

### Announcements/Annonces

## Ethics in Architecture – Architecture Education in the Age of Virtuality

34th EAAE Workshop in Aarhus/Denmark, 11–13 November 1999

## L'éthique en architecture – L'enseignement de l'architecture à l'ère virtuelle

Workshop International AEEA à Aarhus/Denmark, 11–13 Novembre 1999



Aarhus

Confronted with a complexity in basic conditions of urbanization ranging from socially highly sensitive situations involving social change, migration, questions of cultural identity, employment opportunities, social exclusion, and changing political programmes to purely technical issues such as increasing traffic density and pollution, ecological issues, taxation and security, what are the challenges facing architects and urban planners of today? Does it make any sense to talk about ethics and virtuality in architecture and urban planning – in a situation where frequently the challenges facing the profession appear to clash with the logic of the market? Probably not – if we discuss ethics as some kind of common ground, and virtuality as merely the transference of architecture to Cyberspace.

Yet: architecture and urban planning, defined as the creation of infrastructures that work with time, and which open to change, are still taking place in tangible space. A major challenge appears to be investigations, discussions and possibly specifications of what needs to be fixed and what could be subject to change, as well as further

*En considérant la complexité des conditions de base de l'urbanisme, en partant de situations socialement sensibles – le changement social, la migration, l'identité culturelle, le chômage, l'exclusion sociale, et les changements des programmes politiques – ainsi que de problématiques purement techniques – la densification des transports et de la pollution, les questions écologiques, les impositions et la sécurité –, auxquels défis sont confrontés les architectes et les urbanistes d'aujourd'hui?*

*Est-il sensé de parler d'éthique et de virtualité dans l'architecture et l'urbanisme, dans un contexte où les défis de la profession semblent se heurter à la loi du marché? Certainement pas – si nous discutons d'éthiques comme d'un fondement commun à tous, et de la virtualité plutôt comme la transfusion de l'architecture à la «cyberespace». Toutefois, l'architecture et l'urbanisme, définis comme étant la création d'infrastructures qui travaillent dans le temps et qui sont ouverts aux changements, prennent place dans l'espace tangible qui nous entoure. Un des défis majeurs semble être - par le biais de réflexion et de discussions - de définir quels sont les besoins actuels et de définir ceux qui vont changer, ainsi que de porter la réflexion sur les moyens de tirer partie de l'informatisation grandissante pour tenter de résoudre une tâche qui semble de plus en plus complexe. Sur le point de vue éthique, nous devrons certainement accepter l'hétérogénéité des morales. Un des problèmes majeurs, pour la société en général ainsi que pour l'architecture en particulier, est de distinguer entre ambivalence et contradiction. Forcés à substituer la moralisation avec l'argumentation et l'expérimentation, une intensification de la rationalité pourrait être le résultat.*

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Anne-Catrin Schultz

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investigation into how computerization can be utilized in an effort to solve what appears to be increasingly complex tasks.

Concerning ethics one probably has to accept the heterogeneity of morals. A major issue, for society in general as well as architecture in specific, is how to deal with ambivalence and discrepancy. In this situation, one might have to accept the fact that at times experience will be the sole relevant verdict. Forced to substitute moralization with argumentation and experiment, an intensification of rationality could be the result.

If architecture and urban planning are accepted as the materialization of a sort of cast of the social, then every design is a hypothesis that needs to be preceded by extensive preliminary studies. The role of the architect /planner seems to indicate two possible directions: The generalists in a society of experts – and /or the designers. A highly relevant subissue might very well be the relationship between architecture and the essence and requirements of dwelling. Facing a hitherto unknown quantity and complexity in the data that constitute the context of any architectural plan or object, another challenge facing practitioners, researchers and educators in architecture is the investigation and discussion of applicable methods and modes of representation.

The possible implications for research and education in the field of architecture and urban planning appears to be in need of a discussion. Therefore the organizers of The 1999 EAAE Workshop, intending the workshop to focus primarily on the education of architects and urban planners, invite papers investigating and discussing the preparation of students of architecture and urban planning for the challenges of the 21st century.

#### Sub-themes

- challenges from the seemingly increasing complexity of datascapes and artificial ecologies.
- challenges from/possible implications of speed, movement and network.
- challenges from/possible implications of a discussion of the essence and requirements of dwelling.
- challenges from/possible implications of ecology and demands of sustainability.
- challenges from an architecture conceived as a tool/technique for investigation experiment and invention.
- challenges facing professional ethics from the logic of the market. •

(suite de page 1)

*Si l'architecture et l'urbanisme sont acceptés comme étant la matérialisation d'une scène sociale, alors chaque design est une hypothèse qui nécessite d'être précédée d'études préliminaires poussées. Le rôle de l'architecte/urbaniste semble prendre deux directions possibles: de généralistes dans une société d'experts et/ou des designers de cette société. Un des problèmes importants pourrait être la relation entre l'architecture et les besoins de l'habitat. Aussi, confrontés à une quantité et à une complexité de données jusqu'ici inconnue dans le contexte d'un plan ou d'un objet architectural, un autre défi qui se présente aux praticiens, aux scientifiques et aux enseignants de l'architecture est la réflexion et la discussion de méthodes applicables et de modes de représentation. Les implications possibles pour la recherche et l'éducation dans le cadre de l'architecture et de la planification urbaine semblent avoir besoin d'une discussion. C'est pourquoi les organisateurs du workshop EAAE de 1999, avec l'attention axée spécialement sur l'éducation d'architectes et d'urbanistes, invitent les journaux qui portent une réflexion et une discussion sur la préparation des étudiants d'architecture et d'urbanisme aux défis du 21.ème siècle.*

#### Thèmes subsidiaires

- les défis relatifs à la complexité de l'informatisation et aux écologies artificielles. Les défis relatifs à la vitesse, au mouvement et aux réseaux. Les défis relatifs à la discussion des nécessités de l'habitat.
- les défis relatifs à l'écologie et au respect de l'environnement futur.
- les défis relatifs à l'architecture conçue comme moyen de réflexion, d'expérimentation et d'invention.
- les défis relatifs à la confrontation entre les éthiques professionnelles et les lois du marché. •

**Ethics in Architecture – Architecture****Education in the Age of Virtuality**

34th EAAE Workshop

Aarhus/Denmark

11-13 November 1999

**L'éthique en architecture –  
L'enseignement de l'architecture à  
l'ère virtuelle**

Workshop International AEEA à

Aarhus/Denmark

11-13 Novembre 1999

**call for papers**

Summaries of 600 to 900 words should address only one of the six sub-themes and should mention the name and address of the participant. Disks should be formatted for PC as "text only."

**information**

Aarhus School of Architecture

International Secretariat

Noerreport 20

DK-8000 Aarhus C

Denmark

tel +45 89 36 00 00

fax +45 86 13 06 45

aaa@a-aarhus.dk

www.a-aarhus.dk

**deadlines**

September 1, 1999 abstracts

October 15, 1999 full papers

**programme**

November 10

check-in and reception  
opening of exhibition

November 11

check-in and opening of the  
workshop  
keynote speakers  
lectures by special guests  
reception at the city hall

November 12

keynote speakers  
lectures by special guests  
general meeting  
banquet

November 13

evaluation and conclusion of the  
workshop

# Registration Form

## 34rd EAAE Workshop in Aarhus/Denmark

### Aarhus School of Architecture

#### Ethics in Architecture: Architectural Education in the Epoch of Virtuality

November 11-13, 1999



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#### Contact

Aarhus School of Architecture  
International Secretariat  
Noerreport 20  
DK-8000 Aarhus C  
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fax ++45/89360000  
tel ++45/86130645  
email: aaa@a-aarhus.dk  
www.a-aarhus.dk

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#### Registration

Surname   Nom	First Name   Prenom
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#### Deadline and Fee

##### Registration Deadline

October 1, 1999

##### Registration fee

125 ECUs for EAAE members (school or individual) and 145 ECUs for non-members. Fee includes breaks and lunches during the conference.

##### Date limite pour les inscription

1 Octobre, 1999

##### Côte d'inscription

125 ECUs pour les membres (écoles ou individuels) et 145 ECUs pour les autres. L'inscription comprend pauses et déjeuners pendant la conference.

##### Hotel Reservations

We recommend accomodation at Plaza Hotel Aarhus. Plaza hotel Aarhus is situated in the heart of town, next door to the City Hall, near the station and bus terminal, walking distance from the Aarhus School of Architecture.  
(Dkk 580 single, Dkk 730 double)

##### Bank

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(Leuven 13-14 November 1999)

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## 2<sup>nd</sup> Meeting of Heads of European Schools of Architecture

in Chania/Greece, 4-8 September 1999

The continuous endeavors of the Council of the EAAE have ensured the financial support for the realisation of the Second Meeting of Heads of Schools of Architecture in Europe. The Meeting will take place in Chania from 4 September 1999 (day of arrival) to 8 September 1999 (day of departure). All European Schools of Architecture are invited to participate in the Meeting in order to continue debates that started in the First meeting in September 1998.

At present the EAAE Council is in the process of articulation of the agenda which will be announced in the near future. For this articulation we would like to take into account the debates that took place during the First Meeting, the oral and written observations and remarks made by the participants, as well as the various issues that emerge from the contemporary dynamic in the domain of architectural education in Europe.

The fees are anticipated not to exceed 400EC. That includes the subscription fee, four night hotel accommodation, seven meals and guided tours in the county of Chania. •

*L' effort continu de l'AEEA a garantis le financement du deuxième meeting des directeurs d'écoles d'architecture en Europe. Cette réunion aura lieu à Chania du 4 au 8 septembre 1999 (jour d' arrivé le 4 septembre, départ le 8 septembre 1999). Toutes les grandes écoles européennes sont invitées de participer à cette réunion par rapport à les débats de la réunion du septembre 1998.*

*Actuellement le congrès de l'EAAE est dans une procédure de reprendre l'agenda annoncé en future. Pour cette articulation nous voudrions bien regarder les débats du premier meeting, regardant toutes les observations, orales ou scrites, et notes faites dès participants, ainsi que différentes thèmes d'origine dynamique contemporaine dans l' education d'architecture en Europe.*

*Pour le coût d'inscription, c'est prévu de ne pas dépasser 400ECU, ce qui inclus les frais coût d'hôtel (4 nuits), les repas et un tour guidé.*



Chania, Crete

### Information

please contact the EAAE President  
Constantin Spyridonidis

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## Architecture and Engineering – a Commentary by Bill Addis

**Architecture and Engineering–  
Education for Multidisciplinary  
Practice**  
17th EAAE–AEEA International  
Conference  
Plymouth, Devon, United Kingdom  
Plymouth University  
School of Architecture  
4–6 February 1999

North of the English Channel these days we have much to celebrate, both in the prosperity and international fame of some of our architects and engineers and in some of the exciting and innovative experiments in education of designers in the building industry. At the conference we heard about many examples of the latter – collaborative projects developing teamwork (at Cambridge), using interactive CD technology as a catalyst for firing students' enthusiasm (at Nottingham) and using simulation software to develop students' understanding of low-energy design of buildings (at Plymouth).

However, we have our problems too. Many of these stem from the different ideas we in Britain have of the words 'architect' and 'engineer'. Although few schools would ever admit it, 'architect' generally means techno-phobe; likewise, 'engineer' often implies numeracy, no design skills and general ignorance of architecture. In more than one school of architecture I have seen first-year students with top exam grades in maths and physics be transformed by the education they have received ('un-education?') into second and third year architecture students who pride themselves in their ignorance of anything technical.

Both in and out of the lecture rooms of the conference, there was much talk about the ideas of architect and engineer. In Britain to work as an architect you must have studied at a school 'accredited' by the Royal Institute of British Architects; accreditation comes as the result of an inspection by the RIBA every five years. The result is that the curriculum in schools is under the tight control of the profession and the system is inherently very conservative. I recall how the jaws of several foreign visitors dropped in astonishment as this system was described to them.

Imagine how refreshing it was to hear about some of the highly imaginative experiments in architectural education that are currently under way in France, Germany and elsewhere. Many of these initiatives would, quite simply, be impossible in the British climate of regulation and the lack of freedom for universities to influence the content, philosophy and delivery of architectural and engineering education. There was much of interest from all over Europe and the USA but, for me, the highlights of the conference were these:

- the 'virtual design studio' created at the University of Karlsruhe where student 'architects' study at the Institute for Industrial Building Production. To develop their communication skills, they have to find and build their own design teams from other universities (both in Germany and further afield, including the USA) via the Internet and work jointly to develop their projects.
- the 'Grands Ateliers de l'Isle d'Abreau' in France
  - twelve schools who are uniting in a common project to improve and develop teaching and research in construction, comprising six schools of architecture, three schools of art, two schools of engineering and one research institute. In addition a number of firms are also to be integrally involved in the work of the new atelier.
- the new course starting in 1999 at the University of Compiègne (near Paris) devoted to the cultural industries linked to art, town and architecture
  - heritage industries, performing and visual arts, music and multi-media shows, etc. Although called an 'engineering department' it will embrace much that is found in British schools of architecture and art.

The impression I gained at the conference was simple and clear: British educational and professional institutions, both architectural and engineering, need to change more radically and rapidly than they have in the last quarter century if we are to hold our own in the new millennium. •

—Bill ADDIS  
University of Reading/United Kingdom

Bill Addis lectures on building engineering design and has written much on the education of both engineers and architects. His book 'The Art of the Structural Engineer' addresses many of these themes as well as the relationship between architect and engineer.

## Entre l'architecte et l'ingénieur – commentaires de Bill Addis

*Les raisons de se réjouir ne manquent pas ces temps-ci de notre côté de la Manche. D'une part, plusieurs architectes et ingénieurs britanniques prospèrent et se taillent même une réputation au niveau international; d'autre part, la formation des concepteurs-dessinateurs de l'industrie de la construction est le théâtre de nombreuses expériences novatrices et exaltantes. La conférence fut l'occasion d'en découvrir un certain nombre: des projets de collaboration démontant le travail d'équipe (à Cambridge) à l'utilisation de la technologie du CD interactif comme catalyseur stimulant l'enthousiasme des étudiants (à Nottingham), en passant par l'emploi de logiciels de simulation pour permettre aux étudiants de mieux comprendre la conception de bâtiments à faible consommation d'énergie (à Plymouth).*

*Ceci dit, nous sommes également confrontés à plusieurs problèmes, qui découlent en grande partie des idées différentes que les britanniques associent aux termes «architecte» et «ingénieur». Bien que la majorité des écoles refusent de l'admettre, les «architectes» sont généralement «technophobes», tandis que les «ingénieurs» sont souvent doués en mathématiques mais pas en dessin, et ne connaissent pas grand chose en architecture. Dans plus d'une école d'architecture, j'ai vu des étudiants de première année aux résultats brillants en mathématiques et en physique être transformés par la formation reçue (ou la «déformation»?) en étudiants de deuxième ou de troisième année se targuant de ne rien connaître au niveau technique.*

*Tant dans les salles de conférence qu'en dehors, il a beaucoup été question du rôle des architectes et des ingénieurs. En Grande-Bretagne, pour travailler en tant qu'architecte, il faut être diplômé d'une école accréditée par le Royal Institute of British Architects, qui délivre les accréditations tous les cinq ans après inspection. Par conséquent, le programme de cours est contrôlé de manière rigoureuse par la profession et le système est fondamentalement très conservateur. Je me souviens de la stupéfaction de certains visiteurs étrangers lorsqu'on leur expliqua ce système ...*

*Imaginez donc le plaisir que j'ai eu à découvrir certaines expériences extrêmement imaginatives menées aujourd'hui dans les écoles d'architecture en France, en Allemagne et ailleurs. Bon nombre d'entre elles seraient tout simplement impossibles dans le climat britannique actuel de réglementation et de manque de liberté des universités quant au choix du contenu, de la philosophie et de la méthode d'enseignement de l'architecture et de l'ingénierie. Si la plupart des intervenants, tant européens qu'américains, furent forts intéressants, quelques exposés m'ont tout particulièrement marqué. Il s'agit:*

*– de l'atelier de projet virtuel créé à l'Université de Karlsruhe où les étudiants en architecture étudient à l'Institut de Production de Constructions Industrielles. Afin de développer leurs compétences en communication, ils doivent trouver et constituer leur propre équipe de concepteurs en faisant appel à d'autres universités (d'Allemagne ou d'ailleurs, même éventuellement des Etats-Unis) via Internet et travailler conjointement au développement de leurs projets;*

*– des «Grands ateliers de l'Isle d'Abreau» en France. Ce projet réunit douze écoles, dont le but est d'améliorer et de développer l'enseignement et la recherche dans le domaine de la construction. Il inclut six écoles d'architecture, trois écoles d'art, deux écoles d'ingénieurs et un institut de recherche. Plusieurs sociétés doivent également être impliquées à part entière dans le travail de ce nouvel atelier;*

*– de la nouvelle formation débutant en 1999 à l'Université de Compiègne (près de Paris), consacrée aux industries culturelles liées à l'art, la ville et l'architecture: les industries liées au patrimoine, les arts visuels et du spectacle, les spectacles musicaux et multimédia, etc. Bien qu'intitulée «section d'ingénierie», celle-ci englobera bon nombre de matières figurant au programme des écoles britanniques d'art et d'architecture.*

*L'impression que j'ai retirée de la conférence est claire et simple: les institutions scolaires et professionnelles britanniques, tant d'architecture que d'ingénierie, ont besoin de changer plus radicalement et plus rapidement qu'elles ne l'ont fait ces vingt-cinq dernières années si elles ne veulent pas se retrouver à la traîne au cours du prochain millénaire. \**

–Bill ADDIS

University of Reading/United Kingdom

**Entre l'architecte et l'ingénieur–  
L'Enseignement à la Recherche  
d'une Pratique Pluridisciplinaire**  
17ème Conférence Internationale de

I'AEEA–EAAE  
Plymout, Devon, Royaume-Uni  
Université de Plymouth  
Ecole d'Architecture  
du 4 au 6 février 1999

## The Plymouth Conference and how to Surmont the Insurmountable

### Architecture and Engineering-Education for Multidisciplinary Practice

17th EAAE-AEEA International Conference  
Plymouth, Devon, United Kingdom  
Plymouth University  
School of Architecture  
4-6 February 1999

The 17th EAAE International Conference – held 4–6 February 1999 at the University of Plymouth – had a challenging topic: Architecture and Engineering – The Teaching of Architecture for Multidisciplinary Practice. Architecture today is no longer about rephrasing Orders in the Ivory Tower but is a matter or teamwork. Correspondingly, architectural education today requires new tools to provide the methods of handling the complex building tasks of the contemporary world.

The simple and pragmatic approach couched in the title was illusive, however, as the conference seemed also to have undertaken a hidden agenda. The separation of architecture and engineering took place at the dawn of Modernism so it was high time we made some serious efforts to bring the two disciplinary companions of building back together again. As the head of University of Plymouth School of Architecture, Professor M Wigginton, addressed in the opening session, this was "a healing conference."

In my view, this was partly accomplished, but surprisingly the most interesting presentations were not the ones that undermined the role of art in architecture or, alternatively, claimed architecture to be merely a matter of "aesthetic consultation". Rather, the papers that truly crossed the borderlines were those that recognised and respected the innate features of both disciplines and gave practical examples of cultural interaction.

For example, professor Tore Wester's (Royal Danish Academy of Fine Arts) keynote speech was an intriguing introduction to creative teaching of structural geometry. Wester's intelligent and

thoughtful analysis of natural forms made the audience grasp the phenomenology of form more brilliantly than any of the fashionable babbling of the philosophy of nature, and one could understand the role of the basics within architectural education. Sea shells and spider webs are more than inspiring metaphors: they are vigorous examples of the logic of structure on which both nature and the man-made environment are based.

Other similar intellectual crossovers were the "architechnology" course presented by Dr. Jacqueline Glass (Oxford Brookes University, UK), the "vital signs" project demonstrated by Walter Grondzig (A & M University, USA) and the "TIME IT" project introduced by Jaki Howes (Leeds Metropolitan University, UK). These papers gave practical examples of how to build a bridge from the ethos of "making primadonnas" — to quote the term by Jaki Howes — to the world of high-tech engineering. Moreover, the projects had managed to turn the rather boring subjects of building technology, construction and IT into modern architectural courses that teach interdisciplinarity in the most inspiring and animating manner.

Indeed, in one sense the conference succeeded in bringing together architecture and engineering – at least on the very basic communicative level. But true cultural interaction entails that the cultural differences are recognised, and in this sense, I would have expected more philosophical discussion. How does the professional culture of architecture differ from the one of engineering; in what way is the work of architecture different from the one of civil engineers; what are the factual roles of architecture and engineering within building? These and other fundamental questions remained unanswered in this conference as some of the arguments that touched upon these issues seemed to be based more on prejudice and presumptions than on knowledge.

The Plymouth conference showed that the question of architectural education concerns not only the methods of composing a curriculum that provides all the necessary skills for the future architects, but also the methods of teaching a shared language. The Plymouth conference can hence be regarded a good start and I look forward to attending a session on the same topic in the future. •

—Anni VARTOLA

Helsinki University of Technology, Department of Architecture



Plymouth, City Hall

## **La conférence de Plymouth, ou comment surmonter l'insurmontable**

Le thème de la 17ème conférence internationale de l'AEEA, qui s'est tenue du 4 au 6 février 1999 à l'université de Plymouth, avait de quoi interroger : «L'architecture et l'ingénierie – L'enseignement de l'architecture pour une pratique pluridisciplinaire». De nos jours, il n'est plus question pour l'architecte de mettre seul des commandes en forme dans sa tour d'ivoire, mais bien de travailler en équipe. De même, l'enseignement de l'architecture nécessite aujourd'hui de nouveaux outils susceptibles de fournir les méthodes permettant de répondre aux exigences complexes du monde contemporain dans le domaine de la construction.

L'approche simple et pragmatique suggérée par le titre de la conférence était néanmoins trompeuse ; celle-ci semble en effet avoir également poursuivi un objectif sous-jacent. L'architecture et l'ingénierie furent dissociées à l'aube du Modernisme ; il était donc grand temps de s'atteler sérieusement à réunir à nouveau ces deux disciplines complémentaires de la construction. Selon les propres mots du professeur M. Wiggington, responsable de l'école d'architecture de l'université de Plymouth, prononcés à l'occasion de la séance d'ouverture, il s'agissait d'une 'conférence de réconciliation'.

A mon avis, cet objectif fut partiellement atteint. Mais, curieusement, les exposés les plus intéressants ne furent pas ceux minimisant le rôle de l'art en architecture ni ceux affirmant que l'architecte n'était en somme qu'un 'consultant en esthétique'. Au contraire, les exposés qui ont vraiment dépassé les limites interdisciplinaires sont ceux qui ont reconnu et respecté les caractéristiques innées de chacune des deux disciplines et nous ont donné des exemples concrets d'interaction culturelle.

Le professeur Tore Wester (de l'Académie Royale Danoise des Beaux-Arts), par exemple, a proposé dans son discours d'ouverture une introduction intéressante à l'enseignement créatif de la géométrie structurelle. Son analyse approfondie et intelligente des formes naturelles a permis à son auditoire de comprendre, de manière bien plus brillante que n'importe quel verbiage à la mode sur la philosophie de la nature, la phénoménologie de la forme et le rôle des rudiments dans l'enseignement de l'architecture. Les coquillages et les toiles d'araignées sont bien plus que des métaphores brillantes : ce sont des exemples parlants de la logique de la structure sur laquelle se fondent tant la nature que l'environnement créé par l'homme.

D'autres intervenants présentèrent des croisements intellectuels du même genre, tels le cours d'«architechnotologie» du Dr. Jacqueline Glass (Oxford Brookes University, GB), le projet de «signes de vie» de Walter Grondzic (A & M University, USA) et le projet «TIME IT» de Jaki Howes (Leeds Metropolitan University, GB). Ces exposés furent autant d'exemples pratiques sur la manière de jeter un pont entre le génie des «faiseurs de divas» - pour reprendre les termes de Jaki Howes - et le monde de l'ingénierie de haute technologie. De plus, ces projets ont réussi à transformer des sujets plutôt ennuyeux tels que la technologie de la construction, la construction et l'informatique, en cours d'architecture modernes qui enseignent l'interdisciplinarité de manière extrêmement inspirante et vivante.

D'une certaine manière, la conférence a effectivement réussi à réunir l'architecture et l'ingénierie, du moins au niveau très élémentaire de la communication. Mais une véritable interaction culturelle nécessite la reconnaissance des différences culturelles, et dans ce sens, je m'attendais à un débat plus philosophique. Dans quelle mesure la culture professionnelle de l'architecture est-elle différente de celle de l'ingénierie ? En quoi le travail des architectes diffère-t-il de celui des ingénieurs civils ? Quels sont les rôles factuels de l'architecture et de l'ingénierie dans la construction ? Ces questions, et d'autres questions fondamentales, n'ont pas reçu de réponse lors de la conférence, parce que certains des débats les abordant semblaient être davantage fondés sur des préjugés et des présomptions que sur des connaissances réelles.

La conférence de Plymouth a démontré que la question de l'enseignement de l'architecture ne concerne pas seulement la façon de composer un programme d'enseignement fournit toutes les compétences nécessaires aux futurs architectes, mais aussi la manière d'enseigner un langage commun. Elle peut dès lors être considérée comme un bon départ, et il me tarde d'assister à une nouvelle session sur le même sujet. •

—Anni VARTOLA  
Helsinki University of Technology, Department of Architecture

**Entre l'architecte et l'ingénieur –  
L'Enseignement à la Recherche  
d'une Pratique Pluridisciplinaire**  
17ème Conférence Internationale de  
l'AEEA-EAAE  
Plymouth, Devon, Royaume-Uni  
Université de Plymouth  
Ecole d'Architecture  
du 4 au 6 février 1999

## **President's Report on Activities and Initiatives**

The Annual General Assembly of the EAAE was held in Plymouth, on 6 February 1999. At the Assembly the EAAE President reported on the activities and initiatives undertaken from November 1997 until February 1999.

### **1. Events and Activities**

#### **EAAE Conferences**

Two international blind refereed conferences took place; one in America and one in Europe:

- 16th EAAE Conference: Research in Design Education Raleigh, North Carolina, 14-17 April 1998. In collaboration with the American Research Centers Consortium.
- 17th EAAE Conference: Architecture and Engineering. Teaching for a Multidisciplinary Practice, Plymouth UK, 4-6 February 1999.

#### **EAAE Workshop**

- 32nd EAAE Workshop: Computers in Design Studio Teaching, Leuven, 13-14 November 1998. In collaboration with the European Computer Aided Architectural Design Association.

#### **Summer School**

- 4th Summer School in Drama, Greece, 22-30 July 1998.

#### **Special event organised by the Council**

- 1st Meeting of Heads of European School of Architecture, Chania, Greece, 3-5 September 1998. In collaboration with the Center for Mediterranean Architecture.

EAAE day in the RIBA week on Architectural Education, London, 2 December, 1998. In collaboration with the RIBA. The Council made the first contact with the SCHOSA (Standing Conference for Heads of Schools of Architecture).

### **2. The EAAE Website**

The website of the EAAE is under construction and appears already at the following address:  
[www.eaea.be](http://www.eaea.be)

There will be a link of this website to arch.fr.

### **3. Publications**

The following publications have been produced:

- Publication of the proceedings of the Monte Verita workshop.
- Publication of the reports and synthesis of the research project on Architectural Education in Europe.
- Publication of the Raleigh Conference proceedings.
- Publication of the Leuven workshop proceedings in the EAAE website. The printed version has now been delivered to all Members and workshop participants.
- News Sheet 51-52-53 and EAAE Index

### **Forthcoming:**

- STOA 3
- Las Palmas Proceedings
- Drama Proceedings
- Plymouth Proceedings

### **4. Perspective Events and Activities**

The following events and activities have scheduled to take place:

33rd EAAE Workshop: Style and Man Architectural Education, Bucharest M 1999. It is considered very important to links between Eastern and Western Eu teachers.

2nd Meeting of Heads of Schools of A 4-7 September 1999. The themes to be will need further development before dissemination of invitations.

34th EAAE Workshop "The embodiment architecture in the digital and electro Aarhus, November 1999.

2nd EAAE-ARCC Conference on Research in Architecture, Paris-La Tourette April 2000.

18th EAAE Conference on Design Methods and Strategies in Architectural Education, November 2000.

### **5. Relation of the EAAE with other national Bodies**

- ELIA (European League for Institutional Accreditation)
  - ECAADE (European Computer Aided Architectural Design Association)
  - ARCC (American Research Centers)
- Constantin Spyridonidis and Emil Pekar represented the Council at the St Petersburg International Review-Competition of Diploma Projects Specialized in Architectural Design. The EAAE awarded eight prizes in winning contesting schemes.

### **6. Open Projects**

- Data Bank
- The Guide of European Schools of Architecture
- The list of EAAE Publications.

– Constantin SPYRIDONIDIS

*University of Thessaloniki*

L'assemblée générale annuelle de l'AEEA s'est tenue à Plymouth le 6 février 1999. Au cours de celle-ci, le président de l'AEEA a présenté son rapport sur les activités et les initiatives prises par l'association entre novembre 1997 et février 1999.

### 1. Les événements et activités

#### Conférences

deux conférences internationales ont été organisées, l'une en Amérique et l'autre en Europe :

- 16ème Conférence de l'AEEA : «La recherche dans le domaine de l'enseignement de la projection», à Raleigh (Caroline du Nord), du 14 au 17 avril 1998. En collaboration avec l'American Research Centers Consortium.
- 17ème Conférence de l'AEEA : «Architecture et ingénierie. L'enseignement pour une pratique pluridisciplinaire», à Plymouth (Royaume-Uni), du 4 au 6 février 1999.

#### AEEA Séminaire

- 32ème Séminaire de l'AEEA : «L'ordinateur dans l'enseignement de la projection en atelier», à Louvain (Belgique), les 13 et 14 novembre 1998. En collaboration avec l'association européenne de dessin d'architecture assisté par ordinateur.

#### Université d'été

- 4ème Université d'été à Drama (Grèce), du 22 au 30 juillet 1998.

#### Évènement spécial organisé par le Conseil

- 1ère rencontre des directeurs d'écoles d'architecture européennes, à Chania (Grèce), du 3 au 5 septembre 1998. En collaboration avec le centre d'architecture méditerranéenne.

Journée de l'AEEA dans le cadre de la semaine du RIBA sur l'enseignement de l'architecture, à Londres, le 2 décembre 1998. En collaboration avec le RIBA. Le Conseil a pris les premiers contacts avec la SCHOSA (Standing Conference for Heads of Schools of Architecture, Conférence permanente des directeurs d'écoles d'architecture).

### 2. Le site web de l'AEEA

Le site web de l'AEEA est en cours de réalisation. On peut déjà le consulter à l'adresse suivante:  
[www.aeea.be](http://www.aeea.be)

Un lien entre ce site web et arch.fr sera créé.

### 3. Les Publications

Les publications suivantes ont été éditées :

- Actes du séminaire de Monte Verita.
- Rapports et synthèse du projet de recherche sur l'enseignement de l'architecture en Europe.
- Actes de la conférence de Raleigh.

- Actes du séminaire de Louvain publiés sur le site web de l'AEEA. La version papier a maintenant été distribuée à tous les membres de l'association, ainsi qu'aux participants du séminaire.

- News Sheet 51-52-53 and Index de l'AEEA

A paraître:

- STOA 3
- Les actes de Las Palmas
- Les actes de Drama
- Les actes de Plymouth

### 4. Les événements et activités futures

Les événements et activités suivantes ont été programmés :

33ème Séminaire de l'AEEA : «Style et méthode dans l'enseignement de l'architecture», à Bucarest, du 26 au 30 mai 1999. Il est très important pour nous d'établir des liens entre les professeurs d'Europe de l'Est et de l'Ouest.

2ème Rencontre des directeurs d'écoles d'architecture, du 4 au 7 septembre 1999. Il nous faut encore définir plus précisément les thèmes de discussion avant d'envoyer les invitations.

34ème Séminaire de l'AEEA : «L'incarnation de l'architecture à l'ère digitale et électronique», à Aarhus, en novembre 1999.

2ème Conférence AEEA-ARCC sur la recherche en architecture, à Paris-La Tourette, en avril 2000.

18ème Conférence de l'AEEA : «Les méthodes et les stratégies de projection dans l'enseignement de l'architecture», à Delft, en novembre 2000.

### 5. Relations entre l'AEEA et d'autres organismes intéressés par l'architecture

- ELIA (European League for Institutes of Art, Ligue Européenne des Instituts d'Art)
- ECAADE (European Computer Aided Architectural Design Association, Association européenne de dessin d'architecture assisté par ordinateur)
- ARCC (American Research Centers Consortium, Consortium des Centres Américains de Recherche) Constantin Spyridonidis et Emil Popescu ont représenté le Conseil au Concours International de Saint-Pétersbourg des meilleurs projets de fin d'études spécialisés en architecture et en design. L'AEEA a décerné huit prix aux projets gagnants.

### 6. Projets en cours

- Banque de données
- Le Guide des écoles d'architecture européennes
- La liste des publications de l'AEEA.

-Constantin SPYRIDONIDIS

University of Thessaloniki

## Rapport d'Activité du Président

## Editorial

### Design versus Calculation

**letters to the editor**

can be sent to  
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ac-schultz@gmx.de

The editor may edit letters for grammar, style, and length.

**lettres adressées à la rédaction**

Les lettres peuvent être envoyées à Anne-Catrin Schultz, rédactrice en chef du News Sheet de l'AEEA. La rédaction se réserve le droit de modifier la forme de ces lettres avant de les publier.

The conference in Plymouth "Architecture and Engineering" – was an interdisciplinary event. Engineering teachers met with architecture teachers to discuss shared topics and interests, present collaborative projects, and think about each other's roles in the building process and building research. The contributions explicitly showed the different methods and preferences in the architect's and engineer's involvement with building. However, both professions sense that their role in building is decreasing in importance and recognize the need for a flexible reaction and open collaboration.

Part of the discussions focused on different opinions about teaching methods. The idea of design versus calculation seems still to be a prejudice creating a gap between engineers and architects. The range of presented topics was very broad – research experiments about forces as well as collaborative studio projects were presented. However, completely different teaching curricula in architecture and engineering departments make it complicated to fit joined classes into each other's schedules. Practical boundaries aside, there are numerous psychological barriers, established in the first years of education, which deepen with time. One useful step is teaching each other respect and recognition for the other discipline, recognizing their unique roles in the process of building.

Some keynote speakers addressed historical examples of architecture and engineering, as did George Maurios in his talk about Le Corbusier. The French Architect/Engineer Mark Mimram showed his innovative projects, while Pierre von Meiss discussed gravity. In all its variety, the event was an overview of ongoing projects in universities all over the world. If any of the presentations were to be improved, there would need to be more restraint to the expression of personal opinions and well known generalizations, with speakers instead presenting a profound research effort. The Plymouth conference was an event building bridges of understanding between engineering and architecture teaching in recognizing that both look at the building process, just from different sides. \*

– Anne-Catrin SCHULTZ

*La conférence de Plymouth a permis à des professeurs d'ingénierie et d'architecture de se rencontrer et de discuter de sujets et d'intérêts communs, de présenter des projets de collaboration et de réfléchir au rôle de chacun dans le processus de la construction et les recherches menées en la matière. Il ressort des différents exposés qu'il peut y avoir plusieurs façons de procéder, ainsi que des préférences quant aux rôles respectifs joués par les architectes et les ingénieurs. Les représentants des deux professions sentent néanmoins qu'ils occupent une place de moins en moins importante dans le processus de la construction, et sont conscients de la nécessité de réagir avec souplesse à cette évolution.*

*Une partie des débats fut consacrée aux différences dans l'enseignement des deux disciplines. L'opposition entre création et calculs semble être un préjugé tenace qui sépare encore les ingénieurs et les architectes. Si l'éventail de sujets présentés fut très large – depuis des expériences de recherche sur les forces jusqu'à des projets d'ateliers axés sur la collaboration – des programmes d'enseignement complètement différents rendent toutefois difficile l'intégration de cours communs dans l'horaire de chacun.*

*Enseigner le respect mutuel et la reconnaissance de l'autre discipline, c'est-à-dire la reconnaissance de son rôle dans le processus de la construction, est déjà un bon pas en avant. Parmi les interventions, on peut notamment relever plusieurs exemples historiques de réalisations mêlant architecture et ingénierie : George Maurios, par exemple, qui a présenté un exposé sur Le Corbusier. L'architecte-ingénieur français, Mark Mimram, a, quant à lui, présenté ses projets, et Pierre von Meiss nous a entretenu de la gravité.*

*Peut-être peut-on regretter le nombre limité d'exposés présentant des recherches approfondies par rapport à ceux, plus nombreux, exprimant des opinions personnelles qui rejoignent, dans leurs grandes lignes, des débats bien connus sur des sujets généraux.*

*La conférence de Plymouth fut néanmoins l'occasion de jeter des ponts entre l'enseignement de l'ingénierie et celle de l'architecture, et d'œuvrer à une plus grande compréhension mutuelle : si les points de vue sur le processus de la construction sont différents, ils portent en fin de compte toujours sur le même processus. \**

– Anne-Catrin SCHULTZ

## (Un)Weaving the Cloth

Report on the IASTE Sixth International Conference in Cairo/Egypt

15-19 December 1998

The sixth biannual conference of the International Association for the Study of Traditional Environments (IASTE) was held in Cairo, Egypt. The hefty theme of the conference was "Manufacturing Heritage and Consuming Tradition: Development, Preservation and Tourism in the Age of Globalization."

In his introduction organizer Nezar AlSayyad of the University of California at Berkeley spoke of woven cloth as an apt metaphor for understanding the relationship between tradition and development in the built environment. The horizontal strands may represent the "timelessness" associated with tradition while the vertical strands represent the linear, "progressive" understanding of time in development. He evoked Kevin Lynch's question, "What Time is this Place?" which, he suggested, could be inverted to "what place is this time?" As befits an interdisciplinary conference, topics ranged considerably, although many sessions focused on the Middle East. Despite the fact that most of the participants were from architecture, we shared an enlarged view of the terrain (and responsibilities) of the discipline. In particular, as historian Dell Upton noted, questions of authenticity – i.e. when is a place, culture or artifact "authentic"? when is it not? who has the power (political, economic, intellectual) to decide? – these questions pervaded many of the paper presentations and discussions. Topics ranged from explanations of the political economy of tourism, to critiques of development along Egypt's Mediterranean coast and Israeli-run "Bedouin" markets in the Negev, to appreciations of country singer "homeplaces" – actual or recreated – in Tennessee (e.g. Dollywood) and the "amphibian structures" of fishing piers on France's Atlantic coast.

Plenary speakers included anthropologist Nelson Graburn who described processes through which individuals learn their heritage. Architectural historian Stanford Anderson spoke about memory as inscribed in vernacular monuments. In a plenary session focused on Egypt, Derek Gregory explored continuities between the practices of colonial Victorian tourists in Egypt and those of today, while Timothy Mitchell critiqued the difficult contexts within which Hassan Fathy attempted (and failed) to build a "new" vernacular settlement at New Gurna.

Enlightening closing remarks were provided by sociologist Janet Abu-Lughod who noted the persistence of the theme of inequality throughout the conference. She observed that the term "globalization" was more commonly invoked as an object of derision rather than as an object of analysis. She urged us to continue to focus on the larger hegemonic political and economic forces behind the development of tourism and its impact on traditional environments. These observations resonated with the knowledge that as we were gathered in Cairo United States air strikes were underway in Iraq.

Additional irony was provided as the group, assembled from around the globe, participated in a tour of the pyramids at Giza and other sites of ancient Egypt. Draped with cameras, we zoomed around in big buses and heartily employed the touristic gaze.

It was announced that the next IASTE conference, in 2000, will be either in Bari or Bali. •

—June WILLIAMSON,  
University of Utah/USA

## Education changing?

Letter to the Editor

In addition to Anne-Catrin Schultz's contribution in the NEWS SHEETS 52, I want to point out some more issues which seem to be important in future architectural and planning education. I think we are facing three main developments that will affect professional life very strongly:

The first development is the necessary amplification of the professional field in order to avoid the overtaking of architects' work by other professions. I will not go for that topic, first, because this seems to be a problem that can be solved in education by intelligent curricula, which at last consider the fact, that only a very small percentage of students will become the classical "designing architect." Secondly it was already pointed out by Anne-Catrin and I agree with what she said with one exception: I don't think it is necessary "to encourage students to master a particular skill to a high degree" and I will point out later why not.

The second development concerns cultural and social changes: "Europe of 21st century is a Europe of cultural, religious and ethnic variety, of minorities and migrants" (Dr. Elizabeth Mezulianik, councilor of the city senate (Obersenatsräthin) in Vienna). This means that there will be increasing conflicts between ethnic groups, mentalities, rich and poor. The influence of this development on planning is more subtle, and it is not so easy to react to it. But as it is human beings we are planning for we will be forced to look closely to the new type of "de-nationalized" (Prof. Saskia Sassen, University of Chicago) society.

The third development refers to personal life. As described by Richard Sennett in his book "The Corrosion of Charakter" the course of one's life will no longer be straight-line. People will not work in the same city, at the same company, in the same field of profession and even not in the same profession for all their lives. So what do these developments mean for architectural / planning education? As it is impossible to provide an education that covers all possible needs of knowledge architectural education cannot consist of mere imparting of knowledge. Of course a profound knowledge is indispensable, but it should be given in a general sense, not in particular skills that will be very soon outdated because of fast technical and social development. A profound knowledge of architecture and its complexity is the base for the flexibility

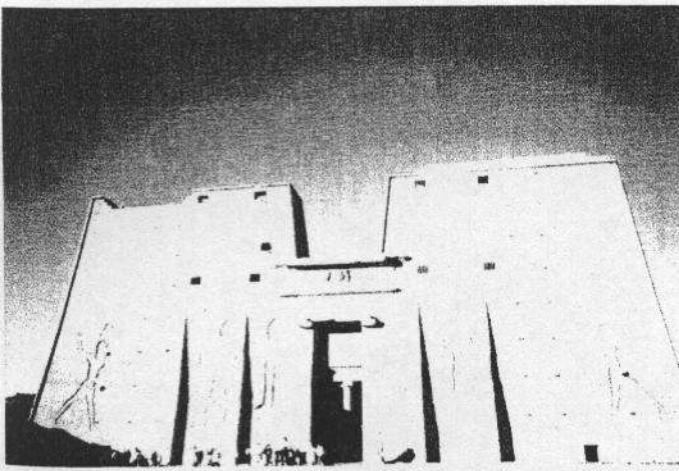
and the ability of judgement these professional changes require.

However, I think, as important as knowledge is the evolution of one's own attitude towards life in a world of decreasing values of life. Therefore the main aim in education (also in school) should be to help students to become open-minded, independent, responsible, self-confident and self-conscious. These attributes will be necessary on the one hand for not getting lost in their courses of life full of detours and radical changes concerning all aspects of life. On the other hand it will be indispensable for coping with all the changing and widespread professional tasks.

I think this should influence the manner of teaching in the following way: The first phase of the studies in university should provide the imparting of knowledge and "handicraft skills." Of course design must remain an important part, because all the fields of the profession deal with design in one or the other way. But it is not necessary to form all students to star designers, they should just be able to understand and to comment design. There should also be a shift to social concerns because of the above mentioned changes in Europe it is very probable that tasks will change from big, spectacular projects to more elementary needs due to decreasing prosperity. In this first phase teachers should take intensive care of the students in order to give them a base for being self-assured and prepared to explore their own abilities and the wide field of architecture. The second phase should provide space for this exploration on their own, because studying offers the unique chance of experiment and development in a still (more or less) sheltered environment. This means students should be encouraged to work independently, to make their own choices and decisions and to find their own way instead of following strict prescriptions and rules. To study abroad is of course a very good contribution to the students' personal and professional skill, it will enable them to work in other countries (which might become necessary), and it will also help them to understand social differences.

Unfortunately the regulations given by the German government lead to the opposite way: They are trying to "slim" academic education, leaving no more space for a broad and humanistic development, which in my opinion will sooner or later cause a disaster. •

—Isa BAUMGART,  
University of Hannover/Germany



Temple of Horus at Edfu

**Terra 2000**

Call for Papers

Torquay, UK, 11-13 May 2000

International interest in the study and conservation of earthen architecture has been growing steadily since the first international conference on the subject was held more than twenty five years ago. Increasing concern for sustainable development, affordable housing and energy conservation has also heightened interest in the use of earth for new construction in many parts of the world. Building on the results of previous conferences, Terra 2000 aims to provide an international forum for the exchange of new ideas and developments which will ensure the survival of the earthen architectural tradition into the next century. The conference also affords an opportunity to share the wealth of earth construction in the British Isles, from dramatic prehistoric fortifications to more modest dwellings and rural complexes.

**Venue**

The conference will be held in Torquay on the southwest coast known as the English Riviera. Torquay provides excellent conference facilities, is easily accessible for international delegates, and is located in a region which contains England's largest collection of earth buildings

**Themes**

Contributions are invited in the following subject areas:  
archaeological monuments and sites  
– materials and craftsmanship  
– conservation, repair and maintenance

- continuity of tradition: new earth building
  - political, legal, and economic context;
  - promotion and consciousness-raising
- Each theme will be chaired by an international expert. Accepted papers will be presented by their authors.

**Pre-Prints**

All accepted papers will be published in conference pre-prints which will be available to delegates at the time of registration. Papers will be published in the submitted language with translated abstracts.

**Timetable**

15 July 1999

Final date for receipt of abstracts

15 Sept 1999

Notification of acceptance of abstracts

15 Dec 1999

Submission of final papers

**Information**

Denise Horne, Conference Secretariat:

Terra 2000

Centre for Earthen Architecture

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Faculty of Technology

Drake Circus

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England, UK

fax ++44/1752.233310  
terra2000@plymouth.ac.uk

**SIGraDI (Sociedad Iberoamericana de Gráfica Digital) 1999**

Conference Announcement

Universidad de la Republica-School of Architecture

Montevideo/Uruguay, 29 September-1st October 1999

SIGraDI is the largest Latin-American association of computer graphics in design and a sister organization to ACADIA, ECADDE, and CAADRIA. SIGraDI provides the opportunity to people from Latin America and the rest of the world to meet and share their knowledge and experiences.

The previous two SIGraDI conferences done in Argentina (Buenos Aires 1997 and Mar del Plata 1998) were a success and began to build an important academic platform that strengthens and helps to generate new knowledge in computer aided teaching, research and design. The coming congress will continue to support this goal.

Work will be presented in the broad subject of digital technologies ranging from theoretical reflections to CAD impacts in architectural curriculum and pedagogy, network applications and implications in design research and practice, computer graphics in related fields (industrial design, graphic design, landscape architecture, planning and urbanism etc.), digital historical preservation, etc.

**information**

For more information about the SIGraDI'99 Conference, please visit the web site:

<http://www.farq.edu.uy/sigradi/ingles.htm>

or contact Conference Chair:

Professor Marcelo Paysee  
[paysse@farq.edu.uy](mailto:paysse@farq.edu.uy)

or SIGraDI representative

Professor Julio Bermudez  
[bermudez@arch.utah.edu](mailto:bermudez@arch.utah.edu).

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**Digital Creativity**

Symposium at the University of Greenwich, London, UK 13.-15 January 2000

The aim of this Symposium is to discuss the integration of digital technology within the design and formation of the spaces we inhabit. the symposium will bring together academics, practitioners, researchers and students of architecture, urban design, planning, landscape, construction management, computer science and artificial intelligence.

The Symposium will primarily involve parallel presentations of papers at seven Focus Symposia. Approaches to creative design and the involvement of computers in the context of the environment will be debated through discussions, seminars and workshops, reviewing the role of computers in the exploration, communication and teaching of design ideas.

An internationally distinguished group of professionals and academics will generate stimulation for debate both as keynote speakers and chairs of the focus symposia.

- The impact of digital technology on the professions of the built environment
- Computers and the urban environment

**information**

[www.gre.ac.uk/eds/Greenwich2000](http://www.gre.ac.uk/eds/Greenwich2000)  
Greenwich2000@gre.ac.uk  
Sympap@gre.ac.uk

## "Inside Density": Means and Meanings for Architecture and the City

International Conference in Brussels/ Belgium, November 1999

Architecture, urbanity and density are strongly entangled. In the Ten Books on Architecture, Vitruvius considers the act of making a clearing in the dense woods to be humanity's very first expression of architecture. In the course of history density, as opposed to natural voids, became one of the main characteristics of the urban. As both a cultural condition initiated by continuing demographic expansion, and an architectural reality - the congested urban tissue - density has been thought of as highly interwoven with the ongoing processes of urbanisation. In more recent history this binary understanding of density has been supplemented with models of more moderate realities such as urban sprawl. Nevertheless the dense city remains an important architectural ideal. In current debates, the Walled City of Kowloon has become emblematic for a vast theoretical interest in "hyperdensity."

Referring to a metropolitan condition, some theoreticians put forward density as a concept that blurs traditional architectural categories such as composition, scale and transparency. As such, they question the nature of architecture and explore the dense layers of ideas underlying it. At the same time, other theoretical models emphasize the qualities of more moderate densities.

On a more pragmatic level, density is also used as an instrumental design device. Architects take the concept of density, mostly understood as programmatic congestion and complexity or as a physical characteristic, as a starting-point for their projects. In recent town planning, the control of density emerges as a design strategy for

transforming, organizing and especially ordering the existing urban sprawl. The different strategies employed relate density to questions of high-rise versus low-rise, centralisation versus decentralisation, sprawl versus concentration.

Density may stimulate the invention of new building types, the rethinking of the limits between architecture and town planning.

As a historical, theoretical and strategic category, density touches upon matters central to architecture. It is situated in the field of tension between order and chaos, tradition and the new, object and context, theory and practice, the suburban and the metropolitan. It calls for a reconsideration of architecture as a theoretical discipline and as a practice.

### information

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### About NeTHCA

NeTHCA is a network of individuals and institutions active in the field of architecture, its history, theory, and criticism. NeTHCA was founded 1998 by a group of scholars, educators and professionals, most of whom work in architectural schools in Belgium.

## Industrial Regions—Regional strategies and local action towards sustainability

ISOCARP (International Society of City and Regional Planners) Workshop  
Gelsenkirchen/Germany, 17-20 September 2000

Industrial regions have been the mainspring of the modern world. They have generated the wealth from which the knowledge society has grown. Although generations have spent lifetimes creating them they now present problems to today's society.

And yet there are many aspects of the planning and development of older industrial regions which have endured and remain valuable. They have lessons to teach a modern world that is searching to interpret the meaning of sustainability. There is much to be learned about the reuse of land and buildings and the recovery of degraded environments.

The approach required calls for regional policies and programmes and integrated local action. The Ruhr area has undergone a transformation over the last decade with much of the activity being focussed on the Emscher Park IBA, a unique planning and environmental initiative which will draw to a close in 1999.

Isocarp will draw on the Ruhr's wealth of experience as a basis for its 1999 Congress. The Congress will seek to give real meaning to the concept of Sustainability as it applies to Industrial Regions. The approach will be to focus the Workshop Programme on the key components of a sustainable future and

to then integrate the outcome through Plenary debate.

This investigative approach requires a team of Rapporteurs that will question and probe and Workshop contributors and participants that will respond imaginatively from their own experience.

### Workshop Programme

workshop 1: Urban quarters.

workshop 2: City and town centres and transportation networks

workshop 3: Industrial areas

workshop 4: Green networks

Whilst each of the Workshops will explore the regional and local dimensions of their topics the intention is to have a unifying Plenary Workshop Session where the Congress as a whole will focus on the integration of the key components of strategies in industrial regions, including their programming, management and financing.

### information

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## New York, Chicago, Los Angeles Cultures and Representations

Conference Announcement

The University of Birmingham, United Kingdom, September 3-4, 1999

This interdisciplinary conference will bring together scholars and artists developing pioneering work on American urbanism. The conference will foster lively critical debate about the nature of urban form, about theoretical modes of studying urban culture, and about the impact of new multimedia technologies on the study of American cities. It will reflect contemporary innovations in urban study by scholars from cultural studies, in-depth historical analysis of the specific urban cultures of these three American cities, and detailed examination of literary and visual representations of New York, Chicago and Los Angeles from a range of periods.

### information

Requests for registration forms or further details should be directed to Dr. Maria Balshaw, Department of American and Canadian Studies, University of Birmingham, Edgbaston, Birmingham B15 2TT.

tel ++44/121 414 3274

M.J.Balshaw@bham.ac.uk

<http://www.nottingham.ac.uk/3Cities/>

## AAC – Antwerp Architecture Cahiers

The AAC is a bi-annual journal published by the Henry Van de Velde Institute, Higher Institute for Architectural Science. Architecture education is not an activity that takes place behind closed doors, - for most students it is five years of hard work, both theoretical and practical, conceptual and empirical-, but it is a continuous learning process that is open to, and wants to introduce itself to society, the construction industry and the professional world, taking the current developments on a European level into account.

This journal that will be issued twice per academic year was designed from this point of view. The journal mainly wants to play an informative role in the architect landscape. It is aimed at everyone, who is concerned about the quality of architecture, of architectural education and of the position that the Henry van de

Velde Institute would like to take in this. In addition it is also possible that in the future well-defined thematic issues will be composed, that will take advantage of current problematic situations, in particular in Antwerp.

### **Editorial Secretariat and Subscriptions**

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tel ++32/3.231 70 84/85  
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cahiers.hvd@ha.be  
Price per issue: 200 BEF, 5 EURO  
Student rate: 100 BEF, 2,5 EURO  
Annual subscription: 360BEF, 9 EURO  
Student subscription: 200BEF, 5 EURO

## Opportunity For Faculty Exchange

An American professor is seeking an opportunity for faculty exchange in the near future with a colleague in a Western European or UK school of architecture. Minimum duration at least one semester with the potential for up to one year. As a senior design faculty, my responsibilities currently lie within upper level design studios and the History & Theory Architectural Technology and Design, 19th and 20th Century American Architecture. Exchange of residences and transportation open for discussion.

### **Information**

Randy Swanson, Ph.D.,  
Associate Professor,  
College of Architecture, UNC Charlotte,  
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*Un professeur Américain cherche une occasion pour l'échange de faculté dans le près d'avenir avec un collègue dans un Européen Occidental ou UK école d'architecture. La durée minimum au moins un semestre avec le potentiel pour jusqu'à une année. Comme une faculté senior de dessin, mes responsabilités mentent actuellement dans des auditoriums supérieurs de dessin de niveau et L'histoire & Théorie Desein et Technologie Architecturale, 19th et 20th Siècle Architecture Américaine. L'échange de résidences et transport ouvert pour la discussion.*

### **Information**

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## Conference of the Beginning Design Student

School of Architecture,  
Las Vegas/USA,  
16-18 September 1999

The 16th National Conference on the Beginning Design Student will take place Thursday-Saturday, September 16th-18th, at the Luxor Hotel & Casino in Las Vegas, and will be hosted by the School of Architecture at UNLV. The conference will include refereed paper presentations, an exhibition, Michael Benedikt of the University of Texas at Austin and Peter Waldman of the University of Virginia as co-keynote speakers, a welcoming address by author/cultural critic and UNLV art professor Dave Hickey, as well as other special guests and activities. An air tour of the Grand Canyon, a cultural tour of

the Las Vegas Strip by UNLV history professor Hal Rothman, and a tour of Hoover Dam are available as optional activities on Sunday, the 19th. Registration forms are now available; to not incur a late penalty they should be returned by July 29th.

### **Information**

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## Rebuild-The Cities of Tomorrow

Barcelona/Spain  
4-6 October 1999

The Industrial Revolution transformed the cities of the 19th Century. Sustainability could transform ours just as radically in the 21st Century, but a great deal more beneficially.

The shaping of the cities of the 21st century will be discussed by Community administrators, urban planners, architects, engineers, building contractors, municipal development specialists and experts on energy from European and non-European countries on the occasion of the 3rd Conference "REBUILD – the Cities of Tomorrow", to be held from 4 to 6 October 1999, in Barcelona.

Major topics of the conference will include urban energy planning, protection of cultural heritage in building restoration and construction, sustainable mobility and integration of renewable energies in urban planning.

During the three days in Barcelona strategies and technologies for the sustainable development of the urban environment from a global, innovative and resource-saving viewpoint will be

presented. Focus will be on economic, clean, effective and sustainable recovery, renovation and construction, in particular for the protection of the cultural heritage. Barcelona, offering an artistic and monumental heritage unique in the world, was chosen as the site of this conference as it joins together past and future, tradition and modernity.

The Conference Chairman is Prof. J. Owen Lewis from the School of Architecture in University College Dublin. Qualified as an architect and building services engineer, he has practised and lectured in several European Member States as well as in Zambia, Jordan or the U.S.A. and he was co-ordinator of a number of energy research and dissemination activities of the European Commission.

### **Information**

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## New eCAADe List server

eCAADe created a listserver for general communication aims. It is available and administered by the University of Strathclyde.

For subscription go to:

<http://www.ecaade.org/listserv.html>

**New members accepted****Member schools**

*Institut d'Architecture et de Construction d'Erevan  
Terian, 105  
375009 Erevan  
REPUBLIQUE D'ARMENIE*

*School of Art, Architecture and Design  
Leeds Metropolitan University  
Brunswick Building  
Leeds LS2 8BU/UK*

*École d'ingénieurs de Genève  
4, Rue de la Prairie  
CH-1202 Genève/SWITZERLAND*

*School of Architecture  
Edinburgh College of Art  
Lauriston Place  
Edinburgh EH3 9DF/UK*

*Universidade Moderna Setubal  
Departamento de Arquitectura  
Estrada das Machadas de Cima  
P-2900 Setubal/PORTUGAL*

*Faculty of Architecture  
University of Catania  
Via Cairoli, 20  
I-96100 Siracusa/ITALY*

*University of Architecture and Civil Engineering  
Faculty of Architecture  
1, Christo Smirneski BLVD  
1421 Sofia /BULGARIA*

*Welsh School of Architecture  
Cardiff University  
Bute Building  
King Edward VII Avenue  
UK-CARDIFF WALES CF1 3NB/UK*

*University of Ljubljana  
Faculty of Architecture  
Zoisova 12  
1000 Ljubljana/SLOVENIA*

*University of Belgrade  
Faculty of Architecture  
YUGOSLAVIA*

**Individual Members:**

*Shig Chih-Ming  
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*Maguolo Michela  
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**EAAE Awards to Russian Schools of Architecture**

The EAAE awarded eight prizes to the winning contesting schemes at the International Review-Competition of the Best Diploma Projects Specialized in Architecture and Design at St Petersburg, 20-26 September 1998. The winning Schools are:

- Moscow Architectural Institute, Moscow, Russia
- Samara State Architectural-Engineering Academy, Samara, Russia
- Nijni Novgorod State Architectural-Engineering Academy, Nijni Novgorod, Russia
- Kazakhskaja State Architectural-Engineering Academy, Alma -Ata, Kazakhstan.
- Saratov State Technical University, Saratov Russia.
- Ural State Architectural-Art Academy, Ekatherinburg, Russia.
- Khabarovsk State Technical University, Khabarovsk, Russia.
- Vologda Politechnic Institute, Vologda, Russia.

The EAAE Council congratulates the above Schools and offers them a year free subscription to the Association.

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**New Council member**

The EAAE Council carefully considered the applications that followed the call for a new Council Member from Great Britain. The Council suggested to the Assembly Mrs Wendy Potts, Head of School, School of Architecture, University of Portsmouth, UK. The Assembly approved the suggestion. On behalf of the EAAE Council I would like to congratulate Wendy Potts on her election and look forward to a fruitful collaboration.

—Constantin SPYRIDONIDIS

**EAAE Calender**  
**AEEA Calendrier**

1999

11 - 13 11	<b>Ethics in Architecture: Architectural Education in the Epoch of Virtuality</b> 34th EAAE Workshop in Aarhus/Denmark, Aarhus School of Architecture	<b>Style et Maniére dans l'Enseignement d'Architecture</b> 34ième AEEA Séminaire à Aarhus/Denmark
04 - 08 09	<b>2nd Meeting of Heads of European Schools of Architecture</b> Chania/Greece	<b>2ième rencontre des directeurs d'écoles d'architecture européennes</b> Chania / Grèce

2000

04 -08 07	<b>2nd EAAE/ARCC (Architectural Research Centers Consortium) Conference</b> Paris and La Tourette/France	<b>2ème EAAE/ARCC (Architectural Research Centers Consortium) Conference</b> Paris et La Tourette/France
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**EAAE News Sheet**

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**Contributions to EAAE News Sheet**  
**Contributions AEEA 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 email enclosure. Deadlines are announced in the News Sheets.\*

*Des contributions au News Sheet sont toujours bien vues. Elles doivent être envoyées à l'éditeur, qui décidera de leur publication. Contributions d'intérêt sont les suivants: rapports des conférences, événements à venir, offre de postes ouvertes, et d'autres nouvelles en bref sur la formation architecturale. Les critères à suivre sont: Les textes doivent être en Français et en Anglais, en forme d'un document de texte non formaté, qui peut être attaché à un e-mail ou être envoyé en forme d'une disquette. Les dates limites sont publiées dans le News Sheets. \**

**NEWS SHEET deadlines**

#55 (B3.1999), august/août 01/99  
#56 (B1.2000), dec/déc 01/99