

“This book is not about how to make spiritually moving buildings, but rather how to teach architecture in ways that include spiritual concerns. Bermudez’s pedagogical focus in *Spirituality in Architectural Education* is useful for all educators. Who does not want to be encouraged to profess the ultimate purpose of their subject? Who does not want to spark, practice, and develop consciousness in their students? This text will encourage both young and established teachers to include students’ direct experience (1st person), interaction among students and others (2nd person), and codified knowledge (3rd person) in their own teaching methods, in any subject.”

—Galen Craz, University of California at Berkeley

“Reading *Spirituality in Architecture Education* is a spiritual journey and design pilgrimage that leads to a more holistic and humanistic way of architecture education and practice. The Walton Studio brings ‘big questions’, awareness, and reflection to the center of contemporary architecture pedagogic considerations. This is a wonderful book for all seeking connections between the designed, built, and spiritual worlds.”

—Bradford Grant, Howard University

“Spirituality, this book shows, is nowhere if not here, in and in-between individuals like you, me, and others. Though today mostly hidden or neglected, we still somehow sense and desire it, and on reflection understand it to be necessary for a full life, like the air that we breathe and our voices modulate. We encounter spirituality in things and spaces that are similarly inspired: groves in gardens, apertures in architecture, streets and squares where people gather. Full-throated critique will be found on some of the pages in this book, prompted by profound unease with the ways that architectural education has become both stultifying and suffocating. But readers will also discover creative alternatives that explore how learning and teaching might be enlivened. For there is another education where individual voices can first be found, then cultivated, and encouraged to speak for themselves, saying what they see and showing what they desire for worlds in which all of us might live and breathe a little more freely.”

—David Leatherbarrow, University of Pennsylvania

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