

### Aarhus School of Architecture // Design School Kolding // Royal Danish Academy

#### Editorial

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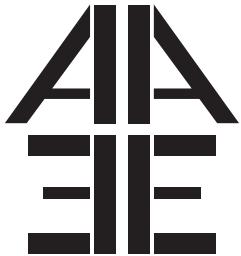
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## **EAAE News Sheet**

Bulletin | **2006** | Feb. / Fév.



#### **EAAE News Sheet**

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#### **Contributions to EAAE News Sheet**

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

#### **Contribution AEEA News Sheet**

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

#### **News Sheet deadlines**

No. **75** May / Mai 2006 – **01.05**  
No. **76** Sept. / Sept. 2006 – **01.09**

#### **Coverphoto**

EAAE Conference: Diversity - a Resource in the Architectural Education Bucharest  
26-29 October 2006. From left to right: Emil Barbu Popescu and Alvaro Siza

## Editorial

News Sheet Editor - Anne Elisabeth Toft

### Dear Reader

This issue of the EAAE News Sheet gives information about the activities of the EAAE in the spring and summer of 2006. At the same time a review is given of some of the many activities of the organisation in 2005.

The magazine includes among other things two reports describing the EAAE-ENHSA Follow-up Forum and the EAAE conference Diversity – A Resource in the Architectural Education. In this issue of the EAAE News Sheet a new feature is introduced: The President's Letter. On page 4 EAAE President Per Olaf Fjeld (Norway) expresses his views on architectural education and the role of the EAAE.

On page 5 EAAE Project Leader Ebbe Harder (Denmark) announces the EAAE Prize 2005-2007 Writings in Architectural Education. The theme of the prize is: Representation in Architecture.

The total prize amount is 25,000 Euro. Ebbe Harder states that deadline for submission of competition material is 12 October 2006.

In February 2007 the Royal Danish Academy of Fine Arts, School of Architecture, in Copenhagen will host an international workshop where the finalists will present and discuss their papers. Keynote lectures will be given by members of the jury whose chairman is EAAE Council Member Hilde Heynen (Belgium). In May 2007 the jury will announce the winner(s) of the prize.

The EAAE Prize Writings in Architectural Education is sponsored by VELUX. VELUX is also sponsoring the International VELUX Award for Students of Architecture Light of Tomorrow. On page 9 Project Manager Lone Feifer from VELUX (Denmark) gives information about the award which is organized in co-operation with the International Union of Architects (UIA) and the European Association for Architectural Education (EAAE).

The International VELUX Award for Students of Architecture takes place every second year and is part of VELUX' continuous efforts to establish close relations with building professionals, architects and educational institutions.

### Cher lecteur

*Ce nouveau Bulletin de l'AEEA vous informe des activités prévues pour le printemps / été 2006. Nous profitons aussi de cette occasion pour vous rappeler quelques-unes des nombreuses activités qui ont ponctué l'année 2005 dans notre domaine. Le présent bulletin présente, entre autres, deux rapports qui décrivent le forum de suivi de l'AEEA-ENHSA et la conférence de l'AEEA Diversity – A Resource in the Architectural Education (Diversité – une ressource dans l'enseignement de l'architecture). Ce numéro de printemps vous propose par ailleurs une nouveauté : la Lettre du Président. Le président de l'AEEA, Per Olaf Fjeld (Norvège), exprime en page 4 ses vues sur l'enseignement de l'architecture et le rôle de l'AEEA.*



*Ebbe Harder (Danemark), chef de projet de l'AEEA, nous annonce en page 5 le Prix 2005-2007 de l'AEEA. Celui-ci concerne la rédaction de textes sur l'Enseignement de l'Architecture. Le sujet soumis est: Representation in Architecture (La Représentation dans l'Architecture). Les récompenses attribuées s'élèvent à un montant total de 25 000 euros. Ebbe Harder vous informe que la date butoir pour la remise des propositions de textes est fixée au 12 octobre 2006. L'Académie Royale des Beaux-Arts du Danemark et son Ecole d'Architecture à Copenhague accueilleront en février un atelier international au cours duquel les finalistes présenteront et discuteront leurs projets. Des exposés seront présentés par les membres du jury, celui-ci est placé sous la présidence de Hilde Heynen (Belgique), membre du Conseil de l'AEEA. Ce jury proclamera en mai 2007 le nom du ou des lauréat(s).*

*Le Prix de l'AEEA : Ecrits sur l'Enseignement de l'Architecture, est sponsorisé par VELUX. VELUX sponsorise également son Prix international VELUX ouvert aux projets d'étudiants en architecture: La lumière de demain. Lone Feifer (Danemark), responsable du projet chez VELUX, vous informe en page 9 de ce Prix organisé en coopération avec l'Union internationale des Architectes (UIA) et l'Association européenne pour l'Enseignement de l'Architecture (AEEA). Le Prix international VELUX, ouvert tous les deux ans aux étudiants d'architecture, s'inscrit dans le cadre des efforts déployés par VELUX pour entretenir d'étroites relations avec les professionnels de la construction, les architectes et les organismes d'enseignement.*

On page 6 EAAE Project Leader Emil Popescu (Romania) announces the EAAE – Lafarge International Competition for Students of Architecture Recovering the Architecture of Forgotten Urban Spaces. This competition is sponsored by Lafarge (France). Deadline for registration is 31 March 2006. Deadline for receipt of entries is 25 October 2006. The jury's assessment of entries and selection of winners will take place in November 2007.

The jury consists of: Alvaro Siza (Portugal), Luigi Snozzi (Switzerland), Constantin Spiridonidis (Greece), Emil Barbu Popescu (Romania), James Horan (Ireland), Per Olaf Fjeld (Norway) and a Lafarge representative.

**The International Conference on Conservation Conservation in Changing Societies. Heritage and Development** is re-announced on page 11 and the joint EAAE/ARCC Conference 2006 Emerging Research & Design is re-announced on page 10.

The conference on conservation will take place in Leuven, Belgium, from 22 to 25 May 2006, and the EAAE/ARCC conference will take place in Philadelphia, USA, from 31 May to 4 June 2006.

On page 13 EAAE Council Member Hilde Heynen (Belgium) announces the new EAAE-ENHSA Sub-network in Architectural Theory. The network will have its first workshop in September 2006.

The workshop entitled Content and Methods of Teaching Architectural Theory in European Schools of Architecture attempts to investigate and chart the various ways in which schools position courses dealing with architectural theory in the curriculum. According to Hilde Heynen the intention is that the workshop will lead to future meetings. The workshop will take place at the University of Hasselt, Belgium.

Also taking place in September 2006 is the 9th Meeting of Heads of European Schools of Architecture. EAAE Project Leader Constantin Spiridonidis (Greece) states that the meeting will take place from 2 to 6 September in Chania, Crete.

*Emil Popescu (Roumanie), chef de projet de l'AEEA, annonce en page 6 le concours international Lafarge – AEEA ouvert aux étudiants d'architecture: Recovering the Architecture of Forgotten Urban Spaces (Retrouver l'architecture des espaces urbains oubliés). Ce concours est sponsorisé par Lafarge (France). Les inscriptions sont admises jusqu'au 31 mars 2006. Le délai pour la réception des travaux est fixé au 25 octobre 2006. Les délibérations du jury et la sélection des gagnants auront lieu en novembre 2007.*

*La composition du jury est la suivante : Alvaro Siza (Portugal), Luigi Snozzi (Suisse), Constantin Spiridonidis (Grèce), Emil Barbu Popescu (Roumanie), James Horan (Irlande), Per Olaf Fjeld (Norvège) et un représentant de Lafarge.*

**Conférence internationale sur la Conservation : Conservation in Changing Societies. Heritage and Development (Conservation et sociétés en transformation. Patrimoine et Développement)** est annoncée à nouveau en page 11, en même temps que la conférence 2006 de l'AEEA/ARCC : Emerging Research & Design (Recherche et design émergents), qui vous est rappelée en page 10. Cette conférence sur la conservation aura lieu à Louvain, en Belgique, du 22 au 25 mai 2006, tandis que la conférence de l'AEEA/ARCC se tiendra à Philadelphie entre le 31 mai et le 4 juin 2006.

*Hilde Heynen (Belgique), membre du Conseil de l'AEEA, nous apprend l'existence du nouveau sous-réseau de l'AEEA-ENHSA pour la théorie de l'architecture. Ce réseau lancera son premier atelier en septembre 2006. Cet atelier intitulé Content and Methods of Teaching Architectural Theory in European Schools of Architecture (Contenu et méthodes pour l'enseignement de la théorie de l'architecture dans les écoles européennes d'architecture) tente d'investiguer et de retracer les diverses façons qu'ont les écoles de positionner les cours qui traitent de la théorie de l'architecture dans le cursus. Hilde Heynen nous informe que cet atelier est supposé se conclure par un programme de rencontres ultérieures. Cet atelier aura lieu à l'Université de Hasselt, en Belgique.*

*En septembre 2006 se déroulera aussi la 9e Conférence des Directeurs des Ecoles d'Architecture d'Europe. Constantin Spiridonidis (Grèce), chef de projet de l'AEEA, nous informe que cette conférence se tiendra à Khania sur l'île de Crète du 2 au 6*

A detailed description of the meeting and its agenda will be published in the next issue of the News Sheet and on the EAAE website.

EAAE Council Member Ramon Sastre (Spain) is responsible for the EAAE website. On page 14 he talks about the new layout of the website.

Dr David Willey from the School of Architecture and Design, Plymouth University, UK, participated in the EAAE-ENHSA Follow-up Forum Ideas and Reflections on Architectural and Urban Design Education in Europe.

This workshop took place in Chania, Crete, from 1 to 3 September 2005. The workshop was organised by EAAE Project Leader Constantin Spiridonidis. On page 17 you can read David Willey's report from the workshop.

On page 19 you can read Professor Ana Maria Zahariade's report from the EAAE Conference Diversity – A Resource for the Architectural Education. Ana Maria Zahariade is a professor at the Ion Mincu University of Architecture and Urban Planning in Bucharest, Romania. The conference was organised by EAAE Project Leader Emil Barbu Popescu (Romania) and took place in Bucharest from 26 to 29 October 2005.

Last year the EAAE celebrated its 30th anniversary. In connection with the anniversary of the association, a special issue of the EAAE News Sheet will be published this year. The magazine is expected to be published in September.

Yours sincerely

Anne Elisabeth Toft

*septembre. Les détails et le programme seront publiés dans notre prochain bulletin et mis à votre disposition sur le site web de l'AEEA.*

*Ramón Sastre (Espagne), membre du Conseil de l'AEEA, est responsable du site internet de l'AEEA. Il nous en fait découvrir en page 14 la nouvelle structure.*

*David Willey, Docteur en Architecture de l'Ecole d'Architecture et de Design de l'Université de Plymouth en Grande-Bretagne, a participé au forum de suivi de l'AEEA-ENHSA : Ideas and Reflections on Architectural and Urban Design Education in Europe (Idées et réflexions sur l'enseignement de l'architecture et de l'urbanisme en Europe). Cet atelier s'est déroulé à Khania, en Crète, les 1, 2 et 3 septembre 2005. Il était organisé par Constantin Spiridonidis, chef de projet de l'AEEA. Consultez en page 17 le rapport de David Willey sur cet atelier.*

*Vous pouvez lire en page 19 le rapport du Professeur Ana Maria Zahariade sur la conférence de l'AEEA, Diversity – A Resource for the Architectural Education (Diversité – une ressource dans l'enseignement de l'architecture). Ana Maria Zahariade est Professeur à l'Université d'Architecture et d'Urbanisme Ion Mincu de Bucarest, en Roumanie. Cette conférence organisée par Emil Barbu Popescu (Roumanie), chef de projet de l'AEEA, s'est déroulée à Bucarest du 26 au 29 octobre 2005.*

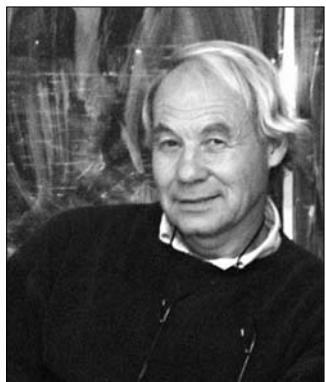
*L'AEEA a célébré l'an dernier son 30e anniversaire. Cet événement sera marqué cette année par la publication d'un numéro spécial du Bulletin de l'AEEA, qui est prévu pour le mois de septembre.*

*Sincèrement*

*Anne Elisabeth Toft*

## **The President's Letter**

EAAE President, Per Olaf Fjeld



In a time when educational institutions appear to be one of the few forums for cultural discussion - or at least forums with clear interests in or responsibilities for a deeper understanding of the past and present and how these will meet the future - it is important to continue to fight for our political and intellectual freedoms. This is particularly true for architectural education in that architecture has an impact on so many areas of society and environment.

Over the years, the interest in architecture and design has increased through the media, but for the most part as a commodity or a form of entertainment. The general public has embraced this interest, but not necessarily as an interest in architectural education or its institutions. For many people, architecture and design (excluding the more technological areas) remain within the realm of personal opinion or taste and not as acquired knowledge. Due to this situation many areas of architectural education run a risk of a passive stance in relation to further development, because the contents of their subject are often regarded as general knowledge inherent to all. Far too often, the contents remain at a general level. Thus, many areas of the direction, depth of study, and use of the architectural education are very exposed to passing fads and public opinion. However, this growing interest in architecture has the potential to strengthen our educational institutions, but it will require a spatial and cultural discussion that goes beyond immediate popularity and response. This is not an easy task, as architecture is a very broad subject with many directions and choices. In order to strengthen our schools and ensure the long-term quality of our students' education, we should constantly question the impact of innovations, fads and the demands of our political systems. In the future, this process of inquisitiveness will be the core of a good school. It is equally important for each school to reach a clear profile, to search for an architectural identity that within its own setting can encourage a spatial discussion. European schools have a broad diversity in their educational programmes from school to school and country to country, and this is a great resource, not just for the profession, but also for the field itself. Most of our schools still have some sort of a studio as the base of their educational

programme. Many areas of pedagogy in the studio have adjusted to changes in the profession and available technology. Discussions on and around architecture have increased. However, the discussions of a creative approach towards architecture and the comprehension of this creativity as a reaction to or reflection of our time aspect remain too compliant and have less authority in a growing architectural curriculum.

We have our stars and favourites. They are important, but it is our responsibility to improve the general architectural quality of our physical world, not a global architectural approach (a type of spatial utopia that technology envisions possible today), but rather a local understanding of architectural possibilities. We are working with a physical presence that occupies a specific site rooted to place. The focus on architecture and the creative process to reach this specific space must be strengthened and considered anew. This focus must not stop at the level of immediate gratification; it is only a small part of the total picture.

## **EAAE Prize 2005-2007 - Writings in Architectural Education**

EAAE Project Leader, Ebbe Harder

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.

Organised biannually, the competition focuses 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 EAAE member schools of architecture in Europe, and all individual members of EAAE to participate in the EAAE Prize of 2005-2007.

In early 2006, all member schools will receive a poster, and from March 2006, the material and general conditions of the competition will also be available on the EAAE homepage:

<http://www.eaae.be>.

The deadline for contributions is October 12, 2006.

### **The Theme - Representation in Architecture Communication - Meaning - Visions**

At the present, the tools of the architect are in the midst of an accelerated process of development and change. New technology has opened up for a greater design complexity and spatial variation. The digital working process offers a capacity of 2D and 3D visualisation that simply was not possible half a century ago.

This new mode of communication has changed architectural representation at every level. One may argue that this will change architecture, but in what way? What, then, is representation in architecture today? Does representation have its own architectural content and agenda, and what impact will this have on architectural education?

### **The Jury**

The scientific jury will consist of:

- Hilde Heynen (chair)
- Leen Van Duin
- Allen Cunningham
- Ole Bouman
- Paola Vigano

### **The Organising Committee**

The EAAE Council  
c/o Ebbe Harder

**EAAE PRIZE**

**2005-2007**

sponsored by

**VELUX®**

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## **Recovering the Architecture of Forgotten Urban Spaces**

EAAE – Lafarge International Competition for Students of Architecture

### **Theme**

The erasure from the collective memory of the image, presence and vitality of an urban space is a painful act. Reasons for such dissolutions are multiple: ideology, alteration, progress and, in general, change. Architects and planners have the mission to properly question this erasure. They can develop the capacity to turn this erasure into a powerful source of creativity.

The competition theme approaches the forgotten urban spaces through identification, analysis and architectural recovery. These urban spaces may be of the most different kinds: squares, streets, buildings and building groups, large sites, industrial compounds, ports, and so on.

Observation, analyses and proposals for recovery methods address the inventory of problems as well as possible attitudes of intervention.

Consequently, this competition theme might reveal a diversity of cases and approaches that bear witness of the cultural richness embedded in the hidden realms of collective memory. In a 21st century that is overwhelmed by image, information and dynamism, it is particularly important for architects to assume the special role of the creative recovery of forgotten spaces.

### **Competition Rules**

#### **Language**

English is the official competition language

#### **Eligibility**

The competition is open to all students of architecture enrolled in an educational institution affiliated to the EAAE.

For schools that are not affiliated to the EAAE, the registration fee/school is 100 Euro.

The projects can be designed individually or in groups supervised by a professor at a school of architecture.

#### **Registration**

Each entry will be registered when it has been filled in and sent.

The competition form must be e-mailed to the competition secretary no later than the deadline announced in the competition schedule.

### **Jury**

The assessment will consist of two phases:

- A jury at each school of architecture will select 3-5 entries for the competition
- The final assessment of entries

#### **Juries at the Schools of Architecture**

In this phase the jury composition and process will be conducted by each participating school of architecture and will aim at selecting the 3-5 best projects representing the school in front of the final jury.

#### **Final Jury**

The final jury's assessment of the entries will take place at the University of Architecture and Urbanism "Ion Mincu" Bucharest, Romania.

Prizes and mentions will be decided for the best entries.

The jury's members will decide the selection criteria and assessment process.

#### **Final Jury Members**

- President, Alvaro Siza, Portugal
- Luigi Snozzi, Switzerland
- Constantin Spiridonidis, Greece
- Emil Barbu Popescu, Romania
- James Horan, Ireland
- Per Olaf Fjeld, Norway
- Lafarge 1- Representative
- Secretary, Beatrice Joger, Romania

#### **Note**

None of the professors who tutored an entry project can be a jury member or secretary.

#### **Format**

Hardcopy

- 2 A1 paper formats (420X594cm). Drawings must use a Portrait format of A1. (420cm horizontal and 594cm vertical)

Digital

- a CD with a bmp extension (300 dpi) consisting of the two A1 images.

The contents of the entrants' proposals consist of the following compulsory items:

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

answers provided by the international competition secretary.

#### **Prizes**

1. Prize	– 6000 Euro
2. Prize	– 4000 Euro
3. Prize	– 3000 Euro
10 Mentions	– 1000 Euro each

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

#### **Insuring Anonymity**

Each paper in format A1 must display in the lower right-hand corner a code made of 6 digits (numbers and letters) written with a 1 cm high Arial font body text. This code must be written also on the CD cover, disk and folders.

The same code will be written on the A5 sealed envelope.

In the sealed envelope an A4 paper will state the following:

- First name and surname of the Entrant(s), In the case of group entry, the group leader will be pointed out.
- First name and surname of the supervising professor
- The name of the school of architecture where the student (group of students) is enrolled
- A declaration on self-responsibility stating that the invoiced project is original and is designed by the indicated entrant(s). In case of group entries the group leader will sign the declaration.

The CD and the sealed envelope must be in the same packaging and sent to the organizers.

#### **Questions and Answers**

Competitors may send questions to the international competition secretary by email on **competitionaea2006@iam.ro**

They will also receive (on the sent e-mail addresses) the list of all questions received and

#### **Publication of Results**

The results of the international competition will be communicated to each school that has participated in the competition.

The results will also be announced on the homepage of the University of Architecture and Urbanism “Ion Mincu” Bucharest www site.

A press release will be sent to main architectural magazines.

We expect to publish an Official Catalogue with the best projects.

#### **Rights**

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

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

By entering this competition the participants accept that the organizer EAAE and the sponsor Lafarge publish and disseminate the submitted projects. The authors of all submissions shall retain the copyright of their proposals.

Participation in this international competition represent, implicitly, the acceptance of the competition terms by the entrants. ■

### **Competition Schedule**

31 March 2006  
End of registration

31 March - 17 April 2006  
Questions from entrants

05 May 2006  
Deadline for answers to questions

15 October 2006  
Deadline for juries at schools of architecture

25 October 2006  
Deadline for reception of entries

1-7 November 2006  
Final jury's assessment of entries and selection  
of winners

December 2006  
Announcement of results and exhibition of  
projects

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## Light of Tomorrow

International VELUX Award 2006 for Students of Architecture

2,037 students of architecture representing 496 schools in 92 countries have registered for the International VELUX Award 2006.

The large number of registrations and the number of countries represented marks an important milestone for the award, making it a truly global event. Compared to 2004, when the award took place for the first time in Europe, the number of registrations has almost tripled in 2006.

According to the international award rules, registration is required if the students want to submit a project and thus participate in the competition for a total prize sum of 30,000 Euro. Only registered students will receive the submission form to be enclosed with the project submission. The project submission must be signed and backed by a teacher, making the teachers an initial jury of the student projects.

Students submitting a project before 5 May 2006 will get it judged by an international jury that will convene in Madrid in June and elect a winner and a number of honourable mentions. The winners will be announced and celebrated at an award event in the Guggenheim Museum in Bilbao on 23 October 2006.

The jury of the International VELUX Award 2006 for Students of Architecture consists of the following members:

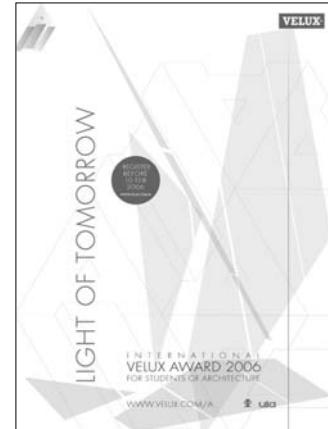
- Kengo Kuma, Japan
- Reinier de Graaf, the Netherlands
- Róisín Heneghan, Ireland
- Omar Rabie, Egypt
- Douglas Steidl, USA (UIA representative)
- Per Olaf Fjeld, Norway (EAAE representative)
- Massimo Buccilli, Italy (VELUX representative)

### More about daylight

With the award theme "Light of tomorrow" it is the aim to pay tribute to daylight and strengthen the role of daylight in building design. The students who have now registered for the award are therefore encouraged to work with daylight – as a central architectural factor. For links to daylight topics and literature, the students are invited to visit [www.thedaylightsite.com](http://www.thedaylightsite.com).

VELUX runs and facilitates the site and by that aims at creating a forum where relevant material, tools and information on daylight can be accessed and shared - with specific focus on daylight quality - and the promotion of daylight-aware building design.

The International VELUX Award for Students of Architecture takes place every second year and is part of VELUX continuous effort to establish close relations with building professionals – not least architects and educational institutions. The award is organised in close cooperation with the International Union of Architects (UIA) and the European Association for Architectural Education (EAAE).



### About VELUX

For more than 60 years VELUX has assisted in creating better living environments worldwide by providing daylight and fresh air. Our core product is the VELUX roof window and skylight, but the system also comprises decoration and sun screening, roller shutters, flashings, installation products and solar energy. A persistent focus on quality has made VELUX the global market leader within our field. With direct representation in more than 40 countries, VELUX has become one of the strongest brands within the building material industry. Our daily business is closely related to architecture, and we communicate and cooperate with a large number of architects. Read more about VELUX at [www.VELUX.com](http://www.VELUX.com)

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**For further information, please contact:**

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## **EAAE/ARCC Conference 2006**

Temple University , Philadelphia, USA, 31 May – 4 June 2006

## **Emerging Research & Design**

International Conference on Architectural Research

### **State of the Art**

According to a biannually alternating scheme between the ARCC and the EAAE, the joint ARCC/EAAE conference is this year hosted by Temple University in Philadelphia. That means that the bulk of the organisational workload is done in the USA and chaired by J. Brooke Harrington. The review process of the abstracts is over. The review panel consisted of J. Brooke Harrington, Kazi Ashraf, Lucie Fontein, Michel Mounayar, Walter Grondzik, Sally Harrison, James Moustafellos, David Perkes, Fatih Rifki, Stephen Weeks, James West, Katherine Wingert-Playdon, Herman Neuckermans, Hilde Heynen, Per Olav Fjeld, and James Horan. All abstracts were reviewed by a mixed panel from both associations. Thus, 52 abstracts have been selected; 18 of these were selected from the 34 submitted via the EAAE, and 34 abstracts were selected from the 86 submitted to the ARCC (65 from the USA, 8 from Canada, 2 from South America, 5 from Mideast, and 3 from Europe, 3 from Asia including New Zealand). Three to four keynote speakers have been contacted, but have not yet confirmed their attendance. The call for producing the full papers by 15 February has been launched, and a preliminary programme has been issued. It is posted on the conference website. A subscription form can be downloaded from the EAAE website on [www.eaae.be](http://www.eaae.be) and a printed copy of this form is included in this News Sheet as well.

H. Neuckermans, Co-chair Review Panel

### **Theme**

As we advance into the 21st century, the speed at which our profession, society and the physical environment are modified is accelerating.

The information (and misinformation) age presents us with concepts and physical options that demand our attention. Within this context, to understand the complexities of our environment and to create meaningful and responsive architecture demands that we search within ourselves and within the wealth of knowledge available.

More often than not, we must generate or provide new knowledge in order to proceed with the design initiatives that we wish to explore and contribute to the architecture and environments that we create.

We may never agree on the question of which intellectual and aesthetic issues are most significant or what precise methods are needed to reach inspiring architectural contributions to society. The need to search, however, is undeniably an intrinsic component in the creative arts and sciences.

The mission of this Research Conference is to reveal important and significant approaches that merge research & design and to engage the participants in how this critical relationship can be successfully formed.

The ARCC and EAAE call for papers that reveal new and ongoing research that address the issues of merging research with design and research that is integrative in nature.

We welcome submissions that cover the a wide range of research initiatives in:

- Building Sciences (emerging materials, components, and building systems)
- Design and Culture
- Doctoral Investigations in theoretical and applied research
- Education in Architecture and Related Disciplines
- The Practice of Architecture, Landscape Architecture and Related Disciplines
- Questions that encourage debate on the nature and role of research/scholarship in architecture and related disciplines
- Reviews and Analyses of trends, approaches, opportunities and/or impediments to architectural, landscape architecture, or planning research
- Speculations regarding Digital Media in theory, design and application

### **Conference Chairs**

- J. Brooke Harrington, Architecture Program, Temple University
- Herman Neuckermans, KU Leuven, Belgium

### **Conference Venue and Accommodations**

Temple University, Architecture Program, Tyler School of Art is the host institution for this conference. More specific information regarding the conference venue, accommodations, and registration costs will be forthcoming.

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### **For further information:**

#### **Secretariat AEEA-EAAE**

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## **International Conference on Conservation**

Raymond Lemaire International Centre for Conservation, Leuven, 22-25 May 2006

## **Conservation in Changing Societies. Heritage and Development**

After 30 years of multidisciplinary education at Raymond Lemaire International Centre for Conservation at the K.U.Leuven, it is time to reflect on the past and the future of conservation philosophies and practices as they are conceived of in the Lemaire Centre's programme, through assessing what has been formulated, taught and disseminated by the RLICC and realized by its Alumni. Gauging the impact of the RLICC's programme on the five continents and establishing a cross-cultural dialogue between the participants resulting in a series of resolutions for the future, these are the first challenges the conference must address. Moreover, through the contribution of its Alumni, the conference also wants to tackle the hot topic of globalisation (of thought and practice), to debate upon 'multicultural approach versus ideology' and to evaluate the applicability of different conservation theories. The RLICC wants to start this debate in three sessions:

- Session I: The 'Monument' in a multicultural perspective
- Session II: Preservation of archaeological sites and remains
- Session III: Architectural conservation and the production of a high quality built environment

The conference will be held at Leuven (Belgium) and is an initiative of K.U.Leuven – Raymond Lemaire International Centre for Conservation, RWTH Aachen - Lehr- und Forschungsgebiet Stadtgeschichte and EAAE – the European Association for Architectural Education.

The call for papers evoked more than 100 abstracts; only 42 have been accepted for presentation. Cristina Cameron from Canada, Richard Mackay and Sharon Sullivan from Australia and Meinolf Spiekermann from Germany will act as keynote speakers.

### **Dates**

- **15th March 2006**  
Announcement of the final programme
- **21st to 25th May 2006**  
Inscriptions, plenary sessions and optional thematic tours

Après 30 ans d'enseignement multidisciplinaire au Centre International Raymond Lemaire pour la Conservation de la K.U.Leuven, le moment est arrivé de réfléchir sur l'avenir des philosophies et des pratiques de conservation comme reflet de l'enseignement, par l'appréciation de ce qui a été formulé, dégagé et diffusé par le Centre et réalisé par ses Alumni. Estimer l'apport de l'enseignement du Centre sur les cinq continents et établir une réflexion culturelle croisée entre les participants de manière à aboutir à une série de résolutions pour l'avenir, tels sont les premiers défis lancés par la conférence. En outre, la conférence a l'ambition d'aborder, à travers l'apport de ses Alumni, les grands problèmes qui dominent actuellement le patrimoine au niveau international : la 'globalisation' (de la pensée et des pratiques), le débat 'approche multiculturelle versus idéologie' et la question de l'applicabilité des différentes théories de conservation occidentales à des contextes culturels différents. Fort de son expérience, le RLICC propose dès lors d'engager le débat dans trois sections :

- **Section I: Le 'Monument' dans une approche multiculturelle**
- **Section II: Préservation des sites et des vestiges archéologiques**
- **Section III: La conservation des monuments et la réalisation d'un cadre bâti de haute qualité**

Cette conférence internationale se tiendra à Leuven (Belgique) et est une initiative prise par : K.U.Leuven – Centre International Raymond Lemaire pour la Conservation, RWTH Aachen - Lehr- und Forschungsgebiet Stadtgeschichte et AEEA - Association Européenne pour l'Enseignement de l'Architecture.

L'appel aux résumés a suscité plus de 100 résumés, dont 42 ont été acceptés pour présentation par le comité scientifique. Cristina Cameron du Canada, Richard Mackay et Sharon Sullivan de l'Australie et Meinolf Spiekermann de l'Allemagne sont les conférenciers invités.

### **Dates**

- **15 mars 2006**  
Annonce du programme final
- **21 au 25 mai 2006**  
Inscriptions, sessions plénierées et visites thématiques optionnelles

<b>Registration fee</b>		<b>Frais d'inscription</b>	
• RLICC-Alumni, EAAE(*)	350 Euro	• <i>RLICC-Alumni, EAAE(*)</i>	<i>350 Euro</i>
• Non-Alumni	450 Euro	• <i>Non-Alumni</i>	<i>450 Euro</i>
• One day registration fees(**)	60 Euro	• <i>Inscriptions d'un jour(**)</i>	<i>60 Euro</i>
• Thematic tours on 25 May	60 Euro	• <i>Visites thématiques du 25 mai</i>	<i>60 Euro</i>
• Official dinner on 24 May	70 Euro	• <i>Dîner officiel du 24 mai</i>	<i>70 Euro</i>
• Accompanying person	150 Euro	• <i>Accompagnant</i>	<i>150 Euro</i>
Free of charge for the students of the RLICC (1st and 2nd years)		<i>Gratuit pour les étudiants du RLICC (1re et 2e année).</i>	
(*) - One per membership		<i>(*) - Une personne par carte de membre</i>	
(**)- Only for student groups, min. 5 students		<i>(**)- Destiné aux groupes d'étudiants, min. 5 étudiants</i>	

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**Pour plus d'informations veuillez contacter :**

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## EAAE-ENHSA Workshop on Architectural Theory

School of Architecture, University of Hasselt, Belgium, 21-23 September 2006

# Content and Methods of Teaching Architectural Theory in European Schools of Architecture

### Call for the First EAAE-ENHSA Sub-network

This is the first sub-network workshop in the field of architectural theory. It therefore attempts to investigate and chart the various ways in which schools position courses dealing with this discipline in the curriculum. It wants to address history, contents, aims and objectives as well as the means, methods and pedagogic practices required to ensure expected learning outcomes and competences.

As many European schools of architecture are faced with the challenge of establishing a more 'research based' curriculum and implementing plain research activity, the workshop will also want to deal with this aspect.

This first encounter will further act as a social platform for getting to know colleagues who share similar concerns. It is assumed that it will conclude with an agenda for consecutive encounters.

Teaching staff dealing with courses in architectural theory are invited to submit abstracts (no more than 500 words) by 15 March 2006. Authors of the selected abstracts will be asked to complete a full paper of c. 3000 words before 31 August.

A poster session will also be organised. The abstract can address one, or several, of the following issues, which are organised in three groups

#### 1. Contents

How does architectural theory profiles itself as a discipline in the BA-MA curriculum?

#### Section 1 The History of Architectural Theory and its Present Mission

This section contains contributions on the historical background of current courses in architectural theory. Do they stem from 'architectural composition' or from 'architectural history' or rather from 'design methods'? Are they taught separately from history or from design methods, and why or why not? The session furthermore explores the basics and limits of the discipline with regards to the nature and importance of architectural theory in the formation of young architects.

#### Section 2 (Innovative) Approaches

In this section, schools can present their (innovative) approach towards architectural theory. Possible issues can be the desired relationship between architectural theory and architectural critique in the design studio. Another element is the function of architectural theory within the studio: is it taught independently or integrated within the studio? The session also focuses on the interdisciplinary nature of architectural theory and how this is dealt with in the curriculum.



#### 2. Educational Model

#### Section 3 Pedagogical Aspects and Media

These contributions examine the pedagogical aspects of architectural theory. Central in this discussion is defining typical competences of the discipline. Parameters describing pedagogical aspects can relate to the methods of teaching, the instruments or means and the evaluation. The session also deals with the different media (such as texts, treatises, statistics, movies, visits to sites or museums, ...) that can be relevant for teaching architectural theory. Contributions can examine the nature and quality of each medium and demonstrate this with a case-study.

#### 3. Research

#### Section 4 Research and Design

This section can present specific and running doctoral research projects in which issues of architectural theory play an important role. This section also contains contributions that illustrate how architectural theory can become valuable for establishing research on studio level.

The Workshop will start in the late afternoon of Thursday September 21 with a key-note lecture and dinner. Friday and Saturday will be devoted to the four thematic sessions, with a concluding session late afternoon on Saturday. Information about accommodation and practical arrangements will follow later.

Please submit your abstract to  
[KVanCleempoel@mail.phlimburg.be](mailto:KVanCleempoel@mail.phlimburg.be)

## EAAE Website - 2006 Layout

EAAE Council Member, Ramon Sastre

The EAAE has renewed its website and updated its contents. The website has a look and feel that coincide with the latest EAAE graphics. It is meant to be a common place to disseminate, gather and share information about architectural education.

The EAAE News Sheet is the printed means to communicate among the members. Both the website and the News Sheet serve similar purposes through different means.

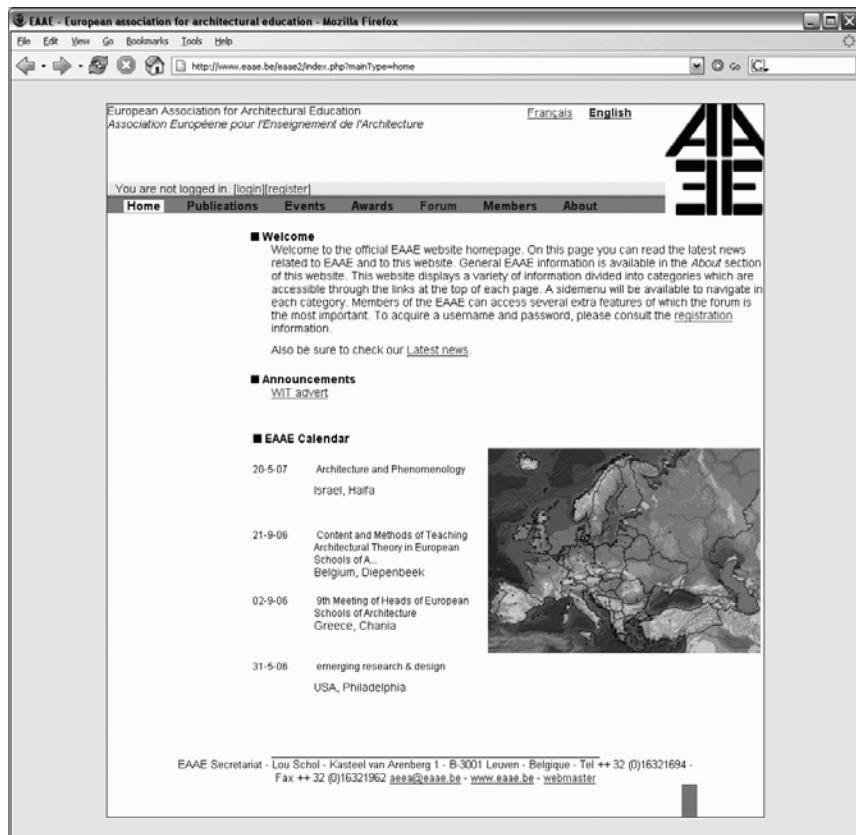
The new layout aims at making graphically apparent what the EAAE is and who its members are. We hope you will find it easy to surf and locate information about schools, events, publications, and so on.

A map of Europe appears on the home page as a tool to locate member schools. It is a sensitive map leading to who is who in the EAAE. The EAAE Guide to Schools of Architecture in Europe provides all this information in a printed version,

and now the e-version of the Guide is on the website.

By moving the mouse over the map, each country will be outlined and a corresponding list of schools will pop up. Clicking on any of the names of these schools will link up to the EAAE Guide on the page of the school in question. It is the intention of the EAAE to eventually provide a (hyper)link between the page of the school in the Guide to the homepage of the school. Member schools are responsible for the updating and correction of the information printed in the Guide. Corrections and updates should be sent to Ramon Sastre who is responsible for the site.

We will try to update and maintain the site in relation to publications, events and awards. In order not to clog the website with out-of-date information, each of these sections will have an archive where past activities of the EAAE will be saved and can be traced.



PDF files of the most recent issues of the News Sheet can be downloaded, and the most recent issue will have a full front page displaying a table of contents.

In the future the website will also report on Council and project leaders' activities. Members of the EAAE should be able to access this information in order to be kept informed about EAAE activities throughout the year and eventually make proposals.

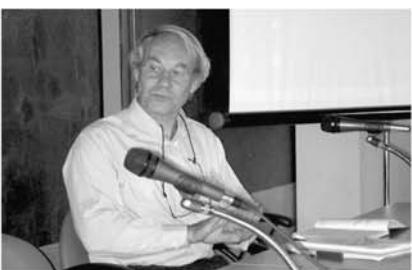
The website can be seen as a forum, a space, to exchange information between schools.

In order to reach as many people involved in architectural education as possible, the EAAE is now collecting distribution lists of staff members and eventually students from the schools. The EAAE will install a system which makes invasion of spam through these distribution lists impossible.

Comments and suggestions are always welcome. We hope that you will find the site helpful, and we encourage you to use it.

Please e-mail your comments to:

EAAE Council Member, Ramon Sastre  
Academic Webmaster of the EAAE  
[ramon.sastre@upc.edu](mailto:ramon.sastre@upc.edu). ■



## Ideas and Reflections on Architectural and Urban Design Education in Europe

Chania, Crete, 1-3 September 2005

### Report

Dr David Willey, School of Architecture and Design, Plymouth University, UK

A personal account of the EAAE-ENHSA Follow-up Forum: Ideas and Reflections on Architectural and Urban Design Education in Europe, Chania, Crete, 1-3 September 2005

This was an unusual conference in format and like all brave ventures deserved to be a great success, and it was. The conference was set up to follow on from the publication earlier in the year of the two books which were collections of papers that monitored architectural and urban design education respectively. They addressed four pairs of questions;

- What do I teach in the course that I run?
- Why do I teach what I teach?
- How do I teach in the course?
- Why do I teach in this way?
- What exercises and design themes do I run?
- Why do I suggest these?
- How satisfied am I with the course that I teach?
- How could I improve it?

The Chania conference format structured each half-day session around a pair of readings of the architectural and urban papers that were followed by a debate and a general exchange of views. The meetings took place in a delightful room in the Centre for Mediterranean Architecture, Katselaki Square, Tombazi Seafront, Old Venetian Harbour in Chania. The address just about conveys its character. The building was the 'Big Arsenal' recently refurbished. The room was tucked behind the main hall and above the exhibition spaces of the ground floor. It had a tall well proportioned bipartite window looking north over the harbour. The new frameless glass slid behind the stone framed opening. The needs of image projection prevented the view from being enjoyed at all times but the room's scale, materials, sense of continuity and its connection to the harbour and city helped to generate an intimate, vibrant and reflective atmosphere that encouraged debate.

The readings were initiated by Loughlin Kealy and Josep Muntanola on Thursday morning and I was privileged to be paired with Per Olaf Fjeld in the afternoon. On Friday Casare Macchi Cassia and Constantin Spiridonidis read the Urban Design papers and on Saturday Jean Francois Mabardi and Marvin Malecha made the final readings. My notes

highlight half a dozen issues that were raised and resonated through the debates.

There was a continuing theme about how design theory was taught and its relation to the design studio. Some speakers felt that theory had been lost in the post-modern era and this idea was also expressed by those who wondered with whose theory were we to deal? Others reflected that if we accept that there is an avant-garde that it may well suffer from resistance in Schools of Architecture. Almost none of the papers and very little of the debate touched on architectural traditions that were founded in post-modern attitudes and ideas. The papers and debate paid tribute to Kahn, Mies, Aalto and Rossi rather than Eisenman, Krier, Pallasmaa, Tschumi or Holl. Outside at the short pier the pleasure cruiser was washed down and polished up ready for the first batch of tourists.

There was a deeply felt concern for the way in which the social responsibility of the architect and urban designer was incorporated into their education. Where do we inculcate the respect that is needed for the social and physical qualities of a context? How do students come to understand the social construction of space? Some speakers teased at the idea that individual values have shared content and that our values are socially defined. While we debated the city the effluent collection truck carried on round the harbour cleaning out the drainage sumps like a ruminating metal pachyderm.

Josep Muntanola emphasised that the most important element in architectural education is the teacher and within the discourse of the conference somehow that idea sat easily alongside the discussion of the issues of student centred learning. How do we start our teaching from the students' understanding? How can we discuss the contemporary city without first asking its contemporary citizens, the students, what is their city, what is their community? How do we maintain, support and value the autonomy of the student? How do we maintain, support and value the autonomy of the teacher? Several times we were confronted with the question of who teaches the teachers. Several times we heard that the teacher learns from the students. On the rocks beyond the harbour wall small breeze shaped waves broke white.

Casare Macchi Cassia raised fragmentation as a major issue in contemporary society. There was discussion of the fragmentation of courses and the need to see that a School teaches through its continuity as well as through its individual modules and studios. There was a discussion of another form of fragmentation - 'hit and run' teaching where stars come flying into, and flying out of, a School creating teaching without responsibility. In the wake of fragmentation was a discussion of complexity, and the need to understand the size of objects in the city. Outside, partners and colleagues gathered beneath the awnings of Katehaki Square, exchanged greetings and examined menus of snails, lamb and octopus.

Jean Francois Mabardi argued that we need words that define ideas, carefully, so that we can find a rich basis for our creativity. We needed fruitful and fertile definitions. We could begin by distinguishing between process and procedure. Earlier Constantin Spiridonidis had asked what it was to analyse, to understand, to read, to feel. And what are we to make of rationality? Can we, should we, avoid making urban space that is rational? In the evening we all ate fantastic fresh seafood beside a moonlit beach.

The conference ended with a splendid talk by Prof. Marcos Novak on 'Transvergence in Architectural Research and Pedagogy: Towards New Species of Architecture?' The talk was provocative and it never seemed like it was a question but the rich digital world it revealed, sitting uneasily on the boundary between the real and the virtual, does represent one of the major challenges to architectural education for the twenty-first century. ■

## Diversity - a resource in the Architectural Education

Ion Mincu University of Architecture and Urban Planning, Bucharest, 26-29 October 2005

### Report

Professor Ana Maria Zahariade, Bucharest, 26-29 October, 2005

#### Who is afraid of diversity?

"In the process of the modern, discourses have become transverse, genres mixed, languages fragmentary. But, beyond life as simultaneity, in our time there exists the conditions for assuming creatively this fragmentation, and thereby attaining an anthropological universality which also integrates plurality, difference and continuity."

(Jimenez, José, *La vida commo azar*, quoted by Manuel Gausa, diversity, in *The Metropolis Dictionary of Advanced Architecture*, 2003)

For many decades the concept of diversity has been stirring up our cultural and professional habits. Since the end of the 1960s, it has opposed the claim to universality of the modern movement and the built uniformity it brought about, backed up by the spreading of modern technology. One might say that diversity has become "universally" popular, one of the most frequent key words. For instance, Google found on the web, no less than 42 500 references to congresses, colloquia, symposia and conferences with diversity in their title. The EAAE conference, *Diversity – A Resource in the Architectural Education* held in Bucharest between 26 and 29 October 2005, and organised by the University of Architecture and Urbanism "Ion Mincu", is one of them.

In a way, this amazing number should be reassuring: the topic is hot and highly challenging. On the other hand, one might wonder: shouldn't we be more cautious? What if the topic is too permissive, and consequently too easy? This question has been troubling me since the last EAAE Conference in Bucharest.

It is also true that the academic debate on diversity in architectural education has a particular precedent in our school and, thus, a deeper motivation than the "popularity" of the topic. In July 1995, UAUIM hosted the International Conference **Standards and Diversity in the Architectural Education**, which followed up the numerous TEMPUS exchange programmes that had been run since 1991, and somehow concluded them in an open manner.<sup>1</sup> I had the chance to participate in both events, and I think that a parallel could be useful.

As it has been announced from the beginning (in the title and in the call for papers), at stake was the specific feed-back of diversity in the architectural education (not its meaning in itself). The Conference aimed at more than the mere mirroring of diversity in the distinctiveness of architectural schools or individual approaches (this had been the focus of two former EAAE meetings in Bucharest<sup>2</sup>); its specific purpose was to challenge the formative potential of diversity, its force to foster education as a real resource, it was meant to question the ways and tools required in order to use diversity in the teaching of architecture, as if it represents a "raw material" to be processed through education. From certain points of view, the event kept its promise, from others, it didn't.

First of all, the choice of the key-note speakers was inspired and inspiring for the theme: four experienced architects, the Europeans Alvaro Siza Vieira,<sup>3</sup> Luigi Snozzi, and Francine Houben (who declined the invitation at the last moment), and the American Bartolomew Voorsanger<sup>4</sup>, and the French art (and architectural) historian Francois Loyer. Their lectures have, indeed, reflected the idea of diversity as resource.

As it is to be expected, the three practicing architects presented moments of their work: Siza's visit to the building site of his Camargo Foundation (Porto Alegre, Brasilia); Snozzi's aphorisms reflected in three "visionary" projects, Voorsanger's American studio and practice.

The audience thus had an interesting display of particular approaches to diversity and to architecture in general. On the theoretical side, Loyer's researches on Paris highlighted diversity interplaying with coherence (understood in terms of a code accepted by society and through which something recognisable is transmitted to the next generations), in order to understand the identity of the city in a critical (and effective) way and, at the same time, to interrogate the instruments we use to comprehend the city, or to relate new architecture to the diversity/coherence correlation; eventually the historian questioned our professional ethics when facing diversity. Suffice it to mention that these four conferences were so substantial that they could have provided enough material for a day dedicated to theoretical debates.

In what concerns the other contributions, it is quite difficult to classify the twenty-three papers and the two exhibitions simply because almost nobody was afraid of **diversity**: various approaches with various final aims (often trespassing or avoiding the thematic targets), monadic attempts to define and interpret the concept, a profusion of correlated concepts (sometimes disputable and contradictory), presentations (more or less critical) of particular teaching experiences and methods in design, history, technology, theory.... Moreover, as many abstracts arrived too late (probably due to certain unfortunate and still unclear dysfunctions in communication),<sup>5</sup> the scheduled themes of the two sessions – **Diversity in architecture** (the first day), and **Diversity in education** (the second day) – were only partially consistent with the content of the contributions. I shall try to “geometrise” the main ideas at work.

(1) The strictly theoretical approaches to the concept of **diversity**, no matter to which academic field they were addressed (design practice, history of architecture, academic management...), generally used an almost confusing amount of “arguments of authority” (names: from Virilio and Habermas to Lynch and Frampton...; theories: from the theory of chaos to the ecology and sustainability...), and correlative concepts, such as difference, identity, authenticity, etc, which ,in some cases, became (questionably) almost synonyms for **diversity**.

In my opinion, three papers singled out, each for different reasons. One was looking for a new cultural coherence, and self-understanding at the same time, by means of the poetic concept of “travelling” (a special type of communication) through the “other faces” of the Western world (the peripheral European areas), thus challenging both the centre-periphery overused concept and the “violence of alterity” (*Rethinking “other” worlds in architectural education on the metaphor of travel*, B.Asimgil & B.A.Yuksekli, Turkey). The other identified three layers of **diversity** in the architectural historian’s work: “diversity as (vital) resource, diversity as (discursive) outcome, and diversity as challenge (of history)” (*Teaching recent history, three levels of facing diversity*, D. Vais, Cluj, Romania).

Last but not least, in *The Traps of diversity*, G.Tabacu, C.Caciuc (Bucharest) were the only

contributors who approached **diversity** in a critical manner and tried to stress the risks of its excessive celebration.

(2) The concept most frequently correlated with **diversity** was **identity** (generally based on the difference and/or local tradition). It seems that **identity** is especially (but not exclusively) haunting the subconsciousness of the “peripheral” areas - generally non-West European, and for various reasons: fear of losing local traditions and endeavour to recover them (*Diversité, spécifique, identité culturelle*, A. Matei, Cluj-Romania, G. Catarina, Italy), the danger of formal seduction and “fashions” (*Les sources de l’identité en architecture*, V.Onofrei, Iasi-Romania). All sorts of definitions, sources of identity and/or manners to put it to work in education came out: some of them a bit excessive, others keeping a more cautious intellectual distance (*Identity structures*, G. Mitrache, Bucharest).

(3) Apparently in direct connection, yet differently focused and more pragmatic, many papers presented educational systems (or only new teaching methods), (re)structured according to various “regional identities”. Depending on the place, these “identities” were supposed to reside in: the tradition of wood building (*Local Heritage as a part of architectural education*, J. Heikkila, Oulu-Finland); the “rock civilisation” (*The Rock Civilisation-Hypogeum House Typology to Renew a Millenarian Tradition of Settlements in Puglia and Basilicata*, F.P.Marino, *Diversity in Typo-technological choices for Hypogeum architecture*, F.Lembo, Italy); the Islamic geometry (*The Challenges of Diversity in beginning architectural Education*, K. Mitchell, U.A.E.); regional “genetic codes” (*Teaching experiences for technological innovation to recover traditional rural environments*, A.Bosco, S.Rinaldi, R.Valente, Italy); or simply in the built heritage as a whole (*Educating on built heritage identity: The faculty of Cava dei Tirreni*, G.Caterina, Italy).

Although the word **identity** was used ad litteram in these papers, it was neither defined nor had it any exclusive dimension. **Identity** was used rather as a “pretext”, in order to spotlight a starting point from which to develop teaching methods more involved in the local culture and in the concrete conditions and requirements of the lieu. From this point of view, I can also include here the paper

*Diverse Indian Society and uniform architectural education* (U.Chakradeo, India). Yet, although we are architects, we have to pay attention to words: they have their own power, and to quote K. Mitchell (Emirate), “questions of diversity and issues related to identity are complex and should always be carefully considered in terms of their relation to the teaching of design fundamentals”.

Overall, this category of papers was far more consistent with the theme than the two previous ones, and highlighted the important idea that architecture in its complexity can be taught in various ways, even if it focuses only on a singular aspect (building type, wood-technology, heritage, etc.). To understand the principles of thinking and making architecture, there is no need to cover all topics/building types/building details, etc., during the academic training. This must be stressed as an important outcome of diversity: it had triggered new, valid teaching experiences, giving proof of its potential for the architectural education. However, this idea has not yet been digested by certain academic milieus (in Romania at least).

(4) A substantial number of the papers (some of them already mentioned) tackled specific and more detailed matters concerning the teaching of building technologies (from building structures to insulation and environmental techniques) and presented their various attempts to better integrate these matters in the creative design process.

Some of them were real experiences, already implemented in the educational system/philosophy of several schools: Bosco & Rinaldi & Valente, Marino, already mentioned and *Teaching the Value of Diversity: External Environment as Architectural Design Element*, I.Amirante & M.Cannaviello & A.Violano, and J.Heikkila (already mentioned above).

Others were mostly “wishful thinking”: *Historical references in Teaching Construction*, R.Crisan, *Towards Practical Methods to exercise Architecture*, L.Gligor, “Alice in Wonderland” and “Through the Looking Glass” – *Teaching Finishing Details*, A.M.Dabija, *Theory and Practice in Architectural Education*, A.M.Mortu, all Romanians and teaching in the UAUIM, all pleading for a most consistent integration of the building technology into the design pedagogy, and envisaging methodological improvements.

(5) It seems that the area of criticism addressed to the design pedagogy was almost entirely occupied by the participants from our School (UAUIM). I do think that this is not only normal, but welcome too, and an important achievement of this Conference at the same time: such events are occasions to revisit one’s own educational philosophy. Part of this necessary (self)criticism has already been mentioned above. There was a Comparatively, the number of critical papers issued from the UAUIM design departments and dealing with improvements of the design pedagogy based on diversity, and/or presenting particular, new experiences in design pedagogy was more reduced: *Organised Complexity*, A.Mitrache; *About Authenticity and its Importance for Architectural Education*, E.C.Dusoiu; *Partnership Practice-Education: Traditional Boundaries of the Architectural Profession Must Become Interdependent*, C.V.Ochinciuc.

(6) In close connection, there were two special ways to comment upon diversity as resource in education that are worth mentioning: the exhibition *Blockin’ Habits*,<sup>6</sup> (Celia Ghyka & the students in the 3rd year, UAUIM), and the exhibition *Extreme poverty* (Catalin Berescu, UAUIM). Both exhibitions displayed anthropological and cross-disciplinary approaches to specific aspects of diversity in dwelling: the “space between” in the high-rise housing areas, and the housing-design for extremely poor communities, both generally avoided by the design pedagogy (at least in our school). Yet, quite unbelievably, they remained somehow in the shadow, visited and discussed mostly by the students and “off the record”.

The event was closed with the ceremony of awarding to Alvaro Siza the title of Doctor Honoris Causa followed by his lecture, which endowed the conference with a serene brightness.

So far, so good! Real richness of diversity! A total success ... if we do not take into consideration the lack of time for debates (quite common on such occasions, one would say)... yet, may we not take into consideration this aspect? What has happened with the debates?

Was it a matter of time? Certainly, there is always a matter of time: the contributions are often longer than scheduled, but – most of all – we do not

really organise the events in order to stimulate the debates en connaissance de cause. And this is my first point, and my suggestion for the future EAAE meetings.

My second point is however connected to the uncomfortable feeling I have about diversity. I have to explain myself. In the 1995 conference **Standards and Diversity**, the debates were far more substantial, and animated by a certain freshness; maybe the novelty of the event and the reciprocal discovery played a catalysing role. Moreover, in spite of our (post-Communist) shyness in freely discussing educational matters, it was easier to discuss, since the topics concerning diversity were more interconnected, and concentrated on specific experiences, collectively acquired through the Tempus cooperation and exchanges. In time, most of the matters discussed turned out to be rewarding (at least in our School). Or, in the October 2005 EAAE Conference, when I chaired the first session of debates (vaguely named Diversity in architecture), after Luigi Snozzi's conference, it was quite impossible to summarise the ideas at work, to relate Snozzi's aphorisms (disputable in themselves) to the plethora of references and concepts that followed, and find your way out to a minimal coherence. This is something that can silence any desire for discussion. To quote Jacques Boulet (EAPLV, Paris) – who was the active and lucid *rasonneur* of this Conference: “parfois, trop de savoir tue le savoir” (sometimes, too much knowledge kills knowledge)!

I am aware of the present **seduction of philosophy** in architecture; yet, “it is often useful to suspend references, to be more succinct, to have the courage to be schematic even” (I quote again J.Boulet). The excessive resort to **one's personal philosopher** eventually kills the possibility to interconnect and **diversity** remains only a collection of autonomous, independent, idiosyncratic monologues, as it happened in some respects. That is why I am afraid of **diversity**, as much as I fear any excessively permissive or “comfortably” lax topic, no matter its popularity.

Consequently, my second point is that if we want to stimulate an effective dialogue between schools, we have to choose better-circumscribed themes, even if less glamorous, and to formulate more precisely the objectives of the sessions as well. This is, in my opinion, the challenge that the next EAAE Conference has to face. ■

#### Notes and References

1. The works of this International Conference are published in *Standards and Diversity in Architectural Education*. Bucharest, 2-4 July 1995 , *CEPES Studies on Higher Education*, Bucharest, 1996 (editors: Marius Smigelschi, Ernie Scoffham)
2. *Style & Manner in the Architectural Education*, 1995; *Towards New Schools of Architecture*, 1999
3. On this occasion, Alvaro Siza was awarded the title of Doctor Honoris Causa of the UAUIM.
4. Doctor Honoris Causa of the UAUIM, too.
5. Moreover, there were contributors that only sent their papers and did not participated effectively to the debates, which was frustrating.
6. *Blocuire*, the Romanian title, is a *jeux de mots*, translated into English by *BLOCK-IN'HABITS:Habits in the block. The block in our habits. Blocking our habits*, which tells much about the message of the exhibition.



EAAE Conference, Bucharest, 2005. Photo: Ana Maria Zahariade; University of Architecture and Urban Planning "Ion Mincu"

**The Complexity of the Ordinary**

October 5-6, 2006, The Royal Danish Academy of Fine Arts School of Architecture

**Call for Papers****A specific architecture - context seen as response to circumstance and situation**

Many new buildings do not seem to bother to take their context into account. It often seems to be the case that the formal idiom has been chosen rather arbitrarily, and the buildings could just as well be situated someplace else. Even when there does appear to be some basic understanding about the context as something other than - and something transcending - the immediate surroundings, it is frequently difficult to make out what kind of context we are dealing with. Present-day architecture apparently has a great deal of difficulty expounding the correlation between formal idiom and context. For this reason, there are obstacles standing in the way of the field's aspiration to establish viable architectural strategies that can be implemented in the setting of a globalized world.

At the upcoming conference, architects and architecture theoreticians will be setting forth both concretely specific and theoretical bids on how working consciously and purposefully with the notion of context can serve to motivate architectural projects in ways that face the challenges that radiate from the situation described above. Many of the conference's keynote speakers and presenters will be practicing architects

who are preoccupied in their efforts with a notion of a context that also subsumes elements from an anonymous culture of everyday life - "complex ordinariness", as the English architects Alison and Peter Smithson have so aptly labeled this. In doing so, the Smithsons were referring to certain ways of thinking that it might be possible, incidentally, to rediscover and retrieve for instance certain modern northern European building traditions.

The architects who are invited as keynote speakers are:

- Tony Fretton,
- Adam Caruso,
- Quintus Miller (Miller & Maranta),
- Anne Lacaton (Lacaton & Vassal),
- Andreas Hild,
- Johan Celsing
- Wilfried Wang.

**Call**

Herewith, we are instituting a search for presentation papers from practitioners, educators, theoreticians and students working at the doctoral level of study, people who are interested in addressing their attention to contemporary architecture, in both a theoretical and a concretely specific manner, where contextual strategies are being employed and clarified.

The conference will serve to set the frames around a discussion of how the

notion of context can be understood not only in the restricted and narrow sense of 'the immediate surroundings' or 'the regional' but also in a much broader way: as a complex of e.g. cultural, intellectual, semantic, programmatic and technological relations, which can be influenced and rendered graphic and intelligible through architecture.

With the present 'Call for Papers', we hope to generate and obtain presentation papers that will serve to enrich the ongoing discussions through examples of how different contexts can be implemented and made operational in contemporary architecture and through examples of how something comes into being or how it is actively selected as a context in relation to a given architectural project as well as examples of how it is to be employed and treated with an architectural approach.

We are soliciting presentation papers discussing the following themes:

- The general and the particular
- The local within the global - the global within the local
- Architectonic exchange between dense and open contexts
- Dynamic and operational aspects of various historical notions about context and contextualism
- Presentation of ongoing projects from practitioners

- Other abstracts that might have relevance to the theme of the upcoming conference

**Call for paper**

Abstracts of 500 words are due April 7th, 2005, by e-mail (either as a Word- or a pdf file) to the **Conference coordinator: mette.jerl@karch.dk**. In connection with the submitted text, a maximum of two images (maximum 150 dpi/1 Mb in total) can be included.

- Notification of acceptance by May 19th.
- Final paper due September 1, 2006.

The language for the conference is English. However, abstracts written in a Scandinavian language can be submitted.

**Conference Registration**

The registration fee is 425 Euro. Registration deadline is august 1st If you register before june 6th. The fee will be 375 Euro.

**For Further information:**

[www.karch.dk](http://www.karch.dk) (please follow the indicators to the strategy project's site).

**ERA-Link**

A Network for European Researchers in the United States

A new network is being developed for European researchers in the US. It will provide web based and other services for researchers who are interested in strengthening their contacts with other European researchers in the US and Europe.

ERA-Link is a new initiative to network European researchers presently working in the United States, that the European

Commission is launching in collaboration with the European Embassies in the U.S. The ERA-Link network and services are expected to be fully operational during the second half of next year.

ERA-Link will offer our expatriate researcher community in the U.S. a chance to stay informed about the evolving reality of research in Europe: notably collaboration opportunities (including joint activities, student exchanges, etc.), as

well as job, mobility, training and funding possibilities.

The user survey that has just been launched, addressed to European researchers in the U.S., will help assess the needs and expectations of the potential users and to define what services the ERA-Link network should offer them. The on-line questionnaire can be found for the next four weeks

**For further Information**

[www.evaluationpartnership.com/surveys/eralink.htm](http://www.evaluationpartnership.com/surveys/eralink.htm)

## Changing Trends in Architectural Design Education: Sharing Experiences and Building Partnerships across the Mediterranean Rim

The Center for the Study of Architecture in the Arab Region

### CSAAR First International Conference

14-16 November, 2006

Since its inception in the nineteenth century, the design studio has remained at the core of architectural design education. In spite of tremendous changes in epistemology, academe and architectural practice, the traditional studio-based pedagogy has not changed substantially.

Traditional architectural design education has been based on the historical models of the Beaux-Arts and the Bauhaus. The architectural design studio has remained fairly stable for more than a century. Although traditional design studio has come under considerable criticism, changes in studio culture during this period have been very limited, and thus have gone largely unnoticed by the professional community.

During the last three decades or so there has been a substantial shift in architectural design education. These changes have manifested in an increased criticism of the traditional design education; attempts to reconsider/rethink the basic assumptions, theories and practices of traditional design education; and calls for major changes in studio culture.

The drivers of this change include epistemological, social, and economical forces among which are new knowledge and technological developments; increased use of computers and information technology in design education and practice; pressure on institutions of higher education to reduce space use; and changing student demographics. The intensive application of computers and information technology in architectural design education, for instance, has brought fundamental changes to design studio practices.

The introduction of the paperless studio, the e-studio, and the virtual design studio has resulted in a major shift in perspective, and a reorientation in theo-

retical and conceptual assumptions considered to be central to the prevailing paradigm, thus putting strain on its adequacy.

The theme of the conference is "Changing Trends in Architectural Design Education." This captures the role of the conference as a forum to examine and debate various transformations occurring in architectural design education, and to reconsider our traditional understanding of design studio and design education in general.

The conference aims to provide the participants an occasion to share and exchange experiences and research findings, and to stimulate more ideas and useful insights regarding contemporary design education. Although one of the aims of the conference is to promote learning from regional experiences and to build partnerships among interested scholars and institutions around and across the Mediterranean, the conference welcomes papers from scholars beyond the region.

#### Topics of Interest

We invite participants to submit papers in all areas related to design education, and particularly work addressing paradigm shifts in design education. Papers may reflect on a wide spectrum of design disciplines such as architectural, landscape, interior, and urban design. The conference is structured around a number of themes that include:

- Design Studio Pedagogy
- Digital Technology in Architectural Design Education
- Curriculum Development

#### Important Dates

- Deadline for abstracts: February 10, 2006
- Full paper submission: April 10, 2006
- Notification of acceptance: May 30, 2006
- Deadline for final papers: July 30, 2006

### Conference Chairs

- Dr. Jamal Al-Qawasmi  
KFUPM, Saudi Arabia  
jamalq@kfupm.edu.sa
- Dr. Guillermo Vasquez de Velasco,  
Texas A&M University, USA  
GVasquez@archmail.tamu.edu

### Conference Coordinators

- Dr. Larbi Bouayad,  
National School of Architecture,  
Morocco  
lhouayad@menara.ma
- Dr. Khalid El Harrouni  
National School of Architecture,  
Morocco  
kelharrouni@iam.net.ma

- Saleh Uddin, University of Missouri-Columbia, USA
- Selahattin Onur, Middle East Technical University (METU), Turkey
- Thomas Dutton, Miami University, USA

### For further information

Full paper format, submission guidelines, registration, accommodation and further information will be available at conference Website. For further information about submissions, please contact conference chairs.

[www.csaar-center.org](http://www.csaar-center.org)

### International Scientific Committee

- Akhtar Chauhan, Rizvi College of Architecture , India
- Ashraf Salama, KFUPM, Saudi Arabia
- George Arbid, American University of Beirut, Lebanon
- Henri Achten, Eindhoven University of Technology, Netherlands
- Hisham Elkadi, University of Ulster, UK
- Howayda Al-Harithy, American University of Beirut, Lebanon
- Jeremy Till, University of Sheffield, UK
- John Habraken, Massachusetts Institute of Technology, USA
- Khaled Asfour, Misr International University, Egypt
- Laura Lee, Carnegie Mellon University, USA
- Magda Sibley, The University of Liverpool, UK
- Mohamed Chaoui, National School of Architecture, Morocco
- Mashary Al-Naim, King Faisal University, Saudi Arabia
- Naima Chabbi-Cherrouk, National School of Architecture, Algeria
- Salim Elwazani, Bowling Green State University, USA
- Richard Foqué, Higher Institute of Architecture, Belgium

**The Architecture Co-Laboratory: Game Set and Match II**

Faculty of Architecture, Delft University of Technology, Delft, The Netherlands

**29 March – 01 April 2006**

International Conference 2006 On Computer Games, Advanced Geometries and Digital Technologies

Hyperbody Research Group, Director Prof. Ir. Kas Oosterhuis

With the support of the Netherlands Architecture Fund from the Ministry of Foreign Affairs and the Ministry of Education, Culture and Science the 2nd International GameSetandMatch Conference will be held from 29. March to 1. April 2006 at the Faculty of Architecture of the Delft University of Technology, The Netherlands.

GameSetandMatch II discusses current and future transformations within digitally driven architectural practices through innovative cross-disciplinary collaborations in general and real-time collaborative design, engineering and prototyping processes in particular. The GameSetandMatch International Conference series, an initiative of Prof Ir Kas Oosterhuis, endeavours:

- to encourage the discussion of cutting-edge approaches in modern-day architecture
- to stay in tune with recent developments in architecture theory, building- and information technology
- to discuss the interplay between architecture and computer game design
- to address the role of digital technology in the design and construction process
- to draw the attention of a wide spectrum of the public to future perspectives of digitally driven interactive architecture.
- to reflect the cultural context to the "digital revolution" within the architectural profession and society in general

GameSetandMatch II aims specifically at significant researchers and professionals from the field of architecture and technology, science and humanities. The

conference temporarily draws together theory and practice, academia and industry to persuade dialogue and collaboration amongst all parties interested and involved in the digitally enabled architectural design and building process.

The three day conference offers an intensive program of more than sixty cutting-edge lectures among others by

- Robert Aish
- Ole Bouman
- Raoul Bunschoten
- Bernard Cache
- Tim Edler
- John Frazer
- Mark Goulthorpe
- Branko Kolarevic
- Marcos Novak
- Kas Oosterhuis
- Antonino Saggio
- Katie Salen
- Tom Verebes

and presentations from

- TU Delft
- TU Eindhoven

- University of Amsterdam
- Berlage Institute
- Montevideo
- Architectural Association
- Bartlett
- RMIT
- Hong Kong University
- University of Rome
- Istanbul Technical University
- Harvard
- Cambridge
- Georgia Tech
- MIT

**For further information, please visit:**[www.gamesetandmatch.bk.tudelft.nl](http://www.gamesetandmatch.bk.tudelft.nl)**Persuasive 06**

The Eindhoven University of Technology, Eindhoven, The Netherlands

**18-19 May 2006**

First international conference on PERSUASIVE technology for human well-being.

Can computers help fight obesity? Can technology motivate you to waste less energy? Can communication devices help overcome racial prejudice? Can a virtual agent persuade you to break your smoking habit? Can a mobile phone help you study? Can a robot challenge you to perform rehabilitation exercises?

PERSUASIVE 06 is aimed at exploring technology in the service of human well-being, within the broader context of a socially and ecologically sustainable society. Join academic researchers,

designers, and technology developers from around the world in investigating the potential of persuasive technologies to positively affect human attitudes and behaviour.

The goal of PERSUASIVE 06 is to bring together a multidisciplinary group of social scientists studying persuasion, and engineers developing persuasive technologies in areas such as health and rehabilitation, housing, information and communication, and energy conservation, so they can meet, share experiences, present research, and exchange ideas.

Key themes of the conference include, but are not limited to:

- Health, comfort, and wellbeing

- Sustainability
- Education and training
- Communication
- Decision making
- Ethics of persuasive technology
- Theories of persuasion and related topics such as motivation, credibility, trust and control.

**Call for Papers**

Academics and practitioners with an interest in research, theory, technologies, design, and applications related to persuasion are invited to submit their work for presentation

to areas of human well-being. Papers that make substantial advances in theoretical understanding of persuasion or contribute to the development of relevant technologies are also welcome, provided they are clearly related to the overall theme of the conference. Submissions will be rigorously reviewed, using blind peer-review. High quality papers are therefore sought which make substantial contributions to the field.

**Deadline:**

November 15, 2005

**For more information, please visit:**[www.persuasivetechnology.org/](http://www.persuasivetechnology.org/)

## Architecture and Phenomenology

An International Conference at The Technion, Israel Institute of Technology

### Call for Papers

20-24 May, 2007

In recent years, the architectural intellectual discourse underwent a significant transformation as the historical and historiographical scholarships were influenced by critical theories and methodologies. Architectural history is not any longer considered as a grand-narrative, but rather interpreted as a multiplicity of political conditions of identity created by spatiality and architecture. Nevertheless, while most researches effectively elaborate on the interrelations manifested by space and architecture, they sometimes collapsed into narrow points of view, neglecting to address the multilayered significations of the architectural texts as such.

In order to propose a broad discourse, in this conference, we would like to return to phenomenology and reconsider the relations between this philosophical discipline and architecture. In parallel to intellectual inclinations in other fields and in the light of the social and technological revolutions we witnessed at the end of the millennium, the conference will

seek scholarship that is based on phenomenological interpretations. Through phenomenological examinations of, among others, the following themes – the relations between subject and object, the state of body in space and place, matter and memory, the ethics and politics of the poetic, and senses of place – we would like to reexamine the significance of phenomenology for contemporary architecture. In the light of contemporary cultural, political, technological and social conditions, how can we think in phenomenological fashion about architectural concepts such as place, space, tectonic, matter, and dwelling? What are the means that phenomenology provides for the architectural discourse and practice today?

### Important Dates

We are inviting historians, theoreticians, researchers and scholars of various fields and backgrounds to submit a paper proposal for one of the below listed themes. Please email a 500 words abstract, describing the paper proposal to the following email address arch-phen@technion.ac.il by May 22, 2006. Accepted papers will be notified by July 24, 2006. First drafts of the papers are

due on October 22, 2006. Final papers are due on March 22, 2007. Registration fees are \$400 per academic professionals, and \$100 per students.

### Venues

The conference will take place at the Faculty of Architecture and Town Planning at the Technion – Israel Institute of Technology between 20 and 24 of May, 2007. Israel's prominent technological institution, the Technion is located in Haifa on the Carmel Mountain. As the center of the northern Israeli metropolitan, Haifa offers a unique view on local region and culture.

Internet

### Themes:

- Glocalism: Place-Making in Global Conditions
- Digital Culture and the Reshaping of Experience
- Essentialism: In-between Object and Subject
- Architectural Selves: the Embodiment of Place
- Matter and Memory: the Objects of Consciousness
- The Transcendental in Architecture and the Question of Origin

- Revisiting Husserl and Heidegger
- The Depth of Vision: Phenomenological Re-presentations
- Architecture In-between Ethics and Poetics
- Becoming Place: Performance in and of Space
- Spatial Thinking in Sartre, Merleau-Ponty and Levinas
- The Time of Space/The Place of Time
- The Sustainable in Architecture

### Scientific Committee:

- Alberto Perez-Gomez,
- Andrew Benjamin,
- Antoine Picon,
- Arieh Peled,
- Dalibor Vesely,
- David Seamon,
- Edna Langenthal,
- Eran Neuman,
- Hagi Kenaan,
- Ion Copoeru,
- Iris Aravot,
- Juhani Pallasmaa,
- Kenneth Frampton,
- Robert Mugerauer

## Planning and designing healthy public outdoor spaces for young people in the 21st century

5 - 7 July 2006, Bristol, UK

### Call for abstracts

In recent years, new public health challenges have brought the issue of the decline of young people's physical activities to the forefront. It has been highlighted that one of the biggest epidemics facing the World in the 21st century, is the growing obesity in children. The epidemic of childhood obesity has been attributed largely to a decline in total energy expenditure. This has often been associated with growing sedentary lifestyles amongst children and adolescents. Indeed, many aspects of social life have changed to encourage a more sedentary lifestyle. Sedentary pursuits

that can lure children away from physical activities are becoming more available.

Consequently, every effort should be made to help young people to develop healthy lifestyles, including increasing physical activity. The virtues of outdoor playing have been widely endorsed.

In addition, emerging evidence suggests that the design of the built environment can have an important impact on play and increase the level of physical activities.

In order to promote young people's outdoor play, it is important to reflect on the opportunities offered by creative

design of outdoor spaces to stimulate outdoor physical activities. It is also critical to identify the barriers and potential effective strategies for surmounting the problems that hinder outdoor play. The aim of the conference is to determine what should be expected from public outdoor spaces in the 21st century to encourage outdoor play and promote regular physical activities.

It seeks to explore the role of inclusive design of outdoor spaces as a vehicle to promote play and to overcome some barriers that inhibit outdoor physical activities.

### Submission of expression of interest:

Spaces Conference  
Faculty of the Built Environment,  
University of the West of England, Bristol,  
Frenchay Campus, Coldharbour Lane,  
Bristol, BS16 1QY, UK  
facsimile: + 44 (0) 117 328 3899  
e-mail: publicspaces@uwe.ac.uk

### Further details are available on the conference website:

<http://environment.uwe.ac.uk/public-spaces/conference>

## **Second International Congress on Construction History**

Queens' College, University of Cambridge

### **29 March - 2 April 2006**

The First International Congress on Construction History (which was held in Madrid in 2003) attracted speakers from all around the world and established itself as the leading outlet for all aspects of the history of building construction. Speakers are now sought for the Second Congress to be held at Queens' College, University of Cambridge hosted by the Construction History Society. Abstracts of 300-600 words are sought for papers on any topics relating to any aspect of the history of building construction, including (but not limited to):

- Structural analysis and the development of structural forms
- History of the building trades
- Organisation of construction work

- Wages and the Economics of construction

- The development of Building Regulations
- Trade unions and Guilds
- Development of construction tools, cranes, scaffolding, etc
- Building techniques in response to their environments
- Building materials, their history, production and use
- History of services (heating, lighting etc.) in buildings
- The changing role of the professions in construction
- Building Archaeology

- Computer simulation, experimentation and reconstruction

- Use of construction history for dating of historic fabric
- Recording, Preservation and Conservation
- Construction in architectural writing
- The role of construction history in education
- The bibliography of construction history

the conference in English, French, Italian or Spanish.

Papers to be submitted by post to:

Malcolm Dunkeld,  
Chair Organising Committee,  
Construction History Society,  
147 Leslie Road,  
London, N28BH.  
United Kingdom.  
or by e-mail to:  
[abstracts@chs-cambridge.co.uk](mailto:abstracts@chs-cambridge.co.uk).

All accepted papers (which will be 4-6000 words) will be published and available at the conference. The writers will be asked to give short 15 minute summaries of their papers.

All papers and abstracts must be in English, but delegates may present at

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### **Fees, registration and details of accommodation:**

[www.chs-cambridge.co.uk](http://www.chs-cambridge.co.uk)

## **EAAE News Sheet and Website offers publication space**

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

### **News Sheet**

School members:

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

Non members: + 50%

### **Website**

School members:

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

Non members: + 50%

Yours sincerely  
Per Olaf Fjeld, President of the EAAE.

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**EAAE**

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

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

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

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

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**EAAE Calendar / AEEA Calendrier**

31    03    2006	■	<b>EAAE-Lafarge International Competition for Students of Architecture</b>	<i>Concours international Lafarge de l'AEEA ouvert aux Etudiants d'Architecture</i>
22-26    05    2006	■	<b>EAAE Conference</b> Leuven / Belgium	<i>Conférence de l'AEEA</i> Leuven / Belgique
31-04    06    2006	■	<b>ARCC/EAAE International Conference on Architectural Research</b> Philadelphia / USA	<i>Conférence internationale de l'ARCC/AEEA sur la Recherche architecturale</i> Philadelphie / USA
09    2006	■	<b>9th Meeting of Heads of European Schools of Architecture</b> Chania / Greece	<i>9<sup>e</sup> Conférence des Directeurs des Ecoles d'Architecture en Europe</i> Chania / Grèce
21-23    09    2006	■	<b>EAAE/ENHSA Workshop</b> Hasselt / Belgium	<i>L'Atelier de l'AEEA/ENHSA</i> Hasselt / Belgique
12    10    2006	■	<b>EAAE Prize 2005-2007</b>	<i>Prix de l'AEEA 2005-2007</i>