



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

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NEWS SHEET

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67

Announcements/Annonces

EAAE Prize 2003-2005 - Writings in Architectural Education

EAAE Project Leader, Ebbe Harder

How will the demands of the information society and "new knowledge" affect the demand for relevant or necessary "know how" in architectural education?

The EAAE Prize aims to stimulate original writings on the subject of architectural education in order to improve the quality of architectural teaching in Europe.

Organized biannually the competition will focus public attention on outstanding written work selected by an international jury.

The EAAE Prize was first awarded in 1991 and has been sponsored by VELUX since 2001.

The EAAE hereby invites all schools of architecture in Europe and the ARCC member institutions in the USA to participate in the EAAE Prize of 2003-2005.

In early October 2003 all schools will receive the competition material, and from October 15 the material and general conditions of the competition will also be available on the EAAE homepage: www.eaae.be

Deadline for submission is April 5, 2004

Background

At present both architectural education and practice are undergoing substantial changes. For many schools education has moved from the training of architects to an education in architecture. The content is no longer confined to the teaching of design, but includes a wide range of activities within the built environment. Architecture is not an isolated gesture but is directly influenced by today's information society. New pedagogical methods and content are called for.

The Aim

More than ever, future architectural education requires a creative approach to teaching combined with the advancement of architectural research.

The aim of the EAAE Prize is to stimulate new pedagogical initiatives and to communicate these initiatives as related to the broad scope of teaching and research.

The EAAE Prize is open to all teaching staff members, part- or full-time, of the EAAE member schools as well as all schools of architecture in Europe, and members of ARCC schools in the



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Editor/Editrice

Anne Elisabeth Toft
Dtp
Jacob Ingvarsen

USA. The goal is to stimulate new ideas and methods in architectural education.

The Task

The EAAE Prize calls for papers with the capacity to improve, challenge, and give room for a creative debate on architectural education.

Theoretically- as well as practically oriented papers are welcome.

Submission Format

Submissions may take the form of reports or critical reviews dealing with conceptual or methodological developments that make a significant contribution to the theme of the competition.

Documents in English will be preferred but documents in French are also acceptable. Out of consideration for the jury's work it will be necessary to translate the contributions.

The contributions must be sent both electronically and by regular mail to the Organizing Committee. The size should be limited to 33,000 characters, i.e. about 6,000 words, illustrations must have a quality suited for both electronic and paper publication. All submitted material must be original, i.e. has neither been published nor entered for publication at the time of entry. The Organizing Committee will see to it that the contributions are sent to the jury anonymously. The material must be received by the Organizing Committee not later than April 5, 2004.

The Organizing Committee

The EAAE Council
c/o Ebbe Harder

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School of Architecture
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DK-1435 Copenhagen/DENMARK
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Time Table

The competition will be divided into two phases.

In the first phase the submissions will anonymously be evaluated by the jury. The jury will select 12-15 papers, which will be invited to a workshop for discussion and critique.

In the second phase starting with the workshop, the anonymity is broken and the participants will know their co-competitors for the EAAE Prize.

The timetable for the competition is the following:

October 2003:

Competition announcement, invitations sent out to all European schools and the ARCC member institutions in the USA

April 5, 2004:

Deadline for submission of competition material

September 24, 2004

Jury-meeting in Copenhagen where 12-15 papers will be selected by the jury. The authors will be invited to attend a workshop in Copenhagen in November. Their travel costs, accommodation and 1000 Euro will be offered the finalists to encourage attendance.

November 25-26, 2004

International workshop in Copenhagen, where the finalists will present and discuss their papers. Jury members will be asked to give a lecture.

After the workshop, finalists are given the opportunity to improve their papers so that they are as precise as possible in preparation for a later publication.

January 2005

Jury selects winners (1st, 2nd, 3rd and 4th prizes)

February 2005

Announcement of winners

March 2005

EAAE Prize will be awarded in connection with an EAAE Conference.

The Jury

The expert jury will consist of:

Per Olaf Fjeld (Norway) (Chairman)
Peter Mackeith (USA)
Juhani Pallasmaa (Finland)
Dagmar Richter (Germany)
Alberto Pérez-Gómez (Canada)

Prizes

The total prize sums up to 25,000 Euro. The jury will distribute the prize sum with up to 10,000 Euro for the 1st prize and between 7,500 and 2,500 Euro for 2nd to 4th prize. The jury can decide to further divide the prize money or not to award certain prizes.

Conditions for submission

By entering the EAAE Prize competition, the authors accept that the EAAE publishes and disseminates the awarded papers. Participants accept the terms of the prize regulations and refrain from any legal action by the sole act of participating. There will be no correspondence on the awarding process.

The awarded papers will be compiled in a special EAAE publication and be distributed free to all member schools and individual members. Each awarded author will receive 5 complimentary copies of the publication.

All awarded entries will be published on the website of VELUX. Non-awarded entries, of which the authors have conveyed their consent on the entry form, may be published as well. ■

EAAE Prize 2001-2002: Writings in Architectural Education

Transaction on Architectural Education No 15



Workshop in Copenhagen

As a conclusion to the EAAE Prize Competition 2001-2002, the Royal Danish Academy of Fine Arts, School of Architecture in Copenhagen hosted a workshop, 22-24 November 2002. The EAAE Prize 2001-2002 was sponsored by VELUX. EAAE hereby wish to thank VELUX for sponsoring the prize and for the excellent co-operation during the course of the prize.

The first keynote speaker at the workshop was Jean-Francois Mabardi, and he presented a thought-provoking paper entitled, "Architectural Education – Writings and Tradition" which is published in its entirety in this workshop publication. The Workshop furthermore presented keynote speeches from Neil Leach entitled "Swarm Tectonics", and by Jean-Claude Ludi about the process of teaching, and finally Kjeld Vindum, the Royal Danish Academy of Fine Arts, School of Architecture, with an introduction to the excursion to the Louisiana Museum's temporary exhibition about the great Danish modernist Arne Jacobsen.

The jury consisting of Jean-Francois Mabardi, Michael Hays, Jean Claude Ludi, Neil Leach and Carsten Thau had selected 13 papers for presentation at the workshop out of a total of 57 entries. A sum of 12 authors/groups of authors contributed with presentations during the workshop.

There were 75 participants from 20 different countries represented at the workshop.

The 13 selected papers as well as the complete Jury's Report is published in this report.

(From: *Foreword by Ebbe Harder*).

EAAE Prize 2001-2002

The EAAE Prize 2001-2002 invited teachers from all membership schools and individual members of the EAAE to participate in the competition: "Writings In Architectural Education – Research and results from research and/or new ideas implemented in architectural education".

The EAAE Prize aims to stimulate original writings on the subject of architectural education in order to improve the quality of the teaching of architecture in Europe.

Keynote Speakers

Leach, Neil
Ludi, Jean Claude
Mabardi, Jean-Francois
Vindum, Kjeld

Editor

Harder, Ebbe

Proceedings

244 p. 30 Euro

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Editorial

News Sheet Editor - Anne Elisabeth Toft

Dear Reader

The EAAE has a new president.

During the **EAAE General Assembly** which this year took place on Friday, 5 September 2003, the presidency was passed on from **Herman Neuckermans** (Belgium) to Vice-President **James Horan** (Ireland).

The handing over of the presidency was the most important point at this year's **General Assembly** that according to the traditional practise took place in connection with EAAE's annual **Meeting of Heads of European Schools of Architecture**.

On page 14 **Herman Neuckermans** is going over the **Minutes of the General Assembly**. On page 17 you can read **Herman Neuckermans'** retirement speech **A Farewell to Arms**, and on page 19 you can read **James Horan's** inaugural speech. Both speeches are brought in this magazine in English, but the speeches will be brought in French in the EAAE News Sheet # 68.

This year was the sixth time that the annual **Meeting of Heads of European Schools of Architecture** took place in the city of Chania on the Greek island of Crete. At this year's meeting more than 70 European schools of architecture were represented. The number of participants was 111 and thereby exceeded the number of participants in previous meetings.

The **6th EAAE Meeting of Heads of European Schools of Architecture** took place from 3 to 6 September 2003. The thematic heading of the meeting was: **Shaping the European Higher Architectural Education Area**. On page 11 you can read EAAE Council Member **Per Olaf Fjeld's** (Norway) thorough **report** from the meeting.

In connection with the publishing of the proceedings publication **EAAE Prize 2001-2002; Writings in Architectural Education**, EAAE Project Leader **Ebbe Harder** (Denmark) now for the first time announces the **EAAE Prize 2003-2005**. On page 1 in this magazine you can read about the **EAAE Prize 2003-2005**. The prize is sponsored by **VELUX**.

Cher lecteur

L'AEEA a un nouveau président.

Lors de l'**assemblée générale de l'AEEA** du 5 septembre 2003, **Herman Neuckermans** (Belgique) a laissé la présidence dans les mains du vice-président, **James Horan** (Irlande).

Le transfert de la présidence fut le point d'orgue de l'**assemblée générale** de cette année, qui, comme le veut la tradition, s'est tenue à l'occasion de la **Conférence annuelle des Directeurs des Ecoles d'Architecture européennes de l'AEEA**.

En page 14, **Herman Neuckermans** fait un **compte-rendu de l'assemblée générale**. Vous pouvez lire en page 17 son discours d'adieu, **L'Adieu aux armes**, et le **discours d'investiture** de **James Horan** figure en page 19. Ces deux discours sont en anglais dans la présente brochure, mais seront traduits en français dans le 68ème numéro du Bulletin de l'AEEA.

Cette année et pour la 6ème fois, la **Conférence annuelle des Directeurs des Ecoles d'Architecture européennes de l'AEEA** s'est tenue à Chania, en Crète. Plus de 70 écoles d'architecture européennes étaient représentées à la conférence de cette année. Le nombre de participants, qui a battu tous les records, s'est élevé à 111.

La **6ème Conférence des Directeurs des Ecoles d'Architecture européennes de l'AEEA** s'est tenue du 3 au 6 septembre 2003. "**Shaping the European Higher Architectural Education Area**", tel est le thème autour duquel les discussions se sont articulées. Lisez en page 11 le **rapport** détaillé de la réunion rédigé par **Per Olaf Fjeld** (Norvège), membre du conseil de l'AEEA.

A l'occasion de la sortie des comptes-rendus sur le **Prix de l'AEEA 2001-2002 : Ecrits sur l'enseignement de l'architecture**, le chef de projet de l'AEEA, **Ebbe Harder** (Danemark), annonce aujourd'hui pour la première fois le **Prix de l'AEEA 2003-2005**. Pour en savoir plus sur le **Prix de l'AEEA 2003-2005**, lisez en page 1 du présent bulletin. Ce prix est sponsorisé par **VELUX**.



On page 4 the proceedings publication **EAAE Prize 2001-2002; Writings in Architectural Education** is mentioned. The book is edited by **Ebbe Harder**, who was also responsible for the organisation of the **EAAE Prize Workshop** that took place at the Royal Danish Academy of Fine Arts, School of Architecture, in Copenhagen from 22 to 24 November 2002.

The **EAAE Prize 2001-2002** was awarded in Copenhagen, Denmark, on 23 November 2003.

On page 10 the proceedings publication: **The Teaching of Construction in Architectural Education; Current Pedagogy and Innovative Teaching Methods** is announced.

The book, edited by EAAE Council Member **Maria Voyatzaki** (Greece), describes the entirety of the work which has so far been done in the context of the **EAAE-ENHSA Thematic Sub-Network on Construction in Architectural Education**. The Network had its first workshop in Thessaloniki, Greece, between 28 May and 1 June 2002. Its second workshop took place approximately a year later in France at Les Grands Ateliers à l'Isle d'Abeau.

Both workshops were organised by **Maria Voyatzaki**, who is responsible for the **EAAE-ENHSA Thematic Sub-Network on Construction in Architectural Education**.

EAAE Project Leader **Emil Barbu Popescu** (Romania) is the initiator of and responsible for the **EAAE/AG2R Architectural Competition: The Architecture for the 3rd and 4th Age**.

This new EAAE-project was announced for the first time in the EAAE News Sheet # 66. On page 8 in this issue of the EAAE News Sheet, however, **Emil Barbu Popescu** talks more about the competition and its conditions.

In the EAAE News Sheet # 66 the EAAE announced the **EAAE/ARCC Conference 2004**. This will be the latest in a series of international research conferences sponsored jointly by the **European Association for Architectural Education (EAAE)** and the **Architectural Research Centres Consortium (ARCC)**.

Previous conferences in this series have taken place in for instance Paris, France, and Montreal, Canada. The 2004 conference will take place at the School of Architecture, Dublin Institute of Technology, Ireland, from 2 to 4 June 2004. On page 9 you will find a re-announcement of the conference.

In the spring and summer of 2003 the EAAE was involved in two conferences that both took place in Finland; **Four Faces of Architecture** and the **2003**

*Les comptes-rendus du **Prix de l'AEEA 2001-2002 : Ecrits sur l'enseignement de l'architecture** sont évoqués en page 4. Ce livret est rédigé par **Ebbe Harder** qui est par ailleurs responsable de l'organisation de l'**Atelier AEEA** qui s'est tenu à l'école d'architecture de Copenhague, au sein de l'Académie Royale des Beaux-Arts du 22 au 24 novembre 2002. La remise du **Prix de l'AEEA 2001-2002** s'est déroulée à Copenhague, Danemark, le 23 novembre 2002.*

*Vous trouverez en page 10 l'annonce des comptes-rendus : **Enseignement de la construction dans l'enseignement de l'architecture ; Pédagogie actuelle et méthodes d'enseignement innovantes**. Ce livret édité par **Maria Voyatzaki** (Grèce), membre du conseil de l'AEEA, décrit en détails le travail effectué jusqu'à maintenant dans le contexte du **sous-réseau thématique de l'AEEA-ENHSA sur la Construction dans l'enseignement de l'architecture**. Le premier atelier de ce réseau s'est tenu à Thessaloniki, en Grèce, du 28 mai au 1er juin 2002 ; et le second s'est déroulé à peu près un an après en France dans Les Grands Ateliers à l'Isle d'Abeau.*

*Ces deux ateliers furent organisés par **Maria Voyatzaki**, responsable du **sous-réseau thématique de l'AEEA-ENHSA sur la Construction dans l'enseignement de l'architecture**.*

***Emil Barbu Popescu** (Roumanie), chef de projet de l'AEEA, est initiateur et responsable du **Concours d'architecture AEEA/AG2R : L'architecture pour les 3ème et 4ème âges**.*

*Ce nouveau projet de l'AEEA fut annoncé pour la première fois dans le Bulletin de l'AEEA # 66. Dans le présent numéro du Bulletin de l'AEEA, **Emil Barbu Popescu** nous en dit plus sur le concours et ses conditions.*

*Dans le numéro 66 du Bulletin de l'AEEA, nous vous annonçons la **conférence 2004 de l'AEEA/ARCC**. Il s'agira de la dernière conférence internationale de recherche de toute une série sponsorisée conjointement par **L'Association Européenne pour l'Enseignement de l'Architecture (AEEA)** et le **Consortium des centres de recherche en architecture (ARCC)**.*

Les précédentes conférences de cette série se sont déroulées entre autre à Paris et à Montréal. La version 2004 de cette conférence se tiendra à l'École d'Architecture de Dublin, DIT, en Irlande, du 2 au 4 juin 2004. Cette conférence est de nouveau annoncée en page 9

*Durant le printemps et l'été 2003, AEEA a participé à deux conférences en Finlande : **Quatre faces de l'architecture, et Contribution et confusion : l'ar-***

ASCA International Conference: Contribution and Confusion: Architecture and the Influence of Other Fields of Inquiry.

The conference **Four Faces of Architecture** was organised by Kungliga Tekniska Högskolan, School of Architecture, Stockholm, Sweden, whereas the conference was arranged as a joint Nordic venture, hosted by the **Nordic Academy of Architecture**. One of five keynote speakers at this conference, which took place from 8 to 11 May 2003, was **Professor Sverker Sörlin** from Umeå, Sweden. **Sverker Sörlin** is professor of Environmental History. On page 29 you can read his article **Scale, Memory, and Landscape**.

The **2003 ASCA International Conference: Contribution and Confusion: Architecture and the Influence of Other Fields of Inquiry** took place in Helsinki, Finland, from 27 to 30 July 2003. The timing of this conference had been coordinated with the **9th International Alvar Aalto Symposium** held in Finland from 1 to 3 August 2003.

Not least seen in the light of this year's many EAAE activities in Finland, I am happy to present an interview with **Professor Juhani Katainen**, Finland. **Juhani Katainen** has been dean at the **Department of Architecture at Tampere University of Technology** since 1992.

The interview **Profile: Tampere University of Technology** which can be read on page 25, is the latest interview in the series of "**Profiles**" of European schools of architecture. The series has so far dealt with the following schools of architecture: TU Delft (The Netherlands), Politecnico di Milano (Italy), KTH, Stockholm (Sweden), EAPLV, Paris (France) and "Ion Mincu" University of Architecture and Urbanism (IMUAU), Bucharest.

At last I would like to draw your attention to the fact that a new **EAAE leaflet** has been published, and that the EAAE homepage www.eaae.be that has been under construction for some time is now functioning.

On page 38 you can read about both the new EAAE leaflet and the structure of the EAAE homepage.

On page 39 you can see the new composition of the **EAAE Council** as it looks after the **EAAE General Assembly 2003**.

Yours sincerely

Anne Elisabeth Toft

Architecture et l'influence d'autres domaines, la conférence internationale de l'ASCA 2003.

*La conférence **Quatre faces de l'architecture** fut organisée par l'école d'architecture Kungliga Tekniska Högskolan de Stockholm en Suède, mais c'est un groupe nordique accueilli par l'**Académie Nordique d'Architecture** qui en est à l'origine. Le **professeur Sverker Sörlin** d'Umeå en Suède fut le principal orateur de cette conférence qui s'est déroulée du 8 au 11 mai 2003. **Sverker Sörlin** est professeur d'histoire de l'environnement. Vous pouvez lire son article **Echelle, Mémoire et Paysage** en page 29.*

*La **Conférence Internationale de l'ASCA 2003 : Contribution et Confusion : l'Architecture et l'influence d'autres domaines** s'est tenue à Helsinki en Finlande du 27 au 30 juillet 2003. Les dates de cette conférence correspondaient avec celles du **9ème Symposium Alvar Aalto international** qui s'est déroulé en Finlande du 1er au 3 août 2003.*

*Je suis heureuse de pouvoir vous présenter un entretien avec le **professeur finlandais Juhani Katainen** qui vous éclairera sur les nombreuses activités de l'AEEA en Finlande. **Juhani Katainen** est recteur de la **faculté d'Architecture de l'Université technique de Tampere** depuis 1992.*

*L'entretien **Profil : Université technique de Tampere**, que vous pouvez lire en page 25, est le dernier d'une série de "**Profils**" des écoles d'architecture européennes. Notre série s'est intéressée jusqu'à maintenant aux écoles d'architecture suivantes : TU Delft (Pays-Bas), Politecnico di Milano (Italie), KTH, Stockholm (Suède), EAPLV, Paris et "Ion Mincu" Université d'architecture et d'urbanisme (IMUAU), Bucarest.*

*Pour finir, je souhaite attirer votre attention sur la sortie de la nouvelle **brochure de l'AEEA** et sur notre page d'accueil www.eaae.be, qui, après une longue période de construction, est aujourd'hui terminée.*

Lisez en page 38 pour en savoir plus sur la brochure AEEA et l'élaboration du site de l'AEEA.

*Vous pouvez consulter en page 39 la nouvelle composition du **Conseil de l'AEEA** depuis l'**Assemblée Générale 2003**.*

Sincèrement

Anne Elisabeth Toft

EAAE/AG2R Architectural Competition

The Architecture for the Third and Fourth Age – The Architectural Environment for the Elderly

At a meeting of the Council of EAAE in Paris in March 2003 a competition sponsored by AG2R was launched.

The competition is open to Schools of Architecture who are current members of EAAE. The competition will be conducted and assessed in two phases.

Phase One

The invention and development of a programme within each competing School to establish the brief and the competition parameters for that School.

Phase Two

The introduction of this competition programme by the Schools to their own students who will develop projects based on the parameters established in Phase One.

Each School will select a maximum of two projects to participate in the international competition.

Schools wishing to participate should register with the Competition Registrar on or before:

- **31 October 2003.**

Completed projects should be submitted by:

- **1 May 2004.**

Judgement of entries and an exhibition of the projects will take place in Paris at:

- **The end of May 2004.**

Jury

- **Mario Botta** (President of the jury)
Mendrisio, Switzerland

Jury to be formed (under way)

Registration

Registration forms may be downloaded from website:

competition-eaae.ag2r.com or
concours-aeaa.ag2r.com (french)

and should be sent by e.mail to:

concours_aeea_ag2r@hotmail.com

or by hard-copy to:

AG2R,
35 Boulevard Brune,
75014 Paris, France.

Coordinators

Emil Barbu Popescu
Constantin Vasilescu
Elena Hillard

EAAE/ARCC Conference 2004

School of Architecture, DIT, Dublin, Ireland, 2-4 June 2004

Second Announcement

The proposed conference will be the latest in a series of international research conferences sponsored jointly by the *European Association for Architectural Education (EAAE)* and the *Architectural Research Centres Consortium (ARCC)*. These conferences are held every second year. Previous conferences were held in Raleigh, North Carolinas, Paris, France and Montreal, Canada.

The objective of these conferences is to provide a focussed forum for discussion and dissemination of architectural research findings, philosophies, approaches and potentials.

The Architectural Research Centres Consortium (ARCC) is an international association of architectural research centres committed to the expansion of the research culture and a supporting infrastructure in architecture and related design disciplines. Since its foundation as a non-profit corporation in 1976, ARCC has exhibited a concerted commitment to the improvement of the physical environment and the quality of life.

Historically, ARCC's members have been schools of architecture that have made substantial commitments to architectural research, often by forming centres, ARCC sponsors workshops, undertakes sponsored projects, sustains networks, and exchanges information and experience in architectural schools and beyond.

Topic: Between research and practise

Architectural discipline seeks to close the gap between teachers, practitioners and researchers – while at the same time allowing synergies to develop without loss of individual character or identity.

The aim of the conference are:

- To examine how practice and research are knowledge producers and how they could collaborate to create a synergy.
- To examine the links between researchers and practitioners and explore the potentiality they create for each other.
- To examine current research collaborations between individual schools and between schools and practitioners in the areas of design methodology, technology, sustainability, conservation, computers, etc.

Timetable

Contributing authors should submit an abstract (max. 500 words) to the conference co-ordinator on or before:

- **19 September 2003.**

Authors will be notified of provisional acceptance:

- **24 October 2003.**

Deadline for submission of full papers for refereeing:

- **30 January 2004.**

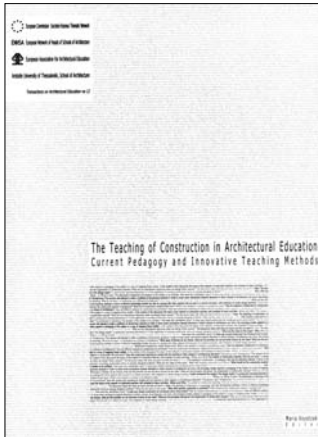
Presented papers will be published in a Conference Publication.

Conference Co-ordinator:

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EAAE-ENHSA Thematic Sub-Network: The Teaching of Construction in Architectural Education

Transaction on Architectural Education No 12



Debating on the Teaching of Construction

In the last decade a great number of Schools of Architecture in Europe reconsidered and reformed the structure of their curricula. In the context of these reforms, a radical re-allocation of teaching time took place, a number of new subject areas were added, the importance of some other subject areas was diminished, and new forms of specialization were introduced to architectural education. In this decade there is an overall re-definition of the profile of the architect in contemporary society, which may influence the educational strategies in order for this profile to be ensured.

One of the issues that seems to have an increasing interest in the debates of teachers as well as of the management of schools is the teaching of construction in architectural education. More specifically, this issue has three complementary dimensions: the first one concerns the contemporary content of the teaching of the subject area, the second one concerns the qualitative and quantitative position of the subject area in a school curriculum, and the third one concerns the accomplished methods for the transmission of the knowledge of the subject area.

The main characteristic that could be distinguished behind these debates is that the present teaching methods and practices of construction are widely questioned. As these methods constitute transformations and adaptations of educational practices implemented on the education of the architect in the post-war era, there is an increasing demand for a radical reconsideration of these methods so that construction teaching can become more compatible with the contemporary trends of architectural theory and practice.

The questioning of the effectiveness of the position, the content and the pedagogy of construction appears implicitly in every debate on architectural education. It is interesting to note that a great number of reforms in schools of architecture in Europe have attempted to interfere with the teaching of construction, always with the perspective to stress out its importance and to point out its role in the education of an architecture student. An attempt to record this tendency became apparent at the International Conference in Plymouth (organized by the EAAE and the School of Architecture, at Plymouth University, UK, 4-6 February 1999 entitled "Architecture and

Engineering: Teaching for a Multidisciplinary Practice"), where the necessity for a convergence between studio teaching and construction teaching dominated the majority of the interventions made. It was stressed out that this convergence should occur through new forms of organization of school curricula, through the restructuring of their contents as well as through new teaching methods. Four years later, speculations on the subject seem more articulate, organized and oriented towards a new pedagogic ethos and a new belief that construction should be part of the entire body of knowledge an architect should possess. In this context a particularly important objective is to further clarify this new condition of construction teaching and reveal its characteristics.

(From: *The Teaching of Construction in Architectural Education* by Maria Voyatzaki).

Editor

Voyatzaki, Maria

Proceedings

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The 6th Meeting of Heads of European Schools of Architecture

Chania, Greece, 3-6 September 2003

EAAE Chania Report 2003

EAAE Council Member, Per Olaf Fjeld

The meeting had a flying start. It was announced that Chania will soon have its own school of architecture. Recalling our first meeting six years ago when our working space was in one of the old Venetian warehouses, the scene was very different this September with the new Center for Mediterranean Architecture as our base.

The city's effort to realize an architectural school only reaffirms our choice of Chania as the perfect place to hold the annual meeting for the Heads of European Schools of Architecture. Hopefully Chania will gain some publicity and goodwill due to our presence.

The title of the meeting "Shaping the European Higher Architectural Education Area" carried a certain ambiguity, but it was clear from the beginning that the meeting was well prepared. The president of EAAE, Herman Neuckermans, the former president Spiridonidis, the president for the center, and the Mayor of Chania staged an optimistic opening for the meeting.

This time it was decided to have only one key note speaker. Since it was given immediately after the welcome speeches, there was a great deal of importance placed on the impact of this lecture. John Habraken, a former dean of MIT met the challenge. His talk, "Questions that will not go away" was both personal and intense. It focused upon a number of architectural conditions that we often try to avoid, or in a sense sidestep, concentrating on different facets of our present misuse of the environment. His comments and questions raised in relation to the past and future role of the architects and the role of architecture in relation to the environment and our daily life were sincere reflections, not locked into a set format, but still open for questions and comments.

The position of the architect and the profession have changed, and consequently this also changes architecture. Who is responsible, and who takes responsibility for the damage? Architects and their capacity to spatially "save" the world is a continuous debate. What fundamental images and ambitions have guided us in the past and may guide us in the future? Habraken called attention to the way we explain ourselves to ourselves and to others.

In order to maximize the informative input, Constantin Spiridonidis suggested at the last Chania meeting groups should be formed with a variety of members to work on topics for this year's meeting. It was the quality of the group

preparation that made the meeting a success, and each session has to be congratulated for their effort and concern related to the given topic.

Session 1 :

Shaping the Curriculum in the European Higher Architectural Education Area.

Prior to the meeting about 60 schools had contributed to the questionnaire sent out earlier. The results from the investigation were not without surprises rather an awakening if one may use such a term in relation to statistics. This report can not focus on every detail related to the material, but it will touch upon certain aspects that were important for the discussions that followed. Related to session 1 the following had some importance :

Schools of architecture are small. Many schools have less than 500 students, and three quarters of the schools that contributed to the investigation have less than 1000 students. Common for most is that in the future architectural education will consist of both a Bachelors and Master programs (3+2), but a standard Master curriculum program is not relevant in this situation.

The schools, their curriculum, pedagogical approach, student/staff ratio, and the different focus upon studio work verses research are just too diverse to form a standard degree. It is also open as to whether Bachelor Degree outside the strict architectural domain should give admittance to the Master Degree Programs. In general the master programs will remain diverse, and will continue to take on programs of specialization. Architectural research is still somewhat vague in relation to what it is and what it should be.

The discussion remained very open. It was argued that EAAE should try to put Architectural Research on the EU agenda, and draw up criteria for research and scientific output.

Session 2

Shaping the relationship between the European Higher Education Area and the professional body

As always, the relationship between academia and the profession triggers a discussion. The result

from the questionnaire stated that 15 % of the schools said they had no relationship to the profession. 21 % stated that they had a close contact, but it became very clear that most schools offer education in architecture, and not the education of an architect. 71 % of the schools stated that an independence from the profession was important, but contact and collaboration with the profession was considered positive. With regards to training in an architectural office as part of the curriculum, the response was divided.

The profession as a body has also changed. It is challenged in many areas as it is pressured both politically and commercially which often results in the architectural office being swallowed by large corporative concerns. The profession has little direct power, and this shift of status influences architectural education.

Session 3

Shaping the Exchanges and Mobility in the European Higher Architectural Education Area.

It was agreed that exchange and mobility among the various schools is important, but it was also stated that the "flow", an architectural à la cart, had some hidden problems. It is interesting to note that the exchange is not as vital as first anticipated. 31 of the schools sent out only 2% of their students to other schools, and the majority of the schools (80%) have less than 5 % into exchange programs.

The difficulties also arise due to 60% of the schools require supplementary work from their students upon their return. It became very clear that the necessity of accepting the program of the exchange school at face value is important. Staff mobility remains slow, and should be encouraged by different exchange opportunities, such as the EAAE thematic network program.

Each school is once again encouraged to increase teaching mobility.

Session 4

Shaping the Academic Assessment and the Quality Assurance in the European Higher Education Area.

This session was a rather potent one, since the discussion on the relationship between politics and

academia quickly turned heated. Everyone agreed that quality control is important and useful as a tool for attaining quality education, and that self assessment could be a vital instrument for improvement. Many schools have started a quality managing system tailored to their needs as an important first step to further quality assessment. But, external assessment is still regarded with some suspicion and fear.

It was suggested that EAAE could take on or be a guiding device for such a control, but it became very clear in the discussion that each country or school, must find its own direction in these matter. Europe as whole has not been able to establish a unified accreditation system similar to USA. With such a device Europe would loose its strength and diversity. The criteria for assessment and quality assurance must relate to the curriculum, and the curriculum differs from school to school.

A common EAAE guideline would very quickly become be a limitation rather than a positive input. Our goal is to clarify these differences, rather than simplify the complexity and the uniqueness of each school.

Session 5

Planning session. Conclusion and proposals for future action and strategies.

There was general agreement that the working groups should continue with their work in order to further clarify each topic. It also became apparent that the collaboration among schools in relation to the different topics has been very fruitful.

One of the goals of EAAE is to be regarded as a forum for information related to architectural education in Europe. Working from such a base in the future EAAE can also have political impact. Each school is different, and it is this diversity that gives European architectural education its strength. It is important not to destroy or dilute this diversity. Thus, each school must be recognized for their personal strength and identity. The schools have to have a voice. This is not new, but it needs to be kept in the forefront of our efforts. For a long time we have focused our time and energy on defining what we have in common and this has been important. It is through this we realized our diversity as a great strength. EAAE can not establish an identity for the schools, but it can establish a base, a common ground, from which vital discussion on education can take place.

Maria Voyatzaki and Constantin Spiridonidis invited the EAAE to their wedding celebration.

It was a moving and memorable ceremony followed by a fantastic party. Thank you for allowing us to take part in this very personal event.

At the meeting, the consequences of going over to a Bachelor/Master program, 3+2 system leaves some unanswered questions. There is a general agreement that architectural education should require a minimum of five years, but a full understanding of the 3+2 system remains unclear.

The meeting in Chania 2003 was a good one.

It illuminated the common problems and challenges that lie ahead. We were not directly looking for solutions, but rather working towards a greater understanding of the vast complexity of European Architectural Education. The book containing the essays submitted to the 2002 EAAE competition, *Writings in Architectural Education* edited by Ebbe Harder, sets a new standard for our future efforts. For the outgoing President Neckerman, this was a good final session. Congratulations and thank you for all your hard work and concern.

Congratulations to our new president James Horan. President Horan made it very clear in his acceptance speech that EAAE will take on greater responsibility in forefronting architectural education in different arenas. Life long learning is also a responsibility for the member institutions.

The success of the meeting gives next year's meeting a good start. ■

EAAE General Assembly / Assemblée Générale de l' AEEA

Chania, Greece, 5 September 2003 / Chania, Grèce, 5 Septembre 2003

Minutes

Chairman H. Neuckermans opens the general assembly by welcoming the delegates from more than 80 schools of architecture. He reminds the participants of the clause included in the invitation to the meeting stating that the minutes of this assembly will be published in issue #67 of the News Sheet and will be considered as approved by the end of December 2003 if the EAAE secretariat does not receive any objections from the members. The President has received 2 power of attorney forms.

Agenda:

1. Approval of the minutes of the 2002 GA.

The minutes of the previous assembly dating from 5 Sept 2002 have been approved according to the above-mentioned procedure.

2. Position of the EAAE versus networks.

The chairman shows and reads the position of the EAAE Council with regard to networks. This position has been published in the News Sheet #66, p.4.

3. Finances:

The balance 2002 shows

	budget	spent
expenses	92.050,00 Euro	41.574,64 Euro
income	156.002,52 Euro	169.884,00 Euro

Reserve 128.310,30 Euro

The budget 2003 shows

expenses	170.250,00 Euro
income	267.189,00 Euro
Reserve	96.938,90 Euro

More in detail:

Out

Secretariat	20.200 Euro
Mailing costs	9.200 Euro
Publications	17.400 Euro
Conferences and council meetings	3.850 Euro
Thematic Networks	3.800 Euro
Prize EAAE/VELUX	37.600 Euro
Chania	65.000 Euro
Website	1.500 Euro

In

KU Leuven Secretariat	5.750 Euro
Balance 2002	128.950 Euro
Membership fees	35.000 Euro
Prix AG2R	22.000 Euro
Chania	75.000 Euro
Publications sale	500 Euro
Reserve:	+ 97.000 Euro

4. Activity report

EAAE Prize

- Copenhagen, 22-24 November 2002

Council Meeting

- Copenhagen, 24 November 2002

Council Meeting

- Paris, 15-16 March 2003

Preparatory Chania Meeting EAAE/ENHSA

- Antwerp, 28-29 March 2003

Four Faces of Architecture

- Stockholm/Helsinki, 8-11 May 2003

Education in construction, Thematic network EAAE/ENHSA

- L'Isle d'Abeau, 15-18 May 2003

Council meeting

- Dublin, 7-8 June 2003

6th Meeting of Heads of European Schools of Architecture

- Chania, 3-6 September 2003

Publications

Website

5. Prizes

EAAE Prize (sponsored by VELUX): the first edition 2001-2002 has been successful.

Ebbe Harder, in charge of the prize, presents the well-designed proceedings. These are included in the participants' package together with the leaflet announcing the second edition of the prize for 2003-2004. His proposal to allow entries from ARCC is accepted by the GA.

AEEA/AG2R student competition: Emil Popescu presents the student design competition sponsored by the French insurance company AG2R. The theme is "Housing for the Elderly."

Info:

www.eaae.be and

News Sheet #66, p.15

6. EAAE publications 2002-2003

News Sheet

- #64, #65, #66

Proceedings, Thessaloniki:

Voyatzaki, M., (Ed.)

- The Teaching of Construction in Architectural Education. Current Pedagogy and Innovative Teaching Methods. Transactions on Architectural Education no 12 Aristotle University of Technology, Thessaloniki, Greece, 2002

Proceedings, Chania:

Spiridonidis, C., Voyatzaki, M., (Eds.)

- Towards a Common European Higher Architectural Education Area. Transactions on Architectural Education no 13 EAAE / ENHSA, Aristotle University of Technology, Thessaloniki, Greece, 2002

Proceedings, Montreal (CD-ROM):

Fontein, L.,(Ed.)

- ARCC/EAAE Conference on Architectural Research - proceedings. School of Architecture, McGill University Montréal, Canada, 22-25 May 2002, CD-ROM

EAAE Prize:

Harder, E., (Ed.)

- EAAE Prize 2001-2002: Writings in Architectural Education. Transaction on Architectural Education no 15 Royal Danish Academy of Fine Arts, School of Architecture, Copenhagen, Denmark 2002

EAAE Guide of Schools of Architecture in Europe

Van Duin, L., (Ed.)

- 2nd edition paper-version and web-version TU Delft, The Netherlands, 2003

New EAAE Leaflet

7. Future activities (preliminary list):

Virtual conference:

- Monitoring Architectural Design Education in European Schools of Architecture.
- Monitoring Urban Design Education in European Schools of Architecture. EAAE/ENHSA
- September 2003

Preparatory EAAE/ENHSA meeting,

- Chania 2004
- Antwerp, January/February 2004

EAAE/AG2R exhibition and presentation of prizes

- Paris, May 2004

Le Doctorat en Architecture en Question

- Marseille, March 2004

International Conference on Architectural Research EAAE/ARCC

- Dublin, 2-4 June 2004

7th Meeting of Heads of European Schools of Architecture

- Chania, September 2004

Architectural Projects for the European City

- Delft, November 2004

EAAE Prize Workshop (sponsored by VELUX)

- Copenhagen, November 2004

Conference on Public Space

- Leuven, March 2005

8. News Sheet:

The assembly congratulates Anne Elisabeth Toft on editing the News Sheet.

The EAAE expresses its gratitude to the Aarhus School of Architecture, especially to Peter Kjaer for the support of his school allowing Anne Elisabeth Toft to do this job.

9. EAAE Website:

The new EAAE website is now fully operational with buttons for:

- home
- publications

- events
- awards
- forum
- members
- about

The forum is a place where people who sign up can exchange ideas, in this case about the doctorates in architecture run by Stephane Hanrot.

The graphics will be remodelled slightly to match the EAAE brand. The website will be bilingual French and English.

www.eaae.be

10. EAAE leaflet

The new leaflet of the EAAE has been published and all participants receive copies to distribute at home. The design is Danish and was taken care of by Ebbe Harder.

11. EAAE Guide of Schools of Architecture in Europe:

The second edition of the guide is almost ready and will be available in a few weeks. It is new that the guide will simultaneously be available on the EAAE website. The policy is that consulting the guide is free, and that being part of the guide requires an EAAE membership. Consequently a number of schools that have not paid will not figure in the Guide anymore.

12. New member schools

The number of members of the EAAE is almost 100 schools.

The GA in the year 2003 welcomes the following schools as new members of the EAAE:

- Academy of Arts, Reykjavik, Iceland
- Royal College of Art, London, United Kingdom
- University of Edinburgh, Scotland
- University of Baceslhir, Bahcelievler, Ankara, Turkey

- University of Belgrade, Faculty of Architecture, Serbia & Montenegro

- Ecole d'Architecture Languedoc-Roussillon, Montpellier, France

13. Handing over the presidency

At the end of his 3 years of presidency Herman Neuckermans presents the vice-president James Horan as his successor to the General Assembly. The General Assembly approves and installs James Horan as the 11th President of the EAAE for the coming 2 years. James Horan is the Head of the School of Architecture at the Dublin Institute of Technology (Ireland) and Chair of the diploma group of the Advisory Committee of the Architect's Directive at the EU. He is also active as architect.

He is the first native English-speaking EAAE president. Congratulations.

H. Neuckermans
Past President of the EAAE

EAAE General Assembly / Assemblée Générale de l' AEEA

Chania, Greece, 5 September 2003 / Chania, Grèce, 5 Septembre 2003

A Farewell to Arms

Past EAAE President, Herman Neuckermans

Stepping down as president merits a moment of reflection, a moment of looking back, a moment of looking forward.

Looking back, I am not going to show the list of EAAE achievements and activities over the last 3 years. These have been published in the minutes of the GA from 2001 in News Sheet # 61 and for 2002 in # 64; those of 2003 will be published in the forthcoming issue # 67. In my inaugural speech as the 10th president of the EAAE here in the old Neoria (Arsenal) of Chania in the year 2000, I drew 3 lines of action: improving the financial situation of the EAAE, creating thematic networks, and increasing membership of the EAAE.

And indeed the picture of the financial situation today looks much better than 3 years ago; the thematic networks are a fact; membership has increased from 80 to almost 100 active and paying schools, although the EAAE is still lacking a significant participation of the German schools. In terms of the history of the EAAE, I consider the major achievements of my presidency the first step of the EAAE towards a political role in authoring the Chania statement, and on the more pragmatic level; the introduction of the EAAE in the digital era.

In quoting the major achievements of my presidency, and not of me as a president, I deliberately refer to all those who contributed to this success: all of you, but first of all my council members and project leaders. I take the opportunity to thank each of them more in particular:

Constantin Spiridonidis: Dear Dinos, my predecessor and 'father-do-it-all' of the yearly Chania meetings of heads of schools. You created by far the most successful activity of the EAAE. You also succeeded in creating the ENHSA/EAAE network, with the thematic networks, website and inquiry operating as leverage for the EAAE. The EAAE owes you a great deal. Congratulations and thank you, Dinos.

Maria Voyatzaki: Dear Maria, you are without doubt the mother of the Chania meetings. You have been taking care of all the things that nobody knows because you care. We all thank you for your relentless effort and commitment. And above that Maria, you are the motor behind the most success-

ful ENHSA/EAAE thematic network on education in construction. Thank you, Maria.

Anne Elisabeth Toft: Dear Anne Elisabeth. I enjoyed working with you in your capacity of our News Sheet editor. With you our EAAE News Sheet literally underwent a facelift, thanks to your inspired work. I would also here like to express my gratitude on behalf of the EAAE to the Aarhus School of Architecture in the person of Peter Kjaer, Head of the School, for allocating your time and spare time to architecting the News Sheet. Congratulations and thank you, Anne Elisabeth.

Leen Van Duin for his silent work on the Guide of Schools of Architecture in Europe. Those who have published books know how much effort it takes to collect the information and to have the thing printed. Dank u, Leen.

Ebbe Harder: Dear Ebbe, you have been on the council for many years working backstage towards the EAAE Prize sponsored by VELUX. You came up with a full-fledged prize on writings in architectural education at the time when almost nobody believed anymore that you would succeed and yet - this is another major step forward for the EAAE. Thank you, Ebbe.

Emil Popescu: Dear Mac, you are our real international player; you embody our Rumanian connection; wherever the EAAE went you knew somebody; be it in Moscow, Paris or Montreal. Thank you for creating the AG2R prize and taking care of it as project leader now that - according to the statutes - you are leaving the council. Thank you, Mac.

Stephane Hanrot: Cher Stephane, thank you for all your work on research and doctorates in architecture, and for your role in the collaboration with ARCC (Architecture Research Consortium Centres). You did a lot of backstage work for us, proofreading our French texts, and preparing guidelines for future EAAE/ARCC conferences. You have now chosen to leave the Council, but fortunately you will still be active on the issue of doctorates and research. Merci à toi, Stephane.

Per Olav Fjeld: Dear Per, you have always been very critical of what we did. I thank you for the interest-

ing discussions, for your constructive and wise contributions to the future of the EAAE. Thank you, Per.

Jean-François Mabardi: Cher François, you operated in silence as the 'éminence grise' of the association. Living not far from me in Leuven I had the opportunity to consult you many times. You initiated the good contacts with ARCC and Marvin Malecha. Merci à toi, Jean-François.

Paola Michialino: Cara Paola, circumstances in your life did not allow you to participate very much in our activities during my term. You have desperately sent us your comments from Australia. Now that you are leaving the Council, the EAAE will not forget the work you did for us in previous days when you edited the proceedings of our summer school in Italy. Grazie, Paola.

Let me also thank Lou for the support she gave me as EAAE Secretary, and thank my CADLAB staff at KU Leuven who are always willing to help us.

And last but not least; thank you James. When looking at you, I am looking forward. Thank you for having accepted to be our vice-president. You have been working with us for a year, preparing actively the future of the EAAE and now taking over the joy and the burden of the EAAE presidency from me.

I enjoyed being your president and leave the stage with good feelings, because I know that the EAAE is well and alive, and with James Horan in 'good hands'.

I am fully confident that James' commitment to architecture, his introduction in the EU and his experience in the Advisory Committee of the EU Architects' Directive, and his entrepreneurship and managerial skills will transform the EAAE – with

humour- from a voluntary association into the professional association for architectural education in Europe. I wish you, James, all the best with and for the EAAE.

From now on the stage is yours. ■

EAAE General Assembly / Assemblée Générale de l' AEEA

Chania, Greece, 5 September 2003 / Chania, Grèce, 5 Septembre 2003

Inaugural Address as President of EAAE

EAAE President, James F Horan,

Last year when I was asked to become the Vice-President of EAAE I was reminded of a story of two brothers, one who ran away to sea and the other one they made a Vice-President. Neither was ever heard of again! Fortunately or unfortunately that is not what has happened on this occasion and like it or not I suppose you are now stuck with a Vice-President who has become a President. I thank you for electing me.

The topic we are about to consider relates to the future of EAAE. However, it is not really my intention to engage in discussion about this; at this stage I would merely like to put a position to you and when that position has been articulated there will be an opportunity for members of the General Assembly to establish a communication link with the Council on a more structured basis. I will come to that in a moment.

There is a Chinese saying 'may you live in interesting times'. This in fact is not a well wish, it is a curse. If the Chinese are not happy with you, they say 'may you live in interesting times'. Usually in China when you live in interesting times you were very likely beheaded. We, however, are now in interesting times. I believe that the EAAE finds itself in interesting times.

We are living in times when a lot of things are happening in architectural education both from a philosophical point of view and also from a political point of view. We have discussed this in the Council on a number of occasions during the past year, and consequently one of the major agenda items has been about the future of EAAE.

The EAAE, as you know, was founded in 1975. In the intervening years it has grown into a very significant organisation. It has now reached a point where it has to take stock of where it has come from, where it is now, and where it is going. What in fact do we, the members of EAAE, want it to become in the future?

Let me just perhaps take a few minutes to describe my understanding of the climate in the Europe in which the EAAE finds itself. As you are aware the European Directive on Architectural Education developed by the European Union has been a vehi-

cle used by Member States in the EU as an identification of Schools of Architecture which had reached an acceptable standard. Interestingly enough the UIA, the International Union of Architects, adopted in their charter a directive almost identical to what had been devised in Brussels as long ago as 1985. However, the Commission in Brussels seems to have decided, without officially saying so, that the Directive is no longer important. Some of you may already know that for almost twelve years, with others who are here in this room I have been serving on the Advisory Body to the Commission in Brussels.

This Advisory Body was set up to assist the Commission in deciding which Schools of Architecture should be recognised under the Directive. The Advisory Body would meet at least once a year, or more often if specific issues needed to be discussed. These meetings of the Advisory Body have now ceased. There has been no meeting for almost two years, and while no official declaration has been made by Brussels it is clear that it is not the intention of the Commission to have any further meetings. In April of this year a number of the members of the Advisory Body, including three past Presidents, had a meeting in Koln where a letter was written to the Commission expressing dismay at the attitude of Brussels for the apparent lack of interest in standards in architectural education¹. This letter is available in four languages English, French, German and Italian. I quote from it as follows:

"The Advisory Committee was established by Council Decision 85/385/EEC of 10 June 1985 for the purposes of advising the Commission in relation to architectural education and training and especially to assess and to advise on doubts which might, from time to time, be expressed by Member States as to the compliance of any diploma in architecture with the standards set down in the Directive. Meetings are normally convened by the Commission but may be convened by the President of the Committee.

Whereas the rules of Procedure require that the Committee meet at least once a year, it last met on 26 November 2001! When the President, in accordance with the Rules, sought (on 30 December

2002) to convene a meeting, it took the Commission until 27 March 2003 to make a substantive reply to the President's letter. The Commission concluded that it was not now appropriate to seek the advice of the Committee in relation to the proposal for a new Directive, on grounds (inter alia) that it has consulted other (unnamed) "representatives" on an "ad hoc" basis."

The full version of this letter is being made available. That has been the position and remains the position.

This situation, in fact, creates a vacuum. The profession of architecture has been continuously expressing a concern about the fact that the directive is not being followed or implemented. Consequently, ACE [the Architect's Council of Europe] has been actively involved in pursuing a position to fill the vacuum left by the Advisory Body. What this ultimately could mean is that an organisation such as the Architect's Council of Europe might seek to be in a position to provide accreditation for all architectural schools. This is a serious situation. It is not acceptable that accreditation or any form of control would be in the hands of one single group such as the Profession. Education is essentially the business of education-ists. Universities and Schools of Architecture must be free to decide how they will educate, and what type of educational programmes they will deliver.

On the other hand, the strength of the Advisory Body came from the fact that it had representatives from the educators, the professionals and the National Governments. This meant that each Member State had three people who sat on the Advisory Body.

The Government representative was there because they were responsible to those who made the funds available for education. The professionals were there because they had an interest in what the educators were doing and the type of graduates coming from the Schools, and the educators were there because they were the experts in education.

These different groups brought balance to the discussions. If the Advisory Body is now likely to be replaced by any single group then the prognosis for education in Europe is poor. This might appear like a gloomy picture. All of us know individually in our Schools that we may have a sense of educational freedom, and certainly I know in many cases the Ministers for Education have little or no interest in the content of what is being taught. But what they do have an interest in, is how much it is costing to educate architects. I believe it is important that we as educators have a voice in this wider discussion and wider debate. Let me just for a

moment illustrate a vision for the future of architectural education in Europe.

I believe that architectural education is a fifty year process. We in the Schools engage mostly with education at a narrow point of great intensity. But the day when someone leaving a School of Architecture – graduating with a Bachelors, a Masters, or a Doctorate – is regarded to be fully educated are no longer with us. The notion or the concept of continuous lifelong education is becoming increasingly imbedded in the minds of both the professionals and the educators. The courses of continuing professional development provided by Schools and by the professional institutes right across the world have become almost a requirement for graduates of architecture.

Certainly those who wish to practice, are obliged to involve themselves in various forms of continuing education on a regular basis. This is an opportunity. It is an enormous opportunity for the educators. If we accept the notion that the education of an architect, irrespective of which branch of architecture they may be involved in, is a life-long process, then the responsibility for that education has to be a shared responsibility by everyone involved. The responsibility not only lies with the educators, but also with the professions and with the governments, whose funds allow the educational process to take place. A debate and a discussion should occur between these three interested parties. I don't see this as a negative, in fact if the notion of shared educational responsibility is grasped, then the possibilities for Schools of Architecture to expand increases to an enormous degree. Not only will we provide undergraduate, postgraduate, doctorate and post-doctorate programmes, we now can become involved in the process of the continuing educating of graduates, practitioners and everyone involved in the various fields of architecture.

Many of you will have had the experiences of Universities or Schools closing down because of lack of numbers. In fact a colleague from Germany yesterday spoke about this very problem. Some Schools have had to amalgamate because of insufficient numbers of students to support and sustain an individual School. If we grasp the notion to expand the level and type of education we provide we assure the future of architectural education in Europe. If we assure the future of its framework we are then free to deliver what we wish within that framework. The minute the framework is threatened we become vulnerable. We must be open to change, I believe that our organisation has reached a state were it is becoming a seriously regarded professional body. I don't mean professional in the sense of Practitioners, I mean professional in the

way it does its business. We have now more than 100 Schools as members of EAAE. We have established credibility in the projects that we are pursuing and what we are publishing. The work that has been presented at this conference testifies that we are becoming the guardians of a serious body of knowledge. Knowledge is strength and knowledge is power and the more convincing we become in the way we assemble, collect, archive and disseminate this knowledge the more significant we will be as a group on the European stage. In fact, I would go so far as to say that ultimately our objective would be to make a global impact. There are already established relations with counter organisations in the United States and elsewhere.

During the past year we have examined the sort of subject headings that would form part of a future agenda for the Council of EAAE, and for all its members here. Some of the questions we have asked are as follows:

What is our philosophy? Where have we come from? Where are we now? What is our vision? Where are we likely to go? It is our vision that underpins everything. This is a huge discussion, an enormous debate, it is perhaps the theme of an entire Conference and even then the answers may not be complete. However, the first step now is to begin to ask the questions and open up the discussions.

The second area deals with the activities in which the EAAE is involved. We know from the reports today that these activities are both extensive and wide reaching. We must ask the question whether or not they are the appropriate activities for EAAE. To some extent the answer to that question will be informed by the answer to the first question about the philosophical position. As these positions become clear I would like to think we would develop a Strategic Plan about the way we engage in activities that is carefully thought through and is a direct consequence of where we want the organisation to go.

The third issue is the structure. We must examine the structure of the organisation, we must examine the structure of Council, we must examine the role of President, the role of the Vice-President and the role of individual Council members and Charges des Missions. A permanent Secretariat will be critical to the identity of EAAE. At present the Secretariat is located in Leuven in Belgium. This location has been partially due to the historic circumstances. However, as the EAAE was set up under the legislation of Belgium law it is probably wise to have the secretariat located there. This secretariat I believe needs to have a recognised place of existence irrespective of the nationality of

the President or the members of Council. In order to make the secretariat permanent there must be financial security. The financial structuring of the organisation needs to be examined. This is the fourth point of discussion.

During the past year some exercises have already been carried out to look at business planning. The financial planning of the organisation is critical in order to ensure its growth and development. The cost of membership to individual Schools, the cost of publications, and the cost of our communications generally will form part of this plan. The issue about sponsorship should also be on the agenda. Are we prepared to engage with sponsors? How can we feel comfortable interacting with our sponsors? How do we avoid compromising our philosophical position?

The fifth point deals with communication. This I believe is the point at which we must begin. It is the first thing we should address. Today there are more than 100 people gathered at this conference in Chania discussing matters on architectural education.

On Monday morning next each one of us will be at our individual desks in different cities, in different countries, and the problems that await us on that desk will tend to push matters discussed here at EAAE slightly into the background. Let us attempt to keep the channel of communication open. During the past year the Thematic Sub-networks were enormously instrumental in developing a sense of continuity of communication between one general assembly in Chania and the next. I now hope that we will increase the level of communication between us. I invite all members of EAAE to make submissions to Council or directly to myself on any or all of the issues I have identified this morning. It is important that your President and your Council hears the opinions of the members of the organisation. Any action that is taken by Council should be based on the best possible information from the membership. The collective wisdom of the people in this room is an enormous resource from which we must draw.

Because I believe we are at a point of change, and at a watershed about the future, we have taken the unusual step this year of not identifying any new Council member today. What we would like to do is to develop a strategy to the point where the Council will be in a position to identify its new members by the specific skills and abilities that they will bring to the Council table.

Notwithstanding the issues related to developing the organisation of the EAAE itself, I believe there are two priority areas in which we should concentrate our efforts during the next year.

Firstly, through the Thematic Sub-networks and through other processes we should explore our philosophical positions on architectural education. The philosophical discussions about our educational position should be central. I believe that the meeting in Chania this year has already gone a long way to establishing that process.

Secondly, I think we should also engage in discussions with the representatives of the profession to advance the notion of shared responsibility for the total education of the architect, and provide a platform of unity to assist us in dealing with any actions by others which might result in the lowering of educational standards. It is clear, at least across the countries of the European Union that architecture doesn't appear to be a very high priority in the minds of many of the Ministers for Education. These Ministers and the Governments they represent should be fully appraised of the role and function of architecture and architectural education. Like it or not the educators of architects and the practising architects of the profession jointly have responsibility for significant aspects of the quality of the environment in which we live.

It is my intention to instigate discussions with the Architects Council of Europe to explore where problems may lie and how we can be of mutual benefit to each other.

I suppose the climate I have described and some of the difficulties I have outlined could to some extent be indicative of what one might refer to as a 'a wake-up call' for those of us involved in education. I am reminded of another Chinese proverb that says 'It is much easier to wake a man who is really asleep than a man who is pretending to be asleep'. I would like to think that if anyone among us or in our Schools appears to be asleep that they are actually sleeping so that we have some chance of waking them.

I thank you once again for electing me your President. I look forward to two years of what I hope will be intensive and interesting work. I again issue the invitation to you to communicate. It is our ability to communicate that makes this organisation possible. I think we should use it well, wisely and regularly. ■

Notes and References:

- 1: This letter is being published in its entirety (English) in EAAE News Sheet #67, p. 23.

Concerning the Advisory Committee on Education and Training in the field of Architecture

Statement of experts assembled in Koln 3 May 2003

Introduction

Following the refusal of the Commission to cooperate in facilitating a meeting of the Advisory Committee, which its President sought to convene in accordance with the Committee's Rules of Procedure, the President then informally met with four other experts in Koln on 3 May 2003. Arising from that meeting, this statement is addressed to the Member States, the European Parliament, the Council and the Commission and represents the considered and unanimous opinion of the five experts whose names are appended hereto with regard to:

- the Commission's proposal for a European Parliament and Council Directive on the recognition of professional qualifications, COM(2002)119-2002-061(COD), insofar as it relates to the field of architecture, and
- the Commission's disregard for the role and function of the Advisory Committee in recent years.

Proposal for a Directive on the Recognition of Professional Qualifications

This proposal, insofar as it relates to professional qualifications in architecture, is inadequate in that it fails to amend deficiencies which already exist in Directive 85/384/EEC in relation to the duration of courses and the omission of reference to practical training and experience.

It is also inadequate in that it creates new deficiencies, particularly in the relegation of the principles of Article 3 (of Directive 85/384/EEC) to a mere annexe status, in the introduction of different "levels" of qualifications for provision of services vis-à-vis establishment, in the lack of relevance to the consultation process of 2001, in the denial of the established right of the Member States to raise doubts as to compliance of qualifications with standards and in the priority given to the "market" over consumer protection and over all that architecture means and stands for in terms of concepts of protection of the environment with particular reference to Europe's architectural heritage – a philosophy which is enshrined in the preambles to Directive 85/384/EEC and is now proposed to be replaced by an ill-considered new order driven only by market conditions.

The proposal is at variance with the findings of all previous studies undertaken into the performance of the existing Architects' Directive and, in particular, with the findings of the Commission's own report on the SLIM initiative.

The proposal is at variance with the Council Resolution on architectural Quality in the Urban and Rural Environment, adopted in February 2001 (2001/C 73/04) which specifically called on the Commission to "ensure that architectural quality and the specific nature of architectural services are taken into consideration in all policies, measures and programmes".

The proposal is furthermore at variance with UNESCO-UIA Charter for Architectural Education (July 1996) and with the UNESCO-UIA Validation System for Architectural Education (July 2002).

The repeal of the existing Architects' Directive is neither required nor justified on grounds that enlargement of the EU will make an Advisory Committee unworkable.

Having regard to all of the above, it is recommended that the existing Directive, in its entirety, be retained and that Council's Decision 85/385/EEC be amended to provide for a more appropriately constituted Advisory Committee consistent with the enlargement of the European Union. It is noted that the European Parliament's Committee on Legal Affairs and the Internal Market also advocates the retention of the existing Architects' Directive.

The Commission's Disregard of the Role and Function of the Advisory Committee

The Advisory Committee was established by Council Decision 85/385/EEC of 10 June 1985 for the purposes of advising the Commission in relation to architectural education and training and especially to assess and to advise on doubts which might, from time to time, be expressed by Member States as to the compliance of any diploma in architecture with the standards set down in the Directive. Meetings are normally convened by the Commission but may be convened by the President of the Committee.

Whereas the rules of Procedure require that the Committee meet at least once a year, it last met on 26 November 2001! When the President, in accordance with the Rules, sought (on 30 December

2002) to convene a meeting, it took the Commission until 27 March 2003 to make a substantive reply to the President's letter.

The Commission concluded that it was not now appropriate to seek the advice of the Committee in relation to the proposal for a new Directive, on grounds (inter alia) that it has consulted other (unnamed) "representatives" on an "ad hoc" basis.

In November 2001 the Committee advised that further information be sought from the competent authorities of Spain in respect of six diplomas about which doubts had been expressed by the Governments of the Netherlands and Norway. Notwithstanding this, the Commission unilaterally caused these diplomas to be listed in the Official Journal of 10/09/02 as "recognised" diplomas.

More recently, certain Finnish diplomas were listed as "recognised" notwithstanding doubts expressed by the Government of Italy. In this case, the diplomas had not even been referred for assessment or advice to the Advisory Committee in contravention of the specific provisions of the Directive!

The above instances are cited merely as examples. They do not constitute an exhaustive list but are indicative of the Commission's negative attitude towards the Committee especially established by the Council for the purpose of advising the Commission in relation to education and training in the field of architect. Above all, this attitude and the consequent approval of the diplomas mentioned in points 3.3 and 3.4 above has made it possible for new types of professionals to enter the market, nominally as architects but with qualifications different from those envisaged by directive 384/85.

Having regard to all of the above, it is recommended that the Parliament and Council stay the legislative procedure in which they are currently involved in relation to the draft Directive (COM (2002) 119 final) until such time as the Advisory Committee on Education and Training in the Field of Architecture has formally been convened, has met and has issued its advice in relation to the proposed new Directive, in so far as that Directive deals with the matter of architectural education and training and the free movement of architects.

- **Gunther Uhlig**

Dr Ing. Professor an der Universitat
Frideriziana Karlsruhe,
Architect, President Advisory Committee

- **Mario Docci**

Architect, Past President Advisory Committee,
Director RADAAR Department at Roma
University "La Sapienza"

- **Roland Schweitzer**

Architect, Past President Advisory Committee,
formerly Member of SLIM Committee,
Member UNESCO-UIA Council for the
Validation of Architectural Education

- **John E. O'Reilly**

Architect, Chairman, Working Group
'Formation' (of the Advisory Committee),
formerly President CLAEU and formerly Vice-
President ACE.

- **James Horan**

Architect, Chairman, Working Group
'Diplomas' (of the Advisory Committee), Vice-
President and President-elect EAAE.

Profile: Tampere University of Technology

Interview with Juhani Katainen, Tampere University of Technology, Department of Architecture, Tampere, Finland.

The Department of Architecture at Tampere University of Technology was founded in 1969, four years after the founding of the University itself. The first fifteen students of architecture began their studies in the autumn of 1969. Today there are some 400 undergraduate- and about 60 postgraduate students in the Department of Architecture. The studies in the Department of Architecture are divided between three institutes: the Institute of History and Theory of Architecture, the Institute of Architectural Design, and the Institute of Urban Planning and Design. The two architectural institutes each have three professors. The Urban Planning and Design Institute has two professors.

The Department of Architecture has research laboratories for environmental simulation and for computer aided design and planning. The Department has also developed a laboratory for the maintenance, renovation and restoration of old buildings, historic monuments and the built environment. The Media Laboratory caters for the Department's IT needs, for imaging, presentation and illustrative tools, workshops and laboratories. The Media Laboratory is also responsible for the teaching of IT and presentation technology. Studies in the Department of Architecture are pursued at three levels: a level of general studies, a professional level, and an advanced level. General studies include courses in arts and languages. The professional level consists of courses in different fields of architecture, and urban planning and design. The advanced level consists of three different programmes from which the degree student must choose two. These programmes include higher level professional- and advanced courses within each of the three institutes. A diploma thesis project concludes the studies and leads to a Master of Science in Architecture.

The Department also offers postgraduate courses leading to a pre-doctorate degree called Licentiate of Technology and further to a Ph.D. or a degree as Doctor of Technology. Normally postgraduate students have their research projects financed from outside the University, but some of the postgraduate work is carried out within the research programmes of the department. The undergraduate studies are balanced between theoretical and practical aspects of architecture and urban planning. During the first two years of study, general and practical training is emphasised; professional skills are practised and experimented with. The subsequent part of the studies focuses on the theoretical aspects and current issues within the professions of architects and planners. (Source: *Yearbook 1997-98, Yearbook 2001-02*, The Department of Architecture, Tampere University of Technology)

Professor Juhani Katainen has been dean at the Department of Architecture at the Tampere University of Technology since 1992. However, the attachment to Tampere University of Technology goes for Juhani Katainen all the way back to 1988 when he was appointed professor of Architectural Design at the Department of Architecture. Since 1995 Juhani Katainen has been Finland's representative on the European Community Advisory Committee on Education and Training in the Field of Architecture. Since 1995 he has furthermore been the representative for the Finnish Association of Architects (SAFA) in the Architects' Council of Europe (A.E.C.): Standing Committee No 2 'Profession of Architecture' and from 1998: Standing Committee No 1 'Education and Communication'. Juhani Katainen has held a large number of other important honorary offices at home and abroad. Among them can be mentioned: *President of the Finnish Association of Architects (1996-98); President of the Finland European 5 (1997-99); Vice President of the Architects Council of Europe (2001); President of the Architects' Council of Europe (2002)*. Juhani Katainen has been in charge of his own office 'Juhani Katainen Architects' since 1968. His office has masterminded a large number of realized projects at home and abroad. Among these can be mentioned: The Kuopio University, Finland (1973 -); The University of Lapland, Rovaniemi, Finland (1983 -); The East Centre Subway Station, Helsinki, Finland (1974 - 82). In 1995 Juhani Katainen was honoured Knight (First Class) of the Order of the White Rose of Finland.

EAAE News Sheet Editor Anne Elisabeth Toft spoke with Juhani Katainen during the Fifth EAAE Meeting of Heads of European Schools of Architecture. The interview took place in Chania, Crete, on 7 September 2002. The text was reviewed in September 2003.

There are three schools of architecture in Finland. There is the *Department of Architecture in Helsinki University of Technology* - which is the oldest and largest school of architecture in Finland - there is the *Department of Architecture at the Oulu University*, founded in 1959, and there is the *Department of Architecture at Tampere University of Technology*. Tampere University was established in 1965 and your department was

founded four years later. Please tell me a little about the historical and/or political background of the school. What was the reason for establishing this school in the 1960s and on which professional and pedagogical tradition is your school based?

The school was originally a kind of subdivision of the Helsinki Department of Architecture. The

school was established in Tampere, because in the 60es there was a general political wish to decentralize education in Finland. As a result a number of institutions of higher education were established around the country.

After a few years of being attached to the Helsinki University of Technology, Tampere University of Technology became independent. The result of this was for one thing that the school developed its own profile. The school was very small and stable in the beginning. There were only few students and teachers. The professors were, however, experienced teachers as they were all teachers coming from the school in Helsinki.

The first generation of teachers at the school included such names as Helmer Stenros, Erkki Helamaa, Olof Hansson, Pekka Laurila, Jere Maula and Jorma Mänty. They are all retired today; Olof Hansson has passed away. I myself belong to what I would call the 'second' generation of teachers.

A new 'third' generation is, however, taking over the posts at the school. I myself will retire within a few years.

The political mission of the school has always been to educate architects for Finland - for the Finnish market, so to speak. The identity and professional profile of the school are for that very reason distinctively rooted in the local context - the Finnish cultural heritage and building tradition. I will maintain that the school to a large extent stands for continuity in the architectural education and the architectural profession.

Our school will necessarily have to relate to the changes in society. Quite currently there are for instance the many directives of the Bologna Declaration that the school has to relate to.

Although there is a lot of talk about globalisation these years, I still think that it is of the utmost importance that the students have their cultural roots in the national context in which they were born and raised, and where they - most likely - also will come to work as architects in the future.

As an architect you have to know the society in which you work very well. It often takes a lifetime, however, to understand the questions of a society and to develop an architectural language that reflects the local or national culture of that society.

In the 1980s and even 1990s architects would still very much talk about a particular Scandinavian 'style' or Nordic 'tradition' in architecture. Today,

in our post-modern world of information and globalization - does it, in your opinion, still make sense to talk about a 'Nordic Architecture' or a specific 'local' tradition?

Naturally we can still talk about a Nordic tradition in architecture. I think it still exists. It has everything to do with the locality, however - where we live and where we build, with our climate and the geographical structure, with our forests, with our lakes. I think it is important that we teach our students how to 'read' and interpret these elements; this context.

Today our students of architecture often spend a term or more at a school of architecture or architects office abroad. I encourage them to do so, but at the same time I am a bit worried that thereby they may not develop a sufficiently comprehensive understanding of the Finnish context.

What does it take to become an architect in Finland?

You have to complete 5 years of architectural studies at one of the country's three schools of architecture. We recommend that the students are given experience from practice already during their studies. This may in certain cases result in prolonging the time of study for a number of students. This is the reason why most students at the Department of Architecture at Tampere University of Technology take 8 to 9 years to finish their studies.

At a general level the contents of the curricula at the three schools of architecture are very much alike. There are, however, substantial 'cultural' differences between the three schools. This is manifested in the professional profiles of the schools and therefore also in the contents of the curricula. We do not yet have a 3 plus 2 structure at our school. We might have to get the 3 plus 2 structure in the future, however, although we would prefer not to.

Why do you not want the 3 plus 2 structure?

It is clear that architects need minimum 5 years of education plus 2 years of practice; this is required in the Architects' Directive, and this is also necessary when you want to register in our Architects' register. The structure may have its advantages but there may also be problems as well.

Does it not cause the school problems that the students do not finish their studies in 5 years?

No, not really. At least it has been tolerated so far. Naturally, there is a tendency to shorten the length of studies.

In some Scandinavian countries - for instance Denmark and Sweden - it is free to study at institutions of higher education. The students also receive financial support from the government for their studies. Is that also the case in Finland?

Yes, in Finland it is free to study at any institution of higher education, and the students in Finland also receive financial support from the government.

With its 450 students and its academic staff of approximately 50 full-time and part-time teachers the *Department of Architecture* in Tampere is a fairly small school of architecture. Is this in your opinion an advantage?

I think it is an advantage that the school is not any bigger. It gives both the students and the teachers a good climate to work in when they know the unit to which they belong. If we had thousands of students in our department we would have to deal with things in a way completely different from what we do now.

What is the student/teacher ratio at the *Department of Architecture*?

If we have about 200 active students, the student/teacher ratio would be one teacher to six students.

Do you think it is more difficult for a small school of architecture to implement the directives of the Bologna Declaration in its curricula than it is for a big school of architecture?

First of all the declaration was a recommendation. One thing that any school of architecture should not accept is the definition that a Bachelor's degree is an admission ticket to the profession as such. The size of the school comes into question if there is a large mobility of Master's degree students between schools. The capacity to enrol students is certainly more limited in a small school.

Is the teaching of IT - included CAD - integrated in the teaching in the studios?

In the Department of Architecture we began to seriously introduce the use of computers in 1991. We have specialist teachers in our school who instruct the students in the use of IT. Today, the students use the computer from their first year of study. The computer is just one of more graphic and analytical tools that the students use in the design process and the project development.

Even though the students find it quite natural to use the computer in the design process, they also learn to sketch the traditional way. The students draw a lot, and they build a large number of physical models. In the teaching in the Department of Architecture we very much emphasize that the students are being introduced to a wide range of tools and methods.

Is unemployment high among newly qualified architects in Finland?

I am confident that it is fairly easy for newly qualified architects in Finland to get jobs. I definitely believe that it is often easier for them to get a job than for the architects who are a bit older.

There is unemployment amongst architects in Finland - but unemployment does not necessarily affect the newly qualified primarily. On the contrary, everything indicates that the most exposed group in this area is the older generation.

What is the average age of the academic staff at the *Department of Architecture*?

It depends on how you calculate it.

Professors are of course of a certain age. Most of our professors are between 50 and 60 years old.

Our part-time teachers, however, are young. I am very happy to say that my assistant teachers - who are in fact responsible for most of the work with the students - are between 30 and 40 years old. Most of them are former students of our school. Only the best students become teachers at our school. My experience is that there is indeed a great interest among young architects to become teachers at our school.

How many female professors are there at the *Department of Architecture*?

At the moment we have one female professor.

Please tell me about the research done at the Department. How is it administrated, and how is the research of the department integrated in the teaching?

This is quite a large area to cover in a brief answer. Today every institute has doctoral researchers and the institutes are responsible for their administration. In addition to this activity each professor is expected to carry on research into which we also include their practice. This, I believe, is reflected directly in their teaching.

The European schools of architecture are these years in a process of radical change. This process of change is caused by internal as well as external demands on the architectural educations and their interplay with the sociological tendencies; professionally in relation to the development of the subject area and the changed conditions, and institutionally in relation to among others the directives of the Bologna Declaration.

How do you see the future for the discipline and for the architectural education in Europe?

Actually the question itself is reflecting the coming situation. I see the future of our discipline to be positive. If we work hard and are ready to look forward, we ourselves are in a position to give good answers for the future.

Which role do you think the EAAE should play in this?

In continuation of the former question I can see that the diverse and fruitful co-operation which the EAAE stands for has a very essential role in the activities directed towards the future.

What is the primary agenda for you and your department in the near future?

By the time I had a chance to review my answers (September 2003) our department had just been given new space for studios. We look very much forward to utilizing these premises in our work for the architectural education. ■

Four Faces - The Dynamics of Architectural Knowledge

20th EAAE Conference, Stockholm, Sweden and Helsinki, Finland 8 - 11 May 2003

Scale, Memory, and Landscape: Fieldnotes From a Forgotten Future

Professor Sverker Sörlin, Umeå, Sweden

Talk held in The Holy Cross Chapel at the Woodland Cemetery by Gunnar Asplund, Stockholm, Sweden.

Dear friends, dear visitors, dear academic colleagues from many countries.

We are in a place where outside meets inside, where the fugitive moment meets eternity, and where the frailty of human existence meets the sustainability of true artistic honesty. It has become the perhaps most well known of all Swedish architectural miracles.

And, although we are inside a building, I would like to draw attention to the fact that all this is landscape, a modernist classical landscape of memory and human dignity.

My talk today will deal with the landscape dimension of architecture. I am not alone in my interest in landscape. The concept has grown. It has grown in many directions.

Landscape has become flow, communication, context and the rehabilitation of the subject. For scholars, as well as writers and artists, the concept no longer stands for rural scenery, for vistas and villages, but for interaction, encounters between people and places. Landscape has become a term that has redefined "territory" at a time when states had been fraying at the edges. Landscape is now a common denomination for natural and cultural monuments: for Grand Canyon as well as Brooklyn Bridge. The word connects by a semantic thread the sublime and the commonplace landscape, simultaneously one and indefinitely many.

This reawakened interest has opened up a great number of new perspectives on culture and place. In this talk I intend to address more particularly the connections between modernism and landscape, using Sweden as a case.

The traditional interpretation of Swedish modernism includes analyses of literature, art, sculpture, glass, architecture, photography, furniture and so on. A noteworthy contribution to our knowledge of this line of modernism was the exhibition in the Modern Museum in Stockholm, 2000 and the Bard Center in New York, 2002. Its title was *Utopia and Reality: Modernity in Sweden*,

1900-1960. Sweden also holds a large number of modernist social reformers, some of which, notably Alva and Gunnar Myrdal, have won their places in an international Pantheon of modernizers.

But I would like to argue, this understanding of modernism is too limited to grasp the 20th century experience in Sweden. Swedish modernism, in an almost literal sense, also reached out into nature, modernising landscape and creating new infrastructure as an integrated part of the general aesthetic and welfare ideas that were connected to modernism.

Modernism in Sweden had a spatial dimension. I am thinking of the bridges, the powerplants, the factories, the roads, the railroads and the powerlines, the telegraph, radio and television installations – and everything else that makes up the modern productive landscapes of the past century. They were, many of them, shaped by modernism, and an articulation of modernism. But I am also thinking of the reproductive landscapes – national parks, nature reserves, theme parks, slalom slopes, camping facilities, golf courses, electrically lit trails for hiking and skiing, and so on.

These landscapes were equally modern, representing a modernising idea of the new citizen in the "Second New Nation" – second only to the First New Nation, the United States. It is not just to be mundane and comparative that I draw this parallel to the United States. In the US, the role of the national vernacular landscape has been well articulated in the great tradition of historical landscape writing from John Brinckerhoff Jackson (1909-1996) to contemporaries such as John Stilgoe, Anne Whiston Spirn and Marc Treib.

I would like, however, to single out one work as a reference point: David Nye's *American Technological Sublime* (1994). Nye, descendant of MIT's great landscape scholar and historian Leo Marx has worked in Denmark for many years, which is perhaps why he is so perceptive towards the sublime icons of water power stations, sky scrapers, railroads, fairs and, ultimately, Las Vegas hotels – "the consumer's sublime".

Sweden cannot compete with the megalomania of Las Vegas, but in many respects there are interesting parallels between the kind of nature – embrac-

ing spatial modernism – that was produced in Sweden and the kind of technological monuments that David Nye talks about. My first example to illustrate this phenomenon is the 1948 Borgafjäll alpine hotel in Lapland, designed by Ralph Erskine, English-born architect who has worked in Sweden most of his life, and where he is still active, at the age of 87 (Egelius 1988). The hotel is of a congenial design against the backdrop of Lapland high mountains, and also very playful, with the roof as a ski slope. The background to Erskine's design was a typically eclectic, not primarily Corbusier or Bauhaus, but rather a soft functionalism tempered by strong elements of a traditional Swedish provincial style. The province of Dalecarlia in this case, where the first sports cabins had been built by a well-to-do cultured Stockholm elite at the turn of the century 1900.

In the 1950's Erskine created an even grander encounter between modernism and nature in his design of Kiruna, the Lapland mining town, which he envisioned as a Buckminster-Fuller kind of realism utopia, a 20th century sub-Arctic version of Renaissance Siena or Florence, complete with city walls, self sufficient with energy, yet connected to the world with cars and television. This is also Lewis Mumford, Swedish style.

Some of the style elements had been there in earlier art on Kiruna and the most remarkable is that Kiruna's modernism became so pervasive. It is still today a modernist marvel. With private houses in happy colours and a remarkable city hall by Arhtur von Schmalensee. The mining company's tower is part of the same ideal, in constant dialogue with nature.

One should compare this with an almost contemporary building, one of the landmarks of Stockholm, the Wenner-Gren Centre from 1961, designed by Sune Lindqvist, and the home for almost 40 years to the official scientific Sweden: research councils, committees, but also apartments and facilities for visiting scientists.

Close by was the contemporary Haga terminal, a call on the bus or taxi trip from Stockholm city to Arlanda, the new airport, opened at about the same time. This was Swedish modern: scientists, rich industrialists, who had made their fortune in the US – like Axel Wenner-Gren – and all stood at the gateway to the world, happy to be seconded on the journey by blond SAS air stewardesses, in light blue uniform, who were also featuring in the brochures of the Haga terminal (Lindqvist 1997).

My second example is one of the most far-reached elements of the landscape in Sweden in the 20th century: hydroelectric power, its dams and build-

ings. It was at times a hotly contested issue. Some can only see the lost rapids, and there is a whole iconography of devastation that has developed over a century. The hills that were created along the silenced rivers were called "Marion hills", after the enormous American machine eating stone and gravel and dumping it on the riverside.

In the early glory days of dam building the sentiment had been much more enthusiastic. Mythology and the machine could meet, as in the modern expressionist classic paintings by Sven Erixson, "the X" as he was commonly called.

For a surprisingly long time a romantic, nationalist idiom dominated the water power stations. There was something sacred, even mysterious, with this magic source of energy that sought its architectural expression in the religious sphere, such as this massive plant, reminiscent of a Roman church, in Glomfjord, Norway, designed by Axel R. Bergman, who became one of the leading Swedish architects in this field. Only quite late, in the 1920's and, particularly, in the 1930's, did clear modernist design concepts enter this solidly nationalist genre of buildings.

Erik Hahr designed the power plants Vargön and Stadsforsen in the 1930's. Earlier still was Oswald Almqvist, who worked on projects in the river Dalälven in the early 1920's, works that did not yet display the radical simplicity and the typical flat roofs that he would later use. But in 1929-30 the time was ripe for his functionalist works of the power plants Krångfors and Hammarforsen. Almqvist also in 1929 published the only comprehensive work to date in Swedish on the aesthetics and architecture of hydroelectric powerplants, *Recent Hydro-electric Installations* – the title was about as matter of fact as the content.

Almqvist's approach was the model for the future, although in 1929 he was in fact too early out; he had problems getting new commissions, and he fought a protracted fight over his honorarium in one case. Only in 1948, shortly before his death and a full 16 years after the work was completed did he finally receive part of his money.

The reason: he had refused to compromise on some of his basic functionalist principles and opted not to satisfy the traditionalist impulses of his commissioner.

And in a certain sense he committed a kind of commercial suicide on the entire architectural profession when it came to water building. Large-scale water installation for timber floating or even bridges used to be chiefly the work of engineers in Sweden. Then architects had come to the fore with the power plants, that were considered important

enough, almost "national", to merit a more elaborate design. Reducing the style to clean functions and simple geometries seemed to create a contradiction in terms to the industry, which called out, once again: let us use engineers.

When the buildings grew more stereotype in the 1940's and 50's and even more so in the 1960's and 70's interest was turned instead to the landscape, and more generally to the entire context of ideology quickly gaining ground, large-scale infrastructure must not be an exception. Housing, hygiene, schools and recreation became part of the projects – and certainly marked their place in the landscape, such as the housing complexes that were built at the construction sites. This was standardised architecture – the whole point is to see it as the grander, landscape version of modernism we are talking about here – a modernism talking to mountains, forests and rivers.

In the 1940's Sigurd Curman, the former national antiquarian, started as a consultant to the state-owned "Waterfalls" company (Vattenfall). The state pensioner worked diligently to restore and adjust after the actual building process. He advised on aesthetics, on landscaping, he even suggested colours of the flower plantations by the staff houses; it was all quite moving.

But the more he saw of the engineering people and their true nature the more he opposed what they did. He also seems to have realised that what he could do was of a cosmetic nature. His own background on cultural history also made him basically alien to a modernist approach. He was truly sad when old agrarian landscapes, not to mention antique pagan hunting symbols carved in the granite, just had to go in the name of progress.

Far more intriguing is, therefore, the work by Erik Lundberg, who replaced Curman in 1953 as the Waterfalls company's consultant. He had started out as Curman's assistant antiquarian in the national heritage, but in this new role he took an entirely different direction than his predecessor.

Lundberg's approach was an articulate landscape modernism. He advocated change, he did not try to hide the cuts and scars in nature – he openly declared them to be true and rational. He aestheticized what was in essence engineering economics: angles for transportation vehicles, slopes for gravel stone and landfill. He made a virtue out of volumes, one of the most visible projects was the Stornorrfor's power plant in Umeå River – local farmers were surprised to see majestic new hills in the flat landscape.

The perhaps most striking example in Lundberg's production was Messaure, an enormous Lapland

dam and reservoir. The bottom line was: do not hide! Lundberg's instructions abound of phrases such as: "stand in contrast to", and (my favorite) "remain strict and sterile". The Messaure dam should under no circumstances be regained by nature. No topsoil on the stone slopes. This was a monument for future generations to worship, "a sight of dignity".

Lundberg, by the way, taught at the Stockholm School of Architecture. You can still meet older architects who can tell you about how Lundberg talked with love and passion about Renaissance. It was the same man who created Lapland dams on an enormous scale.

The old national landscape of Sweden emphasized the features that modernism threatened: the rural countryside, wild and spectacular scenery in Lapland's mountains, river rapids, classical provinces such as Dalecarlia and Scania, each with their folklore and costume to go with the scenery. A new secular religion was born: the cult of this landscape.

Locations for skiing, alpine walks, swimming, sailing and forest outings gradually achieved status as national sanctuaries of nature. This was particularly the case in Sweden, where a number of national and local trekking and tourist associations – most of them local and regional – were born to cater to the growing interest. But in other parts of, especially northern, Europe there was also rapidly growing sentiment for the non-urban landscape, the highlights of which tended to replace the churches as the destination of the Sunday promenade. Holmenkollen, the recreational area near Oslo, can be seen in this light, and it is remarkable how local and regional open-air museums took on the function of national sites of worship.

In Sweden, the open-air museum of Skansen was created in the 1890's to serve as a symbol of Swedish natural and cultural heritage. Further away from Swedish cities, a whole infrastructure of wilderness accessibility and worship developed, replete with lookout towers, overnight cottages, and "tourist stations" – a kind of architecture now finally receiving scholarly interest.

National landscapes were codified in works, often intended for the schools, such as the reader *Folkskolans läsebok* (a school reader used from 1868 and for almost a full century) and *The Wonderful Adventures of Nils (1906-07)*, Nobel laureate Selma Lagerlöf's classic epic of the little boy Nils and his travel across Sweden from south to north riding on the back of a goose. The landscape images thus produced, and reproduced, made up a natural heritage, as important as the cultural heritage, and indeed part and parcel of the latter.

This traditional landscape – shunning the urban, infrastructure, and the modern – has, by and large, lingered on. It is still around as we have just entered a new century, and long since the principal fights between industrial modernity and pristine or pastoral landscapes were fought. Yet, at the same time, the Swedish national landscape has undergone a modernization that merits further understanding and that should also lead to an adjusted self-image of the nation. The connection to avant-gardism and urbanity, which often is readily at hand in the analysis of Swedish modernism, should not be taken for granted. The form and language of modernism, and its social and technological ambitions, are geographically wide-ranging; they cover the entire country, they cover heaths and mountains, they cover fields and shores.

The spatial modernism also had its sociological points. There were alliances built between provincial enthusiasts and modernizers that in a somewhat paradoxical way contributed to the reshaping of landscape. This became manifest through the "Samfundet för hembygdsvård", an association for landscape design and care. The Association was founded in 1916 and had the Royal School of Technology as one of its foremost anchoring points. The Association was founded by architects and hailed progress and landscape change. The "care for homestead" – the primary goal of the Association – did not mean to question modernization but to make change aesthetically acceptable.

What the Association did was to legitimize a modernist redesigning of landscape in Sweden. Road consultants and other specialists, employed by the Association, served as counsellors to communities and road administration authorities. The Association counselled on quarries, mines, factories, airports and other large-scale projects and on powerplants in the rivers as well. Remarkably often the message was not to doubt the new man-made landscapes. Gravel hills, remnants from mining, artificial riverbends – these were brave and beautiful contours in the landscape, enhancing interest.

Thereby was another trait included that had been part of Swedish modernism from the beginning: a cultivation of taste. This cultivation was intended to make people accept and acclaim that which they could not be expected to like. These ideas were now, in the mid-war period, articulated from the political left (Hirdman 1989), not from the old conservative elite, which was rather sceptical to modernism. In fact, the most important aesthetic and architectural manifest of the time, launched in 1930 by a group of mostly young, mostly radical architects and designers was, precisely this word: ACCEPT!

It is important to underline this infrastructural, spatial dimension of Swedish modernism, not least because it can help us in getting away from a false contradiction that is too often present in the understanding of modern Sweden: that between nature and culture, or between a romantic backward-looking sentimentality, directed towards the landscape and the peripheries, and a rationalistic future oriented vision directed towards the cities, the "satellite cities" or "sleeping towns", the commuter trains, and the modernist-functionalist monuments, such as Bromma airport in Stockholm or the quintessential modernist showcase, the Helsingborg exhibition of 1955.

It was not so: the direction of modernism was as much peripheral, much of it happened far away from the large urban centres, it was a phenomenon on a large, geographical scale that occurred in the small municipalities and landscapes in a major national design gesture. Already there, some of the most fully realized modernist utopias were to be found in the small company towns, or in the temporary communities, arranged around construction sites and power plants or in lumbering camps in the forest. It is of this general historical movement that Kiruna makes up the classical masterpiece, iron mountains and Erskine architecture under constant change into art and landscape.

This was our 20th century future, now largely forgotten, hidden under mythologies of urban wonders and the odd new Swedish arrival on the world scene of architecture. My field notes are from this forgotten future, where scale, landscape and modernism come together with the welfare project, a project for all.

The features that we have discussed here – ordinary Swedish landscapes in a period of modernism – are also cultural milieux. The heritage industry and the cultural protection authorities, notably the National Board of Antiquities, have, formally, the task of recognizing this multidimensional modernization of landscape and the continuous flowing (re)construction of new landscapes, modern or post modern. But the general impression is rather that the conservation professionals have some difficulty handling in their practice the plenitude that there is in the usage and forms of landscapes.

To this problem is added the issue of social involvement. A democratically determined heritage could not disregard the processes by which values are formed. Rather, it is a question of which processes are used and which values are formed. The sites, monuments, and landscapes that were constructed to make up the parts of the past are not necessarily the only options for the parts of the future. There should be different memories to reveal, other

places to remember, and new objects to discover from which to construct a new heritage – memories, places and objects that stand in new relationships to citizens and communities.

I have dealt here primarily with non-urban landscapes of infrastructure – a modernized national space – but the argument could apply to urban environments as well. For the past quarter century, or more, the spatial restructuring of cities in the United States, Europe, and elsewhere has been characterized by a conscious avoidance of modernism. Instead, a retrospective, nostalgic version of an early industrial aesthetic and scale has guided architects, planners and designers, very much as the provincial landscapes dominated the national landscape of the industrial period. In an explicit effort to “invent” places and raise real estate values, there has been a packaging of space and a commodification of history. This history has appeared in allusions and reconfigurations rather than in any concerted ambition to employ history as a tool for collective understanding, or as a fabric with which to organize the city and its citizens into a meaningful whole, travelling together through time.

“Cultural heritage” is a contested concept, just as the concept of landscape. It can be given an expansionist definition, including almost anything, ending up in an “additive” heritage where the landscapes and monuments of an ever-increasing number of different ethnic groups, classes, regions or other entities are to be included. Or it could be interpreted in a restricted sense, in the singular, referring to the National heritage, thereby accruing an exclusive function.

It is time to ask what is sustainable in these notions of heritage, preservation and landscape. The landscape that is growing around us needs to be valued, preserved, cared for – and used. But above all it needs acknowledgement. Landscape “as is”, is different from that which is granted status as cultural heritage or by preservation biologists.

A deeper reflection on the landscapes that we actually live in could contribute to new ideas on landscape care and use that are needed to replace the current practice. In these new ideas boundaries between different types of landscapes will probably be less absolute, status more relative and negotiable, territorial entities more plural, and citizens more involved in the value formation of landscapes.

As for Sweden, however, a first step would be to reconsider the role of modernism in the formation of the national landscape. Paradoxically, in the Second New Nation, that has yet to happen. ■

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International Symposium

University of Pennsylvania, Philadelphia, USA

10-11 October 2003

Performative Architecture: Instrumentality Plus?

A new kind of architecture is emerging, using building performance as a guiding design principle, and adopting a new list of performance-based priorities for the design of cities, buildings, landscapes, and infrastructures. This new kind of architecture places broadly defined performance above form making; it utilizes digital technologies of quantitative and qualitative performance-based simulation to offer a comprehensive new approach to the design of the built environment.

In this new information and simulation driven design context, the emerging paradigm of performance-based design is understood very broadly

- its meaning spans multiple realms, from financial, spatial, social and cultural

to purely technical (structural, thermal, acoustical, etc.). The emphasis on building performance is redefining expectations of the building design, its processes, and practices.

By bringing together the leading individuals, firms, and institutions, the symposium will explore current and future developments in performance-based design. This two-day event, aimed at both professional and academic audiences, will cover a wide a range of themes, such as:

- performance-based design
- quantitative and qualitative performance analyses
- digital simulation technologies and processes

Speakers

- Fried Augenbroe, Georgia Institute of Technology (Atlanta, USA)
- Jean-Francois Blassel, RFR (Paris, France)

- Klaus Daniels, ETH Zurich (Zurich, Switzerland)
- Francoise Jourda, Jourda & Perraudin Architectes (Lyon, France)
- Jan Kaplicky, Future Systems (London, UK)
- Harald Kloft, Office for Structural Design (Darmstadt, Germany)
- David Leatherbarrow, University of Pennsylvania (Philadelphia, USA)
- Ali Rahim, University of Pennsylvania (Philadelphia, USA)
- Mahadev Raman, Arup (New York, USA)
- Craig Schwitter, Buro Happold (New York, USA)
- Lars Spuybroek, NOX Architekten (Rotterdam, Netherlands)
- Andrew Whalley / Grimshaw (London, UK, and New York, USA)

Organized by:

The Digital Design Research Lab (DDRL) and the Building Simulation Group (BSG) in the Graduate School of Fine Arts (GSFA) at the University of Pennsylvania

Contact:

Branko Kolarevic, Associate Professor
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Department of Architecture
207 Meyerson Hall
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For more information and registration:

www.gsfa.upenn.edu/ddrl/symposium

International Journal of Architectural Computing: IJAC

An exciting new Journal for researchers, educationalists, and practitioners working in the field of Computer Aided Architectural Design.

International Journal of Architectural Computing (IJAC) is an exciting new peer-reviewed journal founded by international organizations dedicated to promoting collaborative research and development of computer-aided architectural design. It will be available both in paper format, and on-line. IJAC is committed to deepening the understanding of the foundations of digital systems for architectural design and the technologies, enabling their development and application.

IJAC publishes 4 issues a year at cost to make it affordable to as wide an audi-

ence as possible. Successively, one issue each year is supervised by Editorial Board members from its four founding organizations: Education and Research in Computer Aided Architectural Design in Europe (eCAADe), the Association of Computer Aided Design in Architecture (ACADIA), Sociedad Iberoamericana de Grafica Digital" (SIGraDi), and Computer Aided Architectural Design Research in Asia (CAADRIA). The editorial board is composed of members from each of these organisations, and each organisation takes prime responsibility for one issue per year. The Journal is also actively supported by the CAADFutures Foundation.

The journal features high-quality, original research papers (including state-

of-the-art reviews), brief papers, and letters in all theoretical and technology areas that make up the field of Architectural Computing. Authors are invited to submit complete and original papers, which have not been published elsewhere and are not currently under consideration for another journal or conference.

Each manuscript prepared for IJAC must fall into one of the following categories:

- Original research papers
- State-of-the-art reviews
- Short papers
- Letters and Book Reviews

The manuscripts submitted to IJAC are subjected to a rigorous review process handled by the Editors-in-Chief and designated Editorial Board Member(s).

The editors warmly invite contributions addressing subjects in the field of Architectural Computing.

Any queries about submission of papers can be addressed to the Coordinating (Regional) Editors for an upcoming Issue, or to the Editor in Chief, Andre Brown, andygpb@liv.ac.uk

For further information and paper templates please consult:

The Journal Home Page:
www.architecturalcomputing.org
The publisher's web site:
www.multi-science.co.uk

International Gazimagusa Symposium 2004

Eastern Mediterranean University, North Cyprus

12-16 April 2004

Medi-Triology: Momentum, Metamorphosis, Manifesto

Conference Theme

The Mediterranean city of Gazimagusa kindly presents her scars as the reminiscence of wars that took place through centuries. She reflects all that She has witnessed and preserves all the treasures She has gathered from civilizations. The bits and pieces gathered by Her witnessing memory has grown to an extent that She would like to break her silence. We shall gather here to help her raise her voice and join hands with others who would like to speak along.

- We shall try to understand the momentum She has gained through the accumulation of centuries.
- We shall try to visualize, observe and criticize her twisting and turning, in other words Her metamorphosis.
- We shall set the stage to melt cultures, identities and entities she

has preserved through ages in Her body along with the contribution of others. Then from the fusion of these elements on the stage, we shall help Gazimagusa speak her manifesto to all that would like to join.

The present symposium, fourth in the series, is set up as an international conference: an intercultural affair of an exchange process about similar problem situations, potential solutions, proposals, and innovations related to the Mediterranean. In view of the historical and cultural richness of the region, the context is determined to be city, architecture and art. So the stage will be set for a Mediterranean trilogy of: Momentum, Metamorphosis, Manifesto that will cover:

- Theories, Concepts, Methods
- Case Studies / Projects
- Innovative Ideas, Approaches

within the context of City, Architecture, and Art in the Mediterranean Region You can be part of the stage by presenting a paper, organizing a workshop, join-

ing exhibitions or you can commute your ideas via electronic media through sine-vision shows. There are also plans for organizing student competitions for short movies, concerts and site trips.

Submission Of Proposals for Papers/Workshops/Exhibitions Abstracts should be minimum 600 maximum 1000 words. Any abstracts below 600 words will not be evaluated. Abstracts may be submitted in English or Turkish.

Conference Venue

Eastern Mediterranean University
Faculty of Architecture
Famagusta (Gazimagusa)
Mersin 10, Turkey, North Cyprus

Symposium Convenors:

Rusen Keles, Symposium Director
Ugur Dagli and Sebnem Hoskara
Symposium Co-Directors
And The Organizing Committee

For further information:

www.emu.edu.tr/medi3ology
medi3ology@emu.edu.tr

Important Dates:

- Extended deadline for abstracts, proposals for exhibitions and workshops:
September 15, 2003
- Pre-registration Date:
September 15, 2003
- Notification of acceptance:
October 15, 2003
- Deadline for full papers, exhibition format, plan of workshops:
January 15, 2004
- Deadline for full registration:
January 15, 2004

Registration fee is 100 Euro
Symposium official language is English and Turkish (there will be simultaneous translation)

Interdisciplinary Conference: The State of the Real

Glasgow School of Art, UK

21-22 November 2003

Call for papers

"How real can you get?"

The conference organisers propose a debate on the subject of "the real" in aesthetic philosophy, criticism and practice.

"When is representation not real?"

Recent years have seen notions of reality discussed in the open. What relationship do current views developed by this discourse have with those tenets of realism and representation that once provided the foundation for aesthetic study? What are the philosophical consequences of the introduction of technologies that increasingly blur the boundaries

between art and popular culture? What is the effect of aesthetic culture on Realpolitik? What has happened to the notions of social realism, verisimilitude, and the imaginary? Are they still relevant, and how have they been changed, if at all?

"Reclaiming the real."

The organizers are also interested in how notions of reality are affected by, and continue to affect, aesthetic practice in the fields of art, design, and media production. With the popularity of haptic technologies, what has happened to "real" haptics? How do practitioners and academics view older technologies in the light of their electronic avatars? With the development of notions of virtual space, what has happened to our understanding

of the body, the mind, and corporeal space?

The organisers particularly welcome proposals on, or dealing with, the following related subjects:

Reality and realism in Art & Design History; New media technologies, Virtual Reality, CGI photography and cinema, the Internet, haptic technologies; Modernity and Post-modernity / Modernism and Post-modernism; Philosophies on "the real" in popular culture; Philosophy and art/design and cultural practice; Reality television, realism in film.

Proposals for panels (no more than three papers) and workshops are also welcomed.

Deadline for abstracts:

22 April 2003

Please send abstracts of no more than 300 words to:

"The State of the Real",
Dept. of Historical and Critical Studies,
Glasgow School of Art,
167 Renfrew St, Glasgow,
Scotland, UK. G3 6RQ.
real@gsa.ac.uk

Keynote addresses:

Prof. Linda Nochlin, New York University
Prof. Slavoj Zizek, University of Ljubljana, Slovenia

WAS Conference

Welsh School of Architecture, Cardiff University, UK,

15-17 September 2004

Call for Papers,
First Announcement.

Primitive

The word **Primitive** has fallen from favour with many architectural scholars and practitioners. This conference - organised by the Welsh School of Architecture in Cardiff, UK - seeks to chart its rise, fall and possible futures. Contributions are invited from architects, historians, theorists and those from other disciplines and professions.

We welcome abstracts on a broad diversity of topics. Themes could include the following:

Ecological Primitives

Must architecture be 'primitive' to be sustainable?

Romantic Primitives:

Architects tend to Romanticise notions of the Primitive. How have such romances been formulated, now and in the past? Do they have any value?

Original Primitives.

Is it somehow a 'primitive' act to give form to one's surroundings? Are notions of origin relevant? How should we respond to stories about the origins of architecture?

Material Primitives

Can construction bring us closer to some 'primitive' self? Is there such a thing as 'primitive' building? If so, how is it - or how was it - done? What are 'primitive' buildings like? How are they inhabited?

Spiritual Primitives

Is the 'primitive' close to the divine? How have architects looked to the 'primitive' in order to gain contact with a meta-physical realm?

Digital Primitives

Is it possible to be a digital 'primitive'? Are digital technologies the antithesis of 'primitive'? - Or on the contrary is the 'primitive' now more relevant than ever in a disembodied virtual world? Other suggestions relevant to the conference theme will be considered.

Keynote speakers include:

- Adrian Forty, Bartlett, University College London
- Andrew Freear, Rural Studio
- Hilde Heynen, Katholieke Universiteit Leuven
- Charles Jencks, Architectural writer and critic, London
- David Leatherbarrow, University of Pennsylvania
- Duncan Lewis, Scape Architecture
- Dalibor Vesely, University of Cambridge

A Conference Publication is planned. Preliminary discussions have been held with Routledge.

Timetable:

- Contributing authors should submit an abstract (max. 500 words) to the conference Co-ordinators by **December 2003**.
- Authors will be notified of their provisional acceptance: **18 February 2004**.

Conference Co-ordinators:

Jo Odgers
Flora Samuel
Adam Sharr

Conference Secretary:

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For further information:

www.cardiff.ac.uk/archi/primitive

"Le terme Primitif est tombé en désuétude parmi de nombreux universitaires et praticiens. Cette conférence, organisée par l'Ecole d'Architecture du Pays de Galles (Welsh School of Architecture) à Cardiff, Grande-Bretagne, cherche à retracer son ascension, sa chute et son avenir éventuel.

Toute personne intéressée est invitée à proposer sa contribution. Les contributions peuvent émaner d'architectes, d'historiens, de théoristes ou d'autres disciplines et professions.

La conférence se tiendra à Cardiff du 15 au 17 septembre 2004. Tout sujet associé au thème de la conférence pourra faire l'objet d'un exposé. Un résumé devra être soumis avant le 18 décembre 2003 au jury de sélection pour être sélectionné.

*Veillez trouver ci-joint sous format 'pdf' une copie du poster/dépliant de la conférence. Le site web de la conférence se trouve à l'adresse suivante:
www.cardiff.ac.uk/archi/primitive*

Nous vous serions reconnaissants de bien vouloir communiquer les détails de la conférence à vos collègues, de toute discipline, susceptibles d'être intéressés.

Veillez nous excuser si vous avez déjà reçu cet email par d'autres voies."

Symposium

The first European Symposium on Research in Architecture and Urban Design will take place at the Marseilles School of Architecture (France) from 12 to 14 May 2004.

It will focus on the position of doctoral studies in architecture and will address the harmonisation of doctoral programmes and degrees in architecture throughout Europe.

For further information:

Please contact the organising committee
Farid Ameziane
+33 (0)4 91 82 71 61
farid.ameziane@marseille.archi.fr

Symposium

Les Journées Européennes de la Recherche Architecturale et Urbaine (EURAU 2004 : European Symposium on Research in Architecture and Urban Design) auront lieu à l'Ecole d'Architecture de Marseille-Luminy du 12 au 14 mai 2004.

Ce colloque européen s'intéressera à la place des études doctorales en architecture et donnera à ses participants l'occa-

sion d'évoquer l'harmonisation des cursus d'enseignement de l'architecture en Europe.

Pour tout renseignement, veuillez contacter le Comité d'Organisation :

Farid Ameziane
+ 33 (0)4 91 82 71 61
farid.ameziane@marseille.archi.fr

Forum

The EAAE has opened a WEB forum about doctorates in architecture. I invite you to participate in discussions and to inform those of your colleagues who may be interested in the existence of this forum.

You can find the forum on the homepage of the EAAE/AEEA:

www.eaae.be

To enter the forum, click on the FORUM button. You will need a password, and this will be given to you without any fee when you follow the indicated procedure. The ideas gathered in this forum will contribute to the ENHSA program and to the next Chania Meeting.

Stéphane Hanrot, Forum Administrator
stephane.hanrot@marseille.archi.fr

Forum

L'AEEA a ouvert un forum sur le site web de l'association. Ce forum est destiné à l'échange d'idées sur les doctorats en architecture. Je vous invite à participer aux discussions et à signaler son existence aux membres intéressés de votre école.

www.eaae.be

Pour y accéder, suivez la procédure sous le bouton 'FORUM'. Il Vous faudra un mot de passe, qui vous sera attribué gratuitement en suivant la procédure affichée.

Les idées réunies dans ce forum contribueront au programme ENHSA et au prochain meeting de Chania.

Stéphane Hanrot, animateur du Forum
stephane.hanrot@marseille.archi.fr

EAAE News Sheet offers publication space

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

Yours sincerely
James F Horan, President of the EAAE.



EAAE Leaflet

EAAE has updated its information in a new leaflet that has already been distributed to the participants of the 6th Meeting of Heads of Schools in Chania. The content has been provided by the secretariat of EAAE and revised by the council. The layout has been designed by Jens V. Nielsen from Denmark under the supervision of Ebbe Harder. It is the intention of the Council that this graphic becomes the brand of EAAE.

EAAE Website

Having been "under construction" for several years, the website of EAAE has been remodelled completely and is now fully operational at:
www.eaae.be

By the end of 2003 the website will be bilingual English / French. The website has a straightforward hierarchic structure under the buttons:

- **Home**
opening the homepage with a hotnews paragraph;
- **Publications**
giving way to: EAAE News Sheet, publications, e-guide, transactions of EAAE: full news sheet are available in digital format, the e-guide of schools of architecture can be consulted for free (being in the guide requires membership)
- **Events**
subdivided in meetings, conferences, workshops, special events;
- **Awards**
with buttons for the EAAE Prize sponsored by VELUX and the AG2R student competition;
- **Forum**
is a place for interactive exchange of information concerning a topic, in this case doctorates in architecture; this forum is run by Stéphane Hanrot; those who like to participate in the discussions have to sign up for free; this site is open to all individuals willing to participate, also to non EAAE members. In the future more fora can be created upon request;
- **Members**
gives information about the membership: active member schools, active individual members, associate members, associate members, honorary members

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EAAE Calendar
AEEA Calendrier

2004

05	EAAE/AG2R Competition Exhibition and Presentation of Prizes Paris/France	Concours EAAE/AG2R Exposition et remise des prix Paris/France
02 - 04 06	International Conference on Architectural Research ARCC/EAAE, Dublin/Ireland	Conférence Internationale sur la Recherche Architecturale ARCC/EAAE, Dublin/Irlande
09	7th Meeting of Heads of European Schools of Architecture	7^o Conférence des Directeurs des Écoles d'Architecture en Europe
11	Architectural Interventions for the European City Delft/The Netherlands	Interventions architecturales pour la Cité européenne Delft/Pays-Bas
25 - 26 11	EAAE Prize Workshop 2003-2005 Copenhagen/Denmark	L'Atelier Prix de l'AEEA 2003-2005 Copenhague/Danemark

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NEWS SHEET deadlines

#68 (B1/2004), Jan./Jan. 01/04
#69 (B2/2004), May./Mai. 05/04

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. ■

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

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