

Reports/Rapports

Report: Ethics in Architecture – Architecture Education in the Age of Virtuality

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

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

34ème atelier de l'AEEA à Aarhus/Danemark, 11–13 Novembre 1999

From November 11th-13th, 1999, the 34th EAAE Workshop, entitled Ethics in Architecture: Architectural Education in the Epoch of Virtuality took place at the Aarhus School of Architecture (DK). Approx. 50 representatives from schools of architecture in the U.S.A., England, Scotland, Portugal, Spain, Greece, France; the Netherlands, Belgium, Poland, Turkey, Sweden, Norway and Denmark participated in the workshop. One of many issues in relation to ethics discussed at the workshop being the discussion of unequal access to information in the age of information and communication technology, for future reference, it might be worth noticing that a major part of the participants in the workshop represented either the top or the bottom of the hierarchy in academia and administration. A guess concerning the reason for this would be that information, printed on paper, needs copying for its wider distribution, whilst information on the Internet basically is open access information, a fact, the awareness of which (still) appears to find the majority of its representatives amongst members of the younger generation. One might label this a generation gap – another gap is the (still) prevailing gap between the economies of schools of architecture (as well as in societies in general) in Western Europe, and those in Eastern Europe, resulting in a very limited representation from the latter. A bridging of this gap appears to be a question of ethical dimensions – admittedly a question which was neither

Le 34ème atelier de l'AEEA, intitulé «l'éthique en architecture: l'enseignement de l'architecture à l'ère virtuelle», s'est déroulé du 11 au 13 novembre 1999 à l'école d'architecture d'Aarhus (Danemark). Il a regroupé une cinquantaine de représentants d'écoles d'architecture venus des U.S.A., d'Angleterre, d'Ecosse, du Portugal, d'Espagne, de Grèce, de France, des Pays-Bas, de Belgique, de Pologne, de Turquie, de Suède, de Norvège et du Danemark. L'un des nombreux sujets liés à l'éthique abordés au cours de l'atelier étant la question de l'inégalité d'accès à l'information à l'époque des technologies de l'information et de la communication, il serait peut-être bon de noter pour l'avenir que la majeure partie des participants représentaient soit le sommet, soit la base de la hiérarchie académique ou administrative. Ceci pourrait peut-être s'expliquer par le fait que l'information imprimée sur papier doit être photocopiée pour être diffusée plus largement, tandis que celle sur Internet est fondamentalement de l'information en libre accès. Or, il semblerait que ce soit (encore) surtout les membres de la jeune génération qui aient conscience de cette réalité. On pourrait parler ici de fossé intergénérationnel. Il en est un autre: celui qui sépare (encore) les écoles d'architecture d'Europe de l'Ouest de celles d'Europe de l'Est; leur différence de moyens reflétant le fossé qui sépare leur société respective dans leur ensemble. Cela explique la très faible représentation européenne. Combler ce fossé semble être une question aux dimensions éthiques – question qui, il faut le reconnaître, n'a jamais été débattue, ni a



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editor/editrice

Anne-Catrin Schultz

editorial assistance

Robert Clocker
Thomas Fütterer

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discussed, nor answered precursory the 34th EAAE Workshop in Aarhus.

The Theme

In their choice of theme of the workshop, the organizers from the Aarhus School of Architecture implied a recognition of architecture and urban planning as a materialization of ethics, as well as a recognition of the influence of new technologies in society in general, as well as in education in, and fabrication of architecture. Fragmentation appears to be a key issue at the workshop, discussed in the keynote lecture by Dalibor Vesely, Cambridge, as well as in this attempt to describe the subject matter of the workshop. Even so: The dissolution of society in its classical, norm applicable (as well as deplorable) sense already being well on its way, and furthermore challenged by access to a hitherto unknown quantity of, and complexity in the data that constitute the context of any architectural plan or object, an increasing awareness of the ethical aspects involved in any architect; urban planner, and/or educator's choice, as well as action, appears to become an augmenting issue. Furthermore, the Information Age, characterized by mobility and globalization, might very well see – amongst others – the meaning of the term local cease to limit its application to geographically definable entities, by extending its meaning and relevance to include non geographically definable subcultures or networks, created and defined by the individuals present at any given time (the term presence no longer necessarily referring to a physical phenomenon). The character and measurability of known parameters radically changing, the ethics applied to the creation of any architectural plan or object appears to be increasingly conditioned by the choices of the individual architect or urban planner. Yet, recognizing that architecture and urban planning are still (literally) taking place in tangible space, and accepting architecture and urban planning as potentially a sort of cast of the social, furthermore assuming that the social contract of the architect or urban planner (still) is to bridge the gap between individuality/locality, as well as globality, ethical dimensions in process and product are implied, the definition and educational consequences of which it was the aim of the workshop to discuss.

Leaving the Ivory Tower

The potential of participation and engagement – the architect's in social, economical and political issues, as well as the user's in architecture and urban planning – were discussed in papers, as fragments of an answer to the challenges of the

increasing individualization in architecture, as well as generally speaking, as a means of forming and educating societies, proposing an architecture, that would potentially strengthen an awareness of collective responsibilities. Obviously focusing on the positive aspects on the other side of the coin, and basing his keynote lecture on the liberating potential in the crumbling hegemony of known hierarchies and power structures, Ole Bouman, editor-in-chief of Archis (NL), presented a vision of a new architecture, which might be called "architecture on demand" (Bouman, Ole. "Quick Space in Real Time. Conclusion: Architecture on Demand", Archis no. 10, 1998, pp. 77-79), made optional by new technologies. Proposing an architecture, defined by the scaling, structuring and editing/directing of user's possibilities, Ole Bouman discussed the consequential aspects involved in architectural discourse, education, as well as in the fabrication of this new architecture. As such, Ole Bouman illuminated the discussion of an optional, future role of the architect, suggesting the architect as director of experiences, pre-programmed, but optionally individually variable. Daring to put forward a vision (a half-way materialized one at that), Ole Bouman proposed one way out of the dilemma of increasing individuality/decreasing sociality (in its known form), by showing a version of an architectural materialization, conceived and equipped to meet the architectural challenges from societies, defined by and representing, ad hoc, the individuals present.

Further illuminating a discussion of the end product of the education, an optional present, as well as future role of the architect was personalized in yet another keynote speaker, Joost Meuwissen, of ONE ARCHITECTURE, Amsterdam. Founder and editor of Wiederhall, educator, writer, co-founder of and -partner in the office of ONE ARCHITECTURE, Joost Meuwissen's activities bridge thinking and doing, a professional quality, the execution of which appears to be a prerogative, fought for and regained by a growing minority of professionals. A further strengthening of the development of these broad qualifications in the education of architects and urban planners appears to be a precondition for a strengthened awareness of ethical aspects, involved in the fabrication of architecture.

Ethics Applied

Philippe Boudon, La Villette/L.A.R.E.A., in his keynote lecture made a strong effort to add precision to the terminology used in the workshop, to create a firm base for discussions from the view of architecturology. Being an assembly of

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fortiori résolue, avant le 34ème atelier de l'AEEA à Aarhus.

Le thème

Dans leur choix du thème de l'atelier, les organisateurs de l'école d'architecture d'Aarhus reconnaissaient implicitement que l'architecture et l'urbanisme sont des matérialisations de l'éthique, et que les nouvelles technologies influencent non seulement la société en général, mais aussi l'enseignement et la fabrication de l'architecture. La fragmentation se révèle être ici une question fondamentale: elle le fut au cours de l'atelier, lorsqu'elle fut abordée par Dalibor Vesely (Cambridge); elle l'est encore maintenant, dans cette tentative de description du thème de l'atelier.

Quoiqu'il en soit, étant donné la dissolution en progrès constant de la société dans son sens classique – à laquelle des normes s'appliquent (et se désappliquent) – et le défi que représente l'accès à une quantité jusqu'alors inconnue de données complexes qui constituent le contexte de n'importe quel plan ou objet architectural, la prise de conscience croissante des aspects éthiques impliqués dans n'importe quel choix ou action de l'architecte, de l'urbaniste, et/ou de l'enseignant, semble devenir un thème de plus en plus important. De plus, l'Ère de l'Information, caractérisée par la mobilité et la mondialisation, pourrait très bien, entre autres, voir la signification du terme local ne plus s'appliquer uniquement à des entités géographiquement définissables, mais s'étendre – et étendre sa pertinence – pour inclure des souscultures ou des réseaux non définissables géographiquement, créés et définis par les individus présents à un moment donné (le terme présence ne faisant plus nécessairement référence à un phénomène physique). Le caractère et la mesurabilité de paramètres connus se modifient radicalement, l'éthique appliquée à la création de n'importe quel plan ou objet architectural semble être de plus en plus conditionnée par les choix individuels de l'architecte ou de l'urbaniste. Toutefois, reconnaissant que l'architecture et l'urbanisme s'inscrivent encore (littéralement) dans l'espace tangible, et admettant qu'ils sont – potentiellement – une sorte de moulage de la société, supposant en outre que le contrat social de l'architecte ou de l'urbaniste est (toujours) de combler le fossé entre l'individualité et la 'localité', et la 'mondialité', le processus et le produit impliquent bien des dimensions éthiques. C'est la définition de ces dimensions éthiques et leurs conséquences pour l'enseignement que l'atelier s'est proposé de discuter.

Quitter la tour d'ivoire

Le potentiel de participation et d'engagement – celui de l'architecte dans les questions sociales, économiques et politiques, tout comme celui de

l'utilisateur en architecture et en urbanisme – a été abordé par plusieurs intervenants, comme autant de fragments de réponse aux défis de l'individualisation croissante en architecture et, en général, en tant que moyen de former et d'éduquer les sociétés, en proposant une architecture susceptible de renforcer la prise de conscience des responsabilités collectives. S'intéressant manifestement en priorité aux aspects positifs du revers de la médaille, et fondant sa conférence sur le potentiel libérateur surgissant de l'effondrement de l'hégémonie des hiérarchies et des structures de pouvoir connues, Ole Bouman, rédacteur en chef d'Archis (Pays-Bas), a présenté sa vision d'une nouvelle architecture, que l'on pourrait qualifier «d'architecture sur demande», rendue optionnelle par les nouvelles technologies. Proposant une architecture où il s'agit de «représenter à l'échelle», structurer et préparer/diriger les possibilités de l'utilisateur, Ole Bouman a abordé les répercussions du discours architectural, de son enseignement, ainsi que de la fabrication de cette nouvelle architecture. Ce faisant, il a éclairé les discussions portant sur un rôle futur, optionnel, de l'architecte, en suggérant un architecte directeur d'expériences, préprogrammées mais optionnellement variables individuellement. Osant mettre en avant une vision (d'ailleurs à moitié matérialisée), Ole Bouman a proposé une issue pour sortir du dilemme individualité croissante/ socialité décroissante (dans sa forme connue), en exposant une version de matérialisation architecturale, conçue et équipée pour faire face aux défis architecturaux posés par les sociétés, définie par et représentant, ad hoc, les individus présents.

Eclairant plus avant ce débat portant sur le produit final de l'enseignement, un autre conférencier, Joost Meuwissen (ONE ARCHITECTURE, Amsterdam), a lui aussi présenté un rôle optionnel présent et futur de l'architecte. Joost Meuwissen est fondateur et directeur de Wiederhall, enseignant, Écrivain, cofondateur et partenaire au sein du bureau ONE ARCHITECTURE. Ses activités font donc le lien entre la pensée et l'action, une qualité professionnelle dont l'exercice semble être une prérogative qu'une minorité croissante d'architectes et d'urbanistes se sont réappropriée de haute lutte. Poursuivre et intensifier le développement de ces qualifications dans la formation des architectes et des urbanistes semble être une condition préalable à une prise de conscience plus aiguë des dimensions éthiques impliquées dans la fabrication d'architecture.

Application de l'éthique

Au cours de sa conférence, Philippe Boudon (La Villette/L.A.R.E.A.) s'attacha à préciser la terminologie utilisée au cours de l'atelier, afin de donner une base solide aux débats d'un point de vue architecturologique. L'assemblée étant composée



Illustrations

Fig.1 (top to bottom)

Left to right: Ada Kwiatkowska, Faculty of Architecture, Wroclaw University of Technology; Emel Aközer, Dep. of Architecture, Middle East Technical University, Ankara; Elspeth Hamilton, Oxford Brookes School of Architecture.

Fig.2

Left to right: Edwin S. Brierley, School of Architecture, De Montfort University, Leicester; Joergen Dehs, the Aarhus School of Architecture; Bob Fowles, the Welsh School of Architecture, Cardiff University; Philippe Boudon, L.A.R.E.A., Paris.

Fig.3

Left to right: Karen Olesen, the Aarhus School of Architecture; David Porter, the School of Architecture of the Prince's Foundation, London.

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architects/educators, the majority of which are still generalists, before specialists, and therefore reluctant to dismiss the nuances that make a whole, the workshop saw a broad variety of "houses" raise from within, as well as outside that base, the thorough construction of which depended on a closer scrutiny than was possible at the workshop. Thus, as the materialization of one ethical standpoint in architecture, the keynote speech, presented by Jean Philippe Vassal, on the work of Lacaton & Vassal, Bordeaux, came in as no less than a revelation: Never pretending to be anything but simple, straightforward, individual, yet not individualized answers to a number of the numerous challenges, which surrounds us as architects and urban planners, the work, or rather, the acts of (and in) architecture, presented by the office of Lacaton & Vassal, brought grateful smiles to everyone's faces. Ethos defined by Philippe Boudon as "the acting of a person speaking or writing in correspondence with his or her speech or writing, therefore in a trustworthy manner", by the mere gesture of making action in architecture both the object, and subject matter of his speech, Jean Philippe Vassal appeared at the workshop as Ethos personified, the work of Lacaton & Vassal as one version of Ethos materialized.

The enthusiasm aroused by Jean Philippe Vassal's lecture, from enjoying the privilege of witnessing ethics materialize in architecture so seemingly unconstrained and, therefore, beautifully in the work of Lacaton & Vassal, appeared to be able to carry on its wings the transformation of the discussions of the workshop into immediate action. In workshop discussions, in the general grasping for handles and tools to support this effort, one measurable, and increasingly problematic consequence of our presence in the world – as human beings, but in particular as architects/educators, with an immense responsibility towards our own, but also of creating an awareness in our students of their use of collective resources, the ethical aspects of resource-consumption in relation to architecture appeared to be an unavoidable issue. It only appeared so in the name of objectivity, it would only be fair to mention, that some participants phrased the opinion, that the attempt to include a discussion of sustainability in relation to architecture in the workshop, as well as in the architectural discourse in general, should be dismissed as representing "just another trend."

New Technologies, New Qualifications

On the organizer's request, papers presented generally focused on the operational consequences in relation to the education. It seems worth mentioning, that the papers discussing new technology in relation to architecture all

represented what Ole Bouman would call the "third attitude possible" (Bouman, Ole. "Quick Space in Real Time, part 1: Technology as a Question of Mentality", Archis no. 4, 1998, pp. 53-55), thoroughly accepting, yet critically examining the potential of new technologies in architecture, as well as in education. One aspect, introduced in discussions, being the existing qualification-demands and merit systems in academia, and the challenge from resourceful students, who are far more experienced networkers than faculty are required to be, left participants suspecting a conflict, the handling of which the workshop recognized as a challenge to be met in education, but an answer to which was only fragmentarily formulated in papers presented. Even so, it was generally recognized that walls and boundaries, between disciplines and professions, between institutionally recognized and non recognized skills, are crumbling and that a general crowding in secluded corners of the ruin might very well see only seclusion strengthened.

Fragments of a Conclusion

Confronted with a large and complex issue – and the organizer's declared aim to keep the workshop a workshop, not primarily a paper presentation occasion – keynote speeches and papers presented possible answers to generally welldefined fragments of the overall theme. In the epoch of virtuality, which is also the age of fragmentation, by virtue, neither key-note speeches; papers, nor discussions at the workshop intended, nor pretended to be the answer to any of the numerous issues raised by the workshop's theme. Seeing acceleration politically generally accepted as the precondition for the survival of the welfare states in Western Europe, the workshop formed a welcome break, to listen, think, and to discuss ethics in architecture, the aim of which, it was generally agreed, is not only to quantify, but also to qualify survival. As a sort of conclusion from the workshop it might be said, that stimulated by the ethical issues raised by, and thought provoking fragments of answers proposed in keynote speeches, as well as paper presentations and discussions, the workshop stressed an awareness of the participants social contract, as architects/educators, as individuals, as well as a profession, towards facing the consequences and challenges from the implementation of new technologies in society in general, in specific in the education of the architects and urban planners, who will be responsible for transforming old, and creating new physical, as well as (possibly) virtual environments in the 21st century. *

Tine NØRGAARD/University of Aarhus

Proceedings

Proceedings from the 34th EAAE Workshop Ethics in Architecture: Architectural Education in the Epoch of Virtuality will be available March 1st, from the

Aarhus School of Architecture,
Noerreport 20
DK-8000 Aarhus C
tel +45 8933 0000
fax +45 8613 0645
aaa@aa-aarhus.dk

or: EAAE
Bâtiment Vinci,
1, Place du Levant
B-1348 Louvain-la-Neuve
tel +32 1045 1558
fax +32 1045 2809
e-mail: aeea@skynet.be

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d'architectes/enseignants dont la plupart, quoique spécialistes, sont toujours avant tout des généralistes, et par conséquent peu enclins à rejeter ces nuances qui forment un tout, l'atelier a vu une grande variété de «groupes» naître tant à l'intérieur, qu'à l'extérieur de cette base, dont la construction exacte dépendrait d'un examen plus minutieux qu'il aurait été possible de faire au cours de l'atelier. Ainsi, telle la matérialisation d'un point de vue éthique en architecture, la conférence de Jean Philippe Vassal sur le travail de Lacaton & Vassal (Bordeaux), apparut comme rien moins qu'une révélation : n'ayant jamais prétendu être autre chose que des réponses simples, directes, individuelles, quoique non individualisées, à quelques uns des nombreux défis qui nous entourent en tant qu'architectes et urbanistes, l'œuvre, ou plutôt, les actes d'architecture (et en architecture), présentés par le bureau de Lacaton & Vassal, ont fait naître des sourires reconnaissants sur tous les visages. L'Ethos est défini par Philippe Boudon comme «l'acte d'une personne qui parle ou écrit en accord avec ses paroles ou ses écrits, donc d'une manière digne de confiance». Par le simple fait de rendre l'action en architecture à la fois l'objet et le sujet de son discours, Jean Philippe Vassal est apparu à l'atelier comme l'Ethos incarné, et l'œuvre de Lacaton & Vassal comme une version matérialisée de l'Ethos.

L'enthousiasme soulevé par la conférence de Jean Philippe Vassal, suscité par le privilège d'être témoin de la matérialisation de l'éthique en architecture de manière apparemment si spontanée et donc si belle dans l'œuvre de Lacaton & Vassal, parut être capable d'emporter sur ses ailes la métamorphose des débats de l'atelier en action immédiate. Au cours de ces débats, dans l'empoignement collectif d'outils destinés à soutenir cet effort, une conséquence mesurable et de plus en plus problématique de notre présence dans le monde se fit jour – présence en tant qu'êtres humains, mais plus particulièrement en tant qu'architectes/enseignants, ayant une responsabilité immense vis-à-vis de notre propre utilisation des ressources collectives, mais également celle de susciter une prise de conscience chez nos étudiants à propos de leur utilisation de celles-ci : les aspects éthiques de la consommation des ressources en relation avec l'architecture parut être un problème inévitable. Quoique, au nom de l'objectivité, il nous faut mentionner le fait que quelques participants ont estimé que la tentative d'inclure un débat sur le caractère durable des ressources en relation à l'architecture dans l'atelier, tout comme dans le discours architectural en général, devrait être écartée comme «simplement représentative d'un autre courant».

Nouvelles technologies, nouvelles compétences

A la demande des organisateurs, les articles présentés se sont généralement focalisés sur les conséquences opérationnelles pour l'enseignement. Cela vaut la peine, semble-t-il, de mentionner que les articles abordant les nouvelles technologies en rapport avec l'architecture représentaient tous ce que Ole Bouman appelleraient la «troisième attitude possible» : ils acceptent entièrement le potentiel des nouvelles technologies en architecture et dans l'enseignement, tout en l'étudiant de manière critique. L'un des aspects abordés au cours des débats fut celui des exigences existantes en matière de qualifications et des régimes du mérite des académies, ainsi que le défi que représentent les étudiants dont l'ingéniosité et l'expérience du travail sur réseau dépassent de loin les exigences posées aux membres du corps enseignant. Les participants ont ressenti cette réalité comme un conflit, un défi à relever par l'enseignement, quoique les articles présentés n'aient apporté qu'une réponse partielle à ce problème. Néanmoins, il fut généralement admis que les murs et les frontières entre disciplines et professions, entre des compétences reconnues institutionnellement et celles qui ne le sont pas, sont en train de s'effondrer – et qu'un entassement général dans des coins isolés des ruines pourrait fort bien avoir pour résultat unique le renforcement de l'isolement.

Fragments d'une conclusion

Face à un problème vaste et complexe – et devant l'objectif déclaré des organisateurs que l'atelier reste un atelier, qu'il ne devienne pas d'abord une occasion de présenter des articles –, les conférences et les contributions ont débattu et proposé des réponses possibles à des fragments généralement bien définis du thème global. A l'ère virtuelle, qui est aussi, de fait, celle de la fragmentation, ni les conférences, ni les contributions, ni les débats n'avaient l'intention, ni ne prétendaient, offrir LA solution à l'une des nombreuses questions soulevées par le thème de l'atelier. Considérant l'accélération généralement acceptée au niveau politique comme étant la condition préalable à la survie des états providence en Europe occidentale, l'atelier a constitué une pause bienvenue, pour écouter, penser, et débattre de l'éthique en architecture, dont l'objectif généralement admis n'est pas seulement de quantifier, mais aussi de qualifier la survie. En guise de conclusion, on pourrait dire que, stimulé par les questions éthiques soulevées par les conférences, et les fragments de réponses invitant à la réflexion proposés dans celles-ci, dans les contributions et les débats, l'atelier a insisté sur la conscience qu'ont les participants, en tant qu'architectes-enseignants, en tant qu'individus, et en tant que profession, de leur contrat social face aux conséquences et aux défis liés à l'introduction des nouvelles technologies dans la société en général, et dans la formation des futurs architectes et

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34 Workshop International AEEA à Aarhus/Denmark
11-13 Novembre 1999

Les actes

Les actes du 34ème Atelier de l'AEEA "L'éthique en architecture: l'enseignement de l'architecture à l'ère virtuelle" seront disponibles dès le 1er mars auprès de l'Ecole d'Architecture d'Aarhus, Noerreport 20

DK-8000 Aarhus C
tél.: +45 8933 0000
fax: +45 8613 0645;
aaa@aa-aarhus.dk,

ou à l'AEEA,
Bati-ment Vinci, 1, Place du Levant,
B-1348 Louvain-la-Neuve,
tél.: +32 1045 1558;
fax: +32 1045 2809;
aeea@skynet.be

Second Meeting of Heads of Schools of Architecture in Europe

Chania, Greece, 4–7 September 1999

The European Association for Architectural Education organised the Second Meeting of Heads of Schools of Architecture in Europe with the title "Current Trends and Visions for Architectural Education in Europe", in Chania, Greece between 4–7 September 1999. The Meeting was hosted once again by the Center for Mediterranean Architecture, under the auspices of the Technical University of Crete, the School of Architecture, Aristotle University of Thessaloniki, and the School of Architecture, Technical University of Athens, Greece. The Meeting was sponsored by "HERACLES" General Cement Company. On Saturday September 4, the Meeting opened with a lecture with the title "Experimental Architectural Education" by Lebbeus Woods.

The Meeting was organised around five sessions. All sessions started with key-note speeches addressed to the delegates by eminent educators on the theme of the respective sessions. The key-note speeches stimulated the two hour parallel workshops attended by the ninety three delegates on the themes in question that followed.

The first session entitled "The School of Architecture and the immediate social, economic and cultural context", started with a presentation of the Program "HERAKLES": Ten Projects for the Greek City or the contribution of the School of Architecture to the urban and architectural reality". The key-note speakers were Dimitris Karidis from Athens, Greece, Cesare Macchi Cassia from Milan, Italy, Dimitris Antonakakis from Athens, Greece, and Manfeld Gerstenfeld from Jerusalem, Israel. During the workshops of this session the discussions dealt with ways and conditions of collaboration between the building industry and Schools of Architecture, as well as the policies to develop collaboration between building industry and architectural education in order to fertilise it and support research in architecture. The two workshops that followed were co-ordinated by Wendy Potts from Portsmouth, United Kingdom, and Herman Neuckermans from Leuven, Belgium.

The second session entitled "Policies and ideologies in Architectural Education at the end of the century" and the key-note speakers were Fernando Ramos from Barcelona, Spain and Akis Didaskalou from Thessaloniki, Greece. During the workshops of this session the discussions dealt with National policies and European perspectives concerning the content and duration of studies in architecture, the policies to support and sustain research and innovation in architecture and

architectural education, as well as the profile of the future teacher and student in architecture: academic versus professional. The workshops were co-ordinated by Jean-François Mabardi from Louvain-La-Neuve, Belgium, and Pierre von Meiss from Lausanne, Switzerland.

The third session entitled "The impact of European directives and the compatibility policies in architectural education" and the key-note speakers were James Horan from Dublin, Ireland and Ebbe Melgaard from Copenhagen, Denmark. During the workshops of this session the discussions dealt with the implementation of educational systems, and the issues of co-ordination, reassessment and adaptation. The impact of compatibility policies on Schools of Architecture was another theme discussed in these workshops. The workshops were co-ordinated by Juahani Katainen from Tampere, Finland and Fernando Ramos from Barcelona, Spain.

The fourth session entitled "General studies in Architecture versus studies for professional specialisation" and the key-note speaker was Chris Cross, from Oxford, United Kingdom. During the workshops of this session the discussions dealt with the managing of a School towards general studies in Architecture or towards studies for professional specialisation. The workshops were co-ordinated by Dimitris Kotsakis from Thessaloniki, Greece and Michael Foster from Essex, United Kingdom.

The fifth session entitled "Managing a School of Architecture" and the key-note speaker was Marvin Malecha, from Raleigh, North Carolina, USA. During the workshop of this session the discussions dealt with the question of the profile of the Head of School in relation to his/her academic and/or managerial abilities. The discussions also included issues related to the mechanisms and initiatives for staff development. The workshop was co-ordinated by Peter Kjaer from Aarhus, Denmark.

The closing plenary session included an overall discussion on the themes tackled and concluded with a motion signed by all participants. *

Constantin SPIRIDONIDIS (President of the EAAE)

Motion – 2nd Meeting of Heads of European Schools of Architecture

Chania, Greece, 4-7 September 1999

Motion – 2e rencontre des directeurs des écoles d'architecture européennes

Chania, Grèce, 4-7 Septembre 1999

The undersigned Heads of Schools of Architecture in Europe, or their School delegates during their second annual meeting, organised by the European Association for Architectural Education, in Chania, Greece, 04-07 September 1999 agreed on the following:

- to stress the absolute necessity for the participation of educators in the Advisory Committee or any relevant board sitting within the European Union institutions in the domain of architectural education and research.
- to mandate EAAE Council as their voice to defend this position towards the European and international institutions, and
- to commit themselves to communicate this position to the national authorities they depend on.

Lors de leur seconde rencontre annuelle organisée par l'Association Européenne pour l'Enseignement de l'Architecture à Chania, Grèce, du 04 au 07 septembre 1999, les directeurs ou les délégués des écoles d'architecture européennes

- affirment que la représentation du monde de l'enseignement est indispensable au sein du Comité Consultatif ou d'autres comités siégeant auprès des instances de l'Union Européenne pour le domaine de l'enseignement et de la recherche en architecture;
- Demandent au Conseil de l'EAAE, qui les représente, de défendre cette position auprès des institutions européennes et internationales ;
- Ils s'engagent, pour leur part, à faire connaître cette position aux autorités nationales auxquelles ils sont rattachés.

Kit Alsopp, Head, South Bank University, School of Architecture, United Kingdom • Kristoffer Apelano, Rector, Oslo School of Architecture, Norway • Christos Athanasopoulos, Director, Democritus University of Thrace, School of Architecture, Greece • Olivier Aubaret, Responsable de la Filière Architecture, École d'Ingénieurs et Architectes, Switzerland • Alain Billard, École d'Architecture et de Paysage de Bordeaux, France • Hans Bjur, Dean, Chalmers University of Technology, School of Architecture, Sweden • Peter Bongaerts, Head, PHL, Department of Architecture, Belgium • Joaquim Braizinha, Director, Universidade Lusíada, School of Architecture, Portugal • Vladimir Brezar, Vice Dean, Faculty of Architecture, Slovenia • Frank Bundgaard, Pro-Rector, Royal Academy of Fine Arts, School of Architecture, Denmark • Duarte Cabral de Melo, President of the Pedagogical Council, Universidade Técnica de Lisboa, Facultade de Arquitectura, Portugal • Sabine Chardonnet, École Architecture de Paris Villemin, France • Yvon Clossen, Directeur, Institut Supérieur d'Architecture, Belgium • Michael Corcoran, Head, University of Strathclyde, Department of Architecture, United Kingdom • Chris Cross, Head, University of Oxford Brookes, School of Architecture, United Kingdom • Thorkel Dahl, Rector, Royal Danish Academy of Fine Arts, School of Architecture, Denmark • Javier D. De Cardenas y Chavarri, Director Dept Construcción y Tecnología Arquitectónicas, ETSA Madrid, Spain • Akiis Didaskalou, Aristotle University of Thessaloniki, School of Architecture, Greece • Kees Doevedans, Director of Education, University of Technology of Eindhoven, Faculty of Architecture, Netherlands • Aude Dufoumantelle, Director, École d'Architecture de Paris la Seine, France • Luigi Falco, Representative of the Dean, Politecnico di Torino, Facoltà di Architettura, Italy • Bohumil Fanta, Dean, Czech Technical University, Faculty of Architecture, Czech Republic • Richard Foqué, Head of Department, Henry van de Velde Instituut, Department of Architecture, Belgium • Michael Foster, SCHOSA Secretary, United Kingdom • Mads Gaardboe, Head, Liverpool John Moores University, School of Architecture, United Kingdom • Aurelio Galfetti, Accademia di Architettura, Mendrisio, Switzerland • Denis Grandjean, Directeur, École d'Architecture, France • Nest Günter, Kunsthochschule Berlin-Weissensee, Germany • Ebbe Harder, Royal Danish Academy of Fine Arts, School of Architecture, Denmark • Laurie Hegvold, Head of School of Architecture, Curtin University, School of Architecture, Australia • James Horan, Head, Dublin Institute of Technology, Department of Architecture and Town Planning, Ireland • Veljko Kaasik, Head, Estonian Academy of Arts, Estonia • Juhani Katainen, Head, Tampere University of Technology, Department of Architecture, Finland • Peter Kjaer, Head, Arkitektskolen i Aarhus, Denmark • Vlatko Korobar, Head, University "Sv. Kiril i Metod", Faculty of Architecture, F.Y. Republic of Macedonia • Fedja Kosir, Dean, Faculty of Architecture, Slovenia • Dimitris Kotsakis, School Curriculum Co-ordinator, Aristotle University of Thessaloniki, School of Architecture, Greece • Jose Kuzar, Vice Dean, University of Ljubljana, Faculty of Architecture, Slovenia • Jan ten Kate Laurens, Head, Academy for Architecture, Netherlands • Maria Dulce Louçao, Universidade Lusíada, School of Architecture, Portugal • Jean-François Mabardi, Université Catholique de Louvain, École d'Architecture, Belgium • Marvin Malecha, Dean, North Carolina State University, School of Design, USA • Christer Malmström, Vice Dean, Chalmers University of Technology, School of Architecture, Sweden • Ebbe Melgaard, Royal Danish Academy of Fine Arts, School of Architecture, Denmark • Courtney Miller, RIBA International Education Officer, Royal Institute of British Architects, United Kingdom • Geraint John, University of Luton, Dept. of Design and Architecture, United Kingdom • Herman Neukermans, Head, Katholieke University of Leuven, Department of Architecture, Belgium • Alois Novy, Dean, Brno University of Technology, Faculty of Architecture, Czech Republic • Selahattin Onur, Middle East Technical University, Department of Architecture, Turkey • Aant J. Oxenaar, Director, Academy for Architecture, Netherlands • Richard Paraby, Award Leader, University of the West of England, Bristol, United Kingdom • Malcolm C. Parry, Head, Cardiff University, Welsh School of Architecture, United Kingdom • Nicos Polydorides, Director, University of Patras, School of Architecture, Greece • Emil Popescu, Vice Rector, Ion Mincu Institute of Architecture, Romania • Wendy Potts, Head, University of Portsmouth, School of Architecture, United Kingdom • Fernando Ramos, E.T.S.A., Barcelona, Spain • Tony Rees, Head, Leeds Metropolitan University, Faculty of Health and Environment, School of Architecture, United Kingdom • Jeanne-France Ruan, Chargée des Relations Internationales et Européennes, DAPA / FMR1, France • Alexander Sandu, Rector, Ion Mincu Institute of Architecture, Romania • Klaus Semsrott, Dekan, TU Wien, Fakultät für Raumplanung und Architektur, Austria • Tom Simons, Dean of Faculty, Helsinki University of Technology, Department of Architecture, Finland • Robert Spacek, Dean, Slovak University of Technology, Faculty of Architecture, Slovak Republic • Constantin Spiridonidis, EAAE President, Aristotle University of Thessaloniki, School of Architecture, Greece • Tomas Tagil, Director of Studies, Lund University, LTH, Department of Architecture, Sweden • Aarne Tarunmaa, University of Oulu, Department of Architecture, Finland • Domingos Tavares, Dean, Faculdade de Arquitetura do Porto, Portugal • Freddy Thomas, Directeur adjoint, Institut Supérieur d'Architecture, Belgium • Michèle Tilmon, Directeur, École d'Architecture de Paris-Val de Marne, France • Jay Tomlinson, Director, School of Design Research Laboratory, USA • Nicos Tsinikas, Vice Head, Aristotle University of Thessaloniki, School of Architecture, Greece • Leen van Duin, Delft University of Technology, Faculty of Architecture, Netherlands • Gérard Van Goolen, Directeur Adjoint, Institut Supérieur d'Architecture Victor Horta, Belgium • Pierre von Meiss, École Polytechnique Fédrale de Lausanne, Switzerland • Maria Voyatzaki, University of Plymouth, School of Architecture, United Kingdom • Tod Wakefield, Course Leader, University of Portsmouth, School of Architecture, United Kingdom • Finn Werne, Dean, Lund University, LTH, Department of Architecture, Sweden • Stefan Westrych, University of Technology of Warsaw, Faculty of Architecture, Poland • Michael Wigginton, Head, University of Plymouth, School of Architecture, United Kingdom • Hugues Wilquin, Head, Faculté Polytechnique de Mons, Belgium • Stefan Wrona, Dean, University of Technology of Warsaw, Faculty of Architecture Warsaw, Poland • Claude Zubber, Directeur du Dépt. Construction et Environnement, Ecole d'Ingénieurs et Architectes, Switzerland.

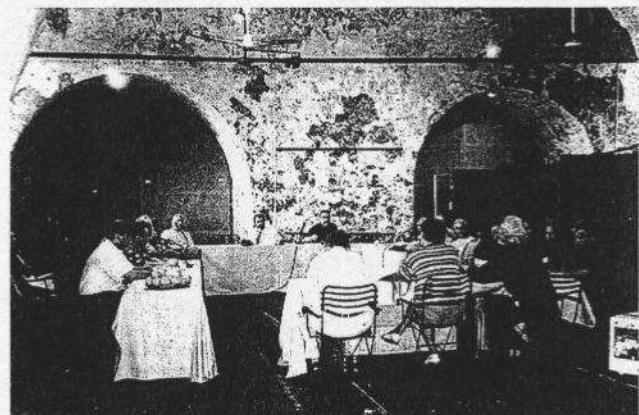
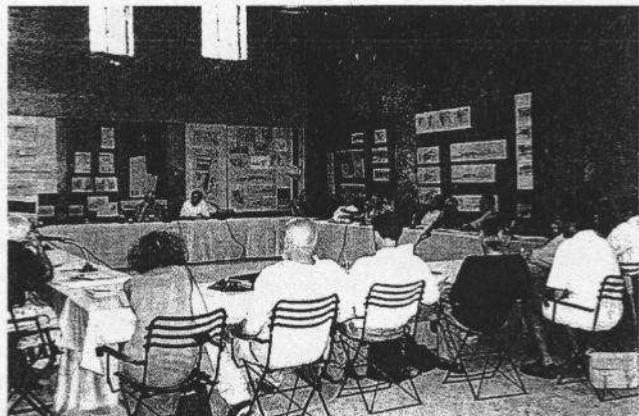
3rd Meeting of Heads of European Schools of Architecture in Europe

Chania, Grèce, 2–5 September 2000

As a consequence of the unanimous decision taken by the delegates in the plenary session of the Second Meeting of Heads of Schools of Architecture in Europe in Chania on 7 September 1999 to continue this event, the EAAE is happy to announce the Third Meeting of Heads of Schools of Architecture in Europe, in Chania between Saturday 2–5 September 2000. The steering committee which was defined during the Second Meeting consists of Wendy Potts from Portsmouth/UK, Peter Kjaer from

Aarhus/Denmark, Joacquin Braizinha from Lisbon/Portugal, Denis Grandjean from Nancy/France, and Aant Oxenaar from Amsterdam/the Netherlands and is chaired by Constantin Spiridonidis, President of the EAAE. James Horan, Juhani Katainen, Dimitris Kotsakis, Ebbe Melgaard, and Fernando Ramos have been allocated to act as consultants to the steering Committee.

Further information about the event will be announced in the forthcoming Newsheet. •



Meeting of Heads in Chania 1999

Editorial

Due to and an increased concentration on my practical work as an architect, I will transfer my role as News Sheet editor to Anne Elisabeth Toft from the University of Aarhus who will overtake this task in future.

First of all I want to thank my co-editors and reliable and inspiring co-workers Thomas Fütterer and Robert Clocker who supported me during the two years of my editorship. I also want to express my gratitude to all my colleagues who contributed to the News Sheet and helped it fill its role a forum for architecture teachers in Europe and elsewhere. I would like to extend a special thanks to Pierre von Meiss for his support at the beginning of my editorship.

I have endeavored not only to give voice to as many opinions as possible related to EAAE events, but also to make space for announcements of events that involve architectural education. Having gathered this content, the further goal was to lend clarity to the organization of the News Sheet. Attending numerous EAAE workshops and conferences, I gained the benefit of many inspiring conversations with colleagues whose professional advice and friendship I greatly appreciate.

The EAAE has played a special role in the last years of my professional career. On one of my first journeys through the internet in 1995, I encountered an announcement of the EAAE conference on Doctorates in Design and Architecture in Delft. I had just begun my Ph.D. on Carlo Scarpa and was desperate to find other researchers to discuss my topic. At that Delft conference I met Professor Stanford Anderson who later invited me to MIT to continue my research. Upon my return to a teaching position at the Stuttgart University I was fortunate to become EAAE News sheet editor and council member. I am deeply grateful for all the opportunities, inspiration and criticism I received during this time.

By way of departure, I would hope to encourage our members to support the new editor through actively contributing to the News Sheet. It is a forum for you, our members and should be a meaningful instrument of collaboration and information exchange.

Thank you very much to all of you for your support. *

Anne-Catrin SCHULTZ

Souhaitant consacrer plus de temps à mon travail pratique d'architecte, je cède aujourd'hui mon rôle de rédactrice en chef du News Sheet à Anne Elisabeth Toft de l'école d'architecture d'Aarhus, qui a accepté de reprendre cette tâche à l'avenir. Je voudrais tout d'abord remercier mes co-rédacteurs et collaborateurs, Thomas Fütterer et Robert Clocker, pour leur fiabilité, leurs suggestions et le soutien qu'ils m'ont apporté au cours de ces deux années à la tête de la rédaction. Je voudrais aussi exprimer ma gratitude envers tous mes collègues qui ont contribué au News Sheet et qui l'ont aidé à remplir son rôle de forum pour les professeurs d'architecture en Europe et ailleurs. Enfin, j'aimerais remercier tout spécialement Pierre von Meiss pour son aide lors de mon entrée en fonction en tant que rédactrice en chef.

J'ai entrepris non seulement de donner la parole au plus grand nombre possible d'opinions concernant des événements de l'AEEA, mais aussi d'insérer les annonces d'événements relatifs à l'enseignement de l'architecture. Le contenu défini, l'objectif fut ensuite de clarifier l'organisation du News Sheet. Ma participation à un grand nombre d'ateliers et de conférences de l'AEEA m'a permis de tirer profit des nombreuses conversations inspirantes que j'ai eues avec des collègues dont j'apprécie grandement les conseils professionnels et l'amitié.

Ces dernières années, l'AEEA a joué un rôle particulier dans ma carrière professionnelle. Lors de l'une de mes premières expéditions sur Internet en 1995, j'ai trouvé une annonce de la conférence de l'AEEA sur les Doctorats en Conception et Architecture à Delft. Je venais à peine de commencer mon Ph.D. sur Carlo Scarpa et je cherchais désespérément d'autres chercheurs pour discuter avec eux de mon sujet. Cette conférence à Delft fut pour moi l'occasion de rencontrer le Professeur Stanford Anderson, qui m'invita par la suite au MIT afin d'y poursuivre mes recherches. Lors de mon retour au professorat à l'Université de Stuttgart, j'eus la chance de devenir rédactrice du News Sheet et membre du conseil de l'AEEA. Je suis profondément reconnaissante pour toutes les opportunités qui m'ont été offertes, l'inspiration et les critiques dont j'ai pu bénéficier au cours de ces années.

En guise d'au revoir, je souhaiterais encourager nos membres à soutenir la nouvelle rédactrice en contribuant activement au News Sheet. Il s'agit d'un forum destiné à nos membres, donc à vous, et devrait être un instrument constructif de collaboration et d'échange d'information.

*Un grand merci à tous pour votre soutien. **

Anne-Catrin SCHULTZ



Anne-Catrin SCHULTZ

Research by Design Conference and 18th EAAE conference: Architectural Strategies and Design Methods

1-3 Nov 2000, Delft University of Technology, The Netherlands

Announcement

Research by Design is the title of an international conference which will take place from the 1st to the 3rd November 2000, at the Faculty of Architecture, Delft University of Technology in the Netherlands. The conference will explore new ways of thinking in architectural research and its relation with design education and design practice.

It is a fact that architectural design is still very often operates in a vague and ambiguous framework, creating a lot of misunderstandings about its real nature and essence. Both the academic and professional world look upon design in a very conventional way, fixed as they are on the traditional division between science and art. For a lot of architects design is still an art which cannot be explored by scientific investigation, for a lot of scholars it is still definitely not a science as it operates in a grey zone of indefinable variables and deals with recalcitrant problems.

On the other hand design methods and design approaches are becoming more and more important for all those situations where future developments demand creative solutions and innovative approaches. Particularly in the case of city development and the development of the built environment, the traditional scientific approaches have failed to develop solutions which could not be deduced from the analyses of the problems. Here design has developed a new role in exploring the situation and generating new opportunities.

If designing is the activity that tries to change existing situations into desired ones, than the design is a way of finding out how things should be. It is therefore clear that the design process itself contains a research dimension, generating the development of design theories, and legitimising the idea of 'Research by Design'.

The conference aims at exploring the characteristics of Research by Design. What is its role and function within an academic tradition? Is the production of design results comparable to the production of research results? What are the differences and what are the similarities? Can design be the result of research and can research emerge from design? Is there a need for new design methods and strategies relevant to this idea? How can research by design be evaluated, do we need a new frame of reference to do it?

The academic debate around these topics will be complemented (and confronted) by the most advanced professional experiences of research by design. A selected number of high-profile international projects will be presented to discuss

their innovative potential from a methodological point of view: How do the different actors (architects, constructors, developers) cooperate during the project development? What methods are applied for communication between the different actors? How has innovation been generated and developed? And how has it been evaluated and managed?

Last but not least the effects with regard to the education of architects and urban planners will be discussed. How can Research by Design be taught, and what methods of education have been developed? The Faculty of Architecture DUT, will present their own experiences in this field, based on a Research by Design project realised over the last two years.

The Delft EAAE conference 2000 will be an integrated part of the Research by Design conference.

The Delft EAAE conference 2000 will be integrated into the international Research by Design conference. This part of the program will follow up on the 1996 EAAE conference 'Doctorates in Design and Architecture' held in Delft which already posed the question of the scientific status of design research.

The Delft EAAE conference 2000 on Research by Design will concentrate on four sub-themes:

Research by Design: Methods and Strategies.

Methods, strategies and procedures are greatly influencing the results of design. The study of these effects belongs to the field of design methodology. How can we assess design processes? Is the traditional scientific methodology applicable in Research by Design situations? How do we cope with uncertainty, immeasurability and the chaotic in design problems? What are the conditions for setting up a methodological framework and what should be its characteristics? How can the concept of context be introduced in design research? Do universal strategies exist and what is the influence of the personality of the individual designer on the end-product.

Design as a research product.

The essential characteristic of design as a discipline is its ability to conceive unity in a set of mutually contrary requirements. Design integrates opposite requirements and transforms them in a unified whole. Using architectural design as a method of research means using it as a guiding principle at the start rather than as a material result at the end. What are the relationships between the final design and the research behind it? Is research always an

Registration Form

2nd EAAE-ARCC Conference in Paris and Lyon

Research and Architecture

July 4th: Paris, July 5-8: Lyon



Contact

European Address: EAAE

Nicole Mouzon
Bâtiment Vinci,
1, place du Levant
1348 – Louvain-la-Neuve, Belgium
tel ++32/10.451558
fax ++32/10.452809
e-mail AEEA@skynet.be

North American address

ARCC, c/o Alison Kwok,
Department of Architecture
1206 University of Oregon
Eugene, OR 97403-1206
tel ++1/541.3462087
fax ++1/541.346-3626
e-mail akwok@aaa.uoregon.edu

Registration

Surname | Nom

First Name | Prenom

Institution | Organisme

Title or Position | Titre ou Fonction

Discipline

Postal Address | Adresse Postale

Country | Pays

Phone | Telephone

Fax | Télécopie

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Payment

Paris meeting only:

US\$ 40 or EURO 35

Please charge my credit card

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Lyon meeting only:

US\$ 210 or EURO 200

Visa-Master-Euro

both events

US\$ 240 or EURO 230

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Place de l'Université 6 1348 Louvain-la-Neuve/Belgique

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Signature

Date

inextricable part of the design activity? Is it the case that design results can only emerge through design research; that in fact research is a necessary condition for designing? What is a design hypothesis and what is its relation to a final design product?

Research by design in education.

Education in research and the development of a research attitude also merits close consideration. A research culture is urgently needed as a driving force inside the profession, as was postulated during the round table discussion at the 1996 Delft EAAE Conference. A prerequisite is the introduction of research methods and research data in undergraduate studies. The best way to improve knowledge and to influence the world is by teaching. However, the form that research training should take exactly is still a matter of discussion. How can the concept of Design by Research be introduced in the educational curriculum? How can students develop a 'research attitude' towards design problems? Is the design studio still the appropriate place to educate design students?

Methods of Evaluation.

According to the guidelines formulated at the Delft University of Technology for a design to be recognised as a PhD, the design proposal needs to be accompanied by a written analysis, discussing the various steps in the design process. The design should aspire to a solution for all classes of problems and generate new knowledge or show how existing knowledge can be applied to new design variants. Problems may arise when someone is member of a design team but still wants to use that design for his doctorate study. How will the results of Research by Design be evaluated and assessed? Is the development of new methods necessary or can we still use the traditional 'studio' evaluation techniques? Is one design method more appropriate than another given a particular context?

Call for papers

Abstracts for papers on the above themes to be sent to the conference secretariat. Four copies should include the name and affiliations, full mail addresses, e-mail addresses, fax and telephone numbers for the contact author as a first page. The second page should have the theme in which the author wishes his or her paper to be classified, the title of the paper and the abstract which should not exceed 400 words. E-mail submissions are welcomed.

An international committee will blind referee the abstracts. If an abstract is accepted, the author will be required to submit a full paper by Sept 1. 2000.

Language and Proceedings

The official language of the conference is English. All papers shall be written and presented in English. All accepted abstracts will be printed in a book of abstracts, available at the time of registration. A restricted number of full papers will be published in the Conference Proceedings. •

Timetable on submissions

1 Mai 2000	deadline for receipts of abstracts
1 June 2000	notification of acceptance and format for full paper
1 September 2000	deadline for receipt of full papers

Abstracts should be sent (airmail) to:
EAAE/TUD secretariat (2nd day)
Faculty of Architecture.
Secretariat Conference Research by
Design, Room 8.08
Berlageweg 1
P.O. Box 5043
2600 GA Delft /The Netherlands
tel +31/015 2781275
fax +31/015 2783411
m.denboef@bk.tudelft.nl

The organizing committee

Rosemann
De Jong
Van Duin
Graafland
Van Wegen
Wigmans

Upcoming Events

Research and Architecture

2d EAAE – ARCC CONFERENCE - JULY 2000

4th of July: Paris and from the 5th to the 8th of July: Lyon

registration

Registration to the Paris meeting only (trends in architecture research):

40 \$ or 35 EURO

Registration (including lunches and first day reception):

Before the 31st of December 1999: 160 US\$ or 150 EURO

After: 210 US\$ or 200 EURO

Registration to both events (Paris + Lyon):

Before the 31st of December 1999:

190 US\$ or 180 EURO

After: 240 US\$ or 230 EURO

european address

EAAE, Bâtiment Vinci,
1, place du Levant
1348 – Louvain-la-Neuve, Belgium
tel ++32/10.451558
fax ++32/10.452809
e-mail AEEA@skynet.be

north American address:

ARCC, c/o Alison Kwok,
Department of Architecture
1206 University of Oregon
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tel ++1/541.3462087
fax ++1/541.346-3626
e-mail akwok@aaa.uoregon.edu

Note: North American proposals MUST be submitted electronically—either by e-mail attachment or via floppy disk, with a secondary paper copy.

In April 1998, EAAE and ARCC jointly organized a first conference. Hosted by the School of Design, North Carolina State University, (Raleigh, NC), the event allowed researchers from North American and European architecture faculties to meet on the theme: Architectural Research and Teaching. The quality of the presentations – published at the end of last year – and the richness of the debates encouraged the organizers to prepare a second conference in July 2000 (Paris and Lyon). During the final plenary session of the 1998 conference, new questions rose from the floor: Is architecture a discipline, as this is understood in other fields such as Science, Human Sciences, or Applied Sciences? What is the meaning of theory in the architectural field? Can architecture be considered as an object of research? Does its position, between science and art, imply a specific definition of what research in architecture should be?

1. The object of architectural research

Architecture defines a body of buildings, public spaces, etc. and, at the same time, an art of doing – a way of constructing things. From empirical material, a set of buildings, etc., many researchers were able to develop improved knowledge to clarify some concepts such as model, type, archetype, and so on. Likewise, from activities related to the conception and the projection of these buildings, many researchers narrowed the limits of the “black box” in design and allowed a better understanding of the process phenomenon. If we now consider architecture as the term which defines, in principle, the buildings or activities included in the architectural field, the question would be: Which principles, which theory, allow us to understand that field? We are then confronted with an epistemological question, which is rarely central to architectural research.

2. Instrumentation of architectural research.

The privileged tools of research are found in writing: words and symbols (mathematics, physics, and so on); two expression modes specific and fruitful in research when they are used to interrogate and question, to designate and name. If we accept that the privileged architectural language is “drawing,” can we consider it as with writing, as a research instrument?

Moreover, could the design activity – a research of a kind, more parented, actually, to art than to science – be considered, under certain conditions, as a research instrument able to unveil new knowledge in architecture? Often, if not always,

this question is at the center of debates about architectural doctorates, and thus research. It opposes practitioners and academics in a passionate way. Architectural education is, and will remain for a long time, partially the deed of practitioners from whom academic institutions require a doctorate (preferably in architecture). These practitioners have to superimpose this on their practice – the reason they are indispensable – and on their teaching. Academics, meanwhile, are only requested to teach and to do research. Is there some kind of activity, centered on or using the architectural project, which could be considered as equivalent to the research done in academic institutions? In other words, could the project somehow be considered as research and what are the conditions to do so, knowing that a doctorate is submitted to fulfill certain requirements, such as:

- To develop the boy of knowledge in the field.
- To be original.
- To demonstrate the capacity of autonomously conducting research.

To make a long story short, we may resume:

- To qualify a field as a “discipline,” don’t we need a theoretical framework, and can we be more precise about what is theory in architecture?
- What is “research” in the architectural field and, more specifically, research which is taking “architecture” as the object of its intent?
- What are the requirements, which could be defined to consider a project as research or as a research instrument? Or, by default, what kind of a product would be required from a practitioner, willing to enter the academic world, which could be considered as equivalent to the requirements of a doctorate?

To tackle this broad theme and its ramifications, the conference proposes two types of complementary activities:

1. A state-of-the-art of architectural research trends (3 to 4 sessions, see program).
2. A call for papers questioning the theme and initiating (provoking, launching, engaging) the debate between researchers on both sides of the North Atlantic.

The submitted papers will develop a theoretical point of view on the questions or will ground their point of view on a research practice (case study) related to the questions. To tackle this broad theme and its ramifications, the conference proposes two types of complementary activities:

The submitted papers will develop a theoretical point of view on the questions or will ground their point of view on a research practice (case study) related to the questions.

The paper proposals selection will be operated in two rounds:

First round

- Two selection committees, one for North American papers and one for European papers.
- Submission of a maximum 500-word proposal before the 15th of December 1999. The submitted proposals will not bear any distinctive sign allowing the committee to identify the author. The proposal will be sent anonymously by the secretariat of EAAE or ARCC to the ad hoc review committee. A notice of receipt will be provided to submitters
- The results of the first round selection will be transmitted to all authors before the 15th of January 2000.
- At this stage, the selected proposals will all be published and presented at the conference.

Second round

- Submission of the complete version of the paper (5000 words maximum) before the 1st of April 2000. The same submission procedure will be used.
- The selections during the second round will determine the presentation mode: (1) papers which are presented, by theme, via posters (prepared by the authors) and/or by a synthesis prepared by the chair of each session, or (2) papers presented by their authors in a 20 minute (maximum) session.

- The results of the second round will be transmitted to all authors before the 15th of May 2000. •

organisation

Pre-conference activities: 4th of July 2000 (optional); Conference organized by Direction de l'Architecture, France, on architectural state-of-the-art of the trends in architectural research in France—issues and trends in North America, etc. Evening: Reception linked with the 4th of July.

conference: 5th of July 2000

Registration and welcome coffee at Ecole d'architecture de Lyon, from 9 to 11 am.
Arrival of participants of the Paris meeting, 10:30 am.
Beginning of the Conference 11:15 am.
11:15am Keynote lecture
12:00 am Information on the program
12:30 am lunch
1:30 pm Presentation of 4 papers: (2d round selection; 4x20')
3:30 pm Coffee break
4:00 pm Parallel sessions, presentation of synthesis of 4 to 5 papers (1st round selection) + discussion session.
7:00 pm Reception

6th of July 2000

8:30 am Presentation of 4 papers, (2d round selection; 4x20')
10:00 am Coffee break
10:30 am Parallel sessions, presentation of synthesis of 4 to 5 papers (1st round selection) + discussion session...
12:00 am Information on the program
12:30 am Lunch
1:30 pm Presentation of 4 papers, (2d round selection; 4x20')
3:30 pm Coffee break
4:00 pm Parallel sessions, presentation of synthesis of 4 to 5 papers (1st round selection) + discussion session..
5:30 pm EAAE General Assembly

7th of July 2000

8:30 am Presentation of 4 papers, (2d round selection; 4x20')
10:00 am Coffee break
10:30 am Presentation of a synthesis of 4 to 5 papers (1st round selection) + discussion session.
12:15 pm Lunch
1:30 pm Presentation of 4 papers, (2d round selection; 4x20')
3:30 pm Coffee break
4:00 pm Parallel sessions, presentation of synthesis of 4 to 5 papers (1st round selection) + discussion session...
7:00 pm Evening meal in Old Lyon

8th of July 2000

8:30 am Plenary session discussion and conclusions
10:00 am Coffee break and departure of the participants
10:30 am Post Conference excursion. Departure.

ACADIA 2000: Eternity, Infinity and Virtuality in Architecture

Catholic University, Washington D.C.

October 19 - 22, 2000

Information about a building flows past our keyboards and on to other people. Although we, as architects, add to the information, it originated before us and will go beyond our touch in time, space and understanding. A building description acquires a life of its own that may surpass our own lives as it is stored, transferred, transformed, and reused by unknown intellects, both human and artificial, and in unknown processes.

Our actions right now have unforeseen effects. Digital media blurs the boundaries of space, time and our perception of reality. Who would have thought that the DWG or HTML format would become a medium for storing millions of documents? What impact have telecommuting and digital collaboration had on urban design? Are simulations such as energy models or virtual reality walk-throughs accurate? Can we anticipate the consequences of our choices of today?

The ACADIA 2000 conference will explore the theme of time and space in relation to the information and knowledge that describes architecture. We invite those who are finding answers regarding architecture in a digital future to share their discoveries.

Papers

ACADIA solicits original papers that address the use of computers in architecture. Papers may address themes such as:

- Re-inventing design, construction and operation work processes
- Digital representations to support the building life cycle
- Digital repositories of architectural knowledge
- Case-based reasoning and artificial intelligence



Goethe und Schiller, Weimar

- Building performance evaluation and measurement Simulation and virtual reality
- Collaborative design environments
- Social ramifications of digital architecture
- Architectural instruction using digital methods
- Architectural computing instruction
- Distance learning for architectural education
- Managing digital resources in academia and practice
- Digital approaches to historic preservation of architecture and virtual architecture
- Influence of architectural computing upon other fields
- Other issues in architectural computing

March 1, 2000 Abstracts (500 words maximum) and Keywords (5 words maximum). Abstracts will facilitate the selection of appropriate reviewers. Papers that are not preceded by an abstract may not be considered due to lack of appropriate reviewers.

March 15, 2000. Full papers (5000 words maximum).

Co-Technical Chairs

Mark J. Clayton and Guillermo P. Vásquez de Velasco,
Texas A&M University

Work in progress papers

June 4, 2000. Short papers (2500 words maximum). Complete submission Information will be soon displayed in the web at the following URL address:

<http://acadia2000.tamu.edu/>

6th ELIA Conference:**A bounty, boundless as the sea Arts' Generosity**

3-7 October 2000, Barcelona/Spain

The European League of Institutes of the Arts is pleased to announce that the Institut del Teatre of Barcelona has invited ELIA to organise its 6th conference "A bounty, boundless as the sea: Arts' Generosity", in Barcelona, Spain from 3 until 7 October 2000. The conference will have the Patronage of Her Royal Highness Queen Sofia of Spain. To celebrate ELIA's 10th anniversary in the year 2000 and the opening of the Institut del Teatre's new building, the event will have a world-wide dimension.

ELIA's biennial conferences address national and international issues and developments that affect and challenge education in the arts in today's world, both at institutional level, as well as at specialist subject-discipline level. In addition to deans/directors, administrators, teachers and artists, ELIA wishes to encourage arts students to participate in all the discussions and workshops.

Arts' Generosity is about artists' commitment to their work in face of social injustice, racial tensions, political scandals, wars, environmental problems and challenges of new communication technologies.

The Conference

The conference will start with an Exchange Fair for Arts Education Institutions. ELIA members will be given the opportunity to make a presentation and will be able to meet on an individual

basis. The conference will include plenary sessions, symposia and discipline seminars on architecture, arts and crafts, dance, design, media arts, music, restoration, textiles, theatre and visual arts, with partner networks involved in the preparation. Working groups, focusing on more specific issues will be organised as well as informative sessions on the latest developments of European funding programmes that have relevance to arts education. The symposia will have the following themes:

1. New developments in higher arts education in Europe and beyond
2. Employability of arts graduates
3. Commitment of the artist
4. What is multiculturalism?
5. The Arts and Urban Futures: arts education in relation to the ecologies of cities and issues of regeneration and sustainability
6. Interdisciplinarity and transdisciplinarity; changing art forms

The Art Academies in Catalunya will present a cultural programme. An art exhibition will be co-ordinated by the Escola Massana, presenting works from Spanish art schools.

Information

ELIA secretariat:
Waterlooplein 219
1001 PG Amsterdam
The Netherlands
tel +31 20 620 3936
fax +31 20 620 5616

eCAADE 2000: Promise and Reality

Weimar/Germany

22-24 June 2000

The 18th eCAADE conference and the 15th IKM (International Colloquium on the Application of Computer Science and Mathematics in Architecture and Civil Engineering) will be held in close cooperation. We will use this extraordinary possibility to bring experiences and ideas from experts in these strongly interwoven fields together and will establish a creative atmosphere.

To discuss and highlight the actual situation in applied computer science, this orientation should be strictly embedded in a discussion with the software industry, with software developers and computer users in practice following the topic proposed above. Contributions are therefore welcome from researchers who are actively investigating mathematic and computer science for the building and urban design, planning or construction process though not limited to: architects, civil engineers, computer scientists,

designers, mathematicians, engineers, philosophers and social scientists.

This conference is looking for papers and contributions which reflect the state of the art from a critical point of view, combined with realistic concepts or dream-like visions for solutions. It should not only be a simple disaffirmation or unsubstantiated critique of unsatisfied developers or users! One aim is to confront the conference participants with misleading approaches. The participants should be able to learn from mistakes too.

Information

Bauhaus-Universität Weimar
Ms Rieger
99421 Weimar/Germany
tel +49/ 36 43/ 58 42 51
fax: +49/ 36 43/ 58 42 80
ecaade@archit.uni-weimar.de
<http://www.uni-weimar.de/ecaade/>

Council Members/Membre du Conseil

CHARDONNET, Sabine
 14 rue du Béam
 F-92210 Saint-Cloud/FRANCE
 tel ++33/1.46022505 (prof.e privé)
 fax ++33/1.46021387 (prof.)
 fax ++33/1.49279954 (école)
 sabine.chardonnet@wanadoo.fr

SCHULTZ, Anne-Catrin
 Universität Stuttgart
 Städtebau-Institut, Keplerstr. 11
 D-70174 Stuttgart/ALLEMAGNE
 priv ++1/415.346 5432
 fax ++1/415.885 7135
 ac-schultz@gmx.de

VAN DUIN, Leen
 Delft University of Technology
 Faculty of Architecture
 Berlageweg 1
 2628 CR Delft/THE NETHERLANDS
 tel ++31/15.2 785957
 fax ++31/15.2 781028
 l.vanduin@bk.tudelft.nl

SPYRIDONIDIS, Constantin
 Université Aristotélienne de Thessaloniki
 Ecole d'Architecture
 Bte. Universitaire 491
 GR-54006 Thessaloniki/GREECE
 tel ++30/31.995589
 fax ++30/31.995583
 spirido@alonisos.arch.auth.gr

HARDER, Ebbe
 Royal Danish Academy of Fine Arts
 School of Architecture
 Holmen
 1433 Copenhagen/DENMARK
 tel ++45/32.686000
 fax ++45/32.686111

Sécretariat permanent

EAAE/AEEA Secretary
MOUZON, Nicole
 Monday 9h am to 5h30pm
 Tuesday 9h am to 5h30pm
 Unité d'Architecture
 Place du Levant 1
 B-1348 Louvain-La-Neuve/BELGIQUE
 tel ++32/10.451558
 fax ++32/10.452809
 aeea@skynet.be

NEUCKERMANS, Herman
 KUL-Dpt. of Architecture
 Kasteel van Arenberg
 B-3001 Heverlee/BELGIQUE
 tel ++32/16.32 1361
 fax ++32/16.32 1984
 herman.neuckermans@
 asro.kuleuven.ac.be

Charges de Mission

MABARDI, Jean Francois
 (data bank, summer school)
 Université Catholique Louvain
 Unité d'Architecture
 Place du Levant 1
 B-1348 Louvain-La-Neuve/BELGIQUE
 tel ++32/10.234949
 fax ++32/10.234949
 Jean.Mabardi@tvd.be

POPESCU, Emil Barbu
 Head of Department
 Institute of Architecture Ion Mincu
 Str. Academiei 18-20
 Sector 1
 70109 Bucharest/ROUMANIE
 tel ++40/1.3139565
 ++40/1.3155482
 fax ++40/1.3123954

POTTS, Wendy
 University of Portsmouth
 School of Architecture
 Portland Building—Portland Street
 Portsmouth Hants PO1 3AH/UK
 tel ++44/1705.842083
 fax ++32/1705.842087

EAAE Calender
AEEA Calendrier

2000

04 - 08 07	Research and Architecture 2nd EAAE/ARCC (Architectural Research Centers Consortium) Conference in Paris and Lyon/France	Recherche et Architecture 2ème AEEA/ARCC (Architectural Research Centers Consortium) Conference à Paris et Lyon/France
01 - 03 11	Architectural Strategies and Design Methods 18th EAAE Conference in Delft/The Netherlands	Stratégies architecturales et Méthodes de Conception 18ème Conférence AEEA à Delft/Pays-Bas

EAAE News Sheet

New Editor

Anne Elisabeth Toft
Assistant Professor
The Aarhus School of Architecture
Noerropt 20
8000 Aarhus C
Denmark

EAAE interactive
www.eaae.be

NEWS SHEET deadlines

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April/Avril 01/2000

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. •