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Part II

Appendices

Teaching of History of Architecture

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The study of the history of architecture courses in Venezuela, was undertaken as a preliminary step for the proposal of a history course. This work is the result of my thesis work.

The study of the history of architecture courses in Venezuela was not easily available, in our country. If we consider the research and the information gathered, the researcher must first be prepared.

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Until 1972 there were only three Faculties of Architecture in the country. In 1973 a fourth one was formed, and during 1974 several others will be formed, increasing the number by eight.

In this study we considered only the three 'traditional' Faculties which are: University of Mérida, in Mérida; Central University of Venezuela, in Caracas; and, University of Los Andes, in Mérida.

INTRODUCTION

The information about the Faculties and Universities are

This research into the history of architecture courses in Faculties of Architecture in Venezuela, was undertaken as as necessary background for the proposal of a history course, the objective of Part II of my thesis work.

As information about history of architecture courses either didn't exist or wasn't easily available, in our Faculty or in any other, the research involve a considerably bigger effort than at first seemed necessary.

Visits, interviews, and a long search for old programmes were needed. A questionnaire, in as simple a form as possible was drafted to be used as a basis for interviews, (see Appendix 2 of this volume).

Until 1972 there were only three Faculties of Architecture in the country. In 1973 a fourth one was formed, and during 1975, several others will be formed bringing the number by midyear to eight.

In our study we considered only the three 'traditional' Faculties which are: University of Zulia, en Maracaibo; Central University of Venezuela, in Caracas; and, University of Los Andes, in Mérida.

Some comments about the Faculties and Universities are

to be found within this research, and others can be found in the last Chapter of Part II, 'historical background' and 'conditioning environment'. Let us first, mention students population so as to give the following chapters some context. The Faculty in Caracas has about 2.400 students, our Faculty in Maracaibo about 500, and the one in Mérida, about 450 students.

Faculties of Architecture and architectural studies are rather new in Venezuela, the first program, started in 1944. We decided to do our research on the three mentioned Faculties, since they were formed before 1974, when the majority of our visits and interviews were made.

Information from the first decade of the first Faculty of Architecture is scarce and difficult to find. One of the reasons is that architectural studies began in all three cases as departments or Schools in other Faculties, mainly under Engineering, and apparently documents are lost or so mixed that they are practically not available.

Nevertheless, the information retrieved proved sufficient to give a clear picture of what history of architecture teaching and research has been in Venezuela.

Concerning the new Faculties of Architecture, not included in this research, which basically are draining experiences and human resources from the existing facilities

especially in Caracas, they have nothing new to offer to our work for the time being.

There have always been history of architecture courses within architectural education in Venezuela, and this research has been indeed useful for the final proposal. It may prove even more useful in the future, as the first and only one available at a moment when all three faculties are changing curriculum.

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HISTORY OF ARCHITECTURE COURSES

Objective: Study history of architecture courses in
the faculties of architecture - selected
of Venezuela.

Introduction

In all three faculties studied, there have always
been history of architecture courses, and in spite
of all circumstances in other countries, particularly
in Europe, they have been continuously winning
strength within their respective Faculties.

1.1. Central University of Venezuela.

The Faculty of Architecture and Urbanism of the
Central University of Venezuela, the oldest in the
country, was formed in 1941 as a department of the
Faculty of Physical Sciences and Mathematics.

Studies began in 1944, and it was declared a school
in 1946 and became an independent Faculty in 1951.

History of architecture courses have been a
part of this department.

chapter 1

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History of architecture courses have always been a part of this department.

1.2.1. Data retrieved:

For that Faculty, it has not been possible

to obtain all the courses and programmes from 1944. All programmes were obtained from 1945 and 1946.

Good information was retrieved as to research, and the department of history of architecture and its activities, as it is possible to see through the bibliography.

Most of lecturers were contacted and interviewed, and they provided information about the programmes from 1944, and all kinds of further background about the courses, as most of them were within the Faculty for several years.

1.2.2. Courses ubication:

History of architecture courses are given, in recent years, from the first to the fourth year, or following the semesters plan, from the second to the eight semester. Some of the courses -seven out of ten- are electives, which allows for a certain freedom for students. It is, nevertheless, limited by some pre-requisites from other subjects.

Pre-requisites require, 'Introduction to Theory of Architecture' as the first contact with

architectural problems and the ideas behind them for first year students. The other compulsory subjects are 'History of Modern Architecture' I and II, offered from the fifth to the seventh semester, which complement that introduction although perhaps somewhat late. Other subjects are electives and are considered as complementary. Of the seven offered, students must take 3.

1.2.3. Research:

Concerning research, there has been, as part of the School, a Centre for Historical and Aesthetics Researchs since 1962 (C.I.H.E.) That center publishes its works in a magazine called 'Boletin' with wide national and international distribution mainly in Latin American countries.

Research works must be determined within a general policy set by a special committee called 'Comision de Política de Investigación' (Comision for Politics on Research).

The above mentioned Comision, as quoted in 'Science and Technology for national development; bases for action 1973-74'

published by the National Council for
Scientific and Technological Research
(CONICIT), has proposed:

*...."as building design is the main problem
for architects, and buildings the final
product of the building industry, there is
an obvious need for the Faculty to focus
its research around this field, considering
the problems of its industrialization" (1)*

Following that the Comision recommends about
research areas.....

*...."the Central University of Venezuela has
already developed some research -applied and
basic- on building materials, structures and
instillation, within the Faculty of
Engineering; leaving open the fields of
experimental buildings development (natural
field for the architect), applied research
in design concerns and user requirements,
and the economic and social aspects of
building industrialization, demographic
process, cultural and ideologics structures,
industrial organization and development;*

(1) Comision for Politics on Research of the Faculty of
Architecture and Urbanism of the Central University of
Venezuela.

all of which must be undertaken by the Faculty" (2)

Further the Comision recognises the importance of research into architectural education itself, and in number 3 of its recommendation about research areas, it suggests....

"Parallel to the projects within these areas of national priorities, it is necessary to consider aspects of architectural education giving special priority to those research projects related directly to the improvement of education for architects and planners".

As concerns what kind of research must be done, the Comision has some defined criteria, that from the personal interviews I conducted, seems to be generally accepted.

"Research efforts must be oriented towards applied research and experimental development in problems areas considered a priority in Venezuela; this strategy to organize research within the Faculty does not mean to abandon basic research that is found necessary for experimental development or

(2) Point 2. Recommendations about research areas. Comision for Politics on Research.

applied research"

In the Chapter General criteria for research development' the Comision took some ideas proposed by the Institute of Urbanism of the U C.V. Faculty....

...."scientific research is an important key for the development of teaching processes within the Faculty and it is therefore indispensable to establish adequate research policies....

This Institute whose main role is research, through works, publications, etc., will not only contribute to post-graduate teaching but will, as well, be generator and promotor of new teachings(*) in architectural areas".

In an other document, the Comision, analysed the current situation in 'General Recommendations' states.....

...."it is, as well, true that resources available for research in the Central University of Venezuela are limited, therefore it falls on the Faculty Council (*)

(*) the underlining is mine.

(*) Consejo de Facultad. The main authority of a Faculty in Venezuela.

to take care that resources be destined to priority areas of Architecture and Urbanism. To facilitate such a goal, the Faculty Council must define a research policy".

These recommendations are justified because the Comision considers, with some basic, that research projects at present correspond more to personal or groups interest, than to a general programmed effort.

Immediately following, the Comision mention some pertinent aspects as to the regulation governing research:

"According to the Law of Universities (3) and Council decisions, research projects, should be based on:

a) lecturers, individually, and Institutes or other bodies, must prepare research programmes yearly.

b) priority areas should be defined even if they are momentarily out of the immediate need of teaching activities.

(3) Ley de Universidades

c) preferably research should be in groups, because generally speaking its impact will be far broader and a better use resources will be realized;

d) the Faculty Councils must coordinate research activities at their own level.

Then the Comision proposed for the Faculty a Permanent Comision attached to the Faculty Council, to take care of all research requirements mentioned above and any others that may correspond later.

In more direct relation to research in history of architecture courses, the document in 'General information about the research group' section 1.1. Centre for historical and aesthetics research, clarifies the relationship between the research field, teaching and extension.

"2.2. Research types.

In general research being done by C.I.H.E (*) may be defined according to CONICIT criteria, as oriented to basic research, although some works, like those referred to conservation,

(*) Centre for Historical and Aesthetic Research

are more applied research".

These research types do not correspond to applied research, but considering the nature of history and its possibilities for stimulating research they have been useful to history teaching even though not of the proposed types of applied research or experimental development.

"2.3. Relation with teaching.

Research done by C.I.H.E. members has been tightly connected to teaching and to historical contents presented by lecturers in their courses".

This quotation ratifies what we said before about the usefulness of research projects in history.

"2.4. Others. Extension

The C.I.H.E., through its research expects to contribute to the knowledge and conservation of the cultural and historical heritage of the country, thus serving non university institutions in the country as well as abroad".

It is worth of note that in spite of this purpose both important and necessary in a country whose architectural heritage is being destroyed (*), revising the list of research done or being done, the simple majority of the projects are related to foreign countries.

The list collected by than Comisiòn in 1974 is:

- Research finished
 - . Barroque in America
 - . Architecture in Colonia Tovar
 - . Decoration in Andean Architecture
- Research in progress
 - . Inca Architecture
 - . Conservation criteria in Latin America
 - . Engineer Alberto Lutowski
 - . Colonial ornaments on Architecture in Mexico
 - . Venezuelan contemporary architecture
- Research in projection
 - . Jesuitic missions in Paraguay
 - . Aesthetics of chaos
 - . Highland architecture in Latin America

(*) AS has happened in large scale in Maracaibo with historical architecture

The official handbook of the Centre for Historical and Aesthetics Research states, concerning 'Orientation':

...."it is necessary for students following the discipline to obtain knowledge of practical application and especialization, instead of considering it just as cultural background". pp.3

"Considering historical knowledge as basic in documentary research and critical appreciation, history of architecture courses..." pp.4

Research on history of architecture is then considered as a methodology to be used in practical application and architectural criticism.

In that document are established justification for the C.I.H.E. in relation to the Faculty, in relation to the past, in relation to present, and in relation to the country.

In article 1 of the Regulations Governing the creation of the C.I.H.E., promulgated by the University Council of the Central University of Venezuela, it says:

"The Centre for Historical and Aesthetic Research is a body fundamentally destined to the research and the improvement of teaching methods....." pp.16

In relation with C.I.H.E. objectives this function has been fulfilled as far as research is concerned. The 'improvement' of teaching methods has taken place more a consequence of research programmes than as a planned activity.

Several research projects done by C.I.H.E. have been financed by the Council for Scientific and Humanistic Development of the University, as the Faculty does not have extensive financial resources.

1.2.4. Coordination:

The Department of History of Architecture and the Centre for Historical and Aesthetic Researchs belong to the Department of General Studies within the Faculty, and the teaching and research focus of the staff (8 lecturers for 2.300 students) are limited to history of architecture courses offered at the undergraduate level, with the exception

of one postgraduate course for the Institute of Urbanism of the Faculty.

Coordination between history of architecture courses and other theoretical subjects or project work is not planned, but on occasions is realized around a certain problem or project being done, or through a group of interested persons. There is, nevertheless, a general agreement that coordination is needed.

With the acceptance, within the near future, of the so called Teaching Units (*), proposed for this year (1975) coordination would occur, or better still integration in teaching, with a history lecturer within each Unit, as well as of other theoretical subjects. Most of the history of architecture lecturers are doubtful about the possibilities of integration of history, because 12 Units are being formed and there are only 8 history lecturers. There is a shortage of specialized lecturers. Besides there is as well a problem of diversification, because at present each lecturer guide his courses according to his

(*) *Unidad Docente. A self supporting teaching unit for 200 students.*

interest and some of them have always been doing the same period or civilization or subject. It will be difficult for them to be able to give the kind of help needed in each Unit to cover all kinds of projects at different levels.

1.2.5. Elective course:

On point 1.2.2. above, we mentioned that now 10 courses are being offered, although in some documents 16 are listed, of which 3 are compulsory:

- Introduction to Theory of Architecture
- History of Modern Architecture I
- History of Modern Architecture II;

and seven are electives:

- History of world architecture
- History of Pre-Columbus architecture
- History of American (Latin) architecture
- Venezuelan contemporary architecture
- Conservation of ancient monuments
- Art and architecture
- Baroque influences in Latin America

In the document 'History Department. Centre for Historical and Aesthetic Research' the

relationship between compulsory and elective courses are defined:....

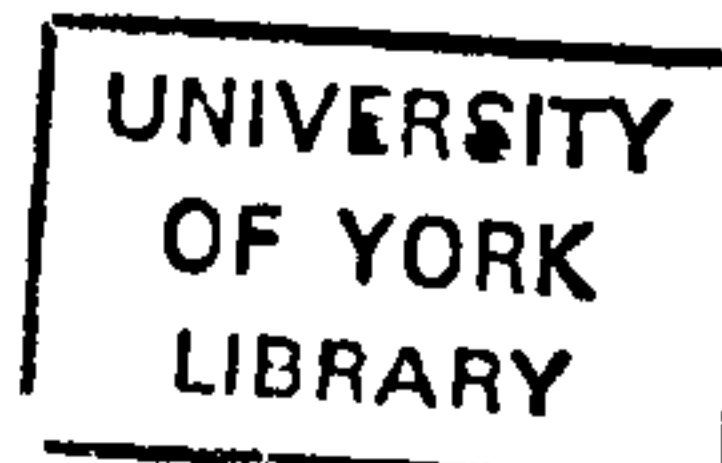
"History of Modern Architecture shall be complemented with courses on History of World Architecture, history of American Architecture, and current problems in architecture,.... pp.1/2

Theme selection and auxiliary courses (*) focus must avoid limited iconographic or archaeological schemes, and be oriented towards authentic interests emerging from our present social conditions and our cultural and social problems". pp.2

Elective courses are considered auxiliary, and fundamental subjects are considered, to be theory of architecture and modern architecture, In relation to credit units, there is no difference, as each course is worth two credit units per semester.

Each lecturers has complete freedom in the running of his cours, whether compulsory or elective, and can change content according to his interest.

(*) the underlining is mine.



1.2.6. Post-Graduate:

In point 1.2.4., above, we mentioned that the history department offers a post-graduate course in the Institute of Urbanism.

*"Subject 4.2. History and Critic of Urbanism
Documentary and critical analysis of most significant stages the process of urbanization, territorial organization, with special attention the political-economic mechanism, whose rationality depends in last resort to the discriminatory space of a tipic modern city".*

pp.15

The course defined in that way is within the subject area of 'Physical Planning and Urban Design' of the above mentioned post-graduate studies.

During 1974, the history department introduced, to the Faculty Council, a 'Program for a Post-Grade Course on History of Architecture and Urbanism' to begin in 1975, It is a Master's Degree course of two years, with lecturers from Venezuela and abroad.

"The academic program of History of Architecture will have as objectives, teaching and further

education of professionals in History of Architecture, with a great emphasis on architecture and urbanism in Latin America..

Considering the lack of specialized lecturers in History of Architecture of Latin America, the course will pursue the preparation of lecturers for the university level".

The course shall include, 4 semesters, courses based on conferences, seminars, and a thesis, with a special importance given to historical research and methodology. Entrance will be limited to about 15 professionals with selection criteria.

1.3. University of Zulia.

History of architecture courses in the Faculty, then a School of the Faculty of Engineering, were virtually started at the same time, although as they were placed in the second and third year, they actually started somewhat later.

1.3.1. Data retrieved:

In this case it has been possible to obtain a good deal of documents and retrieve

information from all the present lecturers through interviews and questionnaires. The information may be considered as comprehensive.

All documents are listed in the bibliography. It must be noted, the lack of history programmes from 1963 to 1965. The information was provided by ex-students now lecturers of those same courses.

All the lecturers from 1965 on have been interviewed, and the information from earlier lecturers -was- obtained indirectly.

1.3.2. Course Ubication:

Course ubication has been discussed more than one, to decide if the course are correctly placed and contribute to the education of architectural students. They are placed in the third and fourth years, or from the fifth to the eighth semesters, following the system now in use.

In 1962, in a document published after the first semester, the new ubication was commented on as being an improvement over the former position.

From that moment on the courses called History of Architecture I and History of Architecture II have remained in the third and fourth year, respectively, and the objectives, methods and contents of the courses have been changing as we shall in following chapters.

Since 1967 in the Socio-Humanistic Department (4) where the courses fall within the Faculty, discussions have been going on as the organization, the convenience or inconvenience of their ubication, and whether they should be expanded or not.

1.3.3. Research:

Only mild attempts to do some research have been made in the history of architecture, and there are no researchers among the staff. Considering the number of courses -two- and in spite of students numbers, the 4 lecturers could do some research and if they were not given other non-related responsibilities with a good program.

In none of the documents considered 'basic' by the Faculty, is the need for research in

(4) All subjects are grouped on three departments. Socio-Humanistic; Technological, and Creative.

history of architecture mentioned or suggested. On the contrary, when the Faculty has been invited to present a position or assume responsibility in matters of public interest it has always refused to do so as happened with the restoration of Maracaibo's Cathedral which is being done badly or when most of the city's authentic historical architecture was destroyed for the sake of 'modern developments'.

In history of architecture II programmes in the last year research about some urban problem is mentioned as a teaching experience and a basis for practical work.

1.3.4. Coordination:

There exists a clear coordination between courses of History of Architecture I and II, through programmes and at times the lecturers work as a team.

This coordination is not so clearly seen in connection with other subjects within the department or with other departments. Each subject follows an independent line of

teaching. Only in Social sciences in the second year, has it been possible to introduce concepts about urban development and the use of methodologies that are similar.

It is obvious that a better coordination is needed with project work, construction, structures, sociology, ecology and planning, and changing current programmes.

1.3.5. Elective Courses:

Many time the need for elective courses has been mentioned and established in writing, but they have practically never existed until now, the same is truth of History of Architecture when the two existing courses are compulsory.

History of architecture is one of the subjects that, considering its broad scope, multiplicity of phocuses possibles, and wide variety of objectives and contents, is best suited to elective courses to allow for student choice and stimulation.

Elective course objectives could be during the first years; introducturs, orientation

and promotion; towards the middle years concepts consolidation, working methods, and critical analysis, and during the last years, diversification, or even specialization.

Contents may vary from general and cultural background, to social, political, economic, or to artistic, scientific and technological, as well as include them, or periods, or civilizations.

This value in credit units, if the fashion goes on, may vary according to their importance, and the time devoted.

1.4. University of Los Andes.

Architectural studies started in the University of Los Andes, as in the Central University of Venezuela and the University of Zulia, within the Faculty of Engineering, in this case in 1961. The School was formed in 1962, becoming a Faculty in 1970.

History of architecture courses have always been a part of the studies, and like in the other Faculties they have changed through the years, gaining in strenght.

1.4.1. Data retrieved:

As it happened with the Central University of Venezuela in this case it has been difficult to obtain information about the first years, but a good deal from the last years, was available specially since 1971. General information about the Faculty is generous, as can be seen on the bibliography.

Lecturers provided important information through interviews and the questionnaire.

The information may be considered enough to judge the present situation -1971 to 1974- of history of architecture teaching, but poor from 1961 to 1971. Fortunately, some lecturers had been there since 1962.

1.4.2. Course ubication:

History of architecture courses are offered from the first to the fourth years, with relative flexibility allowed by elective courses.

Since 1973, the University of Los Andes has had General Studies for the first four semesters, The first two are general for all

students, and the third and fourth are diversified (5)

In general studies, known as well as the basic cycle, starting in second semester, three history courses are given, all three compulsory:

- History IA (Introduction to the history of architecture)
- History IB (History of Modern architecture)
- History IC (Theory of contemporary architecture)

In the professional cycle -the fifth to tenth semesters - nine course are offered:

- History of Renaissance architecture
- History of Colonial architecture in Latin America, both compulsory, and:
 - Theory of Architecture IA
 - Theory of Architecture IB,one of which is compulsory
- History of Urban Architecture
- History of Landscape Architecture

(5) *General Studies are a set of basic subject courses given to all first year and second years student of the University in an effort to bring down costs, because of increasing students populations.*

- History of Architecture and Engineering
in Venezuela.

- History of North-American Architecture

- Conservation

of there five courses, two are compulsory.

This means that in the professional cycle,
five courses must be taken, practically
one each semester because the tenth
semester is completely destined to a final
project or thesis.

There are pre-requisites with the courses
of general studies, which related the first,
four listed.

1.4.3. Research:

Within the Faculty there is a research
centre, forme in 1970, with five sections,
one of which is the Section for Historical
Research. In 1973 jointly with other re-
organization proposals, it was suggested
that the Centre could be transformed into
an Institute (6)

(6) *Within Venezuela's University structure an Institute
is more important than a Centre.*

The reasons for that change, among others, in the respective document (7), are:

"a) The Faculty of Architecture, until now, is structured to solve only one type of problems: problems of graphic design, and industrial design (very little this last type), problems of Architecture, and problems of planning. These we call problems of designs".

".....it is then necessary, to do research to know situations (that we suppose to be highly systematic). This we call 'solve research problems'. pp. 4

Continuing, in the same document, under conclusions....

"The Centre does not realize, systematically, research that may be applied to teaching design,

Nor, does the present structure of the School allow for it". pp. 5

Observing the list of research done on planning

(7) Notes for a report to deliver for the Project for the Research Institute of the Faculty of Architecture of the University of Los Andes. October 1973.

we must agree that allof them seem useful for teaching purposes.

Proposed objective for the new Institute are:

"...to help teaching, allowing for a richer teaching program with experiences obtained in the Institute, preparing educational materials and teaching staff, orienting students towards research (*)

Second, do research directly related to problems concerned with design for the Latin American environment: (under-developed countries)

Third, contribute to research aimed at solving regional problems". pp.5-6

It would seem that 'to prepare teaching staff' is not properly a task for a research institute, nor does seem the orientation of students towards research at undergraduate level, to be an important purpose, depending on what emphasis is given to the concept 'orientate'. Accepting that it is possible and even useful that the undergraduate students take part in research programmes,

(*) underlining is mine.

and partially, that it is important for them to learn about research methodology, we believe that students in Venezuela are not mature enough for research at that level.

The Historical Research Section, of the existing Centre, has a research project in progress about 'migrant people on non regulated settlements in Mérida', that has changed considerably in its orientation during the last year or so, Likewise, through history of architecture courses practical work and some recordings and studies of small towns around Mérida have been successfully made.

This kind of work is defined in 'Regulations for Collateral Work. Department of Historic and Humanistic Disciplines', in the following terms: ;

"To define through exact recording, the work being studied.....

Students shall record on several visits, producing a graphic analysis through sketches, about morphological and constructional aspects, and in general any

element useful to produce a well finished study, and a clear understanding of the subject.

As a complement, exhaustive, historical documentary research must be presented with: articles, opinions, critics, old pictures, designs, photographs, etc" pp.2-3

Research by a team of history and project lecturers on Venezuelan architecture from 1945 onwards is now in progress, with the purpose of defining a theory of Venezuelan architecture.

1.4.4. Coordination:

History of architecture courses belong to the Department of History of the Faculty, and the department gives courses to the University as a whole in general studies.

History of architecture lecturers, besides giving history courses, are studio tutors working in teams with other lecturers, and contributing the historical context for every project. Historical methodology and critical analysis are constantly present in project work.

In studying the courses offered it is easy to see that there is a certain relationship between contents and projects work, in most of them deal with modern and Venezuelan architecture. The only exceptions are the 'introduction' at the general studies level, and 'renaissance architecture' which is useful as background information and for analysis and critical methodology.

1.4.5, Elective courses:

As we have already seen in point 1.4.2. 'courses ubication', during the professional cycle, the fifth to the tenth semesters, there are 7 elective courses of which the student must take at least three. Other than Theory of Architecture I and II, that are compulsory, there is a certain freedom and orientation for students as may be seen in the list presented in point 1.4.2. mentioned above.

Elective courses (some of them began on 1974 as seminars), contribute to complement compulsory courses and to give new or different orientations for studies and research, as well as motivation.

1.5. Summary.

In all three Faculties of Architecture considered in this work, history of architecture course have existed since architectural studies were established although they have changed in objectives, content and importance, especially form 1968 onwards.

In the Faculty of Architecture of the University of Zulia courses are placed on the third and fourth years for the time being (*), and in the other two Faculties, from the first to the fourth years.

Research in farily developed in the Central University of Venezuela, Caracas, at the lecturers level; there is little development in the University of Los Andes, Mérida; and practically non existing in the University of Zulia, Maracaibo.

Coordination of history of architecture courses with other subjects and project work is not programmed or established through objectives and contents. In the case of U.L.A. (**) a certain coordination is achieved with history lecturers acting as studio tutors. In the U.C.V. (***) there

(*) This will change with the new curriculum on 1975.

(**) Universidad de los Andes. University of Los Andes.

(***) Universidad Central de Venezuela. Central University of Venezuela.

is no coordination, but some is expected as a consequence of the teaching units starting this year. In L.U.Z. (**) there is only coordination within the Soci-Humanistic department.

In U.C.V. and U.L.A. over 50% of the courses offered are elective courses, In L.U.Z. there are no elective courses. They shall probably began during 1975.

There is no post-graduate program, in history of architecture in Venezuela, but the U.C.V. hopes to start with a Master's Degree course during 1975.

1.6. Conclusions.

History of architecture courses, that have always existed within architectural studies in Venezuela, will probably continue to exist, because even when their importance, contents, objectives and usefulness have been discussed, never has their elimination been suggested.

During this research work it has been difficult to get all the information required, especially about old programmes, and due to the lack of lecturer

(**) *Universidad del Zulia. University of Zulia.*

response to the questionnaire. Good detailed information is available for the last four years.

Courses ubication seems more appropriate from the first to the fourth years (as in U.C.V. and U.L.A.) then later on (like L.U.Z.) when awareness and knowledge about modern architecture arrive too late for the sutdents have an opportunity to apply them.

Research must be basic to teaching and one of the main reasons for the existence of history of architecture courses. It must be increased and related to have teaching objectives of the Faculty, to the courses and to history subjects and contents. Research programmes on history of architecture must stress the importance of studying buildings and areas of historic value, within Venezuela and to propose and promote their conservation, without neglecting subjects about other architectures within the line of western civilizations.

It is necessary to establish a better coordination between history of architecture, other disciplines and project work. At present it is practically non-existent with the exception of U.L.A., where there is some coordination through lecturers mainly. The purpose of this coordination is to make

historical knowledge and methodological analysis useful and to transfer a motivation for history courses. Every architect must be aware of his own historical position and his relations to the past and present, in order to be able to design works that will stay for the future.

Elective courses are convenient, because they allow flexibility and motivational possibilities for students, (with) and for the courses, and they allow as well for smaller groups to be formed for teaching purposes.

There is a need for, at least, 'one' centre for postgraduate studies in history of architecture and conservation in the country. On one hand more specialized staff is needed, and on the other Venezuela is short of a national program for conservation of its architectural and historic heritage. In this sense, the course proposed in the U.C.V., even without all the virtues desirable, might be the appropriate beginning if national resources are channeled to it.

2.1. University of Toronto

2.1.1. Introduction

2.1.2. Courses Objectives

2.1.2.1. Faculty and history of architecture courses objectives

2.1.2.2. Courses Objectives

2.1.2.3. Faculty and history of architecture courses objectives

2.1.2.4. Lecturers' opinions

2.2. University of Illinois

2.2.1. Introduction

2.2.2. Courses Objectives

2.2.2.1. Faculty and history of architecture courses objectives

2.2.2.2. Lecturer's opinions

2.3. University of Los Angeles

2.3.1. Introduction

2.3.2. Courses objectives

2.3.2.1. Faculty and history of architecture courses objectives

2.3.2.2. Lecturers' opinions

chapter 2

COURSES OBJECTIVES

2. COURSES OBJECTIVES.

2.1. Introduction

2.2. Central University of Venezuela

2.2.1. Introduction

2.2.2. Courses Objectives:

2.2.3. Faculty and history of architecture courses objectives:

2.2.4. Lecturers' opinions

2.3. University of Zulia

2.3.1. Introduction

2.3.2. Courses objectives

2.3.3. Faculty and history of architecture courses objectives

2.3.4. Lecturer's opinions

2.4. University of Los Andes

2.4.1. Introduction

2.4.2. Courses objectives

2.4.3. Faculty and history of architecture courses objectives

2.4.4. Lecturers' opinions

2.5. Summary

2.6. Conclusions

2. COURSES OBJECTIVES

Objective: Study stated objectives for history of architecture courses in the Faculties.

2.1. Introduction.

Clear definition of the objectives is important because they define the course usefulness, place it within the studies, determine if it must be compulsory or electives, indicate teaching and assessment methods, and govern the general and specific requirements.

Likewise general objectives for education according to David Warren Piper (1) must correspond to students, society or consumer, and subject and staff. The course objective must respond to those three factors and to the general objectives of the institution where the course is offered, in this case the Faculty of Architecture.

In this chapter we shall see how objectives have changed considerably over the years but the contents remain the same. Changes in objectives may bring changes in teaching and assessment methods

(1) D.W. Piper. Teaching Methods Seminar, IAAS, York. 1974

particularly in the emphasis on their use,

Objectives are studied by Faculty, and at the end conclusions are drawn.

2.2. Central University of Venezuela.

2.2.1. Introduction:

Although a fair amount of the programmes have been obtained, several of them have no date, and therefore, it has not been possible to place them in figure 1, but they have been considered within the study.

All the programmes considered may be found in the bibliography at the end of Part II of this work.

2.2.2. Course objectives:

In the document 'History of Architecture Course' on the first page, it is stated:

"1. The objective for studying the past, remote or close, must be to promote the best understanding of our life, of our problems, of our dilemma, because between the past the present and the future, there

CENTRAL UNIVERSITY OF VENEZUELA

FACULTY OF ARCHITECTURE

OBJECTIVES

	1	2	3	4	5
1960					
1961					
1962					
1963					
1964					
1965					
1966					
1967					
1968					
1969					
1970					
1971					
1972					
1973	Explain Arch.	Soc. Sensib. Bases Theo of P Suppor. Urb. P. Conservation	Expl. Courses Prob. Ven. Arch Ven. Planning		
1974		Pre-Columbus Critical Att. Methodology	Conservation Prov. Knowl.	Arts	

is an unbreakable continuity.

2. Through the study of history, the architect develops a consciousness of his human and social situation, and a critical mind....

....5...an open and critical point of view never simply informative or scholar, trying to make of history an efficient instrument integrated with the creative design process itself.."

In the program of the course 'History of World Architecture' of professor Zawisza, the objectives stated are:

"-Promote and consolidate social sensibility and humanistic knowledges of the architect through the study of architecture placed within world contexts of historical processes.

-Broaden theoretical bases for design, analyzing past architectures in their interrelation Form-Function, Technology, related to social and political systems.

-Support urban design, through analysis of political social and economic problems of cities, their function and morphology.

-Introduce specialized studies of american, and Venezuelan architecture, and conservation".

In the document 'History Department. Centre for Historical and Aesthetic Research', on page 3, didactic objectives are defined:

*"a) Develop capacities and critical attitudes in relation with design product and process;
b) Contribute to create consciousness about present and future problems of Venezuela".*

and later, with relation to other courses offered:

"History of modern architecture should be complemented with auxiliary courses on the history of world architecture, the history of American architecture, and current problems awareness, all on two different levels:

1) Enlarging knowledge about cultural processes and and ubication of architecture within world and american contexts;

2) As specialiation...."

All these mentioned objectives are coincident in certain aspects such as: to form a basic knowledge for understanding reality; form a basis for the development of social

sensibility; to form a basis for design and specialization; and to form a basis for the development of a critical attitude.

History of architecture courses are then a means that provide a basic knowledge for a better development of the architects 'responsibility as designer for the environment'.

Of the present courses offered, some are considered a main didactic axis', others are 'auxiliaries subjects for enlargement. and others are 'specialization subjects'. For a more complete information we present on the a graphic analysis of the programme, which correspond to page 5 of the document 'History and General Studies]Department. Centre for Historical and Aesthetic Research'. 1974.

2.2.3. Faculty and history of architecture course objectives:

History of architecture course objectives seem to correspond with those of the Faculty concerning the need to prepare an architect with a deep social sense and critical

attitude towards the problems of his social environment and his technological reality.

The current process of re-organization within the Faculty does not allow for greater precision about the Faculty objectives.

2.2.4. Lecturers' opinions:

Of eight lecturers only three answered the question about objectives on the questionnaire.

One of them, concerning coincidence of faculty and course objectives, answered that they correspond 'only partially', stating: "Faculty objectives are not clearly defined and they are being discussed, History of architecture objectives as well, remain undefined, although here the confusion seems las critical".

According to the answers obtained, course objectives 'should be':

"Stimulate students to develop a critical attitude toward, and to analyse and value architectural works of the past, and to obtain working instruments transferable to

current problems of architectural reality".

"1° Make known to students the architectural evolutionary process through the ages, focusing and analysing it not only as architecture, but considering as well socio-political economic factors that have determined and contributed to these architectural facts.

2° To emphasize study and analysis of present day architecture, having as a frame of reference different socio-economic political aspects of our present world and the way they influence architecture".

"1° Develop capacities and critical attitudes in relation with the product and process of architectural and urbanistic design.

2° Contribute to form a consciousness of present and future problems in Venezuela.

3° Promote and consolidate the social sensibility and the humanistic knowledges of the student".

All these objectives, proposed by lecturers are totally coincident with those found on course programmes and other documents.

2.3. University of Zulia.

2.3.1. Introduction:

Objectives of history of architecture courses within the Faculty of architecture at the University of Zulia, have been obtained during this research work for the period 1964 to 1974.

For 1964, the information has been provided by Anaida Meléndez de Casado, ex-student and now lecturer of history. For 1965 and 1966 the author of this work was the lecturer for those courses. From 1967 on materials from all the programmes were available.

2.3.2. Course objectives:

All course objectives are presented in figure 2, on the next page, and explained below, year by year.

1964.- Objectives were: to provide a cultural background, and a considerable amount of the time was given to building techniques in history, and history of art

and its relation to architecture.

1965-1966.- Third year course, history of architecture I, had as its main objective to instill a basic knowledge of architecture of other epochs, and their relationships, with their respective cultural environments.

1967.- History of architecture I, keeps the same objectives. History of architecture II, besides those objectives mentioned introduces and emphasis on analysis of architectural facts, be they buildings, or spaces.

1968.- Objectives for both courses remain the same.

1969-1972.- Objectives of history of architecture I are: to provide a basic knowledge of past architecture in relationship to its cultural environment and to give consideration to its significance as a means for methodological analysis of buildings, spaces and towns, applicable to present examples and the students own project work. History of Architecture II

UNIVERSITY OF ZULIA

FACULTY OF ARCHITECTURE

OBJECTIVES

	1	2	3	4	5
1960					
1961					
1962					
1963					
1964			Cult. Backg.		
1965			Basic Knowl. Arch. Env.		
1966			Basic Knowl. Arch. Env.		
1967			Basic Knowl. Arch. Env.	Basic Knowl. Anal. Arch.	
1968			Basic Knowl. Arch. Env.	Basic Knowl. Anal. Arch.	
1969			Basic Knowl. Arch. Env. Meth. Anal.	Basic Knowl. Anal. Arch. Crit. Judgen	
1970			Basic Knowl. Arch. Env. Meth. Anal.	Gen. Cult. Anal. Arch. Crit. Judgen	
1971			Basic Knowl. Arch. Env. Meth. Anal.	Gen. Cult. Anal. Arch. Crit. Judgen	
1972			Cult. Evol Arch. Env. Crit. Meth.	Gen. Cult. Anal. Arch. Crit. Judgen	
1973			Cult. Evol. Compar. Hist. Soc. Resp.	Contemp. Prob. Crit. Thought Method	
1974			Crit. Method. Gen. Cult. Man/Env.	Soc. Respon. Contemp. Prob. Crit. Thought	
			Methodology Group Work	Method Soc. Resp.	

objectives were: to present a detailed knowledge of modern architecture in relation to the ideas behind it, and the environment, and to emphasize critical analysis on the part of the students.

1973-1974.- Objectives remain the same, but in history of architecture I, emphasis is given to critical aspects of methodological analysis, and awareness of and social responsibility of architects. During 1974, emphasis was placed on writing and on group work, which had been required since 1965. In history of architecture II, importance was given to critical thought, methodological study and awareness of the social responsibility of architects.

2.3.3. Faculty and history of architecture course objectives:

General and specific objectives of the Faculty are defined in such general terms that all the above mentioned objectives are valid for course objectives as stated in their programmes.

In the document: Methodological Bases of

Evaluation and Prospective, pertaining to the educational process of the professional that will contribute to the evolution of the "built environment" (2) from pages 43 to 47 -all the objectives of the Faculty are presented. From there we can deduce that the main support that history of architecture courses can contribute is 'discipline and train for work'.... 'form architects with awareness of total contemporarity'.... 'form architects with experience in analysis and synthesis'.... 'form architects with a research vocation'.... 'form architects with a self-critical sense'... 'with cultural background' and 'form architects with a 'rigourous' theoretical instrumentation in form'.....

In an other document; 'Considerations about architectural programme orientation' (3) on page 19, is stated concerning history of architecture courses:

"...proportionate lessons about big works

-
- (2) Bases Metodológicas para la Evaluación y Prospectiva en el proceso de formación del profesional que incidirá en la evolución del 'ambiente construido'
- (3) Work presented by the Faculty of Architecture of the University of Zulia to the first national meeting for architectural education.

of the past, establishing the necessary continuity with the present, and becoming an important instrument to reach the true contemporary humanistic position".

In the written report about meeting N° of the 'Permanent Lecturers' Seminar for architectural education in the University of Zulia' mention is made about... 'the lack of working method' by students during 1964.

Since 1966 history of architecture has been an important support for developing and promoting a method of work, and an analysis of architectural facts and experience in group work, contributing to students independent of course contents.

An observable omission in the objectives is the lack of research in architecture, both past and present, and the coordination with other subjects and projects.

2.3.4. Lecturers' opinions:

With the questionnaire, Appendix 2 of this volume, we have been able to collect lecturers' opinions about objectives:

"Faculty objectives are so general that any history objective may be considered"

There is within the Faculty a general agreement that course objectives correspond to Faculty objectives and shall continue to do so, even with new curriculum changes.

One of the lecturers, in relation to a proposed theory of architecture course, says:

"History is in my opinion the discipline that could best and most logically assume the responsibility of theory of architecture courses.

At present the course is filling that role, by the way in which student projects are promoted when lecturers must give them the concepts they are lacking. The main problem is that the time and importance given to the subject does not allow for a better coverage of theory".

It is worth noting that history courses were 5 hours per week until 1971, and have been four hour per week since 1972, within the faculty, theory studies never have

existed as an independent course.

In general, history objectives seems to be appropriate for achitectural studies.

2.4. University of Los Andes:

2.4.1. Introduction:

History of architecture course objectives are not always stated in the programmes, but in other documents it has been possible to define them, particularly through the Second Internal Seminar of 1972.

On figure 4, on next page, we can observe that only a few objectives have been placed in their respective years, for the above mentioned reason.

2.4.2. Course objectives:

From course programmes, and of their documents we may deduct that objectives form 1968, the 1971 were: to contribute to knowledge about past architecture, remote or recent, as a basis for architectural exercise. Course were called 'analytic architecture' from I to IV, place from first to fourth year, and this

reflects very clearly that the courses were intended as a means to do critical analysis using historical examples.

Courses were considered as part of the 'implementation' that must be given to architectural students.

During the Internal Seminar of 1972, some criticism from students were recorded:

"We have been lectured by a professor 'who knows a great deal', and the material cannot be discussed, because students now nothing compared with him".

"It is useful solely to contribute to our carefully glorified archive of 'general culture" (4) pp.2

These critics lead us to think that the stated objectives have not been fulfilled and/or that actual courses and methods used do not contribute to them.

During the same Seminar in the 'Proposal of the Department of Historical and Humanistic Disciplines' in an analysis of what objectives 'should be', it states:

(4) Department of Historic and Humanistic Disciplines, Definitive programmes for professional Cycle. 2^o semester 1973

UNIVERSITY OF LOS ANDES

FACULTY OF ARCHITECTURE

OBJECTIVES

	1	2	3	4	5
1960					
1961					
1962					
1963					
1964					
1965					
1966					
1967					
1968	Preced. Arch. Hist. Examp	Mod. Arch. Knowledge Crit. Arch.	Arch. Evol. Crit. Arch.		
1969 ^a				Preced. Arch. Crit. Arch.	
1970	Preced. Arch. Crit. Arch.			Preced. Arch. Crit. Arch.	
1971		Preced. Arch. Crit. Arch.	Preced. Arch. Crit. Arch.	Crit. Anal. Conservation Mod. Movem.	
1972					
1973			Teach. To think Preced Arch. Crit. Anal.	Crit. Anal. Conservation Mod. Movem.	
1974					

"What for

To be applied to design, that is our field of action.

To form in the individual a critical sense of events in our specific field.

To assume an ideological position corresponding to our prior objectives our attitude in front of the country's present problems.

To be able to evaluate the architectural answer to a given problem, analyzing to see if it helps to perpetuate our present situation, is indifferent or faces it.

Que

Analysis and synthesis of an event or historical evolutionary process".

All those objectives mentioned the idea of history courses as 'analytical architectural'.

In the 'Report of the Course on History of Colonial Architecture in Latin America, for the second semester of 1972, objectives were defined as:

"Develop the capacity of:

Observation

Research
Analysis
Synthesis
Criticism".

These objectives confirm what we said before about the course being a means, to use history as an model for critical analysis.

To teach how to think CONSTANT, ORDERED AND COHERENT work, is mentioned as an important objective, since 1973.

As the fundamental objective for the course on History of Renaissance Architectural is proposed the following:

"To penetrate exhaustively the ideas that are fundamental to what is studied through analysis of the most representative examples always referring to present problems of architectural makings".

For the course of History of Architecture if Latin America, in the same document, the general objectives are:

"In the interest of creating a consciousness conducive to a responsible and constructive

attitudes taking into consideration reality and the changes occurring the world where we live, we propose to study:

1. How architecture reflects the history of colonization in all its aspects, and the confrontation between this and our contemporary reality.

2. How the values of ancient civilization are absorbed by new values of dominant cultures. For this it is necessary to develop and deepen the capacities for observation, analysis, synthesis and criticism.

The program for Theory of Architecture II has very ambitious objectives:

"The course's main objective is to build up a theory of contemporary architecture..."

Not all history lecturers seems to agree with this last objective.

2.4.3. Faculty and history of architecture course objectives:

In the documento 'Project for new studies. Periods-Credits System. 1971' on page 5 it was considered 'necessary to ratify some of

the fundamental objectives of the Faculty of Architecture',. The following are established:

"a) To prepare individuals of the highest scientific, ethical and aesthetic qualities for the architectural profession.

b) To create a clear conscience of the architect's social responsibility.

c) To contribute, extending the services of the University towards the community, to analysis and solution of present and future situations that must be faced by society in relation with habitat".

History of architecture courses are coincident with the Faculty objectives and contribute to make them real.

2.4.2. Lecturers' opinions:

Of four lecturers that answered the questionnaire, three have agreed that course objectives correspond to Faculty objectives, although they differ slightly concerning levels and possibilities of coordination with project work. All three agree that the main objective must be 'to form a critical mind in

each student'.

Another lecturer, has the opposite opinion, and declares that history of architecture objectives do not coincide with those of the Faculty because...."history courses are considered in the School as 'rubbish courses'. And in relations with this he states the following:

"History promotes a critical intellectual. The School looks for professionals technicians without the necessity of being intellectual".

He suggest that course objectives 'should be'.

- "1. Provide knowledge and help to create new knowledge;*
- 2. Train for critical thought;*
- 3. Provide instruments for intellectual work"*

There are, in the criticism, as well as in the proposed objectives;, an emphasis on the need for 'critical thought' and 'intellectual development' of the architect. This does not seem to oppose in any way the purpose of 'prepare individuals of the highest scientific, ethic, and aesthetic qualities for the architectural profession', because

apparently the search for 'professional technicians without the necessity of being intellectuals' is due more to the way in which objectives have been implemented, than to their intention and formulation.

2.5. Summary.

History of architecture course objectives, with the exception of the Faculty of Architecture of the University of Zulia from 1967-68 onwards, and of the other two Faculties in the two or three last years, are not clearly defined in the programmes.

In general, course objectives are coincident with those of their respective Faculties.

In all cases, they are considered important to provide a basic knowledge for a better understanding of the environment, of the social position of architect within it, and of its relation with history. Further it provides a basis for assuming a critical attitude; and a basis for specialization within the very broad scope of possibilities within the architectural profession.

2.6. Conclusions.

History of architecture courses within the Faculties are not an end in themselves, nor is the historical knowledge they provide, but they are a means to contribute to architectural education.

Objectives are expressed in very different ways, but even so there are several coincident to all three Faculties. History of architecture is a basic for understanding and interpreting man and his architecture in his time and his environment. Likewise it is basis for development of methodological and critical analysis of architectural facts, and their relationships and social interactions.

The fact that these objectives may be completed fulfilled does not depend solely of history of architecture courses, because as means they require a correct application for the due transfer to take place. In this sense, course coordination, as we have seen it in the last chapter, is not effective. It is important to bring about the change of attitude required by this critical position towards design.

1. COURSES CONTENTS

3.1. Introduction

3.2. Central University of Venezuela

3.2.1. Introduction

3.2.2. Courses Contents

3.2.3. Lecturers' opinions

3.3. University of Elia

3.3.1. Introduction

3.3.2. Courses Contents

3.3.3. Other course contents

3.3.4. Lecturers' opinions

3.4. University of Los Andes

3.4.1. Introduction

3.4.2. Courses Contents

3.4.3. Lecturers' opinions

3.5. Summary

3.6. Conclusions

chapter 3

COURSES CONTENTS

3. COURSES CONTENTS

3.1. Introduction

3.2. Central University of Venezuela

3.2.1. Introduction

3.2.2. Courses Contents

3.2.3. Lecturers' opinions

3.3. Univeristy of Zulia

3.3.1. Introduction

3.3.2. Courses Contents

3.3.3. Other course contents

3.3.4. Lecturers' opinions

3.4. University of Los Andes

3.4.1. Introduction

3.4.2. Courses Contents

3.4.3. Lecturers' opinions

3.5. Summary

3.6. Conclusions

3. COURSES CONTENTS

Objective: Study history of architecture course contents in the Faculties of Architecture.

3.1. Introduction:

As we have seen in Chapter 2, the contents of history courses may vary, in a given Faculty, depending in the extent to which they are considered as means for architectural education and not as ends in themselves (as could be the case in courses for architectural historians).

Due to the large number of themes and possible contents for history of architecture courses and the short time allotted to the courses, certain key periods have been selected for study and most of them are within the 'line' of western civilization some subjects of middle or far east are studied. Only occasionally and without depth in spite of their interest.

As like we have done in previous chapters, we shall study first the existing course contents, by Faculty, before we try to make any generalities or conclusions.

3.2. Central University of Venezuela

3.2.1. Introduction:

Course contents have been studied -with documents- specially in last years, although older programmes tend to prove that contents have been sensibly the same, with very slight changes, over the last 8 or 9 years.

Course contents are independent of any chronological order and cover a wide variety of different contents (examples: art and architecture, conservation, contemporary society and personality, etc)

3.2.2. Course Contents:

Those course contents that have been possible to place exactly as to their respective years, are shown on figure 5, on next page.

The courses considered as the most important are:

- Introduction to Theory of Architecture
- History of Modern Architecture I
- History of Modern Architecture II, and

- Venezuelan Contemporary Architecture.

All the contents relate to present architecture and immediate precedent civilizations going back, only in the case of Modern Architecture I, to the industrial revolution. Focus is in all cases comparative or critical.

Other courses considered 'auxiliary subjects for the broadening' of the students background are:

- History of World Architecture
- History of Pre-Columbus Architecture
- History of American Architecture
- Introduction to Scientific Thought
- Aspects of Contemporary Society
- Contemporary Society and Personality.

All of them are electives. The first three are truly historical, the first one starting with Greece and Rome, the second one with the origin of pre-Columbus Architecture, and the third one in the XVIth century.

The last three modern day themes.

Lastly, the courses considered to have a

CENTRAL UNIVERSITY OF VENEZUELA

FACULTY OF ARCHITECTURE.

CONTENTS

	1	2	3	4	5
1960					
1961					
1962					
1963					
1964					
1965					
1966					
1967					
1968					
1969					
1970					
1971					
1972			Crit. Arch. I Mod. Arch. I Des. Prob. Hist. Thought		
1973	Crit. Arch.	Hist. I 1760 - 1920 Hist. II		Crit. Arch II Cont. Soc/Pers. Baroque Inf.	
1974	Theo. Arch.	World Arch. Amer. Arch. Pre-columbus	Mod. Arch. I Mod. Arch. II Cont. Ven. Arch.	Conservation Arts Arch.	
			Baroque Inf.		

specialization orientation are:

- Environmental and building conservation
- Baroque influences in Latin America
- Art and Architecture, (whose contents corresponding to the past, are more of the comparative, conceptual and critical type).

The great variety of contents is enlarged because each lecturer is constantly orienting and re-orienting them, according to his interests. The content are merely an indication of the lecturers preference.

3.3.3. Lecturers' opinions:

Only one of the lecturers answered in the questionnaire about contents, suggesting that they are not what they should be because 'the main difficulties are the lack of time destined to historical disciplines, and the poor preparation of the students in humanistic studies'. The request for more time and importance for the courses, and for better preparation of the students, are commonly mentioned as factors limiting the possibilities of history of architecture course.

3.3. University of Zulia:

3.3.1. Introduction:

As in the case of the objectives, it has been possible to get all course contents from 1964 to 1974, using the same sources mentioned in chapter 2.

Course contents have been discussed considerably more than other aspects of history courses, mainly because of three factors: the old discussion of whether history must be taught chronologically or not; difficulties in choosing periods, it not being possible to study all of history and even after selection what kind of focus the content must have.

3.3.2. Course contents:

Course contents as found in the programmes, are shown in figure 6, on the next page.

1964.- The first part of history of architecture I, in the third year, started with the industrial revolution and ended with XXth century architecture placing some emphasis on the new trends,

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CONTENTS

	1	2	3	4	5
1960					
1961					
1962					
1963					
1964			Ind. Rev. XX C (Art.) Egypt. Mesop. (Const.)		
1965			Egypt M. Ages		
1966			Egypt M. Ages	M. Ages Baroque (XII - XVIII C)	
1967			Preh. Renaiss.	XVII - XX C Anal. Arch.	
1968			Egypt Renaiss.	XVII - XX C Anal. Arch.	
1969			Egypt /Renaiss.	XVII - XX C	
1970			Ancient T. Rennaiss.	Baroque XX C	
1971			Ancient T. Barroq. Build/Town	XVIII-XX C Ind. Rev. XX C 1945	
1972			Ancient T. Barroq. Build/Town	XVIII-XX C Ind. Rev. XX C 1945	
1973			Greece - XIX C Town Space	XX C Cult. Env. Crit. Anal.	
1974			Greece - XIX C Town Space	XX C Cult. Env. Crit. Anal.	

and the relation of architecture with art movements. Second half of the course concerning ancient architecture, started with Egypt and Mesopotamic giving, emphases to building techniques.

1965-1966.- History of Architecture I covered from Egypt to the Middle Ages, relating architecture with the total environment and studying, in some depth, representatives buildings or building types.

History of Architecture II, during 1966, due to unfinished courses in the previous year, started with the Middle Ages and finished with Baroque.

1967-1968.- History of Architecture I was begun with a short general introduction to the entire history of architecture for two weeks -prehistory to renaissance-.

History of Architecture II, covers from the XVIIIth to the XXth century with emphasis on the ideas behind modern architecture analysing some local

architecture though not always very successfully.

1969-1972.- History of Architecture I covers from Etyptian and/or Mesopotamic architecture to Barroque -with the exception of 1969 when they arrived only up to the Renaissance-. The main emphasis was on towns more than on buildings or spaces, but they did not neglect the most representative buildings and spaces. In 1971 and 1972 all mediterranean cultures from Crete to Rome were studied as a continuous civilization.

History of Architecture II covers from the XVIIth to the XXth century, with great emphasis on the XXth century and the ideas that generated the modern movements. Critical analysis by the student was considered important.

1973-1974.- History of Architecture I covers from Greece to XIXth century, with importance given to urban space and interior space at the same time.

History of Architecture II studys the XXth century with emphasis on critical analysis of the modern movements and its relation

with the environment -mainly cultural.

3.3.3. Other courses contents:

In the document 'Considerations about orientation for architectural studies' during 1962, it is suggested:

"The four semesters of history shall include history of urbanism, of architecture and art....." pp'19

".....through the group 'integrated by electives' to be described later on. In this group over five semesters, it should be possible to study with more detail and extension, aspects such as: history, philosophy and Sociology of the arts...."

The idea mentioned above to start the teaching of history with contemporary architecture seems interesting". pp.20

As we can see there was an interest to broaden studies to include history of art, and to adopt elective courses, however nothing.

In the 'Permanent lecturer Seminar about architectural education in the University

of Zulia' in meeting No. 7, October 15, 1964, it is stated in relation to contents:

"Naturally in History II we study architecture in relation with climate and local materials and other ecological factors...." pp.2

"We agreed... to begin with Modern times (starting with the industrial revolution in the first semester, and then in the second semester, begin with a chronological process from prehistory onward.

'''But results have not been satisfactory. The present is too complex and it has not yet been deciphered....

If we could see history chronologically it could be better accepted by students". pp.4

"In what concerns history teaching the natural process is chronological...

The industrial revolution is a turning point. It is an admissible break....

It is important to provide the student with a methodology; to allow him to know a process. It is not necessary to study all history....

If history were an exact science this would be correct; but there is something else and

that is the importance of historical
comprehensiveness as general education.
World evolution is important"

"I suggest that in History I (third year)
a general chronological process be
followed and in History II (fourth year)
a comparative process, with greater depth
and a more systematic approach.

In fact, our time is more complex, and third
year students are not mature enough for its
analysis, and although it is more important
to know our environment, greater maturity
and reflexion are required.

...On the other hand, there are, besides
architectural facts, other topics that are
interesting to analyse in history of
architecture; for example: proportions".pp.7

"It is possible to explain in each period
which is the most important building and
why (temple on Egypt; palace on Assiria)
and another theme could be housing, to
understand buildings as the product of a
period.

"In some american 'Colleges', a comprehensive
course of History of the Arts (art, music,

painting, sculpture... is given, including the western and the eastern world...." pp.8

Discussion was focused on the chronological approach and on criteria for selection, considering the lack of time for covering all history of architecture.

It would seem that the main problem in teaching history non chronologically, is the lack of student preparation for such a study.

Later in the same Lecturers Seminar in meeting N° 9 November 5, 1964 in 'First Recommendations and Conclusion' in relation to history of architecture courses it says:

"Modify, starting in 1965, the current order of contents in History, starting in the third year with a chronological process from prehistory, and over three semesters, studying the different cultures and their objects, considering three main aspects: the city or settlement as frame for reference housing as a permanent subject; and the most representative theme for each culture the temple, the palace, the square, or the commercial area.

The teaching of this general history of forms must prepare the student to analyse and understand the principles of spatial planning of a culture, and its technological, social, and plastics implications".

If we compare these recommendations with figure 6 we can see, with very few exceptions that they have been followed the most appreciable. Changes have occurred in time in teaching methods and objectives.

The adoption of a chronological order and the course ubication in the third and fourth year, result in the presentation of the basic ideas about contemporary architecture at the end of fourth year, at a time when the student will not have an opportunity to use them, because he is finished with architectural design (the fifth year is destined to planning).

3.3.4. Lecturers' opinions:

According to lecturers' opinions, course contents must change, because the present ones are partly effect by stimuli external to the courses themselves, such as: the

lack of preparation of students previous to the university and even in university or when a course content is proposed the supposition is made that student have a certain previous knowledge, not being so, contents must be broadened, and attention be shifted from central to periferal interests'.

The suggested solutions to these problems are of various: 'I believe that previous to the central themes one or two semesters of preparation should be necessary as implementation.... until.... through better ubication, more time, and necessary integration of all knowledges of social sciences with pluripersonal teaching....'

Although there is no a general disagreement with the present course contents, there seems to be a kind of agreement that they must be changed and coordinated with other subjects.

3.4. University of Los Andes.

3.4.1. Introduction:

Programmes obtained correspond to 1967 and

1968 onwards. The information is comprehensive only from 1970 on as can be seen in figure 7, on the next page.

As at the U.C.V., courses are offered independent of any chronological order, and their contents are varied including involving history, theory, and conservation with a well defined analytical objective.

3.4.2. Courses contents:

With the 'basic cycle' of two years for all University students since 1972, some of the history courses went to that cycle without many changes because they are still given by the architecture Faculty history lecturers, and intended for architectural students.

Analytic Architecture I, in 1967, covered from prehistory to Greece, and from 1970, under the same name, the content covered from 1750 to 1930'

Courses 'basic cycle' for the first four semesters are:

- Analytic Architecture I
- Analytic Architecture II
- History of Modern Architecture

- Theory of Contemporary Architecture, and
- Introduction to History of Architecture.

The first four correspond to history from 1750 to present day; only Introduction to History of Architecture goes back to the past, from prehistory to Baroque.

Courses corresponding to 'professional cycle' are placed from the fifth to the eighth semesters (third and fourth year) and they are:

- History of Renaissance Architecture
- History of Colonial Architecture in Latin America
- History of Urban Evolution
- History of Landscape Architecture
- Theory of Architecture I
- Theory of Architecture II
- History of Architecture and Engineering in Venezuela,
- History of North American Architecture
- Conservation in Architecture

Of those courses, both 'theories' correspond to the XXth century, from 1920, and all the others start in the past from XVth century onwards, with emphases on the present, when

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	1	2	3	4	5
1960					
1961					
1962					
1963					
1964					
1965					
1966					
1967	Anal Arch I Man / st Arch. Preh. Greec.				
1968	Mod. Arch. I Theo. Arch. Space Perc.	Anal Arch. II (1750-1930)	Anal Arch. III (Preh. Barr.)		
1969				Anal. Arch IV (Amer. 1500-XX)	
1970	Anal Arch. II (1750 -1930) Theo. Cont. Arch.			Anal. Arch IV (Amer. 1500-XX)	
1971	Mod. Arch. (1750 - XX)	Ins. Hat. Arch.	Renaiss. Col. Arch Urb. Evol.	Theo Arch. I Theo. Arch. II Arch / & Eng. Venez.	
1972			Landsc.	N. Amer. Arch. Conservation	
1973			Renaiss. Colonial Urb. Evol.	Theo. Arch. I Theo. Arch. II Arch & Eng. Venez.	
1974			Landsc.	N. Amer. Arch. Conservation	

possible.

As a general approach, all courses tend to stress a critical analysis of history of architecture and a period and/or area of contents.

3.4.3. Lecturers' opinions:

As in the case of the U.C.V. only one of the lecturers answered questions concerning contents, and he states as deficient the following: '1° excessive encyclopedism (too much and too superficial); 2° the Architecture of our own country is not studied'. Then as to areas for improvement he says:

'1. there are not basic materials (books, leaflets, researchs) with which to give courses about national architecture; the number of courses must be limited, and more importance must be given to the study of our reality in time and space'.

In fact, this last criticism seems to have a certain validity. Out of 14 courses, only one, 'history of architecture and engineering of Venezuela' correspond to national architectural and another one, 'history of colonial

architecture in Latin America' seems to present our historical precedent. It is worth-while mentioning, nevertheless, that many 'collateral works' are based on local or regional architectural facts.

3.5. Summary:

The contents of history of architecture courses, as defined in the programmes, are better defined in the last three years, according to the information retrieved. They do not seem to have changed considerably, but their contents depends a great deal on the interest of the lecturer, particularly in the U.C.V and U.L.A., but not so much in L.U Z. where there is a close relation between courses, and the staff works in teams.

Most course contents cover from 1750 onwards, with a certain emphasis in the U.C.V. and U.L.A. on the period from the XVth to XVIIth century, with the Renaissance and architecture in America.

The approach is, as we have seen while studying objectives, towards a critical and analytic position, with due consideration for relevancy and comparison with the present.

3.6. Conclusions:

The contents of history of architecture courses in the U.C.V. and U.L.A., due to their variety and lecturer influence, reflect, at the same time an interest to give students an awareness of present architecture, with reference to the immediate past (industrial revolution onwards) and to the momentary interests of the lecturers. There is no clear relation between the courses and thus the student is responsible for the integration of the historical and methodological knowledge of these courses with other subjects within the studies. In L.U.Z. course contents are chronologically established with a clear relation between courses with less personal influence of each lecturer, because teaching is pluri-personal.

The great variety of courses and contents offered to students gives them the possibility to select courses according to their interests, which is an important factor in motivation. Courses should have, in any case, 'lines' of contents that provide alternatives for diversification and/or profoundization of studies.

As to course contents, more emphasis on Venezuelan architecture is clearly lacking, probably for the

lack of appropriate research, and good information in order to make more real the possibilities of using history of architecture in critical methodological analysis in our environment, and applicable to project work.

4. TEACHING AND ASSESSMENT METHODS.

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4. TEACHING AND ASSESSMENT METHODS.

Objective: Study teaching and assessment methods used in history of architecture courses in the Venezuelan Faculties of Architecture.

4.1. Introduction:

Objectives and contents when they are well defined, help to define the teaching and assessment methods to be used. In fact, objectives should state the achievements expected from students, in the form of answers to questions, the development of a problem solving capacity, and behavioural changes. Another important factor is whether or not lecturers prepared, or trained to use new methods.

Lately, since 1958, teaching and assessment methods have evolved considerably and their use in Schools of Architecture particularly in U S A. and Great Britain, has produced important changes in teaching. The variety of methods is such that lecturers need special preparation.

That movement apparently has not yet arrived in Venezuela, and certainly not to history of

architecture courses in the Faculties studied.

4.2. Central University of Venezuela:

4.2.1. Introduction:

In the programmes and the documents studied there is almost no information as to methods, as they depend almost exclusively on the lecturers.

In figure 8, on the next page, the information seems scarcer than it really is, because it contains only what is stated on the documents. The interviews have, nevertheless, completed the information, confirming that methods have not changed considerably since the Faculties began.

4.2.2. Teaching methods:

Of all the courses offered by the Faculty, those called 'seminars':

- Art and Architecture
 - Influences of Baroque on Latin America,
- are conducted through bibliographic research work, field work, discussion and tutorials.

Most of the other courses mainly use lectures

with visual aids (slides of which the department has about 50.000). In some cases, seminars and discussions are used as well.

Visits to architectural places, and field work are complementary tasks that students must perform.

4.2.3. Assessment methods:

The assessment methods used are mainly examination, and individual work and seminar assessment. There is a tendency to eliminate examinations, trying to replace them through project assessment, which has produced, according to the head of the department, better marks and a better percentage of approval, but it is not yet clear if this is due to a lower standard or a better student performance.

There is no fixed criterion nor any assessment system available, other than examination, that does not place the responsibility for assessment on lecturer subjectively.

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TEACHING AND ASSESSMENT METHODS

	Lecture	Seminar	Discussion	Pract. Work	Field Work	Class Dissert	Essay	Analysis	Visits	Exam	Work	Essay	Analysis	Tutor
1960														
1961														
1962														
1963														
1964														
1965														
1966														
1967														
1968														
1969														
1970														
1971														
1972														
1973	●	●	●		●				●	●	●			
1974	●	●	●		●				●	●	●			

4.2.4. Lecturers' opinions:

Opinions expressed by lecturers answering the questionnaire give us a clear idea of the present situation in the Faculty, in relation to teaching and assessment methods.

About the teaching methods used, they replied: 'audio-visual; lecture too traditional' with little students participation in discussions'....; teaching methods used are audio-visuals (slides and tapes, mainly) but I consider better the use of films. In that way the student could observe and 'penetrate' architectural examples shown in a more dynamic and real way. This should give a new dimension to history of architecture teaching that should produce for students a better way to appreciate spaces!...; in general audiovisual. Theoretical courses as well'; there is a clear predominance of lectures with audio visual aids as the main teaching method.

Concerning assessment, lecturers said:

'assessment is left to lecturer' judgement.

During this semester (1973) two examinations are given consisting of three or four questions

about concepts for which books^s and note may be used. Other semesters, some work was done in groups for assessment. Results were not good for lack of time'....; 'there is much flexibility as to what concerns assessment methos. Some suggest that one individual work in a given subject is enough. Others say that examinations are more effective. Other suggest that it is better to use both. I think that any method, which test knowledge and understanding is good. Class attendance must be compulsory no matter what kind of assessment is used'...; assessment methods used at present do not work. We are searching for new solutions'.....

All this ratifies completely what we said, assessment depends solely on lecturers and the methods used are examinations or individual works.

4.3. University of Zulia.

4.3.1. Introduction :

As we could see in the previous chapters, history of architecture courses in the

Faculty are placed in the third and fourth years (or their respective semesters since 1975), As a consequence, teaching and assessment methods are presented in two figures, one for each year, from 1960 to 1974.

4.3.2. Methods in the third year:

Teaching methods have stayed ostensibly the same since 1965, becoming more varied recently. See figure 9.

In 1964, the lecture took most of the time and individual work took the shape of an essay.

From 1965 to 1967 methods used where the lecture and practical work, the latter being chronological charts, building drawings or building models. The lecture occupied most of the time and transparencies and overhead projectors were used as aids.

From 1968 onward new methods such as class presentation by students, and building or space analysis with a basic methodology have been used. Since then the lecture is

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TEACHING AND ASSESSMENT METHODS

	Lecture	Seminar	Discussion	Pract. Work	Field Work	Class Dissert	Essay	Analysis	Visits	Exam	Work	Essay	Analysis	Tutor
1960														
1961														
1962														
1963														
1964	●						●			●		●		
1965	●			●						●	●			
1966	●			●						●	●			
1967	●			●						●	●			
1968	●			●		✓				●	●			
1969	✓			●		✓		●		●	●		●	
1970	●			●		✓		●		●	●		●	
1971	●	●		●		✓		●		●	●		●	
1972	●	✓		●	●	✓		✓		●	●		●	
1973	✓	✓		✓		●		✓		●	●		●	
1974	●	✓		✓		●		✓		●	●		●	

and class presentation by students

being less and less used to give more importance and time to practical work in small groups allowing for active student participation with the purpose of making them learn to do research and develop a working method. Lecturers hours have been reduced from 60 to 70 in 1965, to 8 or 10 in 1972.

Since 1971 seminars have been introduced from time to time, and supervisory activities in group work.

The assessment methods used in 1964 were examinations and essays. From 1965 to 1968 examinations and practical work assessment were the methods used. Since 1969, methodological analysis of buildings and urban spaces has become important in practical work.

Generally speaking, examinations are the main assessment method.

4.3.3. Methods in the fourth year.

During 1966, teaching methods used were: lecture, most of the time, practical work and class presentation by students.

During 1967 and 1968; seminars and methodological analysis were introduced, but' class presentation was not used, and lectures remained the main method.

In 1969, group discussions were introduced and class presentation was used again.

In 1970, the methods used were: lectures, discussions, practical work and essays.

During 1971 and 1972, lectures, discussions, practical work, and class presentation were used.

In 1973 and 1974, besides the above mentioned methods, seminars and essays were used.

Generally speaking, lectures in the fourth year are not very regular, and they are used more as an introduction to a new subject or period. There are about 6 to 8 lecturers per year, and most of the remaining time is dedicated to supervision of student works.

The assessment methods used (figure 10) are examinations and practical work. Examinations are partial and final, and methodological

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	Lecture	Seminar	Discussion	Pract. Work	Field Work	Class Dissert	Essay	Analysis	Visits	Exam	Work	Essay	Analysis	Tutor
1960														
1961														
1962														
1963														
1964														
1965														
1966	●			●		●				●	●			
1967	●	●		●		●		●		●	●			
1968	●	●		●				●		●	●			
1969	●	●	●	●		●				●	●			
1970	●	●	●	●			●			●	●	●		
1971	●	●	●	●		●				●	●			
1972	●	●	●	●		●				●	●			
1973	●	●	●	●		●	●			●	●		●	
1974	●	●	●	●		●	●			●	●		●	

analysis is considered an important part of practical work.

Examinations are sometimes partially replaced by practical work assessment.

4.3.4. Lecturers. Seminar 1964.

During the 'Lecturers Permanent Seminar' for several months held in the Faculty in 1964, teaching activities were discussed and some mention was made about teaching methods in history of architecture.

"The method I use is theoretical. Students do not have time to do research; they cannot make comparative models of a Greek and Egyptian temple"..... pp.4

"The important thing is to give the student a methodology; to get to know a process". pp.5

"I always insist on comparative aspects".. pp'5

"I consider it important that the student acquire a method for understanding the place and environment where architecture develops. Not that he reads history, and learn dates, and names of buildings, but that he learns

about factors conditioning history. What is required is a method to instill recognition of periods more than sequences.

pp.6

"There is a systematization, there is a method. Something similar we must offer in history". (*)

pp.7

Later on, in meeting No. 15, on November 15, in 'First Conclusions and Recommendations' some firm proposals are made influencing directly or indirectly history of architecture courses:

"The last semester of the history course shall be spent in project work, using a comparative approach, and shall consist of students research into the given solutions to a certain architectural theme in different cultures".

pp.8

"8° It is recommended to organize courses as seminars (understanding as such: research teams formed by lecturers and students) with lecturers from allied disciplines attending or consulting. This

(*) Meeting number 7, October 15, 1964

system has been recommended since 1965 for Planning, Social Sciences, and Structures, I and since 1966 for Physics and History". pp.18

The main idea seems to be the selection of methods in history of architecture courses, considering the discipline itself as a means and not an end.

The recommendation to transform courses into seminars has been partially followed. Courses, including seminars and others, have become teaching experiences in group work with the use of methodological analysis in duly assessed practical work.

4.3.5. Lecturers' opinions:

There seems to be a general agreement that courses using as teaching methods group work, seminars, discussions, and class presentation by students, and lectures for support at certain times, are adequate. One of the lecturers questioned, suggest in relation to assessment methods that they must be more specific to courses objectives. A tabulation process to follow

individual progress by objective and by subject, could be attempted. Assessment through written examination, oral examination, class presentation, individual and seminars is subjective, although depending on more than on lecturer's criteria through out the year, The purposes is to make assessment more objective, but nothing systematic has been established.

4.4. University of Los Andes.

4.4.1. Introduction:

Of all the programmes and documents obtained from the U.L.A, teaching and assessment used from 1967 onwards have been clearly explained.

There is in the Faculty a tradition for field work, called collaterals, that becomes a good teaching and assessment method. The individual lecturer's opinion is very important in determining the methods used.

4.4.2. Teaching methods:

As it may be observed in figure 11, on the next page, teaching methods used are lectures, seminars, discussions, practical work, field

work, class presentation, and methodological analysis. Of them, lectures take all the time appearing in the timetable, with the help of many audio-visual aids (slides). Seminars and discussions are being used more and more in the last year. Bibliographical research works, and field work (collaterals) are student requirements in most of courses, and when subjects are about regional themes, they are complemented with visits.

Only in one case, during 1973, was class presentation mentioned as a teaching method used.

Methodological analysis, sometimes, critical is used in all courses as a way to understand architectural facts or an architect through his works.

4.4.3. Assessment methods:

Assessment methods used are the traditional examinations and work assessments. In the various documents there is no mention of any kind of assessment as it is decided by the lecturer. In the last two or three years there seems to be a tendency to use work

assessment more than examinations,
specially small groups.

4.4.4. Lecturers' opinions:

Only one of the lecturers answering the questionnaire mentioned assessment, saying
Assessment methods: the existing
(examinations, works, etc) must be explained
at the beginning of the course and be
adapted to the contents and teaching methods
"This remarks confirms what we said that
programmes have no precision as to assessment
methods and the student performance
expected in each course. They depend only
on the individual lecturer.

4.5. Summary:

Generally speaking, there are not many details
about teaching and assessment methods in programmes
and documents, particularly assessment methods the
with exception of L.U.Z. since 1968.

The teaching methods most used are lectures,
seminars, and bibliographical research work,
followed by discussions and field work. In the
case of L.U.Z. class presentation by student is
important.

Traditional lectures with the use of slides is the main method used in the U.C.V. and U.L.A.

Assessment methods used are examinations (mainly written) and practical work, with a growing tendency, particularly in the U.C.V., to reduce or eliminate examination.

The use of assessment and teaching methods depends almost exclusively on the decision of lecturers with the exception made of L.U.Z., where teaching methods and assessment are made on a team basis.

There are no examples or attempts at systematising or tabulating assessments, or for testing teaching methods efficiency.

4.6. Conclusions.

Teaching and assessment methods used in history of architecture courses in all three Faculties are traditional.

Teaching methods, although more varied than assessment methods, still use the lecture as main method, depending entirely on lecturers personal orientation. Students take active part only through practical work and seminars. The latter are possible only from time to time.

Concerning assessment, variations are limited, and the main method used is examination. This tends to be continued because of student population growth, more than for didactic or academic reasons.

5. CONCLUSIONS.

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5. CONCLUSIONS.

Objective: Review previous chapter conclusions, and introduce some comments about history of architecture courses in Venezuela.

5.1. Introduction:

Conclusions of previous chapters are only based on the data retrieved through the documents obtained (see bibliography on Part II), questionnaires, and personal interviews with lecturers from all three Faculties.

Further conclusions presented in this chapter are based on the authors ten years of experience teaching history and on history of architecture courses studied by him.

5.2. Chapters' conclusions.

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5.2.4. Chapter 4: Teaching and Assessment Methods.

5.3. General conclusions.

5.3.1. Objectives:

History of architecture courses in a Faculty of Architecture may have, as we have seen in some detail in Chapter 2, a great variety of objectives about which we wish to comment briefly here.

First, like all Faculty studies, history objectives must coincide with and contribute to the fulfillment of the general educational objectives that seem to be common to all higher education institutions whose task it is to prepare human resources of the best possible quality to be useful to society. These objectives were mentioned in Part I of our work, and they are (considering the advancement and accumulation of more and more knowledge) to provide students with a deeply rooted, basic conceptual knowledge and wish a capacity for study, methods for serious research, an open and critical mind in face of reality and with 'traditional' knowledge of the profession within the cultural context of his time (including technology)

This may be achieved with a broad based education, leaving specialization for higher levels or advanced courses.

Secondly course objectives must be coincident with those of the Faculty itself.

The course objectives we found were:

- a. To provide a General cultural background.
- b. To provide a basis for study and design in architecture.
- c. To provide the necessary precedent in order give our time its real value and position in history.
- d. To be a mean for the study of interrelations between architecture, man and environment (physical or natural and cultural)
- e. To be a means for the development of social sensibility in architects.
- f. To be a means for the study and analysis of the relation between architecture and technology.
- g. To form a basis for the study of theory of architecture (*)
- h. To be a means for learning to do research

(*) Theory considered as the discipline that studies the ideas behind architecture. There are other concepts.

- i. To be a means toward learning how to think.
- j. To be a means and a basis for critical methodological analysis of architecture (towns, spaces, buildings, architects, schools, styles, periods).
- k. To be an end in itself for the formation of architectural historians (lacking in the country).

History courses designed to provide a cultural background are considered, in Venezuela, with very few exceptions, as old fashioned and unjustifiable. It is no doubt a big mistake, because culture, for a professional, instead of being undesirable is a necessary attribute, particularly in a profession like architecture that requires a universal understanding of the world reality and an excellent capacity to face new problems. That can not be done successfully with a narrow provincial mind. We are not, on the other hand, suggesting that this objective be the principal one for a history course in a Faculty of Architecture.

Although the relevance of history of architecture as basic to design has diminished during this century, particularly with ancient history, it is still important and

must be focused towards recent examples.

Courses which relate our time in history are very important, particularly when contemporary architecture is being discussed as having failed. Many are the architectural works made by irresponsible architects and immature planners, who are unable to understand their role and position within society and history.

Courses for the study of interrelations between architecture, man, and environment, as opposed to the isolated architectural study (sculpture) are important in order to give the architect a full awareness that architecture depends on the physical environment, on the cultural environment, already influenced by the physical, and on man, influenced by and influencing the environment both as an individual and as a part of the society. A broad knowledge and understanding of the past is useful to understand our complex in its historical perspective.

The generally accepted concept that history

is continuously under interpretation, does not diminish the importance of the last two mentioned objectives. On the contrary it makes them richer, it being necessary to know the historical precedents used to interpret the facts, in order to have the frame of reference.

Course as means to develop social sensibility of architects' are no doubt important in developing countries with their varied social problems. It is worth mentioning that the U.C.V. and U.L.A. have no sociology studies. The problem in Venezuela is that most of the time social sensibility is oriented towards politization.

Courses as means' to study relations between architecture and technology' are valid, and like the former two mentioned they should be integrated with objectives c and d. This would avoid the risk of changing history of architecture into history of construction.

History of architecture courses which form the basis for the study of theory of architecture are also fully justified.

In fact, in Venezuela all existing courses of theory of architecture are given by history lecturers, within history departments, and in several other countries by project tutors with deep historical knowledge, or by history lecturers that are studio tutors.

Courses as a means for learning to do research may provide important contribution to architectural education, because history, by its nature and methods, is an excellent way to learn what research is all about. The causality of history also provides a good lesson for architecture.

As a 'means toward learning how to think' it is more difficult to define the contribution of history of architecture, but no doubt, what has been said about b, c, e, f, g and h is more or less applicable.

History courses as a means and a basis for critical methodological analysis of architecture, are important for the same reasons given for b, c and d, although, unfortunately the transfer to present architecture in our environment and project

work is not always made.

History of architecture courses as 'ends' to form historians of architecture has not been really undertaken in Venezuela, This would mean more of a workload within architectural studies, justifying a diversified option.

Of all these objectives, those lettered from c to j correspond with those proposed by the three Faculties as general or specific.

At this point it is good to stress the fact that stating broad objectives does not mean a lack of precise objectives. This is one point in which most programmes are short of definition, with the exception of L.U.Z., because they should state achievements expected in relation with knowledge, use of knowledge, observable behaviour, and the knowledge transfer. This allow the lecturer to give more precision to his courses and to assess student performance in relation to given requirements, and allows the student to know in advance what is expected of him helping him to orienting

his efforts and interests.

5.3.2. Contents:

History of architecture is rich enough, and it is so interrelated with all cultural (socio-political-economics) and physical (geo-morphic, ecological, etc) aspects of life, that it presents unlimited possibilities for course contents. If we further consider history as interpretation the same contents may be taught over again with a variety of slants.

History courses are occupy a few hour per week which demands the selection of the contents most likely to be useful to architectural students.

Contents must depend upon objectives, as analysed above, so as not only to provide an outlet for lecturers interest but to contribute to student education as well.

Contents shall differ depending on whether courses are intended as means or ends.

If courses are considered as ends, their contents must be comprehensive and their

depth shall depend on whether they are intended as general cultural background or specialization for architectural historians. We shall discuss this point when we come to our proposals in chapters 5 and 6 of Part II.

We shall comment here, only on those contents that we have found to exist in the Faculties studied of Venezuela.

They are:

- a. Chronological - total or partial
- b. Modern movements - chronological
- c. Selected periods
- d. Selected civilizations
- e. Styles
- f. Representative buildings and spaces
- g. Urban evolution.

Chronologically, was the traditional way to teach history, which had the advantage of following a general established order. It has nevertheless been abandoned in many Faculties of Architecture, because it takes too much time. Also it is not possible to teach the entire history of architecture,

with adequate depth. More importance must be given to post industrial revolution and particularly modern movements.

It is common place to find courses starting with modern architecture to place students early in to the present context at an early stage, and then to go back in time to follow a chronological process.

Selected periods are a consequence of the above mentioned problem of time, and the criteria for selection may be varied. A common one is to select periods corresponding to western civilization, using in some cases eastern architecture with clear characteristic and relevance to present movements. In general, preference is given to periods with good documentary sources, which are clear enough to offer present didactic possibilities.

Toynbee's influence has predominated, so that in some cases, civilizations are selected following his classification, and are studied chronologically.

Styles were, for a long periods, the basis of historical studies and of design as well

being normative in measure, proportion, scale and composition. In the present day when styles are not used as such, the classic line, from Greek to Baroque and even beyond is still used as a content in many courses.

The use of representative buildings or spaces and their evolution through time is sometimes a rewarding kind of content for history courses. It provides a good background to certain studies, with the inconveniences that it lacks comprehensiveness.

The study of urban evolution, considered as a container of all human activities and all kinds of buildings and spaces, may be a good way to give a new interest to history contents.

Of the three Faculties L.U.Z. offers a more ordered content, although less varied, but with more problems of ubication and depth.

It would seem that course contents oriented fowards both the means and ends mentioned above could contribute to produce an

architect with good general historical background and a capacity for methodological analysis. This requires a great deal of hard work in history courses, the correct timing the correct contents and the appropriate teaching and assessment methods. But this is becoming increasingly difficult with the compulsory incorporation of general studies in the Universities.

In what concerns other subjects history of architecture should be considered as complementary to them so as to make clear to students the relations existing between them. This is at present only suggested to students through history courses.

When diversification or specialization in architectural studies is considered, history should have a word to say. Let us take as an example the proposed diversification for the fifth year in L.U.Z. Planning and building sciences are both offered for which the prerequisite should be to have a previous course in history of the respective subject.

National architecture, with due consideration to vernacular and international influences,

should be an important concern in history of architecture courses. In view of the lack of information and previous research, a common effort by all three Faculties should be made. This effort should contribute not only to architectural education but to the profession as well.

5.3.3. Teaching and Assessment Methods:

Teaching and assessment methods used in the Faculties of Architecture studied are few, as we have seen in Chapter 4 compared with the great variety of methods currently being used in higher education.

We must recognise as important, the fact that the large numbers of students in classes make the use of some of the new methods that tend more to individual teaching and active participation of students very difficult these require very small groups or individual tutorials to be effective. In the U.C.V. that has the largest student population, classes for compulsory courses sometimes have as many as 200 students, a class of about 50 to 60 is considered small in some elective courses.

Probably the main reason why new teaching methods are not used in history courses, is that this new educational trend has not come to Venezuela, and consequently lecturers, that are professionals borrowed for teaching, are not aware of the possibilities or are unable to use them properly.

On the next page, figure 12, we present a list of teaching methods containing those used at present, those whose use could be improved, and others that could be used. This list has been prepared on the basis of two lists we presented in Part I of this work, when discussing teaching methods.

In that list, methods have been grouped according to their characteristics and the group size that suit them best. First lectures or class presentation apt for large groups and second the group we call experience (study trips and visits). Then the group considered as 'seminars' mainly apt for middle and small groups, followed by 'special aid' methods. As to group teaching methods, we have placed several methods requiring student or lecturer

TEACHING AND ASSESSMENT METHODS

	Group Size			
	Large +20	Middle 10-20	Small 3-8	Ind.
Lectures	●			
Class Presentation	●			
Study Trips		●		
Visits		●		●
Seminars		●	●	
Controlled Discussion		●	●	
Free Discussion		●	●	
Study Case		●	●	
Syndicate Method	●	●	●	
Buzz Groups	●	●	●	
T.V.	●	●		
Films	●	●		
Slide-Tape	●	●		
Tape	●	●		
Automated Learning	●	●	●	●
Computer Teaching	●	●	●	●
Programmed Learning	●	●	●	●
Laboratory		●	●	●
Group Tutorial		●	●	●
Group Supervision		●	●	●
Team Teaching		●	●	
Project		●	●	
Simulation		●	●	
Critics		●	●	
Synecitic		●	●	
Individual Study		●	●	
Individual Tutorial		●	●	●
Reading		●	●	●

groups. Then in simulation, we have simulations and projects. For idea stimulators we have critics and synectics, and finally, individual study.

Of all those mentioned, 'visual-aids' is the least developed, and it may be very useful as an aid to individual study, requiring a great deal of preparation and continuous actualization because it happens sometimes that programmes or other aids remain unchanged for years. They neither contributing to promote thought or change attitudes, but merely repeat information that could be found easily in books.

We believe that lectures and class presentations must continue to be used.

Study trips and visits used very sparingly now, should be used more, because they are an important way to motivate students.

Of the next group, seminars should be used more when class size, controlled discussions as at present, and some other methods should be introduced such as free discussion, study

case, syndicate method and buzz-groups. They would be difficult to implement immediately, but they could be introduced progressively.

The special aids group, not used at present but for the slides within lectures, must be introduced as an important support to individual study. We should try to produce materials for all possible course contents, starting with those considered compulsory. These methods even with a high initial cost, should be used as a way to allow large student populations to receive some kind of individual teaching.

Besides team teaching, being used in L.U.Z. group tutorial and supervision may be improved over their present use, and 'laboratory' in the form of workshops for models and comparative studies, could be introduced.

Concerning projects and simulation, the use of the former in stimulating more interest in history should be considerably enlarged with a better coordination and pre-programming. Simulation could be used

to advantage, in certain studies, where information exists, particularly for urban studies and for setting the right framework for students to understand cultural and built environment.

Criticism, used mainly in class presentation could be better used from a methodological point of view, and in relating history to project work as a prerequisite. Synectic may contribute in understanding and studying architectural facts, and requires an introduction and previous lecturer preparation.

Individual study occurs now in a very natural way, as a support to practical work. The reading skill must be improved through some special instruction for students. Individual tutorial although difficult to achieve with large numbers, could be progressively attempted.

There are in fact, several new methods that could be used to improve student motivation and to enlarge the student's knowledge and awareness of architecture. Their implementation could contribute to a better

architectural education through history courses.

In what concerns assessment methods, the lack of variety and experience is still greater than in teaching methods.

"The" method most commonly used is still the written examination partial and final. The trend to replace examinations by work assessment has no real justification excepting if works could be designed so as to allow for a comprehensive coverage of the course contents. That is very difficult to achieve if conceptual understanding, promotion of thought, and changes of attitudes are expected from students.

In any case, the main reasons for the lack of variety in assessment methods are:

1. the lack of variety of teaching methods used, and
2. the lack of precision as to achievements expected from students, stated in course programmes.

In this respect it seems convenient to

repeat that assessment as it is now established, depends almost uniquely on the lecturer and that there have been no serious attempts to systematise assessment.

It is evident that in relation to assessment there is a real need for research, more methods, new more objective examinations through a jury assessment, and the use of continual assessment or working juries when possible.

Assessment must be more than a 'measuring' process of retentive memory. It must be an 'educational process to test behavioural attitudes in the use of knowledge'.

APPENDIX 2

QUESTIONNAIRE

HISTORY OF ARCHITECTURE TEACHING.

1. Objectives

1.1. Are the objectives of the history of architecture courses coincident with the Faculty objectives?

1.2. If they are not. In what they are not coincident?

Why?

1.3. In your opinion, which must the objectives for history of architecture courses in the Faculty?

2. Courses ubication.

2.1. Are, in your opinion the courses of history of architecture well placed?

2.2. Propose the right ubication, on your opinion and give reasons.

2.3. Why are the courses bad placed, if they are?

2.4. How many courses should exist within the Faculty and which?

3. Contents.

3.1. Which is the content of the existing courses?

3.2. If you do not agree with those contents, please explain why?

Should it be possible to change those contents or not? Why Not?

4. Teaching and Assessment methods.

4.1. Which are the teaching methods used now on history of a architecture courses?

4.2. Do you think that those methods are the most appropriate?

4.3. What other methods do you consider it should be used?

4.4. Which are the assessment methods used now on history of architecture courses?

4.5. Do you think that those methods are the most appropriate?

4.6. What other methods do you consider it should be used for assessment?

5. Research.

5.1. Do you take part on research work on history of architecture in the Faculty? Which?

5.2. Do you take part on other multidisciplinary research work within the Faculty? Which?

5.3. On your opinion which should be the areas of research on history of architecture?

5.4. Are these resources in the Faculty for research?

6. Other Aspects.

- 6.1. Please mention any other aspect you consider important, that in your opinion must be considered in the teaching of history of architecture in the Faculty.

- 6.2. If you wish please write your name.

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This bibliography is in two parts: part one, contains all texts used as references on the main volume of Part II, written in English; part two contains all documents obtained and used during the research about history of architecture courses in the Faculties of Architecture of Venezuela, written in Spanish and translated freely by the author, for this purpose.

Part one of the bibliography is in alphabetic order.

Part two is presented by faculties and grouped by subjects, mentioning authors only in those cases when they are explicitly mentioned on the documents, what it is not very common because most of them are considered responsibility of the faculties, or bodies within them.

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