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Architecture: Practice & Pedagogy, an exhibition of recent projects by young architects and their students

Randall Korman
Syracuse University

National Academy of Design (U.S.)

Syracuse University, School of Architecture

Joe and Emily Lowe Art Gallery (Syracuse University)

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Architecture: Practice & Pedagogy

an exhibition of recent projects by young architects and their students

The National Academy of Design, New York City June 18-Sept 21, 1980

Acknowledgements

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Joseph Scala, Director, Lowe Art Gallery
Jason Wong, Curator, Lowe Art Gallery
Leonard Eichler, Gallery Preparator,
Lowe Art Gallery
Mark Robbins (thanks, kid)
Assisting students, Department of Museology
and the School of Architecture,
Syracuse University

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For the New York City show the School is indebted to The National Academy of Design and its director, John Dobkin.

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Catalogue and exhibition design:

Randall Korman

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Cheryl A. Gressani

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School of Architecture
Syracuse University
Syracuse, New York 13210

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Preface

Randall Korman

The education, growth and development of an architect is normally a long and arduous process. History has shown that most architects seldom begin their mature artistic production before their fortieth year. Unlike other fields such as music or mathematics, architecture has rarely, if ever, produced a child prodigy. It appears that, in this area, the process of aesthetic and professional maturation cannot advance ahead of the rest of one's personal development. Rather, it is during those fifteen-odd years between the end of an architect's formal education and the beginning of the mature period that most young professionals acquire a deeper insight into the nature of their work and its relation to a broader physical and cultural context. For many, this period is marked by a process of sifting through past experiences, influences and interests, while simultaneously searching for a personal style and new areas of personal expression.

A small, but significant contingent within this larger group of young professionals are those architects who have chosen to return to the academic sphere as teachers. While their individual reasons for doing this may vary, the one facet of the experience they all have in common is that teaching, seen especially as a critical inquiry into the design process, enhances the way they, as artists and professionals, are evolving. They quite naturally bring to the classroom the issues, ideas and questions they are confronting in their own work. In this way, the students and the studio exist as critical foils against which one can test and study conceptual, theoretical, ideal, and pragmatic propositions that might otherwise have no existence outside an academic context. It was principally for these reasons that the idea for this exhibition was conceived.

The seventeen individuals shown here, representing ten Northeastern schools of architecture, were selected from among forty applicants by an independent jury composed of both educators and architects. They range in age from twenty-seven to forty and in experience from relative newcomers to established practitioners. They constitute a group having a broad cross section of views and approaches to architecture, a fact clearly evident in the diversity of the work presented.

A unique feature of the show is the inclusion of selected examples of student work that was executed in the academic studios of each exhibitor. This provides one the opportunity to compare results drawn from the two different areas of professional involvement; in other words, to see what relationship, if any, exists between what they practice and what they profess. It is not surprising to find that to a great degree the issues, attitudes and predilections manifest in their private work find expression and form in the exhibitors' approach to teaching and the work of students. This, in turn, produces a reciprocal relationship whereby the experiences of each contribute meaningfully to the other. It is in this role of architect/teacher that the individual is presented with the opportunity to further vitalize the processes of growth and development—processes that find continuity with succeeding generations of students. More than simply providing a vehicle for showcasing the work of this group, *Architecture: Practice & Pedagogy* can be seen as a statement about a particular educational process, and how this process has implications that extend beyond the seemingly limited realm of the classroom.

Randall Korman is an architect and Assistant Professor of Architecture, Syracuse University, and is curator of the exhibition.

Student Work and the State of American Architecture

Michael Dennis

The *Architecture: Practice & Pedagogy* show is unique among the recent spate of architecture exhibitions in that it presents work by the students of the exhibitors as well as the exhibitors' own professional work. And while the faculty work is extremely interesting by itself, the inclusion of student work gives the show an extra dimension and makes a complete critique of the current architectural scene.

Student work may be diagrammatic, but it is also very often provocative, sometimes really quite good, and it almost always offers an immediate reflection of changing architectural values. It is like a highly responsive and unself-conscious caricature of ideas which at certain moments in history may be more interesting than the work of the profession itself. I, for one, believe that we are at just such a moment. One only has to tour the schools and compare the student work to that published in the professional magazines to realize that change is in the air, and that there is a greater gap or chasm between the two realms than has existed for many years.

The changes that are reflected in student work may have been actively promoted by some practicing architects such as those exhibited in this show, but these changes have made a large part of the profession very, very nervous. For the first time in years, this element is concerned about "getting in and straightening out" the schools. And well they should be concerned, because their whole value system is under question. After all, it took a long time for modern architecture to become the darling of the multi-nationals, and no one wants to appear prematurely *retardataire*, much less risk loss of work to a younger generation playing by different rules.

Then too, there is yet again the bothersome "European influence." Just when modern architecture, with its disturbing socialist underpinnings, has been adapted, transformed and adopted as an instrument of capitalism, just then, we get another unnecessary infiltration of European ideas. Their insistence on enclosed streets and squares may be fine for their cities, but "things are more open here." And the stripped down neoclassicism of their walls makes the decorative excess of the American eclectics seem to be strongly influenced by these ideas as well as showing a pronounced interest in history and, God forbid, theory. Didn't modern architecture make all that unnecessary? And hasn't the American way always been practice over projects, and empirical reality in lieu of the ideal? About the only thing that makes an American architect more nervous than a theory is a theoretician, and worse still if European. Now, while there might be a hint of health in this distrust, theory has become a fact of American architectural life, and can no longer be ignored. On the contrary, it may have become a necessity, especially if Geoffrey Scott was correct when he said that theory is a substitute for tradition. The tradition of modernism is certainly under question and what is going to replace it remains an open question. As testimony to the search one need only cite the recent proliferation of student journals, lecture series, symposia, exhibitions, and last but not least, the "architecture as art" show where drawings of buildings become an end in themselves.

In this respect, the *Architecture: Practice & Pedagogy* show is different. There are no revolutionaries here. No ideal projects either. No theoreticians. There are only architects in the traditional American sense of the work, i.e., architectural realists who believe in architecture as built, or buildable, form. There is no Bouleee envy here. Almost without exception the works shown are either real commissions or real competitions. One exhibitor even insisted on showing working drawings as a statement against the now chic "architectural art" shows. (One should point out that he did exhibit, however.)

This is not to say that these architects do not have theories or ideals. They do, but ideas apparently have more meaning for them when conditioned by circumstance. The problem with this is, of course, that they have more ideas than circumstances. Commissions for a young architect are limited at

*Michael Dennis is an architect and
Professor of Architecture, Cornell University,
and was a member of the
exhibition selection committee.*

best, with residences and renovations being about the only vehicle for ideas, hardly a broad enough circumstantial base to satisfy elaborate architectural interests.

Since this particular group finds it difficult to rationalize doing purely theoretical projects, it is not surprising that they teach, and furthermore, that they take their teaching very seriously. Teaching offers a greater range of architectural and urban problems than their practices do; it offers freedom from impossible restraints, and it offers a quick, responsive way to explore ideas. What it does not do is provide the mature satisfaction of depth which comes from practice. The two worlds cross-fertilize each other, however, and if the balancing act can be maintained, then there is the basis for a rich architectural life at an age when it would be otherwise unattainable.

Perhaps it is this balancing act that is the source of a slightly enigmatic feeling about the relationship between the professional work and the student work in show. That is to say that since the exhibitors devote a significant amount of their time—maybe even a majority—to teaching, the one quarter of the show devoted to student work only leaves one longing to see more. The professional work is unquestionably more mature, and much of it is of very high quality, but it is largely limited to very small projects, mostly single-family houses and renovations. It is, therefore, the student work that must complete and give expression to the full range of faculty interests. Here there is a hint of a less self-conscious and varied theater of ideas than practice allows. It is like a window to a potentially more interesting world where the walls are more emphatic, the portals more exaggerated, and the buildings more urban. In short, it is here that one finds an architecture of the city rather than the suburbs. And that would seem to be the more substantive issue confronting architects today. The *Architecture: Practice & Pedagogy* exhibit—with its inclusion of student work—opens the question.

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Abbey/Dripps University of Virginia



Bruce James Abbey

Date of Birth

May 18, 1943

Present Position

Associate Professor
School of Architecture
University of Virginia 1974

Education

Princeton University, M. Arch. 1971
Cornell University, B. Arch. 1966

Robert Dunning Dripps, III

Date of Birth

July 14, 1942

Present Position

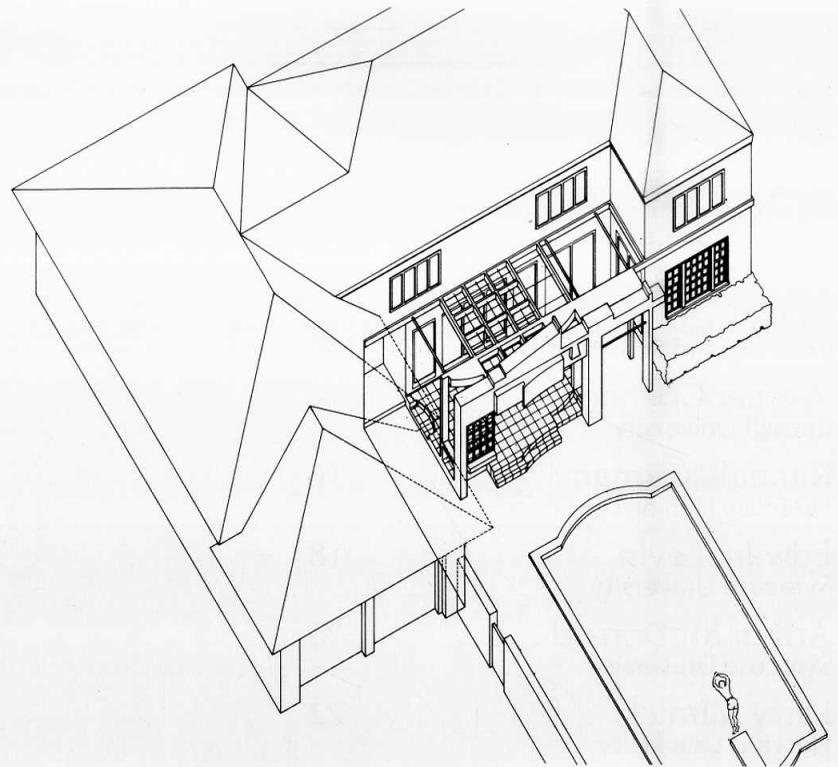
Associate Professor
School of Architecture
University of Virginia 1972

Education

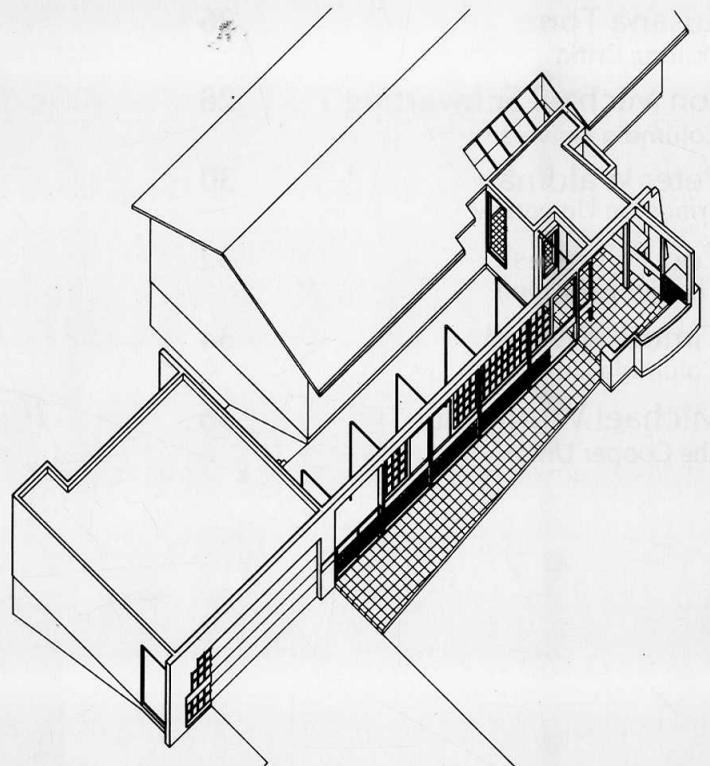
University of Pennsylvania, M. Arch. 1966
Princeton University, BA Arch. 1964

Previous Teaching Experience

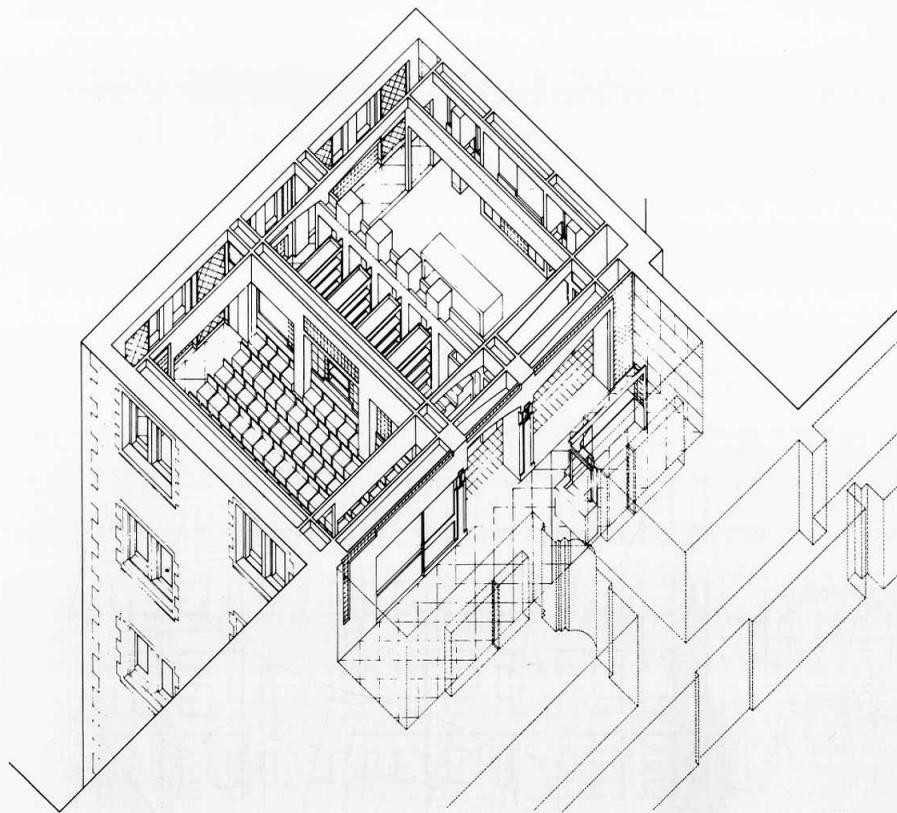
Polytechnic of Central London 1976
University of Capetown, South Africa 1968-70



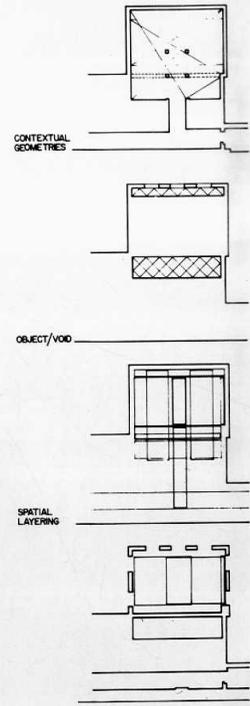
Hahn Addition, axonometric view



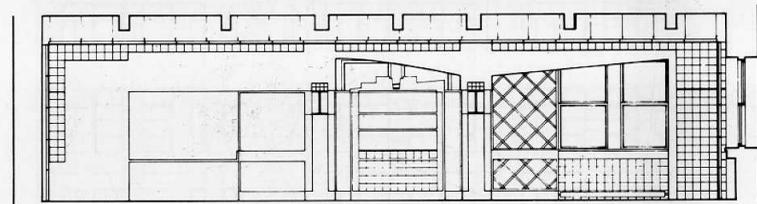
Claney Addition, axonometric view



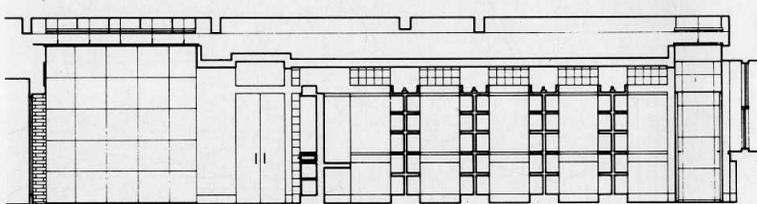
Library of Anesthesiology, axonometric view



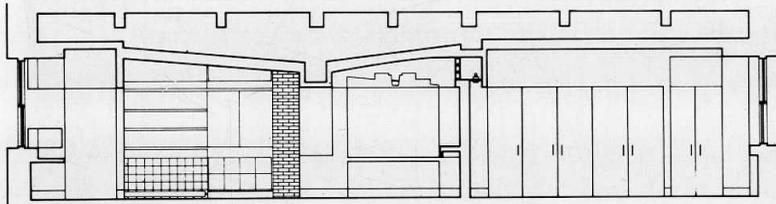
Diagrams



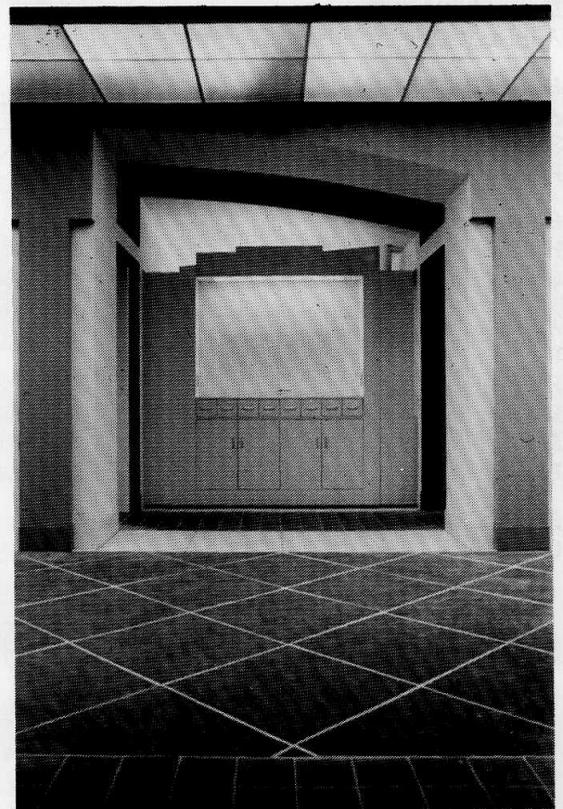
FACADE WALL A-A



SECTION C-C



Section elevations



Alan Chimacoff

Princeton University



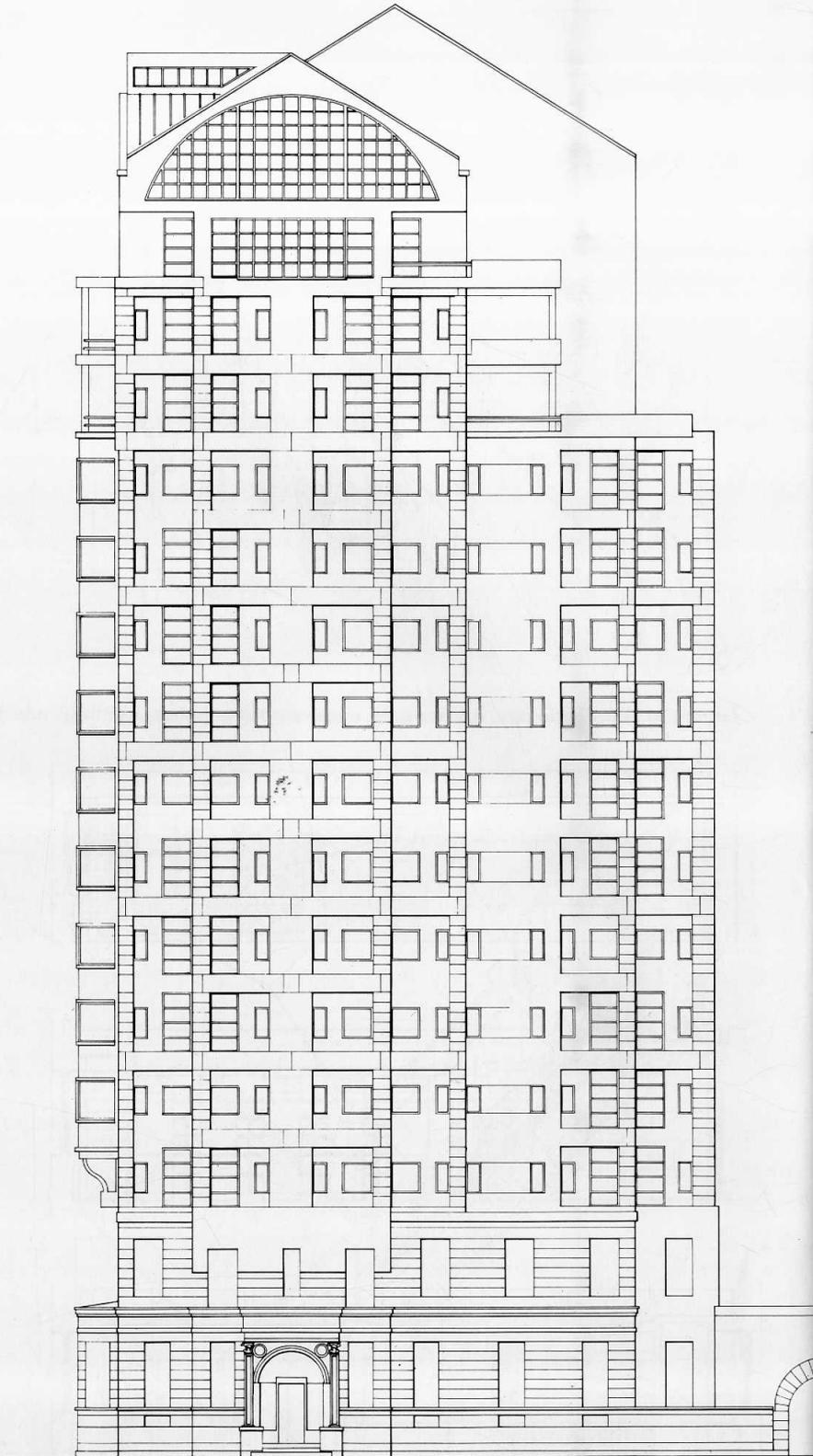
Date of Birth
April 4, 1942

Present Position
Associate Professor
School of Architecture
Princeton University 1973

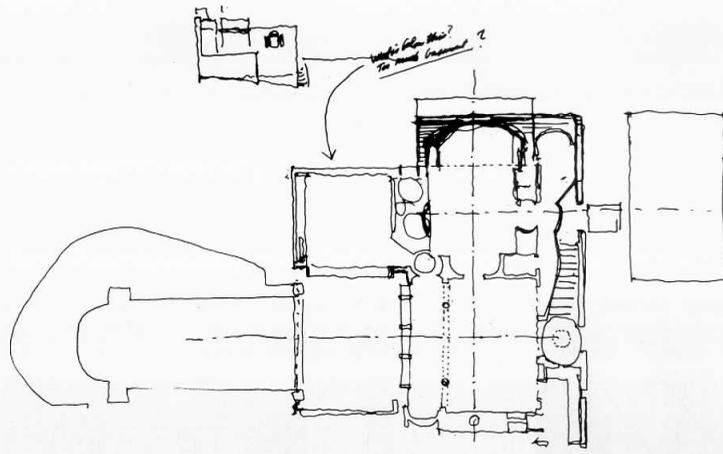
Education
Harvard University, M. Arch. 1969
Cornell University, B. Arch. 1964

Awards
Progressive Architecture, Citation 1978
Progressive Architecture, Citation 1977
Record Houses 1976
Record Houses 1973
Plywood Association Design Award 1972

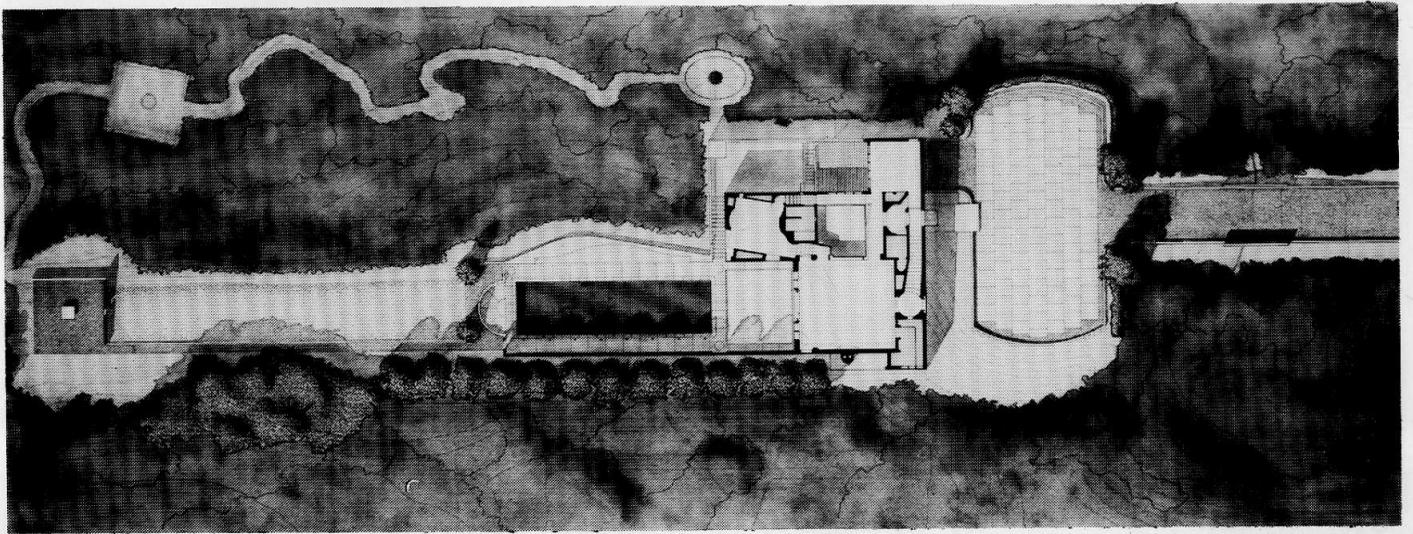
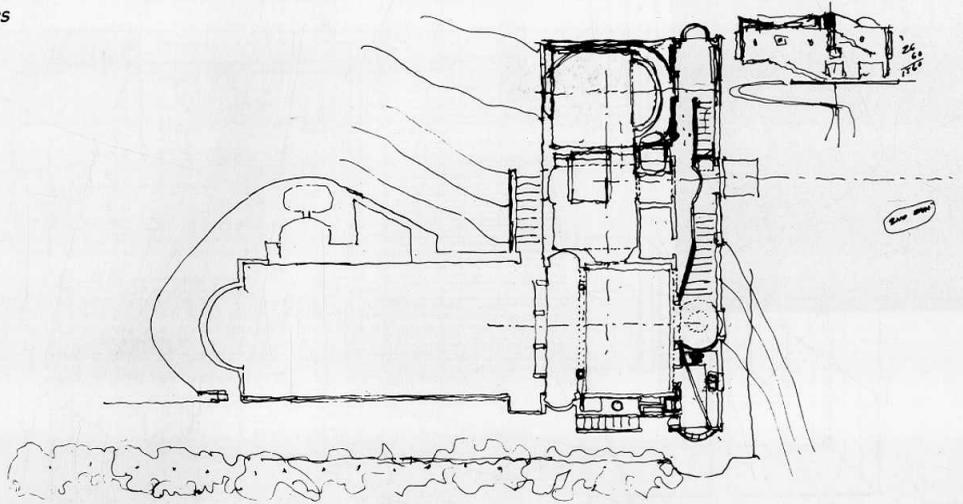
Previous Teaching Experience
Cornell University 1969-72



Chicago Condominium, north elevation

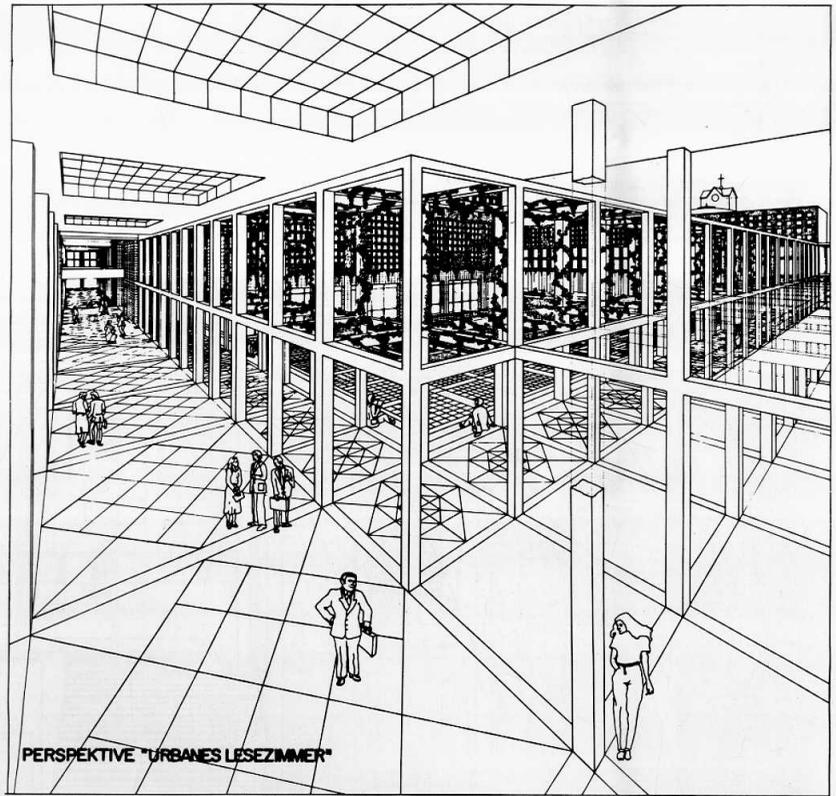
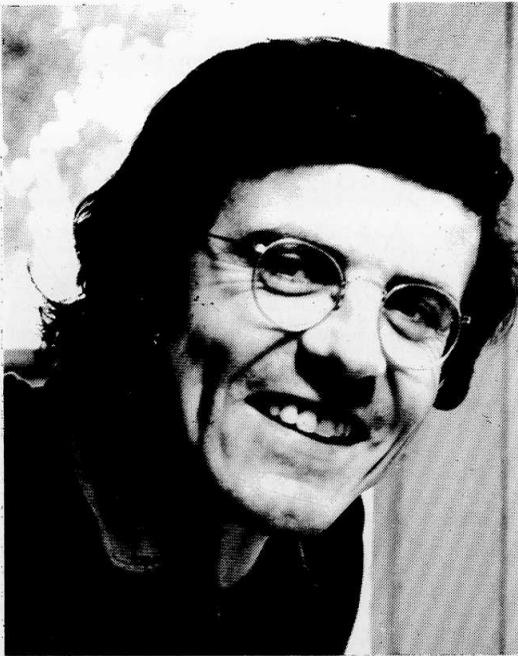


Preliminary sketches



Kornaza Residence, main floor plan

Werner Goehner Cornell University



Date of Birth
March 7, 1943

Present Position
Assistant Professor
School of Architecture
Cornell University

1975

Education
Cornell University, M. Arch.
Karlsruhe University, Dipl. Ing.
Ecole des Beaux Arts

1973

1970

1965-66

Awards
Karlsruhe State Library Competition,
Honorable Mention
Karlsruhe Museum Competition,
First Prize
Urban Design Competition for Bonn,
Honorable Mention
D.A.A.D. Fellowship, Paris

1979

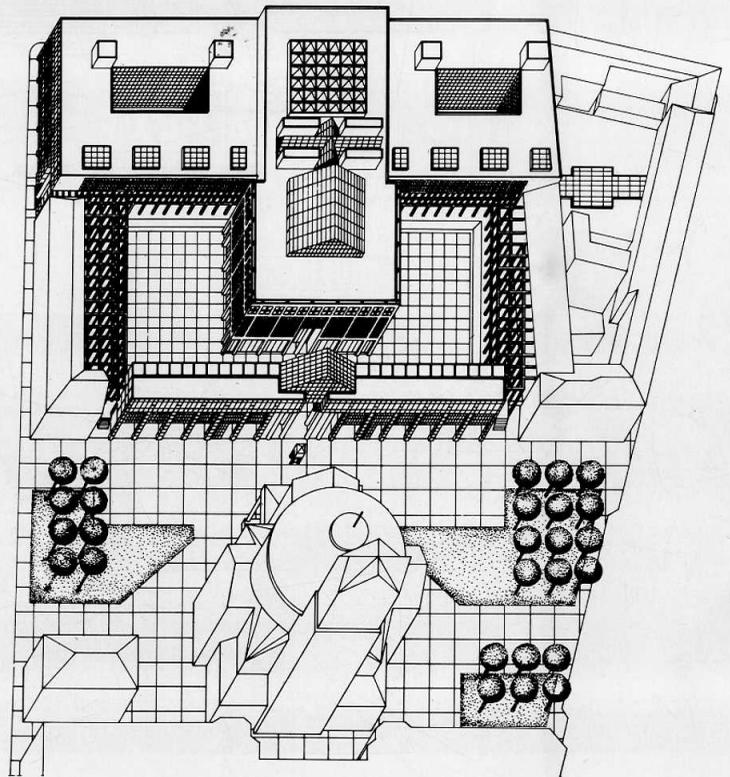
1978

1970

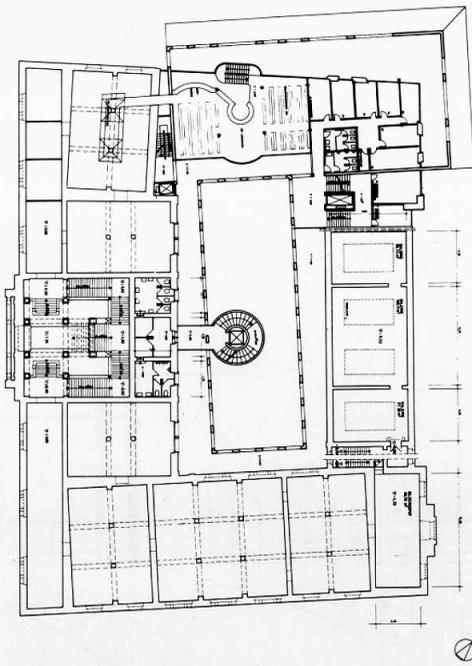
1965-66

Previous Teaching Experience
Karlsruhe University

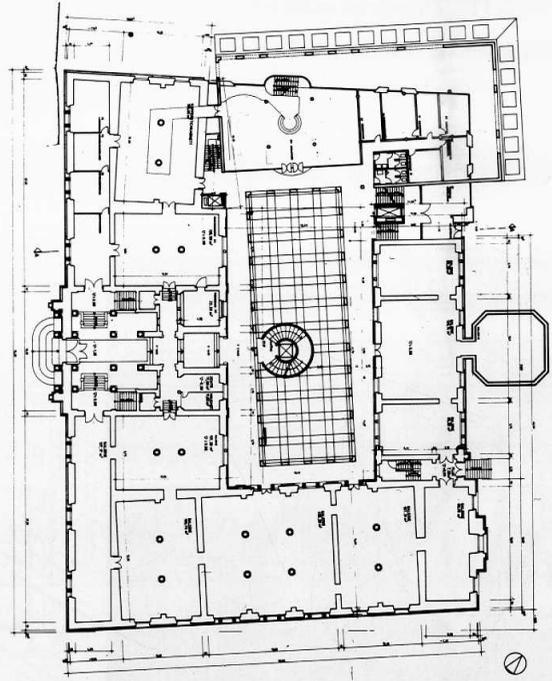
1974-75



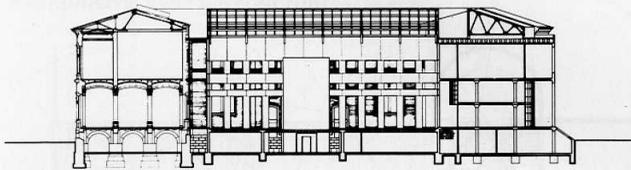
Karlsruhe State Library Competition, axonometric view



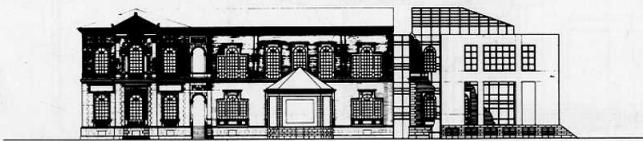
Mezzanine level



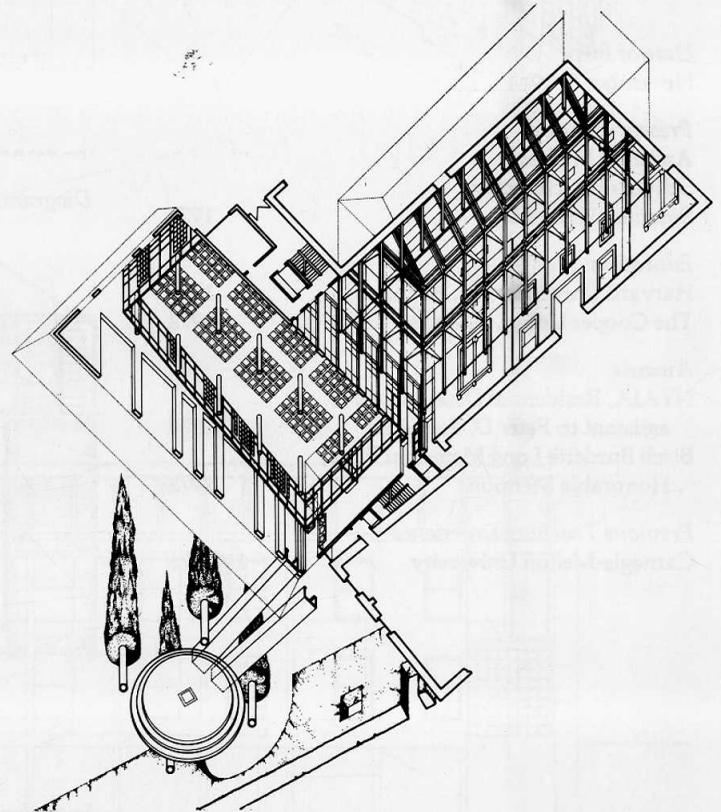
Entrance level



Section through courtyard



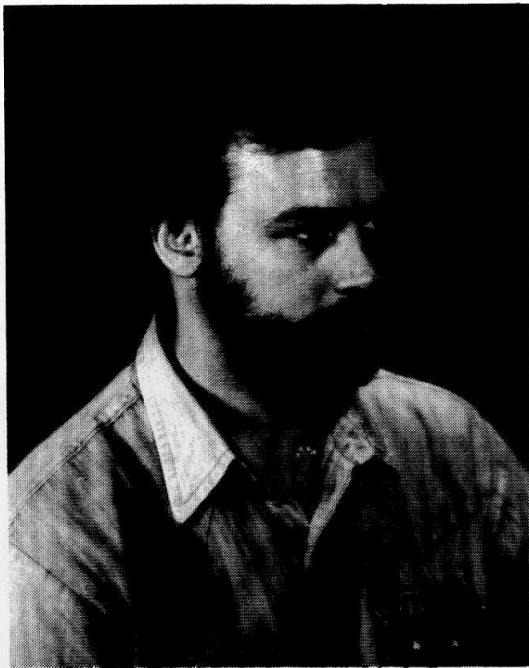
North elevation



Axonometric view from below

Karlsruhe Museum Competition

Randall Korman Syracuse University



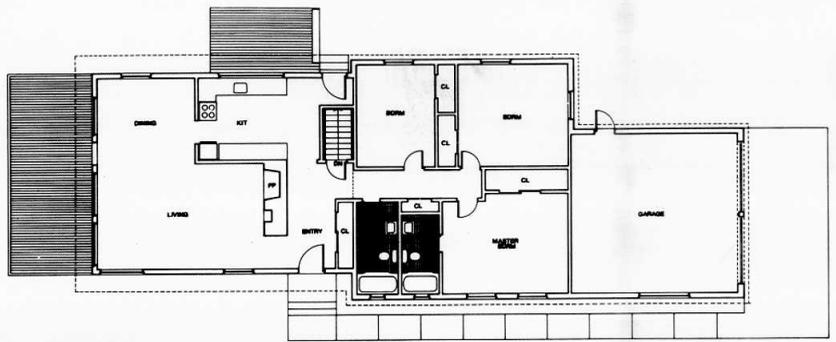
Date of Birth
November 3, 1944

Present Position
Assistant Professor
School of Architecture
Syracuse University

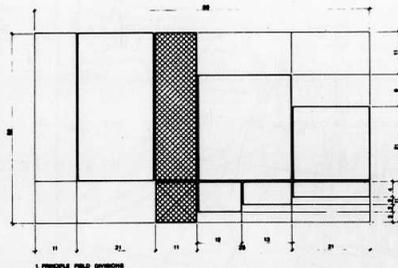
Education
Harvard University, M. Arch. 1977
The Cooper Union, B. Arch. 1972

Awards
NYAIA, Residential Design Award,
assistant to Peter D. Eisenman 1974
Birch Burdette Long Memorial Prize,
Honorable Mention 1973

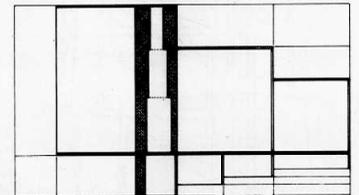
Previous Teaching Experience
Carnegie-Mellon University 1974-76



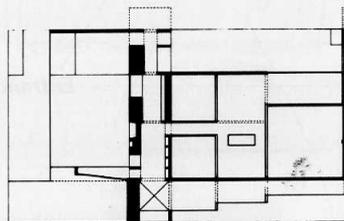
Existing plan



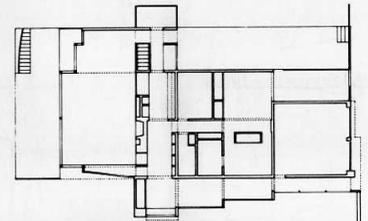
1. PRINCIPAL FIELD DIVISIONS



2. ENTRY AND HORIZONTAL PLANES WITH 'POCKETS' SHOWN

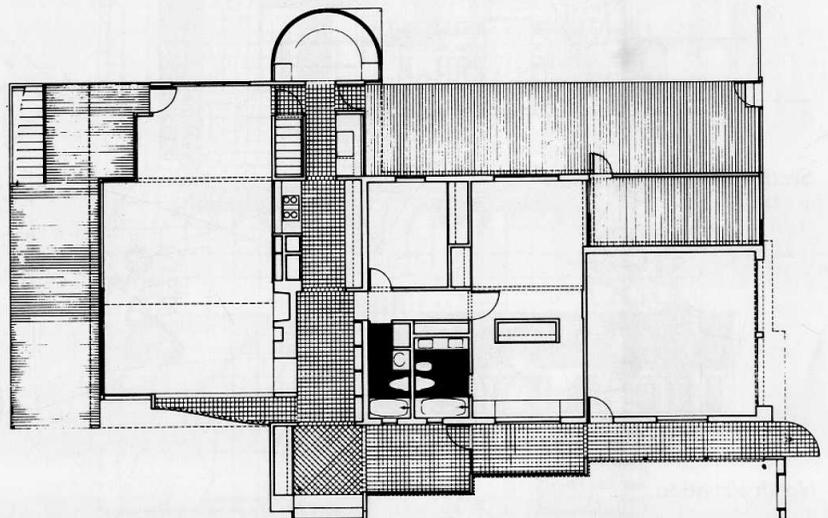


3. INITIAL BAR-SIZE AND POCKET ARTICULATION

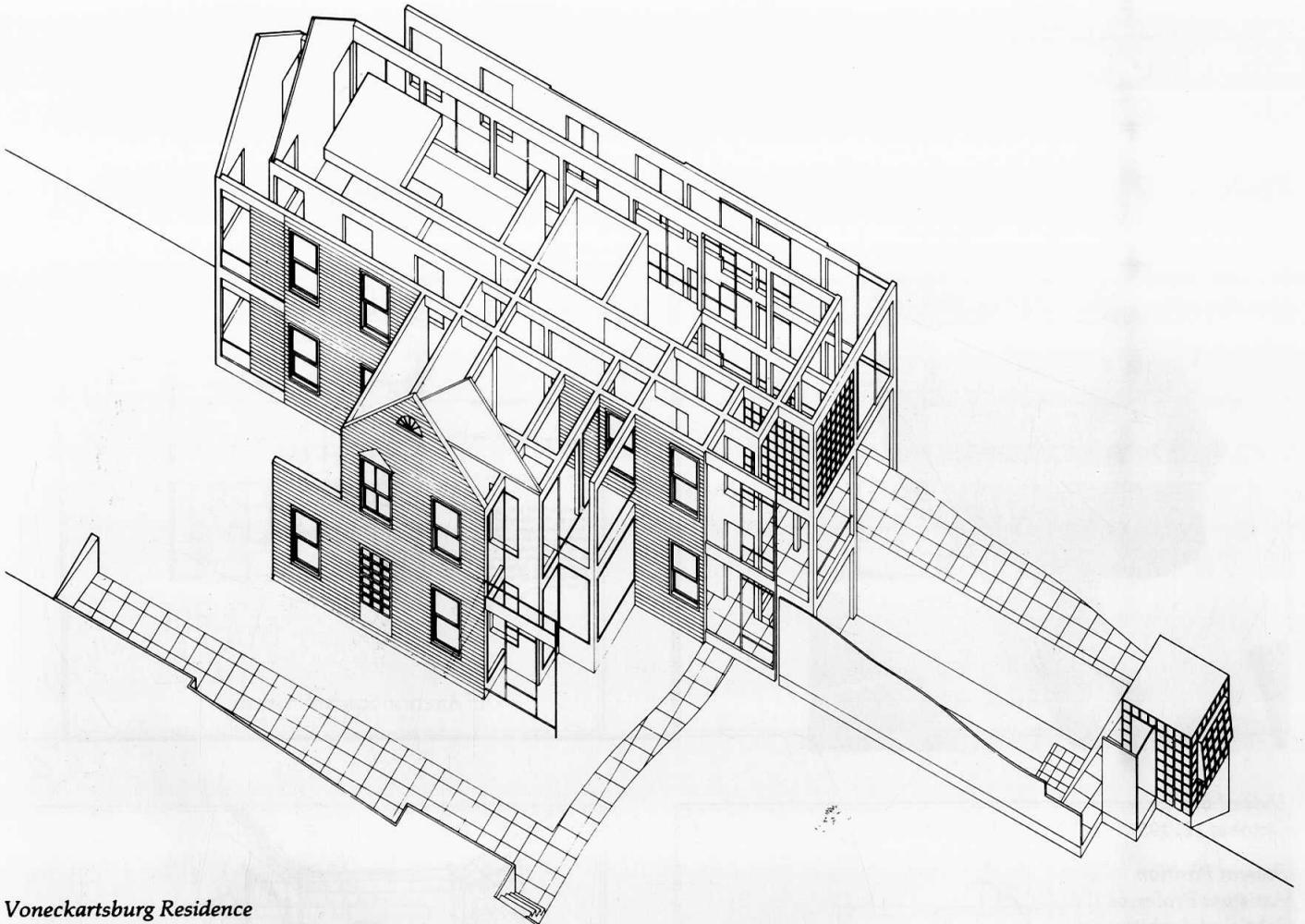


4. FINAL BAR-SIZE ARTICULATION

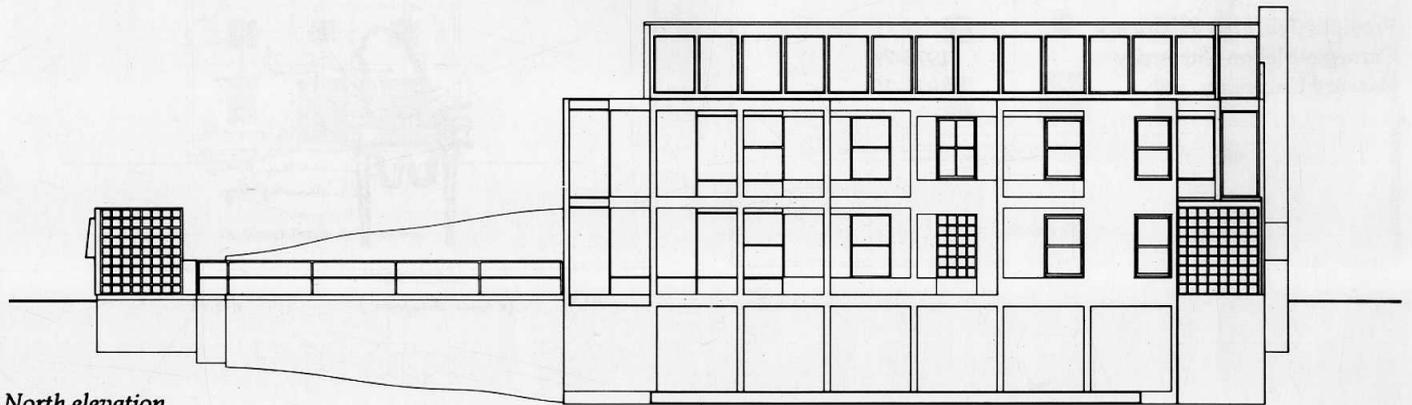
Diagrams



Feigenbaum Residence
Proposed new plan

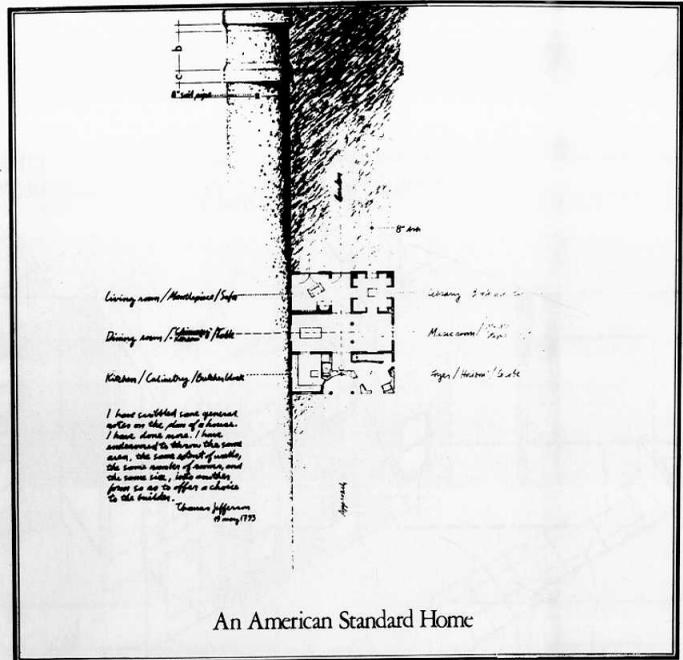


Voneckartsburg Residence
Axonometric view without roof



North elevation

Edward Levin Syracuse University



An American Standard Home

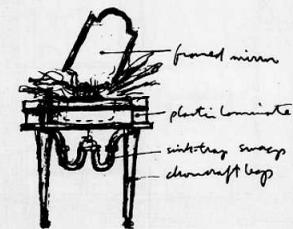
Date of Birth
October 22, 1952

Present Position
Assistant Professor
School of Architecture
Syracuse University 1979

Education
Harvard University, M. Arch. 1975
Cornell University, B. Arch. 1974

Awards
Otto R. Eggers Memorial Prize,
Cornell University 1974

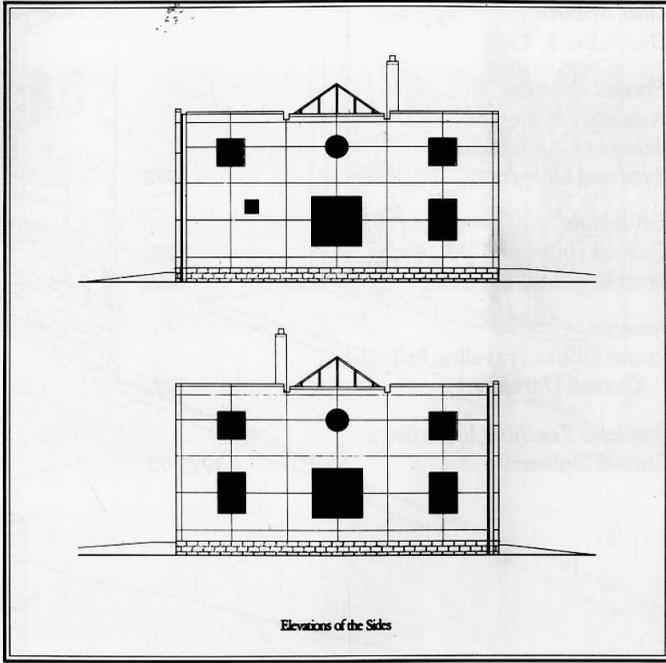
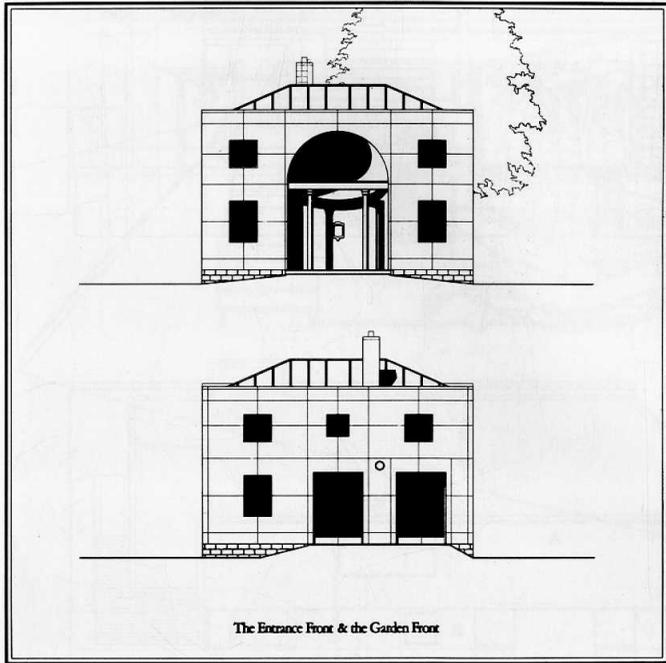
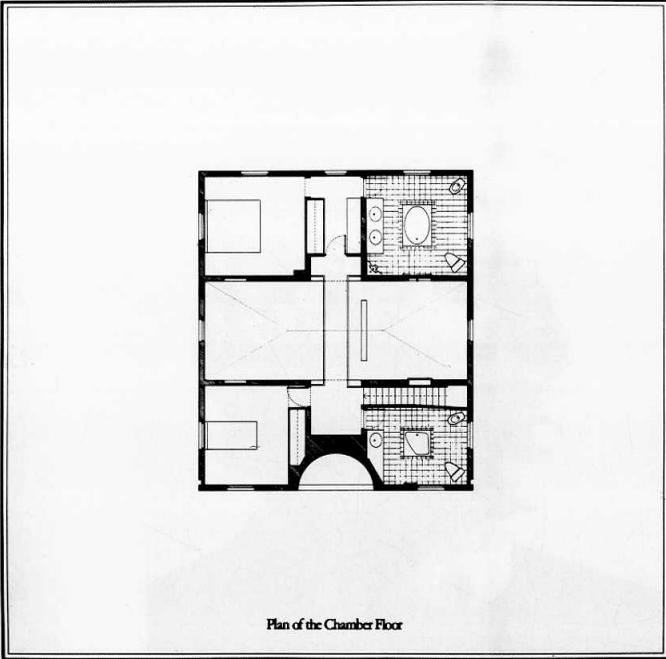
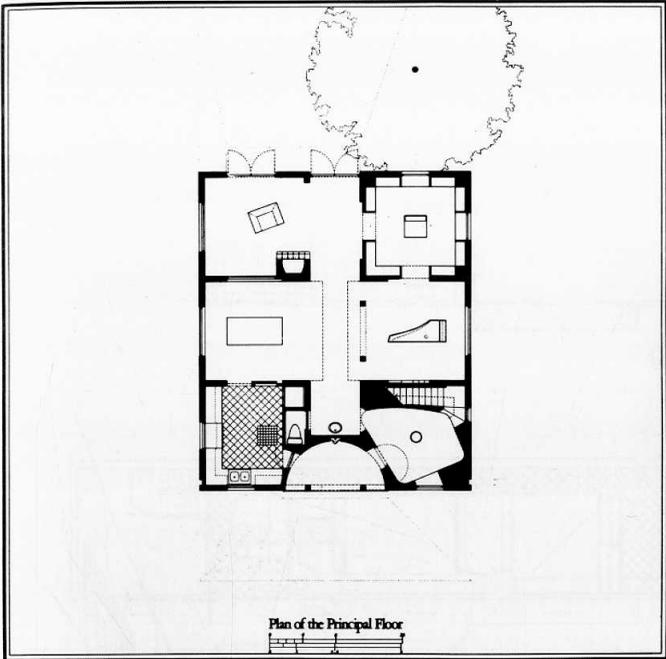
Previous Teaching Experience
Carnegie-Mellon University 1975-79
Harvard University 1974-75



L'Americaine

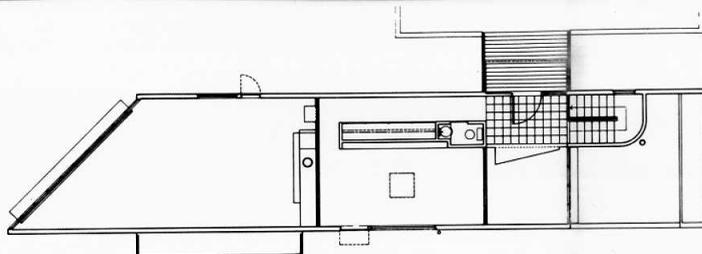
A.S.H.; (d'après Delafosse)

9.12.78

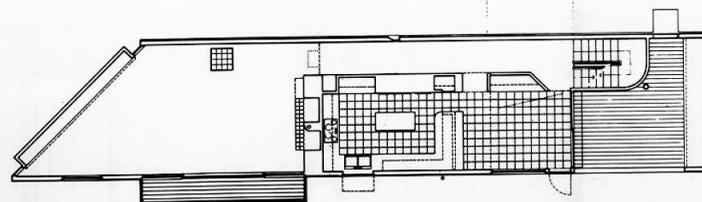


Arthur McDonald

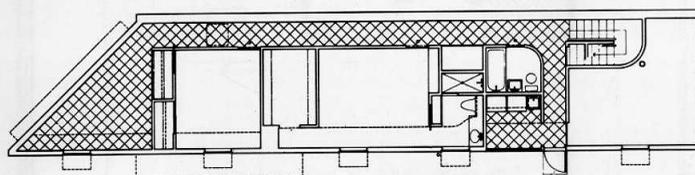
Syracuse University



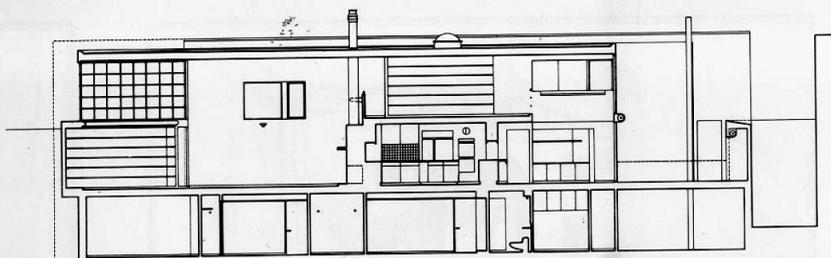
Entrance level



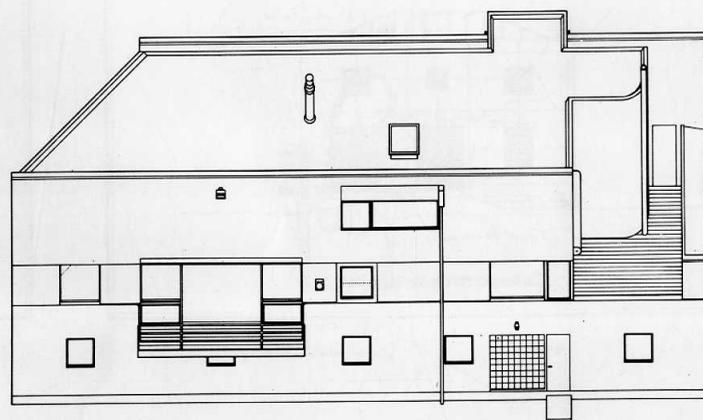
Living level



Bedroom level



Section



Axonometric

Date of Birth

December 2, 1939

Present Position

Associate Professor
School of Architecture
Syracuse University

1972

Education

Cornell University, M. Arch.

1972

Pratt Institute, B. Arch.

1963

Awards

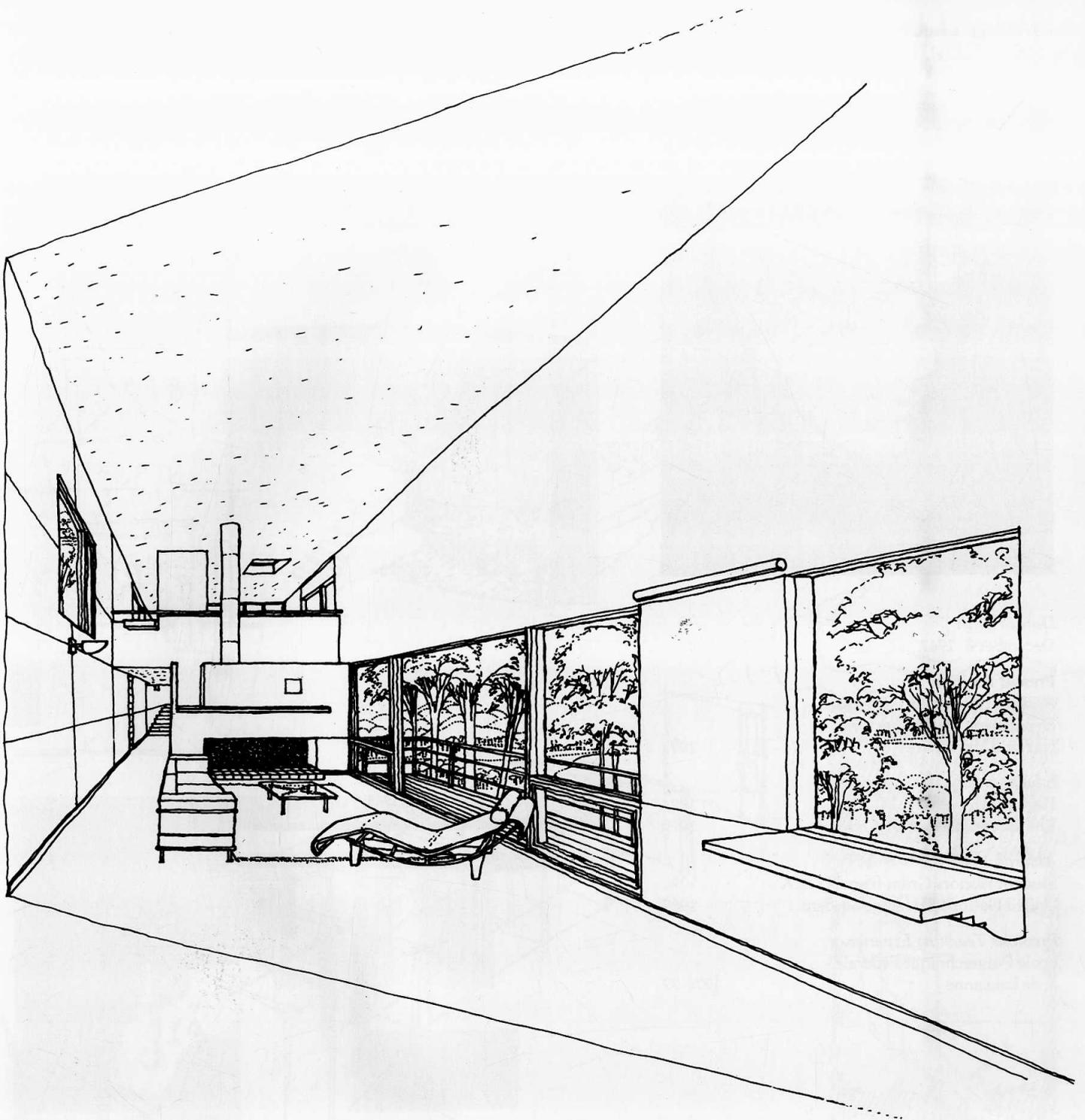
James Eidlitz Traveling Fellowship,
Cornell University

1972

Previous Teaching Experience

Cornell University

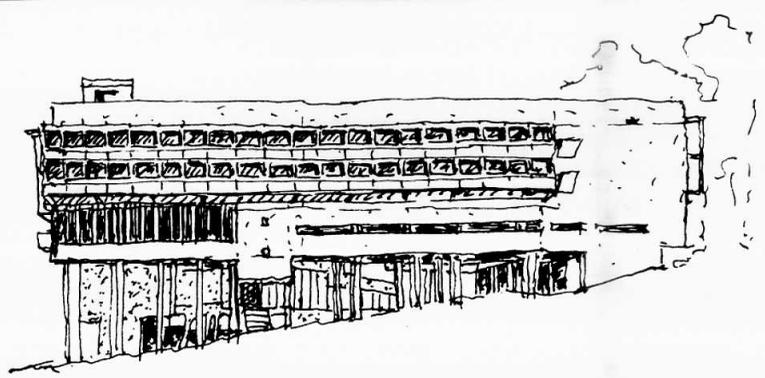
1971-72



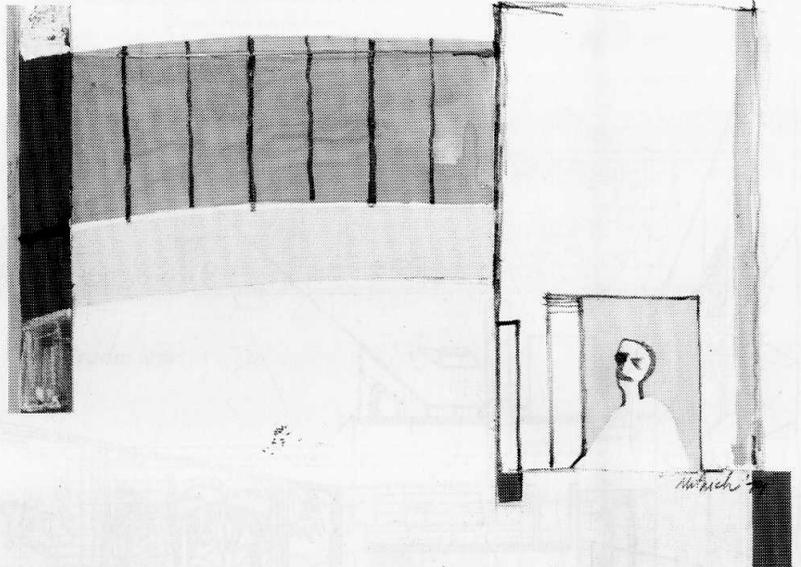
Architect's Residence

Interior perspective

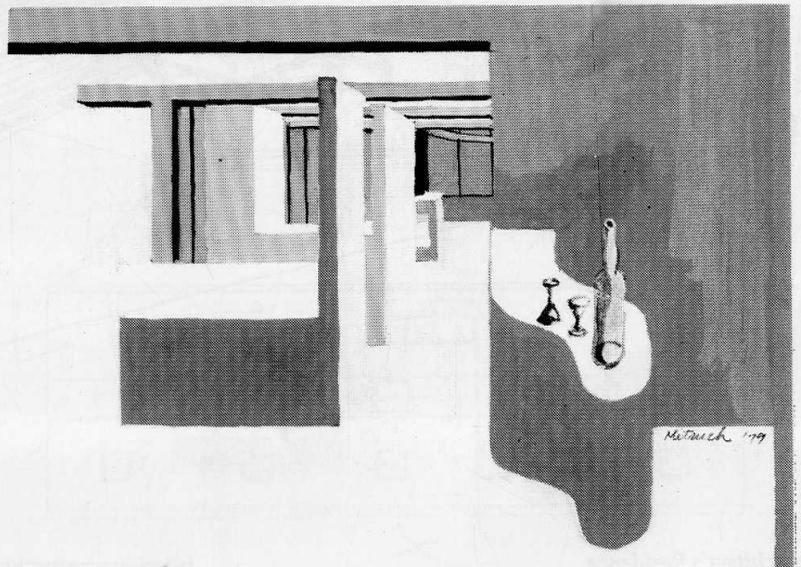
Larry Mitnick
Harvard University



Travel sketch, monastery at La Tourette



Safar House, interior views



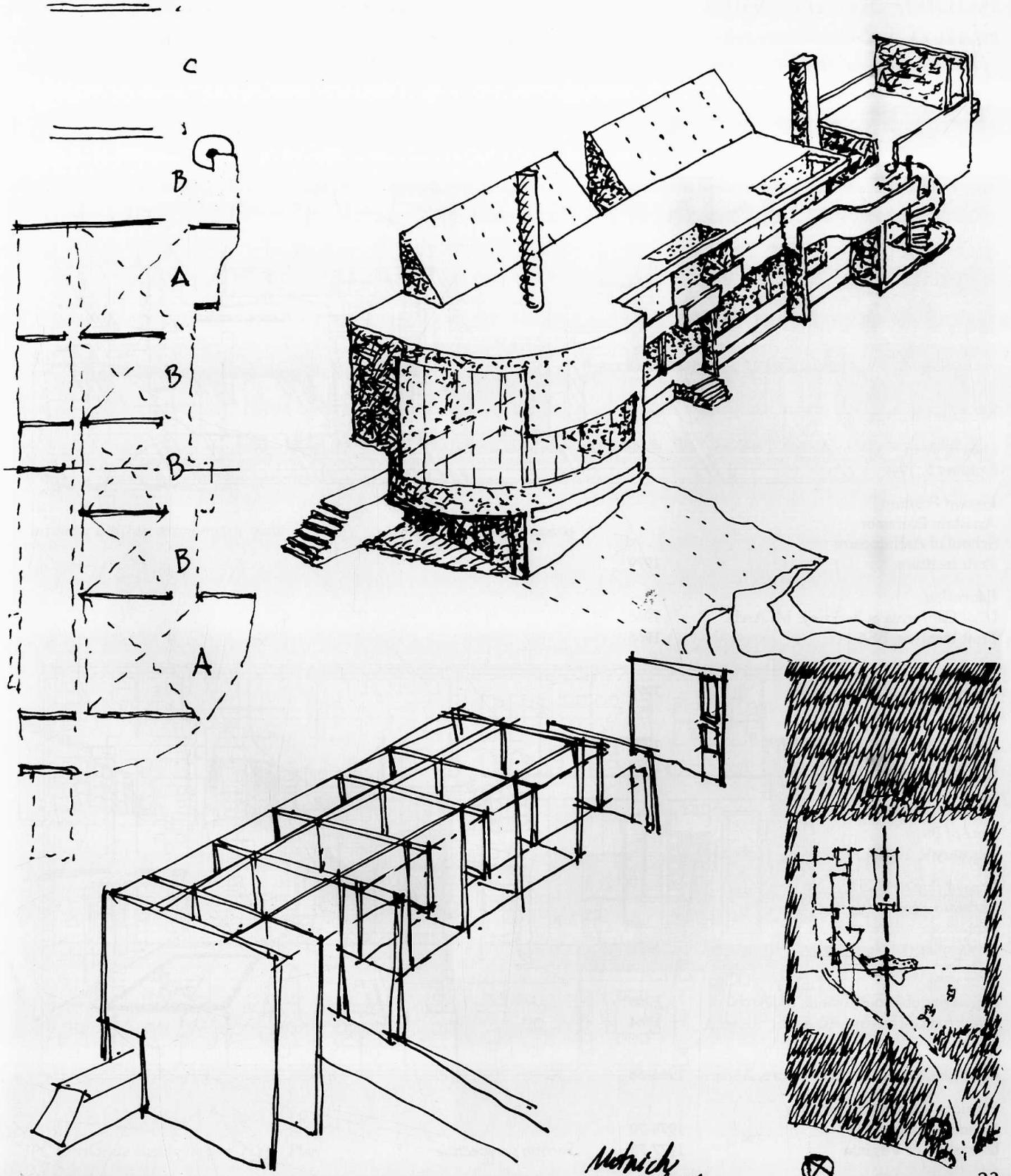
Date of Birth
December 8, 1947

Present Position
Assistant Professor
Department of Architecture
Harvard University 1977

Education
Harvard University, M. Arch. 1974
The Cooper Union, B. Arch. 1970

Awards
Student Honors Grant from NYAIA 1970
United Nations Exchange Student 1969

Previous Teaching Experience
Ecole Polytechnique Federale
de Lausanne 1974-77



Madricks
July 79



Rubin/Smith-Miller Pratt/CCNY



Michael Rubin

Date of Birth
October 5, 1944

Present Position
Assistant Professor
School of Architecture
Pratt Institute

1979

Education
U. of California at Berkeley, M. Arch. 1968
Pratt Institute, BFA 1965

Awards
Record Interior 1978

Previous Teaching Experience
New School of Social Research 1978
Parsons School of Design 1978

Henry Smith-Miller

Date of Birth
February 9, 1942

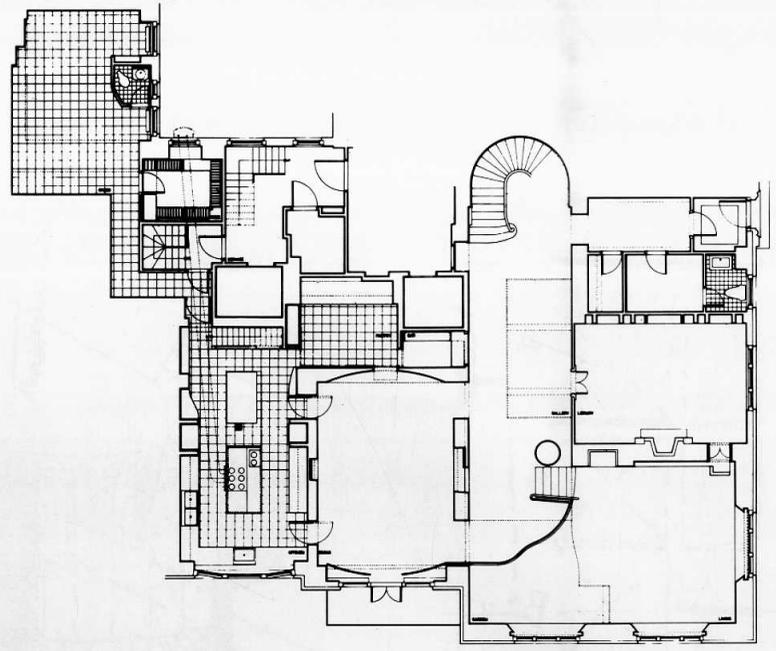
Present Position
Assistant Professor
School of Architecture
City College of New York

1979

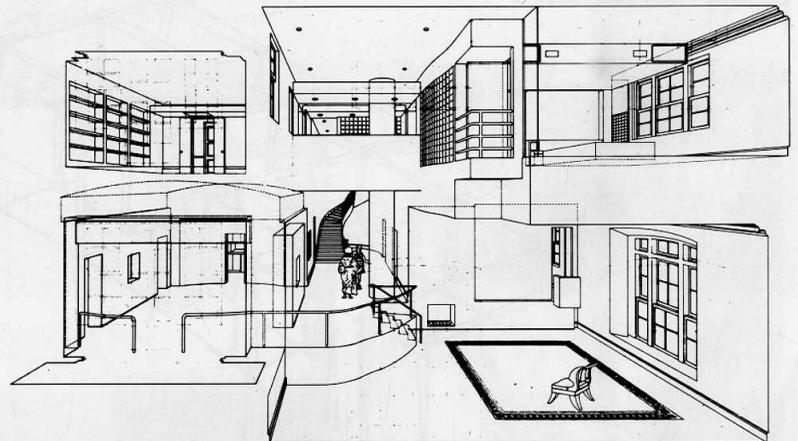
Education
University of Pennsylvania, M. Arch. 1966
Princeton University, AB Arch. 1964

Awards
Fulbright Scholar in Architecture, Rome 1966-68

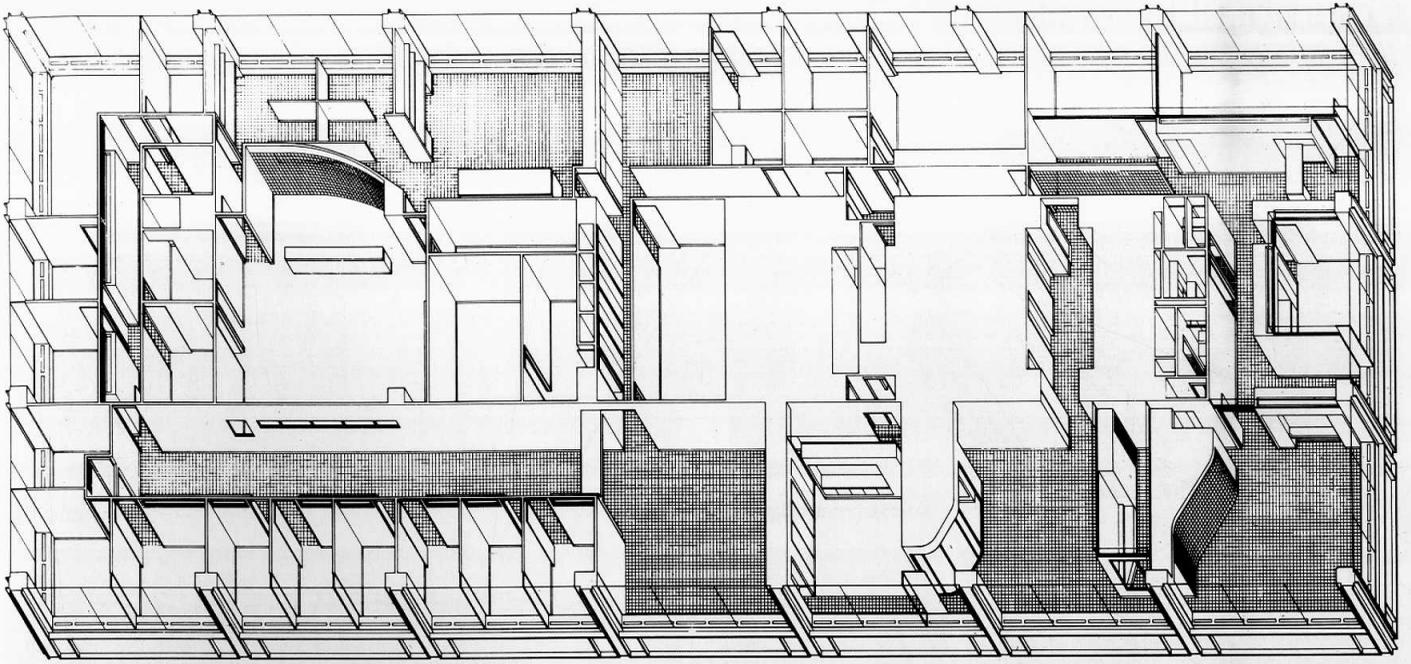
Previous Teaching Experience
Columbia University 1978-79
University of Virginia 1977-78



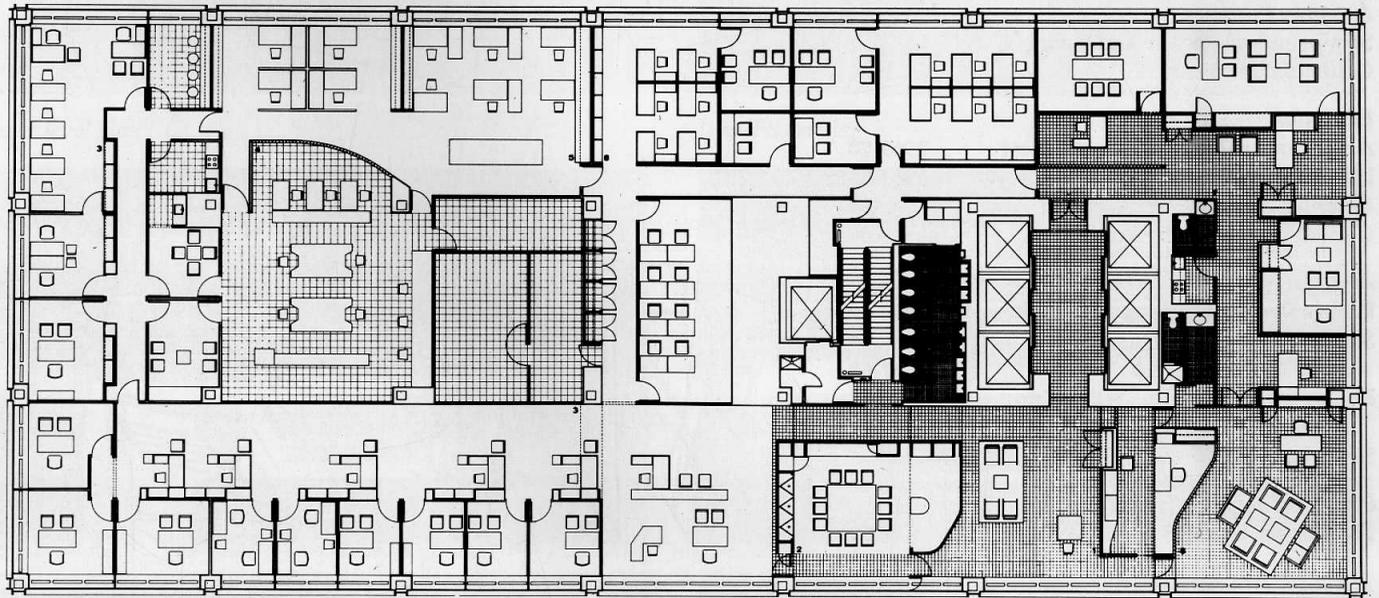
Urban Villa, main level



Section perspective



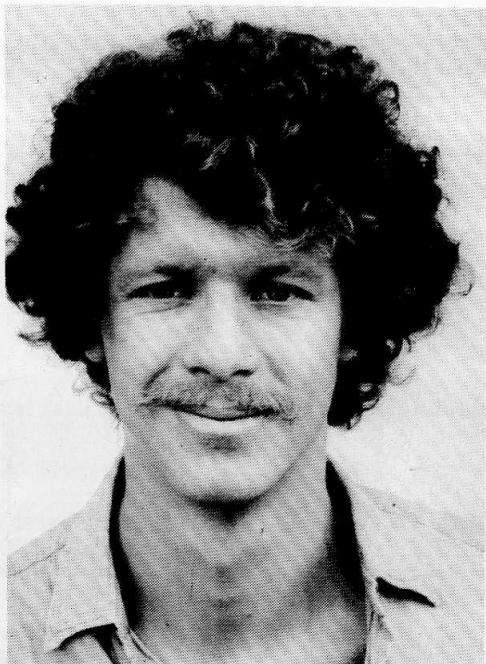
Corporate Offices, axonometric view



IPC Corporate Headquarters, NYC Plan

Jon Michael Schwarting

Columbia University



Date of Birth
April 17, 1943

Present Position
Assistant Professor
School of Architecture and Planning
Columbia University

1974

Education

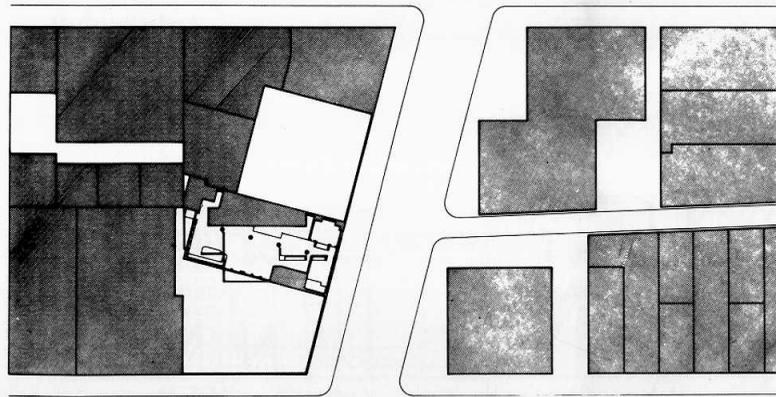
American Academy in Rome, Fellow	1969-70
IAUS Intern	1967-68
Cornell University, M. Arch.	1968
Cornell University, B. Arch.	1966

Awards

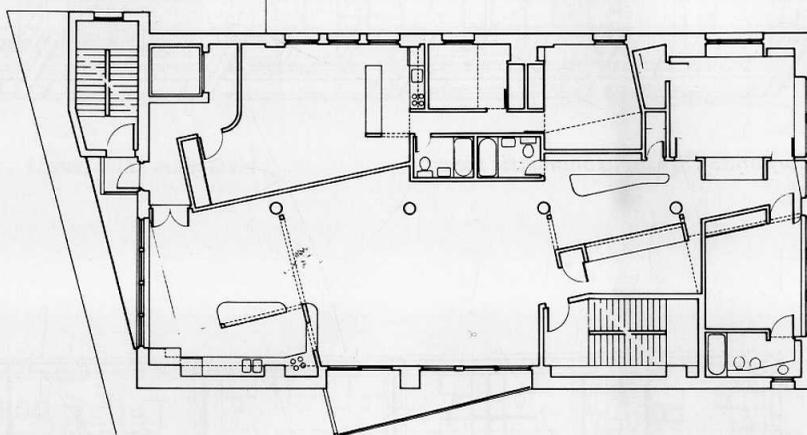
Prix de Rome in Architecture, AAR	1968-70
Scholarship, Cornell University and MOMA	1967-68
Robert Eidlitz Traveling Fellowship, Cornell University	1967
Sands Memorial Award, Cornell University	1966

Previous Teaching Experience

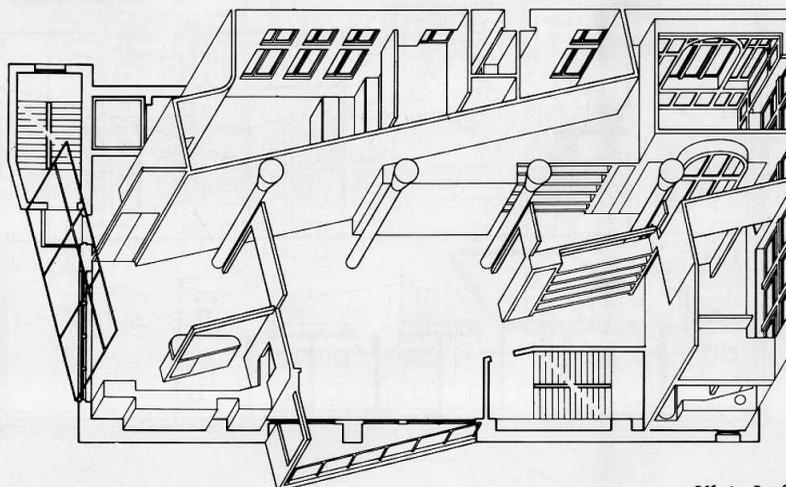
The Cooper Union	1972-
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Site plan

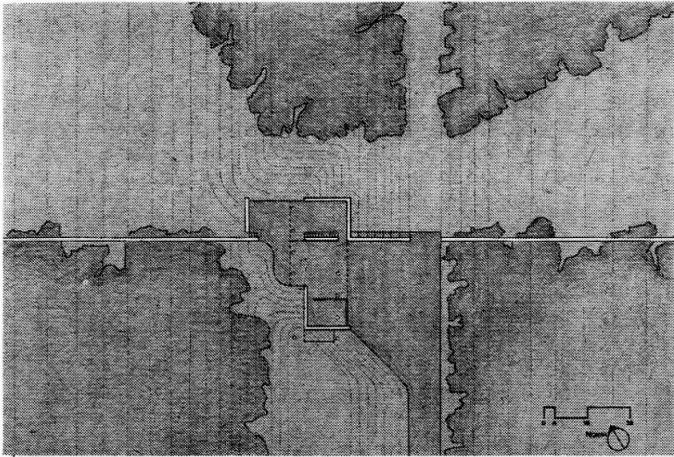


Plan

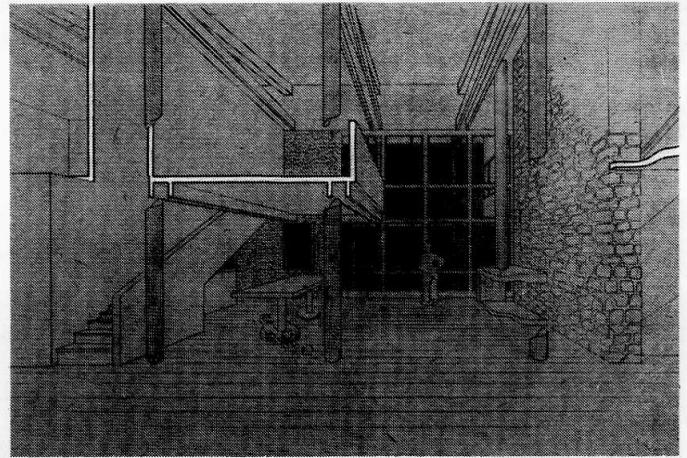


Axonometric

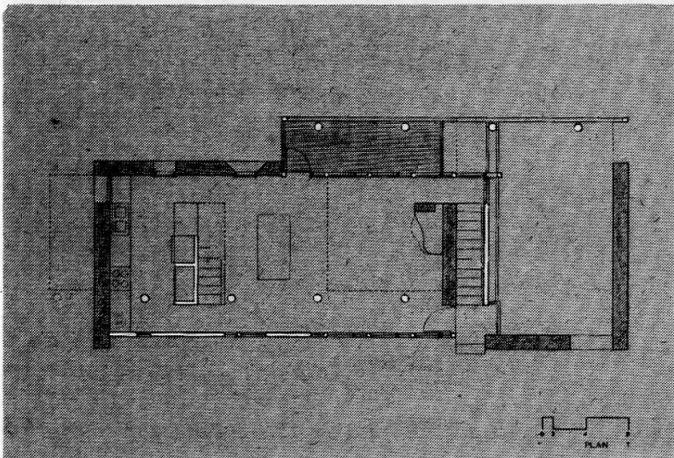
Klein Loft



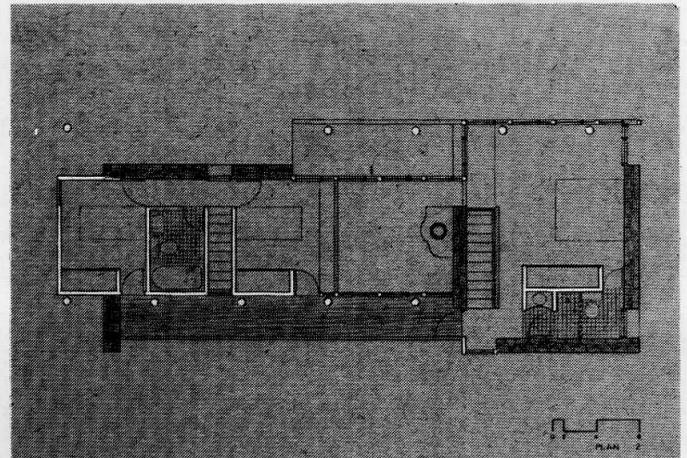
Site plan



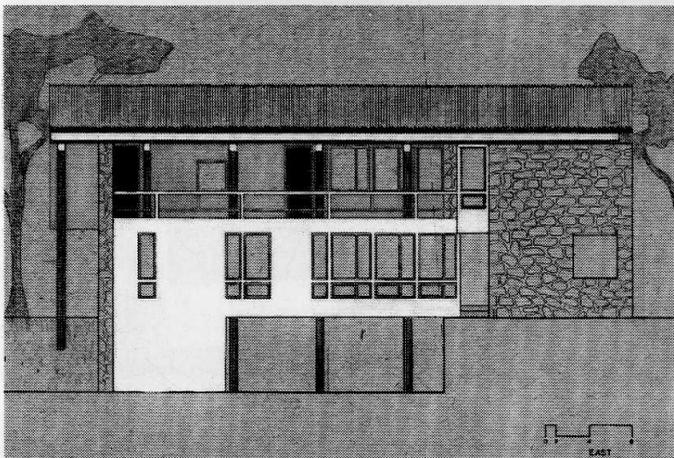
Interior perspective



Lower level plan

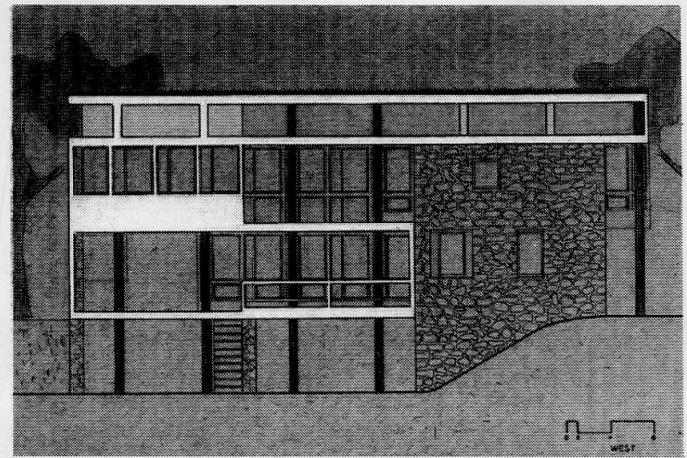


Upper level plan



East elevation

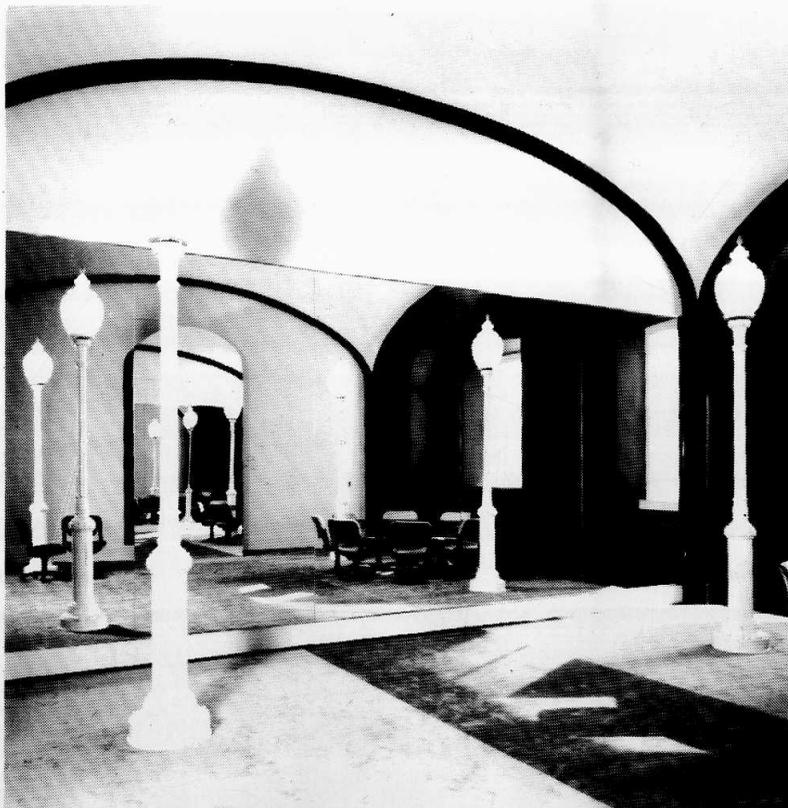
Kelleher House



West elevation

Susana Torre

Visiting Critic



Government Offices, Washington, DC

Date of Birth

November 2, 1944

Present Position

Adjunct Associate Professor
School of Architecture and Planning
Columbia University 1980

Education

Universidad de Buenos Aires, Argentina 1967
Universidad de la Plata, Argentina 1964

Awards

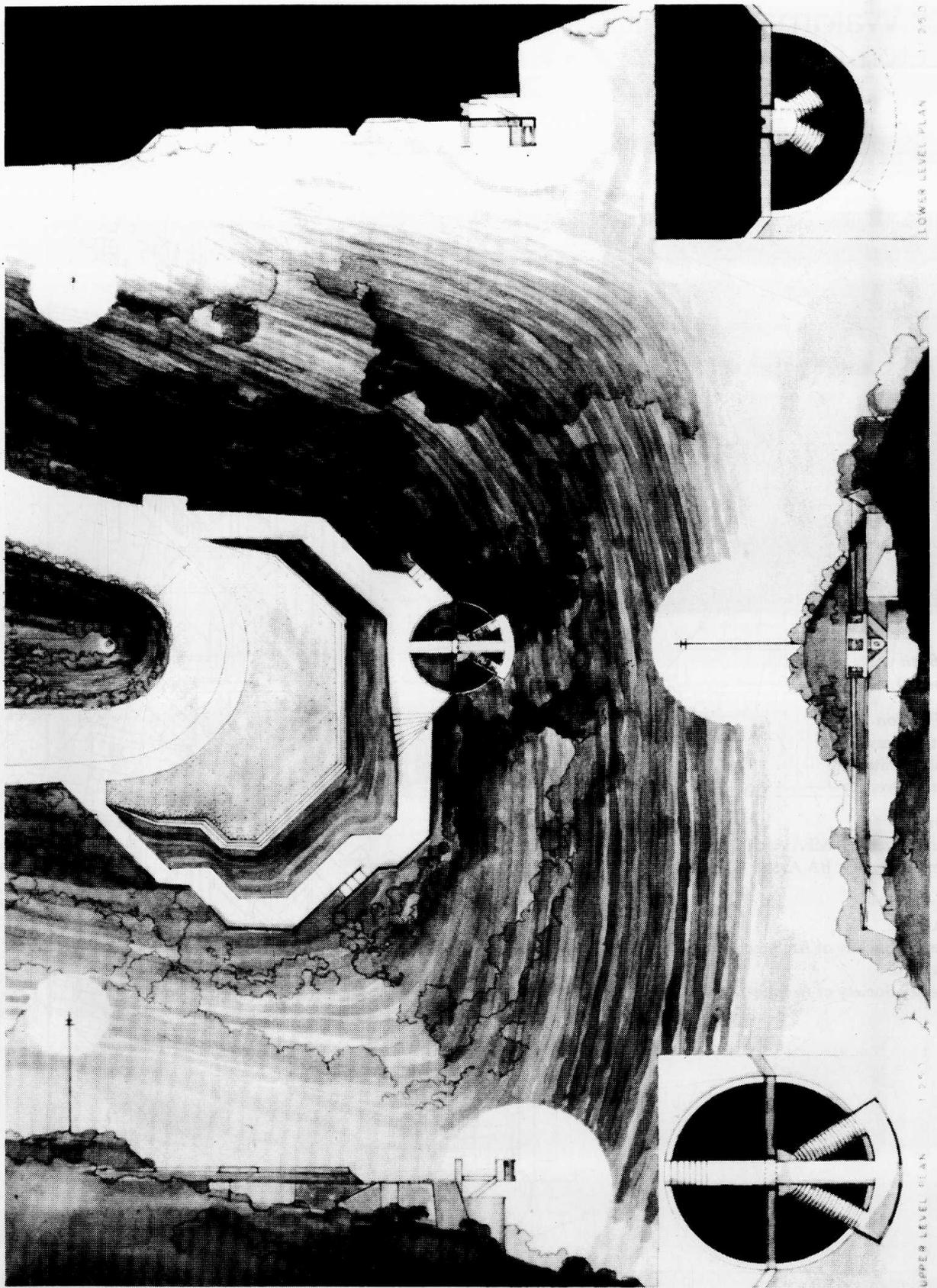
NEA Grant in Environmental Arts 1973
J. Clawson Mills Grant,
Architectural League of New York 1973
Fellow in Environmental Arts, IAUS 1973
Noble Foundation Fellowship 1971, 1972
New York State Council on the Arts
Internship, MOMA 1969-70
Edgar Kauffman Foundation Scholarship 1967

Previous Teaching Experience

Miami University, Ohio 1979
New Jersey Institute of Technology 1978
Yale University 1978
The Cooper Union 1977
Nova Scotia Technical College 1977
SUNY at Old Westbury 1972-76



Attorney's Offices, New York City



Competition for Walter Burley Griffin Memorial, composite drawing

Peter Waldman
Princeton University



Date of Birth
September 10, 1943

Present Position
Assistant Professor
School of Architecture
Princeton University

1969

Education
Princeton University, MFA Arch.
Princeton University, BA Arch.

1967

1965

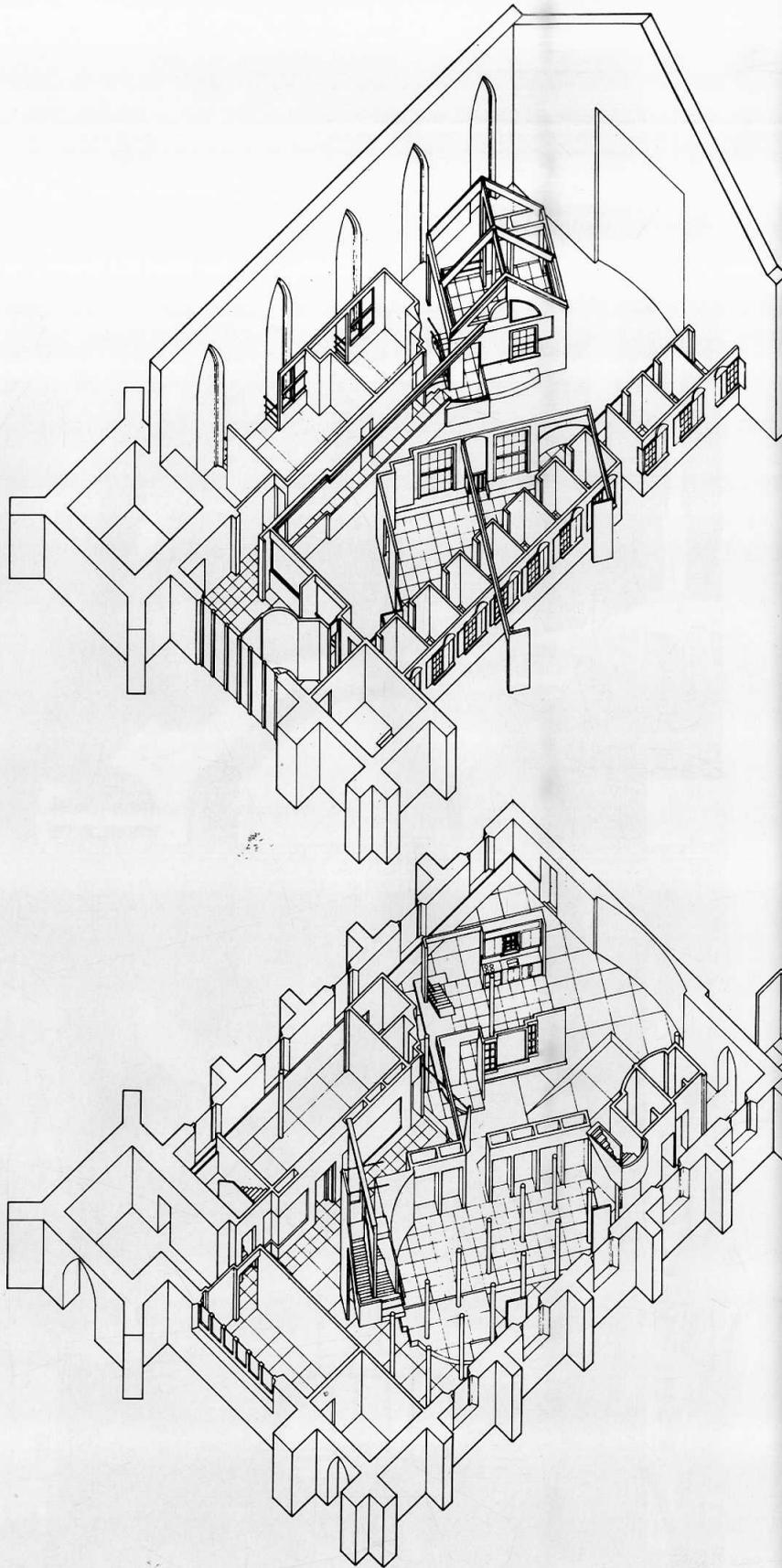
Awards

Design Award:
New Jersey Society of Architecture

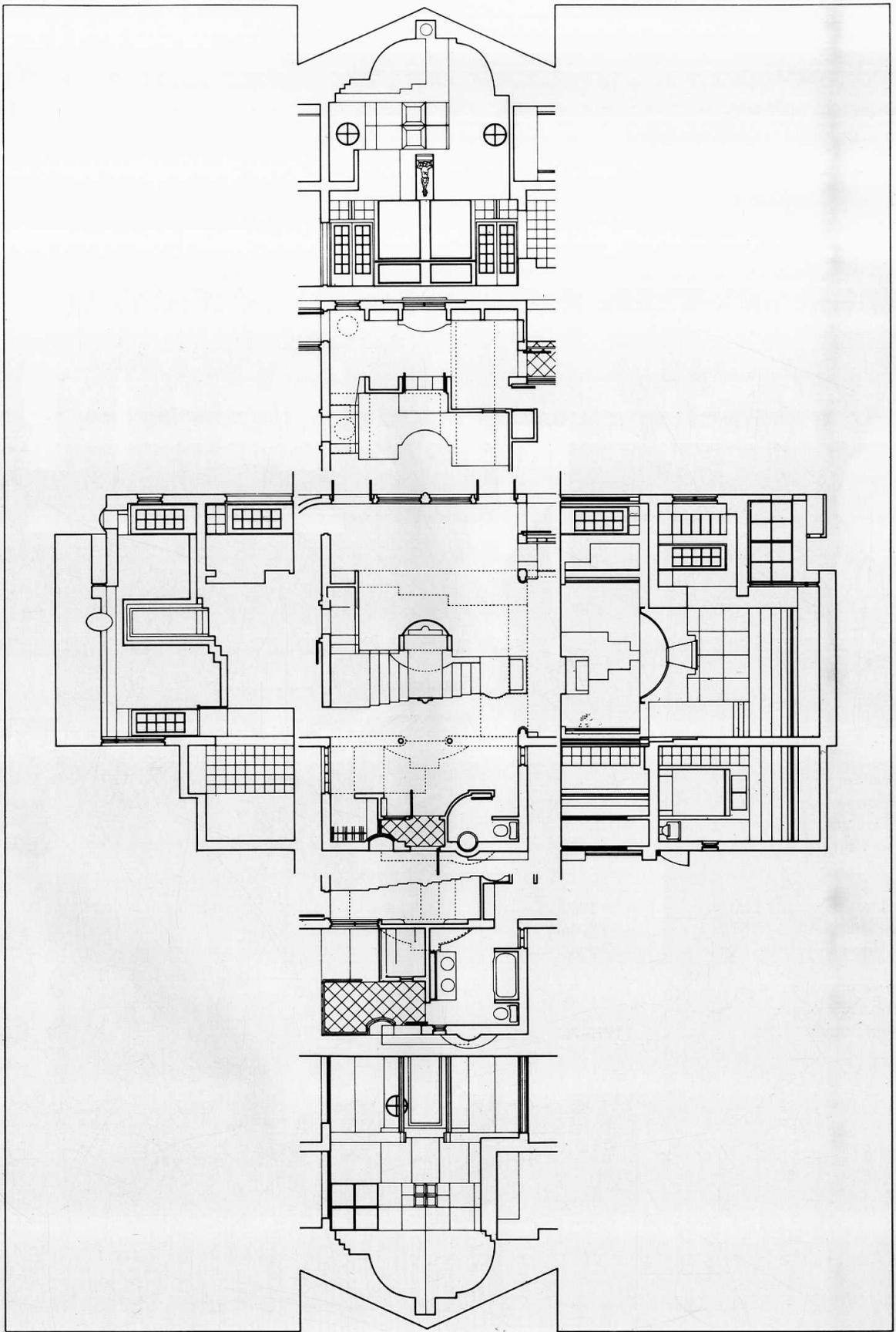
1978

Design Award:
New Jersey Society of Architecture

1977



Eden Institute, exploded axonometric



Mayer House, composite view

Tod Williams

The Cooper Union

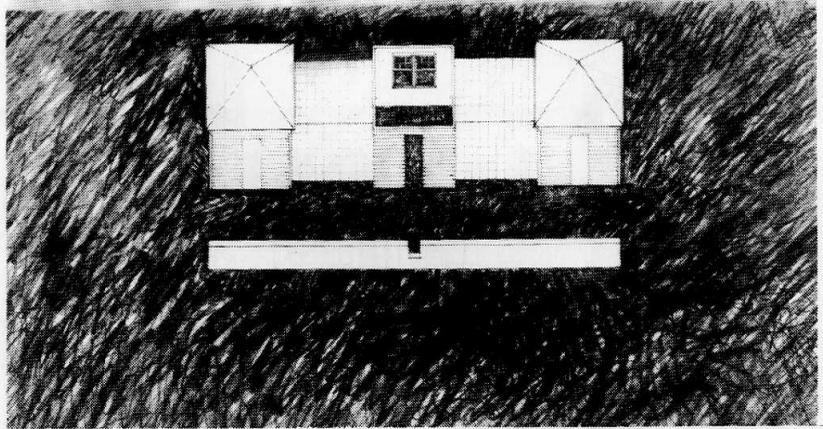


Date of Birth
May 11, 1943

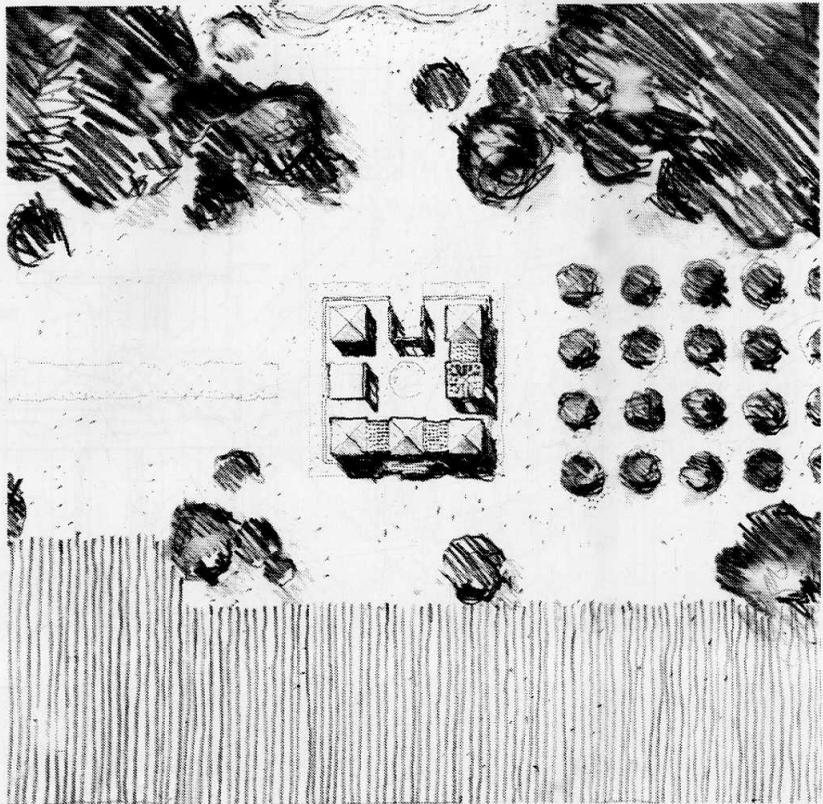
Present Position
Adjunct Professor
School of Architecture
The Cooper Union 1974

Education
Princeton University, MFA Arch. 1967
Cambridge University 1966
Princeton University, BA Arch. 1965

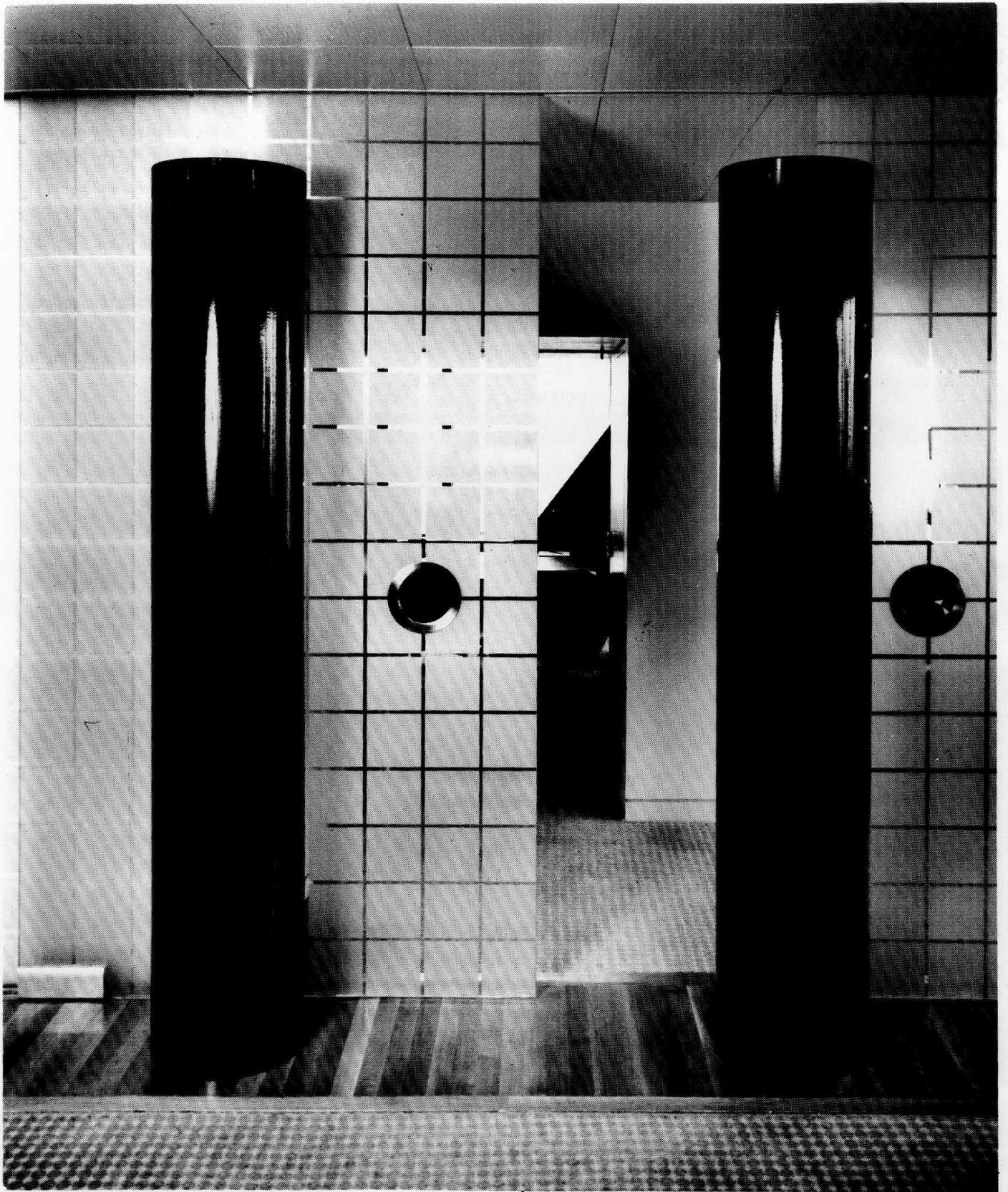
Previous Teaching Experience
Institute for Architecture
and Urban Studies 1975-76



Orthometric view



House in Wingdale, New York, site plan



BEA Offices, New York City

Timothy Wood

Columbia University



Date of Birth

August 4, 1943

Present Position

Assistant Professor
School of Architecture and Planning
Columbia University

1976

Education

Princeton University, MFA Arch.
Liverhume School of Planning (AA),
London
Cornell University, B. Arch.

1969

1967

1966

Awards

American Plywood Association, Citation
Birch Burdette Long Memorial Prize,
Honorable Mention
HUD Fellowship, Princeton, New Jersey
Fulbright Fellowship, London

1977

1973

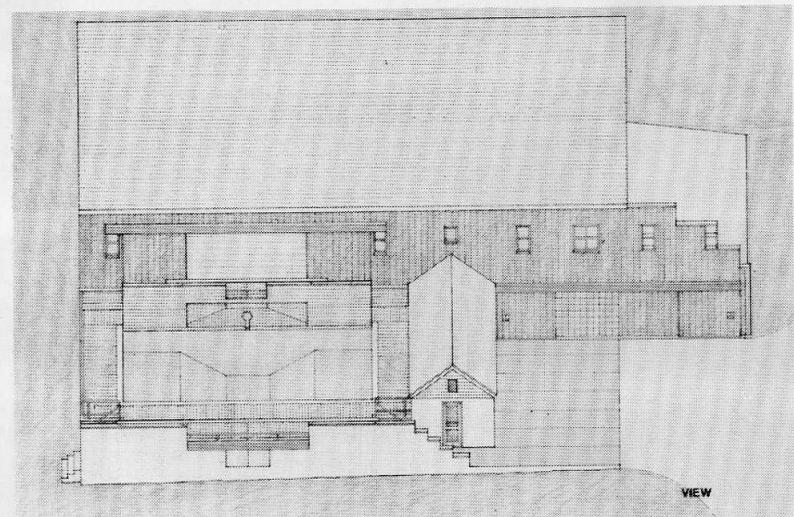
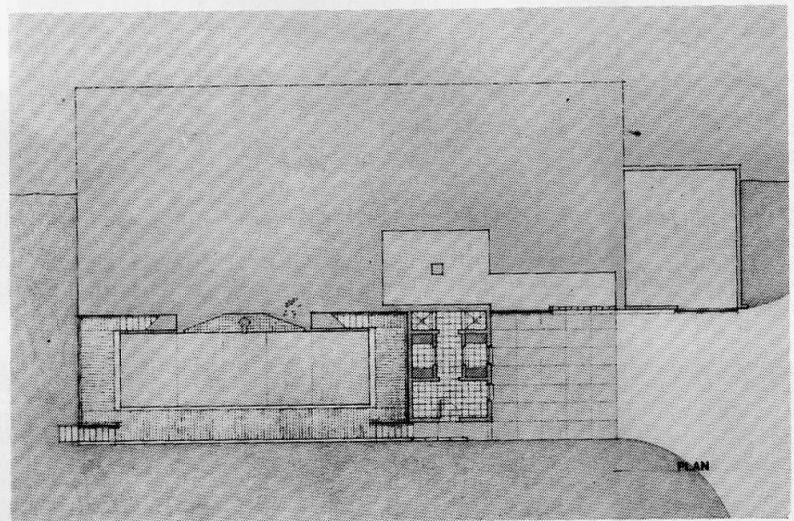
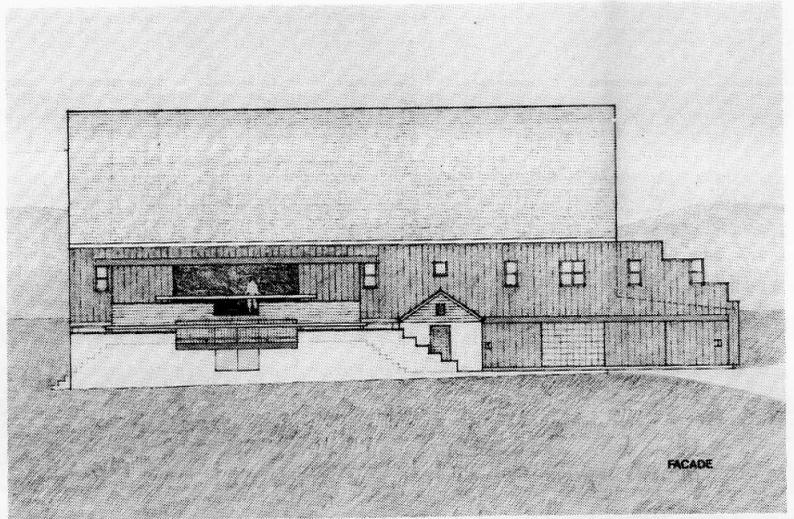
1968

1967

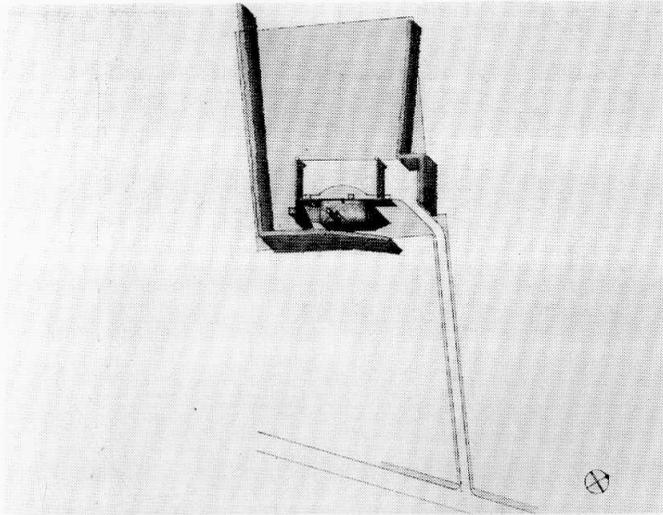
Previous Teaching Experience

Guest Critic: Princeton University
Harvard University
The Cooper Union
RISD
Lehigh University

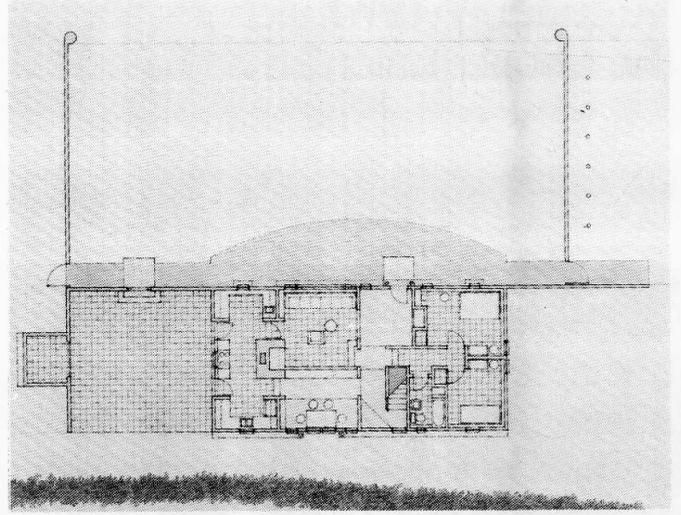
1971-76



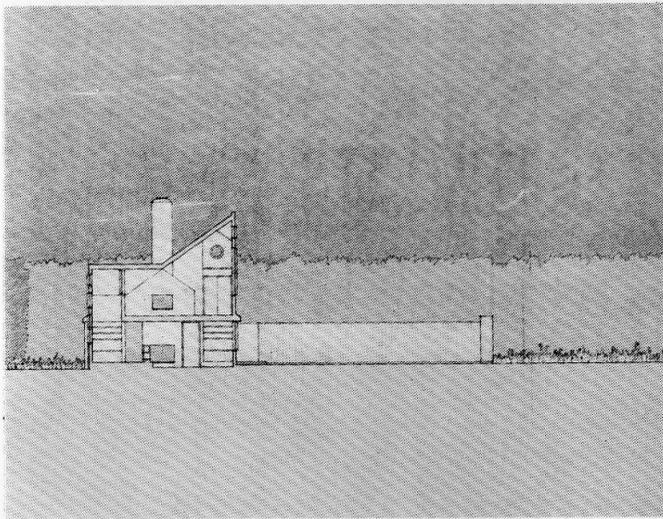
Barn Renovation



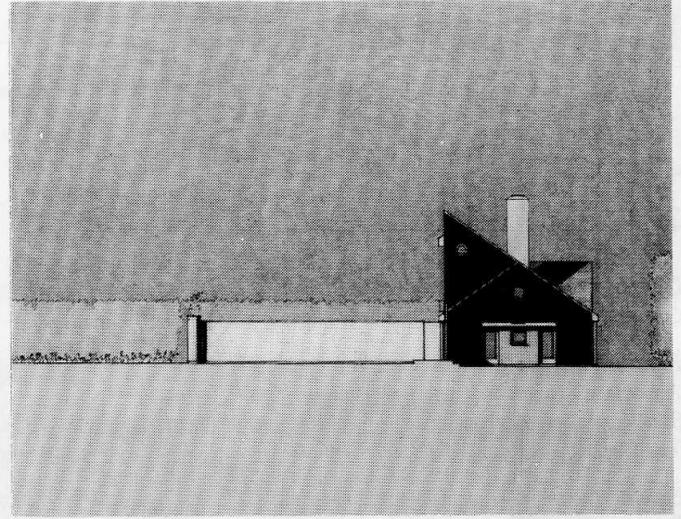
Site



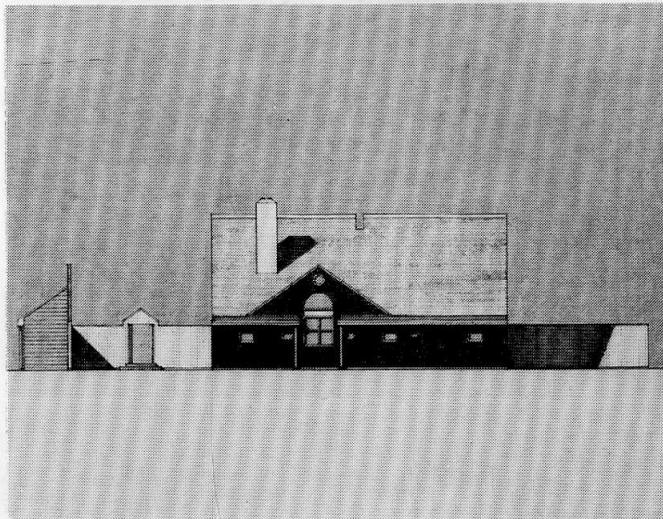
First Floor



Section

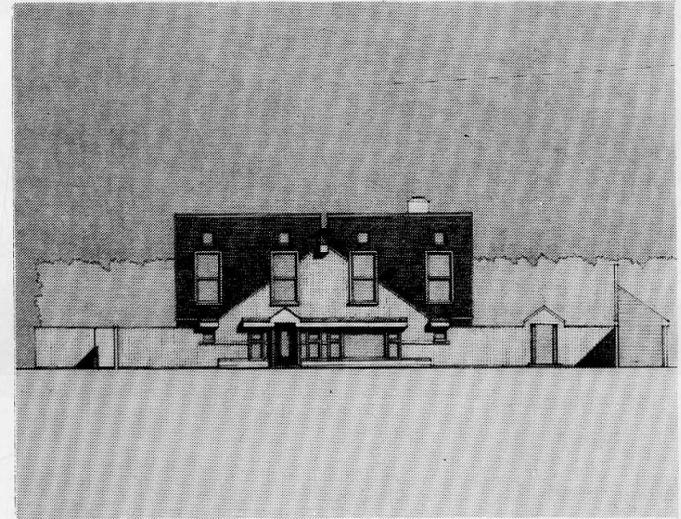


South Elevation



House Renovation, Bridgehampton, NY

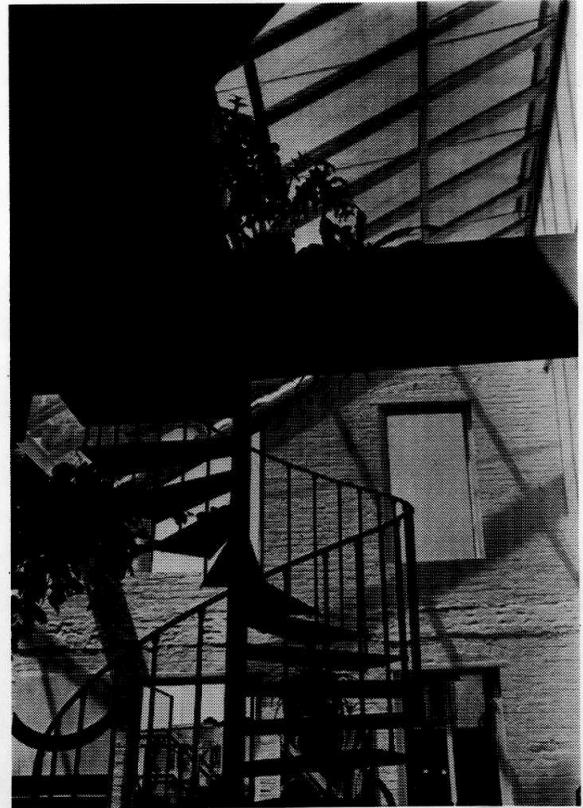
East Elevation



West Elevation

Michael Wurmfeld

The Cooper Union



Date of Birth
October 5, 1939

Present Position
Associate Professor
School of Architecture
The Cooper Union

1971

Education

Princeton University, MFA Arch.
Princeton University, AB Arch.

1963

1961

Awards

NYC "Playground for all Children"
Competition, Honorable Mention

1977

Fulbright-Hayes Fellowship,
Academy of Rome

1963-65

AIA Gold Medal, Princeton University

1963

NYC East River Urban Renewal Competition,
Second Prize

1963

Previous Teaching Experience

Yale University

1975-77

The Cooper Union

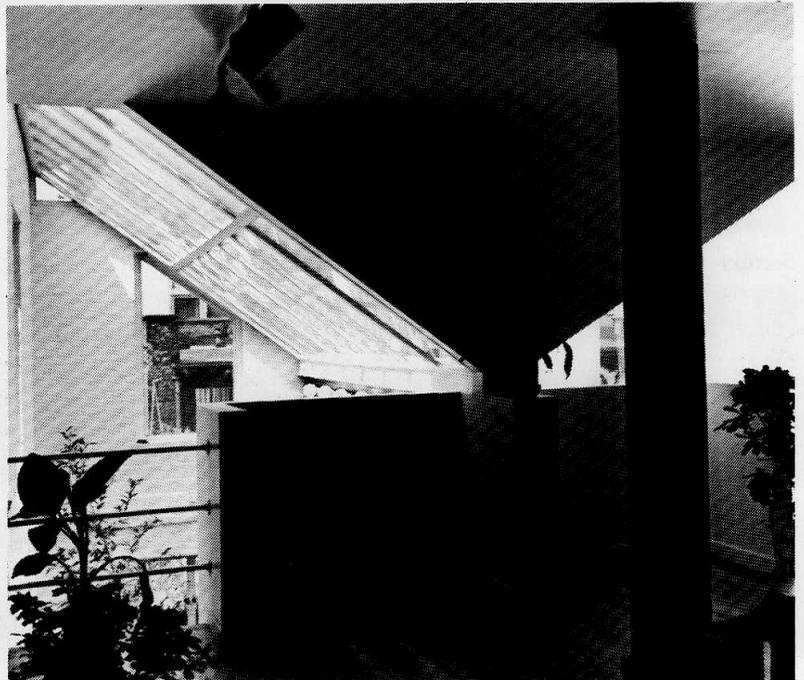
1971-77

The Cooper Union

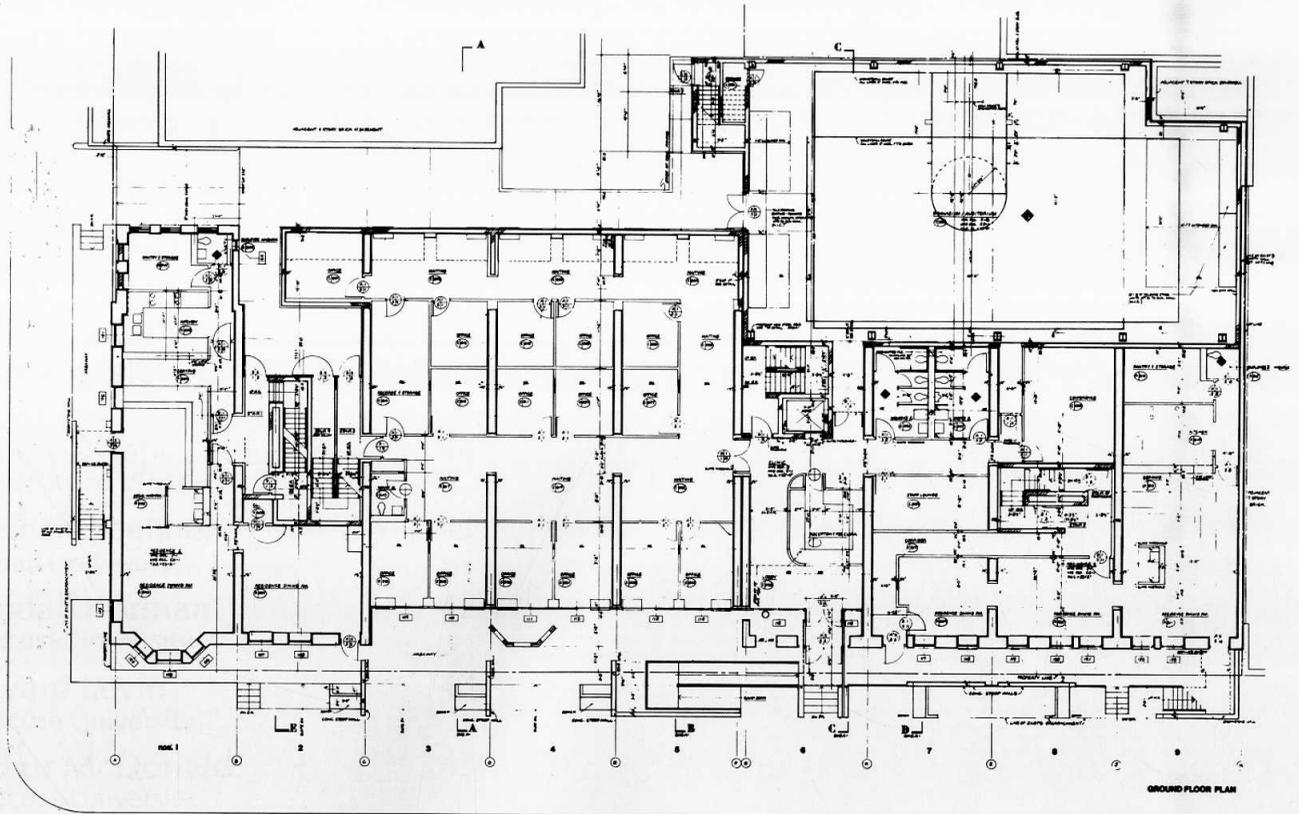
1967-68

Princeton University

1965-67



Carriage House Renovation



Adaptive reuse project, Harlem Interfaith Counseling Services



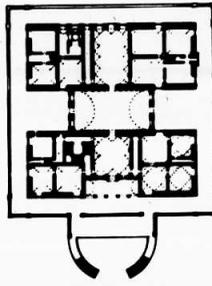
View of model

Pedagogy

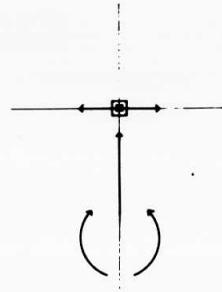
Bruce Abbey University of Virginia	40
Alan Chimacoff Princeton University	40
Mark Cigolle Rhode Island School of Design	41
Robert Dripps University of Virginia	41
Werner Goehner Cornell University	42
Randall Korman Syracuse University	42
Edward Levin Syracuse University	43
Arthur McDonald Syracuse University	43
Larry Mitnick Harvard University	44
Michael Rubin Pratt Institute	44
Jon Michael Schwarting Columbia University	45
Henry Smith-Miller City College of New York	45
Susana Torre Visiting Critic	46
Peter Waldman Princeton University	46
Tod Williams The Cooper Union	47
Timothy Wood Columbia University	47
Michael Wurmfeld The Cooper Union	48

Bruce Abbey
University of Virginia

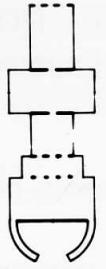
Project: Analysis of the Villa Reale
Poggio a Caiano, Italy
Student: Geoffrey Siebmens



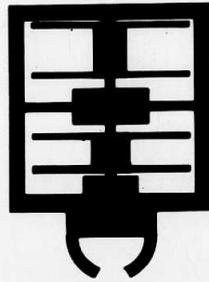
VILLA REALE



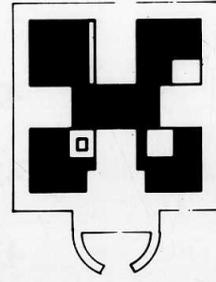
ENTRY 2



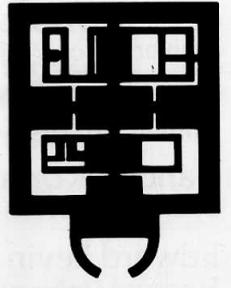
SEQUENCE



CIRCULATION 1



CENTRALITY

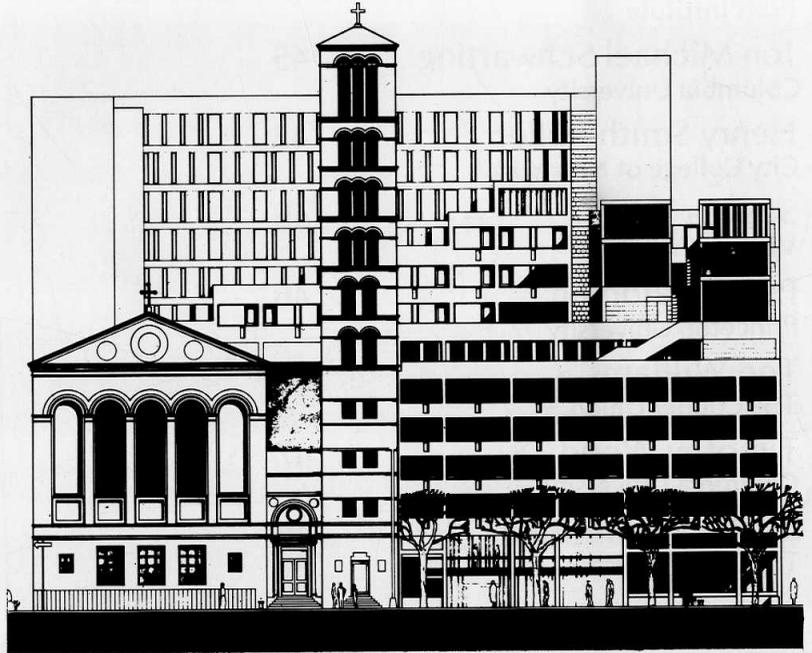


CIRCULATION 2

Diagrams

Alan Chimacoff
Princeton University

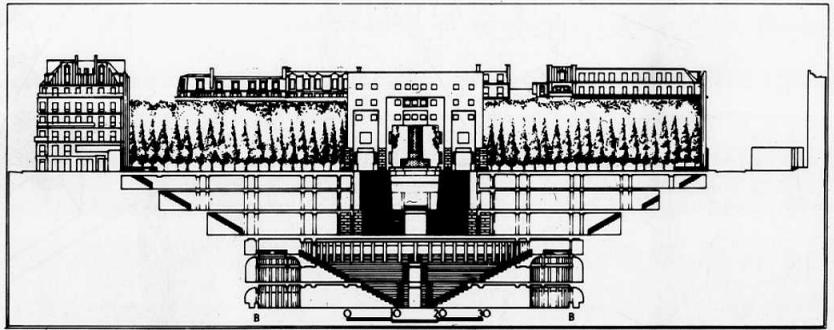
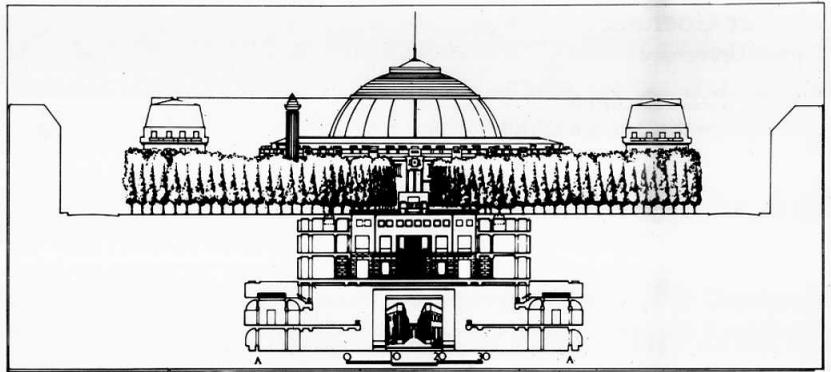
Project: Thesis, NYU Dormitory
Student: Al Carciofi



North elevation

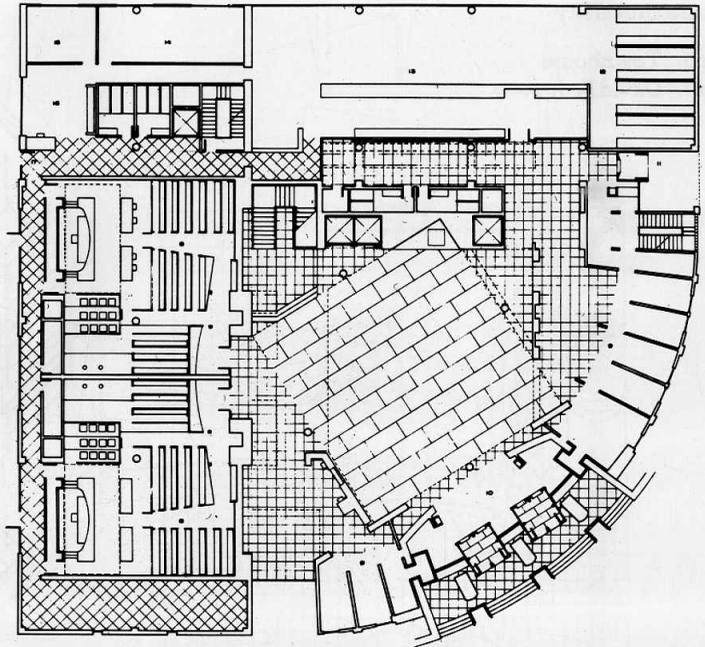
Mark Cigolle
Rhode Island School of Design

Project: Les Halles Competition, Paris
Student: Peter Lofgren



Robert Dripps
University of Virginia

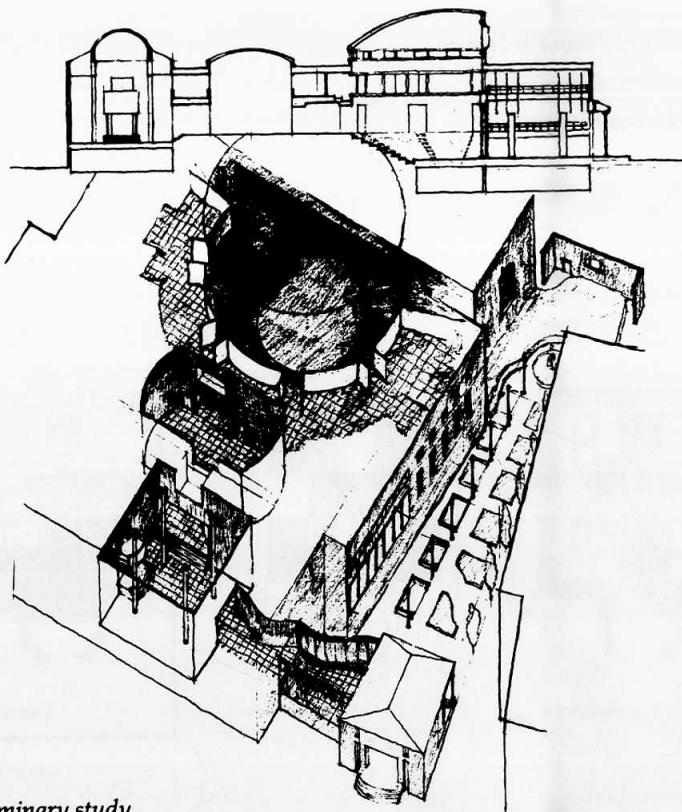
Project: Thesis, County Courthouse
Richmond, Virginia
Student: Donna Robertson



Plan at entry level

Werner Goehner
Cornell University

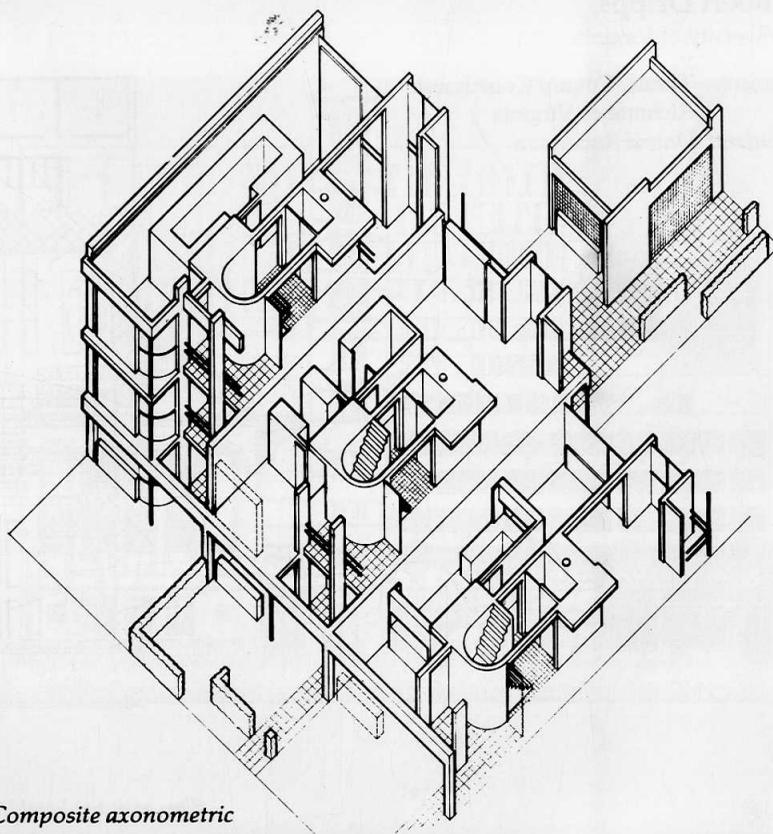
Project: Karlsruhe Center
for the Performing Arts
Student: Michael Liu



Preliminary study

Randall Korman
Syracuse University

Project: Townhouse
Student: David Feth



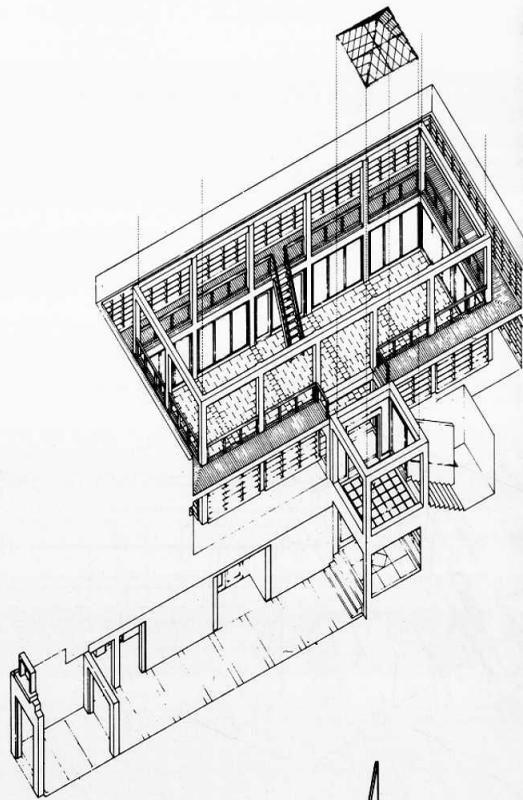
Composite axonometric

Edward Levin
Syracuse University

Project: Center for the
Study of Henri Labrouste

Student: Rico Cedro

Note: This project was done
in Professor Levin's design studio
when he taught at
Carnegie-Mellon University

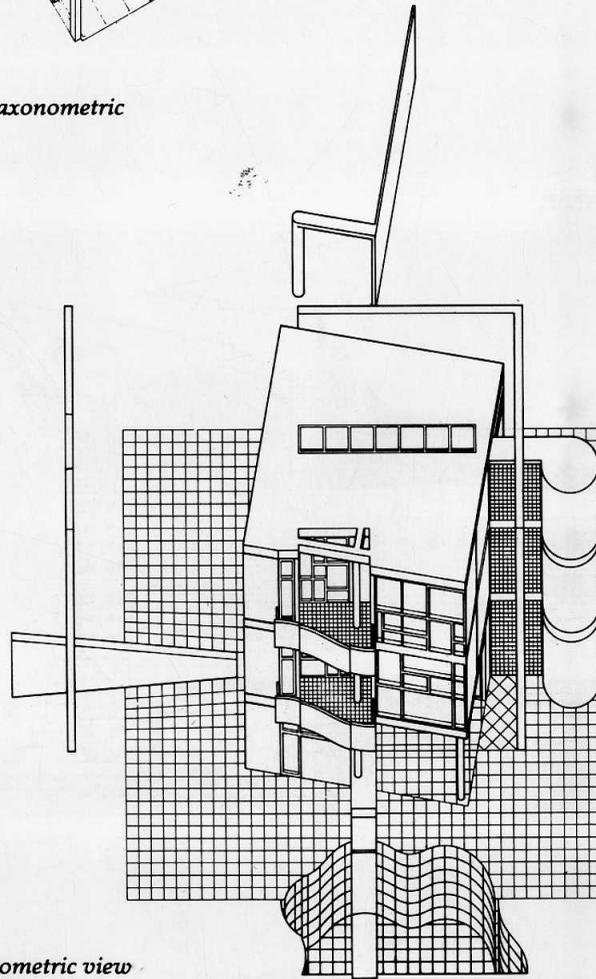


Open axonometric

Arthur McDonald
Syracuse University

Project: Cube House

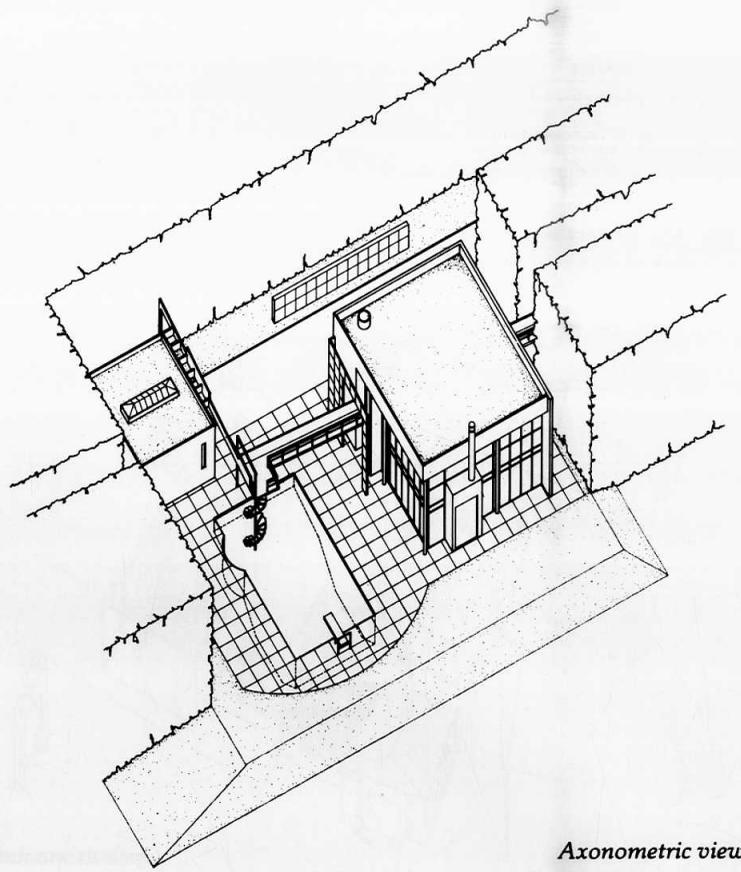
Student: Ed Asfour



Axonometric view

Larry Mitnick
Harvard University

Project: House at Walden Pond
Student: Jeffrey Lee



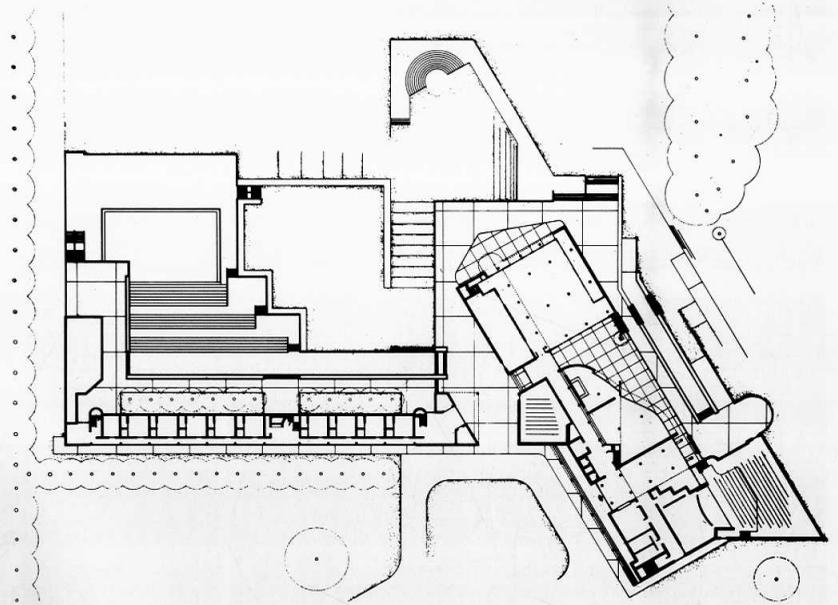
Axonometric view

Michael Rubin
Pratt Institute

*Material not available
at time of publication*

Jon Michael Schwarting
Columbia University

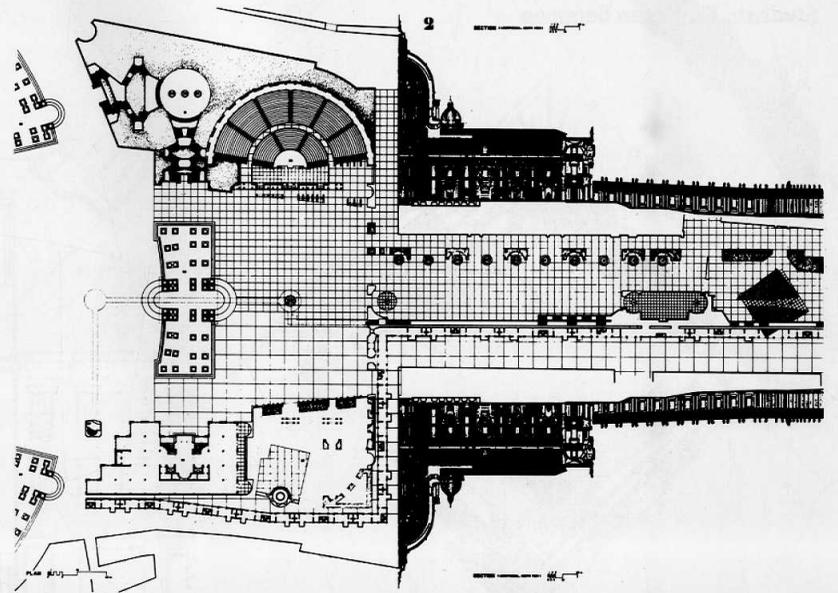
Project: A research center
for college and industry
Student: Alex Diez



Plan

Henry Smith-Miller
City College of New York

Project: Urban design
for Via del Consolazione, Rome
Student: Kit Bryant
Note: This project was done
in Professor Smith-Miller's
design studio when he taught at
the University of Virginia



Composite drawing

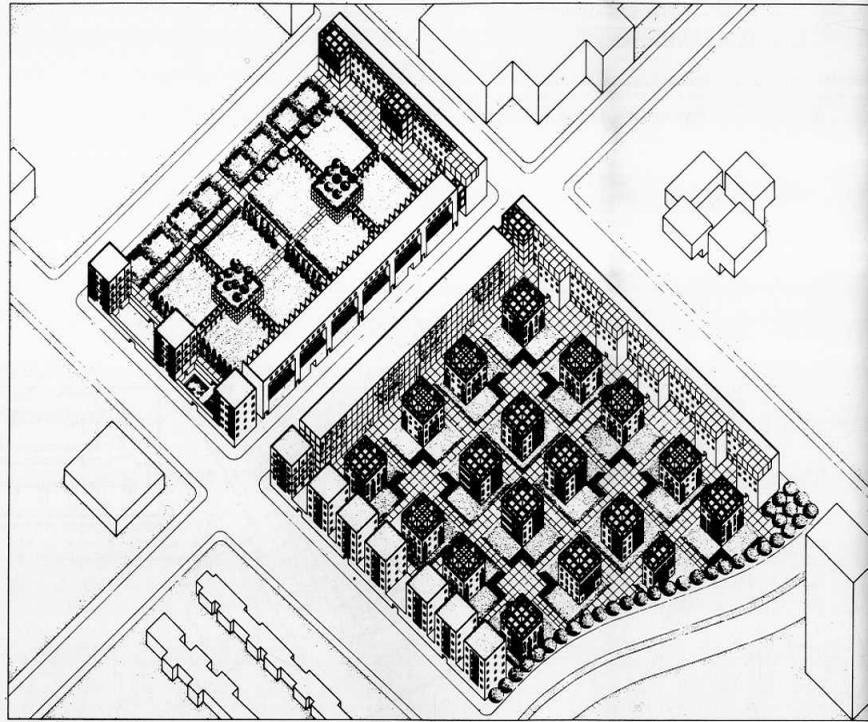
Susana Torre

Visiting Critic

Project: Housing and commercial facilities
for downtown Syracuse, New York

Student: William MacDonald

Note: This project was done
in Professor Torre's design studio
when she taught at Syracuse University



Axonometric view

Peter Waldman

Princeton University

Project: Architectural Study Center

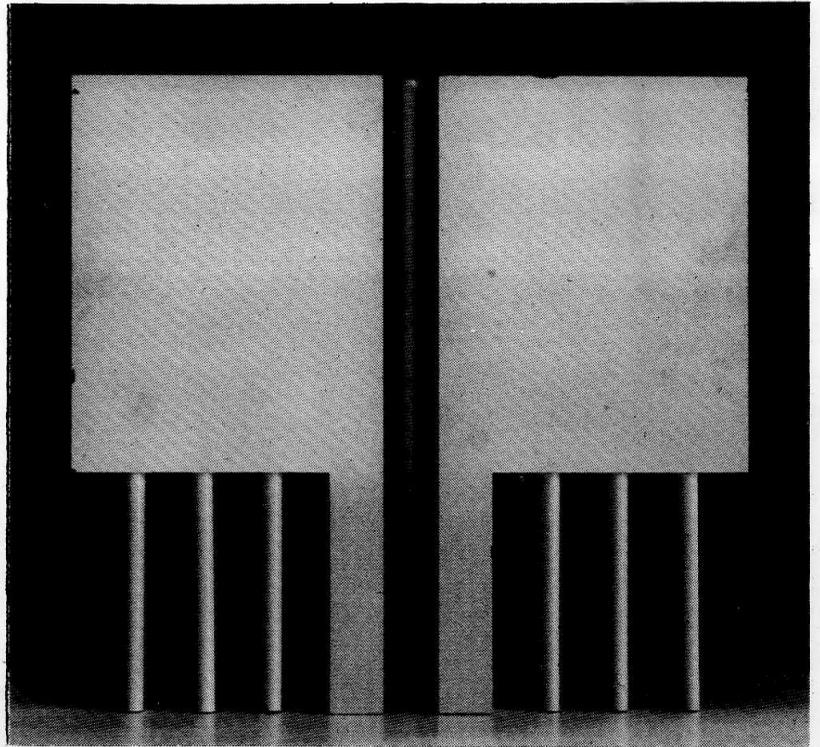
Student: David Ian Bergman



Elevation

Tod Williams
The Cooper Union

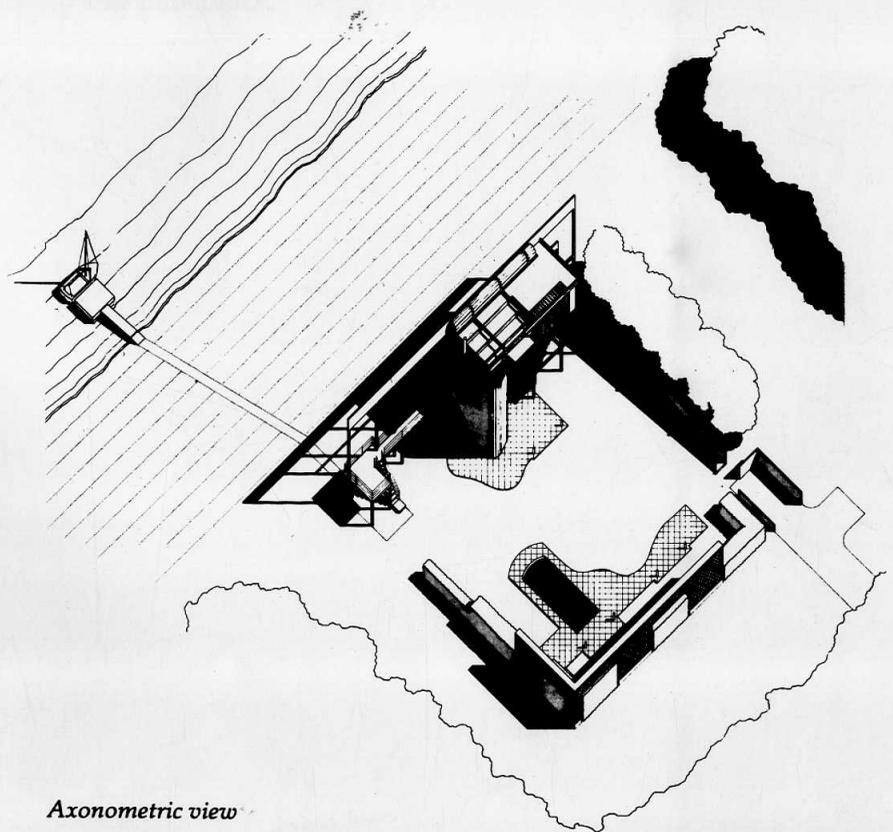
Project: Passage through 4' x 30' x 30' volume
Student: Evan Douglas



Model

Timothy Wood
Columbia University

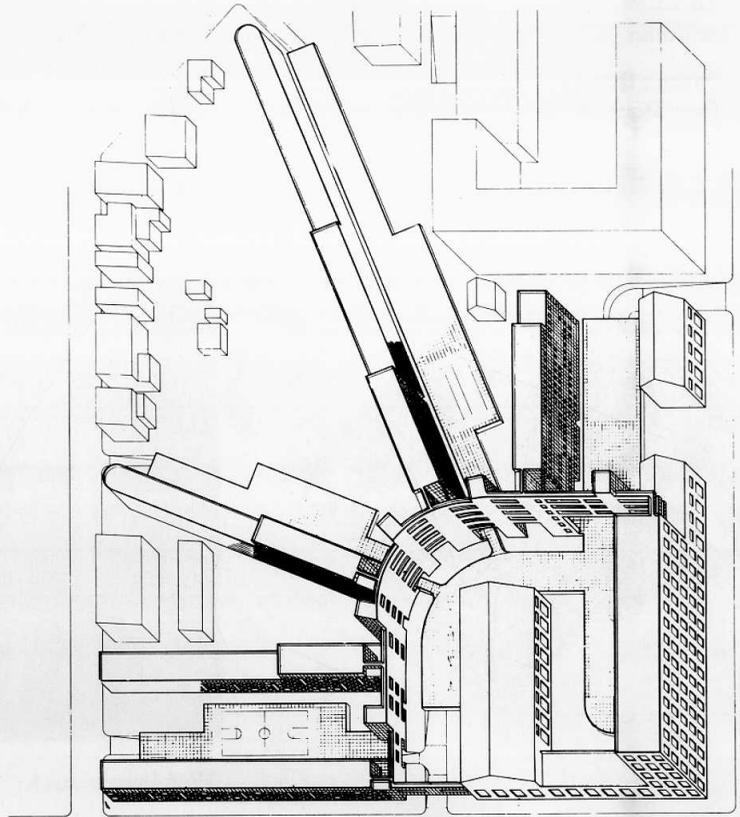
Project: A small house for one or two persons
with a lawn and terrace
Student: William James III



Axonometric view

Michael Wurmfeld
The Cooper Union

Project: Multi-use complex
Trenton, New Jersey
Student: Richard Dean



Axonometric view

