

ECOHB NEWS LETTER

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Main topic:

Education, towards environmental-conscious and healthy architecture

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Next issue (number 33) topic

Design towards environmental-conscious and healthy architecture

IMPRESSUM

ECOHB NEWS LETTER is an independent electronic medium for experts, leaders, students, and interested parties in the field of environmentally conscious and healthy building, and, of course, for all ECOHB partners, donors, and sponsors.

The newsletter is a periodically published information and discussion platform.

It appears in each season (re-starting in 2005 after 31 editions already published, mostly on paper).

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Editorial

President's address, education

Dear Reader,

First of all – on behalf of the board of the Global Network ECOHB – I am glad to be in the opportunity to introduce the remodelled and improved ECOHB NEWS LETTER to you. We are very thankful to Dr. Ir. Heinz Frick, M.Sc., architect, researcher and associate professor, that he – in addition to his heavy work – took also the task of producing this ECOHB NEWS LETTER on his shoulders. Further, we are very thankful to Mrs. Lusika Yuliana as well. She will energetically assist in the realisation of this product, which will become a quarterly, seasonal periodical, starting in 2005.

This first of the refreshed ECOHB NEWS LETTERS has a focus on EDUCATION. More precisely, its focus goes towards environmentally conscious and healthy building in all over the world. This means – amongst others – in different climate zones, and socially different circumstances on our planet.

Looking fundamentally on education, teaching, and learning, we distinguish some conditional categories or – if you prefer – qualifications, which make education to what education could and should be.

We might to have to deal with:

- Knowledge, knowledge transfer, the also so-called "know how";
- Skill, at least for technical as well as social capabilities;
- Experience, which comes hand in hand with practise;
- Insight, a phenomenon either given as a talent and/or growing during the years of exercising a discipline.

It might be stated that there is – beside of all – a kind of "black box" in form of the still unanswered question "how learning (or the opposite of it) really takes place".

Teaching and learning can happen in various ways:

- Personal, like one teacher – one student (or perhaps two or three);
- Class (room) teaching, possibly the most frequently available way, mostly problem-orientated;
- Distance learning, by correspondence (course) or more and more by electronic mail;
- Workshops, doing projects in studios, mostly design-orientated, individually or in a team.

There has to be mentioned, that each pupil, student, learner – finally – learns by him or her self, independent from the offered form of transfer, and, sometimes even self-reliant.



Peter Schmid



Heinz Frick



Lusika Yuliana

We distinguish elementary aspects in the processes of learning and teaching:

- Learning by doing, practicing, sometimes by trial and error, error and trial;
- Learning from examples, mostly starting with imitation;
- Learning from strategies, as a methodical approach;
- Learning from and by theories, in the sense that nothing is more practical than a proper theory.

These are the structured learning processes. Unstructured learning exists as well.

The main types of schools can be summarized:

- Basic or primary schools;
- Secondary schools, preparing for science and/or profession;
- Vocational schools, learning a certain profession;
- Scientific education, the universities.

Beside we always can meet with spontaneous educational moments.

In most of all countries of the world, according to law, children have to follow at least a basic education, hence, just for a broader view, some more types:

- Kindergartens and crèches;
- Schools, in the varieties of public, private, religious, and international
- Academies, colleges, and universities, also in many varieties;
- Post (doctorate) education, permanent education

From forest academies or ashrams to Sunday schools and schools of mosques or synagogues to boarding schools.

The necessary means for education – teaching – learning are a lot:

- Life is the best school, “everybody and everything is your guru”;
- Normally there are on the one side coaches, docents, educators, leaders, mentors, professors, teachers, trainees, tutors, and on the other side learners, pupils, students in all ages or lifetimes, as participants of the purposeful, forced or coincidental happening educational process;
- Materials, like a blackboard with chalk or a whiteboard with pens, papers and copybooks with pencils and drawing, painting, and writing tools, so what tools and instruments for what so ever, books, illustrative material, models, audiovisual equipment, and nowadays more and more personal computers and laptops and other additions in this field;
- A school, a classroom, study house, a place, where it happens.

Those educational happenings can take place also at the agora.

There are interesting forms of education, like:

- Intuitive instruction, also called object lessons;
- Rational instruction;

- Sense, sensational, emotional instruction;
- Integral instruction.

The last one, obviously is a (good balanced) mixture of the previous. Which content it ever might be, it is possible to deal with it in quite different forms.

In history, we find the classic model of ongoing capability:

- Apprenticeship;
- Companion or fellow or journeyman;
- Master or foreman or supervisor or champion;
- The born (?) great master and genius.

That is the ladder with rungs, the step-by-step development.

For the purpose of an overview, I repeated and summarized, actually 32 educational issues in this ECOHB NEWS LETTER 32, what you probably already knew in this field. I do not say that this summary is complete, but the main factors might be brought together.

Now we have a number of qualities – criteria – aspects – factors, with which we can for example draw a grid, as an instrument for structuring education towards environmentally-conscious and healthy architecture, building, construction, planning, execution, production, renovation, on all scales and in all regions. Please feel free and inspired to do so in case you are engaged or committed in education and you did not do it earlier.

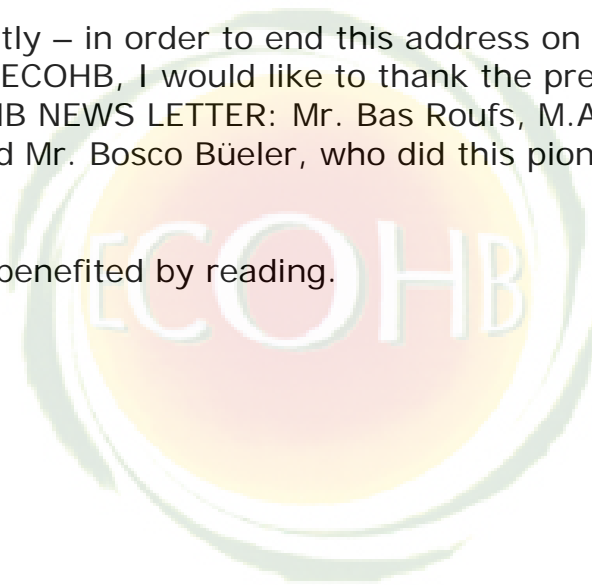
However – to teach for learning or to teach for creating, both, or more we have a rich instrumentation.

Some important, inspiring and practical articles in this ECOHB NEWS LETTER will contribute to this enormous urgent task of education.

Finally yet importantly – in order to end this address on behalf of the board of the Global Network ECOHB, I would like to thank the previous hard working editors of this ECOHB NEWS LETTER: Mr. Bas Roufs, M.A., who served for the last three years, and Mr. Bosco Büeler, who did this pioneering work for a very long time.

We wish you much benefited by reading.

Peter Schmid
ECOHB – president



Architectural Education as a Problem of Transmission in Indonesia

To learn something, we have to perceive the learning material. Undisturbed perception is an indispensable precondition for learning. There are different learning path which can be applied in order to handle transmission processes. The transformation process of design in architecture leads towards the two critical points, the transition between function and space, and the technology transfer between working drawing and construction work. In Indonesia the problem of the technology transfer from working drawing to construction work is caused by the fact, that there are nearly no trained and skilled workers available.

The learning path 'hearing'

According to Walter F. Kugemann (Lerntechniken für Erwachsene) the learning path 'hearing' is based on the listening of tones, sound and noise, especially on listening of speech. The big advantage of the learning path 'hearing' is that anything can be transmitted very fast with little effort. But the speech is inexpressive without any graphic quality and the separate words have to be translated into concrete forms according the objects or process of which is talked over. Moreover the speech involves the disadvantage of a fast evaporation, the speech is not captive.

The learning path 'reading'

This learning path differs from the learning path 'hearing' by the fact that speech is written down. The writing is nothing less then recorded speech, the leading learning path is reading. Compared with listening, reading involves the advantage of sustainability, it cannot evaporate and it can be read again and again. Like listening, reading is not expressive or illustrative as well. If something has to be imparted fast, the effort of reading is higher then of listening, because the speech has to be formed and written down first.



Figure 1: different learning paths

The learning path 'seeing'

'Seeing' is the most illustrative learning path. According to Colin Ward (can we teach the art of seeing?), seeing pictures, images, graphics and drawings of objects or situations give visual vivid impressions. Reading happens equally by using the eyes but its learning path differs, because reading is not necessarily bound to the use of the eyes. The big advantage of the learning-path-'seeing' lies in its visual vivid impressions, as there are no words which have to be transformed first in the brain. Pictures, images, and symbols can be understood without language. The disadvantage is that abstract conceptions – like faithfulness – cannot be pictorial illustrated, and those pictures, images, graphics or drawings are much more expensive to produce than speech or written language.

The learning path 'doing'

'Doing' is the most explanatory learning path because all senses are involved. Doing requires ones highest self-initiative compared to the already mentioned learning paths. Wherever actions have to be trained, the learning path 'doing' is indispensable. It is not possible to train how to drive a nail in a timber board with a hammer just by memorizing a written description. The learning path approach from hearing – reading – seeing – doing gets more and more impressive, but the expenditure of production gets also higher in the same degree. The more illustrative the chosen learning path is, the easier the learning process. For this reason learning by heart means only acquirement of knowledge without regarding the practical reality. Only an illustrative 'learning by doing' approach enables a real and comprehensive understanding of objects, functions and situations.

In reality certainly the learning path applied seldom will be a pure one. In most cases two or more different learning paths will be used in order to reach the designated objective.

Transmission processes

Transmission processes happens to a great deal on interfaces which are called fuzzy areas, which mark the border between theoretical reflections on what and how should be learned, and the practical action. Kant has therefore divided the common sense into a theoretical and a practical one. Within the construction of his philosophical system he formulated three questions which succession is essential:

- What can I know? Determination of the question about knowledge and perception.
- What shall I do? Determination of the question about action and transmission of knowledge into practice.

- What may I hope? Determination of the question about connections between the theoretical perception and the practical knowledge which only allows the expression of hope for the future where knowing and doing is united.

Knowledge transmission in building process

The knowledge transmission in building process in Indonesia has two critical points, the transformation process of design (transformation of conversation between building owner and architect into building design), and the transfer of knowledge in building process (between the architect with his work drawings and the contractor with his knowledge in building construction or the worker with his skill respectively).

Transformation process of design

As an architect I am working out of the integrity as a human being. Therefore the connections, the needs, and the desires of the building owner, the characteristics of the site and the environment, the quality of the building structure, construction and material, are as essential as my own knowledge in design and practical experience in building construction. I stay in a way at the intersection of a cross and gather information from all directions like a bowl. In this stage I am working by receiving, contemplative, feminine. Subsequently the gathered information is transformed into design, work drawings and building process, active, masculine. This transformation process from mental activity to a materialized building serves the future inhabitants, the natural environment and the used material and will be embodied in the soul of the house. The consequence is therefore, that the house itself reflects on its inhabitants, through the uninterrupted conscious or unconscious view of the house it fixes a certain picture in the mind of the viewer and influences his personality.

As an architect I have to translate language and living patterns into built space that means the elusive cultural language of non-verbal communications such as gestures, spatial pattern, and symbols has to be transferred into the material language of architecture.

Within the conception of architecture as an inhabitable and useful system, in which its inhabitants and their behaviour patterns are part of the conception, architectural problems become transfer problems.

Transfer of knowledge in building process

Because an architect is not able to achieve the task of intermediation and transfer of knowledge in building process on his own, he is therefore depending on the co-operation with other building specialists and skilled,

experienced workers. The better he can transmit his ideas the more the results represent his conceptions.

In consideration of the amount of information on technical developments and innovations in architecture and building technologies we have to ask ourselves how far these new findings are applied in practice in Indonesia. Who ever deals with these problems is shocked about the gap between the level of technical information and innovations in architecture and the inexistent technical knowledge and skill of the Javanese workers. Particularly frightening is the fact that this gap is widening from year to year.

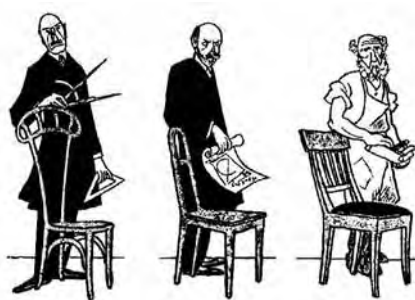


Figure 2: The design and realisation of a new chair from Karl Arnold 1914. Left: the original chair designed by the architect. Middle: the chair according work drawings of a furniture specialist. Right: the real chair produced by a cabinetmaker



Figure 3: The growing gap between the knowledge of scientists, architects and skilled workers. Without special efforts on all educational levels it will be impossible to reduce the gap and to profit from innovations in the building process

The importance of this transfer of knowledge in building process is commonly underestimated although its importance is rising fast considering today's rapid technological development.

All experts concerned agree about the increasing importance of these fuzzy areas of transformation processes and its holistic aspects. Due to conditions in the building trade there is little interest about alien (and holistic) effects, technological research is placed quite high in prestige and transformation processes are not of public interests. As a matter of fact there are much more funds available to finance research programmes than educational programmes whose aims are transformation processes, technology transfer and so on in order to bridge the mentioned gap between scientists, architects and workers on the building site. In this way the individual processing of information and the consciousness about transformations are far to less professional.

The critical borders (fuzzy areas) in architectural education in Indonesia are to be found at the transition: function – space, and by the technology transfer: working drawing – construction work.

Transition: function – space

We find ourselves at a critical juncture – we have to choose and cannot just copy, as the Indonesians like to do. The **ability to choose** is according to Bernhard Hoesli (Teaching architecture) not just given to one, it must be understood, learnt and practised. The teacher may not present the design just as a personal way of doing, but as a way of thinking. He must have the ability to conceptualise the design. He must be able, mentally, to give an order to an architectural task which allows him to transpose those requirements into space.

Structuring the design process into individual working steps (concept as a construction of conceptual elements) is the most important task for a teacher in architecture. Practical exercises formulates and realizes the individual steps of a design process like organization of functions (list of activities, functional system, and space needs), spatial organization (spatial system, spatial requirements, and program of rooms), constructional organization (structure, construction details, and material properties), as well as form-organization (form-system and schematic design layout).

Technology transfer: working drawing – construction work

The problem of the technology transfer from working drawing to construction work is caused by the fact, that there are nearly no trained and skilled workers available in Indonesia. A group of workers mostly farmhands cover all the works incurred (from earthwork up to roofing tiles or fitting water pipes). Before Indonesia does not have an adequate vocational training for skilled workers, progress in this field will be very difficult to achieve!

An apprenticeship system or dual system in vocational education is not possible because there are neither trained craftsmen nor trade associations, therefore vocational training in craft workshops with a master-craftsman as mentor with an additional education on theory (dual system) is impossible. Despite these circumstances there are three models of vocational training left: instructional course method (teaching workshop) or holistic modular structured training and vocational education in special schools. The objective of any technical education is to train social, technical and communicational competence through mastering constructive solutions and technical procedures as well as communicative technologies.

Heinz Frick

Ecological Architecture in the Tropics

At the same time, we register quite different climate circumstances at different places on the planet. While people in the North can have troubles with heavy snow, people in for instance the Southeast, like in Indonesia, receive temperatures between 20° and 30° Celsius.

Within such a warm environment, we have/had the opportunity to participate in the 2nd International Seminar and Workshop on Ecological Architecture and Environment in the Tropics. The Centre of Education Environment-Man-Building – LMB, (the acronym comes from the Bahasa-Indonesian terms Lingkungan-Manusia-Bangunan) at the *Universitas Katolik Soegijapranata*, Semarang organized this interesting meeting from 17 to 19 February 2005. LMB is a partner of the Global Network ECOHB, and ECOHB acts as a patron for this event, like in the previous 1st Seminar and Workshop there. Due to this cooperation, there is the opportunity to organize also a Meeting for ECOHB Partners, Donors and Sponsors, which takes place in the evening of February 19th. Dr. Ir. Heinz Frick, the main organizer of the Seminars and Workshops is also – together with his wife Regula – the host for this tropical ECOHB Meeting 2005 in Semarang.

The themes of the Seminar and Workshop cover the current ecological problems concerning Building, mainly in Indonesia, but not exclusively. In addition, other tropical areas will be addressed. Common to the most of them is the fact that they belong to the suppressed and poorest parts of the world. The delegates and participants of this function will deal amongst others with:

- Use of ecologically sound materials, like rammed earth. This method is well known in Bali but not in Java;
- Designing for hilly regions, after dramatic accidents of landslips due to heavy rains; Taking care for the choice and use of energy, but also
- Nutrition;

All themes were within the “burning” ecological and cultural problems. There will also be a focus on “Learning from Nature, as an Architect and Master Builder of Processes and Structures”. This is important in order to apply principles, found in Nature, to design steps and production processes. The result will be beneficial and sustainable for our built environment. This specific approach is also called “Bionics”.

In the workshops, there will be emphasis on the further additional development of the LMB courses, just on base of the subjects of the Seminar.



Figure 1 : logo ECOHB



Figure 2 : structures from various "kingdoms" of nature



Figure 3 : building elements according Bionics as well as Integral Bio-Logical Architecture
(design: Peter Schmid, RED – research-education-design)

Peter Schmid

2nd International Seminar and Workshop on Ecological Architecture and Environment in the Tropics 17-19 February 2005 in Semarang, Indonesia



The main objective of the LMB environment-man-building centre of education is to initiate a nationwide process of consciousness on behalf of the holistic interconnections between cause (environmental pollution, building) and effect (health hazards, illness), as fundamentals for measures towards an improved quality of life.

Educational processes on awareness need a very long phase of implementation and the adequate horizon of time is measured in generations. If positive changes are to be initiated, new education scheme should not train elitist specialists, but motivators with practical minded abilities who can absorb knowledge of different manners and methods.

One of our education schemes is the International Seminars and Workshops on Ecological Architecture and Environment in the Tropics of which this was the second, with the topics of environment as educational basics, simple assessment of environmental interventions, ecological building materials, and foodstuff, cooking transformation and nutrition. Hence we cover a broad field within our objective of the seminar.

It was the aim of this seminar and workshop, to share on one hand its experiences, for example by presenting some examination papers of the participants of its pilot course and simultaneously offers a platform for meetings with international senior as well as junior researchers from Europe and Asia. On the other hand, with the attached workshop also the LMB could gain something from this event.

The seminar (17-18 February 2005)

12 international and 30 Indonesian speakers, as well as 29 participants attended the seminar. The keynote speeches for this seminar were about nature as teachers presented by Prof. em. Peter Schmid (Technical University Eindhoven) and Gabriella Pál-Schmid; polluted food system – xenobiotics flow along the food chain by Prof. Budi Widianarko (Soegijapranata Catholic University). We could observe, therefore, connecting nicely the starting point for the seminary with the workshop at the end.

The first topic (workshop 1), *Environment as Educational Basics*, with the aim for developing and promoting new educational programs where nature could teach us how to achieve a sustainable development in Indonesia was moderated by Peter Schmid. To begin with, two participants of the LMB pilot course presented their papers, followed by two presentations on vernacular wisdom and local tradition. Urs Maurer (SIB) opened the second day with a double lecture on nature as an educator of the child, followed by a presentation about children perception of the surrounding environment to construct a sustainable framework of thinking. Then two presentations on the impact of river dike project, landslide, flood and housing followed. After lunch in a tent two papers on education of landscape architecture and on the application of green building were presented. The end of this topic was a presentation about eco-feminism.

The topic on *Food Stuff, Cooking Transformation, and Nutrition* was set in order to get new holistic information about this subject (workshop 2). Because there were only six papers on this subject, this topic was set on the afternoon of the first day. Annegret Bohmert, a nutrition specialist from Switzerland, spoke about healthy food for physical, mental, and social well-being, followed by two reports of experience on vegetarian food and teaching about food and foodstuff. After a break a participant of the LMB pilot course presented his paper on maximizing calories in food. The last two presentations dealt about forage for livestock and growing green mussels.

Because of some difficulties to find appropriate instruments for simple assessments of environmental interventions on certain services the LMB set a topic on simple assessment of environmental interventions. Due to some cancellations of important resource persons we have not been able to fill the second day of this session with experts on the subject. Therefore we started with a presentation about eco-minimalism by Howard Liddell (GAIA) followed by a lecture about environmental architecture and behaviour approach towards to the human environment and Prof. Sandy Halliday (University Glasgow) on accreditation scheme in sustainable design for architects. Afterwards a participant from the LMB pilot course presented his paper on magnetic field detector. After lunch we heard a presentation on assessment of solid waste management followed by simple simulation tool of building shadow movement. The last presentation dealt with the effectiveness of integrated highway information system.

The last topic was on ecological building materials in order to increase the East-West dialogue on appropriate sustainable and ecological building material and was moderated by Howard Liddell. This session was opened by a presentation by Michiel Haas (NIBE) about the importance of certificated wood, followed by Jana Dreikhausen (Auroville) about sustainability and architectural philosophy. Afterwards there were two papers presented about the stability of slopes and the problems of solid clay. On the second day Jürgen Becker (IBE, India) spoke about biological, ecological earthquake-

resistant buildings, followed by two lectures on natural ventilation system and the role of adaptive behaviour on thermal comfort perception. After lunch, Michiel Haas presented a paper from Hildegund Mötzl (IBO) about *NaturePlus* – an international seal of quality of building products followed by a research presentation about natural paints from Heinz Frick (LMB) and partners. The last presentation dealt with the factor of wall thickness for thermal comfort in the tropics.

Because a film team from the Soegijapranata University, which recorded the keynote speeches with corresponding interviews, glimpses on certain presentations, covered the whole seminar the moderators presented their conclusions of the respective topics at the end of the seminar.

Although the seminar was successful, it was a pity that in the last month before the seminar nine foreign speakers out of nineteen had cancelled their attendance, which forced the organizing committee from LMB to revise the seminar programme quite a few times. Even more unfortunate was the inexcusable absence of seven Indonesian presenters, which just failed to appear.

The workshop as a follow-up to the seminar (19 February)

The first workshop on environment as educational basics should provide the LMB with adequate teaching aids so that pupils may regard their natural environment as an example. With the Method Holistic Participation (MPH) the participants of this workshop developed in three groups three teaching modules of three hours each for pupils of the age from 9-12 years. The developed modules were focussed on soil, air, and water. Each module was equipped with a lesson plan containing motivation, elaboration, and consolidation whereas soil with experiments on fertility and purification of polluted soil, or air with experiments on wind instruments and smoke as air pollutant where quite easy to be taught understandable, the module on water caused the most problems. Thanks to the leadership of Peter Schmid and the excellent teamwork of the three group leaders this workshop was able to provide quite applicable solutions, how pupils can learn directly from nature.

The second workshop (parallel to the first) on foodstuff, cooking transformation and nutrition developed new teaching modules on this subject with regard to the impact of food production and nutrition on our natural environment. With the Method Holistic Participation (MPH) the participants of this workshop also developed in three groups three teaching modules for adult education. The three modules were food footprint (the need of cultivated land for the population and the impact on the environment, ecological backpack, Asian diet pyramid), food chain (transport, industrial processing, and transformation process of food and the pollution of water, air, and soil, occurring diseases, hunger and mal-nutrition), and energies in the kitchen (principle of cold and principle of heat, qualities of sources of energy,

preservation of food etc.). Due to the comprehensive input of Annegret Bohmert and the excellent teamwork of the three group leaders this workshop was able to provide the objectives, subject matters (content of the module), and timetable for each subject (six teaching lessons), as well as a detailed lesson plan with motivation, elaboration, and consolidation for a chosen key-lesson.

The feedback from the workshop participants, mostly students, showed that they liked it very much to work with the Method Holistic Participation (MPH), which was obviously new for them.

Although the time was very limited, each group could present their results in a last plenary session before this workshop was closed. Peter Schmid thanked the LMB, especially Petra Widmer, on behalf of the participants and presenters for the excellently organized seminar and workshop.

Heinz Frick



ECOHB Meeting 2005 in Semarang, Indonesia

With thank to Dr.Ir. Heinz Frick, dipl.arch. FH/SIA and on behalf of his and his wife's generous invitation it was possible to gather with ECOHB partners on February 19th 2005.

The place was the roof-covered terrace of the house of Mr Frick, who appeared in the traditional Javanese sarong. The meeting was hosted by his wife and we could taste a local, rich, and delicious dinner. As a modest equivalent "ECOHB-beer" was offered as well.

There where partners present from three continents: Oceania, Europe, and Asia, representing Austria, England, Germany, Hungary, India, Indonesia, Liechtenstein, The Netherlands, Scotland, and Switzerland.

Some greetings were received from partners in different countries like Germany, Italy, and The Netherlands, who unfortunately not came.

Subjects of the consultation were the necessity to bring more partners and, of course, also donors and sponsors into the Global Network:

- to look further for moral and financial support;
- to start with the collection of the most interesting "Green Buildings" in the world;
- to search for possibilities for translations of research projects, mainly from German into English;

- to start with the preparation of a virtual international competition for the Cultural Home for the European Union; and
- to continue the preparation for an international conference on Eco-labelling with the title "Eco Label War".

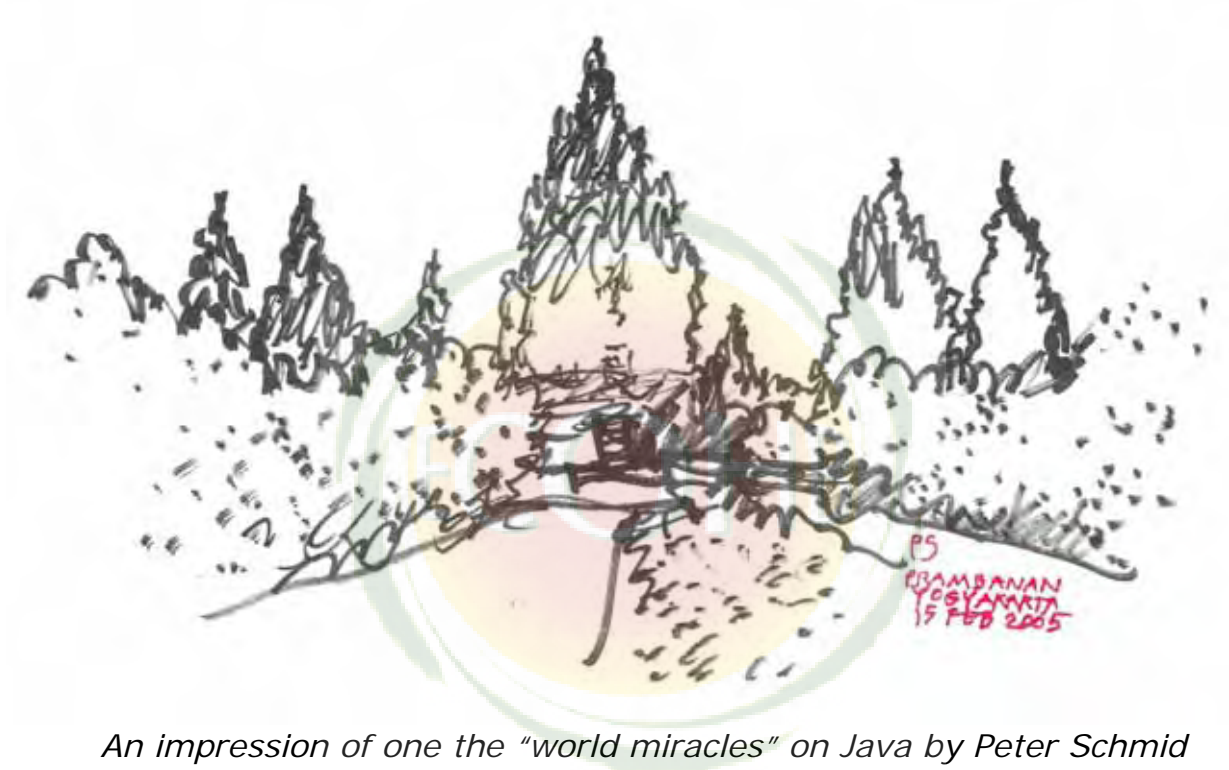
There were the necessary appointments between partners made for several future actions.

The meeting ended with some comments and confirmations on:

- the ideal, unique, and independent character of the global network ECOHB;
- the ECOHB manifesto, which still has its high urgent importance, validity, and actuality;
- the scientific and technological, as well as, social, and cultural relevance.

During the meeting, starting by a temperature of a 30°C and high humidity, it started to rain cats and dogs and the heavy thunderstorm gave another acoustical and visual accord. It was a very good meeting. (The soon official minutes will be worked out.)

Peter Schmid



An impression of one the "world miracles" on Java by Peter Schmid

Evaluation Pilot Course of the Centre of Education on Environment, Man and Building, Soegijapranata Catholic University, Semarang

The Pilot Course, which is based on the BBE (Building Biology and Ecology) Course on the Centre of Education on Environment, Man, and Building, was held from the beginning of the year of 2002 to the end of 2004. The length of the course was about two and half years and it was conducted two weeks in a year. It was given during the periods of the final exam in semesters because most of participants were lecturers of Soegijapranata Catholic University. Therefore, the course would not disturb their lecturing work. It was really appropriate time for the course although it took time from morning (8.00 am) to afternoon (4.30 pm) everyday.

The subject given consisted of 22 modules that were grouped into three big groups, namely Basic Education Modules, Core Study Modules, and Vocational Training Modules. Among the three the most interesting subject for the participants were Vocational Training Modules because these modules could be directly applied and exercised so that they used to be valuable and even exciting experiences. Whereas the other two were a little bit boring for them because the delivery was too theoretical and too much discussion besides, there were many technical terms that were still strange for the participants.

There were three problems faced by participants during the progress of the course. The first problem was about the preparation assignments. The participants didn't have enough time for doing the assignments because of their own jobs in their faculties. The second one was about the assignment(s) of every module. The participants tended to postpone accomplishing the assignment(s) because there was no direct supervision from the Centre beside the period of doing them was too long. The third problem dealt with the final assignment. The assignment required field researches that look time and fund whereas the participants could not punctually accomplish the assignment.

As matter of fact, this course is not only important but necessary for the participants. They are expected to spread the teachings they've got from the classes to the wider community so that it will increase the awareness of loving environment.

Haryo Goeritno & Hermawan Pancasiwi
Participant of the Pilot Course

Book review

Principles of Architectural Detailing Stephen Emmitt, John Olie, Peter Schmid

Why are buildings detailed the way they are?

Why do architects and engineers seem to come to the same kind of solutions to their detailing problems?

Are we satisfied with such a situation?

With environmental concerns so high on designers' agendas, the answer to this third question has to be 'no'. Collectively architects, engineers and specifiers need to revisit how they detail the built environment, and address the most important and potentially difficult area of the joint between materials and components.

In *Principles of Architectural Detailing* the authors question the way in which buildings are detailed and in particular challenge familiar joint solutions. They offer practical guidance and a number of tools to help the student of architectural detailing in the decision-making process. The emphasis throughout is on using knowledge of construction in a creative and productive way to contribute towards a built environment that enhances our well-being and which is also sustainable.

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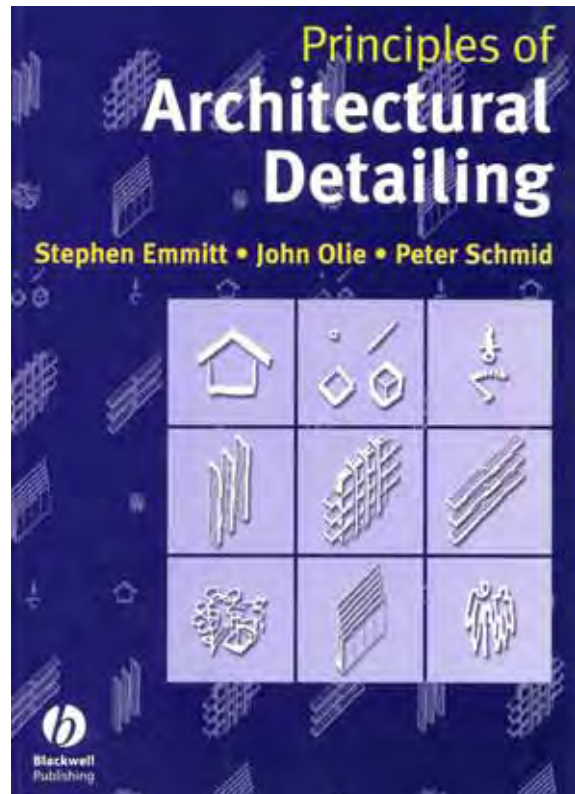
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Agenda

INTA
2nd International Conference
On
Sustainable Architecture and Urban Design
In
Tropical Region
Yogyakarta Indonesia, 3-5 April 2006

The INTA, 2nd conference aims to provide an international forum for researchers, architects, buildings practitioners and students in the tropical belts to share and to communicate with one another, because of shared climatic problems, experiences and opportunities in dealing with the tropical context. It expect that various research and practice solutions can be shared and discussed for further improvements of the environmental, social and cultural sustainability in the tropical regions. The proposed theme for this conference on Sustainable Architecture and Urban Design in Tropical Region is **Harmony in Culture and Nature**.

Call for Papers

You are kindly invited to participate in this conference by presenting your paper which might be related to the following purposed **sub theme**:

1. Traditions, Vernacular Architecture and Urban Forms
2. Tropical building construction using local materials.
3. Comfort and Quality of Tropical Urban Spaces.
4. Design Paradigm and Strategies / Design Thinking, Complex Decisions Making Process and Limited Resource.
5. Parametric Computational Tools for Analysis, Diagnosis and Prediction / CAAD
Design & Knowledge Systems / Experiments and Research Methods / Case Studies.
6. Planning and Building Regulations, Criteria for Sustainable Design Standards

Deadline for abstract submissions: 10 October 2005
Deadline for full paper: 10 February 2006

Conference fee

1. Professionals (Architect, Building Consultant, Lecturer, Researcher, etc) US \$ 120.
2. Students US \$ 60.

Further information

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