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NEWS SHEET

62

February/Février
Bulletin 1/2002

Announcements/Annonces

Chania AEEA resolution 2001

Concernant l'enseignement en architecture dans le cadre de l'Espace Européen de l'Enseignement Supérieur (EHEA: European Higher Education Area)

Les directeurs des écoles d'architecture en Europe se sont réunis à Chania pour la quatrième fois du 1 au 4 septembre 2001 pour y discuter du futur de l'enseignement en architecture dans le contexte de l'EHEA, ainsi que de ses implications sur l'enseignement en architecture.

Ils ont constaté que la majorité des idées proposées au sein de l'EHEA, ont, depuis 25 ans, constitué la raison d'être de l'AEEA, est tel qu'exprimée dans ses statuts, dans toutes ses démarches, ses conférences, ses workshops, ses projets et ses publications. Actuellement l'AEEA représente plus de 150 écoles d'architecture, dont plus de 100 étaient présentes à la réunion.

Ayant pris en considération les initiatives de l'Union Européenne relatives à la profession d'architecte et à l'enseignement en architecture, et en particulier :

D1. la Directive Architecte 85/384/CEE (1985) ainsi que les avis produits par le comité consultatif

D2. la Charte UIA/UNESCO relatif à l'enseignement en architecture (1996)

D3. l'Accord UIA ainsi que les recommandations de l'UIA (2000)

ayant été informé de l'état actuel du processus initié à Bologne; sachant que l'enseignement en architecture peut mener à plusieurs débouchés professionnels et académiques;

Considérant le contexte de:

la Magna Charta Universitatum, 1988

- la déclaration conjointe des Ministres de l'éducation en Europe, Bologne 1999

- la Convention de Salamanca entre institutions de l'Enseignement Supérieur en Europe, 2001

- la déclaration des étudiants faite à Göteborg, 2001

- la réunion des Ministres de l'éducation supérieur en Europe, Prague 2001,

ayant comme mission l'échange d'idées et des méthodes de pédagogie et de recherche entre étudiants et enseignants dans le contexte de l'EHEA, tout en respectant la diversité des écoles et basée sur la compréhension mutuelle, les directeurs ont adopté à l'unanimité la résolution suivante:

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Editor/Editrice

Anne Elisabeth Toft
Dtp
Jacob Ingvarsen

Chania AEEA resolution 2001

1. Les études menant au diplôme en architecture et donnant accès à la profession d'architecte, nécessitent une durée minimale de 5 ans ou 300 crédits ECTS. Ils sont octroyés par un diplôme de mastère afin de garantir les acquis publiés dans les documents D1, D2, et D3.

2. Suivant un cheminement comparable et flexible chaque école a la liberté d'organiser son cursus/curriculum soit en un seul cycle de 5 ans soit en deux cycles (3 + 2 ans ou 180 crédits ECTS + 120 crédits ECTS), dans ce dernier cas le premier cycle ne donne aucun accès à la profession d'architecte.

3. L'AEEA souligne sa volonté de collaborer activement au développement du système ECTS au sein des écoles. Elle considère ce système comme le tendon d'Achille (ça ne va pas: le tendon d'Achille est plutôt une faiblesse. Pourquoi pas "fer de lance" ou "le bras de levier") pour réaliser la mobilité des étudiants, la modularité, la flexibilité du cursus. Qualités que l'AEEA considère essentielles pour garantir la diversité culturelle, régionale et pédagogique de l'enseignement de l'Architecture.

4. L'AEEA veut participer au développement d'un système de contrôle et de maintenance de qualité adapté à la spécificité de l'enseignement en architecture tout en respectant ses diversités. Elle souligne qu'il s'agit ici d'une évaluation académique par des confrères enseignants, dite 'peer review' (évaluation par ses pairs (en Français)), et non d'une évaluation des instances professionnelles ou gouvernementales des diplômes donnant l'accès à la profession d'architecte qui serait alors une habilitation par ces instances du diplôme. A cet égard l'AEEA créera un comité représentatif au niveau Européen. Elle présentera ses résultats et ses propositions concernant l'évaluation des deux cycles (pour les deux hypothèses présentées sous le point 2) avant la fin de l'année 2002.

Les directeurs des écoles tiennent à souligner leur engagement ferme pour contribuer au développement futur de l'Espace Européen pour l'Enseignement Supérieur.

Chania, Crète, le 4 septembre 2001
Prof. Herman NEUKERMANS
Président AEEA

Au nom des directeurs des écoles d'architecture d'Europe présentes à la réunion.

Editorial

News Sheet Editor - Anne Elisabeth Toft

Dear Reader

Also in this issue of the EAAE News Sheet we have chosen to let the **EAAE Chania Statement 2001** decorate the front page, as we know that at the moment a lot of reorganising is being prepared and carried out at the schools of architecture in Europe. This reorganising is very much due to the Directives of the Bologna Declaration for the European Higher Education Area.¹

The EAAE Chania Statement 2001 was formulated during the **4th Meeting of Heads of European Schools of Architecture** which took place in Chania, Crete, from 1 to 4 September 2001 under the heading: **Speculating the Future of Architectural Education in the Light of the Bologna Declaration**.

More than 100 European schools of architecture were represented at this very constructive meeting, which in addition to formulating the **EAAE Chania Statement 2001**, also led to strengthening of the discussions and cooperation within the organisation, plus the development of a number of new, exciting initiatives and tasks.

These are among the new initiatives presented in this issue of the EAAE News Sheet.

Already in his inaugural address on 5 September 2000, EAAE President Herman Neuckermans (Belgium) introduced us to his vision of an **EAAE Thematic Network** with **Thematic Coordinators** within **Research**, **Urban Issues**, and **Construction** respectively.²

The **EAAE Thematic Network** has been under development for more than one year. Its purpose is among other things to create better communication within the organisation, and the **Thematic Coordinators'** task is also to develop and arrange a number of specific activities within their specific area in concert with the EAAE President.

Now that the European schools of architecture are confronted with the Directives of the Bologna Declaration, the establishment of an EAAE

Cher lecteur,

*Pour ce numéro du Bulletin de l'AEEA, nous avons une nouvelle fois choisi d'illustrer notre première page par **Chania AEEA resolution 2001**, puisque nous savons que les écoles d'architecture européennes réalisent actuellement de nombreuses restructurations au sein de leurs institutions, ou projettent de le faire. Restructurations d'ailleurs essentiellement dues aux directives lancées par la Déclaration de Bologne sur l'Espace européen d'enseignement supérieur.¹*

*La Déclaration 2001 de l'AEEA a été énoncée lors de la **4ème Conférence des Directeurs des Ecoles d'Architecture européennes**, qui s'est tenue dans la ville de Chania, en Crète, du 1er au 4 septembre 2001 et intitulée: **Spéculations sur l'avenir de l'enseignement architectural à la lumière de la Déclaration de Bologne**.*

*Plus de 100 écoles d'architecture européennes étaient présentes à l'occasion de cette conférence tout à fait constructive qui, outre l'énoncé de **Chania AEEA resolution 2001**, a aussi permis de renforcer les discussions et la collaboration au sein de l'organisation ainsi que de mettre au point d'intéressantes initiatives et missions de travail.*

Certaines de ces initiatives sont ainsi présentées dans ce numéro du Bulletin de l'AEEA.

*A l'occasion de son discours inaugural du 5 septembre 2000, le Président de l'AEEA, Herman Neuckermans (Belgique), nous présentait déjà sa vision consistant en un **Réseau thématique de l'AEEA** avec des **Coordinateurs thématiques** dans les domaines suivants : **Recherche**, **Problèmes urbains** et **Construction**.²*

*Le **Réseau thématique de l'AEEA** est donc en cours de formation depuis plus d'un an. L'une de ses tâches est, entre autres, la création d'une meilleure communication au sein de l'organisation. En ce qui concerne les **Coordinateurs thématiques**, ceux-ci ont pour mission de créer et d'organiser diverses activités dans leurs domaines respectifs en accord avec le Président de l'AEEA.*

*Les écoles d'architecture européennes étant désormais confrontées aux directives de la Déclaration de Bologne, la création d'un **Réseau thématique de***



Thematic Network seems extremely relevant. The EAAE expects the network to be able to give support and specialist assistance within the areas mentioned, but also that the network will be instrumental in developing more contact and better cooperation between the European schools of architecture.

Former EAAE President Constantin Spiridonidis (Greece) - now EAAE Project Leader in charge of **ENHSA** plus the **EAAE Heads' Meeting** announces a number of new initiatives, all of which are developed within the framework of **ENHSA** (European Network of Heads of Schools of Architecture) (see page 6). On page 12 you can get a general idea of which European schools of architecture are participating in the **ENHSA Thematic Network**.

In this issue of the EAAE News Sheet, the EAAE Thematic Coordinator Maria Voyatzaki (Greece) and the EAAE Thematic Coordinator Stéphane Hanrot (France) talk about their work in connection with the EAAE Thematic Network.

Maria Voyatzaki is Thematic Coordinator for **Construction**, and her text **The Education of Construction in Architectural Education** can be read on page 8.

Stéphane Hanrot is Thematic Coordinator for **Research**, and on page 9 he contributes with the text: **Which Doctorate for Which Research?**

In 2001 the EAAE in cooperation with **CEMBUREAU** carried out an extensive study of the teaching of construction methods and materials at the schools of architecture in Europe. The study took its starting point in discussions and workshops during the **3rd Meeting of Heads of European Schools of Architecture** in 2000. The results of the study are now available and the full report on the EAAE-CEMBUREAU inquiry has been placed on the EAAE Website from where it can be downloaded: <http://www.eaae.be>

An essential project within the EAAE is the **EAAE Prize 2001**. The prize aims at stimulating original writings on the subject of architectural education. The project has previously been mentioned in the EAAE News Sheet, and all member schools have since then received further material about it.

L'AEEA apparaît alors tout à fait justifiée. L'AEEA espère ainsi que ce réseau pourra apporter aux écoles membres soutien et aide professionnelle dans les domaines cités plus haut, mais aussi qu'il contribuera à un contact plus élargi et à une meilleure collaboration entre les écoles d'architecture européennes.

*L'ancien Président de l'AEEA, Constantin Spiridonidis (Grèce), aujourd'hui chef de projet de l'AEEA, également responsable de l'ENHSA et de la **rencontre des Directeurs de l'AEEA**, annonce une série de nouvelles initiatives développées dans le cadre de l'ENHSA (Réseau européen des Directeurs d'Ecoles d'Architecture) (page 6). La page 12 présente une vue d'ensemble des écoles d'architecture européennes participant au Réseau thématique de l'ENHSA.*

Dans ce numéro du Bulletin de l'AEEA, les coordinateurs thématiques Maria Voyatzaki (Grèce) et Stéphane Hanrot (France) expliquent leur mission au sein du Réseau thématique de l'AEEA.

*Maria Voyatzaki est coordinatrice thématique dans le domaine de la **Construction**. Son texte intitulé **The Education of Construction in Architectural Education** est présenté en page 8.*

*Stéphane Hanrot est coordinateur thématique dans le domaine de la **Recherche**. Vous trouverez son texte intitulé **Quel Doctorat et pour quelle Recherche?** en page 9.*

*En 2001, l'AEEA a effectué, en collaboration avec **CEMBUREAU**, une vaste étude sur l'enseignement des méthodes et sur les matériaux de construction dans les écoles d'architecture européennes. Cette étude s'est basée sur les groupes de discussion et les ateliers organisés en l'an 2000 lors de la **3ème Conférence des Directeurs des Ecoles d'Architecture européennes**. Les résultats sont désormais disponibles et le rapport complet de cette étude de l'AEEA-Cembureau est à votre disposition sur le site Internet de l'AEEA: <http://www.eaae.be>*

*Le **Prix 2001 de l'AEEA** constitue l'un de nos projets essentiels. Le **Prix 2001 de l'AEEA** vise à promouvoir des textes originaux sur l'enseignement de l'architecture. Ce projet a déjà été annoncé dans le Bulletin de l'AEEA et toutes les écoles membres ont depuis reçu des informations complémentaires à ce sujet.*

In the series of “**Profiles**” we are this time making the acquaintance of **l’Ecole d’Architecture de Paris la Villette, Paris, France**.

The school was established after the student revolt in 1968 and is today the largest school of architecture in Paris.

Dean Bendicht Weber talks open-heartedly about the school, its present situation, and about his many considerations in connection with its future. In the interview he gives a varied picture of the French educational system, the architectural education and its development since 1968. Bendicht Weber also talks about the political circumstances that among other things resulted in the number of schools of architecture in Paris being reduced from 7 to 4 only a few years ago. The interview with Dean Bendicht Weber can be seen on page 13.

In conclusion it is with sorrow that we have to inform our readers that former EAAE President Peter Jokusch passed away on 19 January 2002. Peter Jokusch was President of the EAAE from 1983 to 1987. On page 26 former EAAE President Nils-Ole Lund (Denmark) contributes with a brief obituary.

Yours sincerely

Anne Elisabeth Toft

*Dans la série “**Profils**”, nous faisons cette fois la connaissance de **l’Ecole d’Architecture de Paris la Villette, Paris, France**.*

Fondée après la révolte étudiante de 1968, cette école est aujourd’hui la plus grande école d’architecture de Paris.

Le recteur Bendicht Weber brosse le portrait sincère de son école, de sa situation actuelle et des nombreuses réflexions qu’il se fait au sujet de l’avenir de son école. L’interview présente une image nuancée du système de l’enseignement français, de l’enseignement en architecture et de son évolution depuis 1968. Bendicht Weber expose également les mesures politiques qui, entre autres, ont entraîné il y a quelques années la fermeture d’autres écoles d’architecture dans le centre de Paris, faisant passer le nombre d’écoles de 7 à 4. L’interview du recteur Bendicht Weber se trouve à la page 13.

Enfin, nous avons la douleur de vous faire part du décès de l’ancien Président de l’AEEA Peter Jokusch (Allemagne) le 19 janvier 2002.

Peter Jokusch fut président de l’AEEA de 1983 à 1987. La nécrologie succincte rédigée par Nils-Ole Lund (Danemark), également ancien président de l’AEEA, se trouve page 26.

Sincèrement

Anne Elisabeth Toft

Notes:

1. The **EAAE Chania Statement 2001** was available and introduced during the **EAAE General Assembly** 4 Sept. 2001, and in the **EAAE News Sheet # 61** the **EAAE Chania Statement 2001** could be read in an English translation.
2. EAAE President Herman Neuckermans’ inaugural address can be seen in **EAAE News Sheet # 58**, p. 35-36.

Notes:

1. **Chania AEEA resolution 2001** était disponible et a été présentée lors de **l’Assemblée Générale de l’AEEA**, le 4 septembre 2001. La traduction anglaise de **Chania AEEA resolution 2001** a été publiée dans le **numéro 61 du Bulletin de l’AEEA**.
2. Le discours inaugural du Président de l’AEEA Herman Neuckermans est publié dans le **Bulletin n° 58 de l’AEEA**, pages 35-36.

ENHSA European Network of Heads of Schools of Architecture

EAAE Project Leader, Constantin Spiridonidis

European Commission, Socrates Thematic Network on Architectural Education



The European Commission has in its Socrates-Erasmus Programme approved to fund our application for the generation of a thematic network on architectural education. The proposal for this project was initiated by the EAAE and was submitted by Aristotle University of Thessaloniki, Greece, since the procedures demand a higher institution to take the responsibility for coordinating the programme. According to the project, Heads and Academic Program Coordinators undertake to coordinate a series of academic activities allocated to the appropriate teaching staff. This way, it is expected that the contribution of each School will be more substantial and effective and the impact of the Network output more direct.

From the four years of debate in the framework of the EAAE annual meetings of Heads of European Schools of Architecture which took place in Chania, Greece, it became apparent that many schools of architecture encounter the perspective of this integration with optimism, perceiving it as the streamlined liberation from already worn-out educational practices, while others are sceptical, looking at it as an adaptation procedure, and, therefore, as a commitment to an unfamiliar and imposed decision. In any case there are common and urgent issues such as: the compatibility of studies and Diplomas awarded; the formation of a broadly accepted set of criteria for the definition of quality in architectural studies; the facilitation of the mobility of students, staff and ideas between schools; the preservation of the identity and the unique characteristics of each school in its given social, cultural, academic and legal context. All Schools of Architecture are, therefore, invited to offer innovative insights by suggesting new programmes and pedagogic practices, as well as new administrative initiatives and policies.

In this dynamic the view that is reinforced is that it becomes more than necessary for schools of architecture in Europe to anticipate their future collectively and to collaborate on the definition of aims and objectives as well as on the strategies for their fulfilment. The main aim of the project is the generation of a support framework for European schools of architecture to aid them during the integration process in the common space presently under construction for higher education in Europe. This project provides a series of activities

as these are described in the attached document. The choice of these activities has been based on the four-year experience gained at Chania.

The actions developed by the Network are the following:

1. The Annual Meeting of Heads and Curriculum Coordinators of Schools of Architecture in Europe.

The Meeting will constitute the coordinating body of the Network and will deal primarily with the management of academic matters. The Meeting will last four days and will be organized around a limited number of interventions delivered by invited speakers, in-the-round debates, but mostly the Meeting will include debates in small working groups who will discuss issues that emerge from the interventions and the items of the Meeting's agenda. In every Meeting the agenda will include a small number of items (preferably one item per day). At the end of every debate on an item of the agenda, an allocated working group will undertake the elaboration of the conclusions drawn, the classification of different views, and their publication on the Internet via the ENHSA Website. A review of the issues that were discussed will be presented at the following Meeting.

The next Meeting of Heads of Schools of Architecture will take place in the beginning of September 2002 (4.9-8.9.2002).

2. Specialised Sub-Networks.

The second action is of a purely academic nature. In the framework of this action, there will be five specialized networks on the following subject areas:

1. Teaching of Architectural Design.
2. Teaching of Theory and History of Architecture.
3. Teaching of Construction.
4. Teaching of Urban Design.
5. Research in Architecture.

Every Specialised Network will become a platform for exchange of experience between teachers

who teach the same subject. The main aim of these sub-networks will be to record the methods used to teach a particular subject and the content that comprises the course(s) in which the respective subject is taught. Publishing these records, it is expected to add a particularly useful, to teachers, volume to the corpus of the subject pedagogy. The actions of every sub-Network will include: An annual two-day meeting, the collection of paradigms of course organisation and teaching, and the organization of seminars on teachers' training.

The next two actions support the activities of the first two actions.

3. Inquiry in Architectural Education.

Research, investigation and recording of data for existing architectural studies in Europe, primarily with regard to their academic profile.

This recording aims at the comparative investigation in the academic physiognomy of the

degrees and the weight given to different subject areas for their acquisition, the time allocation to every subject area, the way teaching is allocated to different subject areas, and the teaching methods implemented. The information gathered from this investigation will be the basis for the shaping of a policy of curricula reforms.

4. Creation of a Network Website.

The Website will include information about issues of management matters of schools, such as: Political decisions and agreements, which concern Architectural Education (i.e. European Directive, UIA Chart, Bologna Agreement). The site will become the contact space of the Network's Partners and will promote all activities and the respective outcomes. It will also include conclusions from conferences, fora, colloquia, symposia, and other meetings, which take place at different European locations and concern Schools of Architecture.

For more information or
clarifications, Schools may contact
the Network Coordinator at

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ENHSA (European Network of Heads of Schools of Architecture)

EAAE Thematic Coordinator, Maria Voyatzaki

Thematic Sub-Network: The Education of Construction in Architectural Education

Aim

The aim of the Thematic Sub-Network is to improve the conditions for the education of the subject by disseminating information and ideas on the teaching of the subject, so that it can be more effective for architecture students.

Objectives

It is the intention to generate a sub-network consisting of architecture educators who teach construction in schools of architecture in the Partner Institutions.

The sub-network will provide the platform, through workshops and mini-conferences, for the respective educators to share the concern of how construction is currently taught.

In these encounters educators will have to discuss the position of the subject of construction in their school curriculum, and the reasoning that placed the subject in this position i.e. profile of the graduate, profile of the architect as this is dictated by the building industry, etc.

By identifying the typologies of construction teaching, the network would be in a position to give an insight into the parameters that gave rise to the different typologies.

Advantages and disadvantages can be identified from such analysis.

It is expected that suggestions for improvement of current teaching methods and the overall pedagogy of teaching the subject will emerge from such events and proposals to improve the current condition will be put forward.

Method

The Heads of the Partner Schools will be contacted to identify the member(s) of staff from their school who teach construction.

These members will be contacted and asked to describe on a poster their construction course.

The posters will be exhibited during a two-day workshop and the educators of the posters will be invited to share views during the conference.

Outcome

A publication with the raw (presentations and record of discussions) as well as the processed material (conclusive merging of the raw material) of the respective meetings will be produced and disseminated to the Partner Schools.

Date

This year's two-day workshop will be held towards the end of May 2002 at Aristotle University of Thessaloniki, School of Architecture, Greece.

EAAE Thematic Network / Réseau thématique de l'AEAA

EAAE Thematic Coordinator, Stéphane Hanrot

Bologna Declaration: Which Doctorate for Which Research? *Déclaration de Bologne: Quel Doctorat et pour quelle Recherche?*

The Bologna Declaration proposes a European higher education framework. The Chania Resolution, signed by a group of heads of schools of architecture, dealt with the Master cycle and the Diploma in Architecture. However, nothing is said about the long cycle doctorate.

We all know the difficulties for architectural research in being recognised by universities. It is urgent though to study the consequences of the Bologna Declaration on this long cycle. There could indeed be a real opportunity to reconsider the position of architectural research within the architectural education. The working group, organised by the EAAE, on doctorates and research educations within the Bologna-framework, aims at helping the European schools and faculties of architecture in defining a clear position.

La déclaration de Bologne dessine un cadre ouvert pour faciliter l'émergence d'un espace européen de l'enseignement supérieur. La résolution de Chania, signée d'un ensemble de responsables d'écoles d'architecture, fait état du diplôme d'architecte et du cycle court de Mastaire, mais ne prend pas position sur le cycle long de Doctorat.

Il est pourtant urgent de s'interroger sur l'incidence des accords de Bologne sur ce cycle long car c'est une vraie opportunité pour établir la place de la recherche architecturale dans l'enseignement, au sein des écoles et des Facultés. Nous connaissons tous en effet, les difficultés de la recherche architecturale à se faire reconnaître à l'université. Le groupe de travail que nous organisons, sur le thème des doctorats et de la recherche architecturale dans le cadre des accords de Bologne, veut aider la communauté des écoles et facultés d'architecture européennes à afficher une position claire.

Doctorat			
8-possible years 8-années possibles			
	Master in Mastaire en architecture		
5 years or more 5 années ou plus 300 credits	+120 credits		
	Bachelor 180 credits		
3 years or more 3 années ou plus 180 credits			

Fig. 1 - Bologne's Declaration plus Chania's resolution / Déclaration de Bologne plus résolution de Chania

State of things

Joint schema presents the new structure of higher education as defined in the Bologna Declaration. First cycle of studies will give access to a bachelor's degree, needing a minimum of three years of study

Etat des lieux

Le schéma ci-joint présente la nouvelle structure des études supérieures établies par la déclaration de Bologne ajoutée de la déclaration de Chania. Un premier cycle d'un minimum de trois années donne

and 180 credits ECTS. A bachelor's degree must give access to professional activity. Students that want to continue studying have two possibilities: firstly, a short cycle master needing 120 credits and two years; secondly, a long cycle doctorate that has neither a recommended duration nor any credit valuation. According to the resolution in Chania, a bachelor's degree will not award a diploma in architecture anyway. Five years of study will be required and 300 credits as well. A diploma in architecture will be at master level.

Some questions to answer

To be in accordance with the Bologna Declaration, all the schools of architecture have to adapt their own teaching structure. However, not all the structures will be the same, because of their national contexts. Therefore, it is first of all a question of establishing the different structures that universities and schools have implemented so far or expect to implement, and to compare them. Each structure will be drafted in the same way as the Bologna Declaration in the previous schema. Differences will clearly appear, and possible incompatibilities will arise.

We will then focus on different questions (structural, educational contents and means) that the long cycle doctorate implementation and coordination between schools of architecture will pose.

Questions of structure

Does the doctorate give a diploma in architecture as well as a master, or is it only a research oriented cycle?

What is the level of studies that makes it possible for students to enter the long cycle doctorate? We have to consider two possibilities:

- From a bachelor's degree, as suggested by the Bologna Declaration? If so is any kind of bachelor (from any disciplines) eligible to a doctorate in architecture? Is it restricted to bachelors in architecture? Are bridges possible between a master cycle and a doctorate cycle?
- Following the master (according to a 3, 5, 8 model?) then what will be the conditions to access a doctorate in architecture from a different discipline?

Questions of content

What is the nature of research to be taught in doctorates in architecture? Many questions follow. Does architectural research necessarily depend on another discipline (history, computer science, sociology, physics, etc.)? What are the conditions for architectural research to be considered by universities as specific and independent from other disciplines? What kind of knowledge and apprenticeship must provide doctorate courses? How can

un diplôme de Bachelor valant 180 crédits. Le Bachelor est un diplôme qui doit avoir une valeur sur le marché du travail et doit permettre des passerelles avec d'autres établissements. Il donne aussi accès à un deuxième cycle qui peut être court (Mastaire + 120 Credits) ou long (Doctorat). Mais, d'après la résolution de Chania, le Bachelor ne pourra pas attribuer le diplôme d'architecte. Celui-ci ne pourra être accordé qu'au bout de cinq années d'études minimum et d'un total de 300 crédits, ce qui l'établit au niveau Mastaire.

Questions au groupe de travail

Pour être en accord avec la déclaration de Bologne, toutes les écoles auront à adapter leurs structures d'enseignement. Toutefois, ces structures ne seront pas toutes identiques d'un pays à l'autre à cause des spécificités nationales. Aussi, la première question est de reconnaître les différents systèmes que les écoles, ou les universités nationales, comptent mettre en œuvre. Chaque structure sera alors schématisée comme la déclaration de Bologne dans le schéma précédent. Les différences apparaîtront alors clairement, ainsi que les incompatibilités.

Ceci posé, nous aborderons des questions structurelles, des questions de contenu et des questions de moyens posées par la mise en œuvre des cycles longs de doctorats et par la coordination entre les écoles d'architecture.

Questions structurelles

Le doctorat donne-t-il le diplôme pour être architecte, comme un Mastaire, ou bien n'est-il dédié qu'à la recherche?

A quel niveau sont accessibles les cycles de doctorat? Deux options sont possibles :

- *Dès le Bachelor, comme le laisse entrevoir la déclaration de Bologne? tout Bachelor (provenant d'autres disciplines) est-il alors admissible à un cycle doctoral ou bien l'accès du cycle doctoral est-il réservé aux Bachelors en architecture? Des passages sont-ils possibles d'un Mastaire vers un cycle doctoral et réciproquement?*
- *Après le Mastaire selon un modèle 3, 5, 8? Dès lors, sous quelles conditions les mastaires des autres disciplines peuvent donner accès à un doctorat en architecture?*

Questions de contenu

Quelle est la nature de la recherche à enseigner dans les Doctorats en architecture? De multiples questions se posent alors. La recherche architecturale est-elle nécessairement rattachée à une discipline hôte différente de l'architecture (histoire, informatique, sociologie, physique, etc.)? Sous quelles conditions la recherche architecturale peut-elle revendiquer une spécificité disciplinaire et une légitimité universitaire? Quels sont les éléments de connaissances et de

design be included in architectural research and in a research education? Are doctorate students taught to architectural education in bachelor and master? Do they have to spend periods in a laboratory and in architectural firms?

Questions of means

How can the results of research developed by students, laboratories or by individual researchers, be spread out on a European scale? We propose two databases that could be accessible on EAAE's website, filled in and maintained by EAAE's members themselves:

- A database gathering information on research organisation, research centres, laboratories, researchers in architecture.
- A database gathering current research programs and publications, papers and books.

We must think about the datamodels to make the databases convenient, user-friendly and useful.

Expectations

The working group will try to answer these questions, and others that will rise from the discussions. That will give precision to our common framework for doctorates in architecture and facilitate exchange between schools with regard to research education and research development. That will also prepare the EAAE's Meeting of Heads resolutions on these topics. In the end, that will perhaps force the university to recognise the specificity of architectural research as well as its education.

Method

The working group will mainly use e-mails and Internet-forums. Meetings will take place parallel with EAAE's events. The next one will be in Stockholm, Sweden, in the autumn of 2002.

Keep in touch

Teachers and researchers that are interested in this working group may contact me by e-mail. Please tell me if you are interested in being an active member, or if you only wish to be informed on the progress of the work.

pratique nécessaires à la formation doctorale?

Comment le projet peut-il être déterminant dans les stratégies de recherche architecturales et dans la formation à la recherche? Les doctorants sont-ils formés à la pédagogie de l'architecture en cycle Bachelor et en cycle Mastaire ? Doivent-ils faire des stages dans des laboratoires de recherche et dans des agences d'architecture?

Questions de moyens

Comment organiser, à l'échelle européenne, l'information et la diffusion des travaux de recherche qui seront développés dans les futurs doctorats et plus largement dans les laboratoires et par les chercheurs individuels ? Nous avons ainsi proposé que l'AEEA soit le lieu de l'élaboration de deux bases de données qui seraient accessibles par le WEB et remplies et maintenues par les doctorants et les chercheurs eux-mêmes:

- *Base de donnée sur les laboratoires d'accueil développant des recherches en architecture et liés à un doctorat.*
- *Base de donnée sur les programmes de recherche en cours et sur les travaux réalisés.*

Il faut réfléchir à la structuration des données pour que ces bases soient commodes, agréables et utiles.

Attendus

Le groupe de travail essayera d'apporter des réponses à ces questions, et aux autres qui devraient émerger des discussions, pour préciser le cadre commun de mise en place des cycles longs de doctorat en architecture. Le but est de permettre des échanges facilités entre les écoles et les facultés européennes sur les questions de recherche et de sa pédagogie. Nous souhaitons ainsi préparer les résolutions de l'assemblée des responsables d'écoles d'architecture de l'AEEA sur ce sujet. A la fin du compte, cela aidera peut-être à faire reconnaître les spécificités de la discipline architecturale envers nos organisations universitaires nationales respectives.

Méthode

Le groupe de travail fonctionnera essentiellement par e. mail et par un forum sur Internet. Des réunions de travail seront programmées en marge d'événement de l'AEEA pour les membres qui y seront présents. Le prochain sera le congrès de Stockholm, Suède à l'automne 2002.

Contact

Les enseignants et chercheurs intéressés par ce groupe de travail peuvent me contacter par e. mail. Précisez-moi si vous souhaitez être un partenaire actif, ou simplement être informé de l'avancement des réflexions.

Please contact:

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ENHSA European Network of Heads of Schools of Architecture

European schools participating in the ENHSA Thematic Network

Technische Universität Wien, Fakultät für Raumplanung und Architektur, Wien, Austria | Hoger Instituut voor Architectuurwetenschappen, Henry van de Velde, Departement Ontwerpetenschappen, Hogeschool Antwerpen, Departement of Design Sciences, Antwerp, Belgium | Vrije Universiteit Brussel, dpt of Architecture, Brussels, Belgium • Institut Supérieur d'Architecture Saint-Luc Brussels, dpt of Architecture - Saint Lucas, Brussels, Belgium • Hogeschool voor Wetenschap und Kunst, Architecture, Brussels-Gent, Belgium • Institut Supérieur d'Architecture intercommunale, Architecture, Bruxelles, Belgium • Provinciaal Hogeschool Limburg, Architecture and Fine Arts, Diepenbeek, Belgium • Katholieke Universiteit Leuven, dpt Architecture, Leuven, Belgium • Institut Supérieur d'Architecture Lambert Lombard, Isai Lambert Lombard, Liege, Belgium • Institut Supérieur d'Architecture Saint-Luc de Wallonie, Architecture, Liege, Belgium • Université Catholique de Louvain, Unité d'Architecture, Louvain-La-Neuve, Belgium • Faculté Polytechnique de Mons, Architecture, Mons, Belgium • Institut Supérieur d'Architecture - Site Mons, Isai Site de Mons, Mons, Belgium • Universitet po Arhitektura, Stritelstvo i Geodeziya, Faculty of Architecture, Sofia, Bulgaria • Vysoke Ucení Technické v Brně, Faculty of Architecture, Brno, Czech Republic • České Vysoké Učení Technické v Praze, Faculty of Architecture, Praha 6, Czech Republic • Arkitektiskolen i Aarhus, Aarhus School of Architecture, Aarhus, Denmark • Kunstakademiets Arkitektiskole, School of Architecture, Copenhagen, Denmark • Eesti Kunstiakadeemia, Department of Architecture, Tallinn, Estonia • Teknillinen Korkeakoulu, Arkkitehtiosasto, dpt of Architecture, Otaniemi, Finland • Oulun Yliopisto, Department of Architecture, Oulu, Finland • Tampereen Teknillinen Korkeakoulu, Arkkitehtuurin Osasto, Department of Architecture, Tampere, Finland • Ecole d'Architecture de Grenoble, Grenoble, France • Ecole d'Architecture de Lyon, Lyon, France • Ecole d'Architecture de Languedoc - Roussillon, Montpellier, France • Ecole d'Architecture de Nancy, Nancy, France • Ecole d'Architecture Marne-la-Vallée, Paris, France • Ecole d'Architecture Paris-malaquais, Paris, France • Ecole d'Architecture Paris-la-Villette, Paris, France • Ecole d'Architecture de Normandie, Rouen, France • Ecole d'Architecture de Saint-Etienne, Saint-Etienne, France • Ecole d'Architecture de Grenoble, Ecole d'Architecture de Bordeaux, Talence, France • Fakultät für Architektur RWTH, Aachen, Germany • Ethniko Metsovio Polytechnio, School of Architecture, Athens, Greece • Aristoteleio Panepisthmio Thessalonikis, School of Architecture, Thessaloniki, Greece • Budapesti Műszaki Egyetem, Faculty of Architecture, Budapest, Hungary • Ollscoil na Heireann, School of Architecture, Dublin, Ireland • School of Architecture, Dublin, Ireland • Seconda Facoltà di Architettura, Politecnico di Milano, Seconda Facoltà di Architettura, Milano Bovisio, Milano a, Italy • Seconda Università Degli Studi di Napoli-Facoltà di Architettura, Faculty of Architecture, Naples, Italy • Politecnico di Torino, Faculty of Architecture, Torino, Italy • Politecnico di Torino, Facoltà di Architettura, Torino, Italy • Rīgas Tehniskā Universitāte, Faculty of

Architecture, Riga, Latvia • Fachhochschule Liechtenstein, Fachbereich Architektur, Faculty of Architecture, Vaduz fl, Liechtenstein • Kauno Technologijos Universitetas, Department of Architecture and Land Management, Kaunas, Lithuania Republic • l'Università ta Malta, Department of Architecture and Urban Design, Malta, Malta • Amsterdamse Hogeschool voor de Kunsten, Academy for Architecture, Amsterdam, Netherlands • Technische Universiteit Delft, Faculty of Architecture, Delft, Netherlands • Technische Universiteit Eindhoven, Faculty of Architecture Building and Planning, Eindhoven, Netherlands • Arkitektihogskolen i Oslo, Oslo School of Architecture, Oslo, Norway • Norges Teknisk-Naturvitenskapelige universitet, Faculty of Architecture, Planning and Fine Arts, Trondheim, Norway • Politechnika Śląska, Faculty of Architecture, Gliwice, Poland • Politechnika Warszawska, Faculty of Architecture, Warsaw, Poland • Politechnika Wrocławska Wydział Architektury, Faculty of Architecture, Wrocław, Poland • Cooperativa de Ensino Universidade Lusitana, dpt de Arquitectura, Lisboa, Portugal • Universidade Técnica de Lisboa, Faculty of Architecture, Lisbon, Portugal • Universidade do Porto, Faculdade de Arquitectura, Porto, Portugal • Universitatea de Arhitectura și Urbanism 'Ion Mincu', 'Ion Mincu' School of Architecture, Bucharest, Romania • Universitatea Tehnică Cluj-Napoca, Facultatea de Arhitectura și Urbanism, Faculty of Architecture and Urban Planning, Cluj Napoca, Romania • Universitatea Tehnică "Gheorghe Asachi" din Iași, Faculty of Architecture and Civil Engineering, Iași, Romania • Slovenska Tehnična Univerza v Bratislavi, Faculty of Architecture, Bratislava, Slovak Republic • Univerza v Ljubljani Fakulteta za Arhitekturo, Faculty of Architecture, Ljubljana, Slovenia | Universidad Politécnica de Cataluña, School of Architecture, Barcelona, Spain • Universidad Europea de Madrid-Cees, Escuela Técnica Superior de Arquitectura de Madrid, Madrid, Spain • Chalmers Tekniska Högskola, Sektionen för Arkitektur, School of Architecture, Gothenburg, Sweden • Lunds Universitet Arkitekturskolan, School of Architecture, Lund, Sweden • Kungliga Tekniska Högskolan, School of Architecture, Stockholm, Sweden • University of Central England, Birmingham School of Architecture, Birmingham School of Architecture, Birmingham, United Kingdom • University of Wales, Cardiff, Welsh School of Architecture, Cardiff, United Kingdom • Glasgow School of Art, Mackintosh School of Architecture, Mackintosh School of Architecture, Glasgow, United Kingdom • University of Strathclyde, Department of Architecture and Building Science, Glasgow, United Kingdom • Victoria University of Manchester, The Manchester School of Architecture, Manchester, United Kingdom • University of Newcastle Upon Tyne, School of Architecture and Planning, Newcastle, United Kingdom • University of Plymouth, School of Architecture, Plymouth, United Kingdom • University of Portsmouth, School of Architecture, Portsmouth, United Kingdom.

Schools that may wish to participate in the network should send an endorsement letter to the Project Coordinator in order to be included in the next renewal application of the Thematic Network

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Profile, l'Ecole d'Architecture de Paris la Villette (EAPLV)

Interview with Bendicht Weber, l'Ecole d'Architecture de Paris la Villette, Paris, France.

***École d'Architecture de Paris - la Villette (EAPLV)* is located on Avenue de Flandre – not far from the metro-station Corentin Cariou in the north-eastern part of Paris.**

From a discreet entrance in the dense line of facades along the avenue you step into a small gateway. From here you continue your walk in a straight line until the space opens up again, and you find yourself in a backyard surrounded by small residential houses and office buildings. A large part of these office buildings (approx. 8000 square metres) now houses the school of architecture and its many activities.

EAPLV is with its approximately 2000 students and 250 teachers¹ the biggest school of architecture in France.

Twenty schools of architecture called *Unités Pédagogiques d'Architecture* were in the late 1960s created under administrative supervision of the Ministry for the Arts. EAPLV was number six, its educational intention being to favor the university and multidisciplinary character of the teaching of architecture.

***Bendicht Weber*, born in Switzerland, graduated in architecture from the *Ecole Polytechnique Fédérale de Lausanne* in 1984. After practising in an architectural office in Yverdon (Switzerland) he was Assistant under *Jean-Pierre Stoeckli* and *Pierre von Meiss* at the *Ecole Polytechnique Fédérale de Lausanne* (1986-1994), where he was also Associated Director of the Full Scale Laboratory and elected member of the Educational Council.**

Associate Professor since 1994, he is teaching architectural and urban design at the *Ecole d'Ingénieurs et d'Architectes de Fribourg* (Switzerland), and at the *Ecole d'Architecture de Paris-la-Villette* (France) where he was elected Dean in April 2000.

EAAE News Sheet Editor, *Anne Elisabeth Toft* interviewed Dean Bendicht Weber in Paris on 22 November 2001.

The interview below took its starting point in Bendicht Weber's presentation of the school and its facilities, plus in a long conversation dealing with among other things teaching, research, educational theory and practice, management and school politics²

The interview is the fourth in the series of "Profiles" of European Schools of Architecture, which is published in the EAAE News Sheet.

How many schools of architecture are there in France and how many are situated in Paris?

In 1968 the Beaux-Arts section of architecture was closed, and at the same time the creation was started of a great number of schools of architecture, called *Unité pédagogiques d'architecture*, followed by a number. Today these schools are anchored nationally as well as locally, and their denominations have been adapted to their location. The creation of smaller and larger schools – the range goes from 300 up to 2000 students – was related to the general critique pronounced against the centralized organization of France, and aimed to give more importance and support to regional histories and dynamics. This process of "decentralization" is still ongoing, with numerous difficulties because of the historical importance of the French centralization. The 20 schools that have been created all over the country, have since 1995 been

placed under the responsibility of the Ministry of Culture and Communication, after having been shifted around between several ministries. From 1968 to our days there is a recurrent problem in getting a stable status and recognition for the architectural education.

Today there are 4 schools in central Paris: *Belleville*, *Quai-Malaquais*, *Val-de-Seine* and *La-Villette* – and 2 others nearby: *Versailles* and *Marne-la-Vallée*. More than 40 % of the students are studying in these 6 schools while less than 60 % are in the 14 other schools. I should add to these 20 schools a department of architecture and one other school. The first is affiliated to an engineering school in Strasbourg (ENSAIS), the second is an older and well known private school in Paris: the *Ecole Spéciale d'Architecture* (ESA). Since 1998, the date of the most recent reform, these 22 schools respect a common framework of rules and conditions concerning the development and validation

of architectural education and diplomas. Inside these common rules and conditions each school develops its specific project of a public establishment offering an original educational program.

Are most of the schools affiliated to technical universities or to academies of fine arts?

An opposition between technical universities and academies of fine arts is present in the debate on the architectural education in France. The origin of this is historically ancient, and well known: the creation in 1793-94 of two different institutions offering studies in architecture, the *Ecole Polytechnique* and the *Académie des Beaux-Arts*. In the case of architectural education one may interpret the 1968-revolt in France as a second deep rupture with the past. This recent evolution related to the creation of many different schools has produced a situation of great liberty and inventiveness, but also one of a fragile institutional framework and hesitating public support. Today architectural education in France, except for the ENSAIS, is neither affiliated to technical universities, nor to academies of fine arts. This absence of an including institutional framework may be the reason for many recent difficulties and sometimes dangerous isolation, as well as for an extraordinary taste for experimentation. Observing the last 30 years of development in France, these two sides of the same reality have been constant factors.

Since 1968 another debate has received growing attention. The last reform started in 1992 and still not completed, followed the objective of giving the architectural education an institutional framework with easier and multiple relations and exchange with universities. But this process of integrating architectural education into the national institutional framework for higher education has risen new questions, mainly related to a somehow sclerotic manner in which French universities still consider professional competence and scientific knowledge as strictly separate realms. The debate about this question is still ongoing.

A few years ago several schools of architecture in France were united. Why did this happen - and what has been the consequence of this for the architectural education and the profession?

The politics of decentralization aimed to reduce the number of students in Paris, in favour of the schools in other cities such as Bordeaux, Lille, Lyon, Marseille, Strasbourg and others. The number of schools inside central Paris had to be

reduced from 7 to 4. Outside Paris one new school should be created in the suburbs (Marne la Vallée). And, finally, a clear policy should be conducted in favour of the regional schools. Many of these schools have indeed recently been installed in new and well equipped buildings.

Several schools in Paris had to disappear, and their teachers and teams had to be integrated into greater schools, existing or new ones. This reorganization of schools could have been an interesting opportunity if it had been coordinated with the work on the new educational programs, and with a clear policy for better means, including larger buildings offering conditions for innovative pedagogical and research activity. Unfortunately this was not done, and four schools in Paris in 1997 had to produce a new program that was stopped less than three years later when these schools were closed and reorganized in two new establishments. The teams concerned had to start a demanding collective work on new programs anew. At the same time the problems of better adapted buildings for these reorganized and larger schools offered occasions for numerous speculations. But these problems have not been resolved at all by the central administration, and in general the means have not been granted to allow fruitful dynamics during this reorganization. The main consequence of this period is an extremely difficult situation in Paris which today touches all the schools, even those in the regions.

If the two "surviving" schools in Paris - those of Belleville and La-Villette - have expected for many years that the promised change for better buildings and equipment would become a reality, the material and organizational conditions of the two created schools have become simply unacceptable. I am desolated to say here that this is a result of an incompetent policy.

Maybe I am wrong about this, but then my question is: *Do we have to interpret this series of catastrophic actions as a will to destroy the architectural education as it has been developed in France for more than 30 years?* The worst consequence of this policy is indeed not the bad material and organizational conditions - schools, teams and teachers have learned to survive in difficult conditions - nor the immense loss of energy, time and certainly money. An unhappy conjunction of this policy with a massive relief may lead to a much greater loss: The active examination and further development of explorations and productions undertaken by the post-68 generation have become extremely difficult, and this heritage and the stake of its continuous redevelopment, are today in real danger.

Please tell us a little about the background of EAPLV! Which professional and pedagogical tradition is your school based upon?

Historically, the foundation of this school came from people who after the 1968 student revolt did not want to be associated with five official programs, organized under the responsibility of persons appointed by André Malraux (Minister of Culture from 1958 to 1969). *Unité pédagogique numéro 6*, or in short *Up6*, was founded as the sixth and completely "free program", first without any official recognition and support. Different teachers came together because they all refused, after the 68-revolt, to "go home" and to leave the experimental, intellectually uncomfortable but also extremely stimulating atmosphere that had been created.

In this school a very strong refutation of conventional professional practice dominated, but also a general opposition to the official politics in urbanism and social housing. This first generation of teachers tried to reformulate basic questions about architecture, and architectural work. These questions are mainly concerned with architectural form as an object for patient research and, at the same time, as an "arena" for interdisciplinary interrogation; with the social interplay that makes architectural contributions possible and significant; and with the continuous transformation of places for everyday-life, of urban environment and landscape. This conviction to work together on important questions that had been evacuated by the dominating political and professional circles, came to its first crisis in 1981, when François Mitterrand was elected President, and when many of this generation became involved in the work of the new socialist and communist government. It seems to me that this crisis never stopped, and that the contradictions of this period still originate from the sometimes difficult relationship between members of this same generation.

Approaching the end of their career, these teachers more and more consecrate time and energy to work out and to impart to a younger generation some of the major questions they discovered in the first period of the school, and to which they did not find any definite answer in more than 30 years of intense experimentation or research, "good questions" that they often consider at least as important as any recognized knowledge. The younger generation agrees that these questions contain the strongest heritage, which allows them to go further by developing new experimentation. "Up6" which became "*Ecole d'Architecture de Paris-la-Villette*" was born from different political

and intellectual tendencies in the post-68 context. One must accept today the co-presence of very different approaches to architectural education, a fact which in my eyes is a chance. There was always an important presence of art-education which should mainly allow students to open their eyes to new possibilities of perception of a shared environment, and for inventive form-giving. Then there was always the preoccupation of giving the students the basis to master the construction process practically as well as intellectually. And finally there was also from the beginning the will to give students a critical approach to the relationship between a built environment, and social as well as individual use of such spaces and places, and finally a critical understanding of their own social role as architects. If the first dimension is strongly related to fine arts, the second is closely connected with engineering, and the third needs intensive confrontation with human and social sciences. This diversity reflects in fact that nearly all the teachers have developed activities in fields that are not directly part of their teaching activity, but that are essential as background and resource of their pedagogical activity.

How does EAPLV differ from other schools of Architecture in Paris and in France?

If you leave out the question of its specific history and the many consequences this has until now on most of its activities, on the individual as well as of collective levels, this school differs from the others mainly by its size. The 2000 students, the 100 full-time teachers and the more than 200 other persons involved in the teaching make it the largest school. This allows also the largest offer of programs and the development of certain missions that other schools have difficulty in assuming, such as the edition work, for instance.³ It is also the size of the school that made the development of a credible third cycle program possible.

But perhaps the most interesting effect of the large size is that the debate never becomes a simple play of opposition between two camps, and that there are always many different positions and a constantly renewed will to work within this diversity.

What does it take to become an architect in France?

Theoretically it takes six years of study, organized in three cycles of two years, the last cycle including a 6-month professional experience and the final diploma work.

In reality most of the students stay longer. On average those who finish their architectural studies do it in about 8 years.

Which teaching method is practised at EAPLV today?

To allow students to work on a both built and natural environment, which is constantly transformed and presents complex situations that can never be completely analyzed or anticipated, the EAPLV attributes its attention to some basic abilities that the student has to develop progressively during his or her studies. These abilities correspond to main requirements that different teachers may refer to. I will give three examples of such abilities that I identified as implicit criteria in this school, and that I suggested some years ago as explicit articulation between the different approaches of architectural education that co-exist in this school. The first one is the awareness of possibilities and limits given by personal approach and responsible choice of objectives, the second the constant effort for rigorous work, and the third the ability to share with others a critical discussion about this work and its results.

Offering a large range of contents and teaching methods, the school encourages the students to find their own way. The school understands itself as open toward different social and cultural origins of the students; different ways to compose complete studies in architecture and many different professional profiles that students may expect to be prepared for. This idea and will of diversity at different levels including diversity in the sense of evolution, is also understood as a way to "translate" a world "outside" to the school's "inside" reality. But in order to allow students real choices, we constantly have to work over an offer which threatens always to get more and more unreadable, partial or redundant by the unceasing adaptations we consider vital for the school.

To resume our main inner contradiction: There is a strong collective will to diversity and continuous experimental exploration including teaching methods, but only a hesitating motivation and energy to work rigorously together on the consequences of such a will.

How does the teaching take place? In units, or are the students given individual project guidance? What is the student/teacher ratio?

It's difficult to give a general answer, because the organization of the numerous teaching modules is

varying. What may be said on a general level, is that the students have to acquire individual as well as collective working methods.

This means that they are confronted with these different situations, and consequently, with individual project guidance as well as forms of development, presentation and discussion which address groups of various size. Unfortunately we do not have enough space to organize individual working places inside the school, and this gives limits for further development of the individual project guidance. For many years this has been considered coherent with the general orientation of the school which was based on a radical refutation of any conventional working method.

About ten or fifteen years ago a number of the teachers started to consider that the permanent individual and collective working place allows pedagogical situations that should be simply made possible because of their complementary form with lectures and seminars. We know that this change leads to a larger demand for individual guidance, and that the current ratio of 17 students to one permanent teacher will be completely insufficient.

How is IT - for instance CAD - included in the teaching?

Unfortunately, with this question you touch a real problem in our school. We neither have the space nor the equipment, to give all the students an elementary mastery of the principal new tools, CAD for instance. And as a consequence, further integration is difficult, and this leads to an unequal treatment of students who have access to private equipment, and students who don't have this chance.

In addition to some specific courses that are continuously overcrowded, several teachers try to integrate a critical approach to these tools, for example in the context of a design process, or in urban analyses. But they are confronted with the mentioned limits which are strictly material. For several years we have been asking for the support of the central administration in solving this problem. During the past years we have obtained numerous promises and some minor improvements, but no overall solution.

This is one other question that makes us teachers angry because there is a clear difference between official discourse, and the reality of public responsibility and action. Many of the French schools of architecture are on this point far behind conditions offered to students of architecture in other European countries.

Please tell us about the research done at your school. How is it administered and how is the research of the school integrated in the teaching?

L'Ecole d'Architecture de Paris-la-Villette has attributed from its first moments as "Up6" a central role to research activity, and to the debate about the specific nature of research in architecture. This was collectively understood as a need and guarantee for a qualitatively demanding construction of a completely new higher education in architecture. It was also considered a preliminary condition to interpret the professional reality in its diversity and evolution, de-connecting it definitively from mythic and paralysing formulas. These are still valid statements for Paris-la-Villette where we are working today in this sense in collaboration with many other schools.

Our school harbours several laboratories and research teams that cover different domains by permanent production which has found recognition and financial support inside as well as outside the circle of schools of architecture.

During more than 30 years, important developments have been accomplished, and these have allowed development of original knowledge, but also discovery of two major dangers: The first concerns the dissolution of architecture as a specific domain of theoretical and practical knowledge through an addition of multiple disciplinary approaches. The second is that the most interesting and intense research programs tend to become disconnected from teaching. Both tendencies lead also to a completely unproductive opposition with a number of professionals who pretend that the only valid research in architecture is produced in their agencies.

The most important development that allowed our school to fight against these dangers of dissolution, disconnection and unproductive opposition, resides in the construction of interdisciplinary centres of competence, units organized around a limited conglomerate of questions and problems.

The first of these units has been founded many years ago by architects, engineers, researchers in human and social science and artists, to work together on new hypotheses about the relationship between architecture and environment, and to develop corresponding prospective teaching programs.

Progressively other units have been structured, and since the last reform four years ago, our third cycle program is organized mainly around six major centres of competence. These units do not coincide

with the laboratories and research teams that often collaborate with several centres of competence. They have become the connecting structures between research and pedagogical activities, and they are important places where results of research can be critically questioned in confrontation with deepened case studies, and in relation to a dynamic exploration and development of working methods. In the related teaching modules new questions may be posed and formulated which initiate new research. More and more students of our third cycle develop an architectural or urban design work in a fruitful relationship with research work, both articulated on questions that are recognized and deepened by the centres of competence. And our second cycle is evolving toward an integration of brief and introducing research sequences, encouraging and preparing the student for a deepening research work during his third cycle.

The development of such productive relationships signifies constant effort, and an unceasing caution to avoid a reductive connection between evolving knowledge and design work. After 30 years of interesting development - which would have been impossible without many individual and collective sacrifices - French schools of architecture have attained a high level of their research and the related pedagogical programs. I dare to give this positive judgement because I was not involved in this development, and I discovered its results through a postgraduate program when I came to France about seven years ago.

But this high level is fragile. If the political and administrative bodies responsible continue to curb the mobilization of coherent means - the space and equipment for laboratories and research teams, the dynamic management of risen budgets, etc. - and of a corresponding status for the researchers, they will necessarily lead these schools into a period of decline. Today the answer given to this strategic question of a solidly anchored research in the schools of architecture will decide if, in France, 30 years of intense development has given birth to a new higher education in architecture based upon continuous and conscious development of sensibilities, working methods and knowledge.

One last remark on this: At EAPLV we are unhappy because one year ago we had to relocate our research teams and laboratories to a place fifteen minutes from the school. This localization away from the school reinforces a disturbing separation of research and teaching. We have been encouraged to make this decision by our central administration who promised that we would be enabled after a short period to group all our activities in a larger building.

As a consequence of what we understand now as an inconsequent attitude of this administration, this situation now becomes permanent at least for six or seven years.

To which extent does EAPLV adjust its teaching to the continuous changing within the profession and society?

The mentioned open attitude of the school and its inner diversity are very important conditions for a continuous confrontation with these evolutions, and in this same sense we are convinced of the positive role of the sometimes difficult, but vital evaluation and adaptation of our programs.

The moving and diversifying professional and social environment signifies to us that we cannot fix definitively an educational program in concordance with the observation of a limited professional environment during a short period. What students would learn in this case is not what most of them will need later, and elsewhere.

The many different professionals - and I include here architects, artists as well as researchers - bring into the school questions and hypotheses they discover in their every-day work.

Through a critical collective observation we try to identify questions with a durable validity, and these questions then become of growing importance in the development of our educational and research programs. We try to give another presence to debates of a more circumstantial character, by exhibitions, conferences, etc.

For this participation in the current speculative discussions we hope also to be enabled soon to recruit some invited professors.

What is the relationship like between EAPLV and the trade and industry? Is there any kind of direct cooperation?

Numerous limited collaborations exist in different domains, but there is no major project for this sort of relationship.

This does not mean that EAPLV is not involved in continuous exterior collaborations, but its activities and principal orientations in teaching, research, organization of exhibitions, consulting and assessment have favoured partnerships with public institutions and with associations.

To develop relationships with trade and industry the school should be able to charge members of the school for this work, and this is not yet possible.

The administrative rules, the reduced number of administrative staff, and the fragile status of the greatest part of the teaching staff are serious obstacles for such prospective developments.

Has EAPLV established any kind of educational cooperation with other schools of architecture in Europe, and if so which ones?

EAPLV has always been intensively interested in international exchange, and has decided recently to give to this issue the role of a main axis of development for the school. You find in this school teachers from many countries, European and non-European, and this is sometimes the result of the school's active role when offering for instance political refugees a new chance of personal, professional and intellectual development.

Numerous international exchange programs have been developed for many years, and students are coming to our school today from many different parts of the world. We have signed partnership-conventions with more than 50 European institutions and others overseas, in Africa, Asia, North- and South-America, etc. However, unfortunately French students as well as teachers tend to stay in France.

How does EAPLV feel about the Directives of the Bologna Declaration?

On one hand the Bologna Declaration - in its original version - is well considered at our school by the informed people, because many articles confirm in fact what we have been trying to do for many years with other schools in Europe and elsewhere. We hope that there will be more than a declaration and abstract rules, that a growing public support for international exchange will allow schools of architecture to go further than the fragile network which has existed for many years. In France the involved students, teachers and researchers are convinced defenders of international exchange, but too often they still have to accept a disproportional personal sacrifice.

On the other hand the discussion about the 3-5-8 system comes up at a strange moment for the architectural education in France. Four years ago we left a 2-5 to build a 2-4-6 system. This reform aimed at drawing together the three cycles existing at French universities, and led to the creation of a third cycle in architecture as a new upper-level, introducing students to research, in relation to a deepened and critical understanding of profes-

sional skill and knowledge. This enlarged and deepened educational program has been tested for four years now without significant mobilization of new public support. This period of test allows us to say that there is a real demand to go to a 3-5-8 system in architectural education, with an intermediate diploma in architecture after five years. These sustained studies could be based on the specific knowledge and competence developed for 30 years by the schools of architecture in collaboration with associated institutions of higher education and research, and with professional environments. But this new step will not be possible without a significant increase in means attributed to these schools, a priori condition if they should become, and stay, worthy partners of universities in France and abroad.

What is the structure of the school like? Does the academic staff participate actively in school politics?

There are common administrative rules for all schools of architecture in France. But each school has its own history that influences the way these rules are interpreted. The Administrative Director at EAPLV is Jean-Pierre Le Dantec, a teacher chosen directly by the Ministry. In addition to this there is an elected *President* (dean) - which is my current position - of what we call the *Conseil d'Administration*, a council with large competence and composed by elected representatives of the students, the teachers and the administrative and technical staff. This council organizes the composition and the work of different commissions, and decides about their propositions. The Administrative Director applies these decisions inside national administrative rules.

At EAPLV this official permanent structure has always been submitted to changing interpretations, dependant on a more or less strong need and desire for direct democratic exchange. According to the specific history of this school a spontaneous General Assembly of its members has often taken over the decisional power, and this may still happen. In more "quiet" periods this means that general seminars on specific questions must give room to a constantly renewed construction of the school as an experimental environment and community. A considerable number of members in this school attaches importance to this sort of debate which most of the time is uncomfortable and demanding for themselves, but which has been at several moments a productive resource for the school and its educational program. On the other hand this condition added to pressures from the

outside such as lacking means and absence of consideration for the staff, may explain periods with a more dominating - and sometimes destruction - individualism. I prefer to stay cautious about what may be considered from the outside as a generally active participation of all the school members, a large participation that is real, but also fluctuating and fragile.

What is the average age of the academic staff at the school?

If you include the whole staff, the average age is about 45, but if you take only those teachers who have a permanent position, it goes up to 55 or more. This high average age is a consequence of two facts. The first is the constitution of completely new teams in a short post-68-period. Most of the members belonging to this generation are now approaching the age of retirement, if they have not already left. This first fact is common to all the schools. The second reason is the stop of recruitment in the context of a restrictive public management, and consequently a lacking addition to the permanent staff of a younger generation, a problem which is more or less present at many schools, and especially dramatic at ours. More and more responsibilities are now assumed by a younger generation which do not have a permanent status, and this means that the most competent of these young teachers will come to leave our school or even France, because they find better conditions for their careers elsewhere. The importance of this conjunction of numerous retirements, insufficient recruitment and younger teachers leaving, leads today at EAPLV, and at other schools, toward a dangerous destabilization of the school politics.

Are there many female professors at EAPLV?

I think that the importance given by the school's members to political aims of the 68-movement is the reason of a somehow exceptional representation of numerous interesting female professors. But compared to other French schools of architecture it seems that this proportion becomes less and less exceptional, because other schools have made a real effort, and also because in the few recent recruitments the large majority of the accepted candidates were men.

Among the younger generation that is working under an unstable status, nearly 50% are female teachers. But it is difficult to stabilize such a proportion in our permanent staff. I found confir-

mation for this in a recent national inquiry about the pedagogical staff at all the schools, an inquiry which simply "forgot" to study this question.

What is the primary agenda of your school in the near future?

Unfortunately, I have to say that the most urgent questions are not related in priority to ambitious developments of new directions in research and teaching. As you may have understood through my earlier explanations, these urgencies concern the institutional framework, and a struggle for better material conditions.

With other French schools of architecture we are working on a new institutional framework that should allow the association of several schools inside a shared faculty structure, or other forms of association with institutions of higher education such as engineering schools and universities. This evolution aims to give our schools a larger critical mass, and it seems essential to give architecture a solid place as a specific higher education articulating scientific, cultural as well as professional dimensions. It seems also that this new organization becomes a preliminary condition to get a clear status for our researchers who still work in underprivileged conditions compared to researchers at universities or other higher educational and research institutions.⁴

This means an urgent struggle for a better public recognition of our educational and research programs, for a more solid status of all the persons working in the schools of architecture, and for a significant step toward material conditions which may be compared to similar institutions in Europe. At EAPLV we are far from the 10 m² for each student, from sufficient and up-to-date computer workshops, and from a place which validly favours interaction of education and research.

As I mentioned before, to satisfy these three urgencies our school proposed to integrate a larger, existing building. An important project conducted by a commission of volunteers has been started more than three years ago. For unclear reasons our central administration, after encouragement and promises, has recently "forgotten"

this urgency. The project seems today at its point zero, without any credible perspective of any reactivation, or different solution.

This example makes you understand once more that, today, many schools of architecture in France are angry about the little consideration, and about this little reliable way of managing that our Ministry and Government apply to the architectural education. A large movement of solidarity is growing among the schools of architecture, and I hope it will lead to fruitful collaboration. These contacts have allowed us to become aware that, compared to other schools, the situation of EAPLV, except for the unstable status of numerous young teachers, is not the worse. But it has also shown us an urgent need and a collective responsibility for a large work of explanation and debate as to why architecture is of public interest, and how this must be translated into an efficient policy for higher education, research and experimental practice in architecture. ■

Notes:

1. Of these about 150 are part-time teachers.
2. Thanks to *Professor Inge-Lise Weeke* (EAPLV) and *Assistant Professor Didier Henry* (EAPLV), who both kindly participated in this interesting conversation.
3. *Editions de la Villette*, founded 1981.

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4. EAPLV can at the moment not offer its teachers offices and computers.

ARCC/EAAE 2002

ARCC-EAAE Conference, 22-25 Maj 2002, McGill University, Montreal, Quebec, Canada

International Conference on Architectural Research/ *Conférence Internationale sur la Recherche Architecturale*

Paper Review Chair for EAAE:

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Papers are solicited that address a broad spectrum of research issues of concern to architects and those in related disciplines:

- Research results dealing with education in architecture and related disciplines.
- Research results concerning design and culture: architecture as a medium of cultural identity.
- Research results that address building science: materials, components, systems, and methods used to design, construct, and operate the built environment.
- Research results relating to the practice of architecture, landscape 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.
- Questions that encourage a debate about the nature of research/scholarship in architecture and related disciplines.

Abstracts for papers that report research results are expected to clearly address the nature of the problem in question, methods employed, data collected, and results.

Sont sollicités des articles sur un champ large de problèmes de recherche intéressant les architectes et les disciplines apparentées:

- *Résultats de recherche traitant avec l'enseignement en architecture et dans les disciplines apparentées.*
- *Résultats de recherche traitant de conception et de culture: l'architecture comme médium d'identité culturelle.*
- *Résultats de recherche qui sollicitent la science de la construction: matériaux, composants, systèmes, et méthodes utilisées en conception; construction et maintenance de l'environnement bâti.*
- *Résultats de recherche relatifs aux pratiques de l'architecture, de l'architecture du paysage et des disciplines apparentées.*
- *Revue et analyses des tendances, approches, opportunités, et/ou entraves sur la recherche architecturale, paysagère, urbaine.*
- *Spéculations au regard des médias numériques.*
- *Questions qui encouragent un débat à propos de la nature de la recherche/érudition en architecture et dans les disciplines apparentées.*

Les résumés d'articles qui présentent des résultats de recherches doivent poser clairement le problème, les méthodes employées, les données collectées et les résultats.

Concerning all practical information about fees, conference venue & accommodations, conference registration & preliminary conference schedule:

Please consult the web site of ARCC at:

www.polaris.net/~arcc/web/call2002.htm



Editor/Éditeur

van Duin, Leen

EAAE GUIDE

154 p 15 Euro

plus frais d'envoi

EAAE GUIDE

Schools of Architecture in Europe

The guide offers a comprehensive outline and presentation of schools of architecture in Europe.

You can find important factual information about the individual schools, their educational programmes and structure, etc.

Le guide offre une ébauche compréhensive et une présentation des écoles d'architecture en Europe.

Vous y trouverez les informations importantes et factuelles de chaque école, de leur programmes éducatifs et leurs structures, etc.



Coordinators/Coordinateurs

Grondzick, Walter

Kwok, Alison

Mabardi, Jean François

Editor/Éditeur

Hanrot, Stéphane

Proceedings/Les actes

532 p 25 Euro

plus frais d'envoi

Research and Architecture

Transactions on architectural education No 09

Recherche et Architecture

Les Cahiers de l'enseignement de l'architecture No 09

Is architecture a discipline, as this is understood in other fields such as Science, Human Sciences, or Applied Sciences?; What is the meaning of theory in the architectural field?; Can architecture be considered as an object of research?; Does its position, between science and art, imply a specific definition of what research in architecture should be?

These were just some of the many questions that formed the framework of the discussions at the 2nd EAAE/ARCC (Architectural Research Centers Consortium) Conference, 4-7 July 2000, Paris, France.

Now being published is the Proceedings Publication with contributions from more than 60 authors.

Est-ce que l'architecture est une discipline au sens accepté par d'autres, telles que les sciences humaines, les sciences exactes ou les sciences appliquées?; Peut-on parler de théorie en architecture?; Est-ce que son positionnement entre art et science, implique une définition spécifique de ce que serait la recherche prenant pour objet l'architecture?

Voilà certaines des nombreuses questions à la base des discussions menées lors de la deuxième conférence AEEA/ARCC, 4-7 juillet 2000, Paris France.

Les actes sont maintenant publiés et contiennent une contribution de plus de 60 auteurs.

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Research by Design

Transactions on Architectural Education No 11

The international conference Research By Design, 1-3 November 2000 aimed at exploring the characteristics of design research, both as a scientific method and as an educational resource. If designing is the activity that tries to change existing situations into desired ones, then the design is a way of finding out how things should be.

The design process itself contains a research dimension, generating the development of design theories.

Questions:

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

The conference was realized in co-operation between the EAAE and the Faculty of Architecture, Delft University of Technology, Delft, The Netherlands.

Coordinators:

- Prof. Leen van Duin
- Prof. Arie Graafland
- Prof. Taeke de Jong
- Prof. Jürgen Rosemann (chairman)
- Dr. Herman van Wegen
- Dr. Gerard Wigmans (secretary)

Now being published are the Proceedings Publications (A+B) with contributions from more than 70 authors.

Contributions by the keynote speakers of the conference are collected in Proceedings Publication (A).

Keynote speakers were:

- Wiel Arets
- Michael Bell
- Ben van Berkel
- Leen van Duin
- Dirk Frieling
- Arie Graafland
- Take de Jong
- Robert Krier
- Ton Meijer
- Antonio Monestiroli
- Ákos Moravánszky
- Michael Speaks
- Clemens Steenberger
- Gerd Zimmermann



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Digital Tectonics:

University of Bath Department of Architecture and Civil Engineering

Saturday 2 March 2002

This will be the second in the RIBA Future Studies series of conferences- looking at the impact of digital technologies on the disciplines of architecture and engineering. It will focus on how digital technologies have opened up new possibilities in the fields of architectural design, structural engineering, material composition and construction technique, and in particular, new collaborative ventures between architects and engineers.

Computer linked fabrication techniques of many kinds have become an integral part of the design process, while new digital tools are allowing engineers and architects to understand in far more detail the behaviour of load carrying surfaces, and to generate new architectural forms.

University of Bath Department of
Architecture and Civil Engineering is

at the forefront of these developments building on 25 years of research in the field of structural engineering and the generation of architectural form.

The conference will bring together leading figures from cultural theory, architecture and engineering from around the world for a day long event of lectures, discussion and case studies of recently completed and current projects presented by the multidisciplinary teams who have made them.

Invited speakers include:

- **Manuel De Landa** from the Graduate School of Architecture at Columbia University, New York
- **Greg Lynn**, Architect and Director of FORM, Los Angeles, UCLA and the ETH, Zurich
- **Mark Burry**, Professor of Innovation, RMIT, Melbourne
- **Ben van Berkel and Caroline Bos**, Directors of UN Studio
- **Bernard Cache**, co-founder of Objectile
- **Mike Cook**, Structural Engineer and Partner of Buro Happold

The keynote lecture will be given by:

- **Cecil Balmond**, Structural Engineer and Chairman of Arup Europe & Building Division.

Tickets:

(including lunch and refreshments):
£75.00 (£50.00 per person if booked by 31 January 2002) and £25.00 for students

These will be available from:

Digital Tectonics, Department of Architecture and Civil Engineering, University of Bath, Claverton Down, BATH BA2 7AY.

For further information:

www.digitaltectonics.co.uk

UIA Berlin 2002

XXI World Congress of Architecture

The Union Internationale des Architectes (UIA) and the Bund Deutscher Architekten BDA invite architects and students of architecture from around the world to Berlin and other German cities in July 2002 to discuss the responsibilities and qualifications required for the design of our environment and sustainable building in the urban context: Resource Architecture.

For further information:

www.uia-berlin2002.com

The Johannesburg Summit 2002

World Summit on Sustainable Development,
26.08.-04.09. 2002

For information:

www.johannesburgsummit.org

Site to visit:

www.bc.edu/bc_org/avp/cas/fnart/archweb_frames.html

International Conference on Landscape Planning

Portoroz, Slovenia

Landscape Planning in the Era of Globalisation

8-10 November 2002

Objectives of the Conference

- Identify the effects of globalisation processes on landscape diversity
- Formulate methodological approaches in comprehensive planning for the implementation of sustainable landscape development

- Define the role of local communities in decision making and environmental management

- Outline the foundations of landscape planning methods as an essential component of environmental education at European universities

For further information:

www.bf.uni-lj.si/globalscope/globalscope.html

IFHP International Spring Conference 2002

Ljubljana, Slovenia,

Remaking Cities: Preservation and Creation

19-22 May 2002

Conference Themes:

- Criteria for quality
- Integrative planning
- Value added processes

For further information:

www.urbinstitut.si/IFHP-LjubljanaConf2002.htm

Nordic Journal of Architectural Research

Nordisk Arkitekturforskning

Nordic Journal of Architectural Research is a scientific journal and forum for debate on the problems and methods of architectural research. The journal is published by the Nordic Association for Architectural Research and is intended for all who are interested in research and debate on the built environment. It is published four times annually, and each issue contains scientific articles, debate entries, reviews and information on conferences, courses, employment and other matters.

For further information:

www.arkitekturforskning.nu

Landscapes of Architectural Research

Nordic Association of Architectural Research 2002 - Annual Symposium 19-21 April 2002

The symposium Landscapes of Architectural Research is an event of mapping and exploration of the landscapes of architectural research as a mutual experimental field.

Thematic Islands

The aim of the symposium is to explore a number of important fields of contemporary architectural research. These fields can be analogically perceived as an archipelago where we navigate and reside. The different workshops will investigate this landscape from different points of view, in discussions led by specially invited researchers, focusing on the following themes relating to and operating within architecture, cities and landscapes:

- **Cultural Theory**
How do we understand architecture, cities and landscapes as cultural phenomena?
- **Empirical Analysis**
Can aspects of architecture, cities and landscapes be isolated and analysed by precise scientific methods?

• Research by Design

May experimental architectural projects open up new ways of seeing architecture, cities and landscapes, and what does this imply?

• Innovative Design Practise

Can architectural research be conducted in the form of innovative design practise, and what does this imply?

Preliminary Programme:

Friday 19th April

- 13.00 Key-note speaker
- 15.30 Short introductions by the workshop navigators
- 18.00 Reception and buffet dinner

Saturday 20th April

- 9.00 Workshop
- 12-15 Lunch and Guided tour
- 15-17 Workshop
- 17.30 Board meeting
- 19.30 Dinner

Sunday 21st April

- 9-10 Workshop
- 10.30 Concluding discussion
- 12.30 light lunch

Lecturers, Workshop Navigators and Moderators include:

- Jonathan Hill Bartlett School of Architecture, UCL, London
- Anne-Katrine Geelmuyden Landskapsplanering, NLH, Åhs
- Anders Wilhelmsson Arkitektur, KTH, Stockholm
- Monica Billgers Arkitektur, Chalmers, Gothenburg
- Bobo Hjort Landskapsplanering, Ultuna, Uppsala
- Sigmund Asmervik Landskapsplanering, NLH, Åhs
- Katja Grillner Arkitektur, KTH, Stockholm
- Lars Marcus Arkitektur, KTH, Stockholm
- Fredrik Nilsson Arkitektur, Chalmers, Gothenburg
- Susan Paget Landskapsplanering, Ultuna, Uppsala
- Johanna Wiklander White arkitekter

The symposium is organised by the Architecture School, KTH, Stockholm, Sweden and the Department of Landscape Planning, Ultuna, Sweden. It will be held at the landscape department in Uppsala, one of the oldest university towns of Sweden, located 45 minutes north of Stockholm.

For further information:

<http://arkitekturforskning.nu>

or contact:

Susan Paget, SLU,
+46 1867 2512

or send an e-mail to :

na@architecture.kth.se

International Conference:

Landscapes of Water: History, Innovation and Sustainable Design

Castello Carlo V. Monopoli, Bari, Italy

Politecnico di Bari - Facoltà di Architettura, Dipartimento di Scienze dell'Ingegneria Civile e dell'Architettura (ICAR)

In recent centuries, modern hydraulics has greatly advanced processes of water control, especially in municipal and industrial environments.

Unfortunately, some advances, along with pressures for solutions that optimize only a limited set of economic variables, have led to a praxis that has produced major problems in the long term.

Faith in largely mechanical solutions, with less attention to ecology and culture, has reduced the sustainability of water systems with heavy consequences for our environment.

Separation of technique and culture, of construction and design, and of resources and culture -so typical of the Modern Era -has led to a divergence

between fields of hydraulic architecture, engineering, landscape ecology, and the aesthetic attitude of landscape architecture.

As a result, hydraulic systems have become a technical component of the modern landscape, contributing to anonymous sprawl in city and countryside.

This international conference on Landscapes of Water is an opportunity to re-envision, for the next century, the close relationship between hydraulics, architecture, and landscape, starting with an extensive survey of historical precedents, without latitudinal or chronological limits.

The conference will highlight innovations that have occurred in the on-going process of globalization, as well as regional resistance to it, striving to foresee, whenever possible, new techniques for harmonizing water supply, demand, distribution and protection in technologi-

cally, environmentally, and culturally sustainable ways.

As a logical corollary participants are requested to assess possibilities of adapting traditional pre-industrial techniques, for example, with new information technologies and software applications.

For further information and submission requirements contact:

Prof. Attilio Petrucciolo
Tel.: 39.080.5963887
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Important Dates:

Receipt of abstracts and CVs:
01.03. 2002

Notification of accepted abstracts :
01.04. 2002

Pre-registration and receipt of papers for possible publication in the Working Paper Series:
01.06. 2002

Conference:
26. - 29. 09. 2002

It is with deep sorrow the members of the EAAE Council have learned that Peter Jokusch has passed away. We respectfully join in the commemorative words kindly written by Nils-Ole Lund, former President and Honorary Member of the EAAE.

***Herman NEUCKERMANS
President of the EAAE***

Obituary

The former president of the EAAE Peter Jokusch died on 19 January, 67 years old. He was president from 1983-87.

Some years ago on a study trip to France he was hit by a stroke. After an operation he worked hard to recover but he had to retire as a professor at the architectural department of the 'Gesamthochschule' in Kassel.

Peter Jokusch was an amiable and friendly man with a great deal of talents. He spoke several languages fluently, loved music, and his sketches from his study trips were both precise and elegant. But his main interest as professor was the teaching of architecture "with people in mind" (as the EAAE-workshop in Kassel in 1982 was named), a now forgotten area of study.

I remember our council meetings in our different homes as very stimulating, creating friendships among even our families.

It was a time when the EAAE was still taking shape, trying to create a forum for European schools where they could confront educational issues.

Nils-Ole Lund
EAAE President 1987-91

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EAAE Calendar
AEEA Calendrier

2002

16 – 17 03	EAAE Council Meeting Paris/France	Réunion du conseil de l'AEEA Paris/France
27 – 28 04	Education in Conservation ENHSA/Raymond Lemaire International Centre for the Conservation, Leuven/Belgium www.eaae.be	Education en conservation du patrimoine architectural ENHSA/Le Centre International Raymond Lemaire pour la conservation, Leuven/Belgique www.eaae.be
22 – 25 05	International Conference on Architectural Research ARCC/EAAE, Montreal/Quebec/Canada	Conférence Internationale sur la Recherche Architecturale ARCC/AEEA, Montreal/Quebec/Canada
04 – 08 09	5th Meeting of Heads of European Schools of Architecture Chania/Greece	5^e Conférence des Directeurs des Écoles d'Architecture en Europe Chania/Grèce
Fall 2002	Stockholm, Sweden Please consult www.eaae.be	Stockholm, Suède veuillez consulter www.eaae.be

EAAE News Sheet

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NEWS SHEET deadlines

#62 (B1/2002), Jan./Jan. 02/02
#63 (B2/2002), Apr./Apr. 02/02

Contributions to EAAE News Sheet
Contributions AEEA News Sheet

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

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

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