence est d'offrir un forum ouvert au dialogue et à

context for exchange of school political views and dialogues. Thus, the Meeting is not a conference with paper presentations. In the next issue of the EAAE News Sheet, you will be able to read more about the **11th Meeting of Heads of European Schools of Architecture** that will take place from 6 to 9 September 2008.

EAAE Project Leader **David Porter** (UK) is announcing his EAAE Project on page 7. It is a project that, according to Porter, will “explore the different ways that a school of architecture can interact with and influence its host city through teaching programmes and research.”

The project will also “see if by creating a more interactive and “porous” academy, we can evolve new models for architectural education in relation to practice and research in architecture and city-making.”

EAAE Council Member **Stefano Musso** (Italy) is responsible for the **EAAE-ENHSA Conservation Teachers’ Sub-network**. In this issue of the EAAE News Sheet, you can read a brief report as well as a keynote lecture from the network’s first workshop **Teaching Conservation/Restoration of the Architectural Heritage: Goals, Contents and Methods** which took place in October 2007 in Genoa, Italy. The workshop brought together teachers and researchers from more than 20 universities and investigated a broad number of issues. At the same time, it aimed at looking into the similarities and differences in the content and pedagogy of teaching within the field of conservation/restoration of architectural heritage. On page 25, you can read the report by **Professor Donatella Fiorani** from the University of L’Aquila, Italy, and on page 17, you can read the keynote lecture **Method, procedures, protocols** by **Professor B. Paolo Torsello**, Faculty of Architecture, University of Genoa.

EAAE Project Leader **Maria Voyatzaki** (Greece), who is responsible for the **EAAE-ENHSA Construction Teachers’ Sub-network** in November 2007, organised the sixth workshop. The network had its first workshop in May 2002 and counts more than 80 active members representing almost every country in Europe and 100 schools of architecture. The workshop, entitled **Emerging Possibilities of Testing and Simulation Methods**

l’échange de points de vue politiques scolaires. Cette Conférence n’offre pas la possibilité de présenter ses travaux.

Le prochain Bulletin de l’AEEA vous permettra d’en savoir plus sur cette 11e Conférence des Directeurs d’Ecoles d’Architecture d’Europe qui se déroulera du 6 au 9 septembre 2008.

David Porter (Royaume-Uni), Chef de Projets de l’AEEA, vous annonce son projet en page 7. Porter nous confie qu’il s’agit “d’explorer les différents modes d’interaction et d’influence qu’ont les Ecoles d’architecture vis-à-vis de leurs villes respectives à travers leurs programmes d’études et de recherche.” Ce projet va également permettre de “voir, si à travers la création d’une académie plus interactive et plus “poreuse”, nous pouvons élaborer de nouveaux modèles d’enseignement de l’architecture par rapport à la pratique et à la recherche dans l’architecture et la construction des villes.”

Stefano Musso (Italie), Membre du Conseil de l’AEEA, est responsable du sous-réseau des enseignants en conservation de l’AEEA-ENHSA. Nous vous présentons dans le présent Bulletin de l’AEEA un bref rapport et un cours magistral du premier Atelier du réseau Enseignement de la Conservation/Restauration de notre Héritage architectural: **Objectifs, Contenus et Méthodes**, qui s’est tenu en octobre 2007 à Gênes, en Italie. Cet atelier, qui a réuni des enseignants et des chercheurs de plus de 20 universités, a étudié un grand nombre de thèmes pour étudier les similarités et les différences dans le contenu et la pédagogie de l’enseignement dans le domaine de la conservation/restauration de notre héritage architectural. Nous vous invitons à lire en page 25 le rapport du Professeur **Donatella Fiorani** de l’Université d’Aquila, en Italie, et en page 17 le cours magistral **Méthode, procédures, protocoles** du Professeur **B. Paolo Torsello**, de la Faculté d’Architecture de l’Université de Gênes.

Maria Voyatzaki (Grèce), Chef de Projets de l’AEEA, est responsable du sous-réseau des enseignants de la construction de l’AEEA-ENHSA qui a organisé son sixième atelier en novembre 2007. Ce réseau qui s’est réuni pour la première fois en mai 2002, compte plus de 80 membres actifs représentant presque chaque pays d’Europe et plus de 100 Ecoles d’architecture. L’Atelier **Emerging Possibilities of Testing and Simulation Methods and Techniques in**

and Techniques in Contemporary Construction Teaching, was hosted by the Department of Architecture at the Faculty of Engineering, Mons, Belgium. On page 22 you can read a report from the workshop written by Professor Jean- Marie Bleus from Isa St-Luc Liège, Belgium.

Finally, on page 15 EAAE Council Member Herman Neuckermans (Belgium) gives us the latest news from the EU-funded MACE project that sets out to transform the ways of e Learning of architecture in Europe. The project will last for three years and started on 1 September 2006. Neuckermans gives the information that the major launching event for MACE is planned as a 2-day conference in the context of the 11th Venice Biennale (14th September to 23rd November 2008). On page 15, you can read more about the upcoming event as well as the progress of the MACE project.

Yours sincerely

Anne Elisabeth Toft

Contemporary Construction Teaching, s'est tenu au Département d'Architecture de la Faculté d'ingénieurs de Mons, en Belgique. Le rapport rédigé sur cet Atelier par le Professeur Jean- Marie Bleus de Isa St-Luc, à Liège, en Belgique, vous est soumis en page 22.

Herman Neuckermans (Belgique), membre du Conseil de l'AEEA, vous fournit enfin en page 15 les plus récentes informations sur le projet MACE de l'UE, qui se propose de transformer les méthodes d'enseignement de l'architecture par e-learning en Europe. Ce projet a été lancé le 1er septembre 2006 pour une durée d'au moins trois ans. Neuckermans nous informe que le principal événement du projet MACE est une Conférence de deux jours à l'occasion de 11e Biennale de Venise (du 14 septembre au 23 novembre 2008). Vous en saurez plus sur cette prochaine Conférence et les avancées du projet MACE en page 15.

Sincèrement

Anne Elisabeth Toft

The President's Letter

EAAE President, Per Olaf Fjeld

The Heads of Schools

There is always a sense of anticipation when facing the New Year and what it may offer, and this is also true for the EAAE. We have a number of challenges ahead of us, but the solid work put in by our council members and project leaders over the years has given us a base to tackle new demands. Clearly, we are facing an uneasy time both in the short and long term, and our universities and schools will confront difficult adjustments and choices.

Nothing stands still. A change of direction to meet immediate demands may not always be compatible with what is needed in relation to a long-term strategy. One factor in retaining a "healthy" architectural education is an awareness of change as a positive input, a counterbalance to stability for the sake of stability. Most schools have built up large pools of knowledge, methods and experience around architectural education, and this is a resource. But this is not something that is understood or used year after year without questioning its relevance. Comprehending which pedagogical direction a school should promote, which of its many internal resources should front the school, and not least recognizing which of the school's resources may be important at a later time are all responsibilities and challenges facing the heads of school.

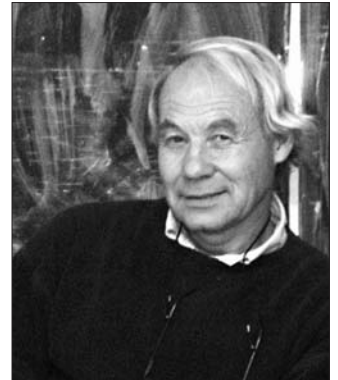
Our rectors and deans have hectic days. Their jobs are from the start stretched between two poles, the administrative and the creative institution. The administrative side can easily take over in that most of this work requires an immediate and specific response; what is more difficult is the architectural discussion and its content within the institution. The outside pressure is growing on many levels, not least political, and in order to meet this pressure positively and with affect, we need a strong belief in architecture and its future. A reflective, ongoing discussion in our institutions on the broad impact of architecture, its directions, and responsibilities is also a tool for communication outside of the institution. The school heads are our ambassadors in the political corridors, and in many ways, it is their responsibility to relate more than the day-to-day administrative concerns. It is easy to underestimate how difficult the situation has become for many of our deans and rectors

to retain and promote a vision for their school and a deep belief in architecture while at the same time managing all the outside pressures.

One of the areas of pressure that the leadership of schools face is that our institutions as work places are less stable. More and more positions are short-term or part-time, and at the same time, the heads of school stay for shorter periods. A changeover of teaching staff to renew a department is positive, but what many face today is that the changeover of staff is primarily an economic question implemented from outside the institution. It is often very difficult to build a strong base or underpinning to hold in place the comings and goings within the school and at the same time signal a clear architectural identity.

Architectural identity is another area where our deans and rectors will face challenges. A school's content within a larger context will play a much larger role in attracting students, programmes and teachers. Again, much of this work will be left to the heads of the various schools. At this point, it is difficult to see how a "general architectural education" as the backbone of an institution will be enough on its own; enough to attract the free flow of students, good teachers and the interest of other institutions in collaboration. Pulling a school out of relative isolation and finding ways to collaborate with other institutions and networks mean that the individual school must have something to offer. Somewhere in all this, each school must develop its own specificity.

There is no sign that today's architectural diversity will abate in the near future, but the impact of environmental issues will bring about changes, and it will be more than regulations and singular improvements. Architecture is one of the largest users of material and energy, and this should shift our focus in relation to responsibilities and pedagogic. This is an important opportunity for architectural schools. Basic principles in relation to the use of material, energy and utilization of space will be re-evaluated by way of their environmental impact; an essential part of the core elements we use in defining "good architecture" will be challenged. If we are able to lift our pedagogical approach beyond appeasing political demands in relation to the environment, there are many exciting challenges in relation to architectural educa-



tion as it will involve both spatial inventiveness and material concerns. This is an area that may face profound changes, and our educational programmes need to be in the forefront.

Despite the goodwill, passion, and strength of its members, the EAAE is still a vulnerable association. What holds it together is voluntary work and the willingness of schools to support various activities, and it is very rewarding to think that this is the organization that unites architectural schools in Europe and gives them a voice. Again thank you for your participation, and I hope that you will continue to support the association and its activities and join the various discussions. We have a common goal: to improve the quality of architectural education. I know you are well into the first semester of 2008 with all its activities and challenges, and wish you a good semester. ■

EAAE Project: A “Porous” Academy

EAAE Project Leader, David Porter

Objective:

Firstly, to explore the different ways that a school of architecture can interact with and influence its host city through teaching programmes and research.

Secondly, to see if by creating a more interactive and “porous” academy, we can evolve new models for architectural education in relation to practice and research in architecture and city-making.

Questions:

- The Bologna process is aimed at increasing the capacity of Europe’s knowledge economy. What influence can schools of architecture exert in energising this knowledge economy?
- Can a school actively enhance the local architectural culture? And by doing so, can a school have a direct impact on the culture and economy of its city, be an active force in “city-making”, increasing the potential of the city and the school to become centres of excellence?
- Where does our contribution to knowledge stop - at the studio door? Can we go beyond and, working with our host city by pooling resources: contributing expertise, student-projects, advice, research?
- Can a school move beyond the walls of the school to take a new creative role in contributing to an ecology of knowledge? Particularly knowledge of how it’s city can evolve and improve?
- Does this lead to new relationships between learning, practicing and researching, and to new modes of study and research?

Proposal

A number of contrasting contemporary models of education are identified by the project team to exemplify different approaches and case studies are presented at an international conference to be held in Glasgow. Examples would be world wide, not restricted to Europe. The results of the conference will be a refereed publication. The potential of establishing a thematic network between schools and their respective cities will be explored.

EAAE - Larfarge International Competition for Students

The Present Challenge of Architecture

EAAE Project Leader, Emil Popescu

Theme

Traditional cities gave an architectural response to people's needs. They represented the communities they sheltered and displayed the inhabitants' values, history, and aspirations. In fact, they lived together with the communities and gave a quick answer to the emerging changes.

It seems that the modern city has lost its flexibility. Although it wished it could foresee society's direction, it lagged behind several changes and, since there was no architectural answer, a series of crises broke out. That led to malfunction, and its pace of development could not keep up with novelties.

What is more, the modern city can hardly adjust to the present and seems to forget that it has to be at the service of its dwellers. The 21st century poses many challenges to our modern cities. Some can be felt everywhere, while others are just local manifestations. The role of architecture is to come up with solutions to any challenge.

Technology is one of them, and architecture finds it rather difficult to metabolize it sometimes.

Economic changes are trials as well, and sometimes they unsettle vast territories.

There are also the haphazard challenges, i.e., natural or social calamities.

Nowadays there are individual migration phenomena, and architecture cannot possibly find a way to settle people.

There are also some challenges taking place on smaller territories, and of which you can hardly learn.

Architecture should come up with an answer for each of them, but we can only notice how it tries to offer transitional solutions. Architecture should learn something from such challenges and provide appropriate answers.

From the mentioned challenges, we recommend competitors to identify and define a problem, and offer a response directing approach through the public space redefinition conceived, stated and explored by its connection with the other spaces.

In an individualized society odds the notion of public space tends to be completely revised: what is today public space, how do we understand it, how are we experiencing it? Students of architecture are expected to debate a large range of local challenges from their places of origin and select the most meaningful one to respond.

The projects should contain clear statements on both the chosen problem and its solution, illustrating their distinct approach to public space.

Competition Rules

Language

English is the official competition language

Eligibility

The competition is open to all students of architecture enrolled in an education institution affiliated to the EAAE/AEEA. For schools not affiliated to the EAAE/AEEA the registration fee/school is 100 Euro. The projects can be designed individually or in groups supervised by an architectural school professor.

Registration

Filling in the provided competition form will register each entry. Each student will choose a 6 digit code that will be displayed on the competition entry.

The competition form once filled will be e-mailed to the competition secretary no later than by the deadline announced in the competition schedule.

Jury

The evaluation will consist in two phases:

- A jury will meet at each architectural school participating in this competition in order to select 3-5 entries
- A final jury

Architectural School Jury

In this phase the jury composition and process will be conducted by each participating architectural school and will aim at selecting the 3-5 best projects representing the school at the final judgement. Henceforth, each school will select the jury members and selection criteria.

Final Jury

The final judgement will take place at the University of Architecture and Urbanism "Ion Mincu" Bucharest, Romania. Prizes and Mentions will be established for the best projects entries. The jury's members will set the selection criteria and evaluation process.

Final Jury Members

- to be nominated

Secretary

Françoise Pamfil, Romania

Note

None of the professors that tutor the entry project can be a jury member or secretary.

Entry Contents

- site plan 1/500 (1/1000)
- a set of site pictures indicating the intervention zone
- 2 characteristic sections 1/100 (1/200)
- all elevations 1/100 (1/200)
- all plans 1/100 (1/200)
- relevant perspectives
- other graphic items that will help a deeper understanding of the entry
- scale of the above compulsory items will be chosen by entrants in order to best illustrate each case.

Format

- Hardcopy - 2 A1 paper formats (594x840mm) Drawings must be made in a PORTRAIT format of A1.
- Digital- a CD with a .bmp/jpeg extension (300 dpi) consisting of the two A1 images.

Ensuring Anonymity

Each paper format A1 will, in the right bottom corner, display a code of 6 types (numbers and letters) written with a 1cm height ARIAL FONT body text. This code will be marked also on the CD cover, disk and folders and will be provided by to organizers upon the following rule: two types - country of origin; two types - school/university, two types - entry no. The same code will be written on the A5 sealed envelope.

In the closed envelope an A4 paper format will state the following:

- name and surname of the author (authors). In case of group entries the group leader will be named
- name and surname of the tutoring professor
- name of the school of architecture where the students (group of students) are enrolled
- declaration on self-responsibility stating that the invoiced project is original and is conceived by the indicated author(s). In case of group entries the group leader will sign the declaration.

The CD and the sealed envelope will be introduced in the same packaging and invoiced to the organizers.

Questions and Answers

Competitors may formulate questions to the international competition secretary by email on competition@iaim.ro. They will receive (from this email addresses) also the list of all questions received and answers provided by the international competition secretary.

Prizes

- I - 6000 Euro
- II - 4000 Euro
- III - 3000 Euro
- 10 Mentions - 1000 Euro each

The jury has the right to convey these prizes or to distribute in another agreed manner the prize fund.

Publication of Results

The international competition results will be communicated to each school that has had participants in the competition. The results will be announced on the website of the University of Architecture and Urbanism "Ion Mincu" Bucharest website as well.

A press release will be invoiced to main architectural magazines.

It is envisaged to publish An Official Catalog Editing with best projects.

Rights

The organizers reserve the printing, editing and issuing rights to all entries (be it integral or partial) and also the right to organize exhibitions of the projects.

Both the Hardcopy and Digital formats become the property of the organizers and consequently will not be returned to the entrants.

All rights from publishing or exhibiting the competition projects are exclusively of the organizers. Participation in this international competition implicitly represents the acceptance of the competition terms by the competitors.

Competition Schedule

- **1 September 2007**
Theme launch and registration start
- **31 March 2008**
End of registration
- **31 March -17 April 2008**
Questions from entrants
- **25 May 2008**
Deadline for answers to questions
- **15 October 2008**
Architectural schools jury deadline
- **25 October 2008**
Project arrivals at organizers ■

EAAE Conference

Faculty of Architecture, Delft University of Technology, The Netherlands, 4-7 June 2008

The Urban Project - Architectural Interventions and Transformations

EAAE Project Leader, Leen van Duin

Call for Papers, Call for Projects

Collaboration

EAAE, European Association for Architectural Education
DSD, Delft School for Design
MetFoRG, Metropolitan Form Research Group

Conference brief

The aim of this conference is to present and discuss the productive role and critical potential of the architectural project in the transformation processes of contemporary urban areas. The aim is to get an overview of and compare, on a global scale, different existing strategies in architectural design and urban research activities that target the question of urban transformation.

Current settlement conditions mutate rapidly. Urban areas have been caught up in a turbulent process of transformation over the past 50 years. The transformation of the traditional city and the modes of peripheral expansion as well as the technical infrastructures comprise the new landscape for contemporary projects and development interests, while issues such as mobility, organized nature and collective space are critical in each case. We have come to the understanding that in the age of globalization, cities can no longer be viewed as autonomous identities but have to be understood as parts of larger networks, of metropolitan areas. Not only the technical, spatial and social conditions in which projects intervene have changed, but also the way in which planning and design practices are comprehended and perceived.

Complexity and uncertainty are inevitable conditions with which hypotheses concerning the future of cities must deal. Therefore, it is necessary to review certain preconceived roles and to determine a new statute of legitimacy for the project which refers to the medley, the various communities that make up contemporary urban societies.

So, a precondition for starting a significant architectural intervention is to define a project together with parties that contribute to its implication (governmental, municipal, private investors, developers, construction companies, planners, designers and architects). In this context, the project is not only an academic exercise just aiming at possible future situations, but also an opportunity to estab-

lish a field of juxtaposition between different parties, to define an agenda, to orientate discussions relating to the future of our cities and metropolitan areas. In this way the project could not only become an intermediary between scientific research and architectural practice, but also serve as a didactic model for architectural and urban design education.

Conference sub-themes

The Conference Committee invites professionals from both research and practice dealing with the built environment (architecture, urbanism, planning, geography, etc.) to send in abstracts for papers on one of the following sub-themes:

- Research by design:
Design studies that investigate the spatial potential for transformation and renewal of specific urban sites by means of concrete projects
- Understanding urban and metropolitan form:
Analytical studies that investigate aspects of form and matter of urban and metropolitan areas and the dynamics of its transformation
- Research, design and education:
Experiments and experiences with 'research driven education' in the fields of architectural and urban design, relating urban analysis and architectural design.

Schedule

- October 2007
 - 1st call for papers
- December 2007
 - Final call for papers
- February 1, 2008
 - Deadline for submission of abstracts
- March 15, 2008
 - Notification of acceptance
- May 2, 2008
 - Deadline for conference registration
- June 4-7, 2008
 - Conference

Call for papers

Abstracts with proposals for papers or projects on one of the mentioned sub-themes should be sent by 1 February 2008 to the Conference Secretariat. The Scientific Committee will blind review the abstracts, after which a notice of acceptance will be

sent to the authors by April 2008. If accepted, the participant is requested to send a full paper of 4,000 words or less before 1 June 2004 to be presented on the conference in June.

As there are a limited number of places available for this conference, the reviewing of abstracts will be strict. Their selection will be based on: relevance to the conference themes, significance of the topic, originality of the approach, scientific quality of the research or design project, creativity of the proposals and solutions, balanced structure and clearness of style.

Abstract format

Abstracts should not exceed 400 words. The first page must contain the following data: title abstract, name, position, affiliation, phone, fax, e-mail and correspondence address of the author(s). The second page contains the title, theme, keywords and the abstract itself without indication of the author. Abstracts should be sent via e-mail both as attachment in MS-Word-format and within the body of the e-mail to: architectuur@bk.tudelft.nl. The text file should be named 'abstract-your last name.DOC'. Please write in the subject box of the e-mail: 'conference abstract'.

Abstracts can be accompanied by 1 digital illustration, maximum 1.5 MB, saved as 'jpeg' file with a resolution of 300 dpi. The illustration should be named 'illabstract-your last name.JPEG', and sent as attachment by e-mail. Please write in the subject box of the e-mail: 'conference illabstract'.

Conference publications

All accepted abstracts will be published in a conference book which will be available to all registered participants at the moment of registration.

A selection of full papers will be published in the conference proceedings to be sent to the participants after the conference.

Conference registration

Participants have to register in advance by sending in a registration form before 2 May 2008. The registration fee is 300 euro; for EAAE members 250 euro. This fee includes participation in the conference, receptions, 2 lunches and 1 dinner, excursion, a conference book and the proceedings.

Please note that hotel accommodation and travel are not included in this fee.

Preliminary programme

Wednesday, 4 June 2008, Delft

17.00 - 19.00: welcome, drinks & registration

Thursday, 5 June 2008, Delft

- opening conference
- key-note speaker(s)
- morning paper sessions
- lunch
- afternoon paper sessions
- key-note speaker
- opening exhibition '5x5 Projects for the Dutch City' & drinks

Friday, 6 June 2008, Delft

- morning paper sessions
- lunch
- afternoon paper sessions
- key-note speaker(s)
- closing session
- dinner-buffet

Saturday, 7 June 2008

- excursion programme Randstad Holland

Further details on the conference, its organization, registration, etc. will be announced on the website of the TU Delft Faculty of Architecture from November

www.bk.tudelft.nl/EAAE_TheUrbanProject

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EAAE/ARCC 2008 Conference

The Royal Danish Academy of Fine Arts, School of Architecture, Copenhagen, Denmark, 25 - 28 June 2008

Changes of Paradigms in the Basic Understanding of Architectural Research

By the deadline on 3 December 2007 the organizing committee at The Royal Danish Academy of Fine Arts, School of Architecture, had received 123 abstracts for the conference. 76 abstracts from ARCC members and 47 from EAAE members.

The anonymous abstracts have now been sent to the scientific committees for the ARCC and EAAE, respectively.

Because of the time consuming work to ensure the anonymity of the abstracts, it has become necessary to change the time schedule as follows:

1 February 2008:

- Committees send comments to abstracts

15 February 2008:

- Abstract

14 March 2008:

- Deadline for 1st submission of full paper

28 March 2008:

- Full papers are sent to committees

18 April 2008:

- Committees send comments and ranking

Week 17:

- Comments sent to paper submitters

2 June 2008:

- Deadline for submission of final papers.

At The Royal Danish Academy of Fine Arts, School of Architecture, Architect Anne Katrine Gelting has been employed to help organize the conference. All questions, registrations forms or e-mails must be sent to katrine.gelting@karch.dk – she can also be reached at tel.: +45 32 68 60 21

Pia Davidsen and Head of Organizing Committee Ebbe Harder can be contacted on e-mails: pia.davidsen@karch.dk and ebbe.harder@karch.dk

Included in this number of the News Sheet you will find the registration form for the conference. If you are interested in the discussion of the conference theme, you are welcome at the conference – also if you did not submit an abstract.

Deadline for registration is ASAP but no later than **9 May 2008**.

Hotel information etc. can be found on the official websites of the EAAE and ARCC from **1 February 2008**.

Looking forward to seeing you in Copenhagen!

Third EAAE-ENHSA Sub-network Workshop on Architectural Theory

Faculty of Architecture, Urbanism and Arts, Universidade Lusofona de Humanidades e Tecnologias, Lisbon, Portugal, 28-30 April 2008

Call for the Third EAAE-ENHSA Sub-network Workshop on Architectural Theory

How should the Schools of Architecture be doing the Research and Theory-building to help in charting the Profession's future?

"The essential purpose of architecture education, then, is not only the basic training of beginning practitioners, but also the initiation of students into this common legacy of knowledge, skills, and language, while instilling a sense of connectedness to the human needs that architecture, as a profession, must continually address. Architecture education, if it is to fulfil those ends, must celebrate and support, and also challenge, the profession and society as a whole. (...) the fascination of architecture education lies far more in its possibilities than in its problems".

(BOYER, Ernest L., MITGANG, Lee D., Building Community – A new future for Architecture Education and Practice, p. 4, The Carnegie Foundation for the Advancement of Teaching, Princeton, New Jersey, USA, 1996, ISBN 0-931050-59-6).

At the first workshop (Hasselt, 21-23 September 2006) we dealt with the various ways in which schools position architectural theory within their curriculum and how architectural theory is related to research.

As a follow-up to this event, the second workshop (Trondheim, 28-30 June 2007) aimed at further investigating these issues, focusing on the question of how architectural theory relates to the production of architecture – more specifically on how theory functions as background for studio work.

Continuing these reflections, the third workshop (to be held in Lisbon, 28-30 April 2008) seeks a further mapping of the field of architectural theory, both as a speculative discipline aiming at academic research and an operative discipline aiming at seeking tools and skills to help in charting the profession's future practice.

Some questions:

Is there Vitruvius disintegration? Is there a gap between theory and practice in architecture? Is there a gap between researchers and practitioners? If yes, how to deal with it? If not, how can we

stress that relationship on our studio classes? Theory of Architecture and Theory of Architectural Design. Is there any difference between them or are they two complementary paths for the same goal, towards methodologies of architecture conception? Can we define different fields of knowledge for Architecture as an Art, Architecture as a Philosophical Concept and Architectural Design Practice? Is there a truth in Architecture?

Schedule

December 2007

- 1st call for papers

January 2008

- 2nd call for papers

15 February 2008

- Deadline for submission of abstracts

March 10

- Notification of acceptance

24 March 2008

- Deadline for conference registration

28-10 April 2008

- Conference

Call for papers

Abstracts with proposals for papers on one of the mentioned questions should be sent by February 15, 2008 to the Meeting Secretariat at luis.conceicao@lusofona.pt. Abstracts should not exceed 400 words. A notice of acceptance will be sent by March 10, 2008. If accepted, the participant is requested to send a full paper of 4,000 words maximum before April 25, to be presented on the conference.

Conference registration

Participants must register before March 24. The registration fee is 350 euro; for EAAE members 300 euro. The fee includes participation on the conference, receptions, lunches and coffee-breaks, three-night hotel accommodation, a conference book and proceedings. Extra nights will cost about 60 euro each, if indicated in the registration application. Registration fees for residents in Portugal not needing hotel accommodation will be 200 euro; 150 euro for EAAE members.

Preliminary programme

Further details on the conference and Preliminary Programme will be announced by middle February 2008.

MACE under Construction

EAAE Council Member, Herman Neuckermans

After 1 year of work, MACE has realised a first working prototype showing the power of the system for a federated search into several architectural repositories. Because the system is still in the beta-testing phase, users cannot try it yet:

So far, the metadata of the WINDs, DYNAMO and IRB databases have been harvested and federated in the search engine. Searches allow for almost any keyword used in architectural thesauri. (Getty thesaurus, CI/SfB, IFC, ..)

The major launching event for MACE is planned as a 2-day conference in the context of the Venice Biennale:

11th International Architecture Exhibition
La Biennale in Venice (Italy)
Title: Architecture Beyond Building
Open: 14th September to 23rd November 2008
Vernissage: 11th to 13th September 2008
Director: Aaron Betsky (former director of the Netherlands Architecture Institute NAI for six years). A precise date still has to be decided in agreement with the newly appointed director.

This conference entitled "Online repositories in architecture" will gather architects and educators interested in these utmost important subjects for the future of education and profession.

The preliminary programme of the conference has been established and is now discussed amongst partners and the EAAE Council.

This happened at the January 2008 consortium meeting in Heerlen (NL) at the Open University Nederland.

In the meantime, the partnership is now working on the enrichment of the metadata in order to provide more features to the users and is looking for more repositories to be federated. Therefore, Stefan Boeykens has built a database of architectural repositories, and a decision mechanism has been designed with a range of criteria in order to decide which repository is next to be included.

Let us repeat here our call for sending us the e-mail addresses of your staff. In case you cannot do so for privacy reasons, we propose that you to send us the e-mail addresses of 2 persons in your staff

who will assume the duty of forwarding our mails concerning MACE and concerning the EAAE to their colleagues.

First announcement:

MACE International Conference
Online Repositories in Architecture
Organised by the EAAE, Collaboratorio (It.) and Fachhochschule Potsdam (G) on behalf of the MACE consortium – project financed by the EU - eContentplus programme.
Venice 12 and 13 Sept 2008

To a larger and larger extent, learning objects become available via electronic means. It happens in regular teaching environments as well as in learning modes during and after graduation. Knowledge is out of date in 5 years time and growing so fast that regular teaching 'in school' cannot cope with this knowledge boom in a comprehensive way. Therefore, academic teaching evolves into teaching of principles, methods and attitudes, into a state of mind allowing lifelong learning. Subjects for LLL are produced by universities, by practice and by industry. They are disseminated via conferences, short courses, and more and more via e-learning formulas as it has been the case in the open university for many years. Today, subjects for learning - called learning objects - are prepared by specialists somewhere on earth, disseminated via electronic communication means and shared amongst distant users.

E-repositories play a role of growing importance in this context, and this conference focuses on the role of e-repositories in lifelong learning in architecture.

Major attention will be paid to the presentation of some interesting repositories and the newly developed tool to search into a wide variety of architectural repositories developed within the framework of MACE, a European Union funded research project aiming at federating architectural repositories all over Europe. At the conference, the newly developed MACE system for harvesting, searching and enhancing metadata will be presented. Actually all federated repositories have structured their metadata according to the international LOM standard and participants in the conference will learn how to join this initiative and will be presented for the functioning of the helpdesk

established by the MACE consortium in order to guarantee the sustainability of the project after the EU funding period.

As a result, the conference has been outlined in sessions on the following sub-themes

The conference will take place in the context of the 11th Venice Biennale on 12 and 13 September at the vernissage of the event. The conference theme fits perfectly into this year's theme of the biennale: "Architecture beyond Building". Curator is Aaron Betsky, former director of NAI (the Netherlands Architecture Institute).

The programme of the conference has been articulated in 2 days covering 3 themes:

- Teaching architecture in the digital era
- Digital Archives: preservation, dissemination and use
- Websites: a European network of architectural contents.

Topics as LLL-learning, e-learning, and of course e-repositories will be discussed within the context of these three themes.

There are 2 keynote speakers: (both still to be confirmed).

- Derrick De Kerckhove: presenting "Architecture of Intelligence"
- William Mitchell.

20 protagonists of important repositories worldwide will constitute the panel for 20 presentations selected on the basis of a call for papers.

A permanent interactive MACE showcase will be operational for the whole 2-month opening period of the biennale.

EAAE members will in the coming weeks receive the call for papers and a detailed programme by snail mail and by e-mail.

Before the start of the conference, a book entitled "MACEbook – Online repositories in architecture" will be published in the series of the EAAE Transactions on Architectural Education. ■

ENHSA-EAAE Conservation Teachers' Sub-Network

Faculty of Architecture, University of Genoa, Italy, 18-20 October 2007

Method, procedures, protocols

Professor B. Paolo Torsello, Faculty of Architecture, University of Genoa, Italy

Method. It is well known that this word keeps going around and around through the different fields of the scientific research and technical production. But we are also aware that it is often used in an inappropriate way. What I mean is that sometimes a "method" is called down like it was a kind of lightning-rod: where there is a method it seems there is certainty or, at least, we are confident that results are guaranteed. The word "method", in some way, recalls the strictness of science, lends an apparent sort of objectivity to results, keeps us safe from possible mistakes or false steps and, therefore, eventual confutations. Nonetheless, if you look right through the point, method becomes sometimes a post-formulated theoretical construction, one tries to apply to procedures built more or less arbitrarily. Method may unfortunately become a windscreen that covers personal choices, contingent tastes, and humours of the imagination.

As regards restoration, what we focused on is even truer. Furthermore, it is right here that the use of this word is strictly connected to the particular complexity of this discipline.

Let us begin by recalling that, as regards its operative aspects, restoration is articulated on at least three levels, a well known matter that here is useful to recall briefly.

First level stands on the analytical stage, regarding the whole lot of inquiries that must be done to let us better "know" the object of our interest. The required activities, in this case, can involve both natural and "spiritual" sciences. Mathematical-geometrical, chemical, physics and biological analyses belong to the first group, while historical and archaeological analysis belongs to the second group. It is easy to understand that this is a rough separation, because both fields overlap and run through human and natural sciences in many ways. Second operative level includes the purely creative and projective work, which does not have to be much connected with historical or natural sciences, because it regards activities connected merely with decision and, therefore, with a volition from the projector. In this case, each actor may adopt different solutions even starting from the same base of knowledge of the object and, consequently, the possible choices are innumerable and undetermined.

Third level is about the accomplishment of the project and the operations that must be executed in the yard. In this radius, procedures seem to belong prevalently to the universe of technology, even if in this case, the technical action is often subjected to the skill and sensitiveness of the agent and, of course, to the basements and scientific ascertainment of the processes.

Now, here is the question to be raised: is it possible to govern this kind of actions through a method? Or through a repertory of methods?

Let me point out that this is not an obvious question and I am convinced we ought to seek for an answer. This duty is unavoidable not only if we want to brighten our way of working in restoration, but also fundamental to see through our own didactical commitment: to understand, in a word, "what" and "how" we have to teach. As a matter of fact, we cannot ignore that the goal of education is a correct and complete imprinting for the future operators and that we are committed with a responsibility that we cannot underestimate. The decline of education in European universities, and we can see it in the restoration branch too, is tightly connected to this form of "distraction" with which we look at the didactical issue and its methods.

It is peculiar, by the way, that the term "Methodology", currently used especially in the medical field, it is certainly referred to the application of a method and to the way it is applied, but it also defines the particular kind of pedagogy that is generally treating a method of teaching.

If we are here to take in examination of the problems as regards didactics, we should ask ourselves what and how to teach in restoration, well knowing that this necessarily involves what and how to restore. Therefore, the answer to the previous question is to be found on the significance of the word "method", or at least on what we mean to say by using this word.

In the accepted meaning - the one taken from the dictionary - method is the way, the procedure that one follows to reach a goal, to develop a certain cognitive activity on a pre-established and controllable order. We can call it a "research process governed by established rules"

But what kind of activities are we talking about? Latin people used *methodus* and in ancient Greek the word was *methòdos*, “going forward to research, to investigate”. Therefore, *methòdos* was “the path or the way for investigating”.

Researching and investigating. These are the objectives of a method. And it is not just a simple etymological game, because the whole literature regarding the subject insists on this specific turning point about the method: it is essential, in first place, to guide the whole cognitive path. In this path we can recognize two possibilities, two ways of operating: the inductive one, which from data tends to formulate concepts and general laws, and the deductive one that is bound from concepts to concepts and from laws to laws. In the concept of method we also use to distinguish analysis, capable to tell the principles from the consequences, and synthesis, moving from the principles towards the consequences that can arise.

Nicola Abbagnano warned us that this term is meant in two different manners: a) as research or research orientation (Hegelian Method, Dialectical Method, Geometrical Method, etcetera) and b) as a particular research technique (Syllogistical Method, Residue Analytical Method and so on).

But the core of each method is intrinsic to its general meaning: the Method is essentially a cognitive process. From Aristotle to Bacon, Galileo, Hume, Kant, Hegel this word has always been used in this accepted meaning.

In the scientific field, we are particularly interested in the past and present use of this word in Medicine. This discipline is certainly the most advocated by restoration agents, in which they often find, not wrongly, a certain similarity with restoration. This analogy, though, can play tricks on us because it relates to just two of the operative stages which we touched upon in the beginning of these notes: the analytical stage and the technical executive stage.

Nevertheless, this comparison can be useful for other reasons, as Medicine expresses, perhaps more dramatically than other disciplines, the crucial transfer of “the method” from the merely scientific-gnoseologic field to the technical processes. We know that this transfer had its beginning in the

Seventeenth Century, when the strategic functions of a method, applied to philosophical and scientific inquiries, gained a “tactical” value in order to control the productive and executive processes. The efficacy of the cognitive action guaranteed by the method has been, from that moment on, more and more extended and sophisticated as regards developing merely technical activities, to the point that science and technique had established a strong alliance, destined to strengthen.

Now, it is exactly in Medicine that methods belonging to scientific research would inform those belonging to the technical application, contributing to establish a strongly controlled system of patterns and “protocols”. There are quite a few examples of applicative protocols: from surgery in autopsy to the rules applied for the application tests in pharmacological products, from the procedures for clinical exams to those helping to formulate diagnoses.

Here we stand in front of a progressive dilatation of methodology from the strictly scientific and gnoseologic field towards the technical-applicative one.

In this regards, it seems that restoration can find in Medicine a useful model to organize both cognitive actions preceding the intervention and the application on the same intervention.

Can a method be extended to the creative enterprises? To those enterprises which according to Benedetto Croce are those of a genius? Is the existence of a method to compose poetry or a musical piece conceivable? Or to project quality architecture or a restoration?

In one of his “Three essays on poetry”, Edgar Allan Poe describes minutely all the work displayed to check, refine, sharpen the composition of the Crawl, but he would not tell us about the creative impulse and he would not tell us where and how the idea was born. He would not unveil any method. Neither any architect would show and tell his opera by speaking of a method. He would describe the passions, suggestions and intentions of his research, maybe by showing the coherence of the critical sources during his composition’s path, but certainly not restricting the whole significance of his work by claiming the adoption of a method.

This is surely true also for restoration. As a matter of fact, if the answer to the previous questions would be affirmative, one should deduce that, once the introductory inquiries are made on an opera due to be restored, the results of restoration would be univocally determined. But we know that this does not happen. If I assume a building as an object of restoration and I put all available inquiries about it at disposal, it is not sure at all that the different agents in charge of the project would jump to the same conclusions.

It is different, on another premise, if a method regards preliminary inquiries and the executive stages of the project. If I give to different groups the goal to make a 1/100 scale drawing of a building, or to recognize a material from laboratory analysis or, even more, to apply a consolidator on a stone surface, I could consider the fact that a method is used so that the results would have to be identical or, at least, very similar. The building's plant, in the different versions produced by various groups, would have to be the same as regards their dimensions and disposition of the single parts. If there are differences, that means someone has made some mistakes and has not followed rigorously the prescribed procedures. This is also true regarding laboratory analysis: the recognized material would have to be the same for all. And of course the same as regards the application of the consolidator.

Thus, it is very odd that in the teachings and activities regarding restoration, everybody is anxious to evoke the Method, only to find out that the parts which are more lacking of a method, frequently, are those about the technical aspects of the discipline. Even the tender technical specifications, which should provide detailed and rigorous information about the way the works should be executed, are often approximate and incomplete, when not downrightly incorrect or misleading.

The most obvious conclusion regarding these subjects is that there can exist methods for developing analytical and executive activities in restoration, but it is not possible to think of a method for the restoration itself. And this is true also for education: it is possible to teach a method or some methods for inquiring or controlling works in a yard (curiously this happens very seldom), but a method for projecting cannot be taught (even if

this happens all the time by selling out as a method what it is merely ideology or, in the best options, an ethic principle or a general theory).

What does this mean? Is a project impossible to be thought or is it just a product of improvisation or fancy?

One can answer those questions admitting that the projective path, just because of its indeterminateness, follows a different logic than the one that a method would, but not for this is less effective. That is because, as we stated before, each conceptual problem admits countless solutions and the core of the subject comes out, from the vertigo of the unfinished horizon of chances, by choosing a concretely tractable way, that means a path, surely not linear but at least controllable, which leads with a certain evidence to a result.

A result, indeed. But to reach for it, it is necessary to go through a set of choices that we are called to make in order to define a particular transit into the wide scenery of possibility. Each choice is made by a decision. The projector, therefore, finds himself in a quite peculiar position. He is the arbitrator but cannot allow himself to behave arbitrarily: It is his duty to respond of his own resolutions. Furthermore, because of indeterminacy, each choice is submitted to failure's risks and, it is easy to see, the project implies the practice of hazard.

In this way, the privilege of being the arbitrator brings forth the weight of responsibility, the obligations for an ethical behaviour.

Ethical duty means, among other things, that each project must be measured with the "why" of the actions, beside the "what" and the "how". Competence, responsibility and rigour are inescapable premises for the projective commitment and are necessary conditions for permitting its development: necessary but not necessarily sufficient.

Therefore, we can only hope to see a new horizon rising in the research and new considerations as regards education to deal with, if we mean to pursue a kind of formation capable to sustain the responsibilities and goals that we maintain as regards tutorship. But also, those parts of teaching regarding the technical issues of this discipline are

to be widely considered and cannot be left to generalist issues or to the approximation that seem nowadays to be practiced in the Universities. ■



6th EAAE-ENHSA Construction Teaching Network Workshop

22-25 November 2007, the Department of Architecture at the Faculty of Engineering, Mons, Belgium

Report

Professor Jean- Marie Bleus,Isa St-Luc Liège, Belgium

Presentations by president Hugues Wilkin and Professor of Construction Alain Sabbe, gave us a warm welcome to the department of architecture at the Engineering Faculty of Mons on 22 November 2007. In a surprising yet interesting presentation, which included hints of surrealism and undertones of noteworthy pragmatism, Hugues Wilkin gave us direct instructions to get right to the heart of the subject (our own mental references). Alain Sabbe gave us a very enjoyable presentation on architecture to be found in the province of Belgian Hainaut, whilst Constantin Spiridonidis told us about the themes of other workshops in the ENHSA network and coordinator of the Construction Network Maria Voyatzaki, went over the respective agendas of the first five workshops held in Thessalonica, Athens, Lyon, Venice and Barcelona. These presentations gave new participants the chance, from the very start of the workshop, to appreciate the importance of previous debates and acquire an awareness of the problems encountered as well as the general context of the EAAE-ENHSA construction network.

During the first session, organised by Jelle Laverge, which dealt with the specific theme of testing and simulation, the presentations revealed various pedagogical interests arising from viewpoints taken with regard to the interesting work carried out by students in the laboratory and the need to resort to a physical model to go beyond the apparent understanding of phenomena.

The classification of construction types and their approach envisaged in presentations dealing with the definitely common future of our construction teaching techniques and the urgent acknowledgment of the difficulties our students experience in the early stages, even in the educational context of a small workshop, were testament to the problems and solutions encountered by participants.

The first keynote speakers, Fabio Gramazio and Mathias Kohler from the Technical University of Zurich, presented the research work they had done on the use of robots in the laboratory. Listeners were both impressed by the high level of technology used and were left facing difficult questions to answer as regards human-machine relations in the field of architectural production for our modern society.

As is the case each year during EAAE-ENHSA construction seminars, the very friendly atmosphere generated from the kindness and dynamism within

La faculté polytechnique de Mons, département d'architecture nous a chaleureusement accueilli ce 22 novembre 2007 par les présentations de Hugues Wilkin, président, et Alain Sabbe Professeur de Construction. Le premier nous dit directement entrer dans le vif du sujet (nos propres références mentales) par le biais d'une surprenante mais néanmoins intéressante mise en scène relatant un dialogue teinté de surréalisme mais aux accents d'un pragmatisme de bon aloi. Alain Sabbe nous mena dans une très agréable découverte d'architectures du Hainaut Belge. Tandis que Constantin Spiridonidis nous informait des thématiques d'autres ateliers du réseau ENHSA, Maria Voyatzaki, coordinatrice du Réseau de la Construction, nous retraçait les teneurs des cinq premiers ateliers de Thessalonique, Athenes, Lyon, Venise et Barcelone.

Tout ceci permettait aux nouveaux participants de situer, dès la première heure, l'enjeu des débats antérieurs, les problématiques rencontrées ainsi que le contexte général du réseau construction de l'AEEA-ENHSA.

La première session, se référant plus particulièrement au thème spécifique relatif aux domaines du test et de la simulation, orchestrée par Jelle Laverge, témoignait, par ses exposés, des intérêts pédagogiques variés provenant des prises de position sur le comportement intéressant des étudiants dans le laboratoire, des nécessités de recourir au modèle physique pour transcender les apparences en compréhension des phénomènes. Le classement, et l'abort des typologies constructives, envisagées dans des exposés orientés vers le futur assurément commun de notre enseignement des techniques et la prise en compte prioritaire de la difficulté des premiers pas de nos étudiants même à l'échelle d'un enseignement d'un atelier micro, rendaient compte des problématiques et solutions rencontrées par les intervenants.

Premiers Keynote Speakers Fabio Gramazio et Mathias Kohler de l'Université Technique de Zurich, en présentant leurs travaux de recherches orientés vers l'utilisation de la robotique dans le laboratoire, d'une part impressionnèrent l'auditoire par la haute technologie empruntée, et, d'autre part, nous questionnaient fortement sur les relations hommes-machines vis-à-vis de la production architecturale de notre société contemporaine.

Comme chaque année, dans les séminaires de construction de l'AEEA-ENHSA, la convivialité importante provenant de la sympathie et de la dyna-

the organising team, enabled us to continue the interesting thematic discussions of the day over a good meal.

These more informal occasions in our working relations are extremely beneficial for our fundamental goal of stimulating cooperation in the teaching of architecture in Europe. Too often considered to be of secondary importance, these occasions are in fact the very context of deep discussions which enable links to be forged, differences to be identified and often to overcome so that foresight is given to a future based on a better understanding by everyone.

On Friday 23, Miltiadis Tzitzas from the University of Athens assembled a very important panel of eight teachers alongside him for the opening of the second session on environment control. It is very apparent from this session that the recent developments in IT simulations in the heating, lighting and acoustic environment subject areas have enabled significant advances to be made with regard to controlling the specific parameters of these respective disciplines.

These developments have also shown that in each of these fields, the results of the simulations are relevant and enlightening and above all make extremely good reading for students by visualizing performance and performance results, which previously were highly abstract. This observation, which is of particular interest for architecture students, recurrently brought to the fore, however, the problem of combining multidisciplinary performance results.

The issue of complexity was given new life again. The excellent presentation by second keynote speaker Philippe Samyn on the developments and applications in building design for his PhD on volume indicators, gave rise to the idea of the emergence of the early stages of complexity management tools.

In the third session, Ramon Sastré assembled teachers for a discussion on the theme of "form and structure" which enabled the participants to once again go over the various questions and answers relating to the scale ratio, the simplicity/complexity ratio for the projects proposed by students, as well as the possibilities, which are continually assessed by teachers, of placing students in real-life working conditions.

mique régnant dans l'équipe organisatrice, nous permet de continuer les passionnantes discussions thématiques de la journée autour d'un bon repas. Ces occasions plus informelles dans nos relations professionnelles sont extrêmement favorables aux raisons fondamentales de promouvoir la coopération dans l'enseignement de l'architecture en Europe. Elles sont trop souvent considérées comme accessoires alors que c'est le lieu même de profondes discussions qui permettent de tisser des liens, de découvrir les différences et d'arriver souvent à les transcender dans un regard porteur vers un avenir mieux compris par chacun.

Le vendredi 23, Miltiadis Tzitzas de l'Université d'Athènes réunissait autour de lui un très important panel de huit enseignants ouvrant la deuxième session orientée vers le contrôle environnemental. Il en ressort très clairement que les récents développements des simulations informatiques dans les disciplines des ambiances thermiques, lumineuses et acoustiques ont permis des avancées importantes dans la maîtrise des paramètres propres à ces disciplines respectives.

Ils permettent également de se rendre compte que dans chacun de ces domaines des résultats de simulations sont pertinents, éclairants et surtout fort appréciables de façon à visualiser particulièrement pour les étudiants des comportements et résultats de performances qui antérieurement étaient fortement abstraits. Ce constat, particulièrement intéressant pour des étudiants architectes, posait par ailleurs, de façon presque récurrente, la problématique relative aux associations des performances multidisciplinaires. Le problème de la complexité était relancé à nouveau. L'excellent exposé de Philippe Samyn, deuxième Kynote Speaker sur les développements et applications en projet d'architecture de son doctorat sur les indicateurs de volume, laissait transparaître l'idée de l'émergence de l'ébauche d'outils de gestion de la complexité.

Dans la troisième session, Ramon Sastré réunissait autour de lui des enseignants sur le thème « forme et structure » ce qui permit aux participants de vérifier une fois de plus les questionnements et les réponses variées en terme de rapport d'échelle, de rapport simplicité/complexité des projets proposés aux étudiants, et de possibilités, toujours continuellement testées par les enseignants, de placer les étudiants dans des situations de réalisations concrètes.

At the end of day, the third keynote speaker, engineer Hanif Kara, through his presentation of numerous, fascinating test and/or representation models, suggested that “everything was possible” and that in the future would the construction aspect might no longer be one of the parameters determining the boundaries of a form of understanding.

On Saturday 24, the fourth keynote speaker, engineer Vincent Servais from the Bureau Greisch, went over a series of various projects covering the restoration of heritage to building structures with impressive dimensions, giving full details of the different structural simulation models used. The key idea in his presentation was that these models are only there to guide the designer or constructor towards his/her goal leaving the final decisions with the designer or constructor.

Emmanuel Tzekakis, Professor at Aristotle University in Thessalonica, followed swiftly as the fifth keynote speaker, giving us a run down on the subtleties of highly developed acoustic engineering models – he too makes use of his specialist skills in the field thus mastering the tool and letting the designer play the key role.

The fourth session which took place at the end of Saturday morning dealt with case studies; this was the occasion to identify to what extent the involvement of the students in the performance of each of the experiments referred to suggested that despite the heavy workloads sometimes given to students, a sort of enthusiasm had surfaced enabling obstacles to be overcome, which management of the abstraction alone would have impeded.

The conclusions which have been drawn from these three days as well as the suggestions put forward in meetings or sent by post lead us to believe that after six years of presentations and debates on this construction-architecture interface within the context of education, that - even though a fairly comprehensive study of the factors influencing this trinomial has been conducted - it nonetheless seems pertinent to continue this ongoing and necessary discussion which is supported by senior researchers' findings from earlier years and is given added meaning through the youth of an ever renewing audience. ■

En fin de journée, l'ingénieur Hanif Kara, troisième Keynote speaker suggéra par la présentation de nombreux et fascinants modèles de tests et/ou de représentation, que «tout soit possible» et que le côté constructif ne serait peut-être plus à l'avenir un des paramètres fixant les bornes d'une forme d'entendement.

Le samedi 24, la quatrième keynote speaker, l'ingénieur Vincent Servais du Bureau Greisch, parcourut une série de projets variés allant du cadre de la restauration du patrimoine à des ouvrages de dimensions impressionnantes, indiquant les tenants et aboutissants des différents modèles de simulation structurels utilisés. Le fait que les modèles ne sont là que pour éclairer le concepteur ou le constructeur par rapport à ce qu'il cherche, laissant nécessairement le choix dans la pensée de l'auteur, constituait l'idée maîtresse de son exposé.

Emmanuel Tzekakis, Professeur à Aristote Université de Thessalonique, dans la foulée, cinquième Keynote speaker, nous emmena dans les subtilités des modèles pointus de l'ingénierie acoustique usant également dans son domaine des performances du spécialiste maîtrisant l'outil et laissant toujours le rôle prépondérant au concepteur.

La quatrième session de ce samedi en fin de matinée, visait les études de cas. Elle fût l'occasion de constater à quel point l'implication des étudiants dans la concrétude dans chacune des expériences relatées portait à croire que malgré la lourdeur parfois importante des tâches effectuées par les étudiants, une forme d'enthousiasme apparaissait et permettait de franchir des obstacles que la gestion de l'abstraction seule aurait handicapé.

Les conclusions de ces trois journées ainsi que les suggestions proposées en assemblée ou par courriers interposés permettent de croire qu'après six années d'exposés et de débats sur cet interface construction-architecture dans le cadre de l'enseignement, si un premier tour assez complet des facteurs d'influence de ce trinôme a été effectué, il semble intéressant de continuer cette réflexion incessante et nécessaire, portés par l'éclairage des années antérieures et des plus anciens et la jeunesse d'un auditoire en renouvellement. ■

ENHSA-EAAE Conservation Teachers' Sub-Network

Teaching Conservation/Restoration of the Architectural Heritage: Goals, Contents and Methods

Professor Donatella Fiorani, the University of L'Aquila, Italy

Between October the 18th and the 21st the first Workshop regarding the subject of the EAAE (European Association for Architectural Education) – ENHSA (European Network of Heads of Schools of Architecture), “Thematic Sub Network on Conservation” has been held at the Faculty of Architecture in the University of Genoa, organized by Professor Architect Stefano F. Musso.

Besides the international meeting there was an exhibition with panels showing the activities accomplished in the different Universities. The meeting moved through four different core sections, all introduced by key-note speakers and inherent to the reasons and methods in the restoration's didactics.

The clearly visible attention to the direct comparison of opinions and ideas has been particularly efficacious, especially as regards as the deep significance to be attributed to the goals, methods and procedures, from the lexical level up to the down right didactic planning. From the debate the theoretical and operative context in which each country develops its action has emerged as in watermark. More than twenty Universities operating in Italy, Belgium, Denmark, France, Germany, Greece, Ireland, Holland, Norway, Portugal, Romania, and Spain as well as in Turkey, Israel and Canada were represented.

The scenario displayed in the several speeches appears to be variegated and substantially distinguished in two opposite didactic orientations, one finalized to form a generalist architect who, only later on and by mean of an appropriate post lauream school, delves into the specialized subject of restoration, and the other in charge of passing on to the student the basic elements to face the subject of restoration from the beginning of the university educational path.

Loughlin Kealy (School of Architecture of the University College in Dublin, Ireland) has introduced the first session with a speech that pointed its focus on the relationship between the teachings of architecture and those regarding restoration, but also on topics like ecology and globalization of the values, discussing with other speakers about the connections with restoration, meant as a professional practice and a cultural activity.

André De Naeyer (University College of Design Sciences, Antwerpen, Belgium) has put in evidence, in the match with the operators involved in the second session, the complexity of the views offered by the different didactic proposals and the consequent necessity of rationalizing the education “market”, as well as the danger of reducing conservation and re utilization to the mere conversion of all kinds of existing buildings.

Herb Stovel (The M.A. program in Heritage Conservation at Carleton's University, Ottawa, Canada) and Carolina Di Biase (Polytechnic, Campus Leonardo, Milan, Italy) have coordinated the speakers in the third and forth sessions, which regarded the changes nowadays occurring in restoration's teachings and the different sceneries inherent the path and results of the didactics.

A final debate has brought the meeting back to the dialogue between the different field's competences focusing on the centrality of the project and on the knowledge of the built object, to be meant as a double polarity having the same importance in the formative profile of an architect (but also as regards the professional and research fields).

Doctoral Studies on Housing

20-22 May 2008, Eastern Mediterranean University, Gazimagusa - North Cyprus

First call

Joint Symposium organized by

- HERA-C: Housing Research, Education & Advisory Center, EMU, Gazimagusa, North Cyprus
- HREC: Housing Research and Education Center, ITU Istanbul, Turkey.

The inspiration for organizing an allied symposium on Doctoral Studies on Housing emerged from the diversity and richness of the themes and issues in 'Housing Research Area'. The Symposium expects to attract many young researchers involved in postgraduate theses as well as academicians whose studies are ongoing or recently completed in between 2002 and 2008.

Housing has always been and still is a main topic of concern in different research fields. Hence, aim of the Symposium is setting up of a scientific platform to stimulate diversity in research topics on housing. This platform will be presented and discussed by researchers and academicians who would like to contribute to the academic field by questioning and challenging the relevant issues. It is, also, vital to establish a network for housing researchers to

exchange ideas, shared interests, and to develop academic partnership for the further research and collaboration.

The Symposium welcomes the contributions which furnish works for:

- Exhibiting researchers' understanding and approach to the relevant research fields.
- Discussing researchers' hypotheses and arguments through mutual exchange of experiences.
- Sharing one's own concerns, initiatives, expectations, aims and findings.
- Exhibiting diverse interests of different institutions.

Abstracts of approximately 1,500 words should be submitted by February 10th, together with pre-registration forms. All abstracts will be published in the proceedings. Abstracts should follow the format requirements announced on the Symposium website where pre-registration forms are, also, provided.

Organizing Committee:

- Türkan Ulusu Uraz, HERA-C, HREC
- Beril Özmen Mayer, HERA-C
- Hifsiye Pulhan, HERA-C
- Meltem Aksoy, HREC
- Resmiye Alpar Atun, HERA-C

- Evren Uzer, HREC
- Özge Atalay Çelik, HREC
- Özlem Sahali, HERA-C

Scientific Committee:

- Prof. Dr. Gülsün Saglamer, ITU, Faculty of Architecture, HREC Chair,
- Prof. Dr. Ibrahim Numan, EMU, Faculty of Architecture, Dean,
- Prof. Dr. Peter Herrle, Berlin Technical University, Habitat Unit,
- Dr. Magda Sibley, University of Liverpool, School of Architecture,
- Kenneth Lamba, University of North Carolina at Charlotte - College of Arch., Dean,
- Prof. Dr. Ahsen Özsoy, ITU - Faculty of Architecture, HREC, Vice Chair,
- Prof. Dr. Yurdanur Dülgeroğlu Yüksel, ITU, Faculty of Architecture, HREC,
- Prof. Dr. Zerrin Y?lmaz, ITU, Faculty of Architecture, HREC,
- Assoc. Prof. Dr. Nesil Baytin, EMU, Faculty of Architecture, HERA-C Chair,
- Assist. Prof. Dr. Beril Özmen Mayer, EMU-Fac. Arch HERA-C, Vice Chair,
- Assoc. Prof. Dr. Özüir Dinçyürek, EMU, Faculty of Architecture,
- Assist. Prof. Dr. Nicholas, EMU, Faculty of Arch., Editor, Open House International

Calendar

Feb 10th, 2008

- Deadline for submission of abstracts and pre-registration forms
- March 10th, 2008
- Deadline for notification of acceptance of abstracts

Full papers, maximum 4400 words will be submitted and presented in the symposium.

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European Architecture Students Assembly 2008

9-24 August 2008

400 Design students | 50 Nationalities Represented | 15 days

The organisers of easalireland2008 cordially invite you to the official launch of the 28th European Architecture Students Assembly from 1-2pm on Monday 10th of March at the RIAL, 8 Merrion Square, Dublin 2

Deputy Ruairi Quinn, Labour Party Spokesperson on Education and Science and Qualified Architect, will give a keynote speech at the opening.

EASA (European Architecture Students Assembly) is an annual student-led assembly of 400 of Europe's most exciting architecture students and young creative professionals which takes place over a two week period every August. This year is the first time that this celebrated and unique multicultural event will be held in Ireland.

The 28th annual assembly will take place in Ireland from 9th to 24th of August 2008. The assembly will be bi-located between Dublin and Letterfrack,

County Galway. The theme for EASA Ireland 2008, Adaptation, is an intrinsic part of the Assembly which will unite and focus the explorations, thoughts and work of the participants under one common topic.

The aim of the organisation is to encourage cooperation between students from 50 European countries through the media of architectural workshops, lectures, informal debates and exhibitions. The results of the Assembly will be exhibited to the public across Ireland and Europe.

One of the flagship workshops of the Assembly is an International Design and Build competition, Green Room. The brief for the competition asks entrants to invent a new learning space where children can learn about sustainable and environmentally friendly living.

For further information:

EASA Ireland 2008

www.easa008.ie.

EURA 2008 Conference,

9-11 October 2008, Milan

Call for Papers

European cities are engaged in difficult and challenging processes of social, economical, institutional and territorial change. Contemporary cities can be considered as learning places under different points of view:

- as central nodes of a knowledge based economy, where concentration and exchange of information and innovation generated by people and firms produce new forms of economy, welfare and richness, but also new forms of poverty and exclusion;
- as social laboratories, places which expose continuously their citizens to the effects of social transformation: laboratories in which the notion of citizenship is questioned and people have to learn to deal with change

and the multiplication of differences generated by a mobile, multicultural society;

- as settings for institutional and political innovation: where major transformations compel institutions to face with new emerging problems of contemporary society and to develop new learning skills and experience, new forms of governance, leadership, democracy, policies and politics.

The EURA 2008 Conference in Milan will focus its attention on the exploration of these major challenges and will foster a lively debate among researchers in the field of urban studies, particularly pointing at interactions among forms of knowledge and forms of urban governance.

We invite interested parties to submit one (and only one) abstract of 200-400 words on the website

<http://eura2008.polimi.it>

Deadline for the submission of abstracts: 29th February 2008

The EURA 2008 Conference Organization Committee:
Department of Architecture and Planning,
Politecnico di Milano
Department of Sociology and Social Research,
University Milano-Bicocca
Department of Planning, Istituto Universitario di Architettura di Venezia.

EURA brings together an inter-disciplinary network of urban researchers from across Europe and beyond. It provides a forum for cross-national debate on urban policy and acts as a bridge

between research and policy in this rapidly urbanising world

Further information

euraconference2008@polimi.it

Council and Project Leader News

EAAE President, Per Olaf Fjeld

Due to a heavy work load, Jury Soolep has announced that he will not be able to continue as an EAAE Project Leader. EAAE President, Per Olaf Fjeld

Hilde Heynen is on sabbatical leave and is at the moment at Harvard University Graduate School of Design, USA. She will join the Council again in the fall of 2008.

EAAE News Sheet and Website offers publication space

As the circulation of the News Sheet continues to grow the Council of EAAE has decided to allow Schools to advertise academic vacancies and publicise conference activities and publications in forthcoming editions. Those wishing to avail of this service should contact the Editor (there will be a cost for this service).

Yours sincerely
Per Olaf Fjeld, President of the EAAE.

News Sheet

School members:

- 1 page 300 Euro
- 1/2 page: 170 Euro
- 1/4 page: 100 Euro
- 1/8 page: 60 Euro

Non members: + 50%

Website

School members:

- 2 weeks: 170 Euro
- 1 month: 200 Euro
- Any additional month: 100 Euro

Non members: + 50%

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EAAE

The EAAE is an international, non-profit-making organisation committed to the exchange of ideas and people within the field of architectural education and research. The aim is to improve our knowledge base and the quality of architectural and urban design education.

Founded in 1975, the EAAE has grown in stature to become a recognized body fulfilling an increasingly essential role in providing a European perspective for the work of architectural educationalists as well as concerned government agencies.

The EAAE counts over 140 active member schools in Europe from the Canary Islands to the Urals representing more than 5.000 tenured faculty teachers and over 120.000 students of architecture from the undergraduate to the doctoral level. The Association is building up associate membership world-wide.

The EAAE provides the framework whereby its members can find information on other schools and address a variety of important issues in conferences, workshops and summer schools for young teachers. The Association publishes and distributes; it also grants awards and provides its Data Bank information to its members.

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EAAE Calendar / AEEA Calendrier

08	03	2008	■	International VELUX Award 2008	<i>Le Concours international VELUX 2008</i>
31	03	2008	■	EAAE - Lafarge International Competition for Students of Architecture	<i>Concours international Lafarge de l'AEEA ouvert aux Etudiants d'Architecture</i>
28-30	04	2008	■	EAAE-ENHSA Workshop Lisbon / Portugal	<i>L'Atelier de l'AEEA/ENHSA</i> <i>Lisbonne / Portugal</i>
04-07	06	2008	■	EAAE Conference Delft / The Netherlands	<i>Conférence de l'AEEA</i> <i>Delft / Les Pays-Bas</i>
25-28	06	2008	■	ARCC/EAAE 2008 Conference Copenhagen / Denmark	<i>Conférence de l'ARCC/AEEA</i> <i>Copenhague / Danemark</i>
06-09	09	2008	■	11th Meeting of Heads of European Schools of Architecture Chania / Greece	<i>11^o Conférence des Directeurs des Ecoles d'Architecture en Europe</i> <i>Chania / Grèce</i>