

# One Hundred Years of Architectural Education in Queensland Symposium

Thursday 22 November 2018 QUT  
Gardens Point

Friday 23 November 2018  
Australian Institute of Architects,  
Brisbane Chapter

| Time                           | Session                            | Participants                     |
|--------------------------------|------------------------------------|----------------------------------|
| <b>Day 1: Historical Turns</b> |                                    |                                  |
| <i>QUT Gardens Point S403</i>  |                                    |                                  |
| 9:00am – 9:15am                | Registration                       |                                  |
| 9:15am – 9:30am                | Introduction                       |                                  |
| 9:30am- 11:00am                | SESSION ONE                        | Donald Watson                    |
|                                | Brisbane Central Technical College | Kirsty Volz<br>Marissa Lindquist |
|                                | <i>Chair: Nicole Sully</i>         | Prof Paul Sanders                |
| <b>Morning Tea</b>             |                                    |                                  |
| 11:30am – 1:00pm               | SESSION TWO                        | Prof John Macarthur              |
|                                | Interwar Years/World War II        | Dr Deborah van der Plaats        |
|                                | <i>Chair: Antony Moulis</i>        | Dr Andrew Wilson                 |
| <b>Lunch</b>                   |                                    |                                  |
| 2:00pm – 3:30pm                | SESSION THREE                      | Elizabeth Musgrave               |
|                                | Revolution, Protest and Dissent    | Fiona Gardiner<br>Edwin Codd     |
|                                | <b>Afternoon Tea</b>               |                                  |
| 4:00 pm – 6:00pm               | SESSION FOUR                       | Peter Bycroft                    |
|                                | Pedagogy                           | Paul Memmott                     |
|                                |                                    | Elke Couchez                     |

| Time                                                         | Session                                   | Participants                                                 |
|--------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------|
| <b>Day 2: Architectural Education Today</b>                  |                                           |                                                              |
| <i>Australian Institute of Architects, Southbank</i>         |                                           |                                                              |
| 12:30pm – 12:45pm                                            | Registration                              |                                                              |
| 12:45pm – 1:00pm                                             | Introduction                              |                                                              |
| 1:00pm- 2:30pm                                               | SESSION FIVE                              | Prof Chris Knapp                                             |
|                                                              | Australasian Perspectives                 | Assoc Prof Julia Gatley<br>Prof Francesca Hughes             |
|                                                              | <i>Chair: Richard Kirk</i>                | Cinematic Commons, Mumbai (Short Film)<br>Dr Alexandra Brown |
| 2:30Pm – 4:00pm                                              | SESSION SIX                               | Dr Andrew Steen                                              |
|                                                              | Open Session                              | Devices and Desires<br>Amarinda Bazeley                      |
|                                                              | <i>Chair: Elke Couchez</i>                | Judy Watson<br>Dale Harding                                  |
| <b>Afternoon Tea</b>                                         |                                           |                                                              |
| 4:30pm – 6.00pm                                              | SESSION SEVEN                             | Prof Cameron Bruhn                                           |
|                                                              | Schools of the Region and Plenary Session | Prof Paul Sanders<br>Prof Adrian Carter                      |
|                                                              | <i>Session Chair: Elizabeth Musgrave</i>  | Prof Joerg Baumeister                                        |
| <i>EmAGN Qld are our hosts for drinks at Wandering Cooks</i> |                                           |                                                              |

## Introduction

This symposium seeks to consolidate our understanding of architectural education in Queensland, to mark the establishment of the Diploma of Architecture at the Central Technical College (CTC) in 1918. It will examine the historical context of this moment, relationships with the profession, and the events and personalities that shaped its trajectory, with a focus on the period up to 1975. Of particular interest are the circumstances surrounding the close proximity and inter-relationship between the CTC and University of Queensland that lasted nearly twenty years (1937-1956). This historical overview will provide a backdrop to discussions about student experience and approaches to architectural education today, culminating in a moderated discussion between heads of architecture of the region. With the pressures on tertiary education that are a by-product of ongoing uncertainties about levels of university funding, greater student mobility, geopolitical tensions, and challenges faced by the profession, including paucity of women in leadership roles, how might schools of architecture most effectively privilege student agency, indigenous education, effective moments of assembly, advancement of a strong architectural culture, and foster platforms for research and practice in the built environment?

This event is collaboration between the University of Queensland School of Architecture, Architecture Theory Criticism History Research Centre, QUT School of Design, and Australian Institute of Architects, Queensland Chapter.



# Session One

## Pioneering Architectural Education in Queensland

*Donald Watson*

In colonial Queensland as elsewhere in Australia, few architects had academic qualifications. Training was by articles with a practising architect or a government department, or based on experience gained in an allied building trade. Periodically in schools of art and later technical colleges, architects offered fee-paying evening courses, principally in drawing and building construction. This arrangement was inaugurated in Brisbane by Christian Waagepetersen with the artist JA Clarke in 1881. Privately initiated and of limited extent, such courses persisted while employment opportunities were numerous, but without significant Government support, were quickly abandoned when circumstances changed. Knowledge of the proponents, the courses and their impact varies. While the role of architecture students in forming the Queensland Institute of Architects in 1888 is well known, the work of JJ Lough in establishing a curriculum for their education is not, nor the later success of these students elsewhere. Regulated courses followed the systematic Government-funding of technical training in the twentieth century, leading in 1918 to formation of a diploma course at Brisbane's Central Technical College. Despite (or even because of) its success, Queensland students also undertook training or augmented their local education elsewhere. The later prominence of RP Cummings in overseeing architectural education in Queensland obscures the work of his twentieth-century predecessors including Charles Whitcombe and others. This paper provides additional background on the pioneers of Queensland architectural education up to the Depression of the 1930s, supplementing Andrew Wilson's paper A Short History of Architectural Education in Queensland which provoked this symposium.

Donald Watson's architectural career began in the mid 1960s, when he worked privately and later as a lecturer at The University of Queensland. Teaching history and design, he impressed a generation of aspiring architects, who have become household names in Australian architecture. In 1989 he left the University of Queensland to join the Queensland Department of Public Works to work on public projects, many of which won awards. On leave of absence in 2000-1 he worked as a lecturer in the School of the Built Environment, QUT.

## Early Women Students of Architecture at the Brisbane Central Technical College

*Kirsty Volz*

A history of architectural education can be read in parallel with a history of women in architecture for two reasons. The first reason is that the establishment of formalised qualifications made a career in architecture more accessible to women. The second reason is that university records have rendered women's participation in the profession visible. It has provided a record of students training in architecture, which has aided in the discovery of the often-invisible contributions women have made in many pursuits and professions, including architecture. As such, the establishment of architectural qualifications towards the end of the First World War, in several locations around the world, contributed to the first identifiable cohort of women in architecture in the interwar period. As Julie Willis describes, 'without a doubt, the entry of women into the profession in Australia began in earnest from the 1920s in multiple locations.'

This presentation discusses the work of early women students of architecture at the Brisbane Central Technical College. It covers the careers of Dorothy (Dolly) Brennan, Elina Mottram, Eunice Slaughter (Ayre), and Ursula Jones (Koroloff). All of these women worked for the Queensland State Government Departments of Public Works, State Advances Corporation, and Queensland Rail. Building on Judith McKay's pioneering work on Queensland's early women architects, and in light of recent and renewed interest in work by public service architects, this paper considers how employment with the Queensland Government affected their careers.

Kirsty Volz is a PhD candidate within the ATCH group at the University of Queensland. Her thesis discusses the built works of Queensland's early women architects, focusing on the work of interwar architect and ceramist, Nell McCredie. Her research on interior design and scenography has been published in the *IDEA Journal*, *TEXT Journal*, *Lilith: a feminist history*, and the *International Journal of Interior Architecture and Spatial Design*.

## Charles Fulton as Educator

*Marissa Lindquist & Paul Sanders*

Charles Fulton was a pioneer of the integrated application of the practice (1937-80) and teaching (1936-71) of modern architecture in Australia. Fulton had been invigorated by the advent of modernism while working and travelling in Europe during the early 1930s. Upon his return to Australia he settled in Brisbane to advance his pursuits in what was a still a classically orientated profession and technically based course. Fulton began teaching as a part-time lecturer of Design and History at the Brisbane Central Technical College in 1936, and the following year became Lecturer in Charge of the Diploma in Architecture Course. Simultaneously, he joined the established practice of JP Donoghue who had commissions for the design of large-scale hospital projects to which Fulton was able to apply modernist principles.

As his career progressed, Fulton formed a new practice with notable architects such as Aubrey Job, Jim Collin, and Stephen Trotter. In this period the firm stood at the heart of educating architects. This paper will develop an understanding of Fulton's approach as an educator through the close relationship of practice and the academy, and how delivery of both formal instruction and practical experience is the key tenet in the successful training of an architect.

Marissa Lindquist is an award winning architect with over ten years practice experience and lecturer at the School of Design, Queensland University of Technology. In 2008 she was awarded the Dulux Study Tour for emerging architects in Australia, and is recognised for her creative practice through publication within the 2012 Venice Biennale Australian Pavilion Catalogue. In 2017, Marissa received the QUT Women in Research Grant and is currently undertaking her PhD focusing upon neuro-imaging, architecture and emotion. Her teaching practice dwells on the margins of interiority, perception and experimentation. She is executive member for the Design and Emotion Society, Australian Chapter.

Paul Sanders is Professor and Discipline Leader of Architecture, Interior Design and Landscape Architecture in the School of Design at Queensland University of Technology in Australia. He has been an academic since 1998 and has been published in international journals in the fields of architecture and urban design. Paul has established expertise as an architect in professional practice (1988-2003) having extensive design experience through built work, as well as international design competitions. His research is in the field of urban morphology, and completed a PhD titled 'Consonance in Urban Form; The Architectural Dimension of Urban Morphology'.

# Session Two

## **Robert Cummings' Radio Talks: Educating Queensland Architects and the Public in the mid-Twentieth Century**

*Deborah van der Plaats and John Macarthur*

This paper looks at Robert Percy Cummings (1900-1989), founding Professor of Architecture at The University of Queensland (1937-1966), his education and how that shaped his own work as an educator. In particular it focuses at Cummings' public talks on radio from the 1930s through to the late 1970s. These considered diverse topics including the role of art in education, climate and architecture, the role of modern architecture in Queensland, architecture as art, and the importance of the regions. Consisting of approximately 60 papers or talks these works remain unpublished. Cummings saw architectural education as considerably wider than professional training, something that ought to also contribute to the children's schooling and to the wider public, and as a matter that ought to be seen in the wide frame of culture.

In Part 1 John Macarthur looks at Cummings' own education, principally at the Architectural Association in London and the British School in Rome; the form of that education, and the then controversies about modernism and the methods of design teaching. Macarthur attempts to explain how it was that Cummings curriculum for architecture included drawing the classical orders of columns, while at the same time he was using the then ultra-modern form of radio to teach architecture as a form of citizenship.

In Part 2 Deborah van der Plaats looks at the content of the radio talks, focusing on Cummings' view of architecture as an art, and his partnership in the early talks with painter Vida Lahey, and sculptor

Daphne Mayo. Particular attention will be paid to the conviction, shared by Cummings and Lahey, that a productive arts culture was essential not only to the development of self and personal growth but, more importantly, facilitated and enabled a good and productive citizen.

The aim of this paper is to critically examine the radio talks so as to develop a more nuanced view of Cummings and his contribution to Queensland modernism.

John Macarthur is Professor of architecture at the University of Queensland where he conducts research and teaches in the history and theory of architecture, and in architectural design. John graduated from the University of Queensland with Bachelor (Hons 1st) and Master of Design Studies degrees (1984) before taking a doctorate at the University of Cambridge (1989) where he studied with Joseph Rykwert and later with Mark Cousins while teaching design in the studio of Colin St J Wilson. He is a Fellow of the Australian Academy of Humanities and a Fellow of the Queensland Academy of Arts and Sciences. He was the founding Director of the research centre for Architecture, Theory, Criticism and History (ATCH) and remains an active member of the Centre. He has previously served as Dean and Head of the School of Architecture at UQ and as a member of the Australian Research Council's College of Experts. He is a past President and a Life Member of the Society of Architectural Historians, Australia and New Zealand. His research in the intellectual history architecture has focused on the conceptual framework of the interrelation of architecture, aesthetics and the visual arts. His book *The Picturesque: architecture, disgust and other irregularities*, was published by Routledge in 2007. John has edited a further six books and published over 140 papers including contributions to the journals *Assemblage*, *Transition*, *Architecture Research Quarterly*, *Oase* and the *Journal of Architecture*. His current project is a sole authored book on architecture and aesthetics, which is part of a wider Australian Research Council funded project on this topic.

Dr Deborah van der Plaats is a Senior Research Fellow and Manager of the Architecture Theory Criticism History Research Centre (ATCH) at the University of Queensland. Her research examines the architecture of nineteenth century Queensland and Britain and their intersection with contemporary theories of artistic agency, climate, place and race. Writing histories of Queensland architecture is a second focus within her work. With John Macarthur, Jane Hunter, Andrew Wilson and industry partners State Library of Queensland, Conrad Gargett Architecture, Bligh Voller Nield, Wilson Architects and Riddel Architecture, she developed the Australian Research Council funded Linkage project "Architectural Practice in Post-war Queensland: Building and Interpreting an Oral History Archive" (2011-2013). Major outcomes of the project include: an exhibition, *Hot Modernism: Building Modern Queensland 1945-1975* (State Library of Queensland, July- October 2014) curated with Janina Gosseye, Kevin Wilson and Gavin Bannerman; the Digital Archive of Qld Architecture [qldarch.net](http://qldarch.net); and a book, *Hot Modernism: Queensland Architecture 1945-1975* (London: Artifice Press, 2015) co-edited with John Macarthur, Janina Gosseye and Andrew Wilson. In 2017, the project was awarded the John Herbert Memorial Award and the Gold Heritage Award, Interpretation and Promotion by the National Trust, Queensland.

# Session Three

## World War Two. Consequences for Architectural Education in Queensland

*Andrew Wilson*

In the period immediately prior to World War Two, educational institutions and professional bodies underwent a fraught process of realignment, as attempts were made to establish a national institute, through the amalgamation of state institutes, alongside an overarching system of architectural education and registration for architects within Australia, still aligned with the RIBA. World War Two proved to be a productive time for Queensland's architectural culture. For education, the focus shifted to design problems aimed at transforming Brisbane into a modern city, through speculations into new building types, and institutions. During the war a small cohort of students were afforded close contact with teaching staff, and involvement in activities that were a consequence of war, including speculations on how to deal with anticipated growth at war's end.

Brisbane Central Technical College remained open, and its facilities seconded to the war effort. Brisbane's role as General Headquarters of Allied Command for the South West Pacific Area from July 1942, facilitated greater access to all levels of government, collaborations with allied personnel, and greater mobility. The Town and Home Planning exhibition, organised to disseminate the findings of the Brisbane City Council Planning Sub-Committee to Brisbane's citizens, that opened at Brisbane City Hall in November 1944, featured a Model Suburb developed by staff and students from the University of Queensland. A home design competition announced in February 1945, seven months before war's end, received entries from students and architects offering diverse approaches to the post-war house, initiatives that rehearsed the framework for Brisbane's post-war expansion.

Andrew Wilson is a Senior Lecturer affiliated with the ATCH Research Centre at the University of Queensland. He writes on architectural history and criticism with a focus on Queensland's architectural history in the twentieth century, and contemporary architectural practice in an international context. Edited publications include James Birrell: Work from the Office of James Birrell (2001) with John Macarthur, Hayes and Scott: Post-war Houses (2005), and contributions to Hot Modernism (2015) in collaboration with John Macarthur, Janina Gosseye, and Deborah van der Plaats.

## "What's 'out'... what's 'in'": John Dalton, Architect as Pamphleteer

*Elizabeth Musgrave*

Between 1966 and 1972, noted Queensland architect John Dalton (1927-2007) wrote, published and distributed two handbill style pamphlets to students of architecture at the University of Queensland and the Queensland Institute of Technology. Broadside and diatmetrix sought to inform, provoke and connect students of architecture in Brisbane during a period of student unrest and disciplinary change globally. This paper describes how Dalton's roles as educator and critic converged to provide a new mechanism for promoting architecture – the pamphlet. Pamphlets contained information gleaned from a range of sources and reveal how emergent issues were identified, selected issues and framed for a local student audience.

Elizabeth Musgrave is a lecturer in the School of Architecture at The University of Queensland, an affiliate of the Centre for Architecture Theory Criticism History research group (ATCH), a PhD Candidate at The University of Melbourne and an Architect Registered in Queensland, working on select projects in partnership with John Price. Her research interests include mid-century modern architecture in SE Queensland, and she is currently investigating the contribution of John Dalton to the evolution of a modern Queensland idiom.

## Put Away your Pens: The Department of Architecture, University of Queensland in the early 1970s

*Fiona Gardiner*

In 1987, Ian Sinnamon wrote in the 50-year commemorative publication of the Department of Architecture, University of Queensland, "Drafting skills suffered a brief eclipse in the seventies when avant garde opinion thought drawing boards would be superseded by computer terminals." For the department the 1970s was a period of great optimism and experimentation, with new fields of research and innovative technologies being explored.

By the 1970s the course had entered its second generation. The grand old men of architectural education Professor Cummings and Bruce Lucas had retired. This made way for a new era of teaching staff; some were former students while others came from interstate and overseas. With fresh blood and new ideas, set against the background of the 1960s student protests, the course evolved to reflect the enthusiasms, interests and preoccupations of the times.

The Bachelor of Architecture had become a full-time course with the first three years followed by a compulsory 'year out' and then a further two years to complete the degree. With the introduction of the semester system in 1974 this first segment was transformed into the Bachelor of Design Studies, which heralded postgraduate studies and ambitions for additional professional courses. There was an interest in academic research projects and for the first time staff and students began to undertake higher degrees. With the election of the Whitlam Government and the subsequent abolition of tuition fees, the complexion of the student cohort began to change and the number of women in the course increased.

The course itself was a smorgasbord with inputs from Sociology, Anthropology and Physiology, as well as Engineering and Town Planning. Design was always a core fundamental, while architectural history was developing an interest in heritage and the local vernacular. The then new field of computing and its application to the architectural profession flourished, as did environmental design with a specialty in climatic and solar energy research. Pottery, photography and life drawing were taught by leading Queensland artists. In 1972 'Art Experience Week', organised by Bill Carr, became the controversy of the decade, which reverberated through the department, the University Senate and the Queensland Parliament.

Fiona Gardiner is a graduate of the University of Queensland, undertaking the Bachelor of Design Studies and Bachelor of Architecture in the 1970s. During her student years she developed an interest in heritage conservation and has a postgraduate Diploma in Conservation Studies from the University of York (UK). Professionally Fiona has worked in heritage conservation in private practice, local government and the Queensland government. She is currently the Director of Heritage in the Department of Environment and Science. Fiona is an Associate Adjunct Professor in the School of Architecture.

## QIT 1972. An Opportunity to Create Change

*Edwin Codd*

Being an academic was not part of my career plan, but the experience was incredibly rewarding. Courses in Architecture at QIT grew out of an articulated student system- work for the boss during the day- tutored by practitioners in the evening. In 1972 I chaired an RAI A inspection panel reviewing the course for the quality of outcomes and graduates' fitness to practice. Our panel had a number of changes which were necessary to ensure ongoing accreditation., a 3-year full-time component of study, additional full-time academic staff, and a restructuring of the programmes, more fitting the needs of an increasingly complex industry.

Charles Fulton, a very well regarded practitioner who ran the school on a part-time basis had recently retired. The Head of School position was advertised and an academic from a South Australian University was offered the position. There were portability issues with his superannuation and he withdrew. I received a phone call from Jack Parkinson, the president of the Queensland Chapter at the time. His comment, "You have managed to destroy what many in the profession regarded as a good form of education- suppose you put some time into cleaning up the mess."

*Edwin Codd.* With partners, I had developed a furniture manufacturing business and a small architectural practice, but was seduced by the opportunity to create change. The ultimate outcome was a structure for all students interested in pursuing a course concerned with the built form of our environment i.e. Architects, Product Designers, Urban and Regional Planners, Landscape Architects, Builders and Quantity Surveyors. I offered to stay on to guide the change on the basis that I could carry on all my other activities. The council agreed and I spent almost seven rewarding years as Head of one of only four schools at that time.

# Session Four

## Happiness is a Three-Legged Dog, QIT Student Film (Trailer)

*Directed by Toney Airey, starring Robert Martin, original script by Robert Riddel*

## Towards an Understanding of Architectural Education: A Student Report, 1971

*Peter Bycroft and Paul Memmott*

Peter Bycroft is former owner and Managing Director of Corporate Diagnostics for 26 years from 1991 to 2017. Peter is an Architectural graduate recognised as an expert in market research, quality management, regional economic development and improving organisational performance. He is an Environmental Psychologist and was formally Adjunct Professor in the Faculty of Arts and Social Sciences at the University of the Sunshine Coast. Peter was also Visiting Professor in Quality Management at the Faculty of Architecture, University of New South Wales, Associate Professor and Head of Architecture at the University of Canberra, and has held Head of Department positions at three of Australia's top Universities. He has held several Ministerial appointments as an advisor on social, cultural, economic and/or environmental issues in the A.C.T. and in Queensland.

Professor Paul Memmott is a trans-disciplinary researcher, architect and anthropologist, the Director of the Aboriginal Environments Research Centre, and of the Indigenous Design Place initiative at The University of Queensland which has funded this event.

The Centre has provided consultancy services to remote and urban Aboriginal groups across most Australian States, and maintains research linkages with other Indigenous scholars in Oceania and the Pacific Rim.

His research output of over 280 publications, includes his 2008 award-winning book, "Gunyah, Goondie + Wurley: Aboriginal Architecture of Australia", which helped gain popular and professional recognition for Aboriginal Architecture as a complex practice and knowledge base within Australia.

## Objects, Sites and Technologies of Schooling

*Elke Couchez*

The last two decades have seen a substantial increase of interest in the history of architectural education. Despite a growing interest in institutional histories, we are still lacking an acute understanding of the complex processes that transformed architecture's pedagogies in the 20th century. The very distinct materialities and technologies of schooling have yet to be discovered as active agents in the making of school.

During this talk, I will present a range of graphic images, studio tools, lecturing apparatus and material infrastructures by which architect-educators and students produced and expressed ideas in educational contexts.

This exploration of the so-called materialities of schooling is helpful in investigating how architectural knowledge was circulated visually and orally in and outside the studio and the classroom, in addition to the textual. Knowledge transmission cannot be reduced to the 'software', the rather easily detectable ideas in course notes and handbooks, but should be studied in close relation to the 'hardware' of for instance globes and wall pictures, chalkboards, slide collections and the design of the learning environment. As a result, the displayed objects and sites can function as gateways into the black box of the classroom and into past schooling practices.

Elke Couchez studied Fine Arts (Sint-Lucas Academy, Ghent) and Art History (KU Leuven). In June 2018, she defended her PhD "Gestures make Arguments. Performing Architectural Theory in the Studio and the Classroom 196x-199x" at the KU Leuven Faculty of Architecture. She published in the journals *Image&Narrative*, *Paedagogica Historica* and *History of Intellectual Culture*. In February 2017, she initiated the conference *Theory's History. Challenges in the Historiography of Architectural Knowledge* in Brussels, together with Sebastiaan Loosen, Ricardo Agarez, Rajesh Heynickx, Hilde Heynen and Yves Schoonjans.

Also active as a freelance art critic, Elke Couchez has written for periodicals such as *H ART*, *Metropolis M* and *This is tomorrow* and she participated in the writer-in-residence programs of Lokaal 01 (Antwerp, BE) and Frans Masereel Centrum (Kasterlee, BE). From October 2018, she is part of the ATCH Research Centre at the University of Queensland, where she works as a post-doctoral fellow on the project "Is Architecture Art?".



# Session Five

## Australasian Perspectives

*Julia Gatley*

The University of Auckland School of Architecture and Planning celebrated its centenary in 2017. The actual centenary was that of architecture teaching, with a Department of Town Planning established in 1957. Today we are a School of some 800 equivalent full-time students, of which slightly more than 500 are enrolled in the professional architecture programmes.

A history of the School published on the occasion of the centenary has helped us in better understanding our School today. Drawing from it, this presentation identifies some of the points of difference that characterise our School's architecture programmes. These include an ongoing emphasis on architectural media and representation; the introduction of combined Masters' degrees; more female than male students (a recent phenomenon); and a new appreciation of the extent to which space and accommodation have had a direct effect on our teaching of architecture over time. Our location in Auckland, home to the world's largest Polynesian population, is not unique to us, but is shared with the Unitec School of Architecture, established in the west of the city in the mid-1990s.

The paper also reflects on some of the challenges involved in delivering architectural education today, as articulated in the call for papers. This is education in an environment of continual change, requiring agility from institutions and staff.

Associate Professor Julia Gatley is nearing the end of a three-year term as Head of the School of Architecture and Planning at the University of Auckland. In 2019, she returns to a teaching and research position in the School. She is an historian of twentieth-century New Zealand architecture, and has published four books with Auckland University Press: *Vertical Living: The Architectural Centre and the Remaking of Wellington* (2014, with Paul Walker); *Athfield Architects* (2012); *Group Architects: Towards a New Zealand Architecture* (2010); and *Long Live the Modern: New Zealand's New Architecture, 1904-1984* (2008). She also co-edited, with Lucy Treep, *The Auckland School: 100 Years of Architecture and Planning*, published in 2017 on the occasion of the Auckland School of Architecture and Planning's centenary.

## Architecture and Urban Transformation in Western Sydney: Making the City

*Chris Knapp*

This presentation will discuss the vision and context for starting a new program in architecture, focused upon urban transformation, at Western Sydney University, Parramatta.

Professor Chris Knapp is Chair of Architecture at Western Sydney University. Trained as an architect, Chris is an educator, practitioner, and researcher most recently based on the Gold Coast as Director of the digital fabrication and design practice, Studio Workshop, and a seven-year academic post at Bond University. Chris is currently completing a PhD in the practice-based research program at the RMIT School of Architecture & Design, and he holds a Master of Architecture from Princeton University and a Bachelor of Science in Architecture from the University of Michigan, the latter of which he taught at for 4 years. He is a member of the Executive Committee of the Association of Architecture Schools of Australasia (AASA) and a member of the Research and Education Committee of the NSW Chapter of the AIA.

# Session Six

## Devices and Desires

*Alexandra Brown and Andrew Steen*

Design studios in undergraduate Architecture degrees target many learning outcomes. Often, as students develop buildings or structures, complexities are back-grounded, risks are avoided, tensions are reduced, and banalities result. How can studio leaders systematically shift students' concentrations towards conceptualisation and experimentation?

Our strategy focuses on heightening the problematics of the design project: on framing contexts, sites and scenarios as rich sources of multisensory and socially complex data; and, consequently, on framing architecture as a device through which to articulate desires. Our intention is to provoke an ambivalent architecture that foregrounds tensions between operations and objectives, mechanics and atmospheres, objects and environments. By engaging with and employing a concert of interdisciplinary methodologies and foci, and involving a range of collaborators and figures, we aspire to break the risk aversion and default positioning that leads to trivial designs in students' schemes and our studios alike.

In Winter/Spring 2018, we ran the first of a series of design studios in overt conversation. Working in parallel at The University of Tasmania and Monash University, we designed studio programs exploring architectural devices that shape sound and urban experience. The collaboration focused on a two-day workshop that brought together second-year architecture students from both universities, curators and producers from MONA FOMA (MOFO), sound specialists, local musicians / sound artists, and sites in Launceston, Tasmania. Through a series of affected exercises, the workshop saw students analyse the

experiential and sonic potentials of urban locations and generate designs for site-specific recording/performing booths.

This MOFO-partnered collaboration is the latest in a series of undergraduate architecture studios that we've independently coordinated that advance consistent agendas. This paper will trace ideas and strategies employed across a variety of studios in different iterations. It will sketch out learnings generated by this approach, and present paths we intend to follow.

Alexandra Brown is an architect and a senior lecturer in the Department of Architecture at Monash University. Her research explores twentieth-century and contemporary art-architecture relationships, as well as architecture and radicality from the 1960s onwards. Her current research focuses on commissioned content in architectural exhibitions as a form of alternative practice. Alex's writing has been published in both architecture and art journals, including *Cultural Studies Review*, *Lucida* and the *Electronic Melbourne Art Journal*. She has also recently contributed chapters to the edited books *On Discomfort: Moments in a Modern History of Architectural Culture* (2017) and *Spaces of Justice: Peripheries, Passages, Appropriations* (2017).

Andrew P. Steen is a lecturer in Architecture & Design at the University of Tasmania. His established research strength is the intellectual history of architecture and architectural theory in the mid to late twentieth century. Steen is interested in the cultural construction of the personas and referents of architectural discourse, and the use of personas and typologies in analytical and design practices. His work employs close reading and critical analysis, and interrogates the poetic function of architectural discourse and architecture.

## The Student Experience, Equity and Diversity

*Amarinda Bazeley and Daniel Hall*

## Indigenous Education Today

*Judy Watson and Dale Harding*

# Session Seven

## Reflection over vision

*Paul Sanders*

We are constantly asked 'where are we going?' not 'where have we been?'. In the narrowing framework of generic vision statements- reflecting on the values of our respected institutions seems as progressive as is prophesying and future gazing. Reflecting on the fundamental relationships of practice and education/ hand craft and digital / buildings and place ... should be more central in our considerations of a relevant education.

Paul Sanders is Professor and Discipline Leader of Architecture, Interior Design and Landscape Architecture in the School of Design at Queensland University of Technology in Australia. He has been an academic since 1998 and has been published in international journals in the fields of architecture and urban design. Paul has established expertise as an architect in professional practice (1988-2003) having extensive design experience through built work, as well as international design competitions. His research is in the field of urban morphology, and completed a PhD titled 'Consonance in Urban Form; The Architectural Dimension of Urban Morphology'.

## Challenge of the Future

*Cameron Bruhn*

The challenge of the future is to collaboratively shape the School of Architecture within the local and global context of the university, the discipline and the profession. As the Head of School, Architecture, at the University of Queensland I would address the parameters, network and promise of the school.

Cameron Bruhn is the Dean and Head of School – School of Architecture, The University of Queensland. He is a writer, editor, curator and advocate for architecture, landscape architecture and interior design. From 2009 – 2018 Cameron was the editorial director of Architecture Media, Australia's leading cross-platform publisher and events organiser for the built environment community. Cameron holds a Bachelor of Architecture from the University of Queensland and a practice-based PhD from RMIT University.

He is the editorial director of Multitudes, a monograph celebrating multidisciplinary international design practice Hassell, and co-editor of The Forever House, The Terrace House and the Apartment House, published by Thames and Hudson. Cameron was a co-creative director of This Public Life, the 2015 Australian Festival of Landscape Architecture and How Soon is Now, the 2016 Australian National Architecture conference. In 2016 he initiated the Asia Pacific Architecture Forum in Brisbane, an annual program that delivers citywide events and activities to a public and professional audience. Cameron has written more than fifty introductions, reviews and interviews and has been a peer juror, sessional teacher, exhibition curator and guest speaker in Australia and internationally.

## Creative Individuals

### *Adrian Carter*

*The Abedian School of Architecture, Bond University.*

The Abedian School of Architecture strives to develop creative individuals, who have the capability, confidence and consideration to make constructive contributions to the built environment and society.

### *Identity*

The Abedian School of Architecture is characterised by relatively small class sizes housed in a unique and inspiring Peter Cook/Crab Studio designed building, that offers an open studio environment conducive to engaged collaborative learning. Students have access to the studios around the clock, have one of the most favourable student-to-staff ratios in Australia, ensuring that students are treated as individuals, and have an unrivalled access to the state-of-the-art fabrication facilities.

### *Ethos*

The Abedian School of Architecture aims to be a leading design driven, professionally orientated platform in the global education of architecture, with a focus on design excellence, and a socially and environmentally concerned approach to architecture which values the needs of society and the natural environment. The school focuses on cultivating creative and innovative attitudes toward design and making; and for prototyping ideas using both emerging technologies and traditional means. Establishing a familiarity with architectural tectonics, methods and materials to deliver exemplary built outcomes.

### *Joerg Baumeister*

Architecture degrees at Griffith are distinctive in their emphasis on urban design principles and putting the environment into architectural design. Students study in smaller classes, enabling more focused engagement with teaching staff, and combine classroom studies, with practical studio work and fieldwork to gain real skills while learning about urban systems, public places, designing buildings and all aspects of the built environment. Study is organised with peer mentors and work exhibited to industry professionals.

Professor Joerg Baumeister. Discipline Head, Architecture and Design at Griffith University. Prior to this appointment he was Director and Professor: Australian Urban Design Research Centre (AUDRC), at the School of Design, The University of Western Australia (UWA), and Research Consultant: Housing Authority, Western Australian Department of Planning (DoP), Western Australian Planning Commission (WAPC), and Metropolitan Redevelopment Authority (MRA), LandCorp.

# Continuing Professional Development Session One

*Practitioners can earn up to 6 CPD Points for attending 4 sessions held on this day*

1. How did architects receive their training prior to the establishment of the diploma course at the Brisbane Central Technical College in 1918?

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2. Give an account of the range of career paths were afforded the first cohort of women who completed diplomas at the Brisbane Central Technical College?

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3. What was Charles Fulton's approach to the integration of practice and teaching over the arc of his career?

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# Continuing Professional Development Session Two

*Practitioners can earn up to 6 CPD Points for attending 4 sessions held on this day*

4. What ideas was Robert Cummings exposed to during his time at the AA in London, and in Rome?

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3. How did Robert Cummings go about educating the public about architecture?

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6. What interests did Karl and Gertrude Langer bring to architectural education in Queensland?

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7. Describe activities architects and architectural students undertook over the course of World War Two

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# Continuing Professional Development Session Three

*Practitioners can earn up to 6 CPD Points for attending 4 sessions held on this day*

8. Give an overview of the content assembled by John Dalton for the production of his pamphlets

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9. What new fields of research and technological innovation were explored in the School of Architecture at the University of Queensland in the early 1970s?

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10. How did Edwin Codd restructure the teaching program at QIT?

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CREATE CHANGE