

As early as the mid-1970s an effort was made without much success to clean up the murals and to protect the sculptures. In 1981, Villanueva's dining complex was demolished to make way for a new one and a porcelain mural by Francisco Navies was largely destroyed. In reaction, the Rector of the University, Dr Carlos Moros Ghersi created a Unit for the Preservation of the Artistic Patrimony of the Central University of Venezuela. It was headed until 1990 by a sculptor, Miguel Borrelli. The artwork is celebrated again but only a discerning eye can still see the total urban design effort of Villanueva. It no longer dominates the layout of the campus; his individual buildings still do.

Major references

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CASE STUDY

The State University of New York at Albany, New York, USA: a university as a superblock (1960+)

The G.I. Bill for education in the United States resulted in a massive increase in the demand for tertiary education amongst World War II veterans – a demand that increased with the arrival of the ‘baby-boomers’ on the American scene. During the 1960s, SUNY expanded rapidly in various locations in New York State, including Albany, its capital. Being a public institution the development of SUNY was very much affected by political infighting in the state legislature.

It was a Republican Governor of the state, Nelson Rockefeller, who had the initiative and energy to shape the development of the state's university system. When he came to power, the state college system was in disarray with a poor academic reputation and various departments and

schools scattered across the state. Past decisions had been made for political rather than academic reasons. Rockefeller and his family had a long-held interest in the physical development of cities and their architecture. He put his interests in education and in architecture to work for the state.

The first step in Rockefeller's plan was to establish a fund – the State University Construction Fund (SUCF) – to pay for new facilities that would attract more and higher-quality students to the state system. Raising the status of the university would, in turn, act as a catalyst enabling better facilities to be built. Parallel to this step was the establishment of a scholarship fund to provide educational opportunities for financially disadvantaged students.