European Association for Architectural Education
Association Européenne pour l'Enseignement de l'Architecture

83

EAAE News Sheet
Bulletin ∣ **2008** ∣ Oct. / *Oct*

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 etre envoyées á l'editeur, qui décidera de leur publication.
Contributions d'interet: rapports de conférences, évenements á venir,
postes mis au concours, et d'autres nouvelles en bref sur la formation
architecturale. Les critéres á suivre sont: Les textes doivent etre en
Francais et en Anglais, en forme d'un document de texte non formaté, qui
peut etre attaché á un e-mail ou etre envoé en forme d'une disquette.

News Sheet deadlines
No. **84** Jan. / Jan. 2009 – **01.01**
No. **85** May / Mai 2009 – **01.05**

Cover photo
EAAE/ARCC 2008 Conference
Photo Credit: Ebbe Harder

Editorial

News Sheet Editor - Anne Elisabeth Toft

Dear Reader

What is his interest in the EAAE? Why has he studied and systematically mapped the architectural educations in Europe? What does he want to achieve as the rector at the School of Architecture, the **Central Academy of Fine Arts (CAFA)** in Beijing, and what are his dreams and visions for the architectural education in China?

These were just some of the questions that I met **Professor L.V. Pinjing** with when I first met him in 2007. The meeting took place in connection with the **10th EAAE Meeting of Heads of Schools of Architecture in Europe** to which Professor Pinjing was invited as a keynote speaker.

 This year Professor Pinjing also participated in the EAAE Meeting of Heads of Schools of Architecture in Europe. During this year's meeting, we resumed our discussion, and we further developed it into also including an interview that can now be read on page 11 in this issue of the EAAE News Sheet. In the interview, Professor Pinjing gives the reader an exclusive insight into the conditions of the architectural education in China.

For more than ten years, the **EAAE Meeting of Heads of Schools of Architecture in Europe** has functioned as an annually recurring contact point for those responsible for managing the academic issues of schools of architecture in Europe - rectors, deans, heads of schools and academic programme coordinators - or their representatives. Educational political questions are discussed at the meeting, leadership experience is exchanged, and networking takes place.

The meeting takes place at the **Centre for Mediterranean Architecture** in Chania, Crete, and lasts for three days. It is planned by EAAE project leaders **Constantin Spiridonidis** (Greece) and **Maria Voyatzaki** (Greece) who this year experienced the largest number of participants ever.

More than 140 participants representing some 22 nationalities from around the world gathered from 6 to 9 September to discuss "**New Responsibilities of Schools of Architecture**". Taking on an increasingly global approach in its discussions, the meeting no longer only counts participants and speakers from Europe but also from Asia and North and

Cher lecteur,

*Qu'est-ce qui l'intéresse dans l'AEEA ? Pourquoi a-t-il étudié et systématiquement dressé la carte de l'enseignement de l'architecture en Europe ? Que souhaite-t-il accomplir en tant que recteur de l'**École d'Architecture à l'Académie centrale des Beaux-Arts (CAFA) de Pékin**, et quels sont ses rêves, ses visions pour l'enseignement de l'architecture en Chine ?*

*Ce sont quelques-unes des questions que j'ai abordées avec le **Professeur L.V. Pinjing** quand je l'ai rencontré pour la première fois en 2007. Cette rencontre a eu lieu à l'occasion de la **10e Conférence de l'AEEA qui réunit chaque année les Directeurs d'Écoles d'Architecture en Europe** et à laquelle le Professeur Pinjing était invité en tant qu'intervenant.*

 Cette année encore, le Professeur Pinjing était présent à la Conférence des Directeurs d'Écoles d'Architecture en Europe organisée par l'AEEA. Nous avons prolongé et développé notre discussion qui a débouché sur l'interview que vous pouvez lire à la page 11 du présent Bulletin de l'AEEA. Dans cet entretien, le Professeur Pinjing livre au lecteur une connaissance exclusive des conditions de l'enseignement de l'architecture en Chine.

*Depuis plus de dix ans, la **Conférence des Directeurs des Écoles d'Architecture en Europe de l'AEEA** est un point de rencontre annuel pour ces responsables des questions académiques des Écoles d'Architecture européennes que sont les recteurs, les doyens, les directeurs d'écoles et les coordinateurs des programmes académiques, ou leur représentants. Les politiques d'enseignement sont au centre des débats, l'échange d'expérience est privilégié et les relations se nouent tout au long de la conférence.*

*Cette conférence s'est déroulée pendant trois jours au **Centre d'Architecture méditerranéenne** de Khania, dans l'île de Crète. Organisée par les Chefs de Projets de l'AEEA **Constantin Spiridonidis** (Grèce) et **Maria Voyatzaki** (Grèce), elle a cette année réuni le plus grand nombre de participants jusqu'ici. Plus de 140 personnes représentant quelque 22 nationalités des quatre coins du monde se sont retrouvées du 6 au 9 septembre pour discuter les **nouvelles responsabilités des Écoles d'Architecture** ("New Responsibilities of Schools of Architecture"). En adoptant une approche de plus en plus globale, cette conférence ne se limite plus à accueillir des participants et des conférenciers d'Europe, mais d'Asie, d'Amérique du*

South America. This year in particular there were many architects from South America participating in the meeting.

The question of the new responsibilities of the schools was addressed at the meeting through five sessions and three keynote lectures. Keynote speakers were **Nathalie de Vries** (MVRDV Architects) from the Netherlands, **Professor Juvenal Baracco** from Peru, and **Mathias Kohler** and **Fabio Gramazio** from Switzerland.

The focus of the sessions and the keynote lectures was on the graduates of our institutions. More particularly on some new characteristics of the graduates' profiles that seem to have emerged in recent years.

   "Transparency, flexibility, adaptability, development, individualisation, self-sustainability, innovation, continuity, life-long learning, mobility..." are some of the notions that, according to the EAAE, today constitute imperative values in the profile of our graduates and that will claim new responsibilities from our schools regarding the education we must offer.

On page 25 you can read a report from the **11th EAAE Meeting of Heads of Schools of Architecture in Europe.** The report is written by **Kestutis Zaleckis** who is Head of the Department of Architecture and Land Management at Kaunas University of Technology, Lithuania Republic.

The EAAE General Assembly 2008 took place on Tuesday, 9 September. According to the traditional practise, it took place in Chania in connection with the **Meeting of Heads of Schools of Architecture in Europe**, which this year was the scene of the change of president between **Per Olaf Fjeld** (Norway), and **Francis Nordemann** (France). Thus, after a period of three years, EAAE President Fjeld has now been replaced by Nordemann who became an EAAE Council Member in 2006. Although Per Olaf Fjeld is no longer president, he remains an EAAE Council Member for another year.

On page 29 you can read the **President's Report** written by **Per Olaf Fjeld**, and on page 45 you can read the **Treasurer's Report** written by EAAE Council Member **Herman Neuckermans** (Belgium).

Nord et du Sud. Cette année notamment, beaucoup d'architectes d'Amérique du Sud ont assisté à cette conférence.

La question des nouvelles responsabilités des écoles a été abordée à travers cinq sessions et trois colloques. Les principaux intervenants étaient la Néerlandaise **Nathalie de Vries** *(Architectes MVRDV), le Professeur péruvien* **Juvenal Baracco**, *ainsi que* **Mathias Kohler** *et* **Fabio Gramazio**, *tous deux Suisses.*

Ces sessions et ces discussions se sont concentrées autour des diplômés de nos établissements, et plus particulièrement sur certaines caractéristiques nouvelles qui semblent se dégager ces dernières années des profils de nos diplômés. **"Transparence, flexibilité, adaptabilité, développement, individualisation, auto-soutenabilité, innovation, continuité, apprentissage tout au long de la vie, mobilité..."** *ce sont quelques-unes des notions qui, selon l'AEEA, constituent aujourd'hui des valeurs indispensables dans le profil de nos diplômés; celles-ci vont entraîner de nouvelles responsabilités dans nos écoles quant à l'enseignement que nous devons offrir.*

Vous lirez en page 25 un rapport sur la **11e Conférence de l'AEEA pour les Directeurs des Écoles d'Architecture en Europe.** *Ce rapport est rédigé par Kestutis Zaleckis qui est Responsable du Département d'Architecture et de Gestion des Terres de l'Université technologique de Kaunas, en Lituanie.*

*Le mardi 9 septembre a été marqué par la réunion de l'*Assemblée générale 2008 de l'AEEA 2008*. La tradition veut que celle-ci se déroule à Khania à l'occasion de la* **Conférence des Directeurs des Écoles d'Architecture en Europe**, *qui cette année a vu* **Francis Nordemann** *(France) prendre la place d'honneur après* **Per Olaf Fjeld** *(Norvège).*

Au terme de trois ans de présidence, Per Olaf Fjeld est aujourd'hui relayé par Francis Nordemann qui est Membre du Conseil de l'AEEA depuis 2006. Bien que Per Olaf Fjeld quitte ses fonctions de Président, il reste Membre du Conseil de l'AEEA encore un an.

Vous pourrez lire en page 29 le **Rapport du Président** *rédigé par* **Per Olaf Fjeld**, *et en page 45 le* **Rapport du Trésorier** *élaboré par* **Herman Neuckermans** *(Belgique), Membre du Conseil de l'AEEA.*

You can read Per Olaf Fjeld's **resignation speech** on page 33 and new EAAE President Francis Nordemann's **accession speech** on page 39.

In the EAAE President's regular column - **The President's Letter** - **Nordemann** addresses the readers of the EAAE News Sheet for the first time. His feature **"Architectural Consumerism"** is on page 7.

The student organisation **EASA** (The European Architecture Students Assembly), which the EAAE supports and cooperates with, had its annual meeting in August.
EASA is a platform for exchange of ideas and knowledge for European students of architecture. It works as a network for communication - a forum where students of architecture meet to discuss architecture and architectural education.

Like the EAAE, EASA is a non-profit organisation. It was established in 1981 when students of architecture from Liverpool invited their fellow students from all over Europe to come and help them solve problems in their city. About 300 students gathered. Since then there has been an assembly in different countries with 400 to 500 participants each year.

This year the assembly took place in Ireland. On page 23 you can read a thorough report from the impressive, large-scale event that tool place from 9 to 24 august and included architectural workshops, lectures, debates and exhibitions for more than 400 architecture students from more than 40 European countries.

The report is written by **Patrick Quinland** (Ireland), Graduate Architect, UCD class of 2008.

In the first week of June, the **Faculty of Architecture at Delft University of Technology** in cooperation with the **EAAE** organized the international conference **The Urban Project - Architectural Interventions and Transformations**.

On page 16 Associate Professor **Roberto Cavallo** from the Faculty of Architecture at the TU Delft reports on the conference which focused on Research by Design.

*Le **discours de démission** de Per Olaf Fjeld figure en page 33 et le **discours d'accession** à la présidence de Francis Nordemann en page 39.*

*Dans la rubrique réservée au Président de l'AEEA, la **Lettre du Président**, Nordemann s'adresse pour la première fois aux lecteurs du Bulletin de l'AEEA. Son article de fond **"Architectural Consumerism"** (Consumérisme architectural) vous est présenté en page 7.*

*L'**EASA** (Assemblée européenne d'Étudiants en Architecture), que nous appuyons et avec qui nous coopérons, a tenu son Assemblée annuelle en août. L'EASA est une plate-forme qui favorise l'échange d'idées et de connaissances parmi les étudiants européens en architecture. L'EASA est un réseau de communication et d'échanges, un forum au sein duquel les étudiants en architecture débattent de l'architecture et de l'enseignement de l'architecture.*

De même que l'AEEA, l'EASA est une association à but non lucratif. Elle a été fondée en 1981 quand les étudiants en architecture de Liverpool ont invité leurs compagnons de toute l'Europe à venir les aider résoudre les problèmes de leur ville. 300 étudiants étaient au rendez-vous. Depuis, entre 400 et 500 participants se rencontrent chaque année dans divers pays.

L'Assemblée s'est cette année réunie en Irlande Nous vous invitons à lire en page 23 un rapport complet sur cet événement impressionnant par son envergure qui, du 9 au 24 août, a ouvert ses ateliers d'architecture, conférences, débats et expositions à plus de 400 étudiants d'architecture venant de plus de 40 pays d'Europe.
*Ce rapport nous est parvenu de **Patrick Quinland** (Irlande), Architecte diplômé de l'Université de Dublin en 2008.*

*Cette première semaine de juin, la **Faculté d'Architecture de l'Université technologique de Delft** a organisé en collaboration avec l'AEEA la Conférence internationale **The Urban Project - Architectural Interventions and Transformations** (Le Projet urbain: Interventions et Transformations architecturales). **Roberto Cavallo**, Professeur associé de la Faculté d'Architecture de l'Université technologique de Delft, nous présente son compte-rendu de cette conférence axée sur la recherche par le projet ('Research by Design').*

At the conference, paper presentations were made in parallel sessions grouped according to three major themes:

1. Research by Design; design studies that investigate the spatial potential for transformation and renewal of specific urban sites by means of concrete projects.

2. Understanding urban and metropolitan form; analytical studies that investigate aspects of form and matter of urban and metropolitan areas together with the dynamics of its transformation.

3. 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.

Keynote speakers at the conference were:
- **Dick van Gameren** (The Netherlands)
- **Henk Engel** (The Netherlands)
- **Bob van Reeth** (Belgium)
- **Nathalie de Vries** (The Netherlands);
- **Jo Coenen** (The Netherlands)
- **Michiel Riedijk** (The Netherlands).

Also in June - from 25 to 28 - the **Royal Danish Academy of Fine Arts, School of Architecture, in Copenhagen, Denmark,** hosted the **EAAE/ARCC 2008 Conference on Architectural Research: "Changes of Paradigms in the Basic Understanding of Architectural Research"**.

One hundred and forty persons participated in the conference organised by EAAE Project Leader **Ebbe Harder** (Denmark).
The conference focused on two central subjects - Information and Communications Technology (ICT) and analogue reality and worldwide population growth, urban development and climate change.

The **EAAE/ARCC Conference on Architectural Research** is bilingual. True to tradition, the conference takes place alternately in Europe and the USA. Previous conferences have been held in Philadelphia, Pennsylvania; Raleigh, North Carolina; Paris, France; Montréal, Quebec; and Dublin, Ireland.

À la conférence, les travaux étaient présentés en sessions parallèles, regroupés autour de trois thèmes majeurs:

1. La recherche par le projet: études de projet qui examinent le potentiel spatial de transformation et de renouvellement de sites urbains déterminés par des projets concrets.

2. La compréhension de la forme urbaine et métropolitaine: études analytiques qui explorent les aspects de forme et de fond des espaces urbains et métropolitains, en même temps que la dynamique de leur transformation.

3. Recherche, design et enseignement: essais et expérience en matière d'enseignement par la recherche ('research driven education') dans le champ du projet architectural et urbain, liant l'analyse urbaine au design architectural.

Les principaux intervenants étaient
- *Dick van Gameren (Pays-Bas)*
- *Henk Engel (Pays-Bas)*
- *Bob van Reeth (Belgique)*
- *Nathalie de Vries (Pays-Bas)*
- *Jo Coenen (Pays-Bas)*
- *Michiel Riedijk (Pays-Bas)*

*En juin aussi, du 25 au 28, l'**École d'Architecture de l'Académie royale des Beaux-Arts de Copenhague, au Danemark,** a accueilli la **Conférence de l'AEEA/ARCC 2008 sur la Recherche en Architecture: "Changes of Paradigms in the Basic Understanding of Architectural Research"** (Changements de paradigmes dans la compréhension fondamentale de la recherche architecturale). Cent quarante personnes ont pris part à cette Conférence organisée par **Ebbe Harder** (Danemark), Chef de projets à l'AEEA. Cette Conférence s'articulait autour de deux sujets centraux: technologies de l'information et de la communication (ICT) et réalité analogique, et croissance de la population mondiale, développement urbain et changement climatique.*

*La **Conférence de l'ARCC/AEEA sur la Recherche en Architecture** est une conférence bilingue. Fidèle à la tradition, cette Conférence est célébrée en alternance en Europe et aux Etats-Unis. Les conférences antérieures ont au lieu à Philadelphie, en Pennsylvanie, à Raleigh, en Caroline du Nord, à Paris, en France, à Montréal, au Québec et à Dublin, en Irlande.*

Keynote speakers at the Copenhagen conference were:

- **Jens Kvorning** (Denmark)
- **Saskia Sassen** (UK)
- **Kenneth Yeang** (Malaysia)
- **Marvin Malecha** (USA)
- **Volker Buscher** (Germany)
- **Jesper Theilgaard** (Denmark).

On page 19 you can read a fact sheet about the conference written by Conference Coordinator **Anne Katrine Gelting** (Denmark), and on page 21 you can read a report from the conference written by Assistant Professor **Radu Tudor Ponta** from "Ion Mincu" University of Architecture and Urban Planning in Bucharest, Romania.

The Fourth EAAE-ENHSA Sub-network Workshop on Architectural Theory is announced on page 9. This workshop will take place in Fribourg, Switzerland, from 15 to 17 October 2009 and will be the fourth workshop in a series of workshops focusing on the teaching of architectural theory in European schools of architecture.

Where the first workshop discussed "**Contents and Methods of Teaching Architectural Theory in European Schools of Architecture**", the second workshop focussed on the question of how architectural theory relates to the production of architecture - more specifically, on how theory functions as background for studio work.

In the third workshop - which took place in Lisbon, Portugal, in April 2008 - the network continued mapping 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.

The fourth workshop will explore ways in which architectural techniques influence the organisation of discourse.

The Scientific Committee consists of:

- EAAE Council Member **Hilde Heynen** (Belgium)
- EAAE Council Member **Chris Younès** (France)

Les principaux intervenants de la Conférence de Copenhague étaient:

- *Jens Kvorning (Danemark)*
- *Saskia Sassen (Royaume-Uni)*
- *Kenneth Yeang (Malaisie)*
- *Marvin Malecha (États-Unis)*
- *Volker Buscher (Allemagne)*
- *Jesper Theilgaard (Danemark).*

*Voyez en page 19 une fiche d'information sur cette conférence, élaborée par **Anne Katrine Gelting** (Danemark), coordinatrice de la Conférence. Un compte-rendu rédigé par **Radu Tudor Ponta**, Professeur Assistant de l'Université d'Architecture et de planification urbaine "Ion Mincu" à Bucarest, en Roumanie, vous est proposé en page 21.*

*Le **quatrième Atelier du sous-réseau de l'AEEA-ENHSA sur la Théorie de l'Architecture** vous est annoncé en page 9. Cet Atelier qui se tiendra à Fribourg, en Suisse, du 15 au 17 octobre 2009, est le quatrième d'une série qui s'intéresse à l'enseignement de la théorie de l'architecture dans les Écoles d'Architecture en Europe.*

*Alors que le premier Atelier intitulé "**Contents and Methods of Teaching Architectural Theory in European Schools of Architecture**" avait permis de discuter les contenus et les méthodes de l'enseignement de l'architecture, le second Atelier se concentre sur la question de savoir comment la théorie de l'architecture se rapporte à la production de l'architecture, plus spécialement comment la théorie fait fonction de toile de fond dans le travail de studio.*

Dans le troisième Atelier qui a eu lieu à Lisbonne, au Portugal, en avril 2008, le réseau a continué à tracer le champ de la théorie de l'architecture, tant comme dimension spéculative qui aspire à la recherche académique que comme dimension opérative visant la recherche d'outils et de compétences qui aident à organiser la pratique de la profession dans le futur.

Ce quatrième Atelier va explorer les moyens par lesquels les techniques de l'architecture influencent l'organisation du discours.

Le Comité scientifique se compose de:

- *Hilde Heynen, Membre du Conseil de l'AEEA (Belgique)*
- *Chris Younès, Membre du Conseil de l'AEEA (France)*

- EAAE Council Member **Luis Conceicao** (Portugal)
- **Florinel Radu** (Switzerland)
- **Pieter Versteegh** (Switzerland).

Finally yet importantly, you can on pages 46, 47, 48 and 49 read about a number of publications of EAAE Proceedings Publications - **EAAE Transactions on Architectural Education**.

These publications can be ordered from the EAAE Secretariat in Leuven, Belgium.

Yours sincerely

Anne Elisabeth Toft

- *Luis Conceicao, Membre du Conseil de l'AEEA (Portugal)*
- *Florinel Radu (Suisse)*
- *Pieter Versteegh (Suisse).*

*Enfin, n'oubliez pas de consulter aux pages 46, 47, 48 et 49 la présentation de quelques publications des **Actes de l'AEEA et des Travaux de l'AEEA sur l'Enseignement de l'Architecture.***

Vous pouvez commander ces publications auprès du secrétariat de l'AEEA à Louvain, en Belgique.

Sincèrement

Anne Elisabeth Toft

The President's Letter

EAAE President, Francis Nordemann

Architectural Consumerism

Just listen to the radio: In our days' democracies, everybody is questioned about everything - which is a good thing, because everybody has an opinion on everything: the legal system, medical ethics, geopolitical strategies, oil prices, etc… Even on architecture. And different opinions -different tastes, actually- are all heard in connection with architectural projects. We end up looking at projects through these glasses.

The big issue in today's projects is: how to avoid giving in to the demagogy of consumerism, which will settle for the lowest common denominator when more and more players are involved in the decisions ? "People like that," is often the predominant argument for any project, and that is conformism at its most basic level.

In fact, in teaching architecture nowadays, you cannot ignore the power of pop charts, fashion, the media and marketing surveys. Architectural teaching may, however, gain new energy from this and even go further: protecting and nourishing the teaching of the disciplin - leaning on reality in order to transform it (isn't that an apt way of describing architecture?).

Initially by phrasing and investigating how the players act and things work out. It is a fully fledged research field in which institutions and the different project participants must be allowed to play their part in order for architecture to overcome the series of interventions, interests and individual preferences.

The educational curricula must integrate and give greater significance to this reality in order to push back boundaries, stimulate and force through a demanding architectural thinking. It is often said that the totality of architecture exceeds the sum total of its components. Similarly, architectural education is more than the sum total of the semesters. Add to this each subject's approaches - even they cause conflict - and you have a spark that inspires to draw, to study, to travel in order to understand, learn and see by yourself.

The free transfer of credits promises both the best and the worst: It contributes to the educational journey. It also makes it possible for students to

Consommation d'architecture

Il suffit d'écouter la radio: Aujourd'hui, dans nos démocraties, tout le monde est consulté à propos de tout: ça tombe bien: tout le monde a un avis sur tout: l'organisation de la justice, l'éthique des médecins, les stratégies géopolitiques, le prix du pétrole,…. L'architecture n'y échappe pas, et les goûts de chacun sont conviés à propos de tous projets. L'appropriation de la réalité passe par là.

L'enjeu majeur des projets, aujourd'hui, est de ne pas céder à la démagogie du consumérisme, qui se contente du plus petit commun dénominateur quand de plus en plus d'acteurs sont alors impliqués dans les décisions. " Le public aime " est souvent l'argument majeur de tout projet, à l'appui du conformisme le plus vulgaire.

L'enseignement de l'architecture ne peut ignorer, certes, les lois du top 50, de la mode, des media et des sondages marketing. L'enseignement de l'architecture peut aussi rebondir, et aller au-delà: protéger et alimenter la discipline: s'appuyer sur la réalité pour la transformer (n'est-ce pas là une façon de décrire l'architecture ?).

D'abord, en énonçant et en explorant les jeux d'acteurs. C'est un domaine de recherche à part entière, permettant de faire jouer les institutions et les partenaires de tout projet pour que l'architecture triomphe de la succession des interventions, des intérêts et des goûts de chacun.

Les cursus doivent intégrer et valoriser cette réalité pour faire reculer les frontières, encourager et imposer une réflexion architecture exigeante. On dit souvent que le tout de l'architecture est plus que la somme de ses éléments. L'enseignement de l'architecture est aussi plus que la somme des semestres. Les approches disciplinaires s'y ajoutent et se complètent -même dans la controverse- pour craquer l'étincelle qui donne envie de dessiner, de lire et de voyager pour comprendre, et apprendre seul.

Le libre échange des unités d'enseignement promet le meilleur et le pire: il contribue à ce voyage de formation. Il permet aussi le shopping d'apprentissages
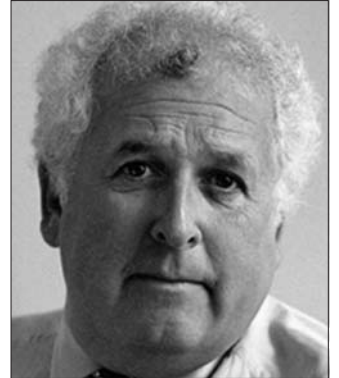
shop around for customised training, and this turns the student into a customer. The schools of architecture are already offering the option of putting together individual study programmes on their websites. By gathering credits from different schools, it is not only possible to learn techniques and acquire different competences. It is also possible to delve into different subjects: architecture, history, construction. Will a series of semesters be sufficient to learn architecture? Maybe we should consider a school that would strive to provide a suitable ?architecture' for the programmes. A school that would take advantage of consumerism and inspire … a passion for architecture.　■

individualisés, transformant l'étudiant en client. Déjà, les sites internet des écoles d'architecture permettent de composer des cursus " à la carte " en passant d'une école à l'autre. L'addition des unités d'enseignement permet, certes, l'apprentissage de techniques et l'accumulation de compétences. Elle permet aussi l'accès à des disciplines: l'architecture, l'histoire, la construction. La succession des semestres suffira -t'elle à enseigner l'Architecture ? Peut être pouvons nous réfléchir à une école qui -justement- travaillerait à " l'architecture " des cursus. Elle mettrait à profit le consumérisme pour inspirer…. l'envie d'architecture.　■

Fourth EAAE-ENHSA Sub-network Workshop on Architectural Theory

Architectural Theory: a Technical Practice? / *La théorie de l'architecture: une pratique technique?*

15-17 October, 2009 Western Switzerland University of Applied Sciences, Fribourg College of Engineering and Architecture, Fribourg, Switzerland,

Call for papers

Instead of art I have taught philosophy. Though technique for me is a big word, I never have taught how to paint. All my doing was to make people to see.
(Josef Albers)

Architecture is known to be a strong metaphor for organizing discourse. It can be said then that architectural practice functions as a background for theory.

   This may be one explanation for the fact that there exist bodies of architectural theory that cannot be defined, explained or enclosed by discourse. Many of such theorizations seem to be generated by architectural techniques.

After questioning the position of theory in schools' curricula and its relation to research (Hasselt 2006), the way theory functions as a background for practice (Trondheim 2007) and theory as an operative discipline for seeking tools for charting the profession's future practice (Lisbon 2008), the workshop seeks to explore ways in which architectural techniques influence the organization of discourse.

Questions:
- Is there a shift of focus from object to technique in contemporary architecture? How does this affect issues of materiality
- Does "Vitruvius disintegration" (the dissolving of firmitas/utilitas/venustas) open up ways to exploring new techniques for organizing (architectural) theory?
  Are contemporary techniques for architectural design practice (mapping, diagramming, bricolage, collage, sampling, transferring, pouring, digging, ...) fertile for the production of new techniques for architectural theory?
- What theories have generated such contemporary architectural techniques?

Scientific committee:
- Hilde Heynen
- Chris Younès
- Luis Conceicao
- Florinel Radu
- Pieter Versteegh

Appel aux communications

A la place de l'art, j'ai enseigné la philosophie. Bien que, pour moi, la technique c'est un grand mot, je n'ai jamais enseigné à peindre. Toute mon activité a été de faire voir.
(Josef Albers)

L'architecture est réputée être un puissant métaphore pour l'organisation de discours. On peut dire alors que la pratique architecturale fonctionne comme un arrière-plan de la théorie. Cela explique peut-être le fait qu'il existe des corpus de la théorie architecturale qui ne peuvent pas être définis, expliqués ou incorporés par des théories. Une grande partie de ces théorisations semble être générée par des techniques architecturales.

   Après le questionnement du statut de la théorie dans le curriculum des écoles et de sa relation à la recherche (Hasselt 2006), de la façon dont la théorie fonctionne comme un arrière-plan de la pratique (Trondheim 2007), et de la théorie comme discipline opérative pour la recherche d'outils permettant la cartographie de pratiques futures (Lisbonne 2008), ce séminaire vise à explorer les voies par lesquels des techniques architecturales influencent l'organisation du discours.

Questions:
- *Existe-t-il dans l'architecture contemporaine un déplacement d'attention de l'objet vers la technique?*
- *Est-ce que la "désintégration vitruvienne" (la dissolution de firmitas/utilitas/venustas) ouvre la voie à des explorations de nouvelles techniques pour organiser la théorie (architecturale)? Les techniques contemporaines de la pratique du projet architectural (cartographies, diagrammes, bricolage, collage, échantillonnage, transfert, coulage, creusage, ...), sont-elles fertiles pour la production de nouvelles techniques de théorie architecturale?*
- *Quelles théories ont généré de telles techniques contemporaines?*

Comité scientifique:
- *Hilde Heynen*
- *Chris Younès*
- *Luis Conceicao*
- *Florinel Radu*
- *Pieter Versteegh.*

Intentional schedule
- 1st call for papers - November 2008
- 2nd call for papers - March 1st 2009
- Deadline for submission of abstracts - March 31st 2009
- Notification of acceptance - June 1st 2009
- Deadline for conference registration - September 15th 2009
- Conference - October 15th -17th 2009

Abstracts

Abstracts with proposals for papers or projects should be sent to:

architecturaltheory@hefr.ch.

Abstracts should not exceed 400 words. The first page must contain the following data: title abstract, name, position, affiliation, phone, email 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 as attachment in text format named "abstract-your last name.*". Abstracts can be accompanied by digital illustrations (maximum 5 MB), saved as "jpeg" files named "illabstract-your last name-01.JPEG",

For information contact **florinel.radu@hefr.ch** ■

Calendrier préliminaire
- *1er appel à communications - janvier 2009*
- *2ème appel à communications - 1er mars 2009*
- *Date limite de soumission des résumés - 31 mars 2009*
- *Notification d'acceptation - 1er juin 2009*
- *Date limite d'inscription à la conférence - 15 septembre 2009*
- *Conférence - 15-17 octobre 2009*

Résumés

Les résumés avec des propositions de texts ou de projets doivent être adressé à

architecturaltheory@hefr.ch.

Les résumés ne doivent pas excéder 400 mots. La première page doit contenir les informations suivantes: titre du résumé, nom, position, affiliation, numéro de téléphone, adresse e-mail et adresse postale de l'auteur. La deuxième page contient le titre, le thème, des mots clés et le résumé, sans indication de l'auteur. Les résumés doivent être envoyés en annexe au message électronique, en format texte, nom de fichier resume-votre nom de famille.* Les résumés peuvent être accompagnés d'illustrations digitales (au maximum 5MB), en fichier " jpeg " nommé " illabstract-votre nom de famille-01.jpeg

*Pour information contacter **florinel.radu@hefr.ch*** ■

Profile: School of Architecture, the Central Academy of Fine Arts (CAFA)

Interview with Professor L.V. Pinjing, Dean, School of Architecture, the Central Academy of Fine Arts (CAFA), Beijing, P.R. China

Professor Pinjing belongs to the young generation of Chinese elite architects who takes part in shaping the future of Chinese architecture. In spite of his young age, he has had an impressive career as a practicing architect, and since 2002, he has also been responsible for establishing the architectural education at the Central Academy of Fine Arts (CAFA). As part of this, he has studied the architectural educations in Europe. This study resulted, among other things, in him spending all of 2007 in Europe. The permanent base during his stay was the TU Delft. During his time in Europe, he visited more than 30 European schools of architecture with a view to outlining and studying differences and similarities between them, their curricula, academic point of departure, research and instruction models, etc.

CAFA was founded in 1950. Its origin can be traced back to the famous National Beijing Art College established in 1918. This was the first national school of fine arts and the beginning of modern education in fine arts in China. CAFA is the only art academy of higher learning under direct administration of the Ministry of Education of the P.R. China. As the centre of higher art education and research in the country, CAFA has set up various majors at all levels of instruction and creativity [1].

Under the umbrella of CAFA, there are six schools and colleges. These are the School of Fine Arts; the School of Chinese Painting; the School of Design; the School of Architecture; the School of Humanities; the College of City Design; as well as the School of Continuing Education and the Affiliated High School of Fine Arts.

The School of Architecture at CAFA was founded in 2003 and was the first architectural institute where a strong fine arts institution and a large-scale institute of architectural design joined. CAFA advocates a close cooperation between art and architecture. This is done in order to realize the combination of teaching, research and engineering by highlighting architectural science as well as architectural art and culture. It has been committed to educating architects and designers with an artistic quality. Due to the teaching mode of one-to-one, junior students have the chance to receive instruction by a professional architect at the very beginning of their specialised learning. At present, the School of Architecture at CAFA has set up three majors: architecture, landscape design and interior design.

Professor Pinjing has a special interest in comparing schools of architecture that are attached to art academies to schools of architecture that are attached to technical universities. He has participated in the EAAE Meeting of Heads of Schools of Architecture in Europe in 2007 and 2008. In 2007, he was invited as a keynote speaker. EAAE News Sheet Editor Anne Elisabeth Toft talked to him in this connection. The present interview was subsequently made as an e-mail interview.

You have just spent a year in Europe - more precisely at the TU Delft. What was your reason for that?

The fast pace of development of the Chinese society needs many professional architects, and the study of architectural education has attracted a lot of attention in recent years, more than ever before. In the long history of mankind, the culture of European architecture has had great influence almost everywhere in the world; and concerning culture and art, the Netherlands, as one of the most important countries in Europe, have produced generations of talented architects and critics in architecture with international recognition. When I received the funding from the National Scholarship Funding Committee, I decided to start in the Netherlands by carrying out a complete and detailed study of the architectural education in Europe.

What were you interested in learning or finding out?

As head of a school of architecture with a relatively short history, I am very interested in how to establish and develop the whole programme. Through my trip to Europe I hoped to learn the principles of teaching, the structure of syllabuses, and the management system of famous European architectural schools with a long history. I also wanted to learn about the new trends in their architectural education.

Did reality live up to your expectations?

Through this one year of study and experience, I have reached a basic realization of the framework of the European architectural education system and have gained a deep insight into the ways and

methods of teaching in several schools of architecture.

What has surprised you in Europe and in the Europeans?

Although I have visited Europe many times before, this one year's experience still provided me with a special and precious opportunity to learn more about Europe and especially to be in close contact with ordinary people in Europe. What really surprised me was not the modernity of European contemporary architecture, but the well-protected architectural heritage of different periods in almost every country. Apparently, it has been very carefully protected, cared for and respected by the Europeans; and everybody I met, even from remote areas, had a rich knowledge of their own culture and history. They could tell me many stories about the architectural heritage with confidence and pride.

What is your opinion of the architectural education and architecture in Europe? In your opinion, are there things that we should do differently?

Europe is recognized for its lasting architectural heritage and the importance of the art and culture of vernacular architecture. For instance, Greeks on the Mediterranean coast built architecture with carved stones; the Netherlands, as a geographically low-lying country, displayed their exquisite workmanship with colour brick buildings; and Norwegians on the coast of the North Sea have a special love of timber architecture. Different regions have developed different architectural languages, design styles and characteristics. Architectural education, to a great extent, reflects these regional and cultural differences. Although communication on architectural education has been greatly enhanced, and the ways and methods of teaching have a growing tendency to have the same direction, we can still find special characteristics in teaching at different schools. For example, the TU Delft, as a famous and highly internationalized school of architecture, still cares very much about the study of circumstances particularly connected with this country. The design programme used to originate from the study and solution of problems in a specific region or a city

in the Netherlands. If we say that there are urgent needs to maintain this cultural diversity under the conditions of world globalization, it will be inevitable to establish some vernacular architecture systems in seeking solutions to regional problems.

What is your opinion of the EAAE and its role in the architectural education in Europe?

The EAAE is a platform for communication and exchange of ideas on architectural education where every school member, regardless of the school's scale and history, can on equal terms exchange experiences and benefit from this communication. This platform has a positive effect on coordinating the structure and management of the architectural programmes at schools of architecture, and functions as a window to display different ways of teaching. It also encourages development of characteristic architectural training systems.

Which experiences do you bring home with you, and how will they leave a mark on the development of your own school (CAFA)?

I set a clear goal and a schedule for the development of the school, and I encourage staff to develop their creative thinking in their classes. To have a confident and passionate team to work together with me for an education of a better quality is important. It is also a practical way to run a school as ours of a relatively small scale.

What can we in Europe learn from the architectural education in China?

Schools of architecture in China usually have their own design institutions and encourage staff to participate in real projects. Each school may choose to work on some types of projects to develop the quality of their programme; and some studio work may come directly from real projects which ensures a better connection between architectural teaching and practice and provides students with the opportunity of internships.

What is the architectural educational system like in China?

The architectural educational framework in China was established in the early 20th century by Chinese architects who had studied architecture in the U.S. What they introduced to China basically followed the system of the French Académié des Beaux-Arts. Since 1949, though influenced by Russia, architectural training in China still progressed under the influence of the above mentioned tradition. From the Second World War, the architectural programme has changed significantly from 'academic art' to modern architecture all over the world. In China, however, it did not change until the 1980es for social and political reasons. After the reformation, modern western concepts of architectural training have been brought into China, and the architectural education started to develop in diverse ways. In my opinion, there still exist some problems in the present architectural training in China though some old and famous schools do much better than others. Most programmes educate architects the same way as engineers without considering the students' individuality and creativity. This problem has been concealed for a very long time due to the Chinese market's great need for professional architects.

What is the position of CAFA?

CAFA, as the only academy of fine arts under the Chinese Ministry of Education, was established in 1918 and has 90 years of experience in teaching, and CAFA as an indisputable authority in the field of painting and sculpture has trained many talented artists with international recognition. From the 1990es, CAFA started to develop design, architecture, and other related disciplines. Based on the solid foundation of arts, the school of architecture at CAFA has over a span of 10 years become China's most characteristic and vital architectural school.

What is the position of your school in CAFA?

As one the 6 professional schools at CAFA, the School of Architecture was established to expand the scope of art education. The main aim is to train architects with strong capabilities to serve our country and to help CAFA develop a more complete academic structure of the whole educa-

tion system. It is expected that through the architectural school, new angles of thinking and ways of teaching may be introduced into the traditional art education frame and at the same time, the great artistic atmosphere and breeding ground will expose clear potentials for art and culture-oriented architectural training. We may say that the School of Architecture is an organic part of the whole CAFA education system; a tie between artists and architects; a window to display current development of architecture; and also an ideal artistic experimental field for architectural training.

In which way is your school different from other schools of architecture in China?

Our school works together with Beijing Institute of Architectural Design, one of the biggest design institutes in China, in order to achieve our goal of an education that may be the most rare or unique of the whole world. You may see that we really care about the connection of education and design practice. From their third year, each student at our school will have an experienced architect from outside the school as a tutor. This ensures that every student has a chance to have a clear understanding of architectural design as a profession. It also ensures them some practice and communication with professional architects who can help them turn their imagination into reality. This principle has been followed through every section of the whole programme, which includes scale 1:1 model building, observation and experiences in labs, site visits and intern practice, etc.

What characterises the teaching at your school?

We care about the students' own feelings and experiences. Through observation and experience, students may gain the basic and intuitive concepts of architecture: materials, details, form, structure, proportion and scale. In laboratories, we create a series of spaces for students to observe and experience. These spaces named 'space and illumination', 'visual space', 'material and construction', or 'ecology and physics' are not to provide students with a scientific angle just to see the space, but most importantly; to learn to solve problems in real life and architecture. This capability enables students to deal with and to coordinate different factors of

society, culture, art and technology. Our teaching and practice programme basically follows this direction.

What characterises the research carried out at your school? Within which fields is research carried out? How is it administered, and how is the research of the school integrated in the teaching?

Our school of architecture encourages our staff to do research, and this basically includes two parts: research on the ways and methods of teaching and research on other issues - for instance architectural history, architecture and urban planning, etc.

Research in the ways and methods of teaching is established to achieve the goal of the development of the whole school. Research in this aspect is based on summaries of teaching staff and rational analyses. Staff can also use their academic strength to do research within fields which the school has suggested, and these researchers will be financially supported by the school to publish their work.

Research on real social issues is addressed to the fast pace of development in China. We try to get the support of the government for these researches and to compete for funding set by the government to solve real problems in our society: for example: study of characteristics of old streets of Beijing: study of protection of historical and modern architecture: study of new villages' development. All these researches are based on our understanding of city planning and architecture. We carry out our researches from the cultural perspective and hope to present and realise our proposals for development and management of our society.

The function of our staff is to do research and at the same time organize the research teams. Teachers may use some parts of their research as a project for students' studio work. With participation of and discussion with students, studios are always in close contact to social realities.

Do you yourself work as a practicing architect?

Ten years ago, I worked as a registered architect in China's biggest architectural design institute. Great interest in architectural education urged me to CAFA to teach and at the same time to establish China's first school of architecture in an art college. Now I am a full time professor of architecture, so I only practice as an architect in my spare time.

I hear that you worked on a park for the Olympics. Please tell me about it.

After I came back to China from Europe, the school of architecture was invited to participate in the competition for landscape furniture in the Beijing Olympic Green. As the chief project manager, I led a team of staff from the department of architecture, art, and design from CAFA in developing a conceptual scheme for this competition. Fortunately, we won this competition and got the commission to design landscape facilities at the most important plots of the central Olympic Green. Although this may be the smallest Olympic project, especially compared to other magnificent works of architecture, we still believe that landscape facilities are of the same value as other sports venues with regard to its contribution to our environment on an artistic and functional level.

A number of landscape facilities are planned in an area of about 32 hectares, including information spots, benches, water fountains, parking facilities, etc. In our design, we incorporate traditional cultural elements such as 'stamp' and 'calligraphy' to embody in every detail of this park the concept of culture enriched Olympics.

Design quality comes from the character of each specific landscape context and is well controlled through careful design of particular elements.

Although this is a small project, the concept it carries goes far beyond its physical dimensions. We hope that thoughts about art and culture may be formed into these functional facilities. People may feel the artistic and cultural atmosphere when they use these facilities in this park. All these small and silent facilities are like extras or background artists in a great movie. Their position is not the most important, but they are inevitable and give great contributions to the whole atmosphere of this park.

What is, in your opinion, the main challenge facing architecture today? Is globalisation the dominant question?

The globalization of economy as the dominant trend in the world has brought considerable profits to us, but at the same time has greatly affected regional culture protection and development. To encourage diverse cultural development is an important solution to balancing the negative effect of economic globalization, and it is the power and resources for human beings' originality and creativity. When technology and economy have been fully developed and seem to be able to do everything, we should re-examine the basic questions of architecture to see and to develop the cultural elements in it. It is necessary for us to place ourselves on the track of economic development and globalization and to adjust our direction of proceeding; and I believe it is the same with architectural education. ■

Notes and References

1. Bachelor's Degree (4-5 Years)
    1. Painting (Chinese painting, oil painting, printmaking and mural painting)
    2. Sculpture (5 Years)
    3. Design (graphic design, product design, digital media,fashion design,, photography)
    3. Architecture (architecture, interior design, landscape design, 5 Years)
    4. Art history and theory
    NB Undergraduates majoring in painting or sculpture will have a basic year. In their second year, they will decide on a major to study.

Master's Degree (3 Years)/ General Scholar (1-2 Years)
    1. Major in fine arts & theory (Chinese painting, oil painting, printmaking, mural painting, sculpture, art history and theory, folk art research)
    2. Majors in design (graphic design, product design, digital media,fashion design, photography)
    3. Majors in architecture (architecture, interior design, landscape design)
    4. Majors in Art history and theory

Doctor's Degree (3 Years)/ Senior Scholar (1 Year)
    1. Art history (art history and theory research)
    2. Design (design , architecture)

For further information:
http://www.cafa.edu.cn

EAAE Conference

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

Report: The Urban Project

Associate Professor Roberto Cavallo, TU Delft, Faculty of Architecture, The Netherlands

In the first week of June, the city of Delft was again the scenery of an international conference. The Faculty of Architecture at Delft University of Technology in cooperation with the European Association for Architectural Education organized the international conference 'The Urban Project'. This event was particularly significant for the Faculty of Architecture because it took place only three weeks after the terrible fire that caused the complete loss of its building.

The conference focused mainly on the interaction between research and design, in other words in the field of tension between science, technology and art.

Settlement conditions mutate rapidly. The transformation of the traditional city, as well as modes of peripheral expansion and infrastructures, lead to a new landscape for contemporary projects. At the same time, issues such as mobility, nature and public space always remain critical. Nowadays cities can no longer be seen as autonomous identities, but have to be understood as part of larger networks. This changes not only the technical, spatial and social conditions in which projects intervene, but also our concepts of planning and design practices.

In order to gain an overview and a comparison of different strategies in architectural design and research on a global scale, questions on urban interventions were discussed during the conference. Special attention was given to the definition, the role and the critical potential of the architectural project in the transformation process of cities. For these reasons, the main statement of the conference was that a project of architecture must not only be intended as an academic exercise, but also as an opportunity to establish cooperation between different parties and to start discussions about the future of our cities and metropolitan areas. In this way, a 'project' can become an intermediary between scientific research and architectural practice as well as serve as a didactic model for architectural education.

Out of over 120 submitted abstracts from Europe as well as from the rest of the world, only 60 proposals were selected for presentation as full papers. The paper presentations took place during the second and third day of the conference in 15

parallel sessions grouped according to three major themes:

1. Research by Design; design studies that investigate the spatial potential for transformation and renewal of specific urban sites by means of concrete projects.
2. Understanding urban and metropolitan form; analytical studies that investigate aspects of form and matter of urban and metropolitan areas together with the dynamics of its transformation.
3. 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.

For a better organization of the parallel presentations, the three major themes were further divided into several sub-themes, each one discussed in a chaired session. Paper presentations addressing the first main theme (Research by Design) were ordered around the following topics: interventions in historical cities, urban transformations, public buildings-urban programmes, public space and redefining the urban block.

Understanding residential neighbourhoods, metropolitan form studies, infrastructure as project and quantifying urban form were the topics proposed in the framework of the second main theme (Understanding urban and metropolitan form). Paper sessions organized around the third main theme (Research, design and education) touched the following sub-themes: designing for continuity, the image of the city, design strategies, research driven education, regenerating the neighbourhood and residential typologies.

One of the highlights of this conference was the opening on June 5th of the exhibition '5x5 Projects for the Dutch City'. The exhibition showed the results of a 'research by design' project developed at the Faculty of Architecture at Delft University of Technology. As the title already suggests, five design projects were shown at the exhibition, all focusing on sustainable urban development and carefully moving between historical knowledge and contemporary issues. The five design teams were asked to formulate a 'research by design' proposal; each one of them concerning the railway area of a minor Dutch city. The assigned railway

locations were situated in the city of Haarlem (team Jo Coenen), Leiden (team Michiel Riedijk), Delft (team BoB van Reeth), Gouda (team Dick van Gameren) and Dordrecht (team Henk Engel). All the projects as well as the accompanying essays were presented in the special edition of the bilingual book series OverHolland entitled '5x5 Projecten voor de Hollandse stad' ('5x5 Projects for the Dutch City') and launched during the opening of the exhibition on June 5th.

On the evening of June 5th, all participants were invited to a reception in the historical Town Hall building situated on the famous 'Grote Markt' square of Delft. Edith Bijleveld

(Delft City Council) hosted the reception and presented the city's plans for the redevelopment of the railway area on the border of the historical city centre, for which the Spanish architect Busquets has developed a master plan. She also proudly announced that just a couple of days earlier the project had finally been financed by the Dutch government.

Several well-known key-note speakers addressed the conference:
- **Dick van Gameren**
  Dick van Gameren Architects, professor and head of the Department of Architecture at the Faculty of Architecture, TU Delft
- **Henk Engel**
  De Nijl Architects and associate professor at the Faculty of Architecture, TU Delft
- **Bob van Reeth**
  AWG Architects and former professor at the Faculty of Architecture, TU Delft
- **Nathalie de Vries**
  MVRDV and chief architect of the Dutch Railways
- **Jo Coenen**
  Jo Coenen Architects and professor at the Faculty of Architecture TU Delft
- **Michiel Riedijk**
  Neutelings Riedijk Architects and professor at the Faculty of Architecture TU Delft

From their experience in architectural practice, as well as in teaching and research at the university, the speakers reflected on the themes and questions of the conference. Although starting from different architectural viewpoints, they all shared the idea

that every architectural intervention must be considered as an important chance to predict the process of transformation of our cities.

The activities of the last day, Saturday June 7th, took place at the Berlage Institute in Rotterdam. In the plenary closing session, chaired by Professor Leen van Duin, several people formulated and discussed their conclusions with the participants, and after the lunch at the Berlage Institute, all participants were invited to the closing event: a guided city tour of Rotterdam.

Different experiences, backgrounds and opinions gave rise to sharp debates during the conference. At the end, everybody agreed that it was an intellectually as well as socially stimulating event. From the viewpoint of the organization, we can look back at a very successful conference. After the fire, the organization of such an event seemed impossible to us. In this respect, we are very pleased that the conference was a 'helpful distraction' for the entire organizing committee after the shock caused by the fire.

For those interested in more information, the proceedings of the conference 'The Urban Project' will be available by the end of 2008. ∎

EAAE/ARCC Conference, Changes of Paradigms in the Basic Understanding of Architectural Research . Photo Credit: Ebbe Harder

EAAE/ARCC Conference: Changes of Paradigms in the Basic Understanding of Architectural Research

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

Fact-Sheet

Conference Coordinator, Anne Katrine Gelting, KA, Copenhagen, Denmark

The Royal Danish Academy of Fine Arts, School of Architecture, in Copenhagen recently had the honour of hosting the EAAE/ARCC 2008 conference entitled "Changes of Paradigms in the Basic Understanding of Architectural Research. Architectural Research and the Digital World."

The conference took place from the 25th to 28th June 2008. A number of 140 attended the conference including paper authors, 36 from the USA and Canada, the rest from all over Europe: Iceland, Finland, Norway, Sweden, Denmark, the UK, Ireland, the Netherlands, Germany, Austria, Switzerland, Belgium, France, Italy, Spain, Portugal, Greece, Hungary, Romania and Turkey.

The conference focused on two central subjects. The primary focus was on the encounter between Information and Communications Technology (ICT) and analogue reality. The digitalisation of architects' tools and of the communication between architects and cooperating partners, customers and users provide architects and town planners with new possibilities both professionally and in relation to the role that they play in their society. A second subject that can partly be seen as a response to the first focused on worldwide population growth, urban development and climate change. The conference looked at the potential of architectural research to achieve the needed knowledge in order to act adequately and responsibly to these challenges.

Five international keynote speakers were invited to the conference who in different ways have worked with the topics of the conference. They were:

- Jens Kvorning, professor in urban planning at the Royal Danish Academy of Fine Arts, School of Architecture
- Saskia Sassen, professor of sociology at the University of Colombia and the London School of Economics
- Marvin Malecha, dean at the College of Design at North Carolina University
- Volker Buscher from the ARUP Group
- designers and planners of Dongtan, China, the first ecological town in the world.

The conference also had the pleasure of a keynote speech on the historical evolution and digital modelling of weather forecasting by a Danish expert in meteorology Jesper Theilgaard.

A total of 123 abstracts were submitted. Of this number, the scientific board selected 80 abstracts for further development into papers. At the conference, 51 papers were presented during 10 different sessions running in 2 to 3 parallel sessions at a time. The themes were:

- Critical Thinking and Thoughts on Form
- Transition of Conception
- Intersection between the Digital and Analogue
- Manufacturing
- Fabrication and Construction
- Design Processes and Tools for Participation and Collaboration
- Enhancing Analytic Decisions
- Representation and Visualization - Drawing
- Representation and Visualization - Imaging
- Architectural Education - Pedagogy
- Architectural Education - Technology

In our efforts to get the paper authors to focus their presentations on the core issues and accentuate a lively debate and discussion during the sessions, the session moderators were asked to formulate 3 to 5 central questions that they thought the session should address. The concept was praised, but the number of papers made it somewhat difficult to find time for dialogue and discussion.

For the conference, an organising committee and a secretariat were established at the School of Architecture at the Royal Danish Academy of Fine Arts: Ebbe Harder, Director of the Research Secretariat at the School of Architecture was in charge with Pia Davidsen as secretary, Malene Sakskilde as responsible for registration and Anne Katrine Gelting, Architect and PhD as conference coordinator.

Brooke Harrington, Professor, Temple University, Architectural Theory provided indispensable help in reviewing abstracts and organizing the conference as the ARCC part of the organizing committee.

Members of the scientific board involved in reviewing the papers and in session moderation were:

- Michel Mounayar: ARCC President; Professor, Ball State University, USA
- Kirsten van Aalst, ARCC Vice President, Norwich University, USA
- Stephen Weeks: ARCC Treasurer, Professor, University of Minnesota, USA
- Leonard Bachman: ARCC Secretary, University of Houston
- Kate Wingert-Playdon: Professor, Temple University, USA
- Per Olaf Fjeld: EAAE president, Professor, Oslo School of Architecture
- James Horan: Professor, Dublin School of Architecture
- Hilde Heynen: Professor, Katholieke Universiteit Leuven Architectural History, Department of Architecture
- Herman Neuckermans: Professor, Katholieke Universiteit Leuven Architectural History, Department of Architecture
- Anne Beim: Professor, Industrialized Architecture, Royal Danish Academy of Fine Arts, School of Architecture, Denmark
- Jens Kvorning: Professor, Royal Danish Academy of Fine Arts, School of Architecture, Denmark
- Henrik Oxvig: Associate Professor, Royal Danish Academy of Fine Arts, School of Architecture, Denmark

We want to thank all the paper authors and conference guests for their participation in the conference and look forward to publishing the conference proceedings this fall.

All the conference guests, paper authors and member schools will receive a copy. ■

EAAE/ARCC Conference: Changes of Paradigms in the Basic Understanding of Architectural Research

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

Report: Challenges, Conditions and Case Studies of Architectural Research in the Digital World

Assistant Professor, Radu Tudor Ponta, "Ion Mincu" University of Architecture and Urban Planning, Bucharest, Romania

In June, the School of Architecture of the Royal Academy of Fine Arts in Copenhagen was host to more than 100 scholars exchanging ideas and experiences regarding the implication of the digital world in architectural research. This joint conference of the European Association for Architectural Education [EAAE] and the Architectural Research Centers Consortium [ARCC] of the United States offered not only the premises for a greater number of participants from three continents, but also represented an encounter of a wider range of perspectives on the subject.

The efforts of the team at the Royal Academy led by Ebbe Harder succeeded, against these difficult organizational odds, to provide a friendly and relaxed atmosphere to the conference itself, and a distinguished note of elegance to the after-hours programme to both of which the wonderful setting of the School of Architecture in the former dock area of the city and indeed the City of Copenhagen itself added their distinct contributions.

The 10 different sessions covered many aspects of the immense ground that deals with the impact of digitalisation on architecture and, together with the invited keynote speakers, brought into light uncharted aspects of the world for which the information technology is particularly relevant.

The digital revolution has, as revolutions do, caught architectural research by surprise [all educations, and indeed everybody]: its implications - ranging from digital design, changes in the representation techniques, digital manufacturing and production, stretching through to the changes of the design process, of the conventional collaborative methods involved in it, and changes in the conception methods themselves - describe only the surface of the mutations we are facing. On top of all these issues regarding mainly the specific competences, qualifications and methods of the profession, the questioning of the essence of the architectural practices' most sacred objects (what is a building, a built environment, space?) and finally the fundamental implications of digital technology into changing the world we live in and how we live (in) it - make up a lot for a three-day discussion.

The absence of a rigid theoretical frame to channel the discussions through this labyrinth, although pointed out from the outset by the interventions of Isaac Lerner [Eastern Mediterranean University, Mersin] and Leonard Bachman [University of Houston], proved to be an impediment only for the more theoretical sessions. Even in this case, approaching the theme from different angles revealed some of the concealed intersections within. However, most of the papers that presented accounts of actual research/design experiences circled the theme of the conference by approaching it from a practical, empirical perspective. For these papers, pre-existing definitions of the categories of implications of the interference with the digital would have proven strict, thus narrowing the richness of the different contributions. As it was intended, the freedom of the approaches had a better chance not to exclude the shadow areas of the master categories that Saskia Sassen spoke about. In this sense, her intervention at the very beginning of the first day, Borderline Problems, interpreted as a working motto of the conference, seemed to caution everyone to lend their attention to the implication of the smallest aspect presented and to keep their mind open to its subsequent relevance.

In this sense, the presentations illustrated a variety of roles that digital technologies may play. Harry Giles [University of Michigan] explained how the implementation of the automotive industry's model in the housing industry could generate not only the kind of performance increase one is used to expect from a vehicle, but could also drastically reduce construction costs thus providing affordable housing for different contexts. At the same time, the focus rests upon design that allows mass customization within a totally prefabricated manufacturing approach, through a process of delayed differentiation.

On a more contextual level, Jason Griffiths's [Arizona State University] contribution investigated the symbolic potential of digital architecture within today's society by associating symbolic references to the local culture with parametric design and digital fabrication.

Further application of digital technology for documentation of the cultural heritage includes both identifying and reducing risk parameters in the preservation process, and the possibilities that 2d and 3d digital scanning are able to create a complete inventory, accurate digital reconstruction, etc. [Deniz Ozkut, Anadolu University] as well as the construction of digital databases for charting buildings in historically rich sites [Arthur Chen, University of Minnesota].

Bruno Tournay [The Royal Academy of Fine Arts, Copenhagen] explored the use of ICT for an urban regeneration project in Nørrebro Park, Copenhagen. In this way, residents interacted not only in real life but also in the new electronic neighbourhood that stimulated expression and facilitated the further gathering of information to be used in the regeneration project itself. Furthermore, the experience of the virtual marketplace that was designed for the residents of the neighbourhood out of bits [the new building material], the construction of a multi-user world that succeeded in becoming an active social space of encounter for the residents, challenged the role formerly attributed to information technology and opened up new territories to be explored at the confluence of architecture and IT.

On a different note, Jonathan Foote's presentation [Virginia Tech] cautioned against loosing touch with the real world one lives in while forgetting all other criteria but the visual and argued for integrating traditional and digital technologies in a process that has the quality of architecture as its final aim.

In the end, all of the contributions sketched the contours of a landscape of architectural practice, research and education [either separately or all in one] that integrate some small fraction of the already existing digital technologies available. The uses range from research of form or pattern to new ways of applying IT as a pedagogical tool, to enhancing communication by way of implicating outside actors in the design process and rapidly obtaining essential information for research. They obviously aim at a more efficient production/construction method and perform

shortcuts between the design process and the actual execution.

Whether defining a new paradigm or helping us leap back and forth between the real and the digital world or whether they are only better tools for arriving at previously established goals, the applications of digital technology seem endless. New applications are devised every day. This means that open-mindedness to - and information of - the potential that innovations in digital technology may open - is both crucial and elementary.
In conclusion, the result of the conference was not a detailed mapping of this very vast territory, nor did it hope to be. Instead, elements akin within the different approaches did emerge, and a network was, as always, announced and formed; in this case the MACE Project - Metadata for Architectural Contents in Europe. The project metaphorically advocates the essence of what the conference in Copenhagen was about: the sharing of architectural knowledge and experience. ■

EASA008: Adaptation

Dublin - Letterfrack, Ireland, 9-24 August 2008

Report

Architect, Patrick Quinland, Ireland

EASA (European Architecure Students Assembly) is an annual gathering of over 400 architecture students which takes place over a two week period every August. The aim of the organisation is to encourage co-operation between students from over forty European countries through the media of architectural workshops, lectures, informal debates and exhibitions.

Over two years ago, a dream was born; to bring the annual gathering of Europe's next generation of architects to Ireland for the first time. 'EASA008: Adaptation' represents the fulfilment of that dream. Two long years of planning, fundraising and organising resulted in a formula which, while different to many previous assemblies, met with universal approval.

Notwithstanding the selection of the furniture college at Letterfrack, Co. Galway, as the location for the 2008 gathering, the organizers recognized that the majority of participants would arrive in Ireland via the capital city, Dublin. The first few days in Dublin comprised a busy schedule of lectures and discussions on aspects of contemporary architecture and development issues.

The Dublin-based lecture series focused on three aspects of Irish architecture: contemporary architecture in Dublin, the emergence of a new rural architecture, and Irish architects working in Europe. The first of these saw Dermot Boyd [Boyd Cody Architects], Peter Carroll [A2 Architects], Gary Lysaght [FKL Architects] and Ryan Kennihan [RWKA] discuss various aspects of their respective work; the second highlighted the work of Jason O'Shaughnessy of architecture53seven in the midlands; while Yvonne Farrell of Grafton Architects concluded the series with an illuminating and unforgettable talk about their recent work in Dublin and Milan.

In the "Dublin's Metamorphosis" lecture, the aim was to offer a holistic portrayal of the city, showing the interdependence of architecture, policy, historical factors, commerce, art and social issues in how the city has grown. There is a lot more to any city than its architecture, and the organizers were adamant that the talk should reflect this. The invited panel, including journalist Frank McDonald, artist Robert Ballagh, politician Ciarán Cuffe, academic Gary Boyd and architect Siobhán

Ní Éanaigh, spoke freely about how Dublin has changed massively in the last twenty years; it was a wide-ranging and sometimes declamatory discussion...

The long journey from east to west coast then became a part of the experience for participants; exposing them to the various realities of 21st century Ireland from Dublin's vibrant, rejuvenated city centre, through the sprawling suburbs and booming dormitory towns, to towns and countryside beyond the influence of the capital, arriving finally in the remote communities of west Connemara. The journey was broken by stops at significant icons of Irish architecture, past and present. The ancient monastic site of Clonmacnoise evokes memories of a golden age when Ireland was famous across Europe as the 'Island of Saints and Scholars.' Meanwhile, the renaissance of civic architecture in the last decade of the 20th century has created a new legacy of public buildings which revive a sense of pride and identity in the communities in which they are located.

The theme of 'adaptation' was largely inspired by the evolution of the Letterfrack campus. The name 'Letterfrack' is, for a generation of Irish people, immediately synonymous with the brutality of the former industrial school on the site. Decades of hard work and perseverance by the local community have sought to create a more positive identity for the village; the old institution now sits at the heart of a widely respected and architecturally acclaimed furniture college. In a sense, hosting the EASA assembly represented the pinnacle of this transformation. For two weeks this site, whose history has borne witness to so much misery, resonated with the sound of forty different nationalities, living, working and socialising together and, by general consensus, having the time of their lives.

Damp, but undaunted by the worst August weather on record, the participants set about their workshops with vigour. What differentiates EASA from mainstream architectural education is that the workshops are initiated and administered, not by paid professionals but by students, resulting in a range of topics and approaches which may not generally be addressed in the academic environment.

The flagship project of EASA008, the Green Room, was the product of an international student competition, with the brief requiring a pavilion which could be used to educate school-children about sustainable energies, technologies and practices. The completed Green Room was assembled from a series of prefabricated timber and polycarbonate panels, designed to be easily dismantled, transported, and re-erected when the room goes on tour later this year.

Given the context of the furniture college, EASA008 placed more emphasis on construction based workshops than most assemblies of recent years. The organisers desired that the two week workshop would leave a tangible and positive legacy in the village long after its participants have departed these shores.

The most ambitious project in terms of scale and complexity was the 'Lunch Box.' Erected in the courtyard of the furniture college, the pavilion was conceived as an abstraction of the landscape surrounding Letterfrack. Its central location meant that this was the most visible of the 23 workshops, and its progress from day to day was observed by the entire EASA community with a rising sense of anticipation as completion drew near. The finished product has a strong presence; attributable to its impressive scale, innovative design and in particular the excellent quality of its construction. The Lunch Box should long stand as an enduring monument to a transient event.

The 'Adapt-a-bale' and 'Zauna' workshops also leave behind permanent structures which will serve residents of and visitors to Letterfrack for years to come. The Adapt-a-bale participants used straw bales to provide both structure and enclosure for a bird watching shelter in the National Park; while a fully functional, moveable sauna capable of comfortably accommodating over ten people was the product of the Zauna workshop.

Participants could not fail to notice the stunning landscape for which this part of Ireland is justifiably famous, and this context undoubtedly impacted, both directly and indirectly, on the output of the various workshops. Several workshops were based upon themes drawn from the traditions of Letterfrack and the sublime landscape which surrounds it.

Not all workshops were solely concerned with producing a final 'built' product, operating instead in theoretical or conceptual territory. These workshops pursued a range of themes including social consciousness; interactions between the body and its surroundings; and the effects of new media and technology on architecture.

Foremost among the research workshops was a think-tank studying the effects of migration of individuals and families across Europe, each in search of their own personal utopia. This 'Flux Culture' of migratory lifestyles creates new opportunities and challenges for architects and the built environment. The participants of this workshop carried out research into the experiences of both the diverse EASA population, and the inhabitants of Letterfrack, producing responses which ranged from the poetic to the pragmatic.

HUM:ARC; (humanitarian architecture)produced one of the more provocative artefacts of the research workshops; a humble plywood sheet which served as table for the duration of the assembly. During that period it accumulated a collage of comments and musings on architecture and morality from those who gathered daily around it.

While the workshops present manifold opportunities to experiment with different architectural approaches and philosophies, perhaps the greatest significance of EASA lies in the trans-national, cross-cultural friendships and connections which form during the two week event and endure long afterwards. In a continent which has witnessed centuries of conflict, indeed right up to the present day, it was heartening to see the diversity of nationalities and cultures work together under the common banner of architecture.

It is this creation of social capital which may have the longest lasting impact. Each EASA assembly spins a web of contacts between Europe's architecture students which, if maintained in professional life, will guarantee a vibrant interchange of ideas across the continent for years to come. In hosting the 2008 assembly, Ireland has taken its place on the European stage. This country, and the manner in which we practice architecture here, will remain part of the collective consciousness of hundreds of European architects into the future. ∎

11th Meeting of Heads of European Schools of Architecture

Chania, Crete, Greece, from 6-10 September 2008

Report: Some thoughts from my personal notebook

Head of Department, Kestutis Zaleckis, Department of Architecture and Land Management, Kaunas University of Technology, Lithuania Republic

The complexity of the world often manifests itself in an unexpected manner. It is very symbolic, at least for me, that the annual meetings in the European Network of Heads of Schools of Architecture are taking place in Crete. Crete offers many pleasant stimuli for all five senses in the form of wine, food, scenery and sound and thus provides a firm background for imprints of the ideas generated during the meetings into a long-term memory. An even more symbolic meaning for me has the relation of Crete to the mythological origins of Europe. Greek myths tell the story about the land of Canaan. Its inhabitants, Agenor and Telepfassa, had five sons and one daughter who was named Europa. Zeus fell in love with Europa and disguised himself as a snow-white bull. Awed by his beauty, Europa climbed up onto his shoulders, allowed him to take her into the sea, and looked back in terror as he swam away. Zeus swam to Crete where Europa bore him three sons: Minos, Radamanthis and Sarpedon. Having in mind that myths very much represent a live collective sub-consciousness and that the live tradition of the first ancient civilization in Europe could be felt in the streets, courtyards, and souvenir shops of old Chania, the Old Harbour Arsenal is truly an inspiring place for discussion and insight that could be used by the participants from all over Europe until next year's meeting. Frankly speaking, I must confess that I became a little addicted to this very special atmosphere and its inspiring mental powers.

After my first meetings in Chania, I always tried to summarize the abundance and variety of information and ideas in a rational manner. After some modest experience was gained, I understood that if I want to use this information as a source of inspiration, it is very important to leave something irrationalized, not systematized, a little chaotic, thus preserving the creative potential of the forum of Heads of Schools of Architecture in my memory. Since then, my notes are never finished: they could be improved, continued and are always partially fragmented. Some open-ended fragments of my notes that are similar, in principle, to the remains of a Minoan floor mosaic, I would like to share with my known and unknown colleagues.

As memories of Cretan scenery stimulate our emotions, the collected information at different levels of complexity stimulates our brain:

discussed and presented were theoretical and philosophical architectural insights; examples of and thoughts on education in architecture; formal but still actual aspects of architectural education and profession.

Digital materiality in architecture: towards a new revolution?

6th of September. Keynote speech by Mathias Kohler and Fabio Gramazio from Switzerland.

Contents of presentation. Two young teachers of architecture from Switzerland present results of their experiment performed together with students. With the help of digital technologies and equipment, they were experimenting with bricks - one of the most ancient and best-known building materials in the world. Using the calculating abilities of hardware, they presented architectural creations that could not be made just by hand: perforated brick walls, examples of bionic forms, virtual volumes, appearance of different zooming resolutions as in fractal structures, etc.

  The first impression. From a superficial point of view, it could look as a very interesting experiment that is very expensive, formal, futuristic and self-focused. Is that true?

  Essence. If looking deeper, the presented material reveals some actual and even revolutionary moments. I would like to mention just a few:

- Design of a principle instead of design of static form. The need for a similar approach is already discussed in urban planning as a response to an appearing interdisciplinary understanding of the city as an open, dynamic system, which could not be planned effectively enough by using 'good' old static models.
- Appearance of fractal features in architecture. First of all, it leads to appearance of truly ecological architectural form if visual information is understood as one of the key elements of ecosystems. Secondly, it corresponds very well with the revolutionary ideas of Nikos A. Salingaros considering the proper scale sequence and fractality of architectural forms as the key features that contemporary architecture is missing very much.
- Completely broken stereotypes of interdependency between brick as a very well known material and possible forms of brick wall

construction. It is a sign of a real architectural revolution.

Question for ourselves. It is possible to agree or disagree with the statements written above, but the main question remains unanswered: is it the right way for architectural education? I would answer 'yes' without any doubt. The presented material demonstrates the feeling of discovery. It could be either a real discovery or just a mirage of discovery, but the feeling remains the same: unforgettable, fresh and fascinating. Speaking in terms of education, it is sparsely met and a very valuable experience for the students of architecture. The case could be seen as a successful effort of innovation as well - one of the essential tasks for the contemporary schools of architecture in Europe and all over the world.

Architecture as art: education vs. profession

7th of September. Keynote speech by Professor Juvenal Baracco from Peru.

Contents of presentation. Professor Baracco from Peru presents a visual story of a module of architectural composition taught by himself at his university. It is a true presentation for visually thinking persons: a lot of images and not so many words.

The first impression. Architectural composition taught as a pure art without relation to the function. Even when abstract forms and volumes are replaced by the buildings, it seems that the functional background it still missing a bit there. Very important note: it seems that students enjoy the course very much.

Essence. Architecture is an interdisciplinary field of activity. It contains both art and science, form and function, style and structure. Academia and professionals agree on the dual nature of architecture, but the eternal discussion goes on: what should be the balance within the mentioned dualities? While discussing the essential question of a more general nature, the following is forgotten: should the schools educate either full-fledged professional or educated people? Very often, young people are more focused on the first alternative while professors, having in mind the life long learning concept, focus on the second one. The presented case, even if looking too artistic from the first point of view, demonstrates that even a 'pure'

education could be very attractive to the students and very useful. Maybe it is not focused very much on professional skills in a narrow sense of the term, but it develops many creative skills thus creating a firm foundation for the architectural career of the students.

Actualities of educational and professional qualities

6th - 7th of September. Some remarks from various sessions.

Actual topics of educational and professional qualities in architecture generated a lot of discussion and different opinions during the sessions. Even in the diverse field of created information, appearance of some critical mass of mutual general problems, ideas and points of view, could be observed.

The Bologna agreement and its scheme 3+2 are still discussed in the majority of schools. It is an important note that earlier it was seen as something completely alien to the architectural education. Now it is more often perceived as a chance to preserve the diversity of European schools of architecture: a big part of the schools agree that bachelor studies should be more focused on development of some minimal and commonly approved professional skills, while master studies should have more freedom and individuality in each school.

Common new challenges for the schools could be observed because of global cultural changes:
- Increasing number of students results in decreasing both motivation and quality of students
- Widely available web technologies and mobility make students more demanding with regard to the qualifications and knowledge of the teachers;
- Short term demands for narrow, specialized professionals from practice (e.g. architect-administrator) makes a specific pressure on schools.

All these tendencies together demonstrate the following: a dangerous pressure on the schools to loose educational functions; a new challenge to combine a higher quality of education with more

attractive forms; a challenge to orientate curricula towards development of life long learning abilities.

It seems that the relation between academic and professional groups of architects is perceived as causing a conflict or some kind of problem at least in some schools. To me this problem looks a little artificial. The presence of either opposing points of view or discussions could be a chance for evolution. Could this problem be caused by improper forms of discussion or too little discussion? Maybe the mentioned situation may be related to another actuality referred to by the participants: schools do not produce new ideas anymore; in the contemporary situation, schools of architecture should take the role of centres for innovations in architecture. Presentation of digital materiality could be a good example of successful dealing with such a challenge.

Should we talk about research in architecture or research for architecture? The clear answer was not given during the meeting, but various discussed ideas and examples prove that it could be done in both ways. From the first point of view, design activities could be seen as research by design. From the second point of view, schools and scientists are required to give a critical, interdisciplinary understanding of the wide context of architecture.

As one of the key features of the future schools of architecture, the openness of the schools was indicated. Together with the mentioned challenge for professional enterprises to become learning international enterprises, it creates an understanding of a wider picture: in order to survive and grow, any organization needs to become open.

Qualifications directive

9th of September. Morning session.

Topic of the session, if compared to earlier discussions of theoretical and educational matters, is a very earthly one, but it demonstrated very well the dual nature of architectural activities. The message is really disturbing: the new EU directive on qualifications speaks only about access to the profession but says nothing about qualifications of studies. Review of the directive will start in 2009, but there is the danger that all the action will be taken by

bureaucrats from the ministries of education. It seems that we all have a lot of homework to do and a lot of discussion in the future!

These short extracts from my notes are only fragments from an unfinished notebook. More notes should be added next year. ∎

11th Meeting of Heads of European Schools of Architecture. Photo Credit: Anne Elisabeth Toft

EAAE General Assembly

Chania, Greece, 8 September 2008

President´s Report

EAAE President, Per Olaf Fjeld

Council Members 2007 - 2008

- Per Olaf Fjeld, president
- Francis Nordemann, vice-president
- Herman Neuckermans, treasurer
- Ramon Sastre
- Stefano Musso
- Loughlin Kealy
- Luis Conceicao
- Chris Younes

Project Leaders 2007 - 2008

- Anne Elisabeth Toft,
  Editor: News Sheet, EAAE - Representation in
  Architecture Network
- Constantin Spiridonidis
  ENHSA (European Network of Heads of
  Schools of Architecture), EAAE/ENHSA -
  Architectural Design Teacher's Network
- Leen Van Duin
  EAAE Guide and EAAE Poster
- Emil Popescu
  EAAE/Sponsors - Student Competitions
- Ebbe Harder
  EAAE Prize: Writing in Architectural Education
- Ramon Sastre
  EAAE Website
- Maria Voyatzaki
  EAAE/ENHSA - Construction Network
- Stefano Musso
  EAAE/ENHSA - Conservation Network
- Luis Conceicao
  EAAE/ENHSA - Theory/Research Network
- Chris Younes
  EAAE/ENHSA - Theory/Research Network
- James Horan
  EAAE/ACE (Architects' Council of Europe)
  Joint Working Party
- Herman Neuckermans
  EAAE/EU - MACE-project on Metadata for
  Architectural Contents in Europe
- Aart Oxenaar
  EAAE - Urban Design Network
- David Porter
  EAAE - Urban Design Network
- Loughlin Kealy
  EAAE/PLEA (Passive and Low Energy
  Architecture)

**Council and Project Leader s Meetings 2007 -
2008**

- Genoa/Italy, 20-21 October 2007
  Theme: EAAE 2007 - 2008

- Leuven/Belgium, 24-25 November 2007
  Theme: EAAE 2007 - 2008
- Paris/France, 9-10 February 2008
  Theme: Program and Challenges 2008
- Oslo/Norway, 29-30 March 2008
  Theme: Program 2008
- Lisbon/Portugal, 26-27 April 2008
  Theme: - 2009
- Chania/Greece, 6 September 2008
  Theme: 2008 - 2009/Turnover

Conferences 2007 - 2008

- EAAE/ENHSA: Workshop on Construction,
  Emerging Possibilities of Testing and
  Simulation Methods and Techniques in
  Contemporary Construction Teaching, Mons,
  Belgium , November 2007
- EAAE/ENHSA: Workshop on Conservation,
  Architectural Heritage: Goals, Contents and
  Methods, Genoa, 18. - 20. October 2007
- EAAE/ENHSA/ARCC: Changes of Paradigms
  in the Basic Understanding of Architectural
  Research, Copenhagen, 25. - 28. June 2008
- EAAE/ENHSA: Workshop on Urbanism,
  The Urban Project - Architectural
  Interventions and Transformations, Delft, 4. -
  7. June 2008
- EAAE/ENHSA: Workshop on Architectural
  Theory, How should the schools of
  Architecture do the research and theory build-
  ing to help chartering the future of the profes-
  sion?, Lisbon, 28.- 30.April. 2008
- EAAE/EASA/PLEA: Flux Culture - Migration
  in Europe: New Lifestyle & Maps - A think
  tank, Ireland, 9. - 24. August 2008
- EAAE/ ENHSA: 11th Meeting of Heads of
  European Schools of Architecture:
  New Responsibilities of Schools of
  Architecture: Preparing Graduates for a
  Sustainable Career in Architecture
  Chania/Greece, September 6. - 9. 2008

Communication 2007 - 2008

- EAAE News Sheet:
  Nr. 80, October 2007
  Nr. 81, February 2008
  Nr. 82, June 2008
  Nr. 83, October 2008
- EAAE Leaflet
  update 2008
- EAAE Poster
  update 2008

- EAAE Website:
  www.eaae.be
- EAAE Permanent Base:
  Secretariat: KUL (Katholieke Universiteit, Leuven)
  Department of Architecure. Lou Schol, aeea@eaae.be
- EAAE secretarial support 2005 - 2008:
  AHO (Oslo School of Architecture and Design)
  Dr. Inger Lise Syversen

Proceedings 2007-2008

ARCC/EAAE:
- Emerging research + design, Philadelphia, May 2006
  - Transaction no 32
  Editor: Kate Wingert-Playdon, Herman Neuckermans

ENHSA/EAAE:
- Architecture Construction Teachers' Network: New Aspects of Interdisciplinarity in Contemporary construction Teaching, Venice, Italy 2006
  - Transaction no 34,
  Editor: Maria Voyatzaki
- Architectural Design Teachers' Network: Teaching and Experimenting with Architectural Design - advances in technology and changes in pedagogy, Lusiada, Lisbon, Portugal 2007
  - Transaction no 35,
  Editors: Maria Voyatzaki, Constantin Spiridonidis

Other:
- The Journal of Architecture, Volume 13, N° 2, April 2008. Theme issue: The European Association for Architectural Education (EAAE) essay prize 2007: Representation. Guest editor: Hilde Heynen

Upcoming:
- ConservationTeachers' Network: Teaching Conservation/Restoration of Architectural Heritage: Goals, Contents and Methods, Genova, Italy, October 2007 - Transaction no 38
  Editors: Stefano F. Musso, Luisa De Marco/
- International Conference on Architectural Research, Copenhagen, June 2008

Web report 2007 - 2008

1. Updates of information on EAAE over the past 30 years:
- News Sheets: All the issues since 30 years are recorded, scanned and PDF filed. To be downloaded from the website.
- Transactions: Not yet finished. All volumes that EAAE has published counting more than 30 titles (author, editor, date).
  Next step: to connect the titles to PDF files or to other web links where contents will be available to everyone.
- EAAE Guide: Edition from 2006 is published. This is the third guide (2001, 2003 and 2006). The second one that has a PDF format as well. Both of them (2003 and 2006) can be downloaded from the website.
- Members List: The list of members is regularly updated and connects all members of EAAE through a link to their page in the EAAE Guide.

2. Improvement of the information and services of the EAAE Website
- MACE: This is a new menu that links the MACE project which aim is to transform the ways of e-learning about architecture in Europe. EAAE is one of the partners in this project.
- JWP: This menu will inform about the progress and meetings held by the Joint Working Party that links the EAAE with the ACE.
- Links: New links menue. The idea is not only to offer a series of links related to Architecture Education but also find a way to get reciprocity from all the linked entities, so that they offer a link to our page, improving our visibility.
  In this line, all EAAE members will be requested to show in their web home page a link to the EAAE site, through a small logo:
- General updating: Continuously updating in the sense of information about workshops in collaboration with ENHSA, conferences, meetings and other event related with architecture education.

Development of the EAAE website

Objectives to be improved:
- Creating an Archive section for documents produced by EAAE, like; Statutes, Agreements,

etc. are PDF filed to be available and down-loadable

- Section for documents not produced by EAAE, but of importance, like; Directives, etc. are linked to be available or, if possible as PDF filed
- Become more visible and easy accessible. Need feedback from the users!!

Collaboration and Activities with other Associations

ACE (Architects' Council of Europe)
- Meetings 2007/2008:
  October, 2007, Brussels
  February, 2008, Brussels
  May, 2008, Brussels
  Sept., 2008, Brussels
- New Agenda: Access to the Profession
  Life Long Learning

ACSA (Association of Collegiate Schools of Architecture, USA):
- Joint Conference, October 2007, Minneapolis: The European Context

ARCC (The Architectural Research Centers Consortium, USA)
- Joint Conference June 2008, Copenhagen. Changes of Paradigms in the Basic Understanding of Architectural Research

EU
- MACE-project on Metadata for Architectural Contents in Europe

PLEA/EASA (Passive and Low Energy Architecture / European Architecture Students Assembly)
- International student competition: Green Room

Nordic Academy of Architecture
- Joint Conference, April 2007. Tallinn, Estonia

Prizes and Competitions 2007 - 2008
- EAAE Prize:
  Writings in Architectural Education, "Representation in Architecture", sponsored by VELUX. Winner 2007: Dr. Mari Hvattum, AHO
- EAAE Prize:
  Student Competition: "The Present Challenge of Architecture",

sponsored by Lafarge, Romania and hosted by the "Ion Mincu" University of Architecture and Urbanism Bucharest, Romania.
- EAAE-PLEA/EASA:
  Student Competition: "Green Room". Theme: Adaption

New Prizes and Competitions 2008- 2009

EAAE/ Lafarge
"The Present Challenge of Architecture"
Deadlines:
- 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
- 5 October 2008, Architectural schools jury deadline
- 25 October 2008
Competition-eaae-2008@iaim.ro

Up coming Workshops and Conferences 2008 - 2009

EAAE
- Representation Network: 2009
- Urbanism Network: 2009
EAAE/ENHSA:
- Conservation Network: 2009
- Construction Network: 2009
- Design Network: 2008/2009
- Theory Network: 2009
EAAE/ACSA:
EAAE/MACE:
- E-learning and e-repositories, Venice, September-October, 2008
EAAE/ARCC:
EAAE - EASA:
- PLEA08, Dublin, September 2008.

New Members 2007- 2008

School Members
- Hochschule Darmstadt, Germany
- Universidad Politécnica de Valencia, Escuela Superior de Arquitectura, Valencia, Spain
- University of Trieste, Faculty of Architecture, Italy
- Hafencity Universität Hamburg, Germany
- Università degli studi dell'Acquila, Italy
- Politecnico di Milano, Italy
- Hochschule Luzern, Switzerland
- Universität Stuttgart, Germany

**EAAE Council Members and Project leaders 2008
- 2009**

Council Members
- Francis Nordemann (president)
- Hilde Heynen
- Stefano Musso
- Ramon Sastre
- Loughlin Kealy
- Ramon Sastre (treasurer)
- Chris Younes
- Luis Conceicao
- Herman Neuckermans, advisor to the treasurer
- Per Olaf Fjeld, advisor to the president

EAAE Project Leaders
- Emil Popescu
- Ebbe Harder
- Constantin Spiridonidis
- Leen Van Duin
- Anne Elisabeth Toft
- James Horan
- Maria Voyatzaki
- Loughlin Kealy
- Herman Neuckermans
- Stefano Musso
- Ramon Sastre
- Aart Oxenaar
- David Porter
- James Horan ∎

EAAE General Assembly
Chania, Greece, 8 September 2008

President's Speech / *le Discours du Président*
EAAE President, Per Olaf Fjeld

When talking to very old people, they seem to talk about small things or the rituals of the everyday life, how to start the day, all the rituals that follow, and how to end the day.

When talking to children, it is much the same. It is the small things that count; feeling safe, knowing that the security or warmth of a hand or arms of those closest are never far away, and in between these two time scales live the dreams, hopes, failures and successes.

Architecture may aspire to such immediacy, but it will remain caught as a response or enhancement to these basic human conditions. The moment we forget this and start to separate life from our creative process, architecture is dead. The main task then is to understand and comprehend the human conditions, the relationship between people. After that, it can offer a direct relationship or response to nature.

At present, there is a strong preoccupation or focus upon change and this transience is also an essential component in understanding the human aspect or condition, the way we see and comprehend our world. This comprehension is not a homogeneous picture. It is individual.

  It is an individual, specific picture mutating through time, and fortunately, it is also plugged into an understanding of communality that also changes. Despite all the shifts and ambiguities within a shared perception, it is through this awareness of communality that we find small markers. We may call them **points of resistance**. They define and give direction to the relationship between person and space, and in the end our relationship with nature.

It is a resistance force understood or discovered through a creative act within our communalities.

  If this resistance force, be it large or small, is able to generate respect and in a sense transfer as an idea from one human to another, it might have the capacity to give a consensus. Not a manifest but a **platform** understood through communality and through communication, and it is from this platform or platforms that architecture can in a **very precise way** begin to react, and our competences will be able to serve our architectural aspirations.

Quand nous discutons avec des personnes très âgées, elles semblent parler des petites choses ou des rituels de la vie quotidienne ; comment commencer sa journée, les rituels qui suivent, comment terminer sa journée...

  Quand nous parlons avec des enfants, c'est à peu près la même chose. Ce sont les petites choses qui comptent ; se sentir en confiance, en sachant que la main ou les bras qui rassurent ou réchauffent ne sont jamais bien loin, et entre ces deux âges de la vie, il y a les rêves, les espoirs, les échecs et les succès.

L'architecture peut inspirer un tel sentiment d'immédiateté, mais elle sera perçue comme la réponse ou la mise en valeur de des fondements de notre condition humaine. Dès que nous oublions cela et que nous séparons la vie de nos processus créatifs, l'architecture meurt. L'essentiel, donc, est de comprendre et de saisir les conditions humaines et les relations entre les gens. Après, une relation ou une réponse directe à la nature est possible.

*Il y a actuellement une forte préoccupation ou une attention envers le changement ; ce caractère éphémère aussi est une composante essentielle pour comprendre l'aspect ou la condition humaine, la façon de voir et de saisir notre monde. Cette compréhension n'offre pas une image homogène. Elle est personnelle. C'est une image individuelle, spécifique qui se transforme à travers le temps, et qui heureusement est également plongée dans une collectivité qui change tout autant. Malgré tous les changements et les ambiguïtés d'une perception partagée, c'est à travers la conscience de la collectivité que nous trouvons de petits repères. Nous pourrions les dénommer **points de résistance**. Ils définissent et orientent la relation entre l'être humain et l'espace, et en fin de compte notre relation avec la nature.*

C'est une force de résistance comprise ou révélée par un acte créatif à l'intérieur de nos collectivités.

  *Si cette force de résistance, qu'elle soit puissante ou faible, est en mesure de générer le respect et, dans un sens, de transférer une idée d'un être humain à l'autre, elle peut être à même de produire un consensus. Pas un manifeste, mais une **Plate-forme** saisie à travers la collectivité et la communication ; et c'est à partir de cette ou de ces plate-formes que l'architecture peut commencer à réagir de **façon très précise** et que nos compétences seront mises au service de nos aspirations architecturales.*

To comprehend and set a direction embedded in a resistance force given by communication is somewhat different from direct problem solving.

The force itself is more open. It has no direction, but it has **content**, it can be both local and global at the same time.

All the "components" are adaptable and constantly regrouping, but they are understood through a content that has not been separated from context: how we as humans see and read the world.

This information filtered through awareness is perhaps clearest when referring back to conversations with elderly people or young children. As educators, we must not lose sight of life's cycles, and at the same time we must stay alert as architects to look at what we perceive with the eyes of an architect. We must not under any circumstances loose our capacity to comprehend the cycle's content spatially.

Our knowledge bases are larger and more up to date than ever. They span over all types of information and interconnect as information in innumerable combinations, layer upon layer in all directions and temperatures. We need to accept that we are only able to comprehend fragments of this information at a time,

Equally important; this information is different from that of **human communication**.

However, the informative and human aspects also have areas in common, and it may be an information **fragment** that carries the largest architectural potential with the capacity to indicate a change of direction, a change in values or even beliefs.

It does, however, take concentration and awareness to recognize the fragment with such a potential. It is this lack of **concentration** that will be a critical issue in regards to our decision making.

We will rely more and more on information and treat it as a straightforward fact. This brings up some important questions related to our schools:

Are we giving priority to creativity?

Do we believe in creativity, or do we take for granted that this mysterious energy will occur no matter what?

*Comprendre, et prendre une orientation ancrée dans une force de résistance définie à travers la communication est autre chose que résoudre directement un problème. La force est elle-même plus ouverte. Elle n'a pas d'orientation, mais elle a un **contenu** qui peut être local et global en même temps.*

Tous les "composants" sont adaptables, se recomposant sans cesse, mais ils sont saisis à travers un contenu qui n'a pas été séparé de son contexte: comment nous, être humains, percevons et interprétons le monde.

Cette information filtrée à travers notre conscience apparaît peut-être avec plus de clarté dans le cadre de conversations avec les personnes âgées ou les jeunes enfants. En tant qu'éducateurs, nous ne devons pas perdre de vue les cycles de la vie, tout en restant éveillés en tant qu'architectes, prêts à capter ce que nos yeux d'architecte nous font percevoir. Nous ne devons en aucun cas perdre notre faculté de comprendre le contenu du cycle dans l'espace.

*Les bases de notre savoir sont plus larges et plus actualisées que jamais. Elles englobent tout type d'information et s'interconnectent tout comme l'information en d'innombrables combinaisons, couche après couche dans toutes les directions et sous toutes les températures. Il faut bien accepter que nous ne saisissons que quelques fragments de cette information à la fois. Il ne faut pas non plus négliger que cette information diffère de celle de la **communication humaine**. Pourtant, les aspects informatifs et humains ont aussi des domaines communs, qui peuvent être un **fragment** d'information porteur du plus gros potentiel architectural, avec la capacité d'indiquer une nouvelle direction, un changement de valeurs ou même de convictions.*

*Mais reconnaître un fragment porteur de potentiel requiert une grande concentration et prise de conscience. Tout manque de **concentration** serait critique pour notre prise de décision. Nous dépendrons de plus en plus de l'information que nous traiterons sans ambages comme un fait. Ceci soulève quelques questions importantes pour nos écoles:*

Accordons-nous la priorité à la créativité ?

Croyons-nous en la créativité, ou prenons-nous pour acquis que cette mystérieuse énergie se produira quoi qu'il en soit ?

If we do not rely on our creative ability, are we then limiting ways in which we can utilize all this vast amount of information?

If so, the way we teach and what we teach needs to be reconsidered, dropped or adjusted.

The strength of **competences**, however, is that they can serve as both information and creative tools. They serve differently in relation to the pedagogical direction you choose.

The overlapping and interconnecting links between different professions is probably the **sign** that reflects our time aspect in relation to **process and production** the clearest.

How different professions meet, intertwine, and within their **new positioning** effect the direction of both architecture and its making offers a new type of information. It is up to us to grasp it. It is a bonus to academia from the profession as they have managed the link. We must both challenge and comprehend this change in relation to our present programmes.

It is up to us to understand pedagogically the professional links.

Not just to understand the obvious parts of these collaborations; **process, product, and compact solutions,** but also information and ideas coming from the more diffuse in-between areas that may have a great potential for our **pedagogical process**.

In order to make these areas visible, we also need to strengthen the capacity to communicate on many levels, and in order to collaborate, each school must have a profile or definition in relation to what it is they can offer. If the school identity remains under-developed, it will be difficult for other professions, institutions and individuals to make a viable connection, and it is quite likely that they will turn to other schools for collaboration.

In recent years, the European schools have tightened their bonds with one another; visited, participated in various programmes, and encouraged teachers and students to branch out. Brussels forced us to do so, and we have gained a much broader perspective of what our schools have to offer and where we are vulnerable. I congratulate you on this, but we will also face new pressures

Si nous n'avons plus confiance en notre créativité, limitons-nous alors nos moyens d'utiliser cette vaste quantité d'information ?

S'il en est ainsi, il faut reconsidérer, renoncer ou adapter notre façon d'enseigner et ce que nous enseignons.

*Les **compétences** ont en revanche la force de faire office d'information et d'outils créatifs. Elles servent de manière différente en fonction de la direction pédagogique que vous choisissez.*

*Le recouvrement et l'interconnexion de diverses professions est sans doute le **signe** qui reflète avec le plus de clarté notre perception du temps au regard des **processus et de la production**.*

*La façon dont diverses professions se rencontrent, s'entrelacent et, à l'intérieur de leur **nouveau positionnement**, orientent l'architecture et ses constructions offre un nouveau type d'information. Il nous appartient de le saisir. C'est un avantage professionnel pour le monde universitaire quand le lien est réussi. Nous devons à la fois défier et comprendre ce changement par rapport à nos programmes présents.*

Il nous appartient de saisir l'aspect pédagogique des liens professionnels.

*Il ne s'agit plus seulement comprendre ce qui est évident dans ces collaborations, **processus, produits et solutions compactes,** mais aussi de saisir l'information et les idées venant des domaines intermédiaires plus diffus qui peuvent présenter un grand potentiel pour notre **processus pédagogique**.*

Pour faire apparaître ces domaines, nous devrons aussi fortifier notre capacité de communiquer à plusieurs niveaux. Et, pour collaborer, chaque école doit avoir son profil ou sa définition de ce qu'elle peut offrir.

Si l'identité de l'école demeure sous-développée, il sera difficile pour d'autres professions, institutions et individus d'établir un lien viable, et il est fort probable qu'elles se tournent vers d'autres écoles avec qui collaborer.

Ces dernières années, les écoles européennes ont resserré leurs liens les unes avec les autres.

Elles ont bougé, participé à plusieurs programmes et encouragé les enseignants et les étudiants à étendre leurs activités. Bruxelles nous y a contraints et nous avons obtenu une perspective bien plus large de ce que nos écoles doivent offrir et de nos points vulnérables. Je vous en félicite, néanmoins nos institutions affronte-

upon our institutions in the coming years. Therefore, it is important to keep up our dialogues, debates and communication since this not only gives strength on a European level, but this will also filter down to a national level and at the same time out over to a global level.

And our students-- We must never underestimate the capacity of **youth**.

  Our responsibility is to provide them with an environment where they not only mature but we must also provide them with challenges in order to better understand the world. Hopefully, they will be able to intervene and act upon the context around them through architecture in a positive way. We must open up for the **creative act** to occur however you interpret this phrase, but it is not something that is neutral. It generates energy, and the tools, the competencies, have to be in place in order to start the process:

To work and think spatially

To attain knowledge of what the consequences are in relation to architecture's physicality.

Again, if we talk about new agendas based on stronger social or environmental consciousness, we need to know how to interact architecturally with this agenda.

The learning situation and its environment must be **optimistic** in relation to the future. We should look ahead. There are many areas of our past experience that have little in common with what students face today. Architectural space is the instrument that drives a possible connection in the broadest sense.

It is just that there are so many different levels of **interaction** with content.

The human aspect
Nature forces
Cultural pressures
Economical influences

One may look upon it as a dialogue that has the world as a **laboratory**, and it is within this laboratory that the students must have the capacity to **navigate** towards and into the architecture of the specific.

ront encore de nouvelles pressions dans les années à venir. C'est pourquoi il est important de poursuivre notre dialogue, nos débats et notre communication, qui non seulement nous renforcent à niveau européen mais qui filtrent également au niveau national et s'étendent à niveau international.

Et nos étudiants, il ne faut jamais sous-estimer la capacité de la **jeunesse**.

  Il est de notre responsabilité de procurer aux jeunes un environnement qui ne les fera pas seulement mûrir, mais dont les défis leur feront mieux comprendre le monde. J'espère que nous pourrons intervenir et agir par l'architecture sur le monde qui les entoure dans un sens positif. Nous devons ouvrir la voie pour que **l'acte créatif** se produise quelle que soit l'interprétation de cette expression. Mais l'effet n'est pas neutre. Il s'en suit une énergie et les outils, les compétences doivent être en place pour le lancement du processus:

travailler et penser en termes d'espace

acquérir une compréhension des conséquences de la physicalité de l'architecture.

Et là encore, si nous parlons de nouveaux objectifs présentant une plus forte conscience sociale ou environnementale, il faudra savoir comment réagir à ces objectifs d'un point de vue architectural.

Les études et leur environnement doivent faire preuve d'**optimisme** par rapport au futur. Nous devons regarder devant nous. Beaucoup de domaines de notre expérience passée ont peu à voir avec ce qui attend les étudiants d'aujourd'hui. L'espace architectural est l'instrument qui active un possible lien dans le sens le plus large.

Il y a pourtant de très nombreux niveaux **d'interaction** avec le contenu.

L'aspect humain
Les forces de la nature
Les pressions culturelles
Les influences économiques

On peut voir la situation comme un dialogue qui a la planète comme **laboratoire** et c'est dans ce laboratoire que l'étudiant doit **naviguer** dans et vers l'architecture du spécifique.

The digital tools have spatially altered the relationship between real and un-real, between physical and abstract, and this is influencing architectural complexity. It is **confusing** the long held position of tactility, and thus the relationship between old and new spatial energy needs to be looked upon anew. This is also altering old relationships between process and product in ways that are not fully apparent today.

Our students need encouragement, and let us use our centuries of **wisdom**, something **thicker** than information to navigate through this enormous content. If we are able to focus, what is the essential content?

Louis Kahn, Sverre Fehn and Giancarlo de Carlo and Bengt Edmand came into my life while I was still developing as an architect. I was fortunate to spend many years with three of them. They were practicing architects, but they were also inspiring teachers. All four of them spoke in one way or another about architecture's capacity to carry energy which in turn is offered the user of a space. If this energy is now somewhere else - if it has moved - **please let me know**.

What is clear is that it is difficult to identify, let alone revive this energy back into the physical space of architecture without a concentrated effort. Things simply do not happen by themselves. Therefore, I strongly believe in our institutions and in their ability to offer time and effort to further the understanding of the core of architecture. I am very proud to be part of this team.

Behind these beliefs or realizations, there will always be students, teachers and administrators, dedicated educational institutions ready to met challenges.

Dear friends and colleagues of the EAAE,
I am honoured to have been asked.

There are many people I would like to thank for their support over the past three years:

- Maria and Constantin
- Karl Otto Ellefsen /AHO
- Inger Lise Syversen / AHO
- Lou Schol / Katholieke Univ. Leuven

- Council Members I have served with

*Les outils numériques ont modifié l'espace de la relation entre le réel et l'irréel, entre le physique et l'abstrait, et cela influence la complexité architecturale. Cela **embrouille** la position de tactilité longtemps maintenue et la relation entre l'ancienne et la nouvelle énergie de l'espace demande à être revue. Ceci transforme aussi les anciennes relations entre processus et produit , de façons qui ne sont plus évidentes aujourd'hui.*

*Nos étudiants ont besoin d'encouragement ; puisons dans nos siècles de **sagesse** quelque chose de plus **consistant** que l'information pour naviguer à travers ce contenu énorme. Si nous envisageons des priorités, quel est le contenu essentiel ?*

   *Louis Kahn, Sverre Fehn, Giancarlo de Carlo et Bengt Edmand sont entrés dans ma vie pendant que j'étais encore en voie de devenir un architecte. J'ai eu la chance de passer de multiples années avec trois d'entre eux. C'étaient des architectes praticiens, ils étaient aussi des enseignants passionnants . Tous quatre parlaient d'une manière ou d'une autre de la capacité de l'architecture à être porteuse d'énergie qui à son tour est offerte aux utilisateurs d'un espace. Si cette énergie se trouve maintenant ailleurs, en d'autres lieux, **merci de m'en informer**.*

Ce qui est clair, c'est qu'il est difficile de ranimer et de réintégrer cette énergie dans l'espace physique de l'architecture sans un intense effort. Rien ne vient tout seul. C'est pourquoi je crois fermement en nos institutions et en leur aptitude à consacrer du temps et de l'énergie à saisir l'essentiel dans l'architecture. Je suis très fier de faire partie de cette équipe.

Au-delà de ces convictions ou réalisations, il y aura toujours des étudiants, des enseignants, des administrateurs et des institutions d'enseignement dévoués, disposés à faire face aux défis.

*Chers amis et collègues de l'AEEA,
Je suis honoré que vous m'ayez sollicité.*

Vous êtes nombreux à m'avoir apporté votre soutien ces trois années passées et j'aimerais vous en remercier:

- *Maria et Constantin*
- *Karl Otto Ellefsen / École d'Architecture d'Oslo*
- *Inger Lise Syversen / École d'Architecture d'Oslo*
- *Lou Schol / Université catholique de Louvain*

- *Les Membres du Conseil qui m'ont accompagné*

- Ebbe Harder who introduced me to the EAAE
- To James Horan who has believed in me as a president
- To Herman Neuckermans who never said NO
- To
  Hilde Heynen
  Stefano Musso
  Ramon Sastre
  Loughlin Kealy
  Chris Younes
  Luis Conceicao

- EAAE Project Leaders for the friendship and passion.

- Emil Popescu the boss of all bosses
- Leen Van Duin
- Anne Elisabeth Toft
- Loughlin Kealy
- Stefano Musso
- Ramon Sastre
- David Porter
- Aart Oxenaar

- And to Francis Nordemann, your next president, in whom I have complete trust. Congratulation, Francis.

- And to my wife Emily, a true resistance force, a force of love that I can always trust.
  And as always without her, this would not have been possible.

Thank you everyone. ■

- *Ebbe Harder qui m'a fait connaître l'AEEA*
- *James Horan qui a confié en moi en tant que Président*
- *Herman Neuckermans qui n'a jamais dit NON*
- *À*
  Hilde Heynen
  Stefano Musso
  Ramón Sastre
  Loughlin Kealy
  Chris Younes
  Luis Conceicao

- *Les Chefs de projets de l'AEEA, pour leur amitié et leur passion.*

- *Emil Popescu, leader de tous les leaders*
- *Leen Van Duin*
- *Anne Elisabeth Toft*
- *Loughlin Kealy*
- *Stefano Musso*
- *Ramón Sastre*
- *David Porter*
- *Aart Oxenaar*

- *Et Francis Nordemann, notre prochain Président, en qui j'ai une confiance absolue. Félicitations, Francis*

- *Et à mon épouse Emily, une véritable force de résistance, une force d'amour en qui je peux toujours confier.*
  Comme toujours, sans elle, rien de ceci n'aurait été possible.

Je remercie chacune et chacun de vous. ■

EAAE General Assembly
Chania, Greece, 8 September 2008

New President's Speech
New EAAE President, Francis Nordemann

Dear President Per Olaf Fjeld, dear Chairman Loughlin Kealy, dear colleagues, dear friends

Thank you for the honour of being elected president of the EAAE for the coming two years. I am very flattered by your confidence and the trust you are putting in me. I will do my best to be worthy of this trust.

I even enjoy the honour at a special level at the very time when France has the leadership of the European Union, and when the French DAPA - Direction de l'Architecture et du Patrimoine - together with the College of French Heads have definitely been involved in opening ways to put the Bologna Declaration into practice and in proceeding beyond.

In order to be consistent with that special situation and with the statutes of the EAAE, I will deliver two speeches: one in French and one "en anglais". That way it is a real challenge to make this address as short as possible… I am not sorry to do so, especially in Chania, but I am definitely sorry to impose on you two speeches instead of one and steal twice as much of your time.

The theme of this 11th Chania meeting is responsibility. I would like to put forward some notes on this topic. A thirty-year span for an international non-profit organization such as the European Association for Architectural Education (EAAE) is impressive: it is a piece of history so long and so powerful that as a voluntary organization, we are looked upon as a professional organization. It is quite an interesting position which should not be spoiled but used and enhanced. I understand the importance of the EAAE, and I assume the association has a strong and challenging future.

I would like to - and I shall - work on extending this period with responsibility in mind: the responsibility of respectfully pursuing and developing what has been done so far and the responsibility to expand, launch and support consistent initiatives that take it as their point of departure. I know nothing is to be taken for granted (the Bologna Declaration might be the exception!!!!); new networks, new themes will make the AEEA/EAAE even more visible.

I just mentioned "what has been done so far". At the same time, my knowledge and my experience

Cher Président Per Olaf Fjeld, cher chairman Loughlin Kealy, cher collègues, chers amis

Désolé de vous imposer ce second discours, mais je crois important de s'en tenir aux statuts de l'AEEA/EAAE, et donc au bi-linguisme; j'ai d'ailleurs souvent entendu des regrets, lors de la réunion de Chania, que quelques tables rondes, quelques interventions ne soient pas prévues en Français. Je dis bien prévues, car l'information préalable est prioritaire si on ne veut pas "vider l'amphi", ….
Je voudrais, en préalable, remercier Maria et Constantin pour avoir fait en sorte que la réunion de Chania se soit produite déjà onze fois, et que d'autres réunions soient rendues possibles par leur travail.

Un peu différent, bi-lingue, donc, court,… mais bref!

J'ai donc accepté la responsabilité de la vice-présidence, et aujourd'hui de la présidence, comme un prolongement de mon expérience d'enseignant, aux Etats-Unis et en Europe. Je la considère aussi, d'une certaine façon, comme un complément et comme une sorte d'aboutissement -une conclusion ouverte- à six années à la tête de l'Ecole d'Architecture de Normandie et de participation active au Collège des Directeurs. Cette expérience est encore récente, puisque j'ai quitté Normandie fin 2003 pour lancer, participer à l'enseignement et aujourd'hui coordonner un diplôme post-master "Architecture des Territoires" à l'Ecole Nationale Supérieure d'Architecture de Paris Belleville. Je me réjouis , outre mes activités d'architecte professionnel, de mener aussi, de front, ces responsabilités pédagogiques.

Merci de l'honneur que vous me faites en me choisissant comme Président de l'AEEA.

Je suis très flatté de la confiance que vous me montrez ainsi, et je ferai de mon mieux pour être à la hauteur de vos attentes. J'apprécie particulièrement cet honneur au moment où la France préside l'Union Européenne, alors que la DAPA -Direction de l'Architecture et du Patrimoine au Ministère Français de la Culture et de la Communication- avec le Collège des Directeurs des ENSA françaises s'est attaché à ouvrir des pistes pour la mise en pratique de la Déclaration de Bologne, et avancer vers de nouveaux développements.

are short and long: For several years and with various feelings, I have been at the Chania meetings; I would like to address a sincere thank you to Maria and Constantin for making it possible eleven times, and more to come.

Suddenly, at the beginning of 2007, Emil Popescu called me asking me to join the Council as vice president, and president-to-be. I hesitated a bit because of the already hectic and busy pace of my life, until I understood how relevant this prospect was to my academic curriculum vitae. I therefore accepted this responsibility as an extension to my teaching experience in the U.S. and Europe. I also consider it, somehow, as a compliment and an open conclusion to six years of deanship at the Ecole d'Architecture de Normandie together with the French College of Heads. This experience is still recent: I stepped down at the end of 2003 to launch, teach and manage a post Master's diploma in "Architecture of the territories" at the Ecole Nationale Supérieure d'Architecture de Paris Belleville. I am looking forward to attending to both missions, in addition to my professional practice.

Following this phone call - after the 10th Chania meeting in 2007, of which I have been proud and really honoured, thanks again to the EAAE/AEEA Council and to all of you - I had the opportunity to meet, share the experience with and have a better understanding of the Association, the Council and, above all, to appreciate President Per Olaf Fjeld.

I must say, I have been impressed by his talent and his professional attitude. For sure, he has been very patient - and pedagogical! - in training me as vice president, in arousing my desire to be in charge, conveying his enthusiasm to me …. He has also been a great pleasure to work with, very attentive, very political in the best sense of the word, very wise, very fast in understanding situations, slow enough to arrive at matured decisions, fast enough to put decisions into practice, and really efficient as an organizer. I also know a book of his is to be published very soon in New York; it partly illustrates Per Olaf's ability to act at a high theoretical and cultural level.

Thank you, Per Olaf Fjeld, for what you did, for what you have been doing, for what you are doing, and also thank you for what you will be doing as a

L'Association Européenne des Ecoles d'Architecture (AEEA) a déjà franchi trente ans. C'est une véritable tranche d'histoire pour une association internationale bénévole, pourtant déjà considérée comme une organisation professionnelle. Cette position importante, je ne veux pas la gâcher. Je m'emploierai donc, avec vous, à exploiter et valoriser le capital accumulé au long de cette période. Je crois, en effet, au rôle majeur de l'EAAE, et je suis sûr de son grand et passionnant avenir.

Je souhaite travailler dans l'esprit de "responsabilité" qui, justement, nous réunit et anime les séances de Chania 2008: la responsabilité de poursuivre et développer ce qui a été fait jusqu'ici, et celle de rebondir, pour élargir, lancer et soutenir des initiatives cohérentes. Je sais que rien ne doit être pris pour acquis, sauf peut-être la Déclaration de Bologne … de nouveaux projets, de nouveaux thèmes enrichiront l'AEEA et la rendront encore plus visible.

Vice Président depuis 2007, j'ai donc déjà travaillé un an avec les membres du Conseil; j'ai partagé leur expérience et appris à mieux connaître l'Association. Au delà, j'ai eu l'occasion d'apprécier Per Olaf Fjeld, son talent et son attitude professionnelle; d'abord, il a été très patient et très pédagogue pour me former à la vice-présidence, provoquer mon impatience, et me communiquer son enthousiasme… Très attentif, très politique au meilleur sens du terme, très averti, très rapide à comprendre les situations, assez lent pour mûrir des décisions abouties, assez rapide pour mettre ces décisions en œuvre, et vraiment efficace comme organisateur. Je sais aussi qu' à New York, il va bientôt publier un ouvrage sur Sverre Fein; ce livre illustre la capacité de Per Olaf Fjeld à fonder son action à un niveau théorique et culturel à un excellent niveau.

Per Olaf, avec la fierté dont je parlai plus haut, je voudrais t'en remercier et te dire que je me réjouis de continuer à travailler avec toi.

Je remercie également mon ami Herman Neuckermans, avec qui j'ai développé une complicité aujourd'hui ancienne, entamée à Rouen, et qui a soutenu mes efforts pour intégrer AEEA. Il devient aujourd'hui ancien trésorier, pour passer la main à Ramon Sastre. Nous aurons encore l'occasion de partager une certaine malice.

Merci aussi à James Horan, qui est un véritable soutien.

former president, as a member of the ACE/EAAE Joint Working Party, and as an active member of the EAAE. With the pride I mentioned before, I am definitely looking forward to working with you. Together, we will work with the Council.

I will address a very special thank you to Herman Neuckermans who today becomes the former treasurer, handing over the task to Ramon Sastre. I have had a very nice training relationship with Herman, whom I also appreciate as a professional teacher and expert in education as well as a person.

Thank you also to James Horan, who has been a real and important support.

I understand that I have also become a member of the Joint Working Party EAAE/ACE along with Per Olaf Fjeld, James Horan and Herman Neuckermans. In this capacity, and in the very first minutes of my presidency, I would like to open some fields that might not be discussed often enough; they are rather considered as given; they are nevertheless major concerns about architectural education, they guide many decisions concerning our mission. They echo Chania's themes on responsibilities.

One point is at the very heart of the EAAE/AEEA and was reiterated in Genoa by Chris Younes: What is education? What is architectural education? I do not know how far behind this question is at a moment where trans-disciplinarity as such is somehow leaving the picture, and the disciplinary frontiers are, at the same time, surpassed by larger projects, new attitudes including sustainability, urban issues, technical issues… Schools are in charge of a discipline which is not only renewed within its field but has to be able to cross borders and exchange with other disciplines in order to face the complexity of the real world. A project should cope with this question of today's place of a somehow "refuelled" discipline, fed by new neighbouring fields. .

I said "discipline" when the definition of competences and professional skills becomes a real challenge to all of us, pushed forward by the new European directive, which sometimes appears as a guideline for ENHSA.

I understand how important it can be for senior professionals to work with competent junior archi-

Ensemble, nous travaillerons avec le Conseil; en tant qu'ancien président, membre actif de l'AEEA, et en tant que membre du Groupe de Travail conjoint CAE/AEEA, où je viens de vous rejoindre, avec James Horan, Herman Neuckermans et Per Olaf Fjeld.

A ce titre, et dans les toutes premières minutes de la présidence, je voudrais contribuer à quelques chantiers déjà ouverts; ce sont des sujets majeurs du chantier permanent qui nous réunit à Chania: la responsabilité de l'éducation à l'architecture.

Je reprendrai d'abord un propos au centre de nos préoccupations, rappelé par Chris YOUNES lors de la réunion du Conseil, à Gênes. Qu'est-ce, en effet que l'éducation? Plus précisément, qu'est-ce que l'éducation architecturale, dont nous avons la responsabilité? Le repli disciplinaire sur sa spécialité n'apparaît plus aujourd'hui comme allant de soi; de plus en plus d'acteurs participent à la fabrication de notre environnement. Au-delà de la pluridisciplinarité, qui a fait son temps, le simple dépassement des frontières, et le travail à la frange, permet d'affronter la complexité du réel, et d'ouvrir à de nouveaux modes de pertinence en formation. Je reprends Chris, citant Derrida et l'ouverture "à d'autres questions sur la possibilité de la discipline, sur l'espace de l'enseignement, à d'autres expérience théoriques et pratiques. Non seulement au nom de la sacro-sainte interdisciplinarité qui suppose des compétences attestées et des objets déjà légitimes, mais en vue de " jets " (projets, objets, sujets) … ", de " jects " en Anglais (" projects, objects, subjects ") … nouveaux, de gestes nouveaux, encore inqualifiés. "

Je parle ici de discipline, quand c'est la question de la liste et de la définition des compétences qui nous occupe beaucoup, à Chania comme à Bruxelles, semble - t'il.
Je comprends les enjeux, pour un architecte confirmé et installé, liés à la collaboration avec des architectes fraîchement sortis des écoles. Le monde change très vite; de nouveaux produits, de nouvelles techniques, de nouveaux logiciels -et des mises à jour incessantes- apparaissent régulièrement. Les " compétences " doivent s'adapter, le fossé entre jeunes et anciens architectes se creuse d'autant, et se nourrit de techniques qui ne sont pas également partagées entre les jeunes et les anciens. En outre, de façon totalement ironique, la sous-traitance en Inde ou en Chine à des compétences locales brouille la question, en même qu'elle désigne le cœur du su jet qui nous

tects. Things are going fast: new products, new techniques, new actors, new methods, and new software appear every day. Consequently competences move and, to echo and increase the difficulty; skills are not evenly distributed between junior and senior professionals. Ironically, what do direct professional competences mean today in the age of outsourcing to India and China? … With different means of expression, with different design aids, with CAD (Computer Assisted Design), juniors are facing senior architects on both sides of a common object: the disciplines of architecture and construction.

Lifelong Learning, hosted and controlled by the academic staff and faculty, taught both by professional architects and by faculty members, complies with the moving nature of techniques and competences. Lifelong Learning curricula are inspired by professional bodies involved in the reality of the professions. The structure of the curriculum can vary with time and circumstances.

To establish a base for LLL, our schools have to launch - or accompany - the desire for design and feed it with the basic elements of the discipline. Design-based teaching is then to be experienced and practiced, and students will be able, when leaving the 5-year curriculum, to learn and acquire more on a personal level. The ability to learn is essential to all who wish to survive and grow.

This is to illustrate a major point: our responsibility is to insist on the common original body. In short, and in inviting Imhotep from Egypt, Iktinos and Callicrates, the Ancient Greeks, or Vitruvius, the discipline of architecture is rooted in the ancient times, as is philosophy, or medicine... What is very special about it is that it is design-based and design nourished, as well as taught by design. It is a very specific point, a part of its original core which helps to consider which design(s) is (are) relevant to a unique spatial situation.

Competences will follow: how the design will be included in reality is an easier question: today, with the new technical means, one is able to find solutions to building any new idea. One has only to be able to evaluate the relevance of a design and offer appropriate proposals.

The core competences for the architect - to be "able to evaluate the relevance of a design" and "offer appropriate proposals" - are, indeed, the core competences of architecture. More specific competences will flow/change as necessary.

occupe: la discipline de l'Architecture, son renouvellement, et ses échanges avec les autres disciplines. La formation permanente, organisée par les écoles, dans les écoles, enseignée par des enseignants et des architectes professionnels, pourra répondre aux évolutions des techniques et des compétences. La structure du cursus peut s'adapter, et changer avec le temps et les circonstances.

La formation permanente est assise par la formation initiale, dont le rôle essentiel, celui de nos écoles, est de faire craquer l'étincelle qui allume l'envie d'apprendre et de dessiner. Cinq ans -dix semestres- de formation initiale accompagnent le processus, et permettent, par l'enseignement du projet et celui de la critique architecturale, une expérience de la discipline et du bien propre de l'architecture, la connaissance du projet.

J'avais développé, il y a quelques années, avec Jean Noël Blanc, une approche de la " pensée projet " qui nous semble identifier les architectes, à côté des écrivains, artistes et d'autres créateurs dans une démarche au plus loin du scientisme et de l'académisme, mais précisément repérée dans ce spectre. Le noyau de la discipline de projet, je crois, est là. Ensuite, la capacité à apprendre seul et à remettre en cause les acquis est ensuite essentielle pour tous ceux qui veulent continuer, survivre et évoluer.

Ceci pour illustrer un point majeur; notre responsabilité est d'insister sur ce bien commun originel. Invitons Imhotep, d'Egypte, Iktinos ou Callicrates, les anciens grecs ou, plus près de nous, Vitruve pour illustrer que la discipline n'est pas nouvelle; l'architecture n'est-elle pas plus proche, dans le temps, de la médecine et de la philosophie que de la sociologie?

La spécificité de l' enseignement par le projet et de sa pratique par le projet est au coeur de la discipline, qui aide à évaluer et proposer quel " design ", quel projet est cohérent avec une situation spatiale unique. La capacité à projeter " à l'échelle ", c'est-à-dire de façon responsable et adaptée est en effet la seule compétence nécessaire.

Les compétences plus spécifiques suivront; Comment un projet prendra réalité est en effet une autre question. Aujourd'hui, les techniques permettent de tout construire, ou à peu près. La question qui revient à l'architecture est précisément de ne pas construire n'importe quoi... La proposition peut être retournée, car elle est symétrique; A une époque où on peut construire n'imorte quoi , il ne faut peut-être pas contruire tout ce qui peut l'être… Il faut savoir

To be more exhaustive, another point is crucial to us, I guess: architecture is not the contents of one profession, or a knowledge that opens to one profession. You can find architects in many different realms; they do not all have the same job or the same role, but all of them practice architecture.

City planners, set designers, urban designers, object designers, programme specification designers, fashion designers, developers, counsellors, clients, fire prevention or construction experts - Marvin mentioned lobbyists at the American congress, or at the European Union in addition to faculty members and researchers in the field - all of them are architects; all of them practice architecture; all of them practice the design-based discipline, and they do not necessarily have the "competences" nor the "professional skills" expected from architects in the way kids imagine them (build houses), in the same cliché as firemen (extinguish fires) policemen (arrest thieves), or clowns (create happiness) …

At this EAAE and ENHSA meeting, I guess it is our responsibility to come back to the fundamental contents of education in architecture, and somehow state the basis of curricula in architecture. It is the common root to what creates and ensures the continuity, the updating and the renewal of the discipline. Research, of course, has a key role in this process.

Besides this statement, with a professional approach, one major point should be clarified, investigated and developed: If the urban responsibility of the architect is often mentioned, the urban role of architects is to be enhanced and made clearer in a period where the quality of life in the cities is a "product" conveyed by all kinds of actors. No European guideline is stated in a situation where urban designers, city planners and whatever urbanists play different roles in the production of the urban fabric.

Architects should be answerable for the historical and spatial continuity of cities as well as for the quality of the cities, their spaces and their buildings. However, let us be clear about that: In mentioning urbanity, I am speaking from a cultural point of view which needs to consider the "inhabited territory" - the inter-penetration of

évaluer la pertinence d'un projet, et faire des propositions appropriées.

Pour être un peu plus complet sur nos préoccupations, un autre point est crucial, à mon sens; L'architecture n'est pas le bien propre de la seule profession de maître d'œuvre; c'est une discipline qui conduit à beaucoup de professions, et on trouve des architectes dans des domaines très différents. Ils n'ont pas la même fonction, certes, mais tous pratiquent l'architecture.

Le conseil en architecture, l'aménagement, l'urbanisme, le design d'objet, la scénographie, la programmation architecturale ou urbaine, la promotion immobilière, la maîtrise d'ouvrage, la protection des patrimoines, le paysage, l'expertise en construction, en sécurité, en fonctionnement industriel, l'enseignement, la recherche,… sont des domaines de l'Architecture. Marvin Malecha évoquait hier le lobbyisme au Congrès américain; citons aussi la Commission Européenne. Tous les professionnels de ces activités pratiquent la " pensée projet "; ils n'ont pas tous les mêmes compétences ni les savoirs faire professionnels attendus des architectes des images des livres pour enfants, où les architectes construisent des maisons comme les gendarmes arrêtent les voleurs, les pompiers éteignent les feux ou les clowns fabriquent le bonheur.

Cette réunion de ENHSA sur la responsabilité est l'occasion de revenir aux fondamentaux pour établir la racine commune des cursus en Architecture, autour de la discipline, en permettre la continuité et le renouvellement.

Enfin, en marge de ce propos et selon une approche professionnelle, un point mérite clarification et développements; si la responsabilité urbaine de l'architecte est souvent évoquée, son rôle et sa place dans les processus urbains mérite d'être mis en valeur, à une époque où la qualité de la vie urbaine est " un produit " véhiculé par des acteurs de plus en plus nombreux. La situation des " architectes-urbanistes " est différente selon les pays d'Europe; urbanistes, city planners, concepteurs urbains, urban designers… font référence à toutes sortes de disciplines qui, certes, ont leur place dans la fabrication du tissu urbain. La place de l'architecte mérite souvent d'être clarifiée et mise en valeur tant sur les questions de continuité historique et spatiale que celles de la qualité urbaine, des espaces et des bâtiments. Petite précision complémentaire; je parle ici de la ville au sens culturel du terme, qui prend en compte

the natural and the constructed habitat as part of our urban world.

The EAAE should contribute to this reflection. I asked the Council to open these fields, and the EAAE will launch or re-group projects and open sub-networks to investigate those fields within architectural education. That will be a challenge to designers if we are to play our part in an ecological urban world.

Now, you have heard the topics we should be involved in; you have also heard the structure of the Council for 2008/2009. There is a lot to be done; I am expecting an expression of interest from project leaders in 2009, 2010… We are open to considering new candidates for council members in the years to come.

Thank you. ■

les territoires inhabités, les échanges entre habitat naturel et habitat construit; ils participent de notre monde urbain.

L'AEEA devra contribuer à cette réflexion. J'ai demandé au Conseil d'aborder ces domaines. L'AEEA lancera ou regroupera des projets ou des réseaux autour de ces domaines dans le cadre de l'Education architecturale.

Voilà. Je vous ai dit les sujets qui devraient nous occuper; j'ai entendu avec vous la structure du Conseil pour 2008/2009. Il y a beaucoup à faire. J'attends donc que des chefs de projets s'avancent en 2009 et 2010,… Nous considèrerons donc les candidatures de nouveaux volontaires pour travailler avec le conseil

Merci. ■

EAAE General Assembly

Chania, Greece, 8 September 2008

Treasurer's Report

EAAE Council Member, Herman Neuckermans

EAAE 2007 Balance / *Bilan AEEA 2007*
EXPENDITURES / *DEPENSES*
Secretarial costs (salary, running costs, mailings,..)
/ *Secretariat (salaire, fonctionnement, expedi-*
tions,..) 27.892
News Sheet 12.745
Conferences (Chania, Diepenbeek, ARCC) 72.958
Workshops (Venice, Lisbon,Trondheim,Venice,
Mons),incl proceed 38.636
Meetings / *Réunions* (council, project leaders,
JWP) 18.871
EAAE Guide of Schools 2.886
Public Relations (Poster, leaflets, membership
cards,..) / *Relations publiques(Affiche, fascicules,*
carte membres…) 1.194
EU-refunding / Remboursement EU 5.023
GRAND TOTAL 180.205

ENTRIES / *REVENUS*
Memberships: (Assoc, Indiv, Schools , ..) /
Côtisations membres (Associés, Individus, Ecoles,..)
50.090
WorkshopsArch Design, Arch Theory (2), Constr
(2),Restor 36.390
Conferences, Chania 2006 , Chania 2007,
Philadelphia 63.760
EAAE Velux prize 2005-2007 / *Prix AEEA-VELUX*
10.000
MACE, contribution to secretariat/ *sécrétariat*
5.775
Sales / *Ventes* (News Sheets, Proceedings, Website,
T-shirts) 785
Bank Interests (Current and forward account)
/*Intérêts banquaires (compte courant et compte*
d'épargne) 2.331
GRAND TOTAL: 169.131

EAAE/AEEA TREASURE/*TRESOR*
Per 1 January 2008 / *Au 1ier Janvier 2008*

Per/ *Au* 1 jan 2007 111.322
Out / *Dépenses* 2007: 180.205
In / *Revenus* 2007: 169.131

Per / *Au* 1 jan 2008 100.248

comprising / <u>dont</u>
94.473 in banc accounts / *en banque*
5.775 provision °MACE

EAAE / *AEEA* 2008   BUDGET
EXPENDITURES / DEPENSES
Secretarial costs (salary, running costs, mailings,..)
Sécrétariat (salaire, coût de fonctionnement, expedi-
tions,...) 26.500
News Sheet 12.500
Conferences (Chania, EAAE/ARCC-Copenhagen)
68.250
Workshops (Lisbon, Genova, Lisbon, Delft,
Venice),incl proceedings 14.500
Meetings: council + project ldrs (12.000) , JWP
(3100)+Minneapol) / *Réunions (conseil, charges de*
mission, JWP, Minneapolis) 18.700
Restructuring database / *restructurer la base de*
données 1.500
Public Relations (website, poster, leaflets, member-
ship cards,..) / *Relations publiques (site web, fasci-*
cules, cartes membres 7.000
Miscellaneous / Imprévus 2.000
GRAND TOTAL 150.950

ENTRIES / REVENUS
Memberships: (Assoc, Indiv, Schools , ..) /
Côtisations membres (Associés, Individus, Ecoles,..)
50.000
Workshops, Copenhagen 620
Conferences, Chania 2007 , Chania 2008 71.950
MACE, contribution to secretariat/*sécrétariat*5.000
Sales / *Ventes* (News Sheets, Proceedings, Website,
T-shirts 800
Bank Interests (Current and forward account) /
Intérêts banquaires (compte courant et compte
d'épargne) 2.100
GRAND TOTAL: 130.470

EAAE/AEEA TREASURE
Per 1 January 2009 - estimated / *Estimation à la*
date du 1ier janvier 2009
Per / *Au* 1 Jan 2008 100.248
comprising / dont
94.473 in banc accounts / en banque
5.775 provision °MACE

Out / *dépenses* 2008: 150.950
In / *revenues* 2008: 130.470
Per / *Au* 1 Jan 2009: 79.768

Monitoring Architectural Design Education in European Schools of Architecture

EAAE Transactions on Architectural Education no 19

The book includes a series of texts that describe courses taught at schools of architecture in Europe and is focused on the design of architectural space. The collection of these texts was realized and funded by Socrates Thematic Networks, in the framework of activites of the European Network of Heads of Schools of Architecture (ENHSA) Thematic Network.

Secretariat AEEA-EAAE

Kasteel van Arenberg

B-3001 Leuven/Belgique

tel ++32/(0) 16.32 1694

fax ++32/(0) 16.32 1962

aeea@eaae.be

Proceedings 388 p.
- EAAE Members 20 Euro
- Non-EAAE Members 25 Euro

Editor:
- Spiridonidis, Constantin
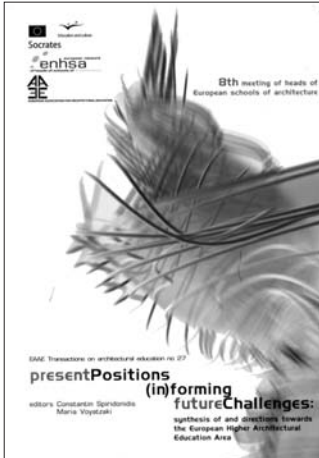
Present Positions (In)Forming Future Challenges

EAAE Transactions on Architectural Education no 27

The 8th Meeting of Heads of European Schools of Architecture entitled "Present Positions (In)Forming Future Challenges" took place in Chania, Crete, Greece from 3 to 6 September 2005. This volume presents the lectures, the dialogues, and the debates of this framework. The 8th Meeting of Heads of European Schools of Architecture was of particular interest as its main objective was to create and disseminate a synthesis of the work that had been done in the previous three years, from the moment that the Meeting of Heads of European Schools of Architecture was embraced by the Socrates Erasmus Thematic Networks Project ENHSA.

Keynote speakers at the meeting were:
- Juhani Pallasmaa (Finland)
- Tassos Kotsiopoulos (Greece)
- Marcos Novak (USA)

Proceedings 240 p.
- EAAE Members 20 Euro
- Non-EAAE Members 25 Euro

Editors:
- Spiridonidis, Constantin
- Voyatzaki, Maria

Secretariat AEEA-EAAE

Kasteel van Arenberg

B-3001 Leuven/Belgique

tel ++32/(0) 16.32 1694

fax ++32/(0) 16.32 1962

aeea@eaae.be

Ideas and Reflections on Architectural and Urban Design Education in Europe

EAAE Transactions on Architectural Education no 28

The workshop "Ideas and Reflections on Architectural and Urban Design Education in Europe: a follow up forum" took place in Chania, Crete from 1- to 3 September 2005. Some 37 delegates from European schools of architecture participated in the event.

Proceedings 192 p.
- EAAE Members 20 Euro
- Non-EAAE Members 25 Euro

Editor:
- Spiridonidis, Constantin

(Re)searching and Redefining the Content and Methods of Construction Teaching in the New Digital Era

EAAE Transactions on Architectural Education no 29

Proocedings from the fourth EAAE-ENHSA Construction Teachers' Sub-network Workshop organized by Maria Voyatzaki, Associate Professor at the School of Architecture, Aristotle University of Thessaloniki, Greece. The workshop took place at the School of Architecture, Sant Cugat del Vallès, University of Catalunya, Spain.
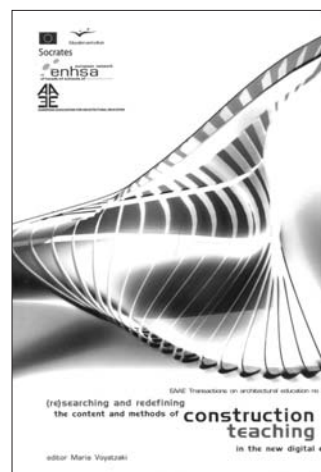
Keynote speakers at the workshop were:
- Antonino Saggio (Italy)
- Christian Schittich (Germany)
- Mark Burry (Australia)

Proceedings 448 p.
- EAAE Members 20 Euro
- Non-EAAE Members 25 Euro

Editor:
- Voyatzaki, Maria

Emerging Research + Design

EAAE Transactions on Architectural Education no 32

Secretariat AEEA-EAAE

Kasteel van Arenberg

B-3001 Leuven/Belgique

tel ++32/(0) 16.32 1694

fax ++32/(0) 16.32 1962

aeea@eaae.be

These proceedings are from the 5th international research conference co-sponsored by the European Association for Architectural Education and the Architectural Research Centers Consortium. The ARCC/EAAE 2006 International Conference on Architectural Research was held in Philadelphia from 31 May to 4 June. The conference was hosted principally by Temple University but events were also held at the University of Pennsylvania and Drexel University. Events included among other things three public lectures with keynote speakers, three special sessions with notable speakers and fourteen sessions of peer reviewed papers. The conference had 75 participants.

Keynote speakers at the conference were:
- James Timberlake (USA)
- Stephen Kieran (USA)
- Kengo Kuma (Japan)

Proceedings 454 p.
- EAAE Members 20 Euro
- Non-EAAE Members 25 Euro

Editors:
- Wingert-Playdon, Kate
- Neckermans, Herman
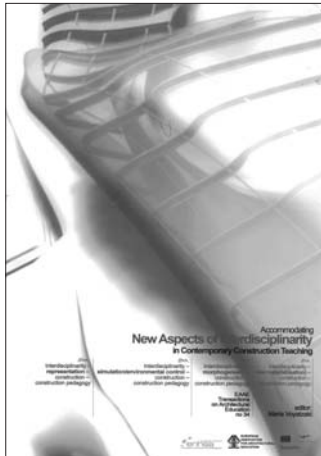
New Aspects of Interdisciplinarity in Contemporary Construction Teaching

EAAE Transactions on Architectural Education no 34

Secretariat AEEA-EAAE

Kasteel van Arenberg

B-3001 Leuven/Belgique

tel ++32/(0) 16.32 1694

fax ++32/(0) 16.32 1962

aeea@eaae.be

The book contains the keynote addresses, participants' contributions on the allocated themes and the debates that emerged from these presentations, in the context of a workshop organised by the EAAE and the ENHSA. The meeting was the fifth of a series of workshops of construction teachers. The workshop was hosted by The School of Architecture, University IUAV Venice, Italy from 23 to 25 November 2006.

Keynote speakers at the conference were:
- Marta Malé-Alemany (Spain)
- Mike Fedeski (UK)
- Stergios Logothetidis (Greece)

Proceedings 572 p.
- EAAE Members 20 Euro
- Non-EAAE Members 25 Euro

Editor:
- Voyatzaki, Maria

Teaching and Experimenting with Architectural Design

EAAE Transactions on Architectural Education no 35

In what way have the new technological advances and particularly those in information technology influenced the experimentation and the teaching of architectural design in European Schools of Architecture? Which are the new values and the new priorities directing this teaching in our days? Which are the new methods, processes and strategies implemented for the teaching of architectural design? Teachers of Architectural Design were invited to debate upon possible answers to the above questions at a workshop hosted by the School of Architecture, University Lusiada in Lisbon, Portugal. The workshop took place from 3 to 5 May 2007. It was organized by the Socrates Thematic Network ENHSA and the EAAE.

Keynote speakers at the conference were:

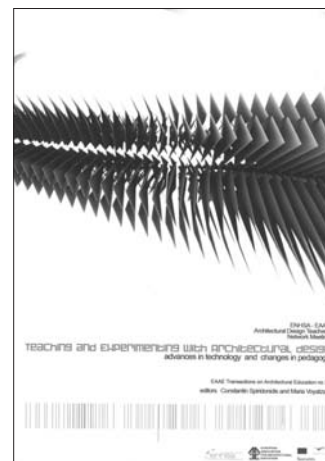- Kas Oosterhuis and Ilona Lénárd (The Netherlands)
- Bob Sheil (UK)

- Paul Coates (UK)
- George Legendre (UK)
- Sørenb Sørensen (Norway)
- Fabio Gramazio and Matthias Kohler (Switzerland)
- Neil Leach (UK)

Proceedings 496 p.

- EAAE Members 20 Euro
- Non-EAAE Members 25 Euro

Editors:

- Spiridonidis, Constantin
- Voyatzaki, Maria

Secretariat AEEA-EAAE

Kasteel van Arenberg
B-3001 Leuven/Belgique
tel ++32/(0) 16.32 1694
fax ++32/(0) 16.32 1962
aeea@eaae.be

Browsing Architecture. Metadata and Beyond

EAAE Transactions on Architectural Education no 40

The book is part of the EU-funded MACE project on Metadata for Architectural Contents in Europe. MACE's main purpose is to enrich different architectural resources from digital repositories, archives, web-sites spread on the Web, through metadata enabling the process. MACE consortium, eager to involve new people and contents, published this book on occasion of the International Conference: Online repositories in architecture, Venice, Italy, 20-21 September 2008.

Browsing Architecture is about digital collections of contents useful in the broader context of regular education, e-learning, and life-long learning in architecture. It collects essays written by e-learning, archives and web-site experts from all over the world. It offers the opportunity to make known to a wide public research and approaches on innovative e-learning conceptual and technological tools that can help expert users and lay people to find, tag, acquire, use and share digital architectural engineering resources.

Proceedings 366 p.

- EAAE Members 20 Euro
- Non-EAAE Members 25 Euro

Editors:

- Zambelli, Matteo
- Janowiak, Helena
- Neuckermans, Herman

Secretariat AEEA-EAAE

Kasteel van Arenberg
B-3001 Leuven/Belgique
tel ++32/(0) 16.32 1694
fax ++32/(0) 16.32 1962
aeea@eaae.be

Carnegie Mellon University, School of Architecture

Head and Professor

The mission of the Carnegie Mellon School of Architecture is to educate outstanding professionals with design creativity, social responsibility, historical perspective, technical leadership and global environmental consciousness.

The School of Architecture is situated within the College of Fine Arts and offers a unique opportunity to build a creative, multi-disciplinary approach to architecture. The School also has research and teaching ties to the Heinz School of Public Policy, the Carnegie Institute of Technology and the School of Computer Science. To learn more about the scope an range of programs visit:
http://www.arc.cmu.edu/cmu/index.jsp

The candidate selected as Head of the School of Architecture will lead an educational program consistently ranked in the top ten nationally and recently ranked number one in sustainability. As Head you will advance the schools mission.

Qualifications

A professional degree in architecture with additional post-professional degrees that reflect depth and breadth of education, research and practice with substantial experience in the contemporary world of architecture as a designer, researcher, practitioner, scholar and/ or university educator. The Head should have a vision to maintain the School's position, advance the School's impact and develop future pathways for students once they graduate.

To Apply

Send (1) Statement of purpose including architectural philosophy, description of qualifications including successful fund raising endeavors. (2) Full c.v. (3) Brief portfolio of architectural accomplishments. (4) Complete contact information (mailing address, phone number, email address) for three references that we may contact.

Review begins January 15, 2009 and remains open until filled.

Applications must be sent in hard copy (no electronic submissions) to:
Stephen Lee,
Interim Head Chair,
Head Search Committee
School of Architecture,
College of Fine Arts
#201Carnegie Mellon University
Pittsburgh,
PA 15213

CMU is an Equal Opportunity/Affirmative Action employer. It welcomes all persons without regard to race, color, national origin, religion, gender, age, sexual orientation, or disability.

For more information about the School of Architecture, see www.arc.cmu.edu.

Second International Seminar Arquitectonics Network: Architecture and Virtuality

2-12 june 2009, School of Architecture of Barcelona, Spain

Remake of a historical debate: What Is Happening With Modern Architecture? (MOMA, New York 1948), (Barcelona, 2009).

Call for Papers:

In 1948, in the MOMA of New York a historical debate took place with coordinating speaker Professor Lewis Mumford, who was very critical of modern architecture. Today, more than sixty years after many of the debates in that seminar still prevails today. From Barcelona we will continue this debate. Therefore, this Seminar will aim to analyze how the new situation of architecture, under the double impact of the computer and cultural globalization, can become positive for humanity both from construction's viewpoint and from the design perspective, and social use of space.

Contributions from different artistic, scientific or ethical-political perspectives will be important, as long as they help the global and synthetic reality of architecture and urban planning.

The following questions will be suggested for discussion in relation to the understanding of the general subject of architecture and virtuality:

- Place Awareness and Globalization
  The positive awareness of living in a place: Up to what point is it compatible with globalization and the indifference towards cultural diversity between concrete places? How can cultural differences be used in a globalization process? How can transport facility and change of place of living be positively combined with quality, intimacy and coherence of immovable aspects of a place or of a concrete territory that does move? How can the relationships between mobility and immobility be optimized in built space?
- Mind and Computer
  How do mind and machine complement each other, or interact positively in the design process? Which negative uses of the computer could be pointed out? Under which conditions are architectural design and planning transformed in the construction of a cultural territory with better quality than before its construction? How

could a negative impact take place? This thematic is should be analyzed through concrete examples of architecture.

The following Speakers have confirmed their participation:
- Gail Fenske, professor, architect (Rutgers University)
- Jos de Mul, professor, philosopher (Erasmus University, Rotterdam)
- Architect Carlos Ferrater
- Architect Josep Lluís Mateo.
The rest of invited Key Speakers will be announced before 15th December 2008.

Languages: Spanish and/or English. (A simultaneous interpreting system will be available during the lectures).

How to participate:

The institutions can participate, as last year, by submitting a poster DIN A1 (vertical) that summarizes their research objectives and PhD program subjects and/or research on architecture.

Papers

Professors, PhD students and researchers can submit an abstract in DIN A4 of 300 words before 30th January 2009, which will be published in the Review if chosen by its Scientific Committee. Each participant will have 10 minutes to present his/her work.

The papers can be summaries of PhD theses or research, or summaries of concrete study cases (buildings or urban plans) useful as paradigms of the relationships between architecture and reality, that is, with a more theoretical or a more practical approach, or a combination of both.

Workshop

Open to students of the last years and PhD students. We will do design using the City of Barcelona as a laboratory of architecture. Students will be grouped in workshops of 10 with one professor. All the discussions and contributions of the International Seminar will be implemented in the workshop. Further information will be sent applicants.

Calendar:

28th February 2009 - Deadline for the submission of abstracts and deadline for the submission of reduced-rate registration.

Leadership in Architectural Research: Between Academia and the Profession

15-18 April 2009, The University of Texas at San Antonio,USA

The 2009 ARCC Spring Research Conference

This year's conference theme invites an exploration of existing and future trends in leadership in architectural research, the impact of these trends on research subjects and methodologies, and how this leadership can foster an integrated research culture. In this context, the conference will explore a variety of topics in which architectural research is used to enhance design quality, expand the knowledge base, and systematically analyze and address common challenges, while at the same time responding to regional and local influences. The conference will also explore the role that collaborative and interdisciplinary research can play in this regard, both between academia and the profession, as well as between different disciplines of the built environment and other professions.

In addition to plenary and parallel sessions in which conference participants will present their current research and innovations, the conference will include roundtable discussions in which participants will discuss the issues,

exchange ideas, and formulate future directions for research.

The conference will be held at the downtown campus of the University of Texas at San Antonio. The location of the campus in the city's center will provide the conference with a unique cultural/historical context.

Issues:

In addressing this year's theme, the conference will explore the following issues:

- dentifying and examining current and future trends with regard to leadership in architectural research and the different roles played by academia and the profession in this regard.
- nvestigating the role that architectural research can play in helping meet the challenges facing academia and the profession as well as take advantage of the opportunities they offer.
- Examining different means of strengthening the relationship between academia and the profession with regard to achieving further and stronger integration of architectural research in both fields.

- Exploring the role of collaborative and interdisciplinary research, both between the different professions of the built environment as well as with other professions.

The specific areas of the conference include, but are not limited to, the following:

- Architectural design and the historical landscape
- Building case studies
- Building materials and construction
- Building performance studies, zero energy, and carbon-neutral buildings
- Collaborative and interdisciplinary research, education, and design
- Digital approaches to architectural design and education
- Green and sustainable architecture
- Human context: social, cultural, and economic studies
- Innovations in architecture for health and related facilities
- Innovative approaches to architectural education
- New methodologies in architectural research
- Processes of architectural design
- Urban design studies

Dates and Deadlines:

- Call for papers:
  August 2008
- Abstracts submission:
  October 17, 2008 at 5 pm CST.
- Abstract acceptance notification:
  November 14, 2008
- Full paper submission:
  January 9, 2009 at 5 pm CST.
- Paper acceptance notification:
  February 9, 2009.
- Early registration deadline:
  February 16, 2009
- Final paper for publication:
  March 7, 2009
- Registration deadline:
  March 30, 2009

Both the abstracts and the full papers will be submitted electronically through the conference website. Multiple abstracts dealing with different issues can be submitted by the same author. More information about the conference including submission guidelines for both abstracts and full papers can also be found on the website:
www.utsa.edu/architecture/arcc2009
or by email to
hazem.rashedali@utsa.edu

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

Francis Nordemann, 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%

Council Members / *Membres du Conseil*

Conceicao, Luis
Universidade Lusofona de Humanidades
e Tecnologias,
Department of Architecture, Urbanism,
Geography, and Fine Arts;
Avenida do Campo Grande N0 376
1749 - 024 Lisbon / Portugal
Tel: ++ 351 21 751 55 65
Fax: ++ 351 21 751 55 34
e-mail: luis.conceicao@ulusofona.pt

Fjeld, Per Olaf
Oslo School of Architecture
Postboks 6768
St. Olavs Plass
N-0139 Oslo / Norway
Tel ++ 47 22997000
Fax ++ 47 2299719071
perolaf.fjeld@aho.no

Heynen, Hilde
KUL-Dpt. of Architecture
Kasteel van Arenberg 1
B-3001 Leuven / Belgique
Tel ++ 32 16 321383
Fax ++ 32 16 321984
hilde.heynen@asro.kuleuven.ac.be

Kealy, Loughlin
UCD Architecture, School of Architecture,
Landscape and Civil Engineering,
Richview, Belfield, Dublin / Ireland
Tel ++ 353 1 7162757
Fax ++ 353 1 2837778
loughlin.kealy@ucd.ie

Musso, Stefano F.
Università degli Studi di Genova
Facoltà di Architettura
Stradone S. Agostino 37
16123 Genoa / Italy
Tel ++ 39 010 209 5754
Fax ++ 39 010 209 5813
etienne@leonardo.arch.unige.it

Neuckermans, Herman
KUL-Dpt. of Architecture
Kasteel van Arenberg 1
B-3001 Leuven / Belgique
Tel ++ 32 16321361
Fax ++ 32 16 321984
herman.neuckermans@asro.kuleuven.be

Nordemann, Francis
(EAAE/AEEA President)
Ecole Nationale Supérieure
d'Architecture de Paris Belleville
78/80 rue Rebéval
F-75019 Paris / France
Tel ++ 33 1 53385004
Fax ++ 33 1 42722980
e-mail: francis@francisnordemann.fr

Sastre, Ramon
(EAAE Website, EAAE Treasurer)
E.T.S Arquitectura del Vallès
Universitat Politècnica Catalunya
Pere Serra 1-15
08173 Sant Cugat del Vallès
Barcelona / Spain
Tel ++ 34 934017880
Fax ++ 34 934017901
ramon.sastre@upc.edu

Younes, Chris
Ecole nationale supérieure d'architecture
de Paris la Villette
144 rue de Flandre
75019 Paris / France
Tel ++ 33 4 73347179
Fax ++ 33 4 73347166
e-mail: cyounes@clermont-fd.archi.fr

Project Leaders / *Chargés de Mission*

Van Duin, Leen
(Guide and Meta-university)
Delft University of Technology
Faculty of Architecture
Berlageweg 1
2628 CR Delft / The Netherlands
Tel ++ 31 152785957
Fax ++ 31 152781028
l.vanduin@bk.tudelft.nl

Harder, Ebbe
(EAAE/ARCC Conferences)
Royal Danish Academy of Fine Arts
School of Architecture
1433 Copenhagen / Denmark
Tel ++ 45 32686000
Fax ++ 45 32686111
ebbe.harder@karch.dk

Horan, James
Dublin School of Architecture
DTI, Bolton Street 1
Dublin / Ireland
Tel ++ 353 14023690
Fax ++ 353 14023989
james.horan@dit.ie

Oxenaar, Aart
Academy of Architecture
The Amsterdam School of the Arts
Waterlooplein 211
1011 PG Amsterdam / The Netherlands
Tel ++ 31 (0)20 – 5 318 218
Fax ++ 31 (0)20 – 6 232 519
a.oxenaar@ahk.nl

Popescu, Emil Barbu
(EAAE/Lafage Competition)
Institute of Architecture Ion Mincu
Str. Academiei 18-20
Sector 1, 70109 Bucarest / Roumanie
Tel ++ 40 13139565 / 40 13155482
Fax ++ 40 13123954
mac@iaim.ro

Porter, David
Mackintosh School of Architecture
The Glasgow School of Art
167 Renfrew Street
G3 6RQ Glasgow / UK
Tel ++ 44 141 353 4650
Fax ++ 44 141 353 4703
d.porter@gsa.ac.uk

Spiridonidis, Constantin
(Head's Meetings; ENHSA)
Ecole d'Architecture
Bte. Universitaire
GR- 54006 Thessaloniki / Greece
Tel ++ 30 2310995589
Fax ++ 30 2310458660
spirido@arch.auth.gr

Toft, Anne Elisabeth
(EAAE News Sheet)
Aarhus School of Architecture
Noerreport 20
DK-8000 Aarhus C / Denmark
Tel ++ 45 89360310
Fax ++ 45 86130645
anne.elisabeth.toft@aarch.dk

Voyatzaki, Maria
(Construction)
Aristotle University of Thessaloniki
School of Architecture
GR-54006 Thessaloniki / Greece
Tel ++ 30 2310995544
Fax ++ 30 2310458660
mvoyat@arch.auth.gr

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.

EAAE Secretariat

Lou Schol
Kasteel van Arenberg 1
B-3001 Leuven, Belgique
Tel ++ 32 (0) 16321694
Fax ++ 32 (0) 16321962
aeea@eaae.be
www.eaae.be

EAAE Calendar / *AEEA Calendrier*

14-14	**02**	2009	◼	**EAAE Council Meeting** Paris / France	*Réunion du conseil de l'AEEA* *Paris / France*
	09	2009	◼	**12th Meeting of Heads of European** **Schools of Architecture** Chania / Greece	*12ᵉ Conférende des Directeurs* *des Ecoles d'Architecture en Europe* *Chania / Grèce*
15-17	**10**	2009	◼	**EAAE-ENHSA Workshop** Fribourg / Switzerland	*L'Atelier de l'AEEA / ENHSA* *Fribourg / Suisse*

www.eaae.be