

THE CONTRIBUTION TO THE RESEARCH INTO THE ROLE OF BOGDAN BOGDANOVIĆ IN THE CREATION OF THE NEW SCHOOL OF ARCHITECTURE IN BELGRADE

Branislav Folić¹, University of Priština, Faculty of Technical Sciences – Department of Architecture,
Kosovska Mitrovica, Serbia

Following student protests in 1968, the reform of universities began in Yugoslavia. The idea of the humanisation of architectural profession and the reform of Belgrade Faculty of Architecture towards the environmental studies was launched. The article examines the impact of the New School on the humanisation of the architectural profession as part of a general movement to humanize the society of the sixties, as well as the significant role of Bogdan Bogdanović in the realisation of such an endeavour.

*First steps towards creating a New School could be foreseen in Bogdan Bogdanović's text *Arhitektura je nauka* (The Architecture is a Science) in 1969, which suggests the introduction of the humanistic disciplines in architectural education as well as in the analytical texts of Professor Branislav Milenković "O nastavi na arhitekstonskom fakultetu" (About Teaching at the Faculty of Architecture, 1945-1968) and assistant lecturer Ranko Radović "Učenje neimarstva" published in the magazine *Arhitektura -urbanizam* (Architecture-Town Planning) No.52 in 1968. During his stay in America, Bogdanović gained some experience visiting multidisciplinary schools of environmental design. Analyzing the school curriculum and current trends in the education of architects, he set the basis for the application of environmental design.*

The reform was carried out transparently with equal participation of students, teachers and former students of the Faculty of Architecture. The team for the creation of the New School, led by Bogdan Bogdanović, after each meeting published announcements that contained conclusions on the implementation of reforms. These announcements and processed materials represented the content basis of the New School of architecture.

Key words: *New School of architecture, Bogdan Bogdanović, environment, architectural education.*

INTRODUCTION

It can be said that each architectural school is like a living being, an entity which grows up and changes depending on the circumstances in which it is to be found. In their lifetime, more than 50 leading world architectural schools of the 1960s undertook reform with a view to creating a multidisciplinary architectural school in accordance with the existing conditions of the architectural profession oriented towards the environment. In the framework of the processes started at global level, Belgrade School of Architecture officially started authentic reform in November 1970 under the dominant influence of

Bogdan Bogdanović (1922-2010).¹⁾ The aim of this reform was the creation of the New School²⁾ of Architecture.

The New School was a reforming process, which, by its nature, was the impetus for certain changes as to the understanding of the relation between the architecture and the society, and it is reflected in prominent multidisciplinary. The curriculum introduced by B. Bogdanović and his associates was preserved to a great extent and it partially appeared in its modified form following the implementation of the last or so-called Bologna Reform. The pedagogical models first applied in the teaching in the New School were not preserved after its closure.

The research presented in this study aims to define Bogdanović's role in the processes in

which the New School was created. Scientific material, personal testimonies of the contemporaries, archives, as well as scientific and daily periodicals, which depicted events and the role of Bogdanović in the creation of the New School of Architecture from a certain angle, were used in this research. Based on the analysis of these documents, the wider social significance of the New School in the transformation of the architectural profession, as well as its relation to more humanistic disciplines should be observed. Nonetheless, it should be pointed out that this research is just one of the phases of the broader research process which relates to the comprehensive analysis of changes in the education of architects in the 1960s and the early 1970s.

In the initial research on the subject of the New

¹ Kneza Miloša 7, 38220 Kosovska Mitrovica, Serbia
bfolic@hotmail.com

School, Milorad Mladenović takes a general approach in the article entitled *Comments on ("Saopštenja") the New School (of architecture)*, which was published in the Serbian Architectural Journal.³ Analysing *Comments*, he built foundations and actualised the research on the subject of the New School for the first time.

BOGDAN BOGDANOVIĆ AND THE EVENTS PRECEDING THE REFORM

The world events of the 1960s greatly influenced the reform of Belgrade Faculty of Architecture. Internationally, the UIA (Union internationale des architectes) Congress, which was dedicated to the training of architects (La formation de l'architecte), was held in Paris in 1965. The most eminent experts in the field of architecture of the time gave a talk on that subject – Walter Gropius, Pier Luigi Nervi, Jacques Barge and others. The conclusions reached mainly related to the promotion of team work, namely the introduction of the humanistic disciplines and liberal arts into the training of architects (Howarth, 1966:43). The most serious events regarding the training of architects followed immediately after the May Student Protests in Paris in 1968. The closure of the traditional Beaux-Arts (L'école des beaux-arts) and forming of new "independent" Pedagogic Associations (Unité Pédagogique)⁴ were the cause and the incentive⁵ for changes at the Faculty of Architecture.

The student protests at the University of Belgrade reached its peak in June 1968 marking the crucial moment for starting changes at the University of Belgrade, as well as at the Faculty of Architecture. Similarly to the situation in France, the students protested against the studying conditions of the time as well as against their position in the society. University assembly boards announced individual reforms of the Yugoslav universities, which would be based on self-management. The conditions for an attempt at applying those principles were created, after which the reform was initiated by the Faculty of Architecture and the majority of other faculties of the University of Belgrade.

At the gatherings held at the Faculty of Architecture in June 1968 it was proclaimed that the creation of the New School of Architecture, which would replace the "traditional" one, would start immediately. According to Bogdan Bogdanović and the works published by renowned experts, the professional and scientific status of the faculty had already been surpassed. The students requested "that the real, not just the fictitious, should take part in the life and decisions of the school" (Bogdanović, 1971e:3).

The overall social climate of changes represented the driving force for starting the reform. At the

time, Bogdanović was trying to "impose" his ideas about the school reform at the Council meetings of the faculty. He strongly advocated the thesis "that the practice was changing dramatically as well as the terms used in architectural design and city planning; architectural design was getting much closer to city planning."⁶ Subsequently, Bogdanović laid a solid foundation for his ideas during his stay in America, before the proposal for the creation of the New School was officially outlined.

Although Bogdanović is considered to be the creator of the radical reform, by as early as mid-1968, Branislav Milenković⁷, as many others, made critical comments on the studying conditions at the Faculty of Architecture in Belgrade. He writes about the state of play, current problems as well as possible new solutions for the faculty. Too broad curricula were compressed into four years, the lectures were not well-organised in terms of time, division into two departments was not a fair solution for orientation of students, whereas the reorganization of the lectures was only a provisional adjustment, while the results remained unverified (Milenković, 1968:67).⁸

Ranko Radović⁹, who was the editor of the *Arhitektura urbanizam* (Architecture Town Planning) journal, wrote about the training of architects, taking into consideration the entire Yugoslav space. His thoughts are directed toward the view that renowned scholastic institutions should be the source of new ideas, new relations towards the world of architecture, which transforms, moves and evolves daily, which should be the characteristic of every modern school of architecture. "The threat to every school of architecture lies in its crystallization, its closure." He goes on to say that the need of „live, and open architecture universities, set in motion, able to develop with each day and capable of recognizing the decisive processes, which nowadays take place in the body of our modern world, that is in the body of architecture," (Radović, 1968:35) is noticeable.

Bogdan Bogdanović relied on various and increasingly frequent beliefs of teachers and associates (like R. Radović and B. Milenković, etc.) that the school did not function well in terms of quality. The Faculty of Architecture in Belgrade by the end of the 1960s was cocooned to a great extent in the system which had functioned well in another "earlier" period. The Yugoslav schools of architecture, which existed in that period, did not have annual exhibitions, their collected papers were rare, the manifestos unknown, the year books forgotten, and the declarations rejected (Radović, 1968:35). This reflects the need for an essential reform of the Faculty of Architecture,

which Radović called for in his articles, and which Bogdanović later achieved through the creation of the New School.

Until Bogdanović's return from America, apart from the reorganization and condensing of classes, which was voted down by the Faculty Council, no other serious steps towards the essential reform of the Faculty of Architecture were taken. Bogdanović's ideas referred to the need for changing those deep-rooted traditional habits and the fact that the School should open much more and be more present in many other disciplines.¹⁰

BOGDANOVIĆ'S FIRST STEPS TOWARDS THE CREATION OF THE NEW SCHOOL

Bogdanović's ideas about the humanization of the architectural profession, which he had expressed before leaving for America in 1969, suggested the introduction of "distinctly humanistic disciplines, such as urban sociology" in the training of architects (Bogdanović, 1969:3). While in America, he visited several faculties of architecture and university centres, among which *the College of Environmental Design, UC Berkeley* and *Visual and Environmental Studies, Harvard University*, should be noted. Spending time in the libraries of the faculties he visited, Bogdanović studied the school programmes and contemporary trends in the training of architects, among others.¹¹ The schools he visited were mainly of environmental and multidisciplinary type and they included anthropology, philosophy, aesthetics in a wider range, town history, urbanology, which, on the whole, represented a different relation to the surroundings.¹² Based on the courses studied, where "the entire studying of architecture is assigned to the complex of visual and environmental studies" (Bogdanović, 1971d), and Bogdanović's personal experiences, an idea of how the New School should look like, transferred to this place and time, was developed. The creation of the New School was directed to the *environment* and the introduction of new scientific disciplines in the training of architects. That was the time of intensive urban development, where the studying of urban morphology and city theory was understood as a serious step towards the perception of the environment.

New ideas and the material compiled following Bogdanović's return to Belgrade from America in 1970 are built in the process of the creation of the New School together with the ideas expressed at the Council meeting. Based on the experience gained abroad, Bogdanović juxtaposed the new ideas, which the advocates of "the old school" considered radical, with the existing curriculum and teaching methods.

BOGDANOVIĆ'S ROLE AND THE CRISIS AT THE FACULTY OF ARCHITECTURE FROM SEPTEMBER TO NOVEMBER 1970

The circumstances which had led to disagreements between the professors attracted media attention. The initiative for new reforms and the creation of the New School was launched in the circumstances surrounding the crisis of the Faculty. Stanko Mandić, who was the Dean of the Faculty of Architecture until September 1970, resigned at the meeting at which the commission plan for the reorganization of classes was discussed. The plan¹⁹ was voted down on that occasion in protest at the Faculty Council rejecting the commission plan for the reorganization of classes. Đorđe Zloković¹⁴, Anka Stojaković¹⁵ and Vojislav Damjanović¹⁶ handed in their resignations together with the Dean. The initiative for new reforms and the creation of the New School was started under the Faculty crisis circumstances.

Bogdan Bogdanović opposed the narrowing of the curriculum together with those who shared his views, which seemed as a conflict between the professors. Đorđe Petrović¹⁷ stated that those were not conflicts, but "the clash of opinions at academic level". The majority at the Faculty supported the view that a student could not take an active part in the classes in such circumstances and that there was a need for changes at that moment (Čorović, 1970:4).

Some professors and their assistant lecturers reconsidered the conditions under which the new reform would be started within the article published in an attempt to promote the ideas on the New School and draw attention to the flaws of the plan previously presented. The article written by Toma Džadžić, entitled "Professors' Conspiracy of Silence", which was published shortly before the Tripartite Commission was established, provides quotes from and comments on the talks given by the professors and the assistant lecturers, the advocates of the future New School. With regard to the media, "the Conspiracy of Silence" referred to the professors who opposed the ideas of the New School.

Instead of the process of changes ending and the crisis at the faculty being overcome, the permanent disagreements, growing in intensity, continued until Bogdanović was elected Dean in November 1970, when the cycle of reforms aimed at the creation of the New School officially began.

Bogdanović, as well as many others, opposed the "narrowing" of the curriculum. He was of the opinion that the curriculum "should be broadened more and more" towards architectural science and he proposed differentiating.¹⁸ According to

the writings of Radović, the proposed curriculum should not be narrowed, but on the contrary, it should be enriched with more complete engagement of the professors with the aim to implement the curriculum.¹⁹ He considered the proposed narrowing of the curriculum to be conservative and added that "the aim of science was not to take jobs away from professors at the faculty, but to engage them entirely" (Džadžić, 1970: 16). Such views represent the very beginnings of the introduction of optional subjects, which would later become one of the characteristics of the New School. Đ. Petrović elaborates on the Radović's writings by criticising the Commission which worked on the narrowing of the curriculum. According to Đ. Petrović, the students would not gain much from the narrowed curriculum, but "the return to three departments – Town planning, Architectural design and Architectural technology – would be more effective". Such criticism was possible only through good organization and preparation of what was yet to happen at the Faculty of Architecture in Belgrade. This implies that Bogdanović was present at almost all discussions in the media, which meant leadership in the implementation of the ideas put forward.

Bogdanović argued that the situation at the Faculty of Architecture was the consequence of the crisis at other faculties of architecture in the world, while emphasizing that "there were some major changes in the very understanding of architecture", and that "the days of the artisan formation of an architect, who leaves the school workroom, a studio, were gone". He believed that "an architect leaving the school studios was reasoning like an artisan, was clannish, a general practice architect" (ibid:16). A foothold for such viewpoints may be observed in the reform which took place at Beaux-Arts. Beaux-Arts was, by all means, an academic institution with the conservative system of "studios", the system which may not be entirely comparable to the situation at the Faculty of Architecture in Belgrade at the time (Folić, 2011:61).²⁰

In that period, world-famous architectural educational institutions introduced scientific elements and new theoretical considerations into the architecture of the time. The discussions which took place among theorists, mainly sociologists, in the sphere of the humanization of the society, transposed to interpreting architecture as a sociological discipline.

Bogdanović wrote about the multidisciplinary of the architectural profession in which an architect may be a mathematician, a humanist, a scientific worker, a painter, a sculptor, but they may not hold all these professions at the same time (Džadžić, 1970:16). This is supported by the

writings of Đ. Petrović according to which architecture is both science and art as well as a technique, which is why the implementation of a modern teaching process is rendered more difficult. Bogdanović prepared the new reform of the faculty in that direction, the creation of a modern school of architecture, which is "to offer an architect with diverse personal abilities, personal selection of knowledge and fields of interests and a personal profile instead of a general practice artisan". Such an architect is a personality by both his erudition and his ethics" (ibid:16). Moreover, he argues that "true and revolutionary changes in the education are reflected in the introduction of a great number of non-technical disciplines, or, at least, knowledge, into the general formation of the present-day architect" (Bogdanović, 1970b).

THE CREATION OF THE NEW SCHOOL AND THE WORK OF THE TRIPARTITE COMMISSION

The changes which led towards the New School were based on the idea that everything that was going on in the reformation process should be transparent and exposed to public criticism. Such approach was certainly the reflection of a new social order in Yugoslavia, which was leaning towards liberalization in all spheres – political, cultural and economic – from 1965 (Petranović, 1988:382).

The clashes of opinions brought about an accelerated process of reforms, which the majority at the faculty backed up. "At the first assembly of the working community group of the Faculty of Architecture in Belgrade, held on 7th November 1970, it was concluded that energetic efforts should be made immediately with a view to start the creation of an entirely new structure of the Faculty of Architecture in accordance with the contemporary demands of science and profession" (Bogdanović, 1971a:18).²¹

The working team, the Tripartite Commission of the Working Community Assembly for the reorganization of the Faculty of Architecture, in short the New School Board, was founded for the implementation of the planned reforms. The Commission consisted of students²² on a par with teachers and former students²³ of the Faculty of Architecture. The Commission members equally participated in discussions and proposals. A great number of terms, which could not be found in the life of any school of architecture in Yugoslavia, appears in the talks (Bogdanović, 1971c:17-18).

The main task of the Commission for the Reorganization of the teaching procedures of the Faculty was to draw up a school programme, the

subject of which would be the environment, based on the analysis of the existing situation at the Faculty, the practice of foreign educational institutions, the existing state of affairs in the profession, contemporary pursuits and hypotheses about future development. (Bogdanović, 1971a:18). That was the basic premise of studying the contents and teaching methods which B. Bogdanović postulated together with his colleagues.

The New School Board was tasked with submitting the proposal relating to reforms to be adopted, rejected or amended by the beginning of April 1971 at the latest (Bogdanović, 1971e:9). The public considered the establishment of the Tripartite Commission to be the first major victory of true self-management in the university conditions of that time (Bogdanović, 1971f:6).

“Saopštenje” (Announcement), where the conclusions which unambiguously pointed to the social significance of such a reform were expressed, was published at the first assembly of the Working Community Group. “The reform of the Faculty of Architecture goes beyond the scope of the Faculty by its significance, and even beyond the scope of the University of Belgrade, and it represents the event of prime cultural importance” (Bogdanović, 1971a:18). Such assessment in the first Announcement suggested the serious approach in the creation of the New School. Bogdan Bogdanović had an initial role in those processes, which was later confirmed through the work of the Commission.

The first in the series of the conclusions reached by the Working Community Group of the Faculty of Architecture which defines the position of the school in relation to the society is as follows: “The New School must be open to the society at all times and exposed to the possibilities of public criticism, but free from all subjective and imposed criteria and prejudice against ideas and individuals” (the Board for the New School, 1970:2). The New School became a part of the new social reality, with which it opened a dialogue and did not represent the reality unto itself.

Upon examination of the available material, it can be concluded that the Commission meetings were creative and diverse by the content and the modalities of the New School proposed. As regards proposals, the authors whose articles were further published in university bulletins and became available to wider public were prominent. The announcement which was issued after each meeting contained so-called glosseme (a type of the author’s explanation, a term or a new proposal for the new school). For instance, the Slovenian architect Braco Mušič²⁴ presented parts of the report (*Diversification*) delivered by the Board of Architectural Education of the Royal Institute of

British Architects (RIBA) in the glosseme no 20. The report related to the diversification of the education which was already present in the British school from 1964, from which the report dates. One of the principal conclusions was as follows: “The education of architects should be diversified so that the profession would recover the real powers of technical design” (Mušič, 1971:11). General practice architects lost their position in the process of the overall formation of the environment and left room for other disciplines which had nothing in common with the organization of space and form making. In the context of diversification, Braca Mušič believes that “we must not and do not want to observe the architect and architecture exclusively, but we must also bear in mind the entire complex of spatial planning, design and forming” (ibid:11).

Bogdanović’s associates, who went on to become distinguished theorists, town planners and architects, such as Ranko Radović, Dimitrije Mita Mladenović, Sima Miljković and Saša Radojević, participated in the preparation of the New School. Ranko Radović brought forward a concrete proposal that architecture studies should stand on two pillars, two backbones, one of which should be the architectural typology, while the other should be urban morphology. Urban morphology – town planning should be treated through morphological forms, and the phenomenon of cities as a concentration of volume.²⁵ Morphology gives standard to a form, but not the other way round.

The methods of construction and design changed, and the domain of the impact of architectural profession expanded rapidly. In that period,

planners, geographers, sociologists and historians engaged themselves in urban morphology along with “extensive social research” (ibid:66). Typomorphology emerged at that time under the influence of various theoretical postulates (Đokić, 2007:66). Space was considered through different social and economic factors and it became the basis for integral environment design.

The task of the New School was also to focus on “the knowledge resulting from: studying a man, studying the reactions of a man to the environment they live in and studying man’s sociability” (Bogdanović, 1970b).

Until the New School was established as a concept, the first printed copies of content-related basis of the new school of architecture, dating from April 1971, had been brought up for public discussion before they had reached the Research and Education Board. The Faculty formed six working groups, which were tasked with checking the validity of the document within the constructive analysis with the colleagues from notable European schools of architecture. The reports which bore the negation of the New School were not taken into consideration.²⁶ The New School was also discussed at DAZ (Zagreb Society of Architects) (Kritovac, 1971:22).

SOME DIFFERENCES BETWEEN THE OLD SCHOOL AND THE NEW SCHOOL

The stance expressed in the final “Saopštenje” (Announcement) of 21st April 1971 represents the basic guidelines and a kind of manifesto, which runs as follows: *The future new school should start from studying integral environment*

VARIOUS LECTURE SCHEMES

A. U. F.

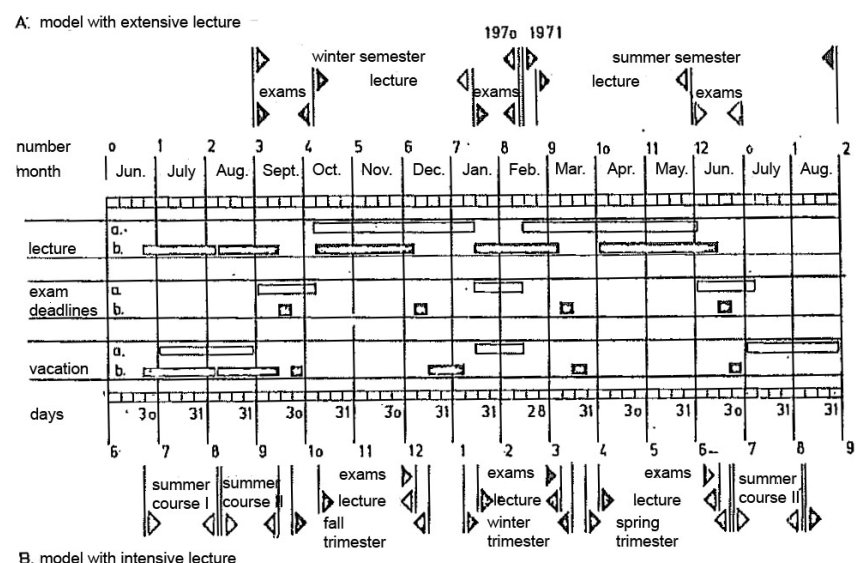


Fig. 1 Various lecture schemes by authors Trumbić A. and Smoljanić R., first printed in „Saopštenje”(Announcement) no. 5, published by Faculty of Architecture in Belgrade, dated December 22 (1970), gloss 9: pp. 21

and proceed towards particular problems of the architectural sciences (Parity Working Group for education, 1971).

The essential difference between the “old” and the proposed New School of architecture can be observed in the fact that, according to the writings of Bogdanović, “a student does not have anything to choose nor anything to commit to” in the old way of studying architecture. “Not only does he fail to be the subject of lectures, but he is neither their object, but their slave” (Bogdanović, 1970a:18). The system which involves training of architects in the context of general orientation was favoured, while a student was given no other choice. The engagement of teachers who gave advantage to “the jobs on the everyday market, devoid of scientific significance, was taken as the standard of professional activity and dedication to occupation and the guild” (Bogdanović, 1970a:18). The creators of the New School suggested an intensive course, divided into trimesters, which, in their opinion, created more productive atmosphere at the Faculty (Fig.1).

The curriculum of the Faculty had suffered considerable changes. It is noticeable that there were more subjects related to urban planning, especially in the first year. According to the old curriculum, the first subject related to urban planning appeared in the fourth semester (Introduction to Urban Planning, in the form of lectures). According to the curriculum of the New School, urban planning was present throughout the whole course of studies, starting as early as in the first trimester as Urbanology and Urban Environment.

Classic subjects were replaced by themes, courses and optional courses. The lectures in the New School “were differentiated” and the students made their own choices of “special courses, special design programmes and teachers they would be working with after a certain number of elementary subjects. The students decided themselves on their orientation, and thus what their technical erudition would be. Its extent depended on the teachers selected.” (Bogdanović, 1970a) The

fifth year envisaged the work on the project as part of the final examination.

Visual character of the New School and teaching methodology was certainly different. One characteristic of “the old school” was the traditional system of studios, whereas in the New School each student had their own working place at the faculty, within “the boxes”, regardless of the year of studies. In addition to this, each group or box comprised 15 working places. The boxes, provided for within large classrooms, were separated by improvised panels. Each group was allotted its own mentor (teacher) who “did their share of instruction in their own group, and acted as a consultant of other groups with regard to their specific expertise at the same time” (Parity Working Group for Education, 1971a). Students had certain freedom of creating and thinking within their working place, the lecturers alternated in the process of passing knowledge and experience. Thanks to the convenient spatial arrangement of working places, the students shared their experience and information gathered.

Table 1. New School – themes and courses per trimester for I and II year (III, IV and V years have not been taken into consideration as they were not yet entirely defined at that time), adopted in October 1971. Source: [Paritetna radna grupa za nastavu. (1971a) Predlog organizacije nastave na I godini Nove škole, Beograd, Arhitektonski fakultet u Beogradu, 1. X.]

I year			II year			themes*
I trimester	II trimester	III trimester	IV trimester	V trimester	VI trimester	
urbanology (3)		spatial and functional organisation of city (3) (5) (6)	urbanology (3)			(1) natural environment
urban environment (3)			natural environment + rural environment (4) (5) (6) (7) /		(1)+(2) /	(2) rural environment
		architectural analysis standardisation and industrial construction (4)+(7)	architectural analysis (4) / (3) (5) (7) /			(3) urban environment
general theses about space	theory of structural systems	architectural analysis (4)				(4) arch. analysis
			residential buildings (5)			(5) residential buildings
Analysis of structural components	elements of structural assemblies, technology of building materials (4) (5) (6)		standardisation and industrial construction (5) (6) (7) (8)			(6) labor and production culture of spirit and body
hist. of civilization and environment (natural (1)(2)(3), human (3)(4)(5)(6) and technical aspects (6)(7)(8))						
descriptive geometry (F)			perspective (4) (5) (6)			(7) standard. and industrial construction
mathematics I (F)				mathematics II (F)		
		mechanics – strength – statics (4) (5) (7)			study of the struct. beams	(8) planning, organisation and economy
visual communications (3) (4)			visual communications (5) (6)			
		technical instrumentalisation of space (4) (5) (6) (7) (8)				

*Comment: In some cases, different thematic frames appear within a course, i.e. course is considered on the basis of many factors. This table considers subject matter for two years of studies without its time consumption which will be presented in the broader research project made by the author.

Table 2. „Old school“: semester subjects present until October 1971. (Table adopted by the author in relation to comparative analysis) Source: [Arhitektonski fakultet u Beogradu. Nastavni plan Arhitektonskog fakulteta u Beogradu, Arhitektura urbanizam, 52, IX, Beograd, p 74]

I year		II year	
I semester	II semester	III semester	IV semester
mathematics			
architectural constructions I		architectural constructions II	
knowledge of materials		building installations	
descriptive geometry		perspective	
freehand drawing		fundamentals of graphics and painting	
architectural drawing and forms			
elements of design		residential buildings	community buildings
	architectural physics		metal constructions
	mechanics and persistence of materials		
		fundamentals of social science	
		urban sociology	introduction to urban planning
			architectural theory

According to the contemporaries, there was some kind of creative "chaos". The teachers should have been engaged all day long and the work of certain teachers within their professional activity outside the Faculty was in danger.

It may be said that the building of the New School represented a market of ideas of its own kind, the application of which is still present at faculties of architecture. "The New School, however, had never considered itself as unique, or, God forbid, the first in the world; It is simply one of at least fifty new schools which arose as a result of the reorganisation of outdated faculties of architecture. The old university centres, faculties and schools of architecture, once greatly renowned, in the highly developed surroundings in every respect are in question" (Bogdanović, 1971b).

CONCLUSION

The aforesaid points to the fact that the formation of the New School cannot be studied separately, that is, only through the personality of Bogdan Bogdanović and his followers, but it should be considered through the social and political events of the day. The general tendency showed the application of the innovation which would lead to the humanization of the society. The situation in which the society found itself entirely affected the adoption and understanding of such reforms, by which its rise was conditioned. The reform was significant for both the Faculty of Architecture and a broader social milieu, which was supposed to offer the possibility of more extensive architectural action and enable the raising of general culture and awareness, and not only architects.

Although the proposed reform of the Faculty of Architecture was entirely adopted, the New School ceased to exist in its original form after only two years of work, namely in 1973, by the will of the majority. The reform was not entirely successful because it was radical for conditions set, and, in some segments, too personal. It was personal from the aspect of Bogdan Bogdanović's idea of its creation and the consequences the reform had for the relations between colleagues. The avant-gardism of the New School is linked to the strong personality of Bogdan Bogdanović, perhaps too much, and thus the opponents were put off. It is interesting to note that the opponents of the New School rarely expressed their views in public. The New School is also often colloquially referred to as Bogdan's School, i.e. many people remembered the New School for his specific pedagogic approach.

In the early 21st century, the Faculty of Architecture carried out reforms, some elements of which are reminiscent of the programme of the New School, and thus it can be said that the New

School presented the visionary approach, which Bogdanović and his followers applied in the teaching methodology at the Faculty of Architecture at that time. It is interesting to observe that the contemporary school programmes "gravitate toward standardization again, rather than to creative work made through encouraging students to experiment, take risks and explore" (Bogdanov, 2009:38).

In order to reach better founded conclusions, more extensive research is needed. It is assumed that these data are the basis for undertaking wider research which concerns overall conditions and the reason for the birth of the New School, as well as its further functioning and infusion into the future work of the Faculty to the present day.

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¹⁾ As an important figure in arts, science and politics, Bogdanović was a professor and the dean of the Faculty of Architecture in Belgrade at that time and contributed to the positive perception of the reforms started.

²⁾ The term New School appeared in June 1968, at the meetings of the Faculty of Architecture in Belgrade, when "it was proclaimed that the forming of a NEW SCHOOL, which was supposed to replace the present traditional and already surpassed professional and scientific status of the Faculty of Architecture, would begin immediately". It started to be used officially on 20th November 1970, when it appeared in the first issue of the *Saopštenje*, a bulletin under the name of NEW SCHOOL BOARD, which stood for Tripartite Commission of the Assembly of the Working Community Group for the Reorganization of the Faculty of Architecture in the document. In the discussions about the Faculty of Architecture in Belgrade which followed, the reform which is the subject of this research is called the New School. In professional circles the New School is also known as Bogdan's School.

³⁾ The information regarding the process of the creation of the New School can be found in the article. Another research by the same author entitled *Education in Fine Arts and Visual Studies at the Faculty of Architecture in Belgrade* (Mladenović, M., 2008) gives an insight into the New School within fine arts education and visual communications. The monograph *Higher-education Teaching of Architecture in Serbia 1846-1971* includes some shorter writings about the New School.

⁴⁾ Unité Pédagogique – the schools which emerged from the disintegration of Beaux-Arts were divided up into independent schools of architecture on 6th December, 1968, by virtue of the decision reached by the Ministry of Culture, and placed in different locations. Five of them were located in Paris, while the other schools were set up in the provinces. All the schools were assigned numbers, mainly by order in which they were established.

⁵⁾ The Faculty of Architecture modelled itself to a great extent on the most noted European and world schools, including Beaux-Arts. This can be concluded taking into consideration certain parameters which relate to the curriculum of the studies as well as to the pedagogic models applied.

⁶⁾ At that time, "the discussion about the reorganization and school reform was led". The Educational Commission sent the Council a treatise which contained the principal issues which were to be discussed with regard to the reorganization of lectures and the school reform. The Council were to give the opinion on the following issues: 1. What character our school should have; 2. The teaching methods; 3. The studies and studying regime. Taken from the following documents: "The Minutes of the 9th Meeting of the Faculty Council held at 18:00 hrs on 18th February 1969", the Faculty of Architecture in Belgrade.

⁷⁾ Branislav Milenković was an Associate Professor at the Faculty of Architecture in Belgrade at that time. He later participated in the creation of the New School and

he introduced new theories related to human needs to his subjects. He took up the position of dean after Bogdan Bogdanović in 1972. Milenković and Bogdanović formed a lasting friendship and their paths crossed in different spheres – intellectual, professional and political. Milenković was present in all discussions about the New School in the process of its creation at the invitation of Bogdanović. Quotes from Branislav Milenković taken from *Memories of the New School – continuation*, the interview given to Branislav Folić in February 2012 [digital audio recording in the archive of Branislav Folić].

⁸⁾ The reformation of the lectures in that period was taking a slow course and was brought down to staff changes. The contents of Milenković's writings preceded the proposal for adopting five-year studies instead of four-year studies, without increasing the number of subjects, which was put forward at the 7th Meeting of the Faculty Council in January 1969.

⁹⁾ Ranko Radović was an assistant lecturer at the Faculty of Architecture in Belgrade at that time and he later actively participated in the creation of the New School, together with several other colleagues who were the members of Bogdan Bogdanović's cabinet.

¹⁰⁾ The quote from Dimitrije Mita Mladenović, *Memories of the New School*, the interview given to Branislav Folić in August 2010. [digital audio recording in the archive of Branislav Folić]: It was completely clear that in 1968 and 1969 certain disciplines did not, in fact, exist, at the Faculty of Architecture. Town planning appeared in the third and the fourth year only scantily, it was not present from the start of the studies in the form of urban research which preceded the creation of the works of architecture.

¹¹⁾ According to the accounts of Ksenija Bogdanović, the Professor of the Faculty of Philosophy, who was awarded a Fulbright scholarship at that time and departed for America in the company of her husband Bogdan Bogdanović, he used this opportunity to confirm his thoughts and gain experience in the direct contact with reformed schools of architecture.

¹²⁾ The quote from Dimitrije Mladenović, *Memories of the New School*, the interview given to Branislav Folić in August 2010. [digital audio recording in the archive of Branislav Folić]

¹³⁾ The afore-mentioned plan in question was not reduced to the narrowing of the curriculum. It being applied, 40 subjects were to be reduced to 25. Thus, similar subjects would be joined (extended), while the number of classes would be significantly reduced. Some of the professors lost their classes, which the advocates of the "failed reform" considered to be the reason why their plan was rejected (Džadžić, 1970: 16).

¹⁴⁾ Đorđe Zloković was an Associate Professor at the Faculty of Architecture in Belgrade from 1968.

¹⁵⁾ Anka Stojaković was an Associate Professor at the Faculty of Architecture in Belgrade from 1968.

¹⁶⁾ Vojislav Damjanović was an Associate Professor at the Faculty of Architecture in Belgrade from 1964.

¹⁷⁾ Đorđe Petrović was an Associate Professor at the Faculty of Architecture in Belgrade from 1968.

¹⁸⁾ The meaning of the term *differentiating*, taken from the operational terms of the working group responsible for the teaching at the New School, relates to the following concepts: "Students are more familiar with one field, while they do not lose the perspective and the sense of the whole." (Oskar Hrabovski); "Orientation – streaming in a certain field, the predecessor of

specialization" (Momčilo Pavlović); "Differentiating as a process linked to the problem, the subject" (Branislav Milenković).

¹⁹⁾ Radović gave examples of the faculties of architecture in the world which comprise even up to 80 subjects, which does not mean that students have to prepare for and take exams in all 80 subjects. On the contrary, they should choose the subjects they are interested in, outside the compulsory courses.

²⁰⁾ Radović, also, criticised the academic approach in studying architecture at Beaux-Arts, certain elements of which were also present at the Faculty of Architecture in Belgrade.

²¹⁾ The direction in which the reformation process was formed as well as the basis on which it was formed can be observed in the fact that the creation of the New School was supported rather by those who dealt with the phenomenon of the city and town planning than by designers. The opponents of the creation of the New School posed questions, such as the following: Why do architects need sociology when they are supposed to make a simple building?

²²⁾ Those proposals were considered on an equal footing for the first time. The students who participated in the discussions contributed their proposals, and the Young Architects Club, known as KMA, was particularly active in that context. Thus, B. Bogdanović used the self-management system contained in his social and political convictions in the suitable way.

²³⁾ Those students were mainly young architects who had expressed themselves in practice. Such relationship was not just a mere response to the demands of the students of 1968, who requested active participation in the life and decision making of the school, but the former students of the Faculty of Architecture were also invited.

²⁴⁾ Vladimir Braco Mušič is a town planner, a publicist and a professor. He graduated from and took his master's degree at the University of Ljubljana, and he took his doctor's degree at Harvard in 1964. In the period of the creation of the New School, he was the member of the Town Planning Institute of Slovenia and one of the managers of the American and Yugoslav project of the study of the regional and town planning design.

²⁵⁾ According to Dimitrije Mladenović, *Memories of the New School*, the interview given to Branislav Folić in August 2010.

²⁶⁾ Dimitrije Mladenović, *Memories of the New School*, the interview given to Branislav Folić, August 2010 [digital audio recording in the archive of Branislav Folić].

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