ARCHITECTURAL EDUCATION IN THE COMMONWEALTH
A SURVEY OF SCHOOLS

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PETER JOHNSON
SUSAN CLARKE

CAA
CBAE

COMMONWEALTH ASSOCIATION OF ARCHITECTS
COMMONWEALTH BOARD OF ARCHITECTURAL EDUCATION

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foreword

This Survey of Schools of Architecture in the Commonwealth is unique in that it is the first publication of its kind providing comprehensive information about existing schools of architecture throughout the Commonwealth. Published by the Commonwealth Association of Architects and the University of Sydney it represents a very significant contribution to the architectural profession and the advancement of the aims and objectives of the Association. The Survey is intended primarily as a 'working' reference book, containing updated data and information which have been painstakingly collated and analysed from the replies to a special questionnaire sent to schools of architecture and member institutes of the Association. A vast amount of research information has been assembled not only from institutions within the Commonwealth but also from some non-Commonwealth sources. Limitation of space, financial consideration and policy decision relating to the final scope of the survey have however determined the nature of the present publication.

This survey which has been produced under very trying conditions of patience, hard work and dedication is a manifestation of the indomitable spirit of Commonwealth cooperation at work. It represents a culmination of inputs from several individuals and institutions too numerous to mention here. I must however place on record my deepest appreciation to Professor Peter Johnson of the University of Sydney, Australia and his team for their most outstanding effort in translating CBAE ideas into reality.

I must also record the Association's gratitude to the Commonwealth Foundation for the generous grant which has made the publication possible.

By the nature of the dynamics of change in society, this first edition of the Survey may well become obsolete before it is published. It is therefore expected that the Survey will be updated and improved periodically as a continuing exercise. It is also expected that the CBAE will initiate a machinery whereby contributors to the Survey will be able to advise the Board of future material changes to the existing information already published. This could be done easily without tears.

It gives me great pleasure to commend this Survey to the reader in the hope that its contents will be found useful and informative.

Arc. Oluwole Olumuyiwa PP/FNIA, FRIBA,
Hon. FAIA, P.CAA
President, Commonwealth Association of Architects

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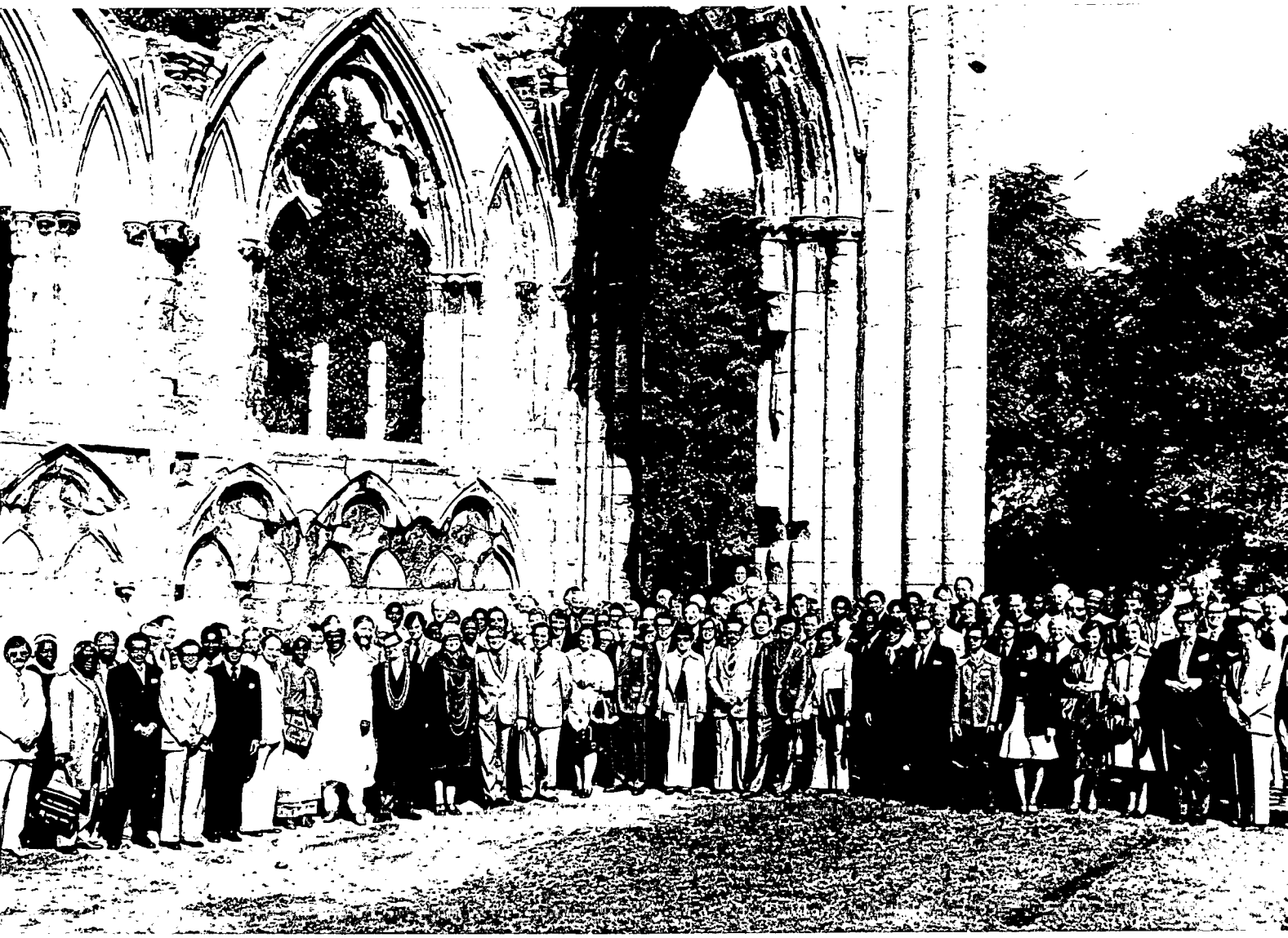
preface

The Commonwealth Association of Architects has declared since its inception a special concern for the advancement of architectural education and the Commonwealth Board of Architectural Education was set up in 1966 for this very reason. Under the able chairmanship of my predecessor, Professor R. N. (Peter) Johnson of the University of Sydney the Board decided that it would be useful to publish a comprehensive listing of all Schools in the Commonwealth, and towards this end Professor Johnson has contributed his valuable time and experience in collating the material and organising the publication of this document which we hope will be up-dated from time to time. In common with other handbooks it is realised that the process of up-dating needs to be strenuous and continual and it is hoped that the response and co-operation of all Schools within the Commonwealth would make this process possible. Indeed the CBAE hopes to establish a data bank and thereby be in a position to track the live and dynamic conditions in our Schools of Architecture. This pioneering effort has been made possible not only by positive encouragement from the Commonwealth Foundation but also by a substantial grant, for which our thanks are due. It is essential that we achieve an efficient and effective communication network if we are to activate progress and advancement through regional and international co-operative programmes within the Commonwealth as a whole.

Lim Chong Keat
Chairman, CBAE



Representatives of member institutes of the Commonwealth at the CAA Conference, York, September 1976

introduction

It must be acknowledged from the outset that this survey is now out of date. That accusation can be levelled at all surveys to a greater or lesser degree, since change inevitably continues on after survey data is collected. But it has been especially true of the period since the information in this survey was gathered as world economic and resource problems have gathered momentum.

Those who must have wondered whether they would ever see recorded the information they had provided, deserve an explanation about delays which have taken place.

Major changes in the membership of the CAA Executive extended the time by about twelve months while the necessary process of evaluation and approval took place. A further delay was caused by doubts about the validity of including information on schools in the countries of associate members of CAA. Clearly it would have been wrong not to include this information since it covers important branches of the Commonwealth Architectural Education tradition. It is certain that there will continue to be exchanges of staff and students between these schools and other schools in the Commonwealth and for that reason alone the information should be included.

The final response rate to the questionnaire was good and the cooperation and indeed, in many cases, the expressed enthusiasm of schools has been greatly appreciated. Naturally it was up to each school to decide whether or not to be included and no attempt was made to make special approaches. Some schools replied with reasons for not taking part and these reasons are respected. Others did not reply at all and in some cases the explanation may well be the vagaries of international communication, and even internal political disruption affecting communications in some countries.

The biggest shortfall in response was in the United Kingdom - perhaps a comment on the British sense of independence and suspicion of bureaucracy, or perhaps some schools thought they were well enough known anyway. That, however, is no longer true as so many parts of the Commonwealth now pursue increasingly independent paths with fewer direct connections to the schools in the United Kingdom and to the RIBA than once existed. Perhaps the next time around, if there is one, there will be a better response from schools in the United Kingdom.

The material received from the schools has been used as it was received. Where doubts existed it has, in some cases, been possible to check entries. In others, attempts were made which proved unsuccessful - problems of distance

and time have meant that in many cases the material provided has had to be interpreted in the manner the authors thought appropriate.

Apologies are therefore necessary for omissions and inaccuracies. One school, the Department of Architecture at the University of Sri Lanka has never been listed in the CAA records, partly because its courses did not lead to an architectural qualification in their own right but depended upon the passing of the RIBA examinations. One school included in the original CAA list, at the Faculty of Engineering at the University of the West Indies, does not in fact exist. There may be other schools not listed and new schools may well have started in recent months which are not yet recorded.

Information about errors, or about new listings will be gratefully received so that they may be recorded in any updating of the material which takes place, and used in a supplement to record significant changes or correct misinterpretations, if that appears warranted.

Particular mention should be made of the contributions of Sue Clarke at all stages of the survey and of John Robertson who assisted her to get the tables as right as it was possible to get them. Mention must also be made of Ruth Downes for the graphic design and Anne Mathieson for secretarial work. The most important contribution has been that of the Commonwealth Foundation which has contributed funds generally to the CAA and specifically for this project without which it would not have been possible to undertake it.

Finally I must record my personal appreciation of the work and support of the former secretary of CAA Tom Watson and of his successor Graham McCullough and of the friendliness of the many staff and students of the various schools whom I met while visiting them as a member, and subsequently as Chairman, of CBAE. Some of the photographs taken on those visits are included in the report to illustrate the diversity and liveliness of the schools of the Commonwealth. The enthusiastic exchanges which always accompany such visits cannot be shown by photographs but will be understood by many others who, like myself, have been fortunate enough to make these contacts through the CAA and the CBAE.

Professor R. N. (Peter) Johnson
Professor of Architecture and Dean,
Faculty of Architecture
University of Sydney
(former Chairman CBAE)

THE SURVEY OF SCHOOLS OF ARCHITECTURE

The Commonwealth Board of Architectural Education has amongst its aims liaison and exchange of information with member institutes, institutions teaching architecture and registration boards, concerning architectural education and the provision of assistance and encouragement to schools of architecture, especially to those in developing countries where the need is greatest. It also maintains a system of recognition of schools which is used to assist with professional reciprocity between the member countries of the Commonwealth. In conjunction with these aims it encourages academic reciprocity of staff and students.

To assist in carrying out these aims the Board decided that there was a need for a survey of schools of architecture and discussed the means by which this would be achieved at a number of its meetings. A form of survey was prepared and submitted to the Commonwealth Association of Architects Conference at York in September 1976. The Conference approved the proposal and authorised the Board to implement the survey. The aims of the survey may be summarised as follows:

1. To provide information to schools and to member institutes to enable them to see their own situation in a broad context.

2. To enable CAA and regional organisations to understand better the varying needs of different schools in different countries and thus allow them to plan the part they can play in helping to meet these needs.

3. To provide better knowledge for staff and students of schools enabling them to select schools to which they might go either on a full-time basis or on exchange or visit.

4. Generally to encourage exchanges of information to assist in the attainment of better solutions to environmental problems.

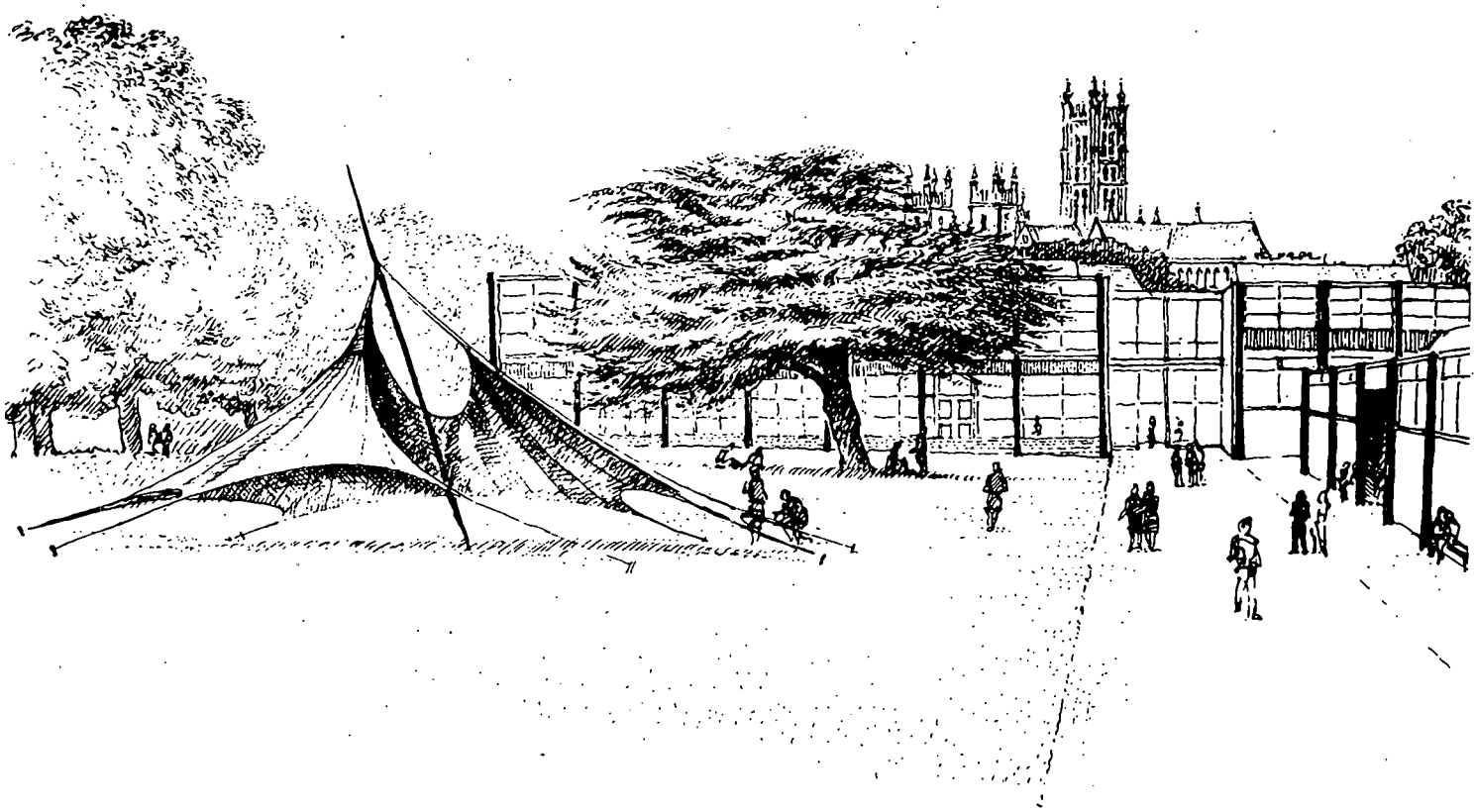
Subsequent to the York Conference the survey was amended to take into account comments made by various schools and member institutes and in June 1977 it was then sent to all member institutes and all schools in the Commonwealth, whether recognised schools or not.

The survey questionnaire was sent to the 101 Commonwealth Schools of Architecture listed in the CAA Handbook. Information received from the University of the West Indies stated that, at that time, it did not have a School of Architecture. The total number of schools to be contacted was then reduced to 100.

The majority of replies were received between June and September 1977. A reminder letter was sent out in August 1977 and this was followed in November 1977 by letter to CBAE regional members. Replies continued to be received during 1978 and the last one was returned in January 1979.

Total Sample	100 schools
Replies received	85 schools
Refusals received	2 schools
No contact established	13 schools
Response rate	85%

The authors are grateful to all schools which participated in the survey and to the staff members who took the time to interpret the questionnaire and to add the extremely helpful comments and opinions.



Sketch of student project in the grounds of the School of Architecture, Canterbury College of Art, England

THE REGIONS OF THE CAA

For convenience of reference schools of Architecture have been listed alphabetically within countries and countries have also been listed alphabetically. This method of listing follows that adopted in the last CAA handbook but does not take into account the regions into which the member institutes of CAA are subdivided. CBAE expects that regional subdivisions will have greater meaning in future and that more activities in relation to education will be organised on a regional basis. The institutes coming within the different regions are listed below :

African Region

Ghana Institute of Architects
Architectural Association of Kenya
Mauritius Society of Architects
Nigerian Institute of Architects
Uganda Society of Architects
Zambia Institute of Architects

Asian Region

Institute of Architects, Bangladesh
Hong Kong Institute of Architects
Indian Institute of Architects
Malaysian Institute of Architects
Singapore Institute of Architects
Sri Lanka Institute of Architects

Canadian/Caribbean Region

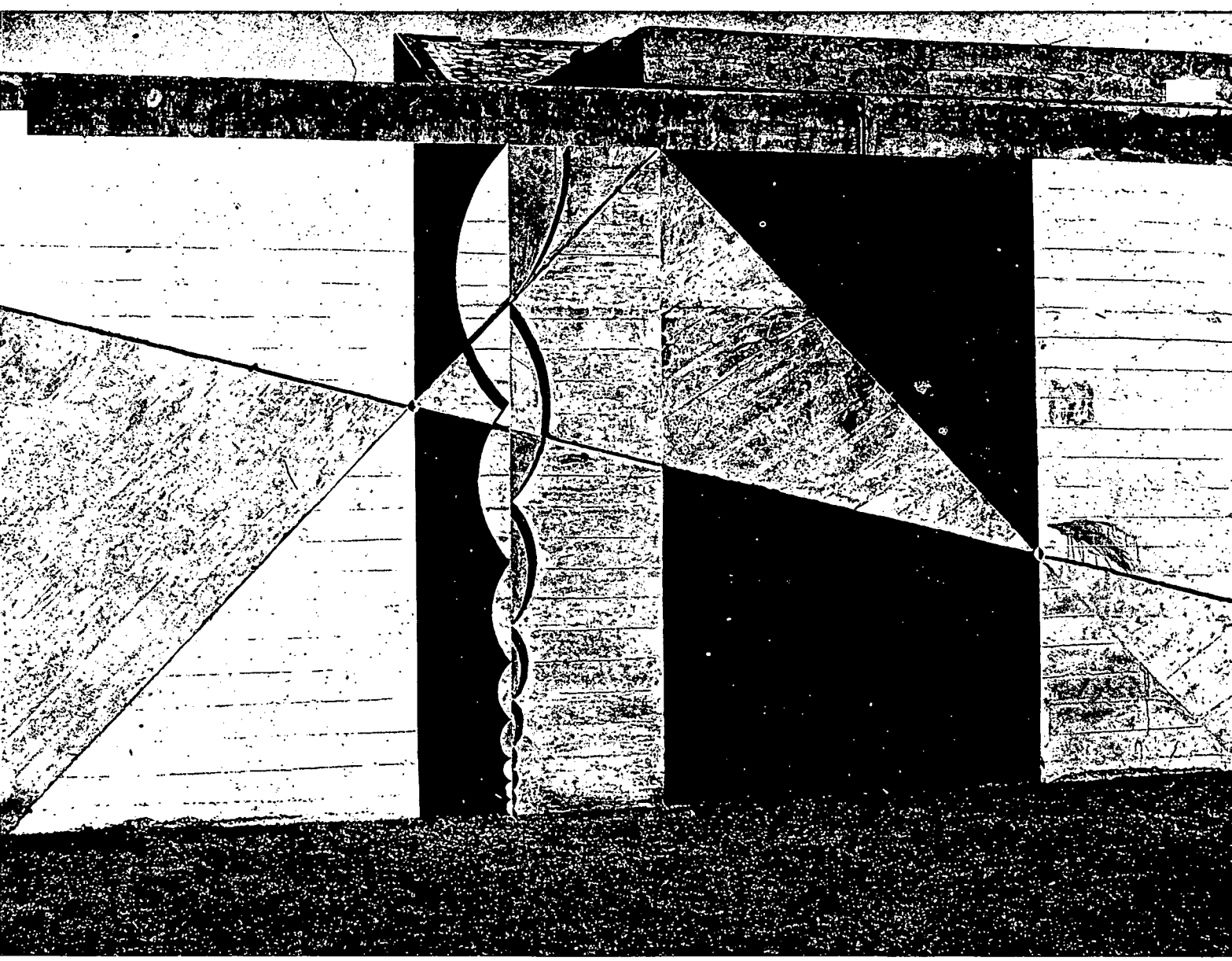
Institute of Bahamian Architects
Barbados Society of Architects
Institute of Bermuda Architects
Royal Architectural Institute of Canada
Guyana Society of Architects
Jamaican Society of Architects
Trinidad and Tobago Society of Architects

European Region

Royal Institute of British Architects
Cyprus Civil Engineers and Architects Association
Chamber of Architects and Civil Engineers, Malta

Oceania Region

Royal Australian Institute of Architects
Fiji Association of Architects
New Zealand Institute of Architects



Mural at entrance to Chandigarh School of Architecture, Chandigarh, India

list

COMMONWEALTH
SCHOOLS OF
ARCHITECTURE

LIST OF COMMONWEALTH SCHOOLS OF ARCHITECTURE

Schools are grouped in alphabetical order by country, by state or province and by city.

Abbreviation used in tables	Head of school, name and location of school, phone number

AUSTRALIA

CANBERRA CAE	Mr Roger Johnson School of Environmental Design Canberra College of Advanced Education PO Box 1 Belconnen ACT 2616 Australia (telephone (062) 52 2563)
NSW IT	Mr Neville Quarry School of Architecture & Building New South Wales Institute of Technology Box 123 Broadway NSW 2007 Australia (telephone (02) 218 9050)
UNIV OF NSW	Professor Gareth E Roberts School of Architecture University of New South Wales PO Box 1 Kensington NSW 2033 Australia (telephone (02) 663 0351 ext 3077)
UNIV OF NEWCASTLE	Professor E C Parker Faculty of Architecture University of Newcastle NSW 2308 Australia (telephone (049) 68 5361)
UNIV OF SYDNEY	Professor Peter Johnson School of Architecture University of Sydney NSW 2006 Australia (telephone (02) 692 3471)
QUEENSLAND IT	Mr Peter Cheney Department of Architecture & Industrial Design Queensland Institute of Technology George Street Brisbane Queensland 4000 Australia (telephone (07) 221 2411 ext 538)
UNIV OF QUEENSLAND	Professor Balwant S Saini Department of Architecture University of Queensland St Lucia Queensland 4067 Australia (telephone (07) 370 3412)
UNIV OF ADELAIDE	Professor David Saunders Department of Architecture University of Adelaide Box 498 GPO Adelaide South Australia 5001 Australia (telephone (08) 223 4333 ext 2475)

Abbreviation used in tables	Head of school, name and location of school, phone number
SOUTH AUST IT	Mr J I Cooper School of Architecture & Building South Australian Institute of Technology North Terrace Adelaide South Australia 5000 Australia (telephone (08) 223 3866)
TASMANIAN CAE	Mr Barry McNeill Department of Environmental Design Tasmanian College of Advanced Education GPO Box 1415P Hobart Tasmania 7001 Australia (telephone (002) 20 3259)
ROYAL MELBOURNE IT	Mr Graeme Gunn School of Architecture & Building Royal Melbourne Institute of Technology 200 La Trobe Street Melbourne Victoria 3000 Australia (telephone (03) 341 2238)
DEAKIN UNIV	Mr Alan McKenzie Chairman Department of Architecture Deakin University PO Box 125 Belmont Victoria 3216 Australia (telephone (052) 43 5644)
UNIV OF MELBOURNE	Mr George Tibbits Chairman Department of Architecture & Building University of Melbourne Parkville Victoria 3052 Australia (telephone (03) 345 1844)
WESTERN AUST IT	Dr Laurie W Hegvold Department of Architecture & Planning Western Australian Institute of Technology Hayman Road South Bentley Western Australia 6102 Australia (telephone (09) 68 5511 ext 7258)
UNIV OF WEST AUST	Professor M Hugo-Brunt School of Architecture University of Western Australia Nedlands Western Australia 6009 Australia (telephone (09) 80 2583)

BANGLADESH

BANGLADESH UNIV	Dr Mohammad Abdul Muktadir Department of Architecture Bangladesh University of Engineering & Technology Dacca 2 Bangladesh (telephone 28 1252)

Abbreviation used in tables	Head of school, name and location of school, phone number

CANADA

UNIV OF CALGARY	W T Perks Dean Faculty of Environmental Design University of Calgary 2920 - 24 th Avenue NW Calgary Alberta T2N 1N4 Canada (telephone (403) 284 6601)
UNIVERSITY OF BC	Professor Robert K Macleod School of Architecture University of British Columbia 2075 Westbrook Mall Vancouver BC V6T 1W5 Canada (telephone 228 2779)
UNIV OF MANITOBA	J M Anderson Dean Faculty of Architecture University of Manitoba Winnipeg Manitoba R3T 2N2 Canada (telephone (204) 474 9558)
NOVA SCOTIA TC	Professor Peter Manning Faculty of Architecture Nova Scotia Technical College PO Box 1000 Halifax Nova Scotia B3J 2X4 Canada (telephone (902) 429 8300)
CARLETON UNIV	Professor James W Strutt School of Architecture Carleton University Colonel By Drive Ottawa Ontario K1S 5B6 Canada (telephone (613) 231 3656)
UNIV OF TORONTO	Ms Blanche Van Ginkel Director School of Architecture University of Toronto 230 College Street Toronto Ontario M5S 1A1 Canada (telephone (416) 978 3089)
UNIV OF WATERLOO	Professor Ronald Sims School of Architecture Faculty of Environmental Studies University of Waterloo Waterloo Ontario N2L 3G1 Canada (telephone 885 1211 ext 2860)
McGILL UNIV	Professor Derek Drummond School of Architecture McGill University 3480 University Street Montreal Quebec H3A 2A7 Canada (telephone (514) 392 5402)

Abbreviation used in tables	Head of school, name and location of school, phone number
UNIV OF MONTREAL	Dr Jean-Claude Marsan Directeur Ecole d' Architecture Faculté de l'Aménagement Université de Montréal C P 6128 Succursale A Montréal Québec H3C 3 J7 Canada (telephone
UNIV LAVAL	Joseph Baker Directeur Ecole d' Architecture Université Laval Cité Universitaire Québec P Q G1K 7P4 Canada (telephone 656 2546)

GHANA

UNIV OF S&T KUMASI	Assoc Professor Owusu-Addo Faculty of Architecture University of Science and Technology Kumasi Ghana

GUYANA

UNIV OF GUYANA	R O Westmaas Dean Department of Architecture Faculty of Technology University of Guyana Turkeyen E C D Guyana (telephone 69201 ext 422)

HONG KONG

UNIV OF HONG KONG	Professor Lye Kum-Chew Department of Architecture University of Hong Kong Pokfulam Road Hong Kong (telephone 5-468161 ext 373)

INDIA

CEPT AHMEDABAD	Shri H C Patel Hon Director School of Architecture Centre for Environmental Planning & Technology Navrangpura Ahmedabad 380009 India (telephone 42470 / 42724)
M S UNIV OF BARODA	Professor M B Achwal Department of Architecture Faculty of Technology & Engineering Maharaja Sayajirao University of Baroda PO Box 51 Kalabhavan Baroda 39001 India (telephone 65104)

Abbreviations used in tables	Head of school, name and location of school, phone number
SIR J J CA UNIV OF BOMBAY	Sir J J College of Architecture University of Bombay Dr D N Road Bombay 400 001 India (telephone 264 649)
BANDRA SA BOMBAY	Architecture Section Bandra School of Art Saint Martin's Road Bombay 50 AS Maharashtra India
ACAD ARCH BOMBAY	Gumaste Wandrekar Academy of Architecture Next to Ravindra Natya Mandir (Tyresoles) off Sayani Road, Cross Lane Prabha Devi Bombay Maharastra 400 025 India
CHANDIGARH C A	Shri Aditya Prakash Chandigarh College of Architecture Sceta 12 Chandigarh Punjab 160012 India (telephone 26727)
BENGAL ENG C	Professor A K De Department of Architecture & Town Planning & Regional Planning Bengal Engineering College Howrah 3 West Bengal 711 103 India (telephone 67 4561 to 67 4564)
J N T U HYDERABAD	Architecture Section Jawaharlal Nehru Technological University College of Fine Arts and Architecture Hyderabad 500028 AP India
IIT KHARAGPUR	Dr R L Muni-Chakravorti Department of Architecture & Regional Planning Indian Institute of Technology Kharagpur 721 302 India (telephone Kharagpur 221 224)
UNIV OF MADRAS	Professor F B Pithavadian School of Architecture & Planning Perarignar Anna University of Technology Guindy Madras 600 025 India (telephone 41 4549)
V R C E NAGPUR	Professor S A Deshpande Department of Architecture Vis vesvaraya Regional College of Engineering Nagpur 440 011 India (telephone 26750)
S P A NEW DELHI	Professor C S H Jhabvala Director School of Planning & Architecture 4 Block - B Indraprastha Estate New Delhi 110002 India (telephone 27 2820)

Abbreviation used in tables	Head of school, name and location of school, phone number
AKV POONA	Principle D K Dengle Department of Architecture Abhinav Kala Vidyalaya Tilak Road Poona 30 Maharashtra State India (telephone 41055)
UNIV OF ROORKEE	Professor A J Contractor Department of Architecture & Planning University of Roorkee Roorkee 247672 India (telephone 1012)

IRELAND

UNIV COL DUBLIN	Professor Cathal O'Neill School of Architecture University College Earlsfort Terrace Dublin 2 Ireland (telephone 752116)
COL OF TECH DUBLIN	Mr John J OKeeffe Department of Architecture & Planning College of Technology Bolton Street Dublin 1 Ireland (telephone 74 9913)

KENYA

UNIV OF NAIROBI	Professor H S Wood Department of Architecture Faculty of Architecture, Design & Development University of Nairobi PO Box 30197 Nairobi Kenya (telephone 27441 ext 224)

MALAYSIA

UTM KUALA LUMPUR	Elias b Salleh Department of Architecture Faculty of Built Environment Universiti Teknologi Malaysia Jalan Gurney Kuala Lumpur Malaysia (telephone 20 2233)
ITM SELANGOR	Tamzil Bin Munir School of Architecture, Planning & Surveying Institiut Teknologi Mara Shar Alam Selangor Malaysia (telephone 36 2721 ext 330)
USM PENANG	Professor Richard T Shen Dean School of Housing, Building & Planning Universiti Sains Malaysia Minden Penang Malaysia (telephone 48 3822 ext 279)

Abbreviation used in tables	Head of school, name and location of school, phone number

MALTA

UNIV OF MALTA	Jo Tonna Acting Head of Department Department of Architecture University of Malta Msida (telephone 36451 ext 296) Malta

NEW ZEALAND

UNIV OF AUCKLAND	Professor Allan A Wild School of Architecture University of Auckland Private Bag Auckland (telephone 74 740 ext 544) New Zealand
VICTORIA UNIV OF WELLINGTON	Professor Gerd Block School of Architecture Victoria University of Wellington Private Bag Wellington (telephone 72 1000 ext 961) New Zealand

NIGERIA

UNIV OF NIGERIA	Department of Architecture University of Nigeria Enugu Campus East Central State Enugu Nigeria
UNIV OF LAGOS	Professor Elmar Dittmann Faculty of Environmental Design University of Lagos Lagos (telephone 41361 ext 498) Nigeria
AHMADU BELLO UNIV ZARIA	Professor E A Adeyemi Department of Architecture Faculty of Environmental Design Ahmadu Bello University Samaru - Zaria (telephone Zaria 2581 ext 34) Nigeria

PAPUA NEW GUINEA

PAPUA NEW GUINEA UT	Professor Carl T Mahoney Department of Architecture & Building Papua New Guinea University of Technology PO Box 793 Lae (telephone Lae 42 4999 ext 253) Papua New Guinea

SINGAPORE

UNIV OF SINGAPORE	Professor E J Seow School of Architecture Faculty of Architecture & Building University of Singapore Kent Ridge Campus Singapore 5 (telephone 479 4411 ext 316)

Abbreviation used in tables	Head of school, name and location of school, phone number

SOUTH AFRICA

UNIV OF OFS	Professor L Roodt Department of Architecture Faculty of Natural Sciences University of the Orange Free State PO Box 339 Bloemfontein Orange Free State South Africa (telephone 70711 ext 332)
UNIV OF CAPE TOWN	Professor Ivor Prinsloo School of Architecture University of Cape Town Rondebosch 7700 Cape South Africa (telephone 69 8531)
UNIV OF NATAL	Professor L T Croft Department of Architecture Denis Shepstone Building University of Natal King George V Avenue Durban 4001 South Africa (telephone Durban 35 2461)
UNIV OF WITWATERSRAND	Professor A d' A M Guedes Department of Architecture John Moffat Building University of the Witwatersrand 1 Jan Smuts Avenue Braamfontein Johannesburg 2001 South Africa (telephone 724 1311 ext 8353)
UNIV OF PORT ELIZABETH	Professor P R Le Roux School of Architecture & Allied Disciplines University of Port Elizabeth PO Box 1600 Port Elizabeth 6000 South Africa (telephone 27961)
UNIV OF PRETORIA	Professor A P Burger Department of Architecture University of Pretoria Pretoria 0002 South Africa (telephone Pretoria 74 6071 ext 550)

UNITED KINGDOM

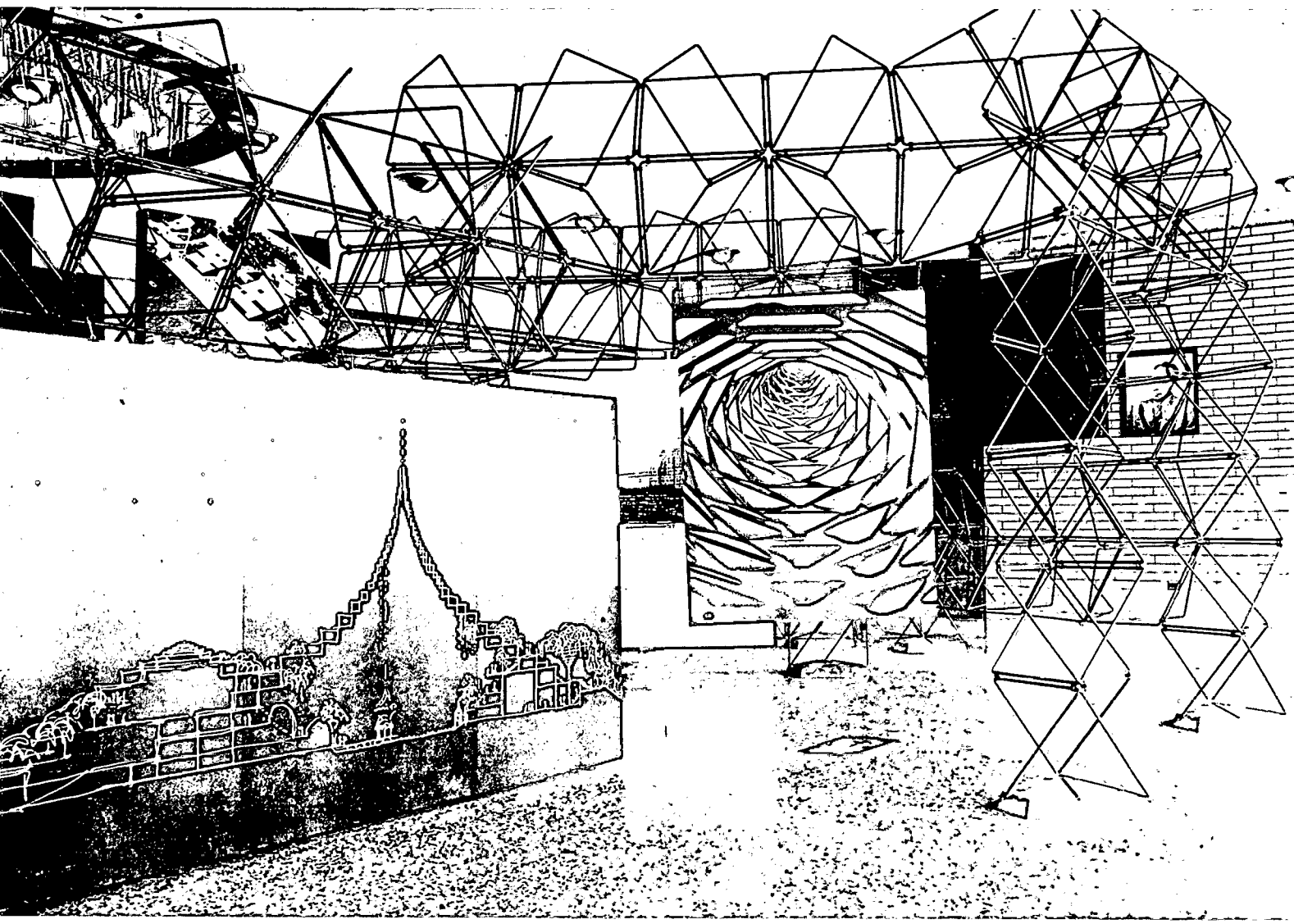
ROBERT GORDON'S IT ABERDEEN	Professor Stanley Wilkinson Scott Sutherland School of Architecture Robert Gordon's Institute of Technology Garthdee Aberdeen AB9 2QB United Kingdom (telephone (0224) 33247)
UNIV OF BATH	Professor W G Gregory School of Architecture & Building Engineering University of Bath Claverton Down Bath BA2 7AY United Kingdom (telephone (0225) 6991 ext 296)

Abbreviation used in tables	Head of school, name and location of school, phone number
UNIV OF BELFAST	Department of Architecture The Queen's University of Belfast Belfast BT7 1NN United Kingdom
BIRMINGHAM POLY	Mr A J Howrie Birmingham School of Architecture City of Birmingham Polytechnic Perry Barr Birmingham B42 2SU United Kingdom (telephone (021) 356 6911)
BRIGHTON POLY	Dr J P Lomax School of Architecture & Interior Design Brighton Polytechnic Moulescoomb Brighton BN2 4GJ East Sussex United Kingdom (telephone Brighton 67304)
UNIV OF BRISTOL	Professor Ivor Smith Department of Architecture University of Bristol 25 Great George Street Bristol BS1 5RA United Kingdom (telephone Bristol 24161)
UNIV OF CAMBRIDGE	School of Architecture University of Cambridge 1 Scroope Terrace Cambridge CB2 1PX United Kingdom
CANTERBURY CA	Mr Michael Crux School of Architecture Canterbury College of Art New Dover Road Canterbury Kent United Kingdom (telephone Canterbury 69371)
UNIV OF WALES	Welsh School of Architecture University of Wales Institute of Science & Technology King Edward VII Avenue Cardiff CF1 3NU United Kingdom
GLOUCESTER CAD	H Graham Powell Director School of Architecture, Landscape Architecture & Planning Gloucestershire College of Art & Design Pittville Cheltenham Gloucestershire GL52 3JG United Kingdom (telephone (0242) 32501)
UNIV OF DUNDEE	James Paul Director Duncan of Jordanstone College of Art Faculty of Environmental Studies University of Dundee Perth Road Dundee DD1 4HT United Kingdom (telephone 23261)

Abbreviation used in tables	Head of school, name and location of school, phone number
HERIOT-WATT UNIV	Professor Ralph Cowan Department of Architecture Edinburgh College of Art Heriot-Watt University Lauriston Place Edinburgh EH3 9DF United Kingdom (telephone (031) 229 9311)
UNIV OF EDINBURGH	Department of Architecture University of Edinburgh 16-18 George Square Edinburgh EH8 9LE United Kingdom
UNIV OF STRATHCLYDE	Professor T W Maver Department of Architecture & Building Science University of Strathclyde 131 Rottenrow Glasgow G4 0NG United Kingdom (telephone (041) 552 4400 ext 3021)
GLASGOW UNIV	Mackintosh School Department of Architecture Glasgow University & Glasgow School of Art 167 Renfrew Street Glasgow G3 6RQ United Kingdom
HUDDERSFIELD POLY	Department of Architecture School of Architecture Z Block, The Polytechnic Queensgate United Kingdom Huddersfield HD1 3DH
HULL COL HIGH ED	Cho Padamsee School of Architecture, Building & Civil Engineering Hull College of Higher Education Brunswick Avenue Hull HU2 9BT Humberside United Kingdom (telephone (0482) 25938)
KINGSTON POLY	Mr Dennis Berry School of Architecture Kingston Polytechnic Knights Park Kingston-upon-Thames KT1 2QJ United Kingdom (telephone (01) 549 6151)
LEEDS POLY	Mr W T Bradshaw School of Architecture & Landscape Leeds Polytechnic Brunswick Terrace Leeds LS2 8BU United Kingdom (telephone (0532) 44 8541)
LEICESTER POLY	Professor Ben Farmer School of Architecture Leicester Polytechnic PO Box 143 Leicester LE1 9BH United Kingdom (telephone (0533) 50181 ext 2334)
UNIV OF LIVERPOOL	Professor John Nelson Tarn School of Architecture University of Liverpool Leverhulme Building Abercromby Square PO Box 147 Liverpool L69 3BX United Kingdom (telephone (051) 709 6022)

Abbreviations used in tables	Head of school, name and location of school, phone number
LIVERPOOL POLY	Professor K E Martin Department of Architecture Liverpool Polytechnic 53 Victoria Street Liverpool L1 6EY United Kingdom (telephone (051) 709 0571)
A A LONDON	Mr Alvin Boyarsky Architectural Association School of Architecture 34-36 Bedford Square London WC 1B United Kingdom
POLY OF NORTH LONDON	Dr Malcolm Quantrill School of Architecture Polytechnic of North London Holloway London N7 United Kingdom (telephone (01) 607 2789 ext 2219)
NORTH EAST LONDON POLY	Mr Norman Frith Department of Architecture Faculty of Environmental Studies North East London Polytechnic Forest Road London E17 4JB United Kingdom (telephone (01) 527 2272)
POLY OF CENTRAL LONDON	Mr Allen Cunningham School of the Environment Polytechnic of Central London 35 Marylebone Road London NW1 5LS United Kingdom (telephone (01) 486 5811 ext 240)
POLY OF SOUTH BANK	Department of Architecture Polytechnic of the South Bank Wandsworth Road London SW8 2JZ United Kingdom
THAMES POLY	Dr J Paul School of Architecture Thames Polytechnic Churchill House Wellington Street Woolwich SE18 6PF United Kingdom (telephone (01) 748 6053)
UNIV COL LONDON	Professor A D G Smart School of Environmental Studies University College London Wates House 22 Gordon Street London WC1H 0QB United Kingdom (telephone (01) 387 7050 ext 802)
MANCHESTER POLY	Mr M H Darke School of Architecture Department of Environmental Design All Saints Manchester M15 6BR United Kingdom (telephone (061) 228 2351)
UNIV OF MANCHESTER	Professor J A M Bell School of Architecture University of Manchester Bridgeford Street, off Oxford Road Manchester M13 9PL United Kingdom (telephone (061) 273 3333)

Abbreviations used in tables	Head of school, name and location of school, phone number
UNIV OF NEWCASTLE	Professor Ralph Crowe School of Architecture University of Newcastle-upon-Tyne Newcastle-upon-Tyne NE1 7RU United Kingdom (telephone Newcastle-upon-Tyne 28511 ext 2016)
UNIV OF NOTTINGHAM	Department of Architecture University of Nottingham University Park Nottingham NG7 2RD United Kingdom
OXFORD POLY	Mr Robert Maguire Department of Architecture Oxford Polytechnic Headington Oxford OX3 0BP United Kingdom (telephone Oxford 64777)
PLYMOUTH POLY	Dr Theodore R Matoff School of Architecture Plymouth Polytechnic Palace Court Palace Street Plymouth PL4 0EX United Kingdom (telephone (0752) 21312 ext 206 or (0752) 63806)
PORTSMOUTH POLY	Mr G H Broadbent School of Architecture Portsmouth Polytechnic King Henry I Street Portsmouth PO1 2DY United Kingdom (telephone Portsmouth 27681 ext 233)
UNIV OF SHEFFIELD	Department of Architecture University of Sheffield Arts Tower Sheffield S10 2TN United Kingdom



Exhibition of architectural elements, School of Architecture, University of British Columbia, Vancouver, Canada

table 1

PROFESSIONAL
ARCHITECTURE COURSES

PROFESSIONAL ARCHITECTURE COURSES

Abbreviations used for COURSE AWARD

Adv. Dip. Arch	Advanced Diploma in Architecture
B. . . .	Bachelor of . . .
B.A.	Bachelor of Arts
B.A. (Arch)	Bachelor of Arts in Architecture
B.A. (Arch Studies)	Bachelor of Arts in Architectural Studies
B.A. (Hons)Arch	Bachelor of Arts with honours in Architecture
B.A. (Hons)Arch. Design	Bachelor of Arts with honours in Architectural Design
B.A. (Hons)Arch. Studies	Bachelor of Arts with honours in Architectural Studies
B. App. Sc.	Bachelor of Applied Science
B. Arch.	Bachelor of Architecture
B. Arch(Hons)	Bachelor in/of Architecture with honours
B. Building Arts	Bachelor of Building Arts
B. B. Sc.	Bachelor of Building Science
B. Design Studies	Bachelor of Design Studies
B. E. & A	Bachelor of Engineering and Architecture
B. Env. Des.	Bachelor of Environmental Design
B. Env. Sc.	Bachelor of Environmental Science
B. Env. Studies	Bachelor of Environmental Studies
B. Sc.	Bachelor of Science
B. Sc. (Arch)	Bachelor of Science in Architecture
B. Sc. Arch Studies	Bachelor of Science in Architectural Studies
B. Sc. (Gen Arch Studies)	Bachelor of Science in General Architectural Studies
B. Sc. (Hons)Arch	Bachelor of Science with honours in Architecture
Dip. Adv. Arch. Studies	Diploma in Advanced Architectural Studies
Dip. Arch	Diploma in/of Architecture
Dip. (Hons)Arch	Diploma with honours in Architecture
Dip. Tech. (Arch)	Diploma of Technology in Architecture
Dip. UTM	Diploma of Univ. of Technology, Malaysia
Grad. Dip. Arch	Graduate Diploma in Architecture
H.T.D.	Higher Technical Diploma
Intermediate Dip. Arch	Intermediate Diploma in Architecture
M. Arch	Master of Architecture
M. Env. Des.	Master of Environmental Design
M. Sc. (Arch)	Master of Science in Architecture
National Dip. Arch	National Diploma in Architecture
Postgrad. Dip. Arch	Postgraduate Diploma in Architecture
Undergrad. Dip. Arch	Undergraduate Diploma in Architecture

The above list of abbreviations used in Table 1 indicates the wide range of names given to the degrees and diplomas awarded by architecture schools. The various names suggest a wider range of course content than in fact exists. In most cases the reason for the variation is an historic one linked with the tradition of the institution in which the school is located. There is a tendency for universities to award Bachelor degrees and colleges or institutes to award Diplomas. This is not

universal and is in the process of changing in some countries. The reader should not assume that any one title is a higher qualification than another.

Of more significance is the division between schools which conduct one tier and two tier courses. In Table 1 these are indicated by the figures 1 and 2 before the name of the course award. Two tier courses originated in the United Kingdom and the idea has been adopted in some schools in Australia, Canada, Hong Kong, Malaysia, New Zealand, Nigeria and South Africa. In general, two tier courses have been developed to give students the opportunity (usually after three years study) either to proceed on to an architectural degree or to specialize in other aspects of environmental design.

Another variation found in some Canadian schools is a post-graduate architecture course which may be entered after the completion of a general arts or science course conducted outside the architecture school. This course structure is also found in some U.S.A. schools.

Courses in architecture may be full-time or part-time, but full-time courses predominate. Full-time courses, both one and two tier, vary in length from four to six years. Most typically they are of five years length with additional requirements for practical experience.

Architecture schools vary considerably in size. Those conducting two tier courses will have some students not intending to become architects and often this first tier is shared with students of other disciplines. These schools tend to be the largest and some with over 500 students are found in Australia and New Zealand. The more usual size for an architecture school is between 150 and 300 students. Part-time courses which are usually of greater length tend to be associated with larger total enrolments.

Entrance qualifications required for architecture courses are not easily translated into a common language. In Table 1, they are listed as given in each questionnaire, and left in the language of each country's educational system.

TABLE 1 PROFESSIONAL ARCHITECTURE COURSES

NAME OF SCHOOL	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time	Part-time	ENTRANCE QUALIFICATION REQUIRED
AUSTRALIA					
CANBERRA CAE	1. B.App.Sc. (Environmental Design)	3	55	-	NSW HSC in 10 units (including a 2 unit A English course or better and not more than one other 2 unit A course) and an aggregate of marks in a maximum of 10 units not less than a minimum determined annually by the Academic Board.
	2. B.Arch (new course)	1 (prac. exp) + 2	3	-	B.App.Sc. in Environmental Design.
NSW IT	B.Arch	6	28	278	Higher School Certificate (NSW) or equivalent.
UNIV OF NSW	1. B.Sc.(Arch)	3	378	81	Matriculation (there are no course prerequisites).
	2. B.Arch	3	323	-	B.Sc.(Arch) or approved equivalent qualification.
	B.Arch (new course 1978)	5			Matriculation.
UNIV OF NEWCASTLE	1. B.Sc.(Arch)	3	73	12	A normal candidate shall have satisfied ordinary matriculation requirements at the NSW HSC examination, or equivalent.
	2. B.Arch	2	48	7	B.Sc.(Arch) or equivalent.
UNIV OF SYDNEY	1. B.Sc.(Arch)	3	183	15	Matriculation.
	2. B.Arch	1 (prac. exp.) + 2	66	32	B.Sc.(Arch) or equivalent.
QUEENSLAND IT	1. B.App.Sc. (Built Environment)	3	145	-	Matriculation.
	2. Grad.Dip.Arch	3 (PT)	-	37	B.App.Sc. or equivalent.
	Dip.Arch	6 (PT)	-	228	Matriculation.
	B.Arch	6 (PT)	-	33	Matriculation.
UNIV OF QUEENSLAND	1. B.Design Studies	3	106	-	Matriculation (English only prerequisite subject).
	2. B.Arch	2	58	-	B.Design Studies or equivalent plus 10 months practical experience (post first degree).
UNIV OF ADELAIDE	B.Arch	5	161	-	South Australia matriculation or equivalent.
SOUTH AUST IT	B.Arch	5	46	4	Acceptable level of points gained in P.E.B. Matriculation Examination or qualification for matriculation of an Australian University or acceptable equivalent qualification or adult persons satisfying special requirements or holders of Associate Diplomas, Higher Certificates, Advanced Certificates, Diploma in Industrial Chemistry or Home Science, and holders of other Certificates following special consideration.
	Dip.Tech.(Arch)	5	44	2	
TASMANIAN CAE	1. B.A. (Environmental Design)	3	73	-	HSC or equivalent. At the discretion of the Department, students with suitable experience may also be considered.
	2. Grad.Dip.Arch	3	-	24	Three year full-time, or equivalent, first tier tertiary course in appropriate areas of study. At the discretion of the Department, students with substantial prefessional experience in relevant areas may also be considered.
ROYAL MELBOURNE IT	B.Arch	3 (FT) + 3 (PT)	153	138	Higher School Certificate (Victoria).
	Dip.Arch.	7 (PT)	-	280	Higher School Certificate (Victoria).
DEAKIN UNIV	B.Arch	4 (FT) + 2 (PT)	127	53	Higher School Certificate (Victoria).
UNIV OF MELBOURNE	B.Arch	5 + 1 (prac. exp)	316	-	Higher School Certificate (Victoria).
WESTERN AUST IT	1. B.App.Sc. (Architectural Studies)	3	140	20	Matriculation.
	2. B.Arch	2	47	20	B.App.Sc. (Architectural Studies).
UNIV OF WEST AUST	B.Arch	5	97	-	Matriculation.

TABLE 1 PROFESSIONAL ARCHITECTURE COURSES

NAME OF SCHOOL	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-Time	Part-Time	ENTRANCE QUALIFICATION REQUIRED
BANGLADESH					
BANGLADESH UNIV	B.Arch	5	126	-	An admission test is conducted. A candidate with 10 years of school level studies leading to a Secondary School Certificate and 2 years of College level studies leading to a Higher Secondary School Certificate (mathematics compulsory) is eligible for the admission test. Scorers of top 30 grades are accepted.
CANADA					
UNIV OF CALGARY	M.Env.Des (Architecture)	3 - 4	71	3	Normally a baccalaureate degree from a recognised University with a grade point average in the final 2 years of study of at least 3.0 (based on a 4-point grading system). Equivalent qualifications also considered, particularly in the case of mature students and individuals in mid-career. Applicants who do not meet these qualifications may be admitted with probationary status for up to 1 year to demonstrate their ability.
UNIV OF B.C.	B.Arch	3	145	94	B.A. or B.Sc. degree, or 3 years in another school of Architecture recognised by N.C.A.R.B. (US), R.I.B.A. or C.A.A.
UNIV OF MANITOBA	1. B.Env Studies	3	183	89	Manitoba Senior Matriculation or equivalent
	2. M.Arch	3	108	8	B.Environmental Studies or equivalent
NOVA SCOTIA TC	1. B.Env. Des	$2\frac{1}{2} + \frac{1}{2}$ (prac. exp.)	92	-	Minimum of 2 years succesfully completed in any recognised University Degree programme.
	2. B.Arch	$1\frac{1}{2} + 1$ (prac. exp.)	73	-	B. Environmental Design or equivalent
CARLETON UNIV	B.Arch	5	320	30	Equivalent to Ontario Grade 13, with 2 Maths and 1Physics mandatory
UNIV OF TORONTO	B.Arch	5	252	21	Ontario Grade 13 English and Maths (relations, functions calculus) or equivalent. Facility test in English if it is not applicant's mother tongue.
UNIV OF WATERLOO	1. B.Env. Studies	3	170	-	Ontario Grade 13 including relations and functions, calculus, physics and English at year 5 level with overall minimum average of 60% in courses. Adult or non grade applicants must show equivalent proficiency to Grade 13 applicants.
	2. B.Arch	2	80	-	B.Env.Studies or equivalent.
McGILL UNIV	1. B.Sc. (Arch)	3	134	4	Diploma of Collegial Studies in the Physical Sciences Programme at a C.E.G.E.P. in the Province of Quebec, or equivalent academic qualifications achieved elsewhere. Working knowledge of French language.
	2. B.Arch	1	34	4	B.Sc.(Arch) or equivalent plus 6 months practical experience working knowledge of French language.
UNIV OF MONTREAL	B.Arch	4	300	variable	C.E.G.E.P. diploma with emphasis on physics and mathematics or human sciences. In special cases, candidate with 10 years of appropriate experiences in the field of Architecture can be admitted.
UNIV LAVAL	B.Arch. (1st cycle degree)	4	225	-	Diploma C.E.G.E.P. (College) : Profile - Sciences
GHANA					
UNIV OF S & T KUMASI	DID NOT PARTICIPATE				
GUYANA					
UNIV OF GUYANA	H.T.D. in Architecture & Building Technology	2	Not reported		Either General Technical diploma (or equivalent) or passes at advanced (A) level in General Certificate of Education examination in physics and pure or applied maths together with passes in at least 4 subjects at 'O' level. Special consideration for mature age candidates who do not have the above qualifications but can satisfy the University that they have good general Education.
	The above Diploma is not a professional Architectural course in itself, but after a further 2 year course of lectures in professional practice and design projects at the University and 2 years of office experience, students can be accepted by the Guyana Society of Architects.				

TABLE 1 PROFESSIONAL ARCHITECTURE COURSES

NAME OF SCHOOL	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time	Part-time	ENTRANCE QUALIFICATION REQUIRED
HONG KONG					
UNIV OF HONG KONG	1. B.A.(Arch Studies)	3	118	-	Passes at the advanced level in 3 subjects and Grade C or above in pure mathematics or physics in the Hong Kong Certificate of Education Examination (English), or equivalent Grade D in use of English is expected.
	2. B.Arch	2	63	-	B.A.(Arch Studies) or equivalent.
INDIA					
CEPT, AHMEDABAD	Dip.Arch	5	Not reported	-	Minimum qualification is Pre-University Science examination or its equivalent with English, Mathematics and 2 Science subjects. Admissions to 3rd and 5th semester can be offered to students with appropriate Engineering/Architectural, academic and professional background. Major basis for admission will be performances at the Entrance Examination conducted by the school.
MS UNIV OF BARODA	B.Arch	5	182	-	Preparatory science plus competitive test for admission.
SIR JJ CA UNIV OF BOMBAY	B.Arch	5½	363	-	First year Science examination of any statutory University or Higher Secondary School Certificate Examination (XII STD) with Sciences and Mathematics.
	Dip.Arch	7	-	131	
BANDRA SA, BOMBAY	DID NOT PARTICIPATE				
ACAD ARCH, BOMBAY	DID NOT PARTICIPATE				
CHANDIGARH CA	B.Arch	5	159	-	Higher secondary / Pre-University / Pre-Engineering Examination in the Science Group, or Intermediate Science (non-medical group). Examination of any University or Board recognised by Punjab University, with at least 55% marks in the aggregate of English, Physics, Chemistry and Maths (all compulsory subjects) or an equivalent examination (recognised by Punjab University syndicate), with the prescribed aggregate of marks.
BENGAL ENG C	B.Arch	5 + ½ (prac. exp.)	60	-	Pass in higher Secondary Examination (11 years in school) with Physics, Chemistry and Mathematics. Admission on the basis of a special competitive exam.
JN TU, HYDERABAD	DID NOT PARTICIPATE				
IIT, KHARAGPUR	B.Arch	5	80	-	Higher secondary or equivalent, and qualifying marks in the Joint Entrance Examination organised by the Admission Board of the five I.I.T.s.
UNIV OF MADRAS	B.Arch	5	111	-	Pre-University of the Madras University or equivalent (i.e., 11 years of school and 1 year at the University with Mathematics as a subject).
VRCE, NAGPUR	B.Arch	5	130	-	Higher Secondary Certificate Examination (standard XII) with Physics, Chemistry, Mathematics and English, or an examination recognised as equivalent.
SPA, NEW DEHLI	B.Arch	5	177	-	Higher Secondary Examination of the Central Board of Secondary Education, Dehli with English, Mathematics and Physical Science as separate subjects of the examination; or the equivalent.
	National Dip.Arch	7½	-	79	Not reported.
AKV, POONA	Dip.Arch	5 + 3/4 (prac. exp.)	Not reported	-	Up to 1976, secondary school certificate examination. From 1977 likely to be XII standard from Junior College (i.e., 4 years primary + 6 years secondary, + 2 years junior college (higher secondary).
UNIV OF ROORKEE	B.Arch	5	30	-	Intermediate Science, 12 years of schooling.
IRELAND					
UNIV COL, DUBLIN	B.Arch	5 + 1 (prac. exp)	198	-	Minimum requirements are:- 2 Honours in leaving certificate and/or Matriculation examination, National Univ of Ireland; equivalent to approximately 2 GCE 'A' levels, Grade B. Applicants must be Irish nationals or from the developing World (2 places reserved each year).
COL OF TECH, DUBLIN	Dip.Arch	5	220	-	Matriculation standard or equivalent.

TABLE 1 PROFESSIONAL ARCHITECTURE COURSES

NAME OF SCHOOL	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-Time	Part-Time	ENTRANCE QUALIFICATION REQUIRED
KENYA					
UNIV OF NAIROBI	B.Arch	5	about 200	-	University minimum entrance requirements and at least a subsidiary level pass in one of: Pure mathematics, applied mathematics, mathematics pure, applied & physics
MALAYSIA					
UTM, KUALA LUMPUR	1. Dip. UTM (Architecture)	3	33	-	Malaysian certificate of Education Grade 2 with minimum of 5 credits which must include general mathematics and Bahasa Malaysia, and a pass in English language.
	2. B.Arch(UTM)	3	4	-	Diploma U.T.M. (Architecture)
I.T.M., SELANGOR	1. Dip.Arch	3 + ½ (prac. exp.)	104	-	Malaysian certificate of Education with minimum of 5 credits which must include maths and science, or have satisfactorily passed the Pre-Diploma course in Architecture and Building at the I.T.M.
	2. Adv Dip.Arch	2 + 1 (prac. exp.)	7	-	Diploma in Architecture (ITM) or equivalent
USM, PENANG	B.Sc. (Housing, Building Planning) with major options in Architecture	4	157 (general course)	-	H.S.C. with at least 2 principle level passes and at least a pass in Bahasa Malaysia I or II
	In 1977 a professional architecture course had not yet been introduced; but the University eventually hopes to offer a 2 year M.Sc.(Arch) professional course, for which the above B.Sc (H P) or equivalent, would be entrance qualification				
MALTA					
UNIV OF MALTA	B.E. & A.	5	47	-	Matriculation or general certificate of Education at the ordinary level in English language, one other language, and 2 other approved subjects (for Maltese candidates, these must include Maltese and Italian or Arabic). Advanced Matriculation / 'A' level G.E.C. in pure maths, physics and 1 other approved subject at grade 'C' or better.
NEW ZEALAND					
UNIV OF AUCKLAND	B.Arch	1 intermediate year + 4 professional years	350 306	- 10	University Entrance qualifications (to enter Intermediate year) Average grades (B or better) in Intermediate year, or equivalent
VICTORIA UNIV OF WELLINGTON	1. B.B.Sc.	1 intermediate year + 2	) 72)	-	Higher School certificate or University Entrance qualifications for Intermediate year, which can be taken at any New Zealand University. Entrance to B. Building Science requires 1 Intermediate year comprising 42 credits, or NZ Certificate in Draughting or Engineering, or another degree.
	2. B. Arch	2			2 B. Building Science years, comprising 66 credits; or equivalent
NIGERIA					
UNIV OF NIGERIA	DID NOT PARTICIPATE				
UNIV OF LAGOS	1. B.Env.Sc.	3	Not reported		2 'A' levels in mathematics and physics, 'O' level (not ordinary pass) in English
	2. M.Env.Des (Arch)	2	Not reported		B. Environmental Sciences or equivalent
AHMADU BELLO UNIV ZARIA	1. B.Sc (Arch)	3	232	-	Two subjects at advanced level of the G.C.E. or equivalent with passes in 3 other subjects at the ordinary level, preferences for candidates with Science subjects
	2. M.Sc (Arch)	2	74	-	B.Sc. (Arch) or equivalent
PAPUA NEW GUINEA					
PAPUA NEW GUINEA UT	B.Arch	5	57	2	Minimum requirement - 2 credit or better passes out of 3 core subjects - English, mathematics and sciences. Maximum requirement - 5 credit or better passes from 5 compulsory grade 10 subjects including mathematics, science and English.
SINGAPORE					
UNIV OF SINGAPORE	B.Arch	4 ½	257	-	H.S.C. 'A' level (with passes in mathematics and science excepting Botany, Zoology, Biology and Geology

TABLE 1 PROFESSIONAL ARCHITECTURE COURSES

NAME OF SCHOOL	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-Time	Part-Time	ENTRANCE QUALIFICATION REQUIRED
SOUTH AFRICA					
UNIV OF OFS	B.Arch	5	Not reported		Matriculation Certificate
UNIV OF CAPE TOWN	B.Arch	5 + 1 (prac. exp.)	300	-	Matriculation certificate with mathematics and physics
UNIV OF NATAL	B.Arch	6	187	-	Matriculation exemption with mathematics and subject to approval of a selection committee
UNIV OF WITWATERSRAND	B.Arch	6	169	-	University entrance examination of the Joint Matriculation Board or must have obtained full exemption from it. In addition, a pass is required at the Higher Grade or at a standard of at least 60% - the standard grade in maths and one of Biology, physical science, or physiology
UNIV OF PORT ELIZABETH	1. B.Building Arts	3	63	4	Matriculation certificate with a 40% minimum mark for mathematics on the standard grade
	2. B.Arch	2	25	2	B. Building Arts
UNIV OF PRETORIA	B.Arch	5	180	-	Matriculation with passes in maths and science
UNITED KINGDOM					
ROBERT GORDONS IT ABERDEEN	1. B.Sc (Hons) Arch	4	168	-	Not reported
	2. Dip.Adv.Arch Studies	1	25	-	B.Sc. (Hons) Architecture or equivalent, plus one year practical experience
UNIV OF BATH	1. B.Sc (Gen. Arch. Studies)	4	141	-	Three 'A' levels (currently minimum grade 'C'). "Ideal" combination maths, physics, art or geography. Students without maths are given a first year 'A' level standard course.
	2. B.Arch	2	52	-	B.Sc. General Architectural Studies
UNIV OF BELFAST	DID NOT PARTICIPATE				
BIRMINGHAM POLY	1. B.A. (Hons) Arch	3	43	-	General certificate of Education (England, Wales, N. Ireland) - 5 passes in different subjects including Maths and English language, including 2 passes at advanced level; or equivalent
	2. Dip.Arch	3	35	-	B.A. (Architecture), or exemption or pass in R.I.B.A. Part 1 Examination
BRIGHTON POLY	1. B.A. (Hons) Arch. Design	2	104	-	Pass in 5 subjects in General Certificate of Education, 2 of which must be at Advanced level
	2. Dip.Arch.	2	56	-	B.A. (Hons) Architectural Design or exemption or pass in R.I.B.A. Part 1 Examination
UNIV OF BRISTOL	1. B.A. (Arch)	3	115	-	3 Good 'A' levels (including mathematics)
	2. Dip.Arch	2	57	-	1st class, or good 2nd class honours degree in Architecture
UNIV OF CAMBRIDGE	DID NOT PARTICIPATE				
CANTERBURY CA	1. B.A.(Arch)	3	80	-	2 'A' levels & 3 'O' levels (including English and Maths at 'O' level)
	2. Dip.Arch	2	55	-	B.Arch or equivalent
UNIV OF WALES	DID NOT PARTICIPATE				
GLOUCESTER CAD	Dip.Arch.	5 + 1 (prac. exp.)	90	-	5 G.C.E. passes including 2 at advanced level and English language and Maths, or O.N.C. with not less than 60% pass in 3 main subjects.
UNIV OF DUNDEE	1. B.Sc. (Arch)	3	) 190	-	General University requirements (see prospectus). Candidates should aim at 4 S.C.E. Highers with 2 Grade B or equivalent or 3 G.C.E. 'A' levels with one at Grade C and 2 at Grade D or equivalent. Course requirements - 'C' grade or 'O' level in Maths
	2. B.Arch (Hons)	2			B.Sc. (Arch) plus 1 year practical experience, or equivalent
HERIOT-WATT UNIV	1. B.Arch (Hons)	4	) 180	-	3 Scottish certificates of Education 'Higher' level passes plus 2 'O' level passes, or equivalent. English, Maths, Physics and required subjects
	2. Dip Arch	1			B. Arch (Hons) or equivalent, plus 1 year practical training

TABLE 1 PROFESSIONAL ARCHITECTURE COURSES

NAME OF SCHOOL	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-Time	Part-Time	ENTRANCE QUALIFICATION REQUIRED
UNIV OF EDINBURGH	DID NOT PARTICIPATE				
UNIV OF STRATHCLYDE	1. B.Sc. (Arch Studies)	4	180	-	University requirements, including S.C.E. 'Higher' in maths or G.C.E. 'A' pass in maths or physics; at least an S.C.E. 'O' level pass in a science
	2. B.Arch	1	33	-	B.Sc. (Arch Studies) with honours plus one year approved experience after graduation.
GLASGOW UNIV	DID NOT PARTICIPATE				
HUDDERSFIELD POLY	DID NOT PARTICIPATE				
HULL COL HIGH ED	Dip.Arch.	5	134	-	Normally 2 G.C.E. 'A' levels plus 5 G.C.E. 'O' levels. This requirement is sometimes waived and this is provided for by application to the R.I.B.A. for exemption
KINGSTON POLY	1. B.A. (Hons) Arch	3	150	-	Passes in 5 subjects at G.C.E. including English language and maths or a science subject with at least 2 subjects at Advanced level; or equivalent
	2. Dip.Arch.	2	55	-	B.A. (Hons) Architecture or equivalent, plus 1 year practical experience after graduation
LEEDS POLY	1. B.A. (Arch)	3			
	1. B.A. (Hons) Arch.	4	Not reported		Not reported
	1. B.A. (Hons) Arch. (sandwich)	4 + 1 (prac. exp.)			
	2. Grad. Dip. Arch.	2			B.A. (Architecture) or equivalent
LEICESTER POLY	1. B.A. (Hons) Arch	3	112	-	Minimum qualifications as R.I.B.A. minimum
	2. Grad. Dip. Arch.	2 + 1 (prac. exp.)	76	24	B.A. (Hons) Architecture or equivalent
	Dip. Arch	7 2/3 (P.T)	-	60	Minimum qualifications as R.I.B.A. minimum
UNIV OF LIVERPOOL	1. B.A. (Arch)	3	122	-	3 G.C.E. 'A' level subjects (minimum grades B,B,C); with Maths and a physical science at 'O' level and English language
	2. B.Arch	2	67	-	B.A. (Arch) or equivalent plus 1 year practical experience
LIVERPOOL POLY	1. B.A. (Arch Studies)	3	90	-	5 G.C.E. subjects including maths and English language, of which 2 must be at 'A' level. or H.N.C. in construction or a combination of the two.
	2. Dip.Arch	2 + 1 (prac. exp.)	60	-	B.A. in Architectural Studies or equivalent
A.A.,LONDON	DID NOT PARTICIPATE				
POLY OF NORTH LONDON	1. B.Sc. (Hons) Arch	3	90	-	Five G.C.E. subjects including 2 at 'A' level, or HNC / HND plus 4 G.C.E. 'O' levels
	1. B.Sc.(Arch)	4 (PT)	-	120	
	2. Dip. Arch	2	70	-	
	2. Dip. Arch	3 (PT)	-	90	B.Sc. (Architecture) or equivalent
	3. RIBA Part 3	1	-	50	Dip. Arch. or equivalent
NORTH EAST LONDON POLY	1. B. Sc. (Hons) Arch.	3	83	-	5 GCE 'O' levels with at least 2 subjects continued to satisfactory 'A' level passes and maths or science subject and English language compulsory; or the equivalent. ONC or OND Building examinations acceptable if level of achievement and experience is high. Entry to part time course requires 1 year practical office experience.
	1. B.Sc. (Arch)	4 (PT)	-	113	
	1. Undergrad Dip. Arch	3 (FT) or 4 (PT)	Not reported		
	2. Postgrad Dip. Arch. (Full Time)	2	46	-	First degree giving exception from, or a pass in the RIBA Part 1 Examination, or the Polytechnic Undergraduates Diploma in Architecture
	2. Postgrad. Dip. Arch.	3 (PT)	-	82	
POLY OF CENTRAL LONDON	1. B.A. (Hons) Arch	3	56	-	3 GCE 'O' levels and 2 'A' level passes with English Language & maths or a science subject compulsory or the equivalent
	2. Dip.Arch	2	40	-	Exemption from, or have passed, the RIBA part I examination, plus one year of practical experience
	3. Dip.Professional Practice	1 (PT)	-	60	Exemption from, or have passed the RIBA Part 2 Examination

TABLE 1 PROFESSIONAL ARCHITECTURE COURSES

NAME OF SCHOOL	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-Time	Part Time	ENTRANCE QUALIFICATION REQUIRED
POLY OF SOUTH BANK	DID NOT PARTICIPATE				
THAMES POLY	1. B.A. (Hons) Arch	3	80	-	GCE with passes in 5 subjects including 2 at 'A' level with English language and maths or science subject conpulsory or equivalent; or pass in HNC or HND
	1. Intermediate Dip. Arch. (PT)	4 1/3	-	91	
	2. Dip. (Hons) Arch.	2 + 1 (prac. exp.)	63	-	Pass in or exemption from RIBA Part 1 examination
	2. Dip. Arch (PT)	2 + 1 (prac. exp.)	63	-	
	2. PT course leading to RIBA Part 2 Examination	1	-	44	
	3. Professional Studies Course (PT)	1	-	44	Pass in or exemption from RIBA Part 2 Examination
UNIV COL LONDON	1. B.Sc. (Arch)	3	163	-	Minimum requirements are; 3 Advanced level GCE passes with grades of C,C,C, or higher, plus 'O' level passes in maths and English
	2. Field Experience Course	1	21	-	B.Sc. (Arch) or equivalent
	2. Dip. Arch.	1	32	-	
MANCHESTER POLY	1. B.A. (Hons) Arch	3 + 1 (prac. exp.)	Not reported		GCE passes in 2 subjects at 'A' level with suitable grades in 3 other subjects at 'O' level; maths or physics or chemistry and English language are compulsory; or equivalent qualifications
	2. Dip.Arch.	2	Not reported		B.A. (Hons) Architecture or equivalent, including one year practical training.
UNIV OF MANCHESTER	1. B.A. (Hons) Arch	3	132	-	3 good 'A' levels, from Matriculation Board
	2. B.Arch.	2	56	-	B.A. (Hons) in Architecture or equivalent, plus one years practical experience
UNIV OF NEWCASTLE	1. B.A. (Hons) Arch. Studies	3	122	-	Same as RIBA; i.e. 2 'A' levels or equivalent
	2. B.Arch. (Hons)	2	50	-	B.A. (Hons) in Architectural Studies or equivalent
UNIV OF NOTTINGHAM	DID NOT PARTICIPATE				
OXFORD POLY	1. B.A. (Hons) Arch. Studies	3	184	-	GCE - 5 subjects including at least two at 'A' level, 'O' levels must include good passes in English language, mathematics and a science. Holders of HND's and HNC's can be considered.
	2. Grad. Dip. Arch	3	189	-	B.A. (Hons) or equivalent
PLYMOUTH POLY	1. B.A. (Arch)	3	40	-	GCE - 5 subjects (including 2 subjects at 'A' level, and C grade in English and maths); or HNC & 4 'O' level GCE passes or equivalent.
	2. Dip.Arch.	2 + 1 (prac. exp.)	12	-	B.A. in Architecture or equivalent
PORTSMOUTH POLY	1. B.A. (Hons) Arch	3	130	-	GCE in 5 subjects with 2 at Advanced level, English language and maths or a science subject compulsory; or equivalent
	2. Dip.Arch.	2 + 1 (prac. exp.)	65	6	Honours degree in Architecture or, in special cases an RIBA Part 1 equivalent.
UNIV OF SHEFFIELD	DID NOT PARTICIPATE				

First Year Students making a model in the workshop at the Department of Architecture, University of Queensland

Buildings of the Institute of Advanced Architectural Studies, University of York, England, used during the CAA Conference 1976.

table 2

OTHER UNDERGRADUATE AND POST-GRADUATE COURSES

OTHER UNDERGRADUATE AND POST-GRADUATE COURSES

Table 2 enables the reader to place each school's architecture course in the wider context of other undergraduate and post-graduate courses conducted by that school.

Of the 85 schools returning the questionnaire, 29 (34%) also conduct other undergraduate courses. In these schools it could be expected that undergraduate students would share some courses with students in related disciplines. However, the situation also exists in other institutions where each discipline is separately organized.

The list of post-graduate architecture courses gives an indication of some areas of further study available to architecture graduates. It certainly does not include all the post-graduate courses available to architecture graduates which may be located in other schools or institutions. However, the small numbers of total enrolments do give some indication that post-graduate academic study in architecture, although increasing in volume in some countries, is still relatively rare.

TABLE 2 OTHER UNDERGRADUATE AND POST-GRADUATE COURSES

NAME OF SCHOOL	UNDERGRADUATE COURSES				POST-GRADUATE COURSES			
	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time	Part-time	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time	Part-time
AUSTRALIA								
CANBERRA CAE	Bachelor degree in Industrial Design	4	44	-	Urban & Regional Planning course proposed	Not reported	-	-
	Bachelor degree in Landscape Architecture	4	52	-				
NSW IT	B. Applied Science (Building)	6	10	133	M. Applied Science (Commenced 1977)	Not reported	-	6
	B. Applied Science (Quantity Surveying)	6	7	72				
UNIV OF NSW	B. Landscape Architecture	4	67	-	M. Sc. (Acoustics)	2	-	13
	B. Building	4	165	-	M. Sc. (Building)	2	-	20
	B. Town Planning	5	107	-	Diploma in Housing & Neighbourhood Planning	2	-	7
					Diploma in Landscape Design	2	-	-
					M. Arch.	Minimum of 2 academic years research	2	14
					M. Building		-	5
					M. Landscape Architecture		-	3
					M. Town Planning		-	4
					Ph. D	Normal minimum of 3 academic years	4	23
UNIV OF NEWCASTLE	Nil				M. Arch.	2 (full-time)	-	1
					Ph. D	3 (full-time)	-	-
UNIV OF SYDNEY	Nil				M. Sc. (Arch)	1	4	2
					M. Arch	1	2	17
					M. Bdg. Sc.	2-3	8	65
					MTCP	2-3	38	58
					Ph. D	3-5	22	-
QUEENSLAND IT	B. Applied Science	3	40	-	Grad. Dip. Planning	3	-	48
	Dip. Building	6	-	87	Grad. Dip. Landscape	3	-	43
	Dip. Quantity Surveying	6	-	57	Grad. Dip. Ind. Design	3	-	16
					Grad. Dip. Building	3	-	7
					Grad. Dip. Quantity Surveying	3		-
UNIV OF QUEENSLAND	Nil				M. Arch	1-2	9	4
					Ph. D	Not reported	2	6
UNIV OF ADELAIDE	Nil				M. Arch	2 (full-time)	5	-
					M. Urban Regional Planning (Scheme A)	2 + thesis	12	80
					M. Urban & Regional Planning (Scheme B)	2	1	-
					Ph. D	Minimum 2 (full-time)	2	1
SOUTH AUST IT	B. Applied Science (Building)	4	29	14	Grad. Dip. Town Planning	3	23	13
	Dip. Technology (Planning)	3	49	6				
	B. Technology (Building Technology)	3	5	12				

TABLE 2 OTHER UNDERGRADUATE AND POST-GRADUATE COURSES

NAME OF SCHOOL	UNDERGRADUATE COURSES				POST-GRADUATE COURSES			
	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time	Part-time	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time	Part-time
TASMANIAN CAE	Nil				Grad. Dip. Urban Planning	3	-	16
					Grad. Dip. Landscape Planning	3	-	4
					Grad. Dip. Building Operations	3	-	0
ROYAL MELBOURNE IT	Dip. Interior Design	4	138	86	Grad. Dip. Landscape Design	3	-	81
DEAKIN UNIV	Nil				M. Sc.	Research Min. 1 (full-time)		
					Ph. D	Research Min. 2 (full-time)		
UNIV OF MELBOURNE	B. Building	4	106	-	M. Urban Planning	2 (part-time) preliminary or 2 (full-time)	-	58
	B. Building (Quantity Surveying)	4						
	B. Town & Regional Planning	4	113	-	M. Arch	Research Min. 1(full-time)	-	20
					M. Building Science	Research	-	2
					M. Town & Regional Planning	Research Min. 1 (full-time)	-	6
					M. Building	Research	-	3
					D. Arch	Research	-	-
WESTERN AUST IT	B.A. (Architectural) Studies	3	To commence 1978		Nil			
	Dip. Town & Regional Planning	3	60	8				
	Assoc. Dip. (Quantity Surveying)	2	-	15				
	B. Applied Science (Quantity Surveying)	3	To commence 1978					
UNIV OF WEST AUST	Nil				M. Arch	Research	3	7
					M. Building Science	Research	-	2
BANGLADESH								
BANGLADESH UNIV	Nil				M. Urban & Regional Planning	2	24	-
CANADA								
UNIV OF CALGARY	Nil				M. E. Des. (Urbanism)	2½-3½	43	4
					M. E. Des. (Environmental Science)	2½-3½	44	2
UNIV OF BC					M. Arch	2	Not reported	
UNIV OF MANITOBA	B. Interior Design	4	230	73	M. City Planning	4	67	-
					M. Landscape Architecture	4	30	-
NOVA SCOTIA TC	Nil				M. Arch	1 - 2	1	-
CARLETON UNIV	Nil				Nil			
UNIV OF TORONTO	Nil				M. Arch. (Research)	Min. 2 Max. 5	Not reported	
					M. Arch (Studio program)	1 (full-time)		
UNIV OF WATERLOO	Nil				Nil			
McGILL UNIV	Nil				M. Arch in Architectural Design, or Housing	2	6	6

TABLE 2 OTHER UNDERGRADUATE AND POST-GRADUATE COURSES

NAME OF SCHOOL	UNDERGRADUATE COURSES				POST-GRADUATE COURSES			
	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time	Part-time	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time	Part-time
UNIV OF MONTREAL	B. Landscape Architecture	4	60	variable	M. Sc. A	2	35	variable
	B. Industrial Design	4	60	variable	Ph. D	2-3	5	variable
					M. Urbanism	2½	Not reported	
UNIV LAVAL	Nil				M. Arch	2	10	-
GHANA								
UNIV OF S&T KUMASI	Did not participate							
GUYANA								
UNIV OF GUYANA	Nil				Nil			
HONG KONG								
UNIV OF HONG KONG	B.A. (Architectural Studies) (Building)	3	15	-	M. Phil	Not more than 4	-	4
	B. Building	2	-	-	Ph. D	Not more than 5	-	1
INDIA								
CEPT, AHMEDABAD	Nil				Nil			
M S UNIV OF BARODA	Nil				Nil			
SIR J J CA, UNIV OF BOMBAY	Nil				Nil			
BANDRA S A, BOMBAY	Did not participate							
ACAD ARCH, BOMBAY	Did not participate							
CHANDIGAH C A	Nil				Nil			
BENGAL ENG C	Nil				Dip. Town & Regional Planning	2 (part-time)	-	20
					M. Town & Regional Planning	2 (full-time)	10	-
JN TU, HYDERABAD	Did not participate							
IIT, KHARAGPUR	Nil				M. Arch	2	13	-
					M. City Planning	2	22	-
					M. Regional Planning	2	20	-
UNIV OF MADRAS	Nil				M. Town & Country Planning	2	14	-
VRCE, NAGPUR	Nil				Nil			
SPA, NEW DELHI	Nil				Post-Grad. Dip. Arch (Urban Design)	2	8	-
					Post-Grad. Dip. Landscape Architecture	2	Not reported	
					Post-Grad. Dip. Urban & Regional Planning (with specialisation in Urban & Regional, Housing & Community, or Traffic & Transportation, Planning)	2	Not reported	
AKV, POONA	Nil				Nil			
UNIV OF ROORKEE	Nil				M. Arch	2	5	variable
					M. Urban & Regional Planning	2 (full-time) or 3 (part-time)	5	variable

TABLE 2 OTHER UNDERGRADUATE AND POST-GRADUATE COURSES

NAME OF SCHOOL	UNDERGRADUATE COURSES				POST-GRADUATE COURSES			
	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time	Part-time	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time	Part-time
IRELAND								
UNIV COL DUBLIN	Nil				Dip. Town Planning	2	26	-
					M. Architectural Science	1	3	-
COL OF TECH, DUBLIN	Architectural Technician Diploma	3	112	-	Nil			
KENYA								
UNIV OF NAIROBI	Nil				Nil			
MALAYSIA								
UTM, KUALA LUMPUR	Nil				Nil			
ITM, SELANGOR	Nil				Nil			
USM, PENANG	Nil				M. Sc. Planning	2	16	-
MALTA								
UNIV OF MALTA	Nil				M. Arch	2	Currently suspended through lack of staff	
NEW ZEALAND								
UNIV OF AUCKLAND	Dip. Urban Valuation	3	80	56	M. Arch	Min. 1 (full-time) or 2(part-time)	-	5
					M. Arch	Research	-	2
					Ph. D	Research	-	2
UNIV OF WELLINGTON	Nil				M. Arch	1 (Min.)	1	1
					Ph. D	2 (Min.)	-	-
NIGERIA								
UNIV OF NIGERIA	Did not participate							
UNIV OF LAGOS	Nil				Nil			
AHMADU BELLO UNIV, ZARIA	Nil				Ph. D	5	-	6
PAPUA NEW GUINEA								
PAPUA NEW GUINEA UT	B. Building Economics	5	11	- (First 3 years in common with architectural course)	M. Sc. (Architecture)	Research 2	Not reported	
SINGAPORE								
UNIV OF SINGAPORE	B. Sc. (Building)	4	) 200		M. Arch	1-3	1	-
	B. Sc. (Estate Management)	4	)		Ph. D	2-5	2	-
SOUTH AFRICA								
UNIV OF OFS	Nil				M. Arch		Not reported	
					D. Arch		Not reported	
					M.S.S (Masters degree in Town & Regional Planning)	3		
UNIV OF CAPE TOWN	Nil				M. Arch	Min. 2	-	2
					Ph. D	Own pace	-	5

TABLE 2 OTHER UNDERGRADUATE AND POST-GRADUATE COURSES

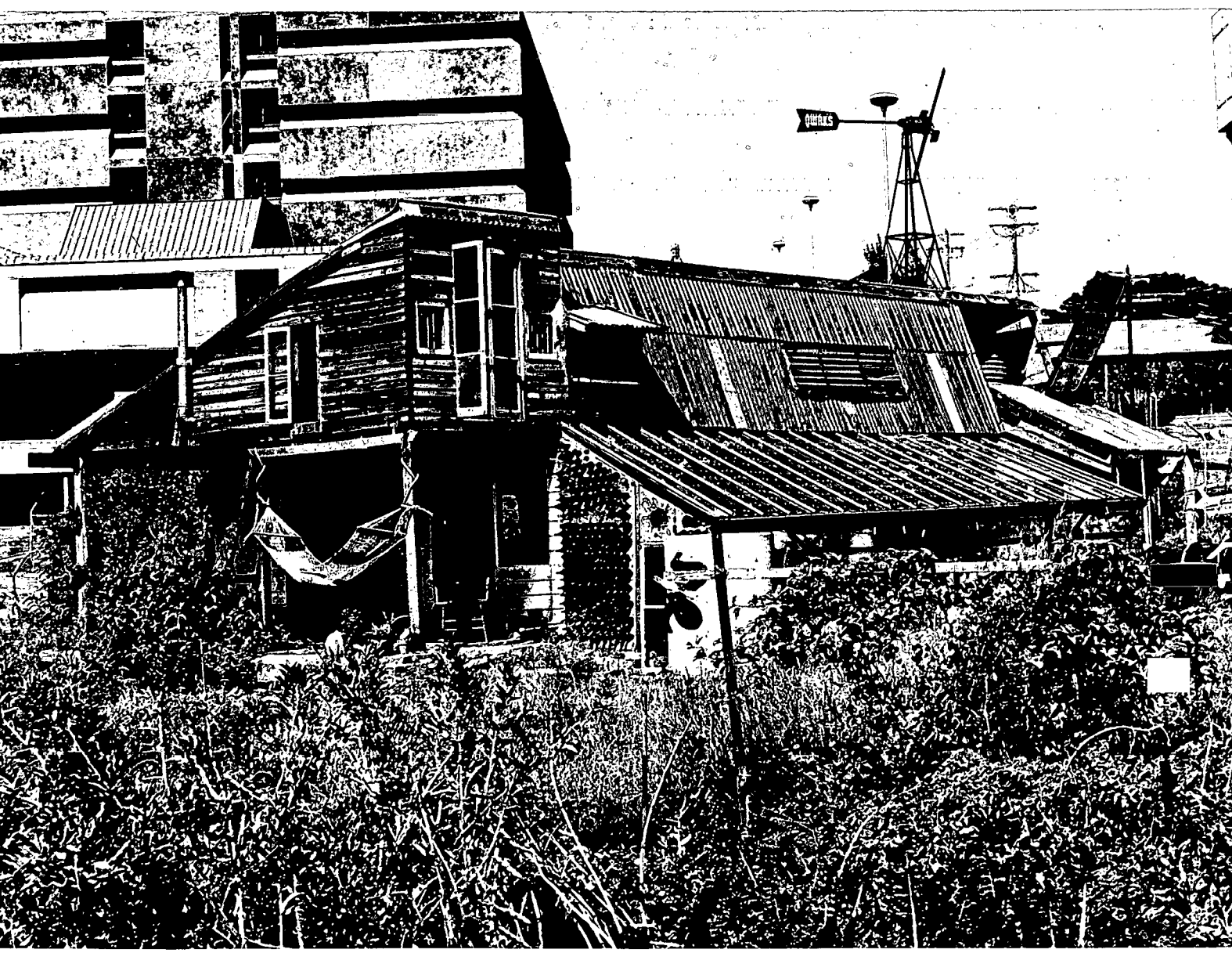
NAME OF SCHOOL	UNDERGRADUATE COURSES				POST-GRADUATE COURSES			
	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time	Part-time	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time	Part-time
UNIV OF NATAL	Nil				M.Arch) Research degrees Ph.D)		Not reported Not reported	
UNIV OF WITWATERSRAND	Nil				M.Arch	Not reported	Full or Part-time	
					Ph.D	" "	(numbers not reported)	
					D.Arch	" "	"	"
					D.Sc.(Arch)	" "	"	"
UNIV OF PORT ELIZABETH	B.Sc. (Quantity Surveying)	5	65	2	M.Arch	1	-	2
					D.Arch	2	-	1
	B.Sc. (Building Management)	5	22	-	M.Sc. (Quantity Surveying)	1	-	-
					Ph.D (Quantity Surveying)	2	-	-
UNIV OF PRETORIA	Degree in Landscape Architecture	4	25	-	M.Arch	2	-	12
					M.Landscape Architecture	2	-	18
	Degree in Building Technology	4	8	-				
					D.Arch	-	-	2
					D.Landscape Architecture	-	-	1
UNITED KINGDOM								
ROBERT GORDONS IT, ABERDEEN	B.Sc. (Quantity Surveying)	4 (sandwich)	93	-	M.Sc. in Rural & Regional Resources Planning (in association with Aberdeen University)	1 3/4	21	-
	HNC (Building)) HNC (Civil Engineering))	2	-	92				
	RICS General Practice	1	-	12	Dip. in Urban Design	1	6	-
UNIV OF BATH	B.Sc. (Building Engineering)	4	69	-	M.Sc.	Research	Not reported	
					M.Arch	"	" "	
					Ph.D	"	" "	
					Course on Conservation	2 (Part-time)	Not in operation because of economic situation	
UNIV OF BELFAST	Did not participate							
BIRMINGHAM POLY	Nil				Nil			
BRIGHTON POLY	B.A. (Hons) Interior Design	3	40	-	M.Phil	Research	Not reported	
					Course leading to Institute of Landscape Architects qualification	3 (Part-time)	-	25
UNIV OF BRISTOL	Nil				M.Sc. (Architecture)	1 (Full-time) or 3 (Part-time)	11	18
UNIV OF CAMBRIDGE	Did not participate							
CANTERBURY CA	Nil				Nil			
UNIV OF WALES	Did not participate							
GLOUCESTER CAD	Dip.Landscape Architecture	4	100	-	Nil			
	Dip. in Planning	4	70	-				
UNIV OF DUNDEE	B.Sc. (Environmental Studies)	4	Not reported		M.Sc.	1 1/3	2	-
	B.Sc. Town & Regional Planning	4	" "					
HERIOT-WATT UNIV	B.A. (Hons) Landscape Architecture	4	24	-	Dip./M.Sc. in Urban Design	1	9	-
					Dip./M.Sc. in Conservation	1	11	-

TABLE 2 OTHER UNDERGRADUATE AND POST-GRADUATE COURSES

NAME OF SCHOOL	UNDERGRADUATE COURSES			POST-GRADUATE COURSES		
	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time Part-time	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time Part-time
UNIV OF EDINBURGH	Did not participate					
UNIV OF STRATHCLYDE	Nil			M. Sc. (Building Science)	1 (Full-time) or 1 3/4 (Part-time)	- -
				M. Sc. (Urban & Regional Planning)	2	15 -
				Dip. (Urban & Regional Planning)	3	- 30
				M. Sc. (by research) M. Arch (by research)	1 or 2) 1 or 2)	8 3
				Ph. D (by research)	3	4 -
GLASGOW UNIV	Did not participate					
HUDDERSFIELD POLY	Did not participate					
HULL COL HIGH ED	ONC in Building OND in Building HNC in Civil Engineering	2) 2) 2)	35	Nil		
KINGSTON POLY	Nil			Not reported		
LEEDS POLY	Degree in Landscape Architecture	4	Not reported	Nil		
LEICESTER POLY	Nil			Architectural Building Conservation Course	2	- 17
				M. Phil	Not reported	Not reported
UNIV OF LIVERPOOL	Nil			Nil		
LIVERPOOL POLY	Nil			Dip. Architectural Conservation	2 (Part-time)	- 8
AA, LONDON	Did not participate					
POLY OF NORTH LONDON	Diploma in Interior Design	3	60 -	Dip. Town Planning	3 1 (Full-time)	- 90
				Dip. Medical Facility Planning	1	15 -
				Short Courses, Landscape	1	- 20
NORTH EAST LONDON POLY	Nil			Nil		
POLY OF CENTRAL LONDON	Nil			Dip. Building Management	2)	Not reported
				Dip. Town Planning	3 (Part-time))	
				M. Sc. Transportation Planning & Management	1 (Full-time))	
				Dip. Urban Design (to start 1977)	1 (Full-time))	
				M. Phil	Research)	
				Ph. D	Research)	
POLY OF SOUTH BANK	Did not participate					
THAMES POLYTECH	Diploma Landscape Architecture	5	80 -	Grad. Dip. Landscape Architecture	4 (Part-time)	- 67
				M. Phil	Research)	- 6
				Ph. D	Research)	
UNIV COL LONDON	Nil			M. Sc. (Architecture)	1	20 20

TABLE 2 OTHER UNDERGRADUATE AND POST-GRADUATE COURSES

NAME OF SCHOOL	UNDERGRADUATE COURSES			POST-GRADUATE COURSES		
	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time Part-time	COURSE AWARD	LENGTH OF COURSE (Years)	TOTAL ENROLMENTS Full-time Part-time
MANCHESTER POLY	B.A. Landscape Architecture	3	Not reported	M.A. in Urban Design	2 (Part-time)	Not reported
	Diploma in Landscape Architecture	2	" "			
	B.A. (Hons) 3-D Interior Design	3	" "			
UNIV OF MANCHESTER	Nil			M.A. (Method I) - Thesis	I	5 -
				M.A. (Method 2) - Course	I	7 -
				M.A. (Urban Design)	I	20 -
				Ph. D	Min. 2	6 -
UNIV OF NEWCASTLE	Nil			M. Sc. in Operational Urban Design & Management (run jointly with Planning Dept.)	Not reported	6 -
				M. Phil. (Housing in Developing Countries)	Not reported	11 -
UNIV OF NOTTINGHAM	Did not participate					
OXFORD POLY	Course in Planning	Not reported	Not reported	Course in Urban Design	I 3/4	28 -
	Course in Estate Management	" "	" "	M. Phil.) Ph. D)	Research) 3 - 5)	11 -
PLYMOUTH POLY	Nil			Nil		
PORTSMOUTH POLY	Nil			M. Phil.) Ph. D)	Research	Not reported
UNIV OF SHEFFIELD	Did not participate					



Autonomous House on Sydney University Campus built of recycled materials by architectural students

table 3

ARCHITECTURE COURSE EMPHASIS

ARCHITECTURE COURSE EMPHASIS

Table 3 gives a descriptive profile of the content of each school's architecture course. It is as seen by the staff member responsible for filling in the questionnaire - often the head of school. Other members of staff and students would probably have slightly different opinions as to what areas of study within each course are emphasised. Possibly a more accurate description would be gained by adding up the number of hours devoted to each subject in the school's curriculum and calculating the proportion of total teaching time devoted to each area of study. The question becomes more complex in schools where there is a wide choice of subjects and each student selects his own course emphasis.

Of the 85 schools which returned the questionnaire, 60 (71%) offer some choice of subject. However, among these schools, the extent of the choice varies widely. Some schools allow students to select subjects from other schools or departments, while in other schools the choice is limited to selecting a topic for each design project.

TABLE 3 ARCHITECTURE COURSE EMPHASIS

NAME OF SCHOOL	COURSES	AREAS OF STUDY Key to emphasis: 1 Light, 2 Average, 3 Heavy										ELECTIVES	
		Design	Human Sciences	Graphics	Structures	Technological Subjects	Professional Practice	Other #	Other *	Other +	Other areas indicated by symbols #, *, +	CHOICE OF SUBJECTS	SUBJECTS WHICH ARE ELECTIVE
AUSTRALIA													
CANBERRA CAE	B. App. Sc. (Environmental Design) B. Arch	3	3	1	2	2	2					Yes	One "free" elective in each semester's study programme in 1st tier course (College-wide choice) or elective units within school (i.e., Industrial Design units). Choice of "Special Study in Architecture" or College electives in 3rd, 5th and 6th year (see Handbook).
NSW IT	B. Arch	3	3	1	2	2	2		2		*Electives	Yes	Within "Design" and "Contextual Studies" (Human Sciences), projects can be nominated by students. Electives may be subjects within or external to school, or self-determined.
UNIV OF NSW	B. Sc. (Arch) B. Arch	3	2	3	3	3	2		2		*History	Yes	Numerous elective subjects (see Handbook). In the present courses students are required to take General Studies elective subjects in each year of the B. Sc. (Arch) course. In the final 2 years of the B. Arch course, 5½ hours per week are devoted to elective subjects selected by the students from Architectural, Arts or Commerce, or Humanities subjects.
UNIV OF NEWCASTLE	B. Sc. (Arch) B. Arch	3	2	2	2	2	3		3	3	*Management +Law	Yes	All "core" subjects are compulsory. One quarter of the total programme for each course (B. Sc. (Arch) and B. Arch) is allocated to elective subjects. Students may select subjects from those offered by any Department in the University.
UNIV OF SYDNEY	B. Sc. (Arch) B. Arch	3	3	1	3	2	2		3		*History	Yes	See Handbook. Apart from certain mandatory subjects which are prerequisites for the B. Arch Degree, students are free to choose from a wide range of courses to make up the required number of units. It is also possible for students to take courses outside the faculty of Architecture. Thus each student selects his own areas of emphasis.
QUEENSLAND IT	B. App. Sc. (Built Env.) Grad. Dip. Arch Dip. Arch B. Arch	3	3	1	2	2	1		3		*Communications	Yes	Electives cover a wide spectrum including Humanities to Technology.
UNIV OF QUEENSLAND	B. Design Studies B. Arch	2	3	1	2	1	2		3		*Electives	Yes	B. Des. Studies - the course is structured around a series of recurring core subjects augmented by a range of electives. From 2-3 electives are advised to be taken in Semesters 3-6 of the course, from a total of 11 subjects ranging from History of Architecture to Solar Energy and Building. B. Arch - students select a course of design, theory and technological studies within the subject architectural design. In addition, core subjects cover the areas of advanced architectural technologies and professional practice.
UNIV OF ADELAIDE	B. Arch	3	1	2	3	3	3		2		*Computing	No	
SOUTH AUST IT	B. Arch	3	2	2	2	3	2		1	2	*General Studies Electives +School Based Electives	Yes	a) Three General Studies electives to be selected, currently from a list of 15 widely ranged subjects. b) Three electives to be selected from Human Factors 3, Human Factors 4, Building Services 3, Building Structures 2, Building Structures 3, and Building Management 1.
TASMANIAN CAE	B. A. (Env. Des.) Grad. Dip. Arch	2	2	1	2	2	2		3	2	*Problem solving other than design +Communications other than graphics	Yes	End objectives are well defined. "Subjects" are therefore in a sense elective. Considerable latitude for the students to place emphasis according to his special interests, abilities and concept of what is, or ought to be.
ROYAL MELBOURNE IT	B. Arch Dip. Arch	3	2	2	2	2	2		3		*Other areas	No	Subjects are not elective, but study method is elective.
DEAKIN UNIV	B. Arch	3	1	2	2	3	3		1	2	*History of Architecture +Electives	No	

TABLE 3 ARCHITECTURE COURSE EMPHASIS

NAME OF SCHOOL	COURSES	AREAS OF STUDY Key to emphasis: 1 Light, 2 Average, 3 Heavy										ELECTIVES	
		Design	Human Sciences	Graphics	Structures	Technological Subjects	Professional Practice	Other #	Other *	Other +	Other areas indicated by symbols #, *, +	CHOICE OF SUBJECTS	SUBJECTS WHICH ARE ELECTIVE
UNIV OF MELBOURNE	B. Arch	3	2	2	3	3	3		3		*Historical subjects	Yes	All subjects in 4th and 5th year are elective. Half the required year in 3rd year is elective. A small elective component in 2nd year. 1st year has no electives. Students have a wide range of electives to choose from.
WESTERN AUST IT	B. App. Sc. (Arch Studies) B. Arch	2	2	2	2	3	3		3	3	*Practical Experience +Electives	Yes	Electives are offered in the streams of Technology, Architecture, Human Studies, and Communications. Some 20 electives are offered by the Department supplementing those offered to students, from other disciplines.
UNIV OF WEST AUST	B. Arch	3	2	1	2	2	1					Yes	2, 1st year units from any Faculty 1, 2nd year unit from any Faculty 1, elective unit at 4th year - varies according to staff available.
BANGLADESH													
BANGLADESH UNIV	B. Arch	3	2	3	3	2	2		2		*Case study and analysis	No	
CANADA													
UNIV OF CALGARY	M. Env. Des. (Arch)	2	2	2	1	2	2					Yes	All but thesis, 2 required interdisciplinary studies and 2 required lecture/seminar courses on Conceptual Basis and Analytical Methods in Environmental Design. Students must choose heavy concentration in one of these areas: Design, Human Sciences, Technological Subjects, Management.
UNIV OF BC	B. Arch	3	1	1	2	2	1		2	1	*Architecture/ Planning History +Electives	Yes	Open choice of courses operates in 2nd and 3rd years - limited mainly by scheduling conflicts. Limited selection 1st year.
UNIV OF MANITOBA	B. Env. Studies M. Arch	3	2	2	1	2	2		2	2	*Ideology +Methodologies	Yes	(Design and/or Thesis topics in Final Masters year). Elective: at least one 700-level course or its equivalent, minimum 3 credit hours, approved by the Department.
NOVA SCOTIA TC	B. Env. Des. B. Arch	3	1	1	2	2	1	2	2	2	*Design Method +Planning #History/Theory	Yes	In the total programme, students must take Design, 11 mandatory courses and 19 elective courses. The mandatory courses are in Building Environment (2), Structures (2), History (1), Communication (1), Design Theory (1), Urban & Regional Planning (1) and Professional Practice (1). Electives exist in all subjects.
CARLETON UNIV	B. Arch	3	2	2	2	2	2		2	2	*Theory +Logic & Method	Yes	Students can choose electives from a wide range of courses in the School of Architecture or other Faculties. Electives are taken mainly in the 3rd, 4th and 5th years and account for the equivalent of 9 out of the required 30 full courses for the B. Arch Degree.
UNIV OF TORONTO	B. Arch	3	3	1	2	2	1					Yes	Student takes a total of 9 (one-year) elective courses from a wide range of courses in the School or other Faculties - slightly less than 1/3 of his full programme. Two courses are taken in every year except 1st, when 2 half courses are taken. (Individual programmes are also developed by students within the "core" programme).
UNIV OF WATERLOO	B. Env. Studies B. Arch	3	2	1	2	2	1					Yes	Not reported.
McGILL UNIV	B. Sc. (Arch) B. Arch	3	1	1	2	2	2					Yes	Electives are selected from about 14 courses offered by the School and/or a sequence of approved courses from other Departments. Electives account for 20 out of the 98 required credits for the B. Sc. (Arch) and 4 out of required 33 credits for the B. Arch.
UNIV OF MONTREAL	B. Arch	3	3	2	2	2	2					Yes	Choice from wide range of optional courses of the School, which account for about 1/3 of the total course credits. Optimal subjects - sciences and technics, social aspects related to architecture, management related to architecture.
UNIV OF LAVAL	B. Arch	3		2	2	2	2					Yes	Not reported.
GHANA													
UNIV OF S & T KUMASI	Did not participate												

TABLE 3 ARCHITECTURE COURSE EMPHASIS

NAME OF SCHOOL	COURSES	AREAS OF STUDY Key to emphasis: 1 Light, 2 Average, 3 Heavy										ELECTIVES	
		Design	Human Sciences	Graphics	Structures	Technological Subjects	Professional Practice	Other #	Other *	Other +	Other areas indicated by symbols #, *, +	CHOICE OF SUBJECTS	SUBJECTS WHICH ARE ELECTIVE
GUYANA													
UNIV OF GUYANA	HTD (Arch & Building Technology)	2	2	2	3	3	1					No	
HONG KONG													
UNIV OF HONG KONG	B.A. (Arch Studies) B.Arch	3		2	3	3	3		2		*History/ Planning	No	
INDIA													
CEPT, AHMEDABAD	Dip.Arch	3	1	1	3	3	2					Yes	Electives taken in 3rd, 4th and 5th years from a choice of School courses. Offered 1976-77: Landscape, Construction Details (case studies), Light and Electrical Installation, Drawing and painting, Ceramics, Photography, Print Making, Textile Design, Outline of Indian History II, Indian Drama and Archeology. Offered 1977-78: Ceramics, Lino wood cut, English Lit., Photography, Valuation, Textile Design, Indian Drama and Landscape.
MS UNIV OF BARODA	B.Arch	3	2	3	3	2	1					No	
SIR JJ CA UNIV OF BOMBAY	B.Arch Dip.Arch	3	1	2	3	2	2					No	No electives at present, but contemplated from academic year 1978-79.
BANDRA SA, BOMBAY	Did not participate												
ACAD ARCH, BOMBAY	Did not participate												
CHANDIGARH CA	B.Arch	3	2	2	2	2	1					Yes	a) Urban Design. b) Structural Design. c) Landscape Design. d) Interior Design.
BENGAL ENG C	B.Arch	3	2	3	3	2	2					Yes	In 5th year architecture class; Contempory History and Theory of Architecture or Advanced Structure.
JN TU, HYDERABAD	Did not participate												
IIT, KHARAGPUR	B.Arch	3	2	3	3	3	2		1	3	*Computer Architecture +Rural Architecture	Yes	4th year: choice of Naval Architecture or Introduction to Computer Programming 5th year: 1) choice of Industrial Design, Modular Co-ordination & Systems Building or Advanced Structural Analysis; 2) choice of Advanced Climatology or Building Management and Operational Research; 3) choice of History of Indian Arts & Crafts, or Real Estate Valuation and Arbitration.
UNIV OF MADRAS	B.Arch	3	1	1	2	2	2					No	No choice at present, but proposed in the revised syllabus: Urban Design and Advanced Structural Engineering.
VRCE, NAGPUR	B.Arch	3	2	2	3	3	2					No	Offer of electives under process in University.
SPA, NEW DEHLI	B.Arch National Dip.Arch	3	1	2	3	3	1		2		*Not specified	Yes	In 5th year, B.Arch students can choose 1 elective out of 6-8 different subjects depending on expertise available: Indian Sculptures, Systems Analysis and Computers in Architecture, Environmental Planning, Traffic & Transportation, Landscape Architecture and Structures. There is also a limited choice of subjects for assignments in other years.
AKV, POONA	Dip.Arch	3	1	2	2	3	2					No	Not in present syllabus.
UNIV OF ROORKEE	B.Arch	3	2	3	3	3	3					Yes	Interior Design, Town Planning Design, Landscape Design, Tropical Design, Applied Arts, Building Design or Theory of Structures.

TABLE 3 ARCHITECTURE COURSE EMPHASIS

NAME OF SCHOOL	COURSES	AREAS OF STUDY Key to emphasis: 1 Light, 2 Average, 3 Heavy										ELECTIVES	
		Design	Human Sciences	Graphics	Structures	Technological Subjects	Professional Practice	Other #	Other *	Other +	Other areas indicated by symbols #, *, +	CHOICE OF SUBJECTS	SUBJECTS WHICH ARE ELECTIVE
IRELAND													
UNIV COL, DUBLIN	B. Arch	3	2	3	3	2	2		2		*History	Yes	Projects: In 3rd, 4th and 5th year alternative projects are proposed and students may select, particularly in their final year, their choice of subject. In 2nd and 3rd year, one elective subject is chosen from 5 or 6, ranging from History of European painting to Computer aided Design.
COL OF TECH, DUBLIN	Dip. Arch	3	2	1	2	3	2		3		*Community Projects	No	
KENYA													
UNIV OF NAIROBI	B. Arch	3	1	2	2	3	2		2	2	*Environmental +History	No	
MALAYSIA													
UTM, KUALA LUMPUR	Dip. UTM (Arch)	2	2	3	2	2			2	2	*Building Trades	No	
	B. Arch (UTM)	3			2	2	2				+Measured Drawing		
ITM, SELANGOR	Dip. Arch Adv. Dip. Arch	3	1	2	2	2	3					Yes	Students can choose 2 electives in the 1st year of the Advanced Diploma Course: 1 from History of Fine Arts or Social Science in Architecture; 1 approved subject from other Departments.
USM, PENANG	B. Sc. (HBP)	3	2	1	2	2	1		1		*Environmental Studies	Yes	Students can choose elective subjects from a wide range of subjects offered by the School, and other Departments ranging from Social Sciences and Economics, and Computer Aided Design and accounting for 17 units out of the course total of 150.
MALTA													
UNIV OF MALTA	B E&A	2	2	2	3	2	1					No	
NEW ZEALAND													
UNIV OF AUCKLAND	B. Arch	2½	2½	1	2½	2½	2					Yes	See Handbook; electives in all subject areas - in final 2 years a student requires 11 "core" credits, may chose 24-51 credits in studio, and 10-49 elective credits in a wide range of subjects including majoring groups; minimum 72 credits in 2 years.
VICTORIA UNIV OF WELLINGTON	B. B. Sc. B. Arch	3	2	2	2	2	3	3	2	2	*Urban Design +History of Architecture #Economics	Yes	In the B. Building Science course, one elective is selected from courses in contemporary architecture, building economics, or a special topic. In the B. Arch course 7-8 elective subjects are chosen from a wide range of School courses, and other degree courses (maximum of 2) accounting for 30 credits out of the course total of 72.
NIGERIA													
UNIV OF NIGERIA	Did not participate												
UNIV OF LAGOS	B. Env. Sc. M. Env. Des. (Arch)	3	1	2	2	2	1					No	Not possible at the moment.
AHMADU BELLO UNIV, ZARIA	B. Sc. (Arch) M. Sc. (Arch)	3	2	2	3	3	2					Not much	Electives are structured as part of the programme. Elective subjects are Nigerian Legal System, Building Law, Sociology, Research Design and Statistics.
PAPUA NEW GUINEA													
PAPUA NEW GUINEA UT	B. Arch	3	1	2	2	3	1					No	
SINGAPORE													
UNIV OF SINGAPORE	B. Arch	3	1	2	3	3	2					No	Except elective study (written thesis) in year 4, and choice of Design project (Drawing) in year 5.

TABLE 3 ARCHITECTURE COURSE EMPHASIS

NAME OF SCHOOL	COURSES	AREAS OF STUDY Key to emphasis: 1 Light, 2 Average, 3 Heavy										ELECTIVES	
		Design	Human Sciences	Graphics	Structures	Technological Subjects	Professional Practice	Other #	Other *	Other +	Other areas indicated by symbols #, *, +	CHOICE OF SUBJECTS	SUBJECTS WHICH ARE ELECTIVE
SOUTH AFRICA													
UNIV OF OFS	B.Arch	3	2	2	3	3	3					No	
UNIV OF CAPE TOWN	B.Arch	3	3	2	2	3	2		3		*Field Experience	No	Only electives within the studio course.
UNIV OF NATAL	B.Arch	3	2	1	2	3	2					No	
UNIV OF WITWATERSRAND	B.Arch	3	2	2	2	3	2		3	3	*History of Architecture +Theory of Architecture	No	
UNIV OF PORT ELIZABETH	B.Building Arts B.Arch	3	2	1	3	3	2		2	2	*Building Economics +Housing & Urban Design	Yes	During 4th and 5th years, there is a choice of Advanced Technology subjects (Commercial Law, Structures, Materials and Building Services) or Urban Design & Housing subjects (Urban Design, Regional Planning, etc.).
UNIV OF PRETORIA	B.Arch	3	2	2	2	3	3					Yes	One elective subject in final year, which can be any subject approved by the Dean.
UNITED KINGDOM													
ROBERT GORDON'S IT, ABERDEEN	B.Sc.(Hons) Arch Dip.Adv.Arch Studies	3	2	2	3	3	3		3		*History of Architecture	Yes	Students elect to specialise in one subject in Honours (4th) year but continue others at general level. Elective subjects are Theory of Structures, Environmental Science, Building Technology, Architectural & Social History, Architectural Analysis (including Urban Design).
UNIV OF BATH	B.Sc.(Gen. Arch Studies) B.Arch	2	2	2	2	2	2		2		*Not specified	Yes	Choice of 5th year dissertation (students are encouraged to enter competitions) and choice of 6th year thesis.
UNIV OF BELFAST	Did not participate												
BIRMINGHAM POLYTECH	B.A.(Hons) Arch Dip.Arch	3	2	2	2	3	2		3	3	*Special studies (elective dissertation) +Graduate Research Studies	Yes	Areas of choice are: a special studies option in 3rd year of B.A. course, consisting of one year's research of student's choice; Research study, Design projects and courses in Dip.Arch course.
BRIGHTON POLY	B.A.(Hons) Arch Design Dip.Arch	3	1	2	2	2	2					Yes	Students may choose their final design subjects at both intermediate degree, and final diploma levels.
UNIV OF BRISTOL	B.A.(Arch) Dip.Arch	3	2	2	2	2	2					Yes	The new B.A. course (commencing October 1977) includes electives in project work in 2nd and 3rd years.
UNIV OF CAMBRIDGE	Did not participate												
CANTERBURY COLLEGE OF ART	B.A.(Arch) Dip.Arch	3	2	2	2	2	2					Yes	In the degree course, students may select options from a wide range of subjects: 1 subject in 1st year, 2 each in 2nd and 3rd year. In the diploma course there is a considerable choice within project work.
UNIV OF WALES	Did not participate												
GLOUCESTER-CAD	Dip.Arch	3	2	2	2	2	2		1		*Photography & Typing	Yes	Students have choice in Thesis and Dissertation subject to approval.
UNIV OF DUNDEE	B.Sc.(Arch) B.Arch(Hons)	3	3	3	3	2	3					Yes	In 1st year of B.Arch course, 2 subjects are chosen from the following fields of study: Building Technology, Environmental Science, Structures, Design Method, Urban Ecology, Landscape, Social Studies, Specialised Building, Environmental Psychology and Historical Studies.
HERIOT-WATT UNIV	B.Arch(Hons) Dip.Arch	3	1	2	2	2	2					Yes	Urban Design, Landscape, Conservation, Architectural Design, Design Detailing and Environmental Control.

TABLE 3 ARCHITECTURE COURSE EMPHASIS

NAME OF SCHOOL	COURSES	AREAS OF STUDY Key to emphasis: 1 Light, 2 Average, 3 Heavy										ELECTIVES	
		Design	Human Sciences	Graphics	Structures	Technological Subjects	Professional Practice	Other #	Other *	Other +	Other areas indicated by symbols #, *, +	CHOICE OF SUBJECTS	SUBJECTS WHICH ARE ELECTIVE
UNIV OF EDINBURGH	Did not participate												
UNIV OF STRATHCLYDE	B.Sc.(Arch Studies) B.Arch	3	2	2	2	3	2		3		*Maths & Systems	Yes	Students in 2nd and 3rd year of B.Sc. courses may select 1 or 2 special study subjects from a number such as Architectural Photography, Design Theories & Techniques, Flexible Housing, Interior Design, Architects and Power of Design, Architectural Psychology, Community Design, Landscape Techniques, Building Performance Appraisal. Year 4 of B.Sc. has all honours subjects elective. B.Arch year has one Special Study elective.
GLASGOW UNIV	Did not participate												
HUDDERSFIELD POLY	Did not participate												
HULL COL HIGH ED	Dip.Arch	3	2	1	2	2	2		2	3	*Landscape +Urban & Rural Planning	Yes	After 1st year all projects are student selected. All "theory" courses (Science & Technology, Humanities, Landscape and Professional Studies) conduct options from which students are free to choose a minimum number. The school is divided into Work Bases for Project work, and after 1st year, all projects are student selected. Students being expected to develop projects from problems they have perceived in the community.
KINGSTON POLY	B.A.(Hons)Arch Dip.Arch	3	3	2	1	1	2					Yes	In the B.A. course students must take at least 7 elective subjects from a very wide range offered by the School, ranging from Philosophy and Conservation to Research Methods and Building Technology.
LEEDS POLY	B.A.(Arch) B.A.(Hons)Arch B.A.(Hons)Arch (sandwich) Grad.Dip.Arch	3	1	2	2	2½	2					Yes	Choice is not of, but within, these subject areas.
LEICESTER POLY	B.A.(Hons)Arch Grad.Dip.Arch Dip.Arch	3	2	3	2	3	2	1	3	2	*History +Planning #Landscape	Yes	Options are available to final year degree students (Honours) in Human Future, Contempory Architecture & Human Values, Maths and Design. Diploma students also have design based option studies.
UNIV OF LIVERPOOL	B.A.(Arch) B.Arch	3	2	2	2	2	3	2				Yes	Choice of special study in B.A. course. Choice of dissertation and design thesis in B.Arch.
LIVERPOOL POLY	B.A.(Arch Studies) Dip.Arch	2	2	1	3	3	2		1	2	*Computer Aided Design +Building Economics	No	
AA, LONDON	Did not participate												
POLY OF NORTH LONDON	B.Sc.(Hons)Arch B.Sc.(Arch) Dip.Arch	3	2	3	2	2	2		1	2	*Maths & Computing +Building Economics	Some	All subjects other than design are treated as compulsory at a contextual level and students have some freedom in their greater development.
NORTH EAST LONDON POLY	B.Sc.(Hons)Arch B.Sc.(Arch) Undergrad.Dip.Arch Postgrad.Dip.Arch	3	3	2	2	3	3					Yes	Design subjects in final years of both courses and Graduate Dissertation.
POLY OF CENTRAL LONDON	B.A.(Hons)Arch Dip.Arch	3	2	2	2	2	2		3		*History & Theory	Yes	The History and Theory course in the Degree, in 2nd and 3rd years, has options from which to choose, as does the same course in the Diploma. From second year, choice of design "vehicle" is often up to the student.
POLY OF SOUTH BANK	Did not participate												

TABLE 3 ARCHITECTURE COURSE EMPHASIS

NAME OF SCHOOL	COURSES	AREAS OF STUDY Key to emphasis: 1 Light, 2 Average, 3 Heavy										ELECTIVES	
		Design	Human Sciences	Graphics	Structures	Technological Subjects	Professional Practice	Other #	Other *	Other +	Other areas indicated by symbols #, *, +	CHOICE OF SUBJECTS	SUBJECTS WHICH ARE ELECTIVE
THAMES POLY	B.A.(Hons)Arch Intermediate, Dip. Arch Dip.(Hons)Arch Dip.Arch	3	1	3	2	2	2					Yes	In the 3rd year of the degree course in Architecture, and the final professional years of all courses certain elective lecture subjects and options are offered.
UNIV COL LONDON	B.Sc.(Arch) Dip.Arch	3	2	1	2	2	2					Yes	Architectural Theory, Planning Studies, History in 1st year, Building Management, Site Operations, Economics, Research Methods, Energy Conservation, Sociology of Planning, Economics of Planning, etc.
MANCHESTER POLY	B.A.(Hons)Arch Dip.Arch	3	1	1	2	2	1	2			*Not specified	No	Except for a guided choice of comprehensive design project in Years 1, 2, 4 and 6, and choice of detailed study in Year 5.
UNIV OF MANCHESTER	B.A.(Hons)Arch B.Arch	3	2	2	2	2	2 3					Yes	Year 1: B.Arch course - Conservation, Urban Design, Rural Design, Methodology and Integrated Design. Year 2: B.Arch course - student chooses project and special study with overall option.
UNIV OF NEWCASTLE	B.A.(Hons)Arch Studies B.Arch(Hons)	3	2	2		3	2	3			*History	Yes	Choice of at least one project in 2nd - 5th years.
UNIV OF NOTTINGHAM	Did not participate												
OXFORD POLY	B.A.(Hons)Arch Studies Grad.Dip.Arch	3	3	3	2	2	1				*Urban Design (emphasis not reported)	Yes	In the Graduate Diploma Course students have some choice of subject for Design Projects, Advanced Study and Seminar Work.
PLYMOUTH POLY	B.A.(Arch) Dip.Arch	3	2	2	2	2	2	2			*Special skills e.g., Computer Aided Design	Yes	A choice of project studies in any subject the student selects (including interdisciplinary subjects).
PORTSMOUTH POLY	B.A.(Hons)Arch Dip.Arch	3	2	3	2	2	3					Yes	In the professionally recognised B.A.(Honours) degree there is not much choice of subjects. In the unrecognised B.A. (pass) degree there is a great deal of choice.
UNIV OF SHEFFIELD	Did not participate												

Traditional Malay house built in the grounds of the University Sains, Malaysia, arranged by School of Housing, Building and Planning

table 4

ACCOMMODATION AND FACILITIES

ACCOMMODATION AND FACILITIES

The primary requirement for any architecture school must surely be a group of well-qualified, highly-motivated staff, but any measure of staff quality is beyond the scope of this publication. Secondary requirements would include good equipment and facilities. With the increasing application of advanced industrial technology to the building industry, the study of architecture has become more complex, requiring a wider range of laboratories and equipment and more extensive libraries. Good accommodation and facilities have the added advantage of attracting good quality staff.

To some extent, the largest libraries are to be found in the older schools, but size is probably not as important as the quality of the collection and the extent to which architecture students are encouraged to use the library. Yet size of collection is the usual measure of a library. A further factor not here considered is the relationship of numbers of monographs to serials. The reader will notice a large variation in library size from school to school. This is one field where there is need of an exchange system to help the newer and less-well-off schools increase their library resources.

The same comment applies to other equipment and facilities, with schools in the larger and longer established institutions having advantages of access to facilities either within the school or located elsewhere.

TABLE 4 ACCOMMODATION AND FACILITIES

NAME OF SCHOOL	LIBRARY		EQUIPMENT AND FACILITIES																		
	NUMBER OF BOOKS A - Architecture collection R - Related collection T - University or College Library collection	FORM OR ORGANISATION	S = Located within School E = Located elsewhere but access available for architecture students																		
			Cameras	Projectors	Tape Recorders	Video Equipment	Dark Room	Workshop	Materials Laboratory	Structural Mechanics Laboratory	Model Testing Laboratory	Acoustics Laboratory	Lighting Laboratory	Ventilation Lab./Wind Tunnel	Thermal Laboratory	Computing Facilities	Psychology Experimental Lab.	Other *	*Other Facilities Reported
AUSTRALIA																					
CANBERRA CAE	A 2-3,000 T 220,000	Merged within College Library.	S	S	S	S	S	S	being built			S	S	S	S	E	planned		
NSW IT	A 9,000 T 119,483	Merged within College Library, but a small circulating special collection for Faculty.	S	S	S	S	S	S	S	S	S	S	S	E	E	S	-	E	*Ceramics & Pottery Facility
UNIV OF NSW	A 10,500 (incl. journals) R 130,000 T 800,000	Merged within University Library and shared with all Physical Sciences. Small studio collection (mainly reference & theses) in School.	S	S	S	S	S	S	S	E	E	S	E	E	E	S	-		
UNIV OF NEWCASTLE	A 12,000 (incl. journals) T 345,000	Merged within University Library.	S	S	S	S	E	S	E	E	S	S	S	E	E	S E	E		
UNIV OF SYDNEY	A 35,000 (incl. journals) T 2,000,000	Separate Library within School.	S	S	S	S	S	S	S	S	S	S	S	S	-	S E	-	S	*Urbanscope
QUEENSLAND IT	R 150,000	Library shared mainly with Technology and Management.	S	S	S	S	S	S	E	E	-	-	-	E	E	S	-		
UNIV OF QUEENSLAND	A 13,000 R 25,000 T 1,000,000	Library shared with Architecture, Music and Regional and Town Planning.		S	S	S	S	S	S	E	S E	S	S	S	S	-	S	E	
UNIV OF ADELAIDE	A 3,200 T 800,000	Merged within University Library.	S	S	S	S E	S E	S	S	E	S E	S	S	S	S	S E	-	S	*Building Science Laboratory
SOUTH AUST IT	A 6,000 T 85,000	Library shared with Building, Planning and Interior Design.	S	S	E	E	E	-	S	S	-	S	S	-	S	S	-		
TASMANIAN CAE	A 800 R 1,500 T 84,000	Merged within College Library and shared with Building Operations, Landscape Planning and Urban Planning.	S	S	S	S	S	S	-	E	-	-	-	E	-	S	-		
ROYAL MELBOURNE IT	A 2,398 R 8,961 T 125,000	Merged within College Library.	S	S	S	S	S	S	-	E	S	E	-	E	-	E	-		
DEAKIN UNIV	A 1,500 R 1,500 T 89,000	Merged within University Library.	S E	S	S	S	S	S	S	S E	S	S	-	E	-	S	-		
UNIV OF MELBOURNE	A 16,000 T 868,502	Library shared with Building and Town & Regional Planning.	S	S	S	S	S	S	S	-	-	being built	-	being built	-	S	-		
WESTERN AUST IT	A 2,300 T 100,000	Merged within College Library.	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
UNIV OF WEST AUST																			
UNIV OF WEST AUST	A 15,000 T 500,000	Merged within University Library.	S	S	S	E	S	S	S	S	S	S	S	S	S	S E	-		
BANGLADESH																			
BANGLADESH UNIV	A 1,000 R 3,000 T 56,851 (10,000 journals)	Library shared with Urban and Regional Planning.	S	S	-	-	S	E	E	E	-	-	-	-	-	-	-		

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NAME OF SCHOOL	LIBRARY		EQUIPMENT AND FACILITIES																	
	NUMBER OF BOOKS A - Architecture collection R - Related collection T - University or College Library collection	FORM OR ORGANISATION	S = Located within School E = Located elsewhere but access available for architecture students																	
			Cameras	Projectors	Tape Recorders	Video Equipment	Dark Room	Workshop	Materials Laboratory	Structural Mechanics Laboratory	Model Testing Laboratory	Acoustics Laboratory	Lighting Laboratory	Ventilation Lab./Wind Tunnel	Thermal Laboratory	Computing Facilities	Psychology Experimental Lab.	Other*	*Other Facilities Reported
CANADA																				
UNIV OF CALGARY	A 12,000 R 40,000 T 2,000,000	Library shared with Fine Arts, Environmental Design and Canadian Architectural Archives. Separate collection of periodicals and reserve materials only.	S	S	S	S	S	S	E	E	E	-	E	E	S	S	-	S	*Terrain Analysis Lab.
UNIV OF BC	R 48,000 T 1,800,000	Merged within University Library (Fine Arts/Planning Division). Small current reference library of 2,100 books in School (reading room).	S	S	S	S	S	S	-	S	S	Equip. but no lab space	-	-	Equip. but no lab space	E	-		
UNIV OF MANITOBA	A 15,000 R 35,000 (incl. journals) T 1,078,000	Library shared with City Planning, Landscape Architecture, Environmental Studies and Interior Design.	S	S	S	S	S	S	S	E	E	E	E	E	E	E	E		
NOVA SCOTIA TC	A 5,000 T 38,000	Library shared with Faculty of Engineering.	S	S	S	S	S	S	S	S E	S	S	S	S	S	S	-	S S	*Resource centre *Audio-visual self-teaching unit
CARLETON UNIV	A 1,000 R 1,000 T 1,000,000	Library shared with Industrial Design.	S	S	S	S	S	S	S	E	S	S	S	S	E	S	E		
UNIV OF TORONTO	A 3,000 R 16,000 T 4,000,000	Library shared with Landscape Architecture and Urban & Regional Planning.	S	S	S	S	S	S	E	E	E	E	E	E	-	E	-		
UNIV OF WATERLOO	A 3,500 T 1,800,000	Separate Library in School.	S	S	S	S	S	S	S	S	S	-	-	-	-	S	-		
McGILL UNIV	A 30,000 T 850,000	Separate Library in School.	S	S	S	S	S	S	E	E	E	-	-	E	-	E	-		
UNIV OF MONTREAL	A 35,000	Not reported.	S	S	S	S	S	S	S	-	-	-	-	S	-	S	-		
UNIV LAVAL	A 4,300	Merged within the University Library.	S	S	S	E	S	S	-	-	-	S	-	S	-	S	-		
GHANA																				
UNIV OF S&T KUMASI		Did not participate.																		
GUYANA																				
UNIV OF GUYANA	A 1,000 R 4,600 T 112,000	Merged within the University Library.	-	-	-	-	-	S	S	S	-	-	-	-	-	-	-		
HONG KONG																				
UNIV OF HONG KONG	R 21,160 T 500,000	Library shared with Arts, History, Civil Engineering and Social Science.	S	S E	S	S E	S	S E	S	E	S E	S E	S E	E	E	S E	E		

TABLE 4 ACCOMMODATION AND FACILITIES

NAME OF SCHOOL	LIBRARY		EQUIPMENT AND FACILITIES																		
	NUMBER OF BOOKS A - Architecture collection R - Related collection T - University or College Library collection	FORM OR ORGANISATION	S = Located within School E = Located elsewhere but access available for architecture students																		
			Cameras	Projectors	Tape Recorders	Video Equipment	Dark Room	Workshop	Materials Laboratory	Structural Mechanics Laboratory	Model Testing Laboratory	Accoustics Laboratory	Lighting Laboratory	Ventilation Lab./Wind Tunnel	Thermal Laboratory	Computing Facilities	Psychology Experimental Lab.	Other *	*Other Facilities Reported
INDIA																			
CEPT, AHMEDABAD	A 1,539 R 4,103	Separate Library in School.	-	S	S	-	S	S	S	S	-	*	*	*	*	E	-	S	*Climatology Lab. which includes Accoustics, Thermal, Lighting and Wind Tunnel Facilities
MS UNIV OF BARODA	A 2,000 R 10,000 T over 300,000	Library shared with all 18 Departments in Faculty of Technology and Civil Engineering.	-	S E	E	-	E	E	S	E	-	-	-	-	-	-	-		
SIR JJ CA, UNIV OF BOMBAY	A 7,151	Separate Library in School.	S	S planned	-	S	S planned	S	S	-	planned			-		E	-		
BANDRA SA, BOMBAY		Did not participate.																	
ACAD ARCH, BOMBAY		Did not participate.																	
CHANDIGARH CA	A 10,000 (incl. journals)	Separate Library for architecture and other allied subjects.	S	S	S	-	S	S	S	-	-	-	-	S	-	-	-	S	*Solar water heater
BENGAL ENG C	Not reported	Merged within College Library, with a small sub-Library in the Department.	S	S	S	-	S	E	E	E	E	E	E	E	E	E	-		
JN TU, HYDERABAD		Did not participate.																	
IIT, KHARAGPUR	A 7,000 (incl. journals) R 20,000 T 160,000 (incl. journals)	Merged within Institute Library, with a small sub-Library of reports, journals & reference books in the Department.	S	S	S	S	S	E	S	E	E	S E	E	S E	E	S E	E		
UNIV OF MADRAS	A 4,000 R 6,000 T 12,000	Merged within University Library.	S	S	S	-	S	S	-	-	-	-	-	-	-	E	-		
VRCE, NAGPUR	A 5,800 T 50,000	Merged within College Library.	S	S	E	-	S	S	E	E	E	E	E	E	-	-	-		
SPA, NEW DEHLI	A 14,000 R 20,000 T 35,000	Separate Library in School.	S	S	S	-	S	S	S	S	S	S	E	E	E	E	E	-	
AKV, POONA	A 1,085 R 1,540 T 2,625	Library shared with Fine Arts, Applied Art and Sculpture.	-	S	S	-	E	E	S	-	-	-	-	-	-	-	-	S	*Museum of Antique Objects
UNIV OF ROORKEE	A 20,000 R 25,000 T 200,000	Merged within University Library.	S	S	E	E	S	S E	S E	E	E	E	E	E	E	E	E	S	*Model Making Lab.
IRELAND																			
UNIV COL, DUBLIN	A 10,000 R 1,000 T 750,000	Library shared with Town & Country Planning.	S	S	S	S	S	S	S	S	S	Partly	-	-	-	S	-	S	*Studios

TABLE 4 ACCOMMODATION AND FACILITIES

NAME OF SCHOOL	LIBRARY			EQUIPMENT AND FACILITIES																	
	NUMBER OF BOOKS		FORM OR ORGANISATION	S = Located within School E = Located elsewhere but access available for architecture students																	
	A - Architecture collection R - Related collection T - University or College Library collection			Cameras	Projectors	Tape Recorders	Video Equipment	Dark Room	Workshop	Materials Laboratory	Structural Mechanics Laboratory	Model Testing Laboratory	Acoustics Laboratory	Lighting Laboratory	Ventilation Lab./Wind Tunnel	Thermal Laboratory	Computing Facilities	Psychology Experimental Lab.	Other *	*Other Facilities Reported
COL OF TECH, DUBLIN	A R T	3,000 30,000 30,000+	Merged within College Library which is integrated as part of the Technical Section of the City of Dublin Library Service.	S	S	S	S	S	S	S	S	-	-	-	-	-	S	-		
KENYA																					
UNIV OF NAIROBI	A R T	3,800 4,000 100,000	Merged within the University Library.	S	S	S	-	S	S	E	S	-	S	S	S	S	E	-		
MALAYSIA																					
UTM, KUA LA LUMPUR	A T	2,833 64,263 (incl. journals)	Merged within the University Library.	S	E	E	E	S	E	E	E	-	-	-	-	-	E	-		
ITM, SELANGOR	A R T	12,000 25,000 85,000	Merged within the University Library.	S	S	S	-	S	E	S	E	E	S	S	E	S	E	-		
USM, PENANG	A R R	2,070 7,358 184,993	Merged within the University Library.	S	S	E	E	S	S	S	S	S	S	S	S	S	E	E		
MALTA																					
UNIV OF MALTA	A T	4,000 170,000	Merged within the University Library.	S	S	S	S	S	E	E	E	-	-	-	E	-	-	-		
NEW ZEALAND																					
UNIV OF AUCKLAND	A R T	25,000 5,000 1,000,000	Library shared with Town Planning School.	S	S	S	S	S	S	S	S	S	S	S	E	S	S E	S		
VICTORIA UNIV OF WELLINGTON	A R T	6,000 3,000 436,000	Merged within the University Library.	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	*Construction yard
NIGERIA																					
UNIV OF NIGERIA			Did not participate.																		
UNIV OF LAGOS	A	300	Mostly merged within the University Library with small reading library within the Faculty.	-	S	-	-	S	-	-	-	-	-	-	-	-	E			
AHMADU BELLO UNIV	Not reported		Department Library and a collection merged within the University Library.	S	S	E	E	S	E	E	-	-	Planned	E	E	-	E	-		
PAPUA NEW GUINEA																					
PAPUA NEW GUINEA UT	A	2,300 55,000	Merged within the University Library, with small workbench collection in School.	S	S	S	S	S	S	-	-	-	-	-	-	-	S	-		
SINGAPORE																					
UNIV OF SINGAPORE	A R T	12,000 12,000 500,000	Library shared with Building and Estate Management. (Proposed to merge with University Library in the future).	S	S	S	S	S	S	S	S	S	S	S	S	S	E	-		

TABLE 4 ACCOMMODATION AND FACILITIES

NAME OF SCHOOL	LIBRARY		EQUIPMENT AND FACILITIES																		
	NUMBER OF BOOKS	FORM OR ORGANISATION	S = Located within School E = Located elsewhere but access available for architecture students																		
	A - Architecture collection R - Related collection T - University or College Library collection		Cameras	Projectors	Tape Recorders	Video Equipment	Dark Room	Workshop	Materials Laboratory	Structural Mechanics Laboratory	Model Testing Laboratory	Acoustics Laboratory	Lighting Laboratory	Ventilation Lab./Wind Tunnel	Thermal Laboratory	Computing Facilities	Psychology Experimental Lab.	Other *	*Other Facilities Reported
SOUTH AFRICA																					
UNIV OF OFS	A 250 R 1,600	Separate reference Library in Department.	S	S	S	S	S	-	S	S	S	-	-	S	-	E	-		
UNIV OF CAPE TOWN	R 16,500 (incl. Architecture books) T 650,000	Library shared with Departments of Building, Quantity Surveying, Urban & Regional Planning.	S	S	S	E	S	S	E	E	E	E	E	E	E	E	E		
UNIV OF NATAL	A 14,000 R 4,000 T 300,000	Library shared with Building, Quantity Surveying, Town Planning which are in the same School.	S	S	S	E	S	S	-	E	S	E	E	S	E	E	-		
UNIV OF WITWATERSRAND	A 10,000 R 19,000 T 600,000	Library shared with Departments of Fine Arts, Town & Regional Planning, Building Science and Quantity Surveying.	S	S	S	E	S	S	E	E	Available, but no formal arrangements exist for their use by our students.					E	E		
UNIV OF PORT ELIZABETH	R 2,400 T 170,000	Library shared with related Departments of Building Services, Town & Regional Planning, Quantity Surveying and Building Management.	S	S	S	S	S	S	S	S	S	-	-	S	-	E	-		
UNIV OF PRETORIA	A 3,000 T 542,000	Merged within the University Library.	S	S	S	E	S	S	S	E	E	-	-	-	-	E	E	S	*Reading Room
UNITED KINGDOM																					
ROBERT GORDON'S IT, ABERDEEN	A 7,000 50,000	Library shared with Quantity Surveying.	S	S	S	S	S	S	S	S	S	E	S	S	S	S	-		
UNIV OF BATH	R 44,185	Figure indicates number of books having some relevance to Architecture and Building Engineering within the central University Library.	S	S	S	-	S	S	E	E	-	S	S	S (Wind tunnel elsewhere)	S	S	-	S	*Anechoic chamber attached to Accoustics Lab.
BIRMINGHAM POLY	No records	Information Service within School. Architecture section of Library located in Central Polytechnic Library.	S	S	S	E	S	S	S (← combined →)	S	S	S	S	S (Environmental Chamber)	S	S	-	S	*Project Laboratory (Post-Graduate)
BRIGHTON POLY	A 5,000 (expanding to 10,000)	Separate Library for Architecture.	S	S	S	S	S	S	S	S	E	E	S	S	-	S	-		
UNIV OF BRISTOL	A 4,500 R 1,200 T 500,000	Separate Library for Architecture.	S	S	S	-	S	S	S	S	-	S	-	-	-	S	-		
UNIV OF CAMBRIDGE		Did not participate.																	
CANTERBURY CA	A 7,700 T 23,000	Merged within College Library.	S E	S	E	E	S E	S E	S	S	S	S	S	S	S	S	-		
UNIV OF WALES		Did not participate.																	
GLOUCESTER CAD	A 7,000 R 21,000 T 32,000	Merged within College Library, with separate Technical reference collection in School.	E	S	E	E	E	E	S	S	S	S	S	S	S	S	-		

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			Cameras	Projectors	Tape Recorders	Video Equipment	Dark Room	Workshop	Materials Laboratory	Structural Mechanics Laboratory	Model Testing Laboratory	Accoustics Laboratory	Lighting Laboratory	Ventilation Lab./Wind Tunnel	Thermal Laboratory	Computing Facilities	Psychology Experimental Lab.	Other*	*Other Facilities Reported
UNIV OF DUNDEE	A 7,500 R 35,000	Library shared with Town Planning, Art (Design, Sculpture & Painting), Landscape Architecture.	S	S	S	S	S	S	S	S	S	E	E	E	E	E	E		
HERIOT-WATT UNIV	A 11,000	Separate Library for Architecture.	S	S	S	E	E	S	E	E	S	S	S	S	E	S	-		
UNIV OF EDINBURGH	-	Did not participate.																	
UNIV OF STRATHCLYDE	A 2,000 T 280,000	Merged within the University Library. Separate product library in School.	S	S	S	S	S	S	S	S	S	S	S	S	S	S	-		
GLASGOW UNIV		Did not participate.																	
HUDDERSFIELD POLY		Did not participate.																	
HULL COL HIGH ED	R 5,100	Separate Library shared with Building, Environmental Health and Civil Engineering who are in the same School.	S	S	S	S	S	S	E	E	-	-	-	S	-	S	-		
KINGSTON POLY	R 15,000 (excl. journals) T 203,700 (excl. journals)	Library shared with Planning, Art and Design.	S	S	E	S	S	E	-	E	E	S	S	E	S	S	S		
LEEDS POLY	Not reported	Library shared with Landscape Architecture, Building, Civil Engineering and Town Planning.	S	S	S	E	S	S	S	S	S	S	S	S	S	S	-		
LEICESTER POLY	A 15,000 T 97,000	Merged within Polytechnic Library, but with a resource centre within the School.	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	*Mobile Laboratory
UNIV OF LIVERPOOL	A 10,500 R 10,000 T 880,000	Separate Library in School.	S	S	S	S	S	S	E	E	-	E	S	S	E	E	-		
LIVERPOOL POLYTECH	R 14,500 T 131,000	Merged within the Polytechnic Library.	S	S	S E	S E	S E	S E	E	E	E	E	S E	S E	E	S E	-		
AA, LONDON		Did not participate.																	
POLY OF NORTH LONDON	A 12,000 R 51,400 (+18,200 journals) T 190,000 (+24,000 journals)	Merged within Polytechnic Library, with separate collections of Trade literature only in School.	S E	S E	S E	E	E	S E	S	S	-	S E	S	S	S	E	-		
NE LONDON POLY	R 54,000 T 280,000	Faculty Library shared with Civil Engineering, Surveying, Construction, Technology. Specialist technical section in School.	S	S	S	S	S	S	E	E	S	S	S	S	S	E	-		
POLY OF CENTRAL LONDON	R 20,000 T 100,000	Library shared with Engineering, Surveying, Urban Estate Management, Planning and Building.	S	S	S	S	S	S	S	S	S	E	S	S	-	S	-		
POLY OF THE SOUTH BANK		Did not participate.																	

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			Cameras	Projectors	Tape Recorders	Video Equipment	Dark Room	Workshop	Materials Laboratory	Structural Mechanics Laboratory	Model Testing Laboratory	Acoustics Laboratory	Lighting Laboratory	Ventilation Lab./Wind Tunnel	Thermal Laboratory	Computing Facilities	Psychology Experimental Lab.	Other *	*Other Facilities Reported
THAMES POLY	A 10,000 R 8,000 T 74,000	Library shared with School of Surveying but after 1978/79 to be merged within Polytechnic Library.	S	S	S	S	S	S	S	E	E	E	-	E	-	S E	-		
UNIV COL, LONDON	A 5,000 (incl. journals) R 11,500 T 800,000	Library shared with Planning which is in the same School.	S	S	S	S	S	S	S	S	S	S	S	S	S	S	E		
MANCHESTER POLY	A 2,359 T 80,000	Not reported.	S	S	-	S	S	S	S	S	S	-	S	S	-	S	-		
UNIV OF MANCHESTER	A 4,500 (excl. journals) R 3,000 T 2,500,000	Library within the School, which is shared with Town Planning, Urban Research, Landscape Architecture. Duplicate collection in the Main University Library.	S	S	S	S	S	S	S	E	S	E	S	E	E	E	-		
UNIV OF NEWCASTLE	A 7,000 (+A 1,500 in Univ. Library)	Separate Library in School, with additional collection in University Library.	S	S	E	E	S	S	-	E	-	-	-	-	-	S E	-		
UNIV OF NOTTINGHAM		Did not participate.																	
OXFORD POLY	A 10,000 T 130,000	Merged in the Polytechnic Library.	S	S	S	S	S	S	E	E	E	S	S	S	S	E	S	S	*Arch. Simulation
PLYMOUTH POLY	A 4,000 T 75,000 (1,400 journals)	Merged within Polytechnic Library, with separate Technical reference section in School.	S	S	S	S	S	S	S	S	S	E	S	S	E	S	E	E	*Artificial Sky
PORTSMOUTH POLY	A 4,000 T 246,000	Separate Library in School. However, there are some proposals to merge it within the Central Polytechnic Library.	S	S	S	S	S	S	E	-	-	S	S	E	-	S E	E		
UNIV OF SHEFFIELD		Did not participate.																	

Staff member and visitor during informal CAA visit to School of Architecture, Universiti Sains, Malaysia

table 5

STAFF–NUMBERS AND OPTIONS

STAFF-NUMBERS AND OPTIONS

Architecture schools tend to be fairly small establishments when measured by number of full-time teaching staff. The average number of full-time teaching staff in each school is 18 while the range is from 3 to 52. Some schools rely on a large proportion of part-time staff who may come for periods ranging from three days to one hour per week. This is a reasonably typical pattern in architecture schools where the input of experts from other disciplines and of architectural practitioners is usually highly valued.

Schools were asked whether they undertook 'live' projects and had a teaching office. Of the 85 schools returning the questionnaire, 53 (62%) have had some definite experience of 'live' projects but only 9 (11%) reported having a teaching office. Different interpretations are placed on the term teaching office. In some places it is an architectural office which may be in the private or public sector with a liaison with a school and which accepts a formal teaching role. In other places it is regarded as an architectural practice established within an architecture school and run by staff members.

Many academics in architecture schools maintain a link with the "real" world of architectural practice thus gaining an important input for teaching. Some restrictions on staff private practice exist in most institutions. They may be in the form of "unwritten rules" or state that "practice should not interfere with teaching duties". Some institutions expect that part of the proceeds of private practice should be shared with the University or College.

With possible staff exchange schemes in mind a question was asked about study leave. Those countries with the most generous study leave including financial assistance are Australia, Canada, Hong Kong, New Zealand, Papua New Guinea and South Africa. For a full staff exchange scheme to work it would be necessary to initiate an "exchange service" scheme.

TABLE 5 STAFF-NUMBERS AND OPTIONS

NAME OF SCHOOL	TEACHING STAFF			DOES THE SCHOOL -		PRIVATE PRACTICE		STUDY LEAVE	
	FULL-TIME	PART-TIME							
	Number	Number	Average hours per person, per week	Undertake "live" projects?	Have a teaching office?	Are staff members permitted private practice?	Restrictions imposed	Type of study leave and financial assistance if available	Countries or Schools where staff members would prefer to work while on study leave
AUSTRALIA									
CANBERRA CAE	17 (6 architects)	Equivalent of 1 full-time person	-	So far, only on a limited basis	No	Yes	Each consultancy has to be approved by Council	Staff development leave on the basis of one year in seven	S.E. Asia Pacific
NSW IT	24	Varies, about 50 (15-20 guests)	Varies, 1-6	Yes	No	Yes	Extent of private practice must be declared and approved by NSW IT	Study leave and financial assistance available	No obvious preference
UNIV OF NSW	52	52	4.29 (but design tutors average 8)	Yes, in junior years	No	Yes	Private practice is undertaken with the approval of the University	Study leave available for full-time staff; 1 year after 6, or 6 months after 3 years. Financial assistance available	Varied preferences
UNIV OF NEWCASTLE	14	10	2	Yes	No	Yes	Some restrictions	Not reported	-
UNIV OF SYDNEY	25	43 (including visiting lecturers)	8 (design) 2-3 (lecturers)	Yes	No	Yes	Some restrictions - higher level consultancy work preferred	Study leave available to full-time staff (2 mths. for every year of service). Salary plus some assistance towards travel expenses paid	No preference. Past experience in U.K., Europe, U.S.A. and Japan
QUEENSLAND IT	24	Approx. 80	Varies, 5-6 studio hours is typical	Yes	No	Yes	Some restrictions - the real criterion is whether the practice interferes with teaching	No history of exchanges but interest in possible exchanges	Sydney/Melbourne S.E. Asia U.K. U.S.A.
UNIV OF QUEENSLAND	16	43	1.47	Yes	No	Yes	Permission of University is required, and professional practice should not be undertaken to the detriment of academic performance	Study leave of 3, 6 and 12 mths. duration available. Financial assistance of standard University allowances	U.K. Europe North America and S.E. Asia
UNIV OF ADELAIDE	13	Equivalent of 2.86 full-time staff for Architecture & Planning together	-	Yes	No	Yes	Staff are allowed to earn up to 25% of their University salary, with any excess going to the University. Work is undertaken on condition that it does not interfere with teaching duties	Study leave available of about one term every 2 years. Salary and all or part of travelling expenses paid	No preferences
SOUTH AUST IT	21	41	1	Yes	No	Yes	Some restrictions	No specific study leave, but sabbatical leave may be used for this purpose (with finance made available by the Institute)	U.K. Canada Europe U.S.A.

TABLE 5 STAFF-NUMBERS AND OPTIONS

NAME OF SCHOOL	TEACHING STAFF			DOES THE SCHOOL -		PRIVATE PRACTICE		STUDY LEAVE	
	FULL-TIME	PART-TIME							
	Number	Number	Average hours per person, per week	Undertake "live" projects?	Have a teaching office?	Are staff members permitted private practice?	Restrictions imposed	Type of study leave and financial assistance if available	Countries of Schools where staff members would prefer to work while on study leave
TASMANIAN CAE	7	2 (3/5th fractional appointments) plus 800 hours part-time tutor funds for the year	Not applicable	Yes	No (but working on establishing one)	Yes	Must not interfere with teaching duties	Staff may take paid "Development Leave". Some contribution to expenses is usually made by the College	No preferences, but some advantages in similar "regions" to Tasmania, e.g. Scottish Highlands, Northern Ireland, Nova Scotia, Newfoundland, etc.
ROYAL MELBOURNE IT	26	38	6	Yes	Yes	Yes	The practice must not prevent or impede teaching duties	Study leave available, but not financial assistance	English speaking countries generally
DEAKIN UNIV	9	12	3.5	Yes	No	Yes	Limited to approx. 5 hours per week	Study leave and financial assistance available	No particular preference
UNIV OF MELBOURNE	22	52	Not reported	Yes	No	Yes	Staff may earn up to 25% of their University salary	Study leave available (up to 1 year in every 7). Short-term visits within Australia also possible	No particular preference
WESTERN AUST IT	21	4	2-5	Yes (Design stage only)	No	Yes	Staff can earn up to 20% of their Institute salary	Study leave available every 6 years	Britain Europe
UNIV OF WEST AUST	8	20	1.8	Occasionally	No	Yes	Staff can earn up to 25% of their University salary	Sabbatical leave available with pay	England or U.S.A.
BANGLADESH									
BANGLADESH UNIV	13	8	2	Yes	No	Yes	Permission required from University for specific jobs	Study leave available, but not financial assistance	No preferences
CANADA									
UNIV OF CALGARY	21	15	8	Yes	No	Yes	Must not interfere with academic responsibilities; when earnings exceed 2 mths. salary, must be reported to president	Study leave available	No preferences
UNIV OF BC	15	17	7	Some - small scale, demonstration projects	No	Yes	25 days/year or equivalent without Dept. Head's knowledge and approval; up to 50 days/year or equivalent with special approval	Study leave available. Normal University leave arrangement allows for 75% of regular salary	No specific preferences
UNIV OF MANITOBA	50	46	.8	Only in association with outside professional offices or government agencies	No	Yes	Faculty requires to be informed annually of staffs' outside commitments. If excessive, temporary leave without pay may be arranged	Normal sabbatical at 80% salary	No special preference - choice is highly varied

TABLE 5 STAFF-NUMBERS AND OPTIONS

NAME OF SCHOOL	TEACHING STAFF			DOES THE SCHOOL -		PRIVATE PRACTICE		STUDY LEAVE	
	FULL-TIME	PART-TIME							
	Number	Number	Average hours per person, per week	Undertake "live" projects?	Have a teaching office?	Are staff members permitted private practice?	Restrictions imposed	Type of study leave and financial assistance if available	Countries or Schools where staff members would prefer to work while on study leave
NOVA SCOTIA TC	16	1	Design 9-12 most other courses 1½	Not ordinary architectural projects but those related to community interests	No but runs a "co-op -erative" program	Yes	Permission of Board of Governors and should not affect staff teaching duties or unfairly compete with ordinary practices	Paid non-teaching terms (4 mths.) and paid special leave available (sabbaticals). No travel funds normally except from outside agencies	No preferences
CARLETON UNIV	20	10	3-6	No	No	Yes	Time restrictions	Sabbatical leave available	No preferences
UNIV OF TORONTO	17	8	20	Yes Currently projects in co-operation with Dept of Northern Saskatchewan, Niagara Region Commission	No	Yes	More than equivalent of 5 weeks per year "outside" committments must be declared to Director who may request change in "full-time" status if necessary	Study leave on part-pay is normal after 5 years full-time	Not known
UNIV OF WATERLOO	16	3	16	Yes	No	Yes	None	Study leave available during 4 month annual non-teaching term and during sabbatical leave	Not known
McGILL UNIV	10	12	Not reported	Community Design Workshop	No	Yes	Unwritten rule limiting staff member to 1 day per week for private practice. Must report activities	Study leave available	No particular preference
UNIV OF MONTREAL	Equivalent of 28 Full-time staff		-	Yes	No	Yes	Permitted to undertake private practice in so far as their academic work is not impaired	Study leave available with finance	Not reported
UNIV LAVAL	22	Not reported	6-9	Yes	Clinique d'Architecture for community service	Yes	Must be approved by University if such work is to be recognised as part of professor's work load	Sabbatical leave with full pay, leave without pay, and student/ teacher exchange available	U.K. French speaking countries in Europe and elsewhere
GHANA									
UNIV OF S&T, KUMASI	DID NOT PARTICIPATE								
GUYANA									
UNIV OF GUYANA	3	3	Not reported	Students of the Dept. have been involved at design stage on live Faculty projects	Not reported	Yes	Consultancy must in no way interfere with the teaching programme	Study leave and sabbatical leave available	No preferences

TABLE 5 STAFF-NUMBERS AND OPTIONS

NAME OF SCHOOL	TEACHING STAFF			DOES THE SCHOOL -		PRIVATE PRACTICE		STUDY LEAVE	
	FULL-TIME	PART-TIME							
	Number	Number	Average hours per person, per week	Undertake "live" projects?	Have a teaching office?	Are staff members permitted private practice?	Restrictions imposed	Type of study leave and financial assistance if available	Countries or Schools where staff members would prefer to work while on study leave
HONG KONG									
UNIV OF HONG KONG	16	24	2½	Not yet	No	Yes	Permission of University required, and 15 hours/week maximum on private work. Percentage paid to University above $25,000 p.a.	Not study leave specifically but staff are entitled to 4-5 mths. paid leave every 3 years incl. travelling expenses to place of domicile	U.K. and U.S.A. generally
INDIA									
CEPT, AHMEDABAD	12	22	9-15	Yes Some projects jointly under-taken with School of Planning	No	Yes	Not as long as their committment to the School and teaching programme is not affected	Not available because of lack of funds. Staff are interested however	No preferences
MS UNIV OF BARODA	6	10	6	Final year level "real felt" projects under-taken, although they do not result in any execution	No	Yes	Must share part of the proceeds of practice with the University	6 weeks summer vacation. Study leave, private affairs leave also available	U.K. - Architectural Association (Tropical Architecture); Univ College London (Development Planning Unit). Australia - Univ of Melbourne (Tropical Architecture)
SIR JJ CA, UNIV OF BOMBAY	11	33	Not reported	No	Yes	Yes	Maximum earnings through practice of 1500 Rupees per mth. 1/3 of earnings are credited to University	Staff members are available to visit other Schools but no finances are available for this purpose	Varies with individual staff members
BANDRA SA, BOMBAY	DID NOT PARTICIPATE								
ACAD ARCH, BOMBAY	DID NOT PARTICIPATE								
CHANDIGARH CA	12	1	2 periods	Not very frequently	No	No	-	Not available	No preference
BENGAL ENG COL	13	10	Varies	Yes	No	Yes	Not more than 1 full day or 2 half days/week. Not more than 25% of pay	Study leave available	U.S.A. England Europe Japan
JN TU, HYDERABAD	DID NOT PARTICIPATE								
IIT, KHARAGPUR	20	39 (Visiting)	4 hrs/ semester	Yes	-	Yes	Some restrictions	Leave may be admissable but no prior financial assistance granted	U.K. Canada and all developing countries
UNIV OF MADRAS	15	16	16	Yes	Yes	Yes	None	Not available	Commonwealth countries and U.S.A.
VRCE, NAGPUR	14	9	3	Yes Mostly problems of area improvement from the city	Yes Research and Planning Cell offers Professional Service and trains students in vacations	Yes	Prior permission of the Principal for every job. 50% of income above 1500 Rupees p.a. to be remitted	Vacations at end of term available. Leave in any other form or finance is generally not available	Not applicable, except at personal level if finance is available

TABLE 5 STAFF-NUMBERS AND OPTIONS

NAME OF SCHOOL	TEACHING STAFF			DOES THE SCHOOL -		PRIVATE PRACTICE		STUDY LEAVE	
	FULL-TIME	PART-TIME							
	Number	Number	Average hours per person, per week	Undertake "live" projects?	Have a teaching office?	Are staff members permitted private practice?	Restrictions imposed	Type of study leave and financial assistance if available	Countries or Schools where staff members would prefer to work while on study leave
SPA, NEW DELHI	27	25	3	Yes	No but students are occasionally employed by teachers	Yes	Consultancy practice is governed by set of fairly flexible rules laid down by the Board of Governors	Study leave is available but has not been used	English speaking countries such as U.S.A., U.K., Canada, Australia and to a limited extent the Middle East and other European countries
AKV, POONA	5	16	7 periods of 55 minutes each	Only academically. Most design projects are on live sites and realistic requirements	-	Yes	None	Staff are willing to work in other schools, but no study leave is available. No finance is available as yet	Countries of similar climatic and social conditions. Interested in areas of research also
UNIV OF ROORKEE	11	7	7-8	Yes	No	Yes	Some restrictions	Study leave permissable but finance not available	Varies between staff
IRELAND									
UNIV COL, DUBLIN	7	27	12-15	Yes	No	Yes	President's permission required and earnings should not exceed 20% of College earnings	Only by exchange arrangement. No finance available	Africa India U.S.A.
COL OF TECH, DUBLIN	20	27	8	Yes generally as class projects over 3 mths	No	Yes	Practice must not interfere with work for the School	Sabbaticals are not available on a regular basis and no forward planning is possible at present	No preferences
KENYA									
UNIV OF NAIROBI	10	2	4	Yes	No	Yes	None	Leave is available but not funds	All over the world if necessary
MALAYSIA									
UTM, KUALA LUMPUR	14	25	2-3	Not reported -	Not reported	Not reported	-	Not available	-
ITM, SELANGOR	10	5	8	Yes	Yes	Yes	Must be approved by Head and Dean	No sabbatical leave provided for lecturers. Study leave is not allowed for at present but arrangements can be made if need arises. Funds will be available	Any English or Malay speaking country
USM, PENANG	22	16	7	Not reported	Not reported	Not reported	-	Staff members have periods of leave, but no funds are available for travel	No preferences
MALTA									
UNIV OF MALTA	3	2	9	Yes live projects have been carried out for Univ., Govt. & others - limited to design	No	Yes	Permission required from Univ Council - usually given for high-level consultancy work but not for routine jobs	Study leave available in theory, but impossible in practice because of short-staffing. Could be possible on "simultaneous exchange" basis	Staff would like both to broaden their expertise by working in developed countries, and to make their contribution in Third World countries

TABLE 5 STAFF-NUMBERS AND OPTIONS

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	FULL-TIME	PART-TIME							
	Number	Number	Average hours per person, per week	Undertake "live" projects?	Have a teaching office?	Are staff members permitted private practice?	Restrictions imposed	Type of study leave and financial assistance if available	Countries or Schools where staff members would prefer to work while on study leave
NEW ZEALAND									
UNIV OF AUCKLAND	25	40	Range of 1-12, but average 2½	Yes (but rarely beyond "developed design" stage at undergraduate level)	No (discussion underway for live co-operation between students and practices)	Yes	Provided that such practice does not in any way interfere with University duties	Generous study leave, but staff may not be employed on salary. Arrangements for either "exchange salary" or "exchange service". "Leave without pay" to teach elsewhere may be possible	Matter of individual preference
VICTORIA UNIV OF WELLINGTON	14	3 (+ numerous occasional visitors)	4	Yes	Not yet	Yes	Large project committments subject to Vice Chancellor's approval, non-interference with teaching duties, limit to additional income	1. Study (sabbatical) leave on full pay and travel assistance 2. Overseas conference leave which could be extended for a brief period 3. Visits could be arranged but host School would be expected to meet expenses (reciprocal agreement)	No preferences
NIGERIA									
UNIV OF NIGERIA	DID NOT PARTICIPATE								
UNIV OF LAGOS	13	5	2	No	No	Yes	Special regulations for outside committments. If allowed, 10% of fees go to University	Leave and study leave granted periodically to every staff member	Depends on individual interests
AHMADU BELLO UNIV, ZARIA	18	9	1½	Yes	Yes	Yes	Approval of Vice Chencellor required. Fees earned are split between staff, Dept., and University on 1/3 basis	Study leave available but finance is hard to come by (sponsoring agencies usually resorted to)	African countries - Sudan, Ghana, Uganda, Kenya, Zambia, European countries - Great Britain
PAPUA NEW GUINEA									
PAPUA NEW GUINEA UT	8	0	-	Yes	No	Yes	Limited to 20% of annual salary	6 months study leave fully financed per 3 years work	No preference, depends on individual interest
SINGAPORE									
UNIV OF SINGAPORE	16	16	3	No (Yes, formerly)	No (Yes, formerly)	Yes	Fees received up to max. of 60% of total salary per year	Periods of leave available but no finance	U.K., Australia, Canada, U.S.A.
SOUTH AFRICA									
UNIV OF OFS	12	9	1½	Only in respect of research projects	No	Yes	Academic work to have first priority	Not reported	U.K. U.S.A.

TABLE 5 STAFF-NUMBERS AND OPTIONS

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	FULL-TIME	PART-TIME							
	Number	Number	Average hours per person, per week	Undertake "live" projects?	Have a teaching office?	Are staff members permitted private practice?	Restrictions imposed	Type of study leave and financial assistance if available	Countries or Schools where staff members would prefer to work while on study leave
UNIV OF CAPE TOWN	12	7, but varies	25	Yes	No	Yes, required	Moderation	Leave and limited finance available	Any, but preference for developing areas
UNIV OF NATAL	16	15 (temporary)	3-12	No	No	Yes	Some restrictions	Study leave available	Any country or school considered
UNIV OF WITWATERSRAND	10	9	20	Yes	No	Yes	Staff must apply formally for permission to undertake work	Long leave every 6 years. Staff would be encouraged to work in other CAA schools during recesses between terms (2 of 3 weeks, 1 of 10 weeks). Full salaries are paid during the recesses	No particular preference - depends on individual staff interest
UNIV OF PORT ELIZABETH	17	12	2	Not yet, possibly very limited activity in future	No	Yes	1 day per week allowed provided that academic programmes have preference	Normal long leave and special research leave can be granted. Finance limited - staff depend on outside grants and bursaries	U.K. : York - Institute for Advanced Architectural studies Foreign countries : Lausanne, Switzerland, Harvard, U.S.A.
UNIV OF PRETORIA	16	7	1½	No	No	Yes	32 hours per week required from University, the rest of the time can be used as desired	Study leave, but no finance available	No preferences
UNITED KINGDOM									
ROBERT GORDON'S IT ABERDEEN	22	33 (incl. 27 staff from other Depts)	3	No	No	Yes	Not more than 1 day per week, so long as it does not interfere with normal teaching duties	Arrangements can be made for sabbatical leave on a limited scale. Leave of absence without pay is possible	Canada Australia New Zealand Sudan
UNIV OF BATH	20	16	1-30	No	No	Yes	Must not interfere with academic duties	Sabbaticals are possible but not of right. No funds available	No preferences
UNIV OF BELFAST	DID NOT PARTICIPATE								
BIRMINGHAM POLY	16	11	7	No (but ran previously, and will supply again if pressed)	No	Yes	30 hours committment to School per week leaving 1 day per week and vacations for practice	Study leave is available and School is keen to arrange exchanges for a term. Little finance but would look at specific cases	Mainly U.S.A.
BRIGHTON POLY	20	8	10	Yes	Yes	Yes	Not reported	No specific finance is available; absent staff can only with difficulty be covered by their colleagues. In practice, this renders sabbaticals somewhat unlikely	No preferences
UNIV OF BRISTOL	16	No part-time staff, visiting teaching staff only	-	Yes design & build projects	No	Yes	Not reported	Very short of resources at the moment	No preferences indicated

TABLE 5 STAFF-NUMBERS AND OPTIONS

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	FULL-TIME	PART-TIME							
	Number	Number	Average hours per person, per week	Undertake "live" projects?	Have a teaching office	Are staff members permitted private practice?	Restrictions imposed	Type of study leave and financial assistance if available	Countries or Schools where staff members would prefer to work while on study leave
UNIV OF CAMBRIDGE	DID NOT PARTICIPATE								
CANTERBURY CA	12	19	12	Yes	No	Yes	Full-time staff must work 4 full days in the School	Study leave available but not finance	European countries United States
UNIV OF WALES	DID NOT PARTICIPATE								
GLOUCESTER CAD	31	10	10	Yes (with caution)	A related office in Landscape Architecture, but tends to be peripheral	Yes, encouraged	None	Only available on basis of unpaid leave	Depends on individual preferences
UNIV OF DUNDEE	17	Varies, 9-12	3	No (experiment terminated)	No (experiment terminated)	Yes	No official restrictions, but priority must be teaching	Study leave available but no direct finance	Far East West Indies, but would consider any proposal
HERIOT-WATT UNIV	22	9	12	Yes	Yes (but in obeyance during recession)	Yes	No restrictions provided no impediment to teaching duties	Study leave available	No preferences
UNIV OF EDINBURGH	DID NOT PARTICIPATE								
UNIV OF STRATHCLYDE	26	Occasional inputs by practitioners	3	Occasionally	Yes (in principle, but currently moribund)	Yes	Maximum of 1/5 of teaching time on practice or private research	Study leave available on request; finance is not generally available	In past 7 years staff have worked in various countries in France, America, Asia, Africa and Middle East
GLASGOW UNIV	DID NOT PARTICIPATE								
HUDDERSFIELD POLY	DID NOT PARTICIPATE								
HULL COL HIGH ED	18	40 (Incl. Bldg., Civil Eng. & Env. Health)	6	Yes	Not yet, but planned	Yes	None	No policy has yet been established since the College is recently formed, but it is felt desirable	Mainly English speaking countries, particularly those of the developing world
KINGSTON POLY	15	16	14 or 21	No	No	Yes	None	Not known but assumed to be possible	-
LEEDS POLY	Not reported	Not reported	-	Yes, until recently. Now restricted to minor projects and consultancy		Yes	None	1. Short periods - visited school expected to finance 2. Secondment (1 year) by special arrangement	No preferences
LEICESTER POLY	29	5	10	Yes	No	Yes	Minimum of 30 hours/week must be committed to the School	No sabbatical system but it can be arranged. Funding is a problem	America, Scandinavia, Mainland of Europe, Africa, Asia and Australasia
UNIV OF LIVERPOOL	Not reported	Not reported	-	No longer	No longer	Yes	Subject to University approval	Study leave is possible but financial problems are great at present	No preference. Past experience in Malta and Africa
LIVERPOOL POLY	19	0	-	Yes	Yes	Yes	None	Not available	-

TABLE 5 STAFF-NUMBERS AND OPTIONS

NAME OF SCHOOL	TEACHING STAFF			DOES THE SCHOOL -		PRIVATE PRACTICE		STUDY LEAVE	
	FULL-TIME	PART-TIME				Are staff members permitted private practice?	Restrictions imposed	Type of study leave and financial assistance if available	Countries or Schools where staff members would prefer to work while on study leave
	Number	Number	Average hours per person, per week	Undertake "live" projects?	Have a teaching office?				
AA, LONDON	DID NOT PARTICIPATE								
POLY OF NORTH LONDON	44	40	Varies, 1-18	Yes	No	Yes	Practice should not impinge on their contractual responsibilities	Study leave available	No preferences
NORTH EAST LONDON POLY	19	30 average	10	Yes	Not at present	Yes	Practice must not interfere with teaching	Paid leave in term time is normally only available for short periods. Unpaid leave is possible	The work would be more important than the location, in most cases
POLY OF CENTRAL LONDON	28	18	Studio - 12 Lectures - 1-2	No	Liaison with practices in London	Yes	At informal level in particular, but minimum contract requirements are specific	Study leave available	U.S.A. Canada
POLY OF SOUTH BANK	DID NOT PARTICIPATE								
THAMES POLY	28	20 (+F/T staff from other schools)	5	No	No	Yes	Practice must not in any way interfere with College duties	Staff may apply for sabbatical leave for study, or for terminal leave to industry	No preferences
UNIV COL, LONDON	34	47	1 day	Rarely	No	Yes	Should not interfere in any way with teaching duties or research	No finance available but private visits can be made	No preferences indicated
MANCHESTER POLY	14	4	3 or 6	No	No	Yes	Must not be carried out during hours he is required to be present in school	Only possible under sabbatical leave arrangements after 7 years service. Numbers approved are limited by finance	No preferences indicated
UNIV OF MANCHESTER	24	6	10	No	No	Yes	By agreement with University	Sabbatical years available, exchange staff possible	No established preferences. Past exchanges with U.S.A. and Europe
UNIV OF NEWCASTLE	25	1	20	Yes, only through teaching office	Yes	Yes, encouraged	Subject to teaching duties being maintained	Leave is available but there is little money available for travel and visits	Any realistic proposals considered
UNIV OF NOTTINGHAM	DID NOT PARTICIPATE								
OXFORD POLY	34	16	9	Yes	No	Yes	Not reported	Staff may undertake visits or exchange schemes. No finance available	U.S.A.
PLYMOUTH POLY	18	20+	16	Yes	No it has a staff consultancy group practice in which students participate	Yes	None	Staff can be exchanged on short or long term basis	No preferences. Past experience in Canada, Nigeria, Australia, New Zealand, U.S.A. and Europe

TABLE 5 STAFF-NUMBERS AND OPTIONS

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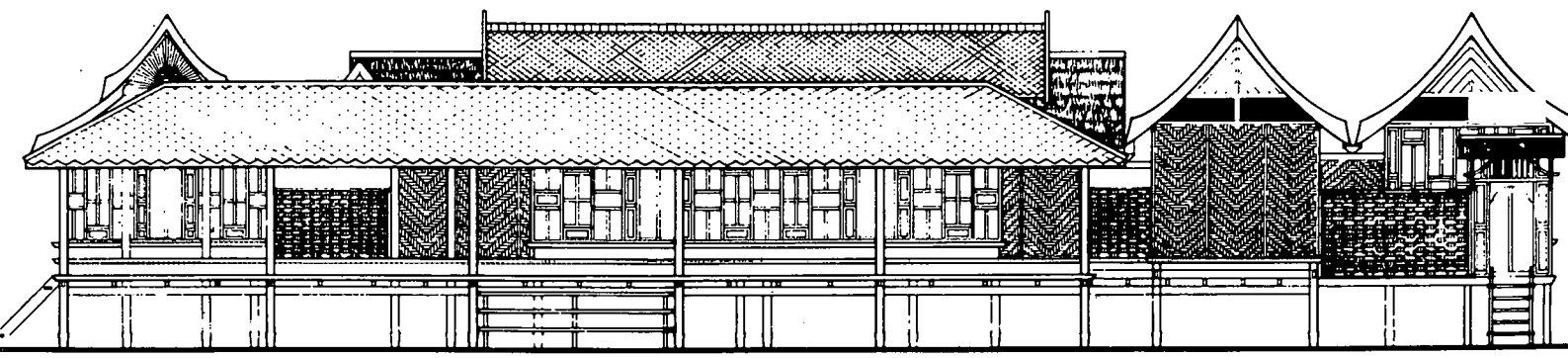
	FULL-TIME	PART-TIME							
	Number	Number	Average hours per person, per week	Undertake "live" projects?	Have a teaching office?	Are staff members permitted private practice?	Restrictions imposed	Type of study leave and financial assistance if available	Countries or Schools where staff members would prefer to work while on study leave
PORTSMOUTH POLY	27	18	6	No, but School uses a lot of projects from practice	No, but a consortium is being formed with some local offices	Yes	Staff generally are available to the School for 4 days/ week. If practice demands more, then an apportionment of salary is negotiated	Apart from vacations (up to 3 months), staff may take up to 1 mnth. paid leave & longer periods unpaid. Finance is sometimes available for travel, but getting more difficult. Occasionally the British Council or Inter-Universities Council will help	Whole range of Commonwealth countries
UNIV OF SHEFFIELD	DID NOT PARTICIPATE								



Measured drawing of a traditional Malay house, Department of Architecture, Universiti Technologi Malaysia

Reception for CBAE and delegates to African region education conference by Kumawuhene at Kumawu Palace then being restored with assistance from the Faculty of Architecture, University of Science and Technology, Kumasi

table 6

ACADEMIC EXCHANGES

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Table 6 demonstrates the considerable number of offers of co-operation and assistance from most schools which returned questionnaires. Each school has different assets and requirements but most express a willingness to exchange staff and to welcome visitors or guest lecturers, particularly practising architects. Some schools not located in the larger cities reported a problem of isolation which could be relieved by a staff exchange scheme.

When staff exchange may be difficult or not possible, it may still be possible to exchange material. The CAA has already made considerable efforts in this direction with its sets of slide lectures and manuals. At the time of sending out the questionnaire, only 22 (26%) schools had acquired some of the CAA material. Of these schools, 50% gave favourable comments on the value of the CAA material to the school, 32% gave non-committal replies, and 18% gave negative comments. There may be need for improvement in a few of the slide lectures, but this should not be allowed to deter a very fine scheme. A catalogue of CAA slide lectures and manuals is available from the CAA, Room 326, Grand Buildings, Trafalgar Square, London WC2N 5HB.

TABLE 6 ACADEMIC EXCHANGES

NAME OF SCHOOL	AREAS OF STUDY IN WHICH SCHOOL WOULD LIKE TO RECEIVE ASSISTANCE AND NATURE OF ASSISTANCE NEEDED	AREAS OF STUDY IN WHICH SCHOOL WOULD LIKE TO CONTRIBUTE TO THE PROGRAMME OF OTHER SCHOOLS	POSSIBLE SUBJECTS FOR SLIDE LECTURES AND LOW COST MANUALS WHICH SCHOOL IS WILLING TO CONTRIBUTE
AUSTRALIA			
CANBERRA CAE	Opportunities for staff exchanges or visits would be of interest - for study leave programmes, etc.	-	-
NSW IT	-	-	School is willing to contribute material. Subjects to be determined.
UNIV OF NSW	Being a relatively large school, there is an adequate (or better) coverage of most areas of study.	Australian Architectural History. Domestic Applications of Solar Energy. (While willing to contribute, the School's resources are extended to the limit at present, and each case would have to be assessed on its merits).	Information already sent to CAA.
UNIV OF NEWCASTLE	-	Ready co-operation from staff may be counted on.	-
UNIV OF SYDNEY	Information on methods of closer involvement by students in real life problems and/or architectural practice, within course framework. Information on interdisciplinary studies. Annual lists of current research, especially in the Man-Environment studies area.	Man-Environment studies. Innovatory programmes concerning alternative roles for architects.	Willing, but dependent on timing and resources. Already available: 1. Wind effects on building - R. Aynsley. 2. Contemporary Australian Architecture - J. Taylor. 3. Sculpture at the Top Ends (North Australia) - M. Grounds. Other possible subjects: 4. Computer Technology. 5. Solar Energy. 6. Theatre History. 7. Aspects of Australian Environmental History. 8. Restoration.
QUEENSLAND IT	Architectural Science.	Design generally; design for tropical areas.	1. Natural and Modified Environments. 2. Design for the Handicapped.
UNIV OF QUEENSLAND	a) Financial assistance to permit architects of international recognition to visit and contribute. b) Regular (annual) list of research programmes being undertaken in other Schools. c) Regular (annual) list of computer programmes available or being prepared in other Schools. d) Encouragement for the profession to: i) be more participant in architectural education; ii) seek to be better informed as to educational policy and philosophy; and iii) support practical work experience for trainee architects.	Any field in which the School has the capacity to make a meaningful contribution, e.g. Computers in Architecture.	1. Man and Light - S.V. Szokolay. 2. Daylighting - S.V. Szokolay. 3. Electric Lighting - S.V. Szokolay. 4. Computing in Architecture - D. Stafford Woolard.
UNIV OF ADELAIDE	The School generally feels its isolation. It generally welcomes visitors from overseas.	Because of its location, the School would wish to contribute to the programme of S.E. Asian countries.	1. Housing in Australia - S. Pikusa. 2. Building Science Topics - J.D. Kendrick. 3. Urban Planning: Adelaide Plan - Dr. J. Brine. 4. Working Papers: "Cycleways", etc. - S. Ortuzar.
SOUTH AUST IT	-	-	School is willing but not able to contribute material.
TASMANIAN CAE	Visits by established "non-traditional" professionals from other countries. Need for policy for information exchange to use School as an information network. Also to exchange students between Schools.	-	1. Queensland Timber House - B. McNeill. 2. The Professional Designer in History and in Relation to the Power System - B. McNeill.
ROYAL MELBOURNE IT	Assistance with: 1. Staff exchange. 2. Student exchange. 3. Visiting lecturers.	None.	The School is willing but resources limit capacity.

TABLE 6 ACADEMIC EXCHANGES

NAME OF SCHOOL	AREAS OF STUDY IN WHICH SCHOOL WOULD LIKE TO RECEIVE ASSISTANCE AND NATURE OF ASSISTANCE NEEDED	AREAS OF STUDY IN WHICH SCHOOL WOULD LIKE TO CONTRIBUTE TO THE PROGRAMME OF OTHER SCHOOLS	POSSIBLE SUBJECTS FOR SLIDE LECTURES AND LOW COST MANUALS WHICH SCHOOL IS WILLING TO CONTRIBUTE
DEAKIN UNIV	In areas of design.	Professional practice and management.	-
UNIV OF MELBOURNE	Closer contact with specialised areas of knowledge and practice within the practising profession, especially for 4th and 5th year students.	Environmental Science, Computer Programming, Architectural History and Urban Conservation, professional practice and management.	School is interested. Already available: 1. Construction Manual - E.B. Coldicutt. 2. Basic Finance Manual - H. Tippett. Material available: 3. Thermal Performance - A. Coldicutt.
WESTERN AUST IT	Would welcome visitors in areas associated with Architecture and/or Planning for short stays or for guest lectures - this is a particular problem due to remoteness of Perth.	In the areas of Housing studies.	-
UNIV OF WEST AUST	Design; construction.	-	-
BANGLADESH			
BANGLADESH UNIV	Landscape Architecture and Building Science are the two weak areas at present in the department's programme. Assistance in the form of supply of information as well as visitors would be very helpful.	Housing and Human Settlement Planning in Developing Countries like Bangladesh. Local experience may be shared through visits and exchange of information.	School is not yet able to contribute material.
CANADA			
UNIV OF CALGARY	-	Energy and resource management. Northern and remote building.	School is willing, but unable to contribute material for short term future due to other commitments of faculty and staff.
UNIV OF BC	-	-	In preparation: Manual on Thermal and Climatic Factors.
UNIV OF MANITOBA	-	-	The Faculty has a slide collection in excess of 10,000 and may in future organise some of this material into loan packages. One good film has been produced on Central America (Inca and Aztec) architecture which may be hired.
NOVA SCOTIA TC	Schools will stand or fall on their own efforts, but it is useful to have visitors - a constant flow, rather than occasional "stars". Examples of work from other Schools (for comparison of standards).	-	School is willing to contribute. List to follow.
CARLETON UNIV	-	Form studies.	1. Structures and Architectural Education - G. Haider. 2. Applied Mathematics in Architecture - G. Haider.
UNIV OF TORONTO	Assistance is needed in many areas but not easily separable into categories. "Landscape Architecture" and "Lighting" segments are not strong.	Teaching architecture (theory and practice).	School may be able to contribute material, a list of useful subjects would help decide if they have the capacity.
UNIV OF WATERLOO	As a new School we have not had enough energy to pursue many external connections - we have an association of Schools of Architecture in Ontario which is our immediate source of help.	-	School is willing to contribute material, titles to be considered.
McGILL UNIV	-	-	School cannot contribute material.
UNIV OF MONTREAL	-	Possible exchange programme but on specific conditions to be dealt with each case.	-
UNIV LAVAL	Community design. Student Exchange Study Abroad Programmes.	-	-

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GHANA			
UNIV OF S&T, KUMASI	DID NOT PARTICIPATE		
GUYANA			
UNIV OF GUYANA	The greatest need at the moment is for accommodation and equipment. There is difficulty in obtaining staff but with good accommodation and facilities the problem will be less acute.	None at the moment.	School cannot contribute material at present.
HONG KONG			
UNIV OF HONG KONG	Computer application and social studies related to Architecture.	Building economics and high density studies.	School is developing a slide library on Chinese Architecture. Not able to help now, in the future perhaps.
INDIA			
CEPT, AHMEDABAD	The School would be happy to have assistance in: 1. Visiting teachers on semester basis. 2. Literature and visual material which can help in developing teaching aids and methods. 3. Copies of research work done at other schools particularly on climate, materials, human settlements.	1. Research work done at the School on Communities and their habitat. 2. Research work done in Vernacular architecture in some parts of India. 3. Research work done on some developed forms of architecture e.g. Islamic and ancient Indian.	School is preparing slide lecture and low cost manual on Brickwork in India. Could do slide lectures on: 1. Settlement form and architecture in India - K.B. Jain. 2. Ancient Indian Architecture - P.N. Bhatt. 3. Development Concrete Technology in India - C.B. Shah. 4. Construction Techniques etc. - R.J. Shah. 5. Graphics and Basic Design - R. Hazra.
MS UNIV OF BARODA	Post-graduate course in housing - information and syllabus on similar course elsewhere; arranging visits of experts to Baroda and assistance for visits for our staff members to places where similar courses are conducted.	1. Low cost mass housing. 2. History of Architecture - particularly Indian Architecture (Hindu and Islamic).	1. Low Cost Housing - Prof. Achwal. 2. Indian Architecture - V.S. Pramar. 3. Design Fundamentals in Architecture - (book) - V.S. Pramar.
SIR JJ CA, UNIV OF BOMBAY	1. Exchange of teachers and visits of promising architects from any Commonwealth countries. 2. Exchange of literature, slides and tapes on education. 3. Help in formulating post-graduate courses in housing, urban designs, city and regional planning.	Sharing the School's experiences in the following programmes: 1. Basic design. 2. Urban housing special programme.	1. Basic Design. 2. Urban Housing Special Programme.
BANDRA SA, BOMBAY	DID NOT PARTICIPATE		
ACAD ARCH, BOMBAY	DID NOT PARTICIPATE		
CHANDIGARH CA	1. Urban Design. 2. Housing. 3. Landscape. 4. Interior Design.	1. Urban Design. 2. Housing. 3. Landscape. 4. Interior Design.	School cannot contribute material.
BENGAL ENG C	Assistance in the form of: (a) Information regarding curricula followed and programmes undertaken in different schools; and (b) Faculty exchange programme.	Rural Housing.	Rural Housing.
JN TU, HYDERABAD	DID NOT PARTICIPATE		
IIT, KHARAGPUR	Futurology, Energy Conservation, Landscape Architecture, Tall Buildings, Computer Applications in Architecture. Assistance in training their faculty members and also visiting lecturers, but no financial grant available in general from School.	Climatology, Cost Optimisation, Housing for Developing countries, Modular Co-Ordination and System Building, Building Management and Operational Research, Research Methods in Architecture (for Doctoral programme).	-
UNIV OF MADRAS	Teaching of Basic Design, Teaching of Design, Formulating a post-graduate course in Urban Design.	-	School is willing to contribute material.

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VRCE, NAGPUR	Assistance will be appreciated in the field of Teaching Methodology, especially in Design and Research projects. Design programmes and solutions, action plans and contact hours and if possible photocopies of students' work.	The School has developed a method of achieving sequential progression in setting Design programmes - from Basic Design to Urban Design. Experiences can willingly be shared.	Cannot be decided until samples of CAA slide lectures are seen.
SPA, NEW DEHLI	The School would be interested in exchanging documented information on subjects such as design programmes, thesis, exercises in theory of design and structures, pre-fabrication of building systems and experiments on building materials and research in internal and external environment of buildings.		School should be able to contribute material in the near future.
AKV, POONA	Slide lectures on subjects like History, Acoustics, Behaviour of building materials under different conditions and Research work in cost economy in construction.	Initially to circulate design programmes in different schools based on live sites; later to develop appropriate technology suitable to local conditions - compilation of local information on design concepts.	1. Temple Architecture of Maharashtra Region. 2. Old Houses ("Wadas") of Pune. 3. Climate Control in Buildings of Maharashtra. 4. Landscaping for Small Bungalows.
UNIV OF ROORKEE	Architecture and Planning, in the way of slide lectures, visiting lecturers, etc.	-	None available.
IRELAND			
UNIV COL, DUBLIN	Landscape Architecture.	Architectural Design. Conservation. Computer Design Aid in Architecture.	1. Architectural Design. 2. Conservation. 3. Computer Design Aid in Architecture.
COL OF TECH, DUBLIN	Staff exchange.	Joint projects of direct community development value in less developed countries.	1. Irish Vernacular Architecture - S. Rothery. 2. Village Studies, Rehabilitation, Preservation and Development - 4th Year Staff. 3. Accommodating New Primary Educational Curricula - 3rd Year Staff. 4. Non-campus Type University Level Institutions of Learning - 5th Year Staff.
KENYA			
UNIV OF NAIROBI	Environmental Studies - exchange of experiences. Funds for scientific equipment.	Tropical Building Climatology.	1. Tropical Building Climatology - Dr. Meffert.
MALAYSIA			
UTM, KUALA LUMPUR	Thermal, Ventilation, Lighting and Accoustics Studies. Experienced and qualified lecturers needed to develop the teaching of these subjects including the setting up of the appropriate laboratories.	Record of Malaysian Traditional Buildings.	School is not yet able to contribute material.
ITM, SELANGOR	Areas of Study: Nature of Assistance: 1. Structures - lecturers & new methods. 2. Social Science - slide lectures. 3. Environmental Studies - slide lectures.	Nil	1. Low Cost Timber Housing.
USM, PENANG	Construction management staff recruitment, Research information in materials science, Environmental studies, Housing policy and administration, Computer aided design.	None at present.	1. Building Physics. 2. Structures. 3. Transportation Planning. 4. Building Services. 5. Low Cost Housing.
MALTA			
UNIV OF MALTA	School would welcome visits related to any area of study, including those that are reasonably well covered already. To guard against insularity, "cultural incest" and other disadvantages of a very small school. Would require assistance in developing laboratory facilities for environmental studies, and introducing psychological studies into the curriculum.	Most staff members are well equipped to "bridge" English and Italian speaking cultures. Their courses in the theory and history of modern architecture, draw heavily on Italian critical texts not readily available in the English-speaking world. This is one area in which they could be of service to other schools.	School is willing to contribute material but undecided as to the titles of possible subjects.

TABLE 6 ACADEMIC EXCHANGES

NAME OF SCHOOL	AREAS OF STUDY IN WHICH SCHOOL WOULD LIKE TO RECEIVE ASSISTANCE AND NATURE OF ASSISTANCE NEEDED	AREAS OF STUDY IN WHICH SCHOOL WOULD LIKE TO CONTRIBUTE TO THE PROGRAMME OF OTHER SCHOOLS	POSSIBLE SUBJECTS FOR SLIDE LECTURES AND LOW COST MANUALS WHICH SCHOOL IS WILLING TO CONTRIBUTE
NEW ZEALAND			
UNIV OF AUCKLAND	Normal channels for academic and professional exchanges are satisfactory, but need occasional lubrication.	Anything they are able to.	School is willing and able to contribute material. International relevance is for others to decide.
VICTORIA UNIV OF WELLINGTON	Design and development of building materials and components, down-scaling of technology to meet energy crisis, and shortage of skilled construction labour.	Not yet, still in development phase.	School is not yet able to contribute material, except for advanced methods of: 1. Classifying and retrieving slides. 2. Cataloguing audio-visual instruction material.
NIGERIA			
UNIV OF NIGERIA	DID NOT PARTICIPATE		
UNIV OF LAGOS	Studio: attending lectures and juries. Professional practice: lecture programme by practising architects.	Not able to.	School is not able to contribute material.
AHMADU BELLO UNIV	Staff development (Nigerian staff). Laboratory equipment for Environmental Science. Teaching aids and organisation of new courses, technical information, and equipping the Departmental Library.	Seminars on Indigenous Architecture and Tradition Art and Academic Exchange programme.	Indigenous Architecture and Traditional Art - Dr. Schwerdtfeger.
PAPUA NEW GUINEA			
PAPUA NEW GUINEA UT	1. Training policy guidance and support. 2. Landscape planning/design.	1. Joint projects (studio work). 2. Exchange of audio-visual materials. 3. International or regional programmes. 4. Staff/student exchange.	School is willing to contribute material. Details not yet available.
SINGAPORE			
UNIV OF SINGAPORE	Arranging visits of architectural teachers and information on availability of architectural staff teachers.	Exchange of architectural teachers on a temporary basis.	School is willing but not yet able to contribute.
SOUTH AFRICA			
UNIV OF OFS	-	-	-
UNIV OF CAPE TOWN	School would like to exchange lecturers especially from Commonwealth schools.	Housing and settlement design. Participatory design. Critical theory of architecture for developing areas.	Design of healthy human settlements - Prof. I. Prinsloo.
UNIV OF NATAL	School would like to receive information on the selection of students for architecture. They have undertaken selection for many years with varying success.	History of Architecture. Building Science.	This has not been considered yet.
UNIV OF THE WITWATERSRAND	Visits and exchanges of staff, exchange of slides and documentation of vernacular architectures, history and theory of architecture and theory of construction.	Theory of Architecture. History of Architecture. Theory and Practice of Construction.	1. Decorated Walls - A. d'A.M. Guedes. 2. Mozambique Island: the life and death of an island town on the East Coast - A. d'A.M. Guedes. 3. Baker's Civic Architecture in South Africa - H.M.J. Prins. 4. Piling and Foundations - U.R. Tomaselli. 5. Settlement Plans and Image Generic Form - L. van Schaik. 6. Sitings - P. Rich. 7. Transvaal Forms - D. Tindale. 8. Type Buildings - M. Lazemby.
UNIV OF PORT ELIZABETH	Comparative data on structuring, objectives and contents, etc. of : 1. Teaching of Theory & Design coupled with History of Architecture. 2. Contemporary Technology. 3. 2-Degree System coupled with methods of ability evaluation.	Exchange of ideas and experience re items in previous column. Photography: aid in Architectural teaching practice (research presently undertaken).	1. History of Architecture and Art - F. George. 2. Mini-course material presently being developed on Technology and History subjects by various staff members.

TABLE 6 ACADEMIC EXCHANGES

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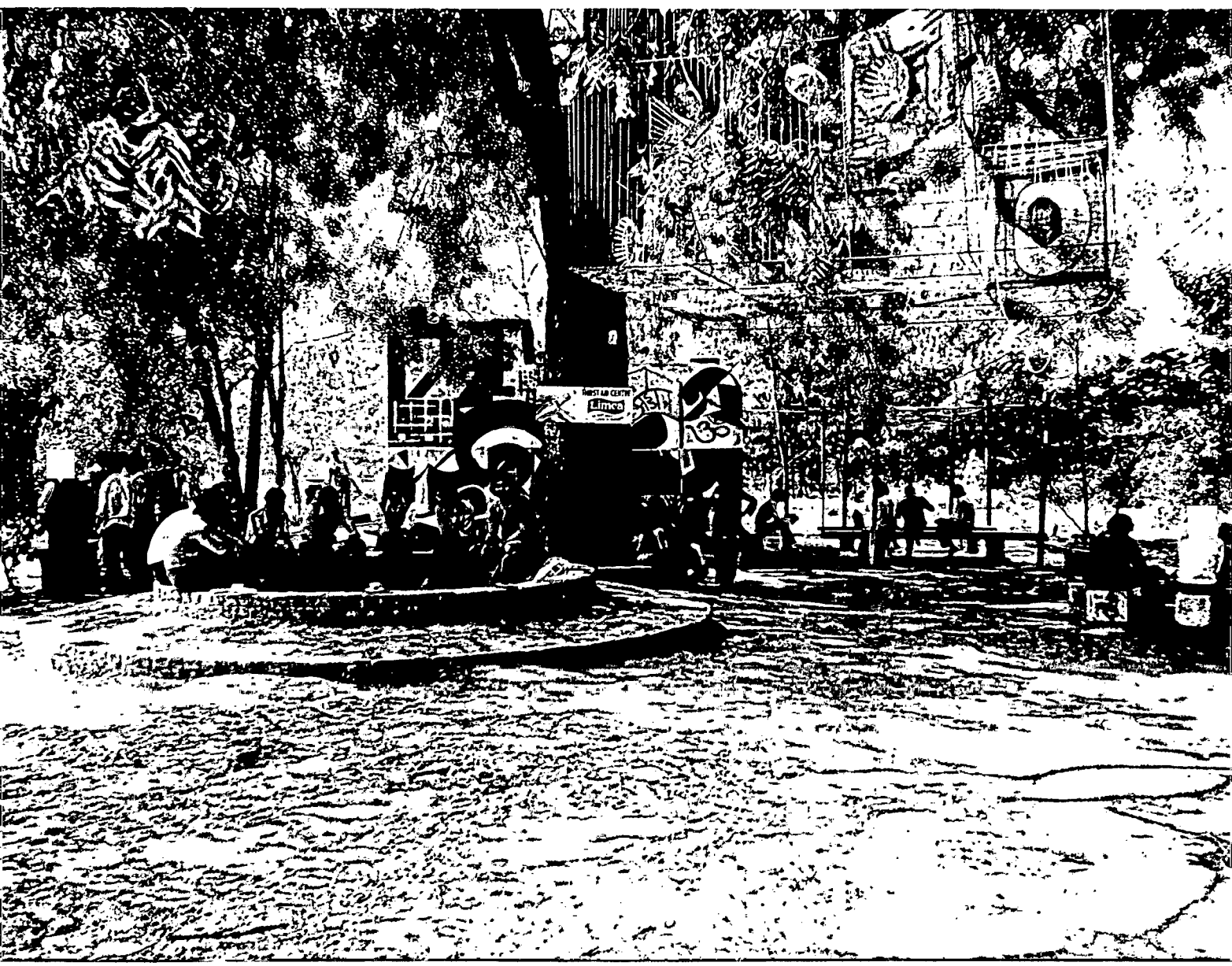
UNIV OF PRETORIA	-	-	School cannot contribute material at present.
UNITED KINGDOM			
ROBERT GORDON'S IT, ABERDEEN	Urban Design (Sociological aspects). Landscape Design (General Ecology).	Conservation. Rural and Regional Resources Planning. Structural Design. Building Technology.	Structural Mechanics - Prof. S. Wilkinson. History of Architecture - Dr. J. Macaulay.
UNIV OF BATH	Manpower in all areas.	Could contribute in any field except Town Planning and Landscape, but man-power is limited.	School is willing but unable at this juncture because of reorganisation for future development.
UNIV OF BELFAST	DID NOT PARTICIPATE		
BIRMINGHAM POLY	None - but the School's interest in: a) Energy use studies, and b) Use of scientific and technological predictive techniques in practice implies willingness to co-operate.	The School's administrative facilities make this difficult to organise - but it is willing to co-operate particularly in: a) Energy use studies and; b) Use of scientific and technological predictive techniques.	Climatology and Solar Energy.
BRIGHTON POLY	-	-	-
UNIV OF BRISTOL	-	Very short of resources at present.	School is very short of resources at present.
UNIV OF CAMBRIDGE	DID NOT PARTICIPATE		
CANTERBURY COL OF ART	Full information regarding schools in Europe.	-	-
UNIV OF WALES	DID NOT PARTICIPATE		
GLOUCESTER CAD	General information.	Finance is currently very scarce.	Finance is currently very scarce.
UNIV OF DUNDEE	-	Staff exchange, student exchange, etc. Willing to supply information, drawings, etc.	School is willing to contribute material.
HERIOT-WATT UNIV	-	-	School cannot contribute material.
UNIV OF EDINBURGH	DID NOT PARTICIPATE		
UNIV OF STRATHCLYDE	Detailed design expertise. Landscape Architecture.	Computer Aided Architectural Design/Design Methodology. Buildings, Climate and Energy. Engineering Systems. Urban Sociology.	1. Computer Aided Architectural Design/ Design Methodology. 2. Buildings, Climate and Energy. 3. Engineering Systems. 4. Urban Sociology.
GLASGOW UNIV	DID NOT PARTICIPATE		
HUDDERSFIELD POLY	DID NOT PARTICIPATE		
HULL COL HIGH ED	Alternative Technology. Rehabilitation Housing. Revitalisation of Inner Cities.	Solar Energy. Sheltered Housing. Futures.	School is willing to contribute material. Subjects are varied.
KINGSTON POLY	-	-	School could contribute material based on any of its 45 elective courses.
LEEDS POLY	Comparative analysis of ratios of students to: Academic: clerical/administration; Technical Staff, using common formula for part-time staff and students.	Computer Aided Design. Information Retrieval.	1. Computer Aided Architectural Design - G. Beacon and P. Boreham. 2. Information Retrieval - G. Pettit.
LEICESTER POLY	Tropical Architecture. Exchange programmes for staff and students. Up to date information about the nature of practice and the development of the construction industry.	Planning. Conservation. Environmental Studies. Site selection and analysis.	School may be able to contribute material in two years.
UNIV OF LIVERPOOL	-	Architectural History. Housing Studies. Some aspects of technology and building techniques.	No experience, but possibly: 1. Architectural History. 2. Housing Studies. 3. Some aspects of technology and building techniques.

TABLE 6 ACADEMIC EXCHANGES

NAME OF SCHOOL	AREAS OF STUDY IN WHICH SCHOOL WOULD LIKE TO RECEIVE ASSISTANCE AND NATURE OF ASSISTANCE NEEDED	AREAS OF STUDY IN WHICH SCHOOL WOULD LIKE TO CONTRIBUTE TO THE PROGRAMME OF OTHER SCHOOLS	POSSIBLE SUBJECTS FOR SLIDE LECTURES AND LOW COST MANUALS WHICH SCHOOL IS WILLING TO CONTRIBUTE
LIVERPOOL POLY	First year teaching methods. Use of computers in architectural education.	There are informal contact between schools, mostly by private initiative and some events sponsored by Schools of Architecture Council.	School would need to know what these items are for and perhaps hear from schools that use them before making a firm offer.
AA, LONDON	DID NOT PARTICIPATE		
POLY OF NORTH LONDON	1. The School's research activities - by exchange of information and staff. 2. History/Philosophy) by 3. Extreme environmental problems) exchange of information and staff.	The School's research activities.	School is not able to contribute at the present time.
NORTH EAST LONDON POLY	School would be pleased to have visiting lecturers or studio tutors. Subjects especially useful would be : 1. Modern History and Theory. 2. Environmental Services.	The School might help in : 1. Environmental Design. 2. General History of Architecture.	Nothing specific available.
POLY OF CENTRAL LONDON	Theory and practice of architecture - lectures/seminars by the top people in the profession. The School already exchanges staff and students with American Universities.	Design Theory and Criticism. Educational Methodology.	-
POLY OF SOUTH BANK	DID NOT PARTICIPATE		
THAMES POLY	None particularly, but all information welcome.	History and theory of architecture.	School is willing to contribute in principle, but needs further consideration.
UNIV COL, LONDON	None at present.	Building Management, Project Teaching and Educational Theory.	School cannot contribute material.
MANCHESTER POLY	-	-	Already contributed : 1. Low Income Housing - R.H.H. Davis.
UNIV OF MANCHESTER	N.A.	Would be prepared to consider.	Subject to agreement, School is willing to contribute material. It has a vast slide library.
UNIV OF NEWCASTLE	The hardware of building science, lecturers, visits and contact with this aspect of the industry generally.	Exchange of staff for short periods.	School cannot contribute material at the moment.
UNIV OF NOTTINGHAM	DID NOT PARTICIPATE		
OXFORD POLY	Disasters and Human Settlements options area. (School already has strong liaison with CAA).	Areas with expertise of staff.	School is editing 6 lectures at present time.
PLYMOUTH POLY	Architectural Engineering - sepcialist staff (structural and environmental).	Rural region studies.	Energetics : Environmental design. Tectonics : Materials and processes.
PORTSMOUTH POLY	The School has some links with Third World countries and would like to know more about their problems, partly to help them and partly to get some "extreme" examples to use in its own teaching programme.	Environmental Science/Thermal acoustic and lighting including solar energy and energy conservation. Psychological responses especially on meaning in architecture, architecture theory including Design Theory.	Suggestions already made to CAA.
UNIV OF SHEFFIELD	DID NOT PARTICIPATE		



Students and student structures in outdoor space of School of Architecture, Centre for Environmental Planning and Technology, Ahmedabad, India

table 7

STUDENT QUOTAS, FOREIGN STUDENTS, ACADEMIC YEAR

STUDENT QUOTAS, FOREIGN STUDENTS, ACADEMIC YEAR

One measure of the size of schools is their first year intake. The largest schools are to be found in Australia, Canada, New Zealand and Nigeria. An average first year size is 49 students, with a range in the schools which returned the questionnaire of from 15 to 130 students.

As well as exchanges of staff and material is is also possible for schools to exchange students. All schools except those in Malaysia technically accept foreign students into first year. However, a great number apply a quota for foreign students which could well make first year entry difficult. In many cases a quota exists but it is not clearly defined.

Another prospect, particularly for students in two tier courses is to enter a foreign university for the second tier of the architecture course. Here the position for foreign students is less clearly defined. While the majority of schools will accept foreign students after the first year, some state that usually they do not. Students intending to transfer to foreign schools should make enquiries well in advance of enrolment date.

The position for foreign post-graduate students is that all shcools which have post-graduate courses accept foreign students. There are usually other entry requirements, such as a high level of undergraduate pass which could still affect entry prospects.

TABLE 7 STUDENT QUOTAS, FOREIGN STUDENTS, ACADEMIC YEAR

NAME OF SCHOOL	FIRST YEAR INTAKE		ARE FOREIGN STUDENTS ACCEPTED?			ACADEMIC YEAR		
	QUOTA	FOREIGN PART OF QUOTA	TO FIRST YEAR	AFTER FIRST YEAR	AS POST-GRADUATE STUDENTS	ACADEMIC YEAR BEGINS	NO. OF WEEKS	HOW ACADEMIC YEAR IS DIVIDED
AUSTRALIA								
CANBERRA CAE	No quota	No quota	Yes	Yes	-	March	30	2 semesters of 15 weeks each
NSW IT	64	No definite quota	Yes	Yes	Yes	February	36	2 semesters of 18 weeks each
UNIV OF NSW	130 (full-time only) No part-time quota	No definite quota	Yes	Yes	Yes	March	28	2 sessions of 14 weeks each
UNIV OF NEWCASTLE	42 (incl. part-time)	No definite quota	Yes	Yes	Yes	March	28	3 terms, with 3 weeks student recess between each
UNIV OF SYDNEY	80	5	Yes	Not generally	Yes	March	27	3 teaching terms
QUEENSLAND IT	80 full-time (B.App.Sc.) 40 part-time (B.Arch.)	No definite quota	Yes	Yes	Yes	February	30	2 semesters of 15 weeks each, with 6 weeks winter vacation and 12 weeks summer vacation
UNIV OF QUEENSLAND	40	30 for whole University	Yes	Yes	Yes	February	28	2 semesters of 14 weeks each
UNIV OF ADELAIDE	45	Maximum of 10%	Yes	Yes	Yes	March	26	3 terms, 2 of 9 weeks each; 1 of 8 weeks; plus examination time
SOUTH AUST IT	18	No definite quota	Yes	Yes	Yes	February	37 (30 teaching)	3 terms of about 10 weeks each
TASMANIAN CAE	Limit of 140 students in whole Dept. New intake not to exceed vacancies	2 or more if places available	Yes	Yes	Yes	February and August	34	2 semesters, each of 17 weeks beginning February and August
ROYAL MELBOURNE IT	55	No definite quota	Yes	Yes	Yes	February	28	2 halves
DEAKIN UNIV	38	No quota	Yes	Yes	-	March	25	2 semesters
UNIV OF MELBOURNE	80	Not more than 10% of the annual average of overseas applicants admitted in the previous 3 years	Yes	Yes	Yes	March	27	3 terms, although some half-year subjects are offered
WESTERN AUST IT	55	No quota	Yes	Yes	-	February	32	2 semesters of 16 weeks each, separated by 3 week break, mid year
UNIV OF WEST AUST	30	1	Yes	Yes	Yes	March	27	3 terms of 9 weeks each
BANGLADESH								
BANGLADESH UNIV	30	1	Yes	-	-	January	28	2 equal parts (A and B) of 14 weeks each
CANADA								
UNIV OF CALGARY	Total enrolment not to exceed 160 full-time students. First year intake around 12-15 architects	No quota	Yes	No	Yes	September	28	2 terms of 14 weeks each, Sept.-Dec. and Jan.-April
UNIV OF BC	70	No quota	Yes	Yes	Yes	September	30	2 terms of 15 weeks each, Sept.-Dec. and Jan.-April
UNIV OF MANITOBA	100 undergraduate 45 graduate	No quota	Yes	Yes	Yes	September	28	2 terms, Sept.-Dec. and Jan.-April
NOVA SCOTIA TC	60	No quota but preference given to Canadians	Yes	Yes	Yes	September and January	28	3 terms of 14 weeks each. Trimester program - students study average of 2 terms per annum

TABLE 7 STUDENT QUOTAS, FOREIGN STUDENTS, ACADEMIC YEAR

NAME OF SCHOOL	FIRST YEAR INTAKE		ARE FOREIGN STUDENTS ACCEPTED?			ACADEMIC YEAR		
	QUOTA	FOREIGN PART OF QUOTA	TO FIRST YEAR	AFTER FIRST YEAR	AS POST-GRADUATE STUDENTS	ACADEMIC YEAR BEGINS	NO. OF WEEKS	HOW ACADEMIC YEAR IS DIVIDED
CARLETON UNIV	70	No quota	Yes	Yes	-	September	26	2 terms of 13 weeks each
UNIV OF TORONTO	66	No quota	Yes	Yes	Yes	September	33	2 terms, Sept.-Dec. and Jan.-April
UNIV OF WATERLOO	70	Maximum of 15-20%	Yes	Yes	-	September	26 average	3 periods of 13 weeks each (Co-operative system of alternating academic and practical work)
McGILL UNIV	48	No quota	Yes	Yes	Yes	September	26	2 semesters
UNIV OF MONTREAL	Not reported	Not reported				September	-	3 trimesters
UNIV LAVAL	64	No quota	Yes	Yes	Yes	September	30	3 terms of 15 weeks each. Autumn and winter are teaching terms, summer - research and preparation
GHANA								
UNIV OF S&T, KUMASI	DID NOT PARTICIPATE							
GUYANA								
UNIV OF GUYANA	15	No quota	Yes	Yes	-	September	30	3 terms, late Sept.-mid Dec., early Jan.-late March, mid April - late May
HONG KONG								
UNIV OF HONG KONG	52	No quota	Yes	Yes	Yes	October	26	3 terms, Sept.-Dec., Jan.-March, March - June
INDIA								
CEPT, AHMEDABAD	30	No fixed quota	Yes	Yes	-	June	32	2 semesters of 16 weeks
MS UNIV OF BARODA	32	5 (particularly African and Arabian countries)	Yes	Yes	-	July	36	2 semesters, 1st July - 7th Nov.; 22nd Nov. - 31st March
SIR JJ CA, UNIV OF BOMBAY	62	5	Yes	Yes	-	1st July	34	2 semesters of 17 weeks each
BANDRA SA, BOMBAY	DID NOT PARTICIPATE							
ACAD ARCH, BOMBAY	DID NOT PARTICIPATE							
CHANDIGARH CA	40	Quota, but number not specified	Yes	No	No	15th July	32	2 semesters
BENGAL ENG C	20	Quota, but number not specified	Yes	Yes	Yes	July	32	3 terms, July - Oct., Nov. - Jan., Feb. - May
JN TU, HYDERABAD	DID NOT PARTICIPATE							
IIT, KHARAGPUR	15	Quota, but number not specified	Yes	Not generally	Yes	July	36	2 semesters
UNIV OF MADRAS	20	2	Yes	No	Yes	July	45	3 terms
VRCE, NAGPUR	33	3	Yes	Not generally	-	July	34	2 terms, July - Nov., Jan. - April
SPA, NEW DEHLI	36	3	Yes	No	Yes	July	30	3 terms
AKV, POONA	60	No specific quota	Yes	Yes after concurrence	-	July	35	2 terms, June - Oct., Nov. - April

TABLE 7 STUDENT QUOTAS, FOREIGN STUDENTS, ACADEMIC YEAR

NAME OF SCHOOL	FIRST YEAR INTAKE		ARE FOREIGN STUDENTS ACCEPTED?			ACADEMIC YEAR		
	QUOTA	FOREIGN PART OF QUOTA	TO FIRST YEAR	AFTER FIRST YEAR	AS POST-GRADUATE STUDENTS	ACADEMIC YEAR BEGINS	NO. OF WEEKS	HOW ACADEMIC YEAR IS DIVIDED
UNIV OF ROORKEE	30	11 in whole University	Yes	No	Yes	July	200 working days	2 semesters of 100 working days each
IRELAND								
UNIV COL, DUBLIN	47	2 (from developing countries)	Yes	Not generally	Yes	October	25	3 terms, Oct. - Dec., Jan. - March, late March to mid May
COL OF TECH, DUBLIN	30	No quota, but an additional 20% could be accepted	Yes	Yes	-	September	35	3 terms, 1st Sept. - 22nd Dec., 7th Jan. - Easter, Easter to 15th June approx.
KENYA								
UNIV OF NAIROBI	40	No quota	Yes	Yes	-	October	33	3 terms of courses and 1 term holiday
MALAYSIA								
UTM, KUALA LUMPUR	60	Foreign students not accepted	No	No	-	June	35 (28 teaching)	2 semesters
ITM, SELANGOR	No quota	Foreign students not accepted	No	No	No	July	37	2 semesters
USM, PENANG	40	Foreign students not accepted	No	Yes	Yes	June	34	2 semesters of 17 weeks each
MALTA								
UNIV OF MALTA	No quota at present	No quota	Yes	No	Yes	October	30	3 terms, Oct. - Dec. (10 weeks); Jan. - April (13 weeks); May - June (5 weeks)
NEW ZEALAND								
UNIV OF AUCKLAND	72 (1st professional year)	4 (1st year) 4 (3rd year)	Yes	Yes (3rd year)	Yes	End Feb. or beginning March	25	3 terms, end Feb. - early May, end May - mid August, early Sept. - end October
VICTORIA UNIV OF WELLINGTON	25 (1st professional year)	2	Yes	Yes (3rd year)	Yes	Late February	26	Officially into 3 terms with mid-year examination break; course program is organised in 2 semesters
NIGERIA								
UNIV OF NIGERIA	DID NOT PARTICIPATE							
UNIV OF LAGOS	50	5% of total quota	Yes	Yes	Yes	October	25	2 semesters
AHMADU BELLO UNIV, ZARIA	80	5% maximum	Yes	Yes (except 3rd year)	Yes	October	37-39	3 terms
PAPUA NEW GUINEA								
PAPUA NEW GUINEA UT	25	Quota set by Govt. (limit unknown)	-	-	-	February	36	2 semesters
SINGAPORE								
UNIV OF SINGAPORE	No quota but usually maximum intake of 60	No quota	Yes	Yes	Yes	July	36	2 terms of 15 weeks each
			(Mainly from Malaysia)					

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SOUTH AFRICA								
UNIV OF OFS	No quota applied but maximum intake of 40	No quota - because no applications as yet	Yes	Yes	Yes	February	34	4 terms, 9th Feb. - 6th April, 19th April - 24th June, 19th July - 30th Sept., 12th Oct. - 9th Dec.
UNIV OF CAPE TOWN	55	No quota	Yes	Yes	Yes	March	30	2 terms, March - mid June, mid July - Nov.
UNIV OF NATAL	47	No quota	Yes	Yes (with reservations)	Yes	February	28	2 semesters
UNIV OF WITWATERSRAND	65	No quota	Yes	Yes	Yes	February	30 + exams.	3 terms of 10 weeks each
UNIV OF PORT ELIZABETH	35	Foreign students not accepted to 1st year	No	No	Yes	January	30	2 semesters of 2 terms each
UNIV OF PRETORIA	60	No quota	Yes	Yes	Yes	February	30	2 semesters of about equal length
UNITED KINGDOM								
ROBERT GORDON'S IT, ABERDEEN	55	About 16	Yes	Yes	Yes	October	33	3 terms of 11 weeks each
UNIV OF BATH	40	No quota	Yes	Not normally	Yes	October	30-31 (1st and 6th year) 20-21 (2nd to 5th year)	3 terms
UNIV OF BELFAST	DID NOT PARTICIPATE							
BIRMINGHAM POLY	No quota but 45 is yearly target	No quota	Yes	Yes	Yes (if self financed)	September	33	3 terms, late Sept. - mid Dec., early Jan. - early April, late April - early July
BRIGHTON POLY	40	No quota	Yes	No	Yes	September	33	3 terms, late Sept. - mid Dec., early Jan. - mid March, early April - late June
UNIV OF BRISTOL	40	No quota	Yes	Yes	Yes	October	30	3 terms
UNIV OF CAMBRIDGE	DID NOT PARTICIPATE							
CANTERBURY CA	35	Quota exists but did not apply in 1977	Yes	Yes	Yes	September	37	3 terms of 12, 12 and 13 weeks
UNIV OF WALES	DID NOT PARTICIPATE							
GLOUCESTER CAD	25-30	Quota limited by Govt., number not specified	Yes	Yes	N.A.	September	39	3 terms
UNIV OF DUNDEE	50	No quota	Yes	Yes	Yes	September	35	3 terms, Sept.-Dec., Jan.-March, March - June
HERIOT-WATT UNIV	35	No quota	Yes	Yes	Yes	October	34	3 terms
UNIV OF EDINBURGH	DID NOT PARTICIPATE							
UNIV OF STRATHCLYDE	50	No quota	Yes	Yes	Yes	October	30	3 teaching terms of 10 weeks each
GLASGOW UNIV	DID NOT PARTICIPATE							
HUDDERSFIELD POLY	DID NOT PARTICIPATE							

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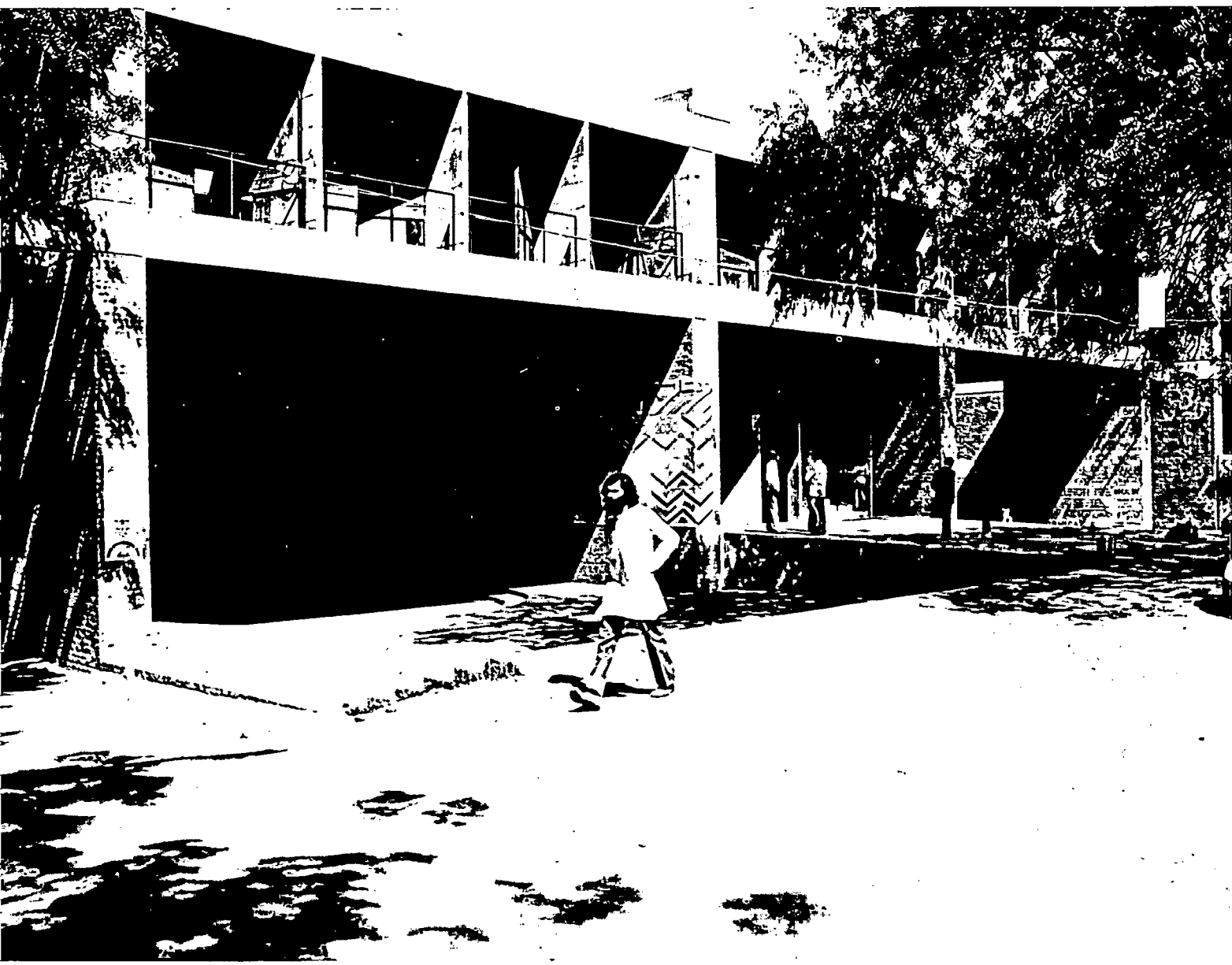
HULL COL HIGH ED	35	No quota	Yes	Yes	-	September	36	3 terms
KINGSTON POLY	60	No quota	Yes	Yes	Yes	October	34	3 equal terms
LEEDS POLY	Within 25-45	No quota	Yes	Yes	Yes	September	34	3 terms
LEICESTER POLY	50 (in practice 40-45)	Maximum 10%	Yes	Yes	Yes	September	35	3 terms
UNIV OF LIVERPOOL	55	No quota	Yes	No	Yes	October	30	3 terms
LIVERPOOL POLY	40	No quota	Yes	Yes	Yes	October	34	3 terms
AA, LONDON	DID NOT PARTICIPATE							
POLY OF NORTH LONDON	40 (full-time) 36 (part-time)	30% (1977) reducing to 10% (1981)	Yes	Yes	Yes	September/ October	33	3 terms of 11 weeks each
NORTH EAST LONDON POLY	30 (full-time) 30 (part-time)	No definite quota	Yes	Yes	Yes	September/ October	36	3 terms
POLY OF CENTRAL LONDON	Less than 60	No quota	Yes	Yes	Yes	September	35	3 approximately equal terms; late Sept. - mid Dec., early Jan. - mid March, early April - mid July
POLY OF SOUTH BANK	DID NOT PARTICIPATE							
THAMES POLY	33	15%	Yes	Yes	Yes	October	33-34	3 terms of 10 teaching weeks each, remainder exams etc.
UNIV COL, LONDON	55	No quota	Yes	Yes	Yes	October	30	3 terms; early Oct. - mid Dec., early Jan. - late March, late March - late June
MANCHESTER POLY	40	No quota	Yes	Only into Dip. Arch	Yes	September	36	3 terms, normally 13, 13 and 10 weeks
UNIV OF MANCHESTER	50	No quota	Yes	Only into B. Arch.	Yes	Early October	27	3 terms; late Sept. - mid Dec., mid Jan. - mid March, late April - mid June
UNIV OF NEWCASTLE	40	No quota	1	No	Yes	October	30	3 terms
UNIV OF NOTTINGHAM	DID NOT PARTICIPATE							
OXFORD POLY	Quota applied, number not reported	13	Yes	Yes (very limited)	Yes	September	33	3 terms
PLYMOUTH POLY	Not reported	10%	Yes	Yes	Yes	September	36-38 contact weeks	3 terms of 13, 11 and 14 weeks
PORTSMOUTH POLYTECH	55	10%	Yes	Yes	Yes	October	33	3 terms of 11 weeks
UNIV OF SHEFFIELD	DID NOT PARTICIPATE							



The Centre for Environmental Planning and Technology,
Ahmedabad, India, during CAA visit to School of Architecture

table 8

COURSE RECOGNITION, STATUTORY AND INSTITUTE

COURSE RECOGNITION, STATUTORY AND INSTITUTE

Despite the increasing variety of roles which architecture graduates have undertaken, the goal of most architecture students is to become an architect.

In Table 8, the intention is to tabulate the requirements that graduates have to fulfil before gaining the title "architect". These could be the statutory requirements of a government or semi-government body such as an Architectural Board or Council or the membership requirements of an Architectural Institute or Association. The requirements are usually determined and administered by representatives of the profession distinct from the schools, although some school staff members may be on the appropriate bodies which determine the issues. The level of co-operation between schools and the profession affects the ease or difficulty with which the graduate is accepted into the profession.

Requirements vary from country to country. In a few countries graduation from a recognised school gives immediate entry into the profession, while in most others, there are requirements for architectural practical experience varying from one to three years, followed by one or more examinations usually in architectural practice.

Table 8 presented more problems than any of the others in this book. To maintain the logic of the table, some of the replies in the questionnaires were amended to conform with information gathered from other sources. More specific information would be available from each country's professional architectural organizations which are identified in Table 8. A full list of these organizations, together with their addresses, appears in the CAA handbook.

TABLE 8 COURSE RECOGNITION, STATUTORY AND INSTITUTE

NAME OF SCHOOL	STATUTORY PROFESSIONAL RECOGNITION OF ARCHITECTS			PROFESSIONAL ARCHITECTURAL INSTITUTE		
	NAME OF STATUTORY BODY	IS SCHOOL'S ARCH. AWARD RECOGNISED BY THIS BODY?	REQUIREMENTS FOR GRADUATES BEFORE REGISTRATION	NAME OF INSTITUTE	IS SCHOOL'S ARCH. AWARD RECOGNISED BY THIS BODY?	REQUIREMENTS FOR GRADUATES BEFORE CORPORATE MEMBERSHIP
AUSTRALIA						
CANBERRA CAE	Architects Board of the ACT	Yes	2 years practical experience at least one of which must be subsequent to graduation followed by Architectural practice examination.	Royal Australian Institute of Architects (RAIA)	Yes	2 years practical experience at least one of which must be subsequent to graduation.
NSW IT UNIV OF NSW UNIV OF NEWCASTLE UNIV OF SYDNEY	Board of Architects of NSW	Yes	2 years practical experience at least one of which must by subsequent to graduation followed by Architectural practice examination. (Post-graduate year of experience may be waived in certain cases).	"	Yes	2 years practical experience at least one of which must be subsequent to graduation.
QUEENSLAND IT UNIV OF QUEENSLAND	Board of Architects of Queensland	Yes	2 years practical experience at least one of which must be subsequent to graduation followed by Architectural practice examination.	"	Yes	2 years practical experience at least one of which must be subsequent to graduation.
UNIV OF ADELAIDE SOUTH AUST IT	Architects Board of South Australia	Yes	2 years practical experience at least one of which must be subsequent to graduation followed by Architectural practice examination.	"	Yes	2 years practical experience at least one of which must be subsequent to graduation.
TASMANIAN CAE	Board of Architects of Tasmania	Yes	2 years practical experience at least one of which must be subsequent to graduation followed by Architectural practice examination.	"	Yes	2 years practical experience at least one of which must be subsequent to graduation.
ROYAL MELBOURNE IT DEAKIN UNIV UNIV OF MELBOURNE	Architects Registration Board of Victoria	Yes	2 years practical experience at least one of which must be subsequent to graduation followed by Architectural practice examination.	"	Yes	2 years practical experience at least one of which must be subsequent to graduation.
WESTERN AUST IT UNIV OF WEST AUST	Architects Board of Western Australia	Yes	2 years practical experience at least one of which must be subsequent to graduation followed by Architectural practice examination.	"	Yes	2 years practical experience at least one of which must be subsequent to graduation.
BANGLADESH						
UNIV OF BANGLADESH	Institute of Architects, Bangladesh	Yes	None.	Institute of Architects, Bangladesh	Yes	None at present.
CANADA						
UNIV OF CALGARY	Alberta Association of Architects	Yes	2 years practical experience, professional practice exam, residence in province of registration, interview by Association Council.	Royal Architectural Institute of Canada (RAIC) Alberta Association of Architects	Yes	Same requirements as those of Alberta Association of Architects.

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NAME OF SCHOOL	STATUTORY PROFESSIONAL RECOGNITION OF ARCHITECTS			PROFESSIONAL ARCHITECTURAL INSTITUTE		
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UNIV OF BC	Architectural Institute of British Columbia (AIBC)	Yes	2 years experience in employ of registered architect. Registration course comprising Part I (Legal & Ethical) and Part II (Management) + written exams + oral interview/examination.	Royal Architectural Institute of Canada. Architectural Institute of British Columbia.	Yes	RAIC certification refers to academic preparation only and is pre-requisite to provincial registration with AIBC.
UNIV OF MANITOBA	Manitoba Association of Architects	Yes	2 years qualified practice.	Royal Architectural Institute of Canada. Manitoba Association of Architects.	Yes	2 years approved practical experience.
NOVA SCOTIA TC	Nova Scotia Association of Architects	Yes	2 years practical experience under a registered architect (in Nova Scotia) - (3 years in other provinces).	Royal Architectural Institute of Canada. Nova Scotia Association of Architects.	Yes	Registration in a provincial association gives registration in the RAIC but not necessarily in other provincial associations.
CARLETON UNIV UNIV OF TORONTO UNIV OF WATERLOO	Ontario Association of Architects	Yes	3 years practical experience in employ of registered architect plus two written professional examinations.	Royal Architectural Institute of Canada. Ontario Association of Architects.	Yes	Same requirements as those of Ontario Association of Architects.
McGILL UNIV UNIV OF MONTREAL UNIV LAVAL	Order of Architects of Quebec	Yes	2 years practical experience in an architect's office, professional practice exam, proven competence in French.	Royal Architectural Association of Canada. Order of Architects of Quebec.	Yes	Same requirements as for registration with Order of Architects of Quebec.
GHANA						
UNIV OF S&T, KUMASI	Did not participate.					
GUYANA						
UNIV OF GUYANA	A registration Act for Architects has been pending for two years now.	-		Guyana Society of Architects (GSA)	N/A	2 years experience in a design office acceptable to the Guyana Society of Architects. A course of lectures in professional practice and one or two major design projects for approval by GSA.
HONG KONG						
UNIV OF HONG KONG	Hong Kong Institute of Architects and the Government (Building Ordinance Office)	Yes	2 years practical experience in an architect's office followed by Hong Kong Institute of Architects examination.	Hong Kong Institute of Architects	Yes	Same requirements as for registration.
INDIA						
CEPT, AHMEDABAD	Council of Architecture, Government of India	Yes	IIA Professional practice examination, pre-requisite of a certain practical experience.	Indian Institute of Architects (IIA)	Yes	IIA Professional practice exam.
MS UNIV OF BARODA	Council of Architecture	Yes	IIA Professional practice examination, 3 years practical experience, Membership of Indian Institute of Architects.	Indian Institute of Architects	Yes	Same requirements as for registration.
SIR JJ CA UNIV OF BOMBAY	Council of Architecture	Yes	No further requirements.	Indian Institute of Architects	Yes	Professional practice exam.

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BANDRA SA, BOMBAY	Did not participate.					
ACAD ARCH, BOMBAY	Did not participate.					
CHANDIGAH CA	Council of Architecture	Yes	None.	Indian Institute of Architects.	Yes	Professional practice exam.
BENGAL ENG C	Council of Architecture	Yes	1 year practical experience.	Indian Institute of Architects.	Yes	1 year practical experience, professional practice exam.
JN TU, HYDERABAD	Did not participate.					
IIT, KHARAGPUR	Council of Architecture	Yes	IIA Professional practice exam.	Indian Institute of Architects.	Yes	IIA Professional practice exam.
UNIV OF MADRAS	Council of Architecture	Yes	No further requirements.	Indian Institute of Architects.	Yes	Professional practice exam.
VRCE, NAGPUR	Council of Architecture	Yes	No further requirements.	Indian Institute of Architects.	Yes	1 year professional experience, professional practice exam.
SPA, NEW DEHLI	Council of Architecture	Yes	No further requirements.	Indian Institute of Architects.	Yes	1 year professional experience under recognised architect followed by professional practice exam.
AKV, POONA	Council of Architecture	Yes	9 months practical experience and professional practice exam.	Indian Institute of Architects.	Yes	IIA professional practice exam.
UNIV OF ROORKEE	Council of Architecture	Yes	6 months practical training.	Indian Institute of Architects.	Yes	2 years professional practice.
IRELAND						
UNIV COL DUBLIN COL OF TECH DUBLIN	There is no registration of architects in Ireland	-	-	Royal Institute of the Architects of Ireland.	Yes	2 years practical experience followed by an examination in professional practice and competence.
KENYA						
UNIV OF NAIROBI	Architectural Association of Kenya	Yes	2 years practical experience and professional practice exam.	Architectural Association of Kenya	Yes	Same requirements as for registration.
MALAYSIA						
UTM, KUALA LUMPUR	Board of Architects of Malaysia	Not yet	Not reported.	Malaysian Institute of Architects (PAM)	Not yet	Not reported.
ITM, SELANGOR	Board of Architects of Malaysia	No, but recognition being sought	2 years national service in Public Works Department.	Malaysian Institute of Architects.	No, but recognition being sought	Individual assessment of portfolio with interview plus 1 years practical experience followed by Part III (Local Building Bye-Laws and Professional Practice).
USM, PENANG	Board of Architects of Malaysia (In 1977 a professional architecture course had yet to be introduced).			Malaysian Institute of Architects.		
MALTA						
UNIV OF MALTA	Government Ministry of Public Building and Works	Yes	1 years practical experience, state oral examination, Maltese citizenship.	The Chamber of Architects and Civil Engineers.	Yes	Possession of state "warrant to practice" after fulfulling requirements for registration.

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NEW ZEALAND						
UNIV OF AUCKLAND	Architects Education and Registration Board (AERB)	Yes	3 years practical experience (1 may be before graduation) and an hour-long Professional interview	New Zealand Institute of Architects (NZIA)	Yes	Registration as an architect with AERB.
VICTORIA UNIV OF WELLINGTON	Architects Education and Registration Board	Not yet, course is still being phased-in	140 weeks practical experience (45 may be prior to or during course of study), practical experience interview	New Zealand Institute of Architects	Not yet, course is still being phased-in	Registration as an architect with AERB
NIGERIA						
UNIV OF NIGERIA	Did not participate.					
UNIV OF LAGOS AHMADU BELLO UNIV, ZARIA	Architects Registration Council of Nigeria	Yes	2 years practical experience followed by a professional practice examination	Nigerian Institute of Architects (NIA)	Yes	Same requirements as for registration.
PAPUA NEW GUINEA						
PAPUA NEW GUINEA UT	None as yet	N/A	N/A	Papua New Guinea Institute of Architects	Yes	None yet.
SINGAPORE						
UNIV OF SINGAPORE	Board of Architects, Singapore	Yes	2 years practical experience (1 of which may be taken during course) plus Board's Professional Practice exam.	Singapore Institute of Architects	Not yet, but pending	Registration as an architect with Board of Architects, Singapore
SOUTH AFRICA						
UNIV OF OFS	Not reported.					
UNIV OF CAPE TOWN	South African Council for Architects	Yes	2 years in practice.	Institute of South African Architects. Cape Provincial Institute of Architects.	Yes	Same requirements as for registration.
UNIV OF NATAL	South African Council for Architects	Yes	1 year practical experience	Institute of South African Architects. Natal Provincial Institute.	Yes	1 year practical experience.
UNIV OF WITWATERSRAND	South African Council for Architects	Yes	1 year practical experience after graduation.	Institute of South African Architects.	Yes	Registration as an architect with South African Council for Architects.
UNIV OF PORT ELIZABETH	South African Council for Architects	Yes	2 years practical experience	Institute of South African Architects. Cape Provincial Institute of Architects.	Yes	Same requirements as for registration.
UNIV OF PRETORIA	South African Council for Architects	Yes	2 years practical experience	Institute of South African Architects	Yes	2 years practical experience.
UNITED KINGDOM						
ROBERT GORDON'S IT, ABERDEEN	The Architects Registration Board of the United Kingdom (ARCUK)	Yes	2 years practical experience (1 year during training and 1 year on completion of course), plus RIBA Part III examination in Professional Practice.	Royal Institute of British Architects (RIBA). Royal Incorporation of Architects in Scotland.	Yes	Same requirements as for registration.

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UNIV OF BATH	Architects Registration Council of the United Kingdom	Yes	1 year post-graduate practical experience if already completed one year under-graduate experience, plus examination	Royal Institute of British Architects	Yes	Same requirements as for registration
UNIV OF BELFAST	Did not participate					
BIRMINGHAM POLY	Architects Registration Council of the United Kindgom	Yes	Professional practice plus RIBA Part III examination	Royal Institute of British Architects	Yes	Same requirements as for registration
BRIGHTON POLY	Architects Registration Council of the United Kingdom	Yes	1 year of practical experience plus 1 further year prior to graduation	Royal Institute of British Architects	Yes	Same requirements as for registration
UNIV OF BRISTOL	Architects Registration Council of the United Kingdom	Yes	2 years practical experience followed by the Professional Practice examination	Royal Institute of British Architects	Yes	Same requirements as for registration
UNIV OF CAMBRIDGE	Did not participate					
CANTERBURY CA	Architects Registration Council of the United Kingdom	Yes	1 year of practical experience plus one written and one oral examination in professional practice	Royal Institute of British Architects	Yes	Same requirements as for registration
UNIV OF WALES	Did not participate					
GLOUCESTER CAD	Architects Registration Council of the United Kingdom	Yes, Part I only (Part II awaiting)	1 year of practical experience plus professional practice examination Part III	Royal Institute of British Architects	Yes, Part I only (Part II awaiting)	Same requirements as for registration
UNIV OF DUNDEE	Architects Registration Council of the United Kingdom	Yes	2 years practical training one year of which can be after B. Sc(Arch)	Royal Institute of British Architects	Yes	Same requirements as for registration
HERIOT-WATT UNIV	Architects Registration Council of the United Kingdom	Yes	2 years practical experience plus RIBA Part III examination	Royal Institute of British Architects Royal Incorporation of Architects in Scotland	Yes	Same requirements as for registration.
UNIV OF EDINBURGH	Did not participate					
UNIV OF STRATHCLYDE	Architects Registration Council of the United Kingdom	Yes	1 year practical experience plus professional practice examination	Royal Institute of British Architects Royal Incorporation of Architects in Scotland	Yes	Same requirements as for registration
GLASGOW UNIV	Did not participate					
HUDDERSFIELD POLY	Did not participate					
HULL COL HIGH ED	Architects Registration Council of the United Kingdom	Yes	2 years practical experience, one of which may be during the "formal" course, followed by professional practice examination	Royal Institute of British Architects	Yes	Same requirements as for registration
KINGSTON POLY	Architects Registration Council of the United Kingdom	Yes	2 years practical experience, one of which is between degree and diploma, followed by professional practice examination	Royal Institute of British Architects	Yes	Same requirements as for registration

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LEEDS POLY	Architects Registration Council of the United Kingdom	Yes	1 year practical experience followed by RIBA Part III exam	Royal Institute of British Architects	Yes	Same requirements as for registration
LEICESTER POLY	Architects Registration Council of the United Kingdom	Yes	1 year practical experience followed by professional practice examination	Royal Institute of British Architects	Yes	Same requirements as for registration
UNIV OF LIVERPOOL	Architects Registration Council of the United Kingdom	Yes	2 years practical experience (one year normally taken between B.A. and B.Arch), and professional practice examination	Royal Institute of British Architects	Yes	Same requirements as for registration
LIVERPOOL POLY	Architects Registration Council of the United Kingdom	Yes	1 year practical experience (this is in addition to the one year already completed during the course at 5th year), and professional practice examination	Royal Institute of British Architects	Yes	Same requirements as for registration
AA, LONDON	Did not participate					
POLY OF NORTH LONDON	Not reported					
NORTH EAST LONDON POLY	Architects Registration Council of the United Kingdom	Yes	1 further years practical experience and professional practice examination	Royal Institute of British Architects	Yes	Same requirements as for registration
POLY OF CENTRAL LONDON	Architects Registration Council of the United Kingdom	Yes	Requirements for practical experience otherwise school's Dip. in Professional Practice exempts graduates from RIBA Part III exam	Royal Institute of British Architects	Yes	Same requirements as for registration
POLY OF SOUTH BANK	Did not participate					
THAMES POLY	Architects Registration Council of the United Kingdom	Yes	1 further years practical experience and professional practice exam (legal studies, architectural management, professional case study and oral)	Royal Institute of British Architects	Yes	Same requirements as for registration
UNIV COL LONDON	Architects Registration Council of the United Kingdom	Yes	2 years of practical experience (after 5 years of full time higher education) and professional practice examination	Royal Institute of British Architects	Yes	Same requirements as for registration
MANCHESTER POLY	Architects Registration Council of the United Kingdom	Yes	2 years practical experience at least one of which must be after the Final (Diploma) exam and professional practice exam	Royal Institute of British Architects	Yes	Same requirements as for registration
UNIV OF MANCHESTER	Architects Registration Council of the United Kingdom	Yes	2 years practical experience (normally 1 year after B.A. degree and 1 year after B.Arch degree) plus professional practice exam	Royal Institute of British Architects	Yes	Same requirements as for registration
UNIV OF NEWCASTLE	Architects Registration Council of the United Kingdom	Yes	2 years practical experience and professional practice examination	Royal Institute of British Architects	Yes	Same requirements as for registration

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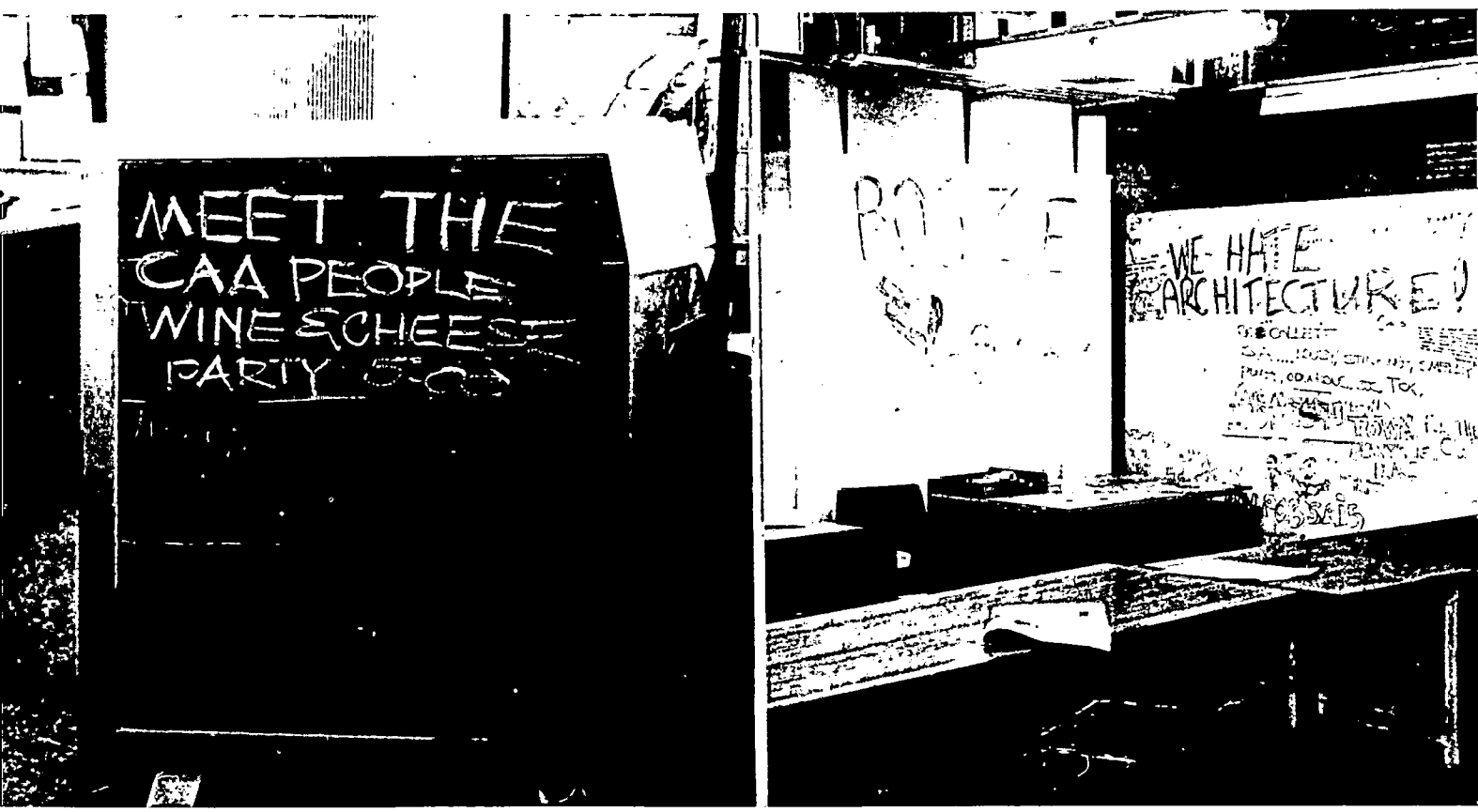
UNIV OF NOTTINGHAM	Did not participate					
OXFORD POLY	Architects Registration Council of the United Kingdom	Yes	2 years practical experience and professional practice examination	Royal Institute of British Architects	Yes	Same requirements as for registration
PLYMOUTH POLY	Architects Registration Council of the United Kingdom	B.A.(Arch)-Yes Dip.Arch-Pending Part III - Proposed	2 years practical experience (at least one of which is after Dip.Arch) and Part III professional practice examination	Royal Institute of British Architects	B.A.(Arch)-Yes Dip.Arch-Pending Part III - Proposed	Same requirements as for registration
PORTSMOUTH POLY	Architects Registration Council of the United Kingdom	Yes	2 years practical experience (at least one of which is after Dip.Arch) and Part III professional practice examination	Royal Institute of British Architects	Yes	Same requirements as for registration
UNIV OF SHEFFIELD	Did not participate					



Tolerance and Dissent - Notices and graffiti in Canada and England during CAA visits to schools - not all students love architecture!

philosophy policy

CANADA

UNIV OF CALGARY

Available from Calendar (not received).

UNIV OF BC

The School is centred on the Design Studio experience. Students are allowed and encouraged to diversify their course training and research interests, but central emphasis is placed on their developing capacity to integrate their concerns in real design situations.

UNIV OF MANITOBA

The Faculty has historically a strong professional orientation which is now being extended by research into some areas which are specifically architectural (e.g. semiotics, industrialised building) and some which are interdisciplinary with landscape and planning.

NOVA SCOTIA TC

A. (i) Students enter school from variety of backgrounds (e.g. economics, art history, engineering, etc.).

(ii) School provides opportunities for students to effect synthesis of previous studies and architecture.

(iii) On graduation, students diversify to many roles.

B. (i) Student can earn his keep on graduation.

(ii) Student can envision new and better circumstances and implement them. (See Calendar).

CARLETON UNIV

The curriculum in Architecture at Carleton is expected to provide the student with :

1. An understanding of our society with an emphasis on the identification of its building problems ranging from those of rudimentary shelter to the City itself, past, present and future;

2. The means to analyse problems and experience in solving aspects of a wide range of building problems;

3. The means for development of individual ability to communicate, to define problems, to develop creative strategies and solutions to problems of built environments;

4. The technical, and professional information and skill needed to transform the student's designs into completed buildings;

5. The opportunity to explore one or two subject areas in considerable depth, thus allowing the student to develop the beginnings of a specialised career within the broad field of architecture, e.g. administration and management, environmental control.

- Appendix 'B'

UNIV OF TORONTO

Undergraduate Program

Intention -
The School of Architecture anticipates that its members are challenged by the needs of their fellow citizens to be decently accommodated in cities, factories, offices, schools, pleasure places and homes.

The School believes that the present conditions in our cities and on our land are increasingly unsatisfactory. It is from this critical position that a five-year program (leading to the degree of Bachelor of Architecture) has been formulated.

The basis of the five-year program is the concept that man's way of life (his 'story') is the proper generator of any 'built' world. It is by the examination and the acceptance of human values that responsibility is assumed for the 'built' world. Such concern for human values has to be supported by determination if the problems of our cities and our land are to be diagnosed and resolved.

- Calendar 1976/77, pp. 16-17

UNIV OF WATERLOO

The School endeavours to engender in the students of architecture an awareness of the need to understand the diverse, dynamic and, often, contradictory demands of a society and its individuals.

Equally stressed, is the need to comprehend the implications of those demands in relation to the existing environment. That is, the School also endeavours to foster in the student of architecture an acceptance of responsibility for the influence of his/her action upon the environment he/she modifies and the realisation that, in so doing, the student requires consultation and collaboration with others of a variety of disciplines involved in the study of human ecology.

The intention of the programme of study is to impart to the student of architecture an understanding of a process of responsible environmental modification for man's use and to enable the student, as an architect, to contribute to that process. This requires a broad base for architectural studies and promotes an interdisciplinary approach to studies in the University and especially, within the Faculty of Environmental Studies. The full, five-year programme in Architecture is intended to prepare the student to become an architect capable of practice within contemporary professional constraints and capable, too, of adaptation to a changing profession and society it serves.

- 77/78 Undergraduate Calendar, p. 126

McGILL UNIV

Briefly, the School's educational policy is to expose its students to a number of differing points of view. To this end, students are given the opportunity to study under staff with differing architectural philosophies during their course of studies.

UNIV OF MONTREAL

The unique quality of an architecture programme, in an institution like ours, must be to reflect what is going to happen, to anticipate, to look ahead. The architect should not simply be the one who designs and oversees the erection of the building - although these tasks should not be underestimated - but he has a more general, more universal goal to achieve in the organisation of the building space. As a manager he intervenes in the environment in his own way to create a built form, but most importantly to create a human physical environment which is a suitable and significant response to the real needs of an evolving society. And it is precisely in the art (and action) of synthesis, to create a space for man, that architecture finds its special and most characteristic function which more than anything else is a co-ordinating discipline.

- Translated from Dossier Rétrospectif 1976/77, p. 11

UNIV LAVAL

We see the School as an active agent in the service of society for the improvement of the physical environment.

GHANA

UNIV OF S & T, KUMASI

Did not participate.

GUYANA

UNIV OF GUYANA

The Department of Architecture considers that it has an important role to play in helping to create the conditions which will allow people to develop to the maximum their appreciation of the good things in life as far as the built environment can provide the background for all forms of social and cultural activities.

Our task is to provide graduates who can understand the significant role they have to play and to make them aware of the many changing problems in our society, and limitations and potentialities of our technological ability so that they can effectively contribute to architectural development in Guyana.

HONG KONG

UNIV OF HONG KONG

The course can be said to be highly professional with great emphasis on management and law in addition to a core study in design.

The B.A. (Arch. Studies) course provides an all-round basic architectural education, an understanding and appreciation of architecture and the role of the profession in society, by preparing the student to deal with problems of moderate complexity. Emphasis is on the conceptural aspects of the design process without neglecting problems of its implementation.

The B. Arch. course naturally seeks to provide the polished, advanced, professional education in architecture that conforms with the general requirements of the Royal Institute of British Architects while relating to the purely local needs of the profession.

INDIA

CEPT, AHMEDABAD	The major objective in design studios is to expose the students to a large range of diverse situations and to understand them in their context. In this, much greater emphasis is now placed on Indian situations and attitudes. Contextual parameters are given much greater importance. Also, the Socio-Economic aspects are considered with a view to expose the students to the reality of this country. However, a general design attitude is gradually built up so as to allow the student to work in almost any condition.
MS UNIV OF BARODA	1. Preparing students as fully capable assistants ready for further professional training. 2. Orienting students towards socio-economic, cultural and technological realities in India rather than allowing them to indulge in aesthetics romanticism. 3. Training the students in locating live problems of built environment, finding information, analysing it and appropriate indigenous solutions.
SIR JJ CA, UNIV OF BOMBAY	So far architectural training in India has dealt with only urban problems and also "one-off buildings", e.g. villas, public buildings, etc. Presently the College is laying greater stress on urban as well as rural problems related to communities rather than individual clients. Moreover the problems are realistic and not hypothetical.
BANDRA SA, BOMBAY	Did not participate.
ACAD ARCH, BOMBAY	Did not participate.
CHANDIGAH CA	We are trying to build our own teaching material by studies and documentation based on problems posed during teaching which have - as their basis - a live prototype, students are encouraged in studying and programming these problems.
BENGAL ENG C	Apart from making the students conversant with the different aspects of Architecture and related fields, students are trained towards achieving individual level of positive participation. In the process, attempts are made to make them aware of their future roles of growing responsibilities, co-operation and understanding within the framework of changing socio-economic demands to sustain and improve the quality of life in what ever manner and capacity they serve the humanity.
JN TU, HYDERABAD	Did not participate.
IIT, KHARAGPUR	Policy is to equip the graduates with the problems like cost optimisation, building system, operational research, tropical environmental factors related to urban and rural communities with emphasis on rural development. The policy is also to popularise research in all fields of environmental technology and design.
UNIV OF MADRAS	The School aims at training the students to be practically oriented and there is a strong emphasis on Building Technology and services.
VRCE, NAGPUR	Since the Department admits students from all over the country, heavy emphasis on regional problems is not given. The students are guided more on the "process of design" than the practicability of the "result of design". However, design situations having some bearing on National Problems are preferred, e.g. low cost housing, urban renewal, proto-type development. Emphasis is also given on draftsmanship and production drawings.
SPA, NEW DEHLI	To train architects to become professionals of integrity, business capacity, technical and artistic ability to eventually provide leadership in architecture and the building industry. To initiate and inculcate an understanding of the individual social and civic responsibility in relation to the society, national heritage and built environment. To adequately prepare the students to fulfill his professional obligations in co-operation with members of the other professions. To develop critical and aesthetic judgement and sound knowledge in core subjects such as architectural design, building technology, in addition to a general understanding and appreciation of affiliated disciplines, i.e. landscaping, town planning, urban design, structural engineering, quantity surveying and building economics. To prepare the students for post-graduate education, research and experiences.

AKV, POONA

Our emphasis has been always on imparting education based on the needs of the community. Our handicap being the limitations imposed by the present Syllabus which cannot be changed without prior approval/permission from the Director of Technical Education of Maharashtra State whose financial aid we receive.

UNIV OF ROORKEE

B.Arch Degree:

The curriculum and syllabus are specially designed so as to go beyong the stipulated minimum by the All India Board of Technical Studies in Architecture and Planning. It has been our endeavour to ensure that the graduates who pass out from Roorkee bear a distinct imprint of having graduated from a residential institute of engineering of enormous standing and fame. Emphasis has also been laid on independent development in order to produce capable architects who can think independently and are motivated to continue the process of learning throughout their lives, which was initially triggered by their schooling in the department.

To achieve the aforesaid objectives special attention has been given to seminars, discussions and approach to the problem solving, with heavy doses of "Building Structures" rather than on the fortuitous solutions.

IRELAND

UNIV COL DUBLIN

"The study of architecture must recognise the extensive role of architecture in society and have as its dual role: the advancement of a theoretical knowledge of architecture, and the preparation of students for careers in architecture."

COL OF TECH DUBLIN

Students are prepared for the profession in Ireland as generalist architects with a competence in building construction and materials as well as design, etc. and are able to earn a salary as assistant architect before launching into the profession.

KENYA

UNIV OF NAIROBI

Training of professionals able to cope with the specific human, economic and technical problems of their country/region.

MALAYSIA

UTM, KUALA LUMPUR

The objective of the University is to train competent technologists who know their responsibilities towards society and the Creator, congruent with national needs.

In line with the University's objective the architectural programme endeavours to give the student a technical background and a training which releases his creative faculties in a way which will make him effective in his profession and as a person, whilst conscious of the cultural heritage and the changing needs of the built environment.

ITM, SELANGOR

In this country the students are taught the art and Science of Building, giving special attention to the social and climatic conditions in the humid tropical zone where Malaysia is situated. It is also our hope that through this course we can contribute to evolving a truly Malaysian identity in Architecture.

USM, PENANG

A broad-based undergraduate curriculum to a sub-professional level to supply middle manpower to the needs of Malaysia for professionally trained men in design and each implementation in the fields of housing, building and planning.

After three years of common subjects, the student may specialise in :

(a) Architecture
(b) Building Technology
(c) Construction Management
(d) Quantity Surveying
(e) Physical Planning
(f) Structural Engineering.

MALTA

UNIV OF MALTA

The training of "generalist" architect-engineers to fill the needs of a small community (300,000 population). Sensitivity to the physical and socio-cultural environment within which they operate as the basis for the design of buildings and civil engineering structures. Design projects used as a tool for a meaningful integration of engineering and architecture.

NEW ZEALAND

UNIV OF AUCKLAND

We aim to develop together architectural skill, awareness, and understanding of technology, with opportunity to develop special interests later in the course. We try to make available a full range of alternative approaches for students to experience.

VICTORIA UNIV OF WELLINGTON

Course framework:

The two years of full-time study in the Bachelor of Building Science course are seen as the preparation time for professional studies. The subject areas within the Building Science course are carefully integrated to respond to the wide range of architectural knowledge required to deal with the complexity of the building industry; the latter part, the Bachelor of Architecture course, will broaden in scope and freedom of subject choice so that students may develop their individual aptitudes and interests (in Technology, Management, or an area of Design).

- 1977 Handbook, p. 3

We also believe that we must :

(a) Educate professionals for the whole building industry;
(b) Contribute to the widening of the scope of architectural activity; and
(c) Students require a sound technical and scientific basis before entering the professional course.

NIGERIA

UNIV OF NIGERIA

Did not participate.

UNIV OF LAGOS

In its philosophy and goals, the Faculty is concerned with the survey and the design of our man-made environment - may it be urban or rural, made by hand or an industrial product.

Within five years of study, the student gets the tools of how to discover and to develop the formal, functional and structural qualities of a design. The philosophy of the School is to balance these elements to show their possibilities and their limits. The School wants to provide the necessary academic matrix for all creative talents who accept that architecture has nothing to do with self-expression. All great buildings and places are the product of their epoch, not individualistic solutions. This acceptance of modesty and social responsibility may mark the difference of architecture and planning compared with any liberal art.

The necessary rapid change of the modern African society seems to cause the destruction of its visible cultural heritage. A careful research should inform the student of the qualities, especially of African artifacts, and give a foundation for protection and reconstruction of old structures. The tradition is the gift of history to a new society.

- 1975/76 Calendar, p. 77

AHMADU BELLO UNIV, ZARIA

The educational policy is based on an overriding need to be fully conscious of problems facing architects, planning and building technology and of building problems facing the country and modelling instructions to deal directly with these problems without sacrificing international standards.

PAPUA NEW GUINEA

PAPUA NEW GUINEA UT	1. The training of manpower with appropriate skills to be able to carry out the range of task at different levels required to implement the National Development Strategy; 2. The support of government policy-making activities and programs by appropriate advice, research and development; 3. The provision of appropriate technical assistance to self reliant community development projects.

SINGAPORE

UNIV OF SINGAPORE	The main aim is to produce competent working architects with interest in design and awareness of the living environment. In Year 1 architectural fundamentals emphasised, Year 2 imagination and creativity encouraged, Year 3 techniques stressed, Year 4 professionalism, Year 5 research.

SOUTH AFRICA

UNIV OF OFS	The policy of this School is to expose students from widely varying backgrounds to cultural enrichment and to illuminate the relevant facets of art and science in such a way that the embryonic architect will develop independent thought and action so as to obtain the necessary self confidence to play the role of Architect within the community and the environment. All the above objectives to be achieved within the limitations of available funds and human resources.
UNIV OF CAPE TOWN	Directed at the problems of development in Africa and specifically at South Africa considered in its totality. Architectural education (and architecture) that is appropriate to this context is our specific concern. The implications for developing areas our general concern.
UNIV OF NATAL	Available from Department of Architecture Memorandum (not received).
UNIV OF WITWATERSRAND	The policy of the Department is based on the traditional method of educating students by active participation in work carried out in the studio under close supervision of staff. The six year course for the degree in architecture consists of four major parts namely Architectural Theory and Design, History of Architecture, Theory and Practice of Construction and Professional Practice. The Department attempts to respond to the local needs by dealing with Third World and high technology problems. Projects relate to hypothetical situations but whenever practicable real problems are handled from design to construction.
UNIV OF PORT ELIZABETH	Aim to train students in multidisciplinary atmosphere; to provide broad but balanced basis to produce a knowledgable and skilled professional leader, with the emphasis on basic theory and design; knowledge of materials, structure and services; management skills; strongly career orientated. Principles rather than complete knowledge.
UNIV OF PRETORIA	To prepare students for a responsible position and to equip them to keep on learning in their chosen vocation.

UNITED KINGDOM

ROBERT GORDON'S IT, ABERDEEN	Available from Prospectus (not received).
UNIV OF BATH	School believes in integrated education of all involved in the design and construction of buildings: a new syllabus is being prepared to provide a common first two years for architects and building engineers with some lesser degree of integration subsequently. School also believes in the "thin sandwich" type courses, which relate academic studies to practical work.

UNIV OF BELFAST

Did not participate.

BIRMINGHAM POLY

1. Separation of "academic" undergrad. and prof. grad. course.
2. Integration of subject inputs and design projects in block or unit system (see details enclosed).
3. (Future) close working together of grad. course continuing education unit and post grad. unit.
4. A professional rather than academic stance.

BRIGHTON POLY

The School has the simple aim of seeking to provide a broad architectural education which will equip its students for the practice of architecture.

UNIV OF BRISTOL

B.A. in Architecture:

At undergraduate level the study of architecture presents broad educational opportunities, whilst providing for those who wish it a foundation for vocational study.

Today the architect needs to take a broad view, to try to see whole issues and the way things relate. It is necessary to understand not only the relationship of pressures that make a building but also the relatedness of things within a wider context of city, town or landscape. The study of architecture covers such a wide field that a student cannot study everything, the course therefore includes a carefully selected range of options to match different interests and the diversity of tasks to be faced, whilst at the same time emphasising the way things relate.

The Diploma Course:

The Diploma course has a professional bias. That is to say it is assumed that students entering the course - who already have a University degree - will, in the majority of cases, now wish to qualify as architects. With this in mind, the educational policy is to do a limited number of things thoroughly and well and, at the same time, to achieve a general awareness of architectural theory and practice which will enable the student to interpolate from these experiences.

- 1976/77 Prospectus, pp. 5 and 9

UNIV OF CAMBRIDGE

Did not participate.

CANTERBURY CA

Aims of the School :

Within the sympathetic surroundings of a lively College of Art, now in a fairly unique position, the School of Architecture aims to provide a friendly situation where tutors and students can together develop the full potential of each student.

Architecture as a subject is very largely concerned with ideas and the policy of the School is directed towards a lively discussion of architectural ideas.

- Prospectus

B.A. Course:

The course is fundamentally concerned with the design of buildings and their immediate environment. Architectural design is, however, something of an equation in that a whole variety of influences and considerations generally determine the outcome. The course therefore concerns itself not only with the process of design but with a study of influences that bear upon it.

- Degree Handbook, p. 1

Diploma Course:

The course aims to continue the development of architectural design ideas. It is the architect's responsibility to promote design concepts which will continually contribute towards the quality of the built environment and progress the culture of society generally.

The Diploma course assumes that students will wish to take up a career in architecture. Regardless of the individual's approach to architecture, and the need to promote valuable design ideas, an architect is duty bound to provide a professional service to the public at large.

- Diploma Handbook, p. 1

UNIV OF WALES	Did not participate.
GLOUCESTER CAD	Attempts to integrate the teaching for Architects, Landscape and Planners. To develop an attitude that understands their respective roles within the totality of the environment.
UNIV OF DUNDEE	Vocational - professional. Emphasis on human needs. Wherever possible actual problems - real briefs, sites and clients.
HERIOT-WATT UNIV	Curriculum is a 4 year course calculated to develop general all round professional skills based on the architects pre-eminent role as a designer. This is followed by: 1. A year of practical training, and 2. A Diploma year in which the student can specialise in the area of his choice.
UNIV OF EDINBURGH	Did not participate.
UNIV OF STRATHCLYDE	The Department of Architecture and Building Science of the University exists to provide an academic environment in which all students can participate in the identification of the fundamental nature of the problems associated with the built environment, develop the theory and acquire the skills associated with architectural decision-making and emerge with a desire and ability to improve the quality of our built world.
HULL COL HIGH ED	This is a community based school despite the fact that it draws its students from all over the country and from abroad. Most of the projects are related to the immediate community and have a strong social content. Individual development of students and staff members is the major factor that underpins the courses structure and a course unit system is adopted in place of a formal examination system. The course is project based.
KINGSTON POLY	Aims: The Degree, Diploma and Part 3 courses aim to give an education to students who wish to become architects, although the courses at both degree and diploma level are intended to have value beyond this professional goal. The central discipline throughout the course is designing buildings in such a way that they contribute towards the quality of the environment of the society in which they are created. To develop this discipline the student has to deal with value judgments and factual knowledge and to acquire skills in integrating these in design. This demands an ability to create as well as to analyse, to develop intuitive and intellectual understanding and to discover the basic structure of the problems faced. Thus learning to design buildings gives the student a broad and exacting education in addition to leading to a professional qualification. - 1977 Report for RIBA Visiting Board, p.10
LEEDS POLY	Information in handbook (not received).
LEICESTER POLY	Our School is strongly vocational and verily retains its traditional strengths. The graduate diploma course aims to equip students to practise in a changing world and is committed to the belief that design and technical command are indivisible. The degree course is baised towards education, design and intellectual disciplines which will serve throughout a career.
UNIV OF LIVERPOOL	The Liverpool School of Architecture seeks to offer a broad basic general education in architecture to students from a wide range of backgrounds, both science and arts, who are motivated by design and environmental issues. Primarily it seeks to turn out good designers with a thorough technical competence and a forward looking attitude to the practice of architecture.

LIVERPOOL POLY

The School is primarily concerned with producing architects. We hope that the education we give the students enables them to act intelligently and creatively in the context of the building industry and society as it exists at the moment.

AA, LONDON

Did not participate.

POLY OF NORTH LONDON

To provide a first degree in architecture which may be a foundation to further professional education or a terminal general education in its own right. To provide a subsequent diploma course designed to educate in the "profession" of architecture, which though biased to British practice is fundamental enough to have applicability over a much wider area.

NORTH EAST LONDON POLY

Objectives:

The objective is to provide students with a broad framework of education upon which a future vocational role in Architecture may be built.

The course affirms a strong commitment to work for an improved urban environment and to this end students are encouraged to strive for an understanding of the society which they seek to serve and to be deeply conscious of their responsibilities to the future.

Teaching/Learning Philosophy:

As educators we see ourselves to be in a synamic relationship with our subject and with our students.

This view takes into consideration -

- the students previous experience
- their growth within the course
- their later graduate studies
- and their vocational future.

While the course concentrates on those intellectual skills which inform the work of the practising architect, its intention is to set these skills against a wider educational background and encourage a habit of rational and analytical thought, which will prepare the student for a world in which change is one of the prime components.

- Prospectus

POLY OF CENTRAL LONDON

B.A. Honours Degree in Architecture:

The aims of the course have been formulated in the conviction that society necessarily requires responsible intellectually alert and creative designers who will seek to provide, improve and retain, for the benefit of the community, buildings and spaces both public and private which are of the highest possible quality.

It is the aim of the course:

1. To impart knowledge of facts, principles, generalisations and theories, all within the context of our cultural, scientific and technological society, and which are relevant to the study and practice of architecture.

2. To develop in each student skill in the application of knowledge and imagination, which through the process of synthesis will manifest itself in creative design.

3. To present its subject matter in such a way as to encourage the student's fullest commitment and develop a high level of self motivation.

4. To give students the opportunity of working in areas of their chosen interest by developing, in design subject areas, centres of expertise and authority which will be of direct educational value.

5. To develop concepts of values which are the basis of decision making in design.

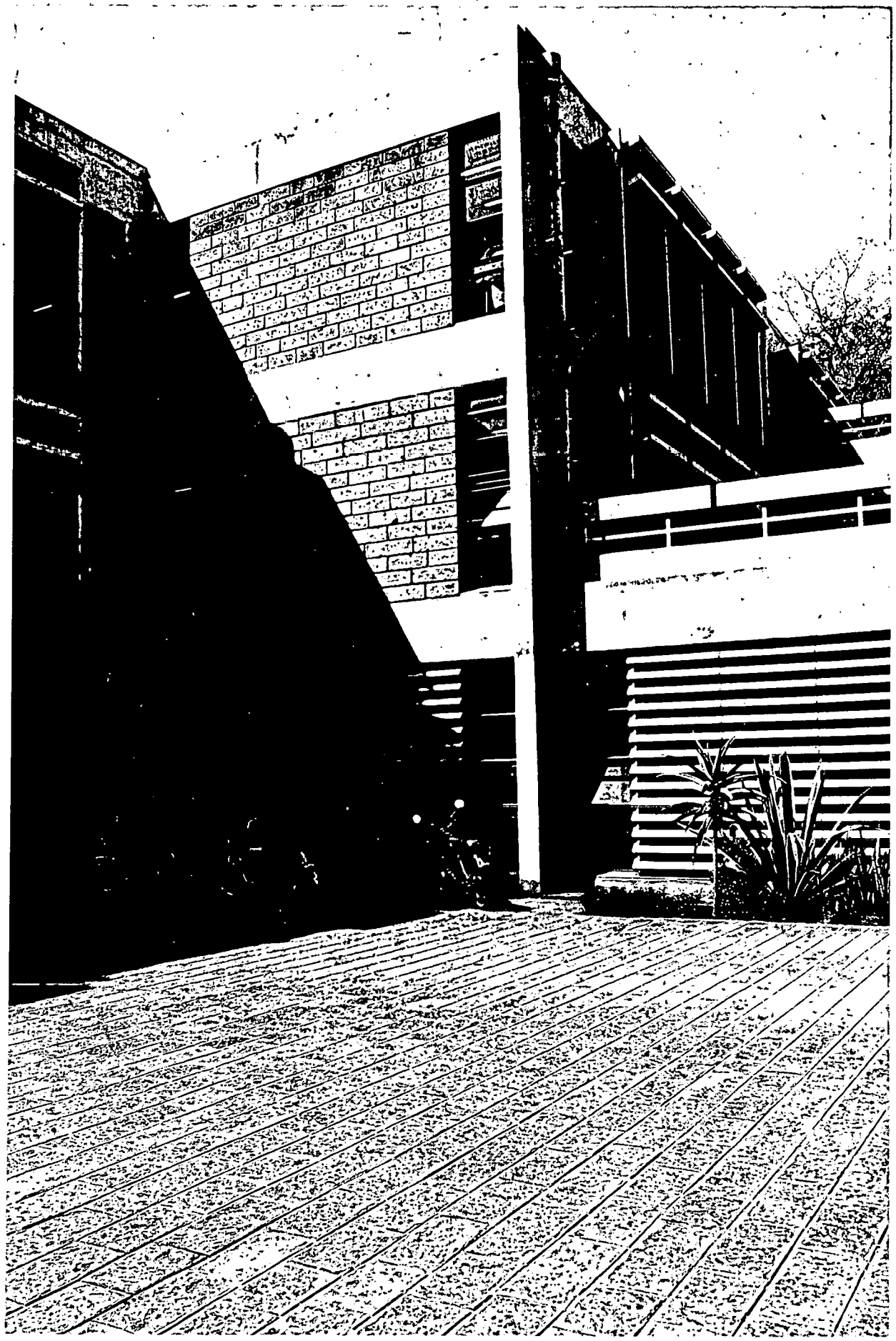
Diploma in Architecture:

The Diploma course aims to provide a framework for postgraduate students to pursue a programme of enquiry and exploration in order that each may maximise his own special potential in an academically fertile atmosphere. In the Degree course, students have already acquired a nucleus of knowledge, skill and understanding and a glimpse of the potential; the Diploma course aims to help them to move on to explore the potential by becoming aware both of standards of architectural excellence and the challenges that modern society makes in their attainment, by studying individually and at a more profound level subjects of special interest. It is designed for, and assumes, a high degree of self-motivation.

(continued over)

POLY OF CENTRAL LONDON	Diploma in Architecture (continued): With these broad intentions in mind the course has three principal objectives; first, to give the student the opportunity to develop design ability through experimentation on projects of his own choice; second, to subject design solutions to criticism based on exacting intellectual and cultural criteria and the economic and legal constraints of an increasingly structured industrial society; third, to help the student develop a personal value system related to the discipline of architecture. - Xeroxed statement and 1977/78 Prospectus, p. 11
POLY OF SOUTH BANK	Did not participate.
THAMES POLY	To educate students to wish to improve the built environment and have the ability and persistence to do so. Architecture is seen as a humanities subject with a very high design content and well supported by related disciplines. We wish the architect to be an educated, literate and articulate person.
UNIV COL LONDON	To educate architects alongside other future workers in the built environment, such as planners, engineers, landscape architects, etc.
MANCHESTER POLY	To stimulate in the student a personal philosophy that will sustain him in a career devoted to the improvement of man's material and aesthetic environment. To acquaint the student with the theory, practice and philosophy of architectural design. To develop the perceptive technical, administrative, communicative, co-ordinating, planning and creative skills into the total skill of architectural design from the practice of applying knowledge and experience to achieve balanced, integrated solutions to design problems. To experience architectural design at various scales of the built environment and of varying degrees of social and technical complexity. To equip the student with an ability to collaborate and communicate with others in the process of design and to make decisions after a thorough and methodical analysis of all relevant factors. To equip the student with an understanding of the ethics and responsibilities of a professional man.
UNIV OF MANCHESTER	The School is orientated to studio design work in the field of architecture and aims at a balance of technical knowledge and aesthetic sensitivity.
UNIV OF NEWCASTLE	The School aims to equip its graduates with an acute awareness to create architecture with great humanity realised through confident technology.
UNIV OF NOTTINGHAM	Did not participate.
OXFORD POLY	Architectural design is the central activity of the School's courses, and is confidently regarded as an academic discipline in its own right. Seen in this light, it subsumes the science, technological knowledge, social science and management skills appropriate to it, rather than regarding these as separate disciplines with the consequent danger of either under-valuing or overinflation. The B.A. Honours course aims to produce a graduate who is an intelligent, knowledgeable and creative designer. It aims at completeness and self-sufficiency as a degree course and serves the majority of students as a plateau of achievement for advancement to architectural maturity through a graduate course. For others who do not elect to enter the architectural or closely related professions , it provides a liberal education suitable as a base for advancement into many fields; unfortunately, due perhaps to inadequate public relations, advantage is rarely taken of this. The Graduate Diploma course is intended to build upon the achievements of the course in Architectural Studies and aims to extend the graduate further by the application and advancement of his knowledge, skills and abilities. It is therefore concerned with the development of: (a) an ability to solve creatively the complex problems of building design at various scales, but particularly large scale, up to and including urban scale, within the framework of a coherent personal approach to design; (b) an appreciation of existing and new operational and predictive techniques in a changing architectural context; (continued over)

OXFORD POLY	Graduate Diploma course (continued): (c) an ability to contribute to the solution of interdisciplinary problems; (d) independence of thought, based on the ability to formulate aims, assess evidence and arrive at logical conclusions; (e) an understanding of the theoretical and practical inter-linking of related disciplines. - Statement on work of the School, pp. 3-5
PLYMOUTH POLY	To enhance and develop the student's particular interest and abilities as a future practitioner of architecture. To equip the student with sufficient knowledge and skills so as to be able to assume full professional responsibilities as a contemporary practitioner of architecture. To advance the state of the art by encouraging original student work of a high standard.
PORTSMOUTH POLY	Two aims: 1. To equip students for practice now. 2. To help them develop a critical attitude based on current theory for improving architecture in the future. Particular emphasis on environmental science, meaning in architecture, etc. - but all integrated through design projects.
UNIV OF SHEFFIELD	Did not participate.



The building occupied by the Department of Architecture, University of Nairobi, Kenya

The question in the survey about research reveals that there is a wide discrepancy in the quantity of research undertaken in the schools. Generally it may be said that there has been an enormous increase over recent years. On the other hand, in some schools there is little research done despite the encouragement given by most member institutes and by CAA. A strong research programme requires staff members with both the ability and the time to devote to research and there is evidence that in some schools staff have little time to spend on research after dealing with their teaching programmes. The educational institutions in which schools are located in some cases should be reminded that additional resources, including staff time, research assistants and funds for maintenance and equipment are necessary to enable the important task of undertaking research in the environmental design field to continue. Having said that however, it must be acknowledged that in a number of schools which have well developed research programmes there now exists a situation comparable with research undertaken in other fields of study. This is more general in the older schools and especially in the older schools in the universities than it is in the more recently established polytechnics and colleges of advanced education. There are however some notable exceptions, especially in the United Kingdom.

The growth in research activities in recent years is revealed by the considerable amount of material sent by some schools to accompany the questionnaires. Indeed a separate study of research in the Commonwealth schools of architecture and a separate directory of research may well be warranted.

The range of research topics reported, as might be expected, is very wide and includes topics which come under the following general headings:

Acoustics and noise
Alternative technology
Architectural education, student selection
Architectural history
Architectural psychology
Art history
Building legislation
Building material research - traditional materials, timber, concrete, brick, etc.
Building performance studies
Building technology and technical innovation
Building types including churches, department stores, factories, farm buildings, public buildings, schools, theatres
Climate
Community architecture
Community participation
Computer aided design, computer graphics, computer decision making
Condensation
Conservation of buildings
Construction techniques
Cost studies

Creativity
Decision theory
Design theory - design teaching methods
Earthquake architecture
Energy consumption
Environmental horticulture
Environmental science
Ergonomics
Fire and smoke
Form studies
Health facilities, medical architecture
Historical buildings, preservation and restoration
Housing - low-cost housing, self-help housing, rural housing, suburban housing, traditional housing, multi-storeyed housing, housing standards, housing for particular climates
Industrialized building techniques
Information retrieval
Landscape design
Lighting - natural and artificial
Low energy building
Management
Measured drawings
Modular co-ordination
Office building and interiors
Perception
Photography
Politics of building
Professional practice, arbitration, architect-builder-client relationships
Provision for special groups - elderly, handicapped, etc.
Semiotics
Social environment
Solar energy
Specification preparation
Structural research
Thermal performance
Third world studies
Traffic studies
Urban planning, urban spaces, urban renewal
User studies
Utopianism
Vernacular architecture
Visual studies - optical effects of colours
Wind effects on buildings

The uncertain economic climate into which the whole world has been plunged in recent years has been accompanied by worry about the effects of population growth, the conservation and allocation of resources, especially of energy sources, adequacy of food production and what appears to be ever-increasing international, interstate and internecine conflict. The world situation clearly affects the nature and extent of work for architects and has caused many professional organisations to reconsider the role of the architect and to ask what changes there need to be in the services the architect offers.

So far as the schools are concerned they too have had to consider whether training for the traditional architect's role is still relevant or whether there should be changes to the structure and content of courses, introducing greater flexibility to make graduates better equipped either to move into some area other than architecture or to help change and extend the nature of the profession itself and the range of tasks the architect has traditionally undertaken.

Views have been expressed that the training an architect receives is itself a good general education when undertaken with sufficient rigour, and statements have been made that architecture graduates have already worked by choice in a great variety of occupations, thus demonstrating their flexibility. On the other hand, criticism has been levelled at the elitist nature of the profession and attention has been drawn in a long series of critical arguments to the failure of a great deal of present day architecture and of the failure of architects to be able to communicate and share their professional ideals and convictions with the communities for which they work.

There is evidence that a great deal, even the majority, of architecture which purports to represent the modern movement is no longer acceptable to the general public in many countries of the world. The worst of it produces miserable, unhappy environments. The best of modern architecture as evaluated by architects themselves has a particular quality which can be noted, analysed, admired, but rarely loved. Rarely indeed do people identify with works of modern architecture in the manner in which people of past ages identified with the great buildings of their time - buildings which individually or in groups still draw people to them over distances of thousands of miles. This can only be said of a very small number of modern buildings, of which the Sydney Opera House may be one.

The mushroom growth of national trusts, heritage societies, conservation, restoration and preservation organisations in communities throughout the world testifies to the doubts and dissatisfaction of many people with aspects of our technological civilisation.

The passion which has developed to cling to so much of the past is a clear indication of dissatisfaction with the present. The values of tradition, continuity, a sense of community identity, can be expressed in well-kept and well-loved buildings and town scapes from past eras. Although some past ages have been ruthless in the destruction of the work of previous periods, we have usually done it more

quickly, more dramatically and more insensitively than in the past, whether in warfare or in our apparently more peaceful attempts to exploit real estate for monetary gain.

The problem however is not simply a matter of removal of what exists - it is also dissatisfaction with what replaces it. The architect asked to design a new multi-level office tower on the site of a collection of heterogenous buildings of the 19th century or earlier may well feel not only a sense of guilt but a strong premonition that a lot of people won't like him. Architects are caught up in a complex web from which it is difficult to escape. We have assumed until quite recently that the public would eventually get round to liking what we like . . . or at least what we appeared to like since it could reasonably be assumed that we like what we design. Yet look at the places in which most architects live - rarely in the kind of buildings they design, more often in older, cosier houses and apartments. Often too this applies to the buildings in which architects work and to the buildings they explore and enjoy when visiting strange cities - the rich and complex buildings of the past rather than the work of their contemporaries. Architects' convictions, as indicated by their responses, often differ from their convictions as measured by their design performance. It appears that the language of architecture to which most architects have committed themselves is a restrictive, bare and unloveable language. Although it is unfair to make this criticism of the best buildings of the modern tradition, it can fairly be made of the great bulk of buildings built in what might be termed the degeneration of the modern movement.

The modern movement is a style of architecture demanding a discipline difficult to maintain which in hands of designers of lesser sensitivity quickly degenerates and loses its aesthetic quality. It is clear that alternatives are needed and it is apparent that alternatives have been developing for some time, and that now more sympathy is being offered for developments hitherto regarded as aberrations.

Contemplate for a moment the fascinating complexity and subtlety of the bodies of the members of the human race - certainly not all are beautiful, but what infinite variation from one to another in character, in appearance, in size, in proportion, in colour - yet each has a head, two arms two legs and the usual number of fingers and toes. We are adept at recognising instantly the particular characteristics of each individual we come across, indicating that the eye, continuously moving, is stimulated by the subtleties of texture and contour and responds by identifying with unerring accuracy. Contemplate a walk through a garden or forest where again the eye is stimulated by the complexity of trees and plants, of leaves and branches.

A great deal of the architecture of the past contained opportunities for this kind of stimulation for the eye, which provided intellectual attraction and contemplation for the mind. Few modern buildings do so. Building forms and textures have changed in ways which may have denied opportunities for the satisfaction of human physiological and psychological needs.

Clearly this is an area in the design of buildings, and in the education of architects, where greater attention is needed - whether it is to questions of scale in relation to people or the use of forms and colours to which there is greater human response. It means questioning again many of the values inherent in the modern

movement and reviewing the forms of previous ages, not to imitate but to learn from them. But what is it that produces that small elite who complete architecture courses and turns them into a body of professionals who join the architectural institutes making up the membership of CAA and UIA and who have followed in the path of the early heroes of madern architecture to bring us to the present position?

Formal architectural education takes place for a period of about five years in different ways in the various schools in the Commonwealth in the variety revealed by this survey. The primary and secondary education systems have already had their influence on the students who come into architecture schools and this influence is indicative of the conditions, standards and prospects and ideas of the various communitites which begat the potential architects. Cultural differences exist which should lead to variety of expression, recognisable regional characteristics, and the attainment of local identity, identity which can be seen clearly in much building of the past but has been largely ironed out by rapid communication and our propensity for following the leader.

At the point of entering tertiary education a student may have developed special interests or have gained some particular knowledge and ability which begins to place upon him the marks which distinguish an architect, but he is still similar in most ways to his peers who will go into other tertiary courses to become doctors, engineers, accountants, teachers or managers.

In many cases indoctrination takes place in a manner which separates architects, often permanently and sometimes disastrously from their fellow members of the human race. To some extent this happens in all vocations as each member comes to understand a particular conceptual framework of ideas developed to provide that vocation with its own world view. It is more pronounced where professional groups are strong and where special skills are developed to enable the service to be performed and where a professional body guards the area of knowledge, spinning a web of mystique for its own purposes, which from time to time needs to be challenged.

It is particularly strong amongst architects, perhaps because of the strong visual basis architectural education has traditionally had, in a society which generally has not rated visual values hightly.

Regrettably, in the past, some courses in architecture have not given adequate attention to intellectual values - but in many, certainly not all, schools that situation is being adjusted. Perhaps it is this which has caused many architects to be convinced that the ills of the world can be solved by changing it to fit a range of forms and a scale of values to which architects have special access.

The insularity of architects and their apparent isolation from their fellows, have received in recent years, adequate attention from outsiders to the point where it is necessary to say that the profession is well aware of its faults, that it is on the whole idealistic, and although it may have made many mistakes, in general they have been while seeking valid goals. Many of the mistakes made are inherent in a technological civilisation and are shared by other callings. In its various professional bodies, and in its schools, the profession has been engaged in self-examination which is producing changes.

In the United Kingdom the emergence of such bodies as the New Architecture Movement and the manner in which the RIBA has taken up the challenge of exploring ways of bringing architectural advice and services to a wider range of the public as community architecture are indicative of the changing attitudes.

In India, at Ahmedabad, work by the Ahmedabad Study Action Group - a multidisciplinary team including architects and social scientists has made a significant contribution to the problem of providing low cost housing for the urban poor caught up in the results of mass urban migration. This work is far removed from the sophisticated central projects which form the staple diet of many architects in developing countries.

In Australia the adoption by the RAIA of a scheme to provide advisory services, primarily in the housing field, again to spread architectural services to a wider range of people of all income groups, is welcome evidence of changing attitudes.

Sometimes the changes are initiated by self-interest as old markets shrink and as more architects enter the profession from the schools but, especially amongst the younger architects, there exists a genuine desire to provide a better service to the communities of which architects are a part.

A statement about education systems exhibited (Photo p. 126) by students at the Centre for Environmental Planning and Technology at Ahmedabad influenced by Illych philosophies well illustrates some of the conflicts which have existed in schools, and communities, in recent years.

Statement by Ahmedabad Students :

'My grandmother wants me to be educated so she does not send me to school.'
Margaret Mead

'The educational system all over the world today has come under heavy cross-fire and India is no exception. The values of an institution which is almost as old as man himself are now being questioned. The school supports an increasingly efficient technological society which is by itself not viable. Students are schooled to confuse process with substance and, once these become blurred a new logic is assumed - that the more the treatment the better are the results or that escalation leads to success.

The right to learn is curtailed by the obligation to go to school since teaching is confused with learning, grade advancement with 'education', a diploma with competence and fluency with the ability to say something new. Everything is institutionalised so that healthy learning, dignity, independence and creative endeavour are defined as little more than the performance of these institutions which claim to serve these ends.

At a higher level of academic achievement, the college graduate is schooled for selective service among the rich of the world. It is not a fact that in spite of the enormous amounts of public money spent on each graduate the finished product feels comfortable with his non-schooled compatriots. In India where education is a luxury students are academically processed to be happy only in the company of fellow consumers of the products of the educational machines. Step (sic) must be taken and taken immediately if effective change is to be brought about.

Statement by students of the Centre for Environmental Planning and Technology, Ahmedabad, India

The socially aware or those who realise the magnitude of the problem will have to initiate the process so that formal education no longer becomes successively the ticket to a white collar job and world wide travel but rather an instrument for changing the quality of life.'

That was written several years ago. Since then, although the general economic health of the world has deteriorated, no radical changes of a widespread nature have taken place to the institutions criticised. Perhaps there has been the gradual absorption of some of the ideas - and, at the same time, paradoxically, a general move towards greater conservatism. Possibly there is a sense of resignation and acceptance that reforming zeal is difficult to apply when there are world problems of the present magnitude.

One of the strengths of the international architectural community has been its capacity to reach a common understanding across great distances of land and water and across widely varying cultural and language barriers. Its cohesiveness has also been one of its weaknesses since by internal reinforcement it may well have been insufficiently sensitive to the comments from without. While all the discussion has been taking place architecture graduates have continued to emerge from the schools into their communities but there has been so far little evidence of a well researched and quantified kind to indicate how many of them have stayed in the profession for which they trained, how many have extended the range of work of their profession and how many have gone into other areas.

An indication of what changes may be needed should come from a better understanding of changes which are already taking place. One way of examining this is to ask what has happened to graduates.

In the survey two questions were asked which were intended to cast some light on this situation. They tried to obtain an indication of the alternative roles which graduates of the schools have taken up and an indication of the alternative roles for which schools believe they are fitting graduates. Another relevant question which was asked was about the relationship of the numbers currently being trained in the various schools to the needs of the different countries. On all the questions there are variations from country to country and major differences between the developed and the developing countries.

It should be borne in mind that all the information about these questions in the survey has come from the schools themselves and they will have a particular point of view which may well vary from the point of view of the professional institutes or indeed from government which, in most cases, provide all or some of the funding necessary to enable the schools to operate. There is therefore a certain bias in the result which needs to be taken into account.

The schools have a vested interest in remaining in the business of teaching and, generally, promoting the particular policies or philosophies they have developed. The professional institutes are usually conservative, since that is the nature of professional organisations, as they perpetuate and protect a particular discipline. Governments, who foot the bill, take into account the wishes of those who elect them and try to see that public funds are put to best use, in accord with community goals. Opinions on the situation of supply of graduates from each of these sources may well differ widely.

In general it can be said that where an opinion was expressed that too few architects are being trained there was also less evidence that architects have gone into alternative roles and less inclination for the schools to give consideration to alternatives. This may suggest a reluctance to depart from established patterns until external pressure builds up - which in turn may result from resistance to change by Institutes through the imposition of recognition systems, or because there is no expressed community demand for change, or that all graduates are being gainfully and satisfactorily absorbed into communities. This situation is more general in developing than developed countries although there are some exceptions.

In general the converse is also true that in the developed countries the schools were more likely to believe that too many architects are being trained, that they are giving more attention to alternative roles and that more architects have actually taken up alternatives.

An exception is India where, although there is much to be done by architects, there is a belief that the schools are training enough architects to be able to work in the economic situation which prevails, and probably will continue for some considerable time. Despite recent changes and the introduction of national legislation to regulate the profession, it is believed in many parts of India that architects have been in a less advantageous position than the engineering profession which, for historical reasons, has asserted control over many areas of concern to architects. It can be hoped that the present moves to strengthen the profession will enable it to make the contribution of which it is undoubtedly capable.

Another exception is New Zealand which most would class as a developed country but where there is still much to be done and where there are only two schools, both believing that they are not over-producing architects.

Predictably the widest range of alternative roles into which graduates have moved is in the most developed countries of the Commonwealth - the United Kingdom, Canada and Australia and there is a reasonable concurrence of opinion across these countries about the actual roles taken up.

Nowhere are reliable numbers available and the following comments are based on a broad analysis of the replies received. Opinions about the relative improtance of different roles is based upon the number of times particular alternatives are mentioned by different schools.

It is perhaps to be expected that the area which appears to have had the greatest attention is the construction side of the industry. There has been a great deal of discussion over recent years in a number of countries about the development of different contracting procedures including project management and design/construct methods, some of which have placed the architect in a subservient role - indeed, in some cases, he has not been used at all. This seems to have led to an increasing number of graduates moving into building. Some may well have gone into subordinate positions but an increasing number have entered the project management, construction management and design/build organisations operating in a management role rather than as architects in the traditional sense.

Once the architect graduate ceases to function as an independent professional and changes his allegiance to the construction side the dilemma of compliance with ethical codes is introduced.

It has been said that "the ethical codes of professional organisations are based on the assumption that between the professional and the client there is a relationship of trust whereas in the normal commercial world, there is between buyer and seller, no such relationship". The term 'caveat emptor' is well known to most communities. Bearing this in mind the question of whether the architect can still remain a member of his professional organisation while operating as a builder is a matter which has exercised a number of professional institutions, most of which have decided that he cannot. It is a matter however which will continue to demand examination, especially if the trend revealed by this survey for graduates to go into the construction side of the industry is confirmed. There may well be lessons to be learned for our tradition from Japan where those who operate on both sides of the industry are trained together, and it is claimed that this leads to better understanding between the professional and constructional side of the industry and to greater efficiency.

The second most popular area varies in detail from country to country and consists of working for government, whether in a branch of the civil service, or in semi-government organisations not as an architect but in an administrative, management or policy-making role.

Architects have always had a social conscience and in recent years many have had doubts about whether the kinds of development in which they have been engaged were really benefitting the communities in which they worked, leading to the emergence of various alternative architectural organisations. There has been a parallel development in the number of graduates who have opted to work in some area of social welfare, generally but not always at some level of government.

The involvement of graduates in the process of government at various levels is a valuable development since it means the location within the bureaucracies of a greater number of people informed about architecture and capable of influencing decisions which will lead to improved human environments. It is also interesting to note that there is a number of graduates who have entered politics and one school, with justifiable pride, points out that one of its graduates became Prime Minister.

This involvement in government and in management stresses the value of management streams in architecture courses. It not only suggests that options should be available at the undergraduate level for study in depth, but that postgraduate work should be further developed especially in those countries where general postgraduate courses in management accessible to architecture graduates are not available. Where they are available it is probably preferable that the graduate who is going to enter some alternative area of activity should take a general postgraduate management degree rather than one which is specially aimed at architects.

In view of the historical relationship between architects and planners it was to be expected that there would be a reasonable number of architecture graduates moving into planning and this is the case. Despite the increase in numbers in recent years of planners with backgrounds in economics, geography and social and political science, they have not outnumbered planners with a background in physical design, and it appears that architects are now showing a renewed interest in planning.

For some time now the schools have been saying that teaching, whether at primary, secondary or tertiary level, was an area into which graduates could go and this development too can be of considerable importance to a profession concerned with improving the quality of the built environment. There is new evidence in many countries that this is taking place.

For some years art was not given great encouragement in many schools, yet the survey shows that a reasonable number of graduates have become practising artists, in some cases achieving considerable acclaim. It also shows that the related fields of graphic art and photography are important areas. Industrial and product design, including furniture, is another area in which there has been a flow of graduates and journalism, film-making, theatre, radio and television appear to have absorbed a reasonable number.

The only other areas mentioned which absorb significant numbers are research and tertiary teaching, both of which can be regarded as normal areas of work opportunity for architects. Some of the roles which received less comment are the following: psychologist, anthropologist, army officer, farmer, salesman, missionary, legal worker, hotel keeper, broadcaster, musician, and even drop-out.

It was not clear whether graduates considered that the attributes gained in an architecture course necessarily fitted them for these occupations or whether further education took place.

There does seem to be an acknowledgement however that the broad base gained by a course in architecture has been valuable and special mention is made of the development of problem solving ability, of self-direction and the capacity to think independently as attributes which assisted graduates to go into other areas.

The schools stress the importance of their general educational role in producing informed citizens who will have a versatility of outlook, to enable them to adapt to changing circumstances and to adopt a wide variety of roles in the community. Some point to the need for graduates, especially in developing countries, who will, in effect, be social workers assisting with self-help housing and this raises the question of the ways in which this kind of activity can be financed.

Governments in some countries have accepted that funds should be made available for this purpose, but in others the work is done on a voluntary basis or on salaries not commensurate with the nature and quality of the service provided.

An interesting role which appears is the role of educated client and the view is expressed that the more sympathetic people there are in various roles in the community who have originally trained as architects, the more likely there are to be clients who will understand architectural values.

As there is a close co-relation between the roles into which graduates have already moved, and the proposals of schools, there is little point in repeating the list already covered.

There is conflicting evidence from the survey about the needs of communities for numbers of graduates, so that it is perhaps best simply to summarise the opinions expressed in the following list.

The question asked was whether the schools believed that for the needs of their community they were training too many, enough or too few architects.

PERCENTAGE OF SCHOOLS WHO BELIEVE THAT THEY ARE TRAINING --

COUNTRY	TOO MANY ARCHITECTS	ENOUGH ARCHITECTS	TOO FEW ARCHITECTS	NO RESPONSE
AUSTRALIA	63	20	10	7
BANGLADESH			100	
CANADA	25	45	10	20
GUYANA			100	
HONG KONG			100	
INDIA	23	55	23	
IRELAND	25	75		
KENYA		100		
MALAYSIA			33	67
MALTA	100			
NEW ZEALAND			100	
NIGERIA		50	50	
PAPUA NEW GUINEA			100	
SINGAPORE		100		
SOUTH AFRICA	17	67	17	
UNITED KINGDOM	44	31	16	9
ALL COUNTRIES	34	36	22	9

Most Schools of Architecture, and indeed other professional schools in the Commonwealth have traditionally been vocationally oriented, giving graduates a strong expectation of employment within the profession. In Architecture this expectation has been further emphasised by the recognition given to Schools by institutes and by Registration Authorities in the various countries. In some other countries quite a different situation exists in which a proportion only of graduates (sometimes surprisingly small) enters the profession, the remainder regarding their courses as a general education and undertaking a variety of different tasks in the community after completing courses.

The evidence contained in the survey appears to indicate that in some countries more graduates are being produced than can be absorbed into the profession, especially at a time when economic growth and consequently the services required from architects have declined. Various alternatives are available for new graduates. Together with the established profession they may develop new tasks within the existing framework of the profession for the architect to undertake in our communities; they may go into alternative and related areas of work, or they may seek work in other countries where architectural services may be needed. It appears that the professional institutes and schools should assist in seeking alternative roles in the community for both architects and graduates and should allow options within their courses to ensure that the graduates are not narrowly directed towards the profession of architecture as it is at present practised but are capable of redirecting their abilities in various ways.

Thus emphasis should be on encouraging each individual to develop his or her potential within a broad framework, to enable better judgements to be made about the role each will play in the community and indeed how each will contribute towards changes in the community - rather than producing graduates cast in a mould fashioned by the existing profession.

The discussion has been largely concerned with looking at some of the difficulties in the present world situation for architects and at the alternative roles graduates of architecture are adopting.

From the standpoint of the educator of architects, what can be drawn from this about the qualities the graduate in architecture should have to enable him to meet future challenges.

Here is a short profile of the man we are looking for. He should be ;

1. INTELLIGENT - intellectually alive, to understand the community's problems, to meet community leaders as an intellectual equal and to contribute to solutions.

2. SENSITIVE - sensitively responsive to people, place and situation, with a developed knowledge of the way people use and respond to environments, checking his intuition against all the hard data he can lay his hands on.

3. IMAGINATIVE - capable of thinking creatively, flexibly, broadly and not getting hung up on preconceptions or passing passions.

4. PRACTICAL - willing to dirty his hands and not remain aloof, since many problems demand down to earth positive action.

5. ORGANISED - able to get and keep matters under control - to manage at all levels.

6. IDEALISTIC - still able to dream dreams, to hold to ideals, to play and to love.

COMMONWEALTH ASSOCIATION OF ARCHITECTS
COMMONWEALTH BOARD OF ARCHITECTURAL EDUCATION
SURVEY OF SCHOOLS OF ARCHITECTURE

The CAA is presently conducting a comparative study of all schools of architecture in the Commonwealth. It is intended to make the information collected available to all member institutes and to schools to encourage the exchange of ideas and of staff and students and so that individual differences and areas of emphasis may be understood. It will also assist in the understanding of the different needs of schools and enable co-operation and assistance to take place either on a Commonwealth or regional basis. The cooperation of all schools and of the national institutes will be greatly appreciated.

Will you please send a copy of your current school bulletin or handbook with the completed questionnaire. If some of the following questions are answered in that book these may be simply marked as 'see handbook'.

If the wording of a question is inappropriate, you may amend the question to suit your own conditions. If you do not wish to have the answer to any question distributed, please write the words 'not for distribution' alongside that question. If you do not wish to answer any particular question please cross out that question.

IDENTIFICATION

Faculties or schools conducting courses in architecture are organised in various ways. In some cases a distinct 'school' or 'department of architecture' may be isolated; in others the school may share whole introductory courses with other schools; or in others various courses may be integrated within a larger school or department. Will you please identify the faculty/school/department which conducts the professional course in architecture and describe your form of organisation.

1.1 University/Institute/College _____

1.2 Faculty of _____

School of _____

Department(s) of _____

1.3 Address of School _____

_____

1.4 Name of Head of School _____

1.5 Telephone number _____

1.6 Form of organisation (brief description) _____

_____

_____

_____

2 STRUCTURE OF PROFESSIONAL ARCHITECTURE COURSE

Some schools conduct two-tier courses in which the first degree provides a broad base giving students the opportunity either to proceed on to an architecture degree or to specialise in other aspects of environmental design. If your school conducts a two-tier course would you please list separately each tier of the course under the heading '2.1 Professional architecture course/s' in the following table. If your school conducts a single degree or diploma architecture course, it would also come under this heading.

In this table in 2.2 please list other courses in related fields, i.e. planning, landscape architecture, industrial design, conducted by your school and in 2.3 post-graduate courses available to architecture graduates.

	Name of course award	Length of course (years)	Total enrolments (1977)	
			Full-time	Part-time
2.1	Professional architecture course/s			
2.2	Other undergraduate courses			
2.3	Post-graduate courses			

2.4 State the entrance qualification needed for entry into the professional architecture course.

_____

_____

_____

3 EMPHASIS OF THE PROFESSIONAL ARCHITECTURE COURSE

3.1 Please check the following areas of study according to the emphasis placed upon them by the school.

	Light	Average	Heavy
Design			
Human Sciences			
Graphics			
Structures			
Technological subjects			
Professional practice			
Other _____			
Other _____			

3.2 Does the school's architecture course allow students some choice of subjects?

_____

If yes, which subjects are elective?

_____

_____

_____

_____

3.3 Does your school expect that some graduate students will not enter the traditional profession of architecture?

_____

3.4 If so, for what alternative roles do you believe your school fits its graduates?

_____

_____

_____

_____

3.5 What alternative roles have graduates from your school undertaken?

_____

_____

_____

3.6 To meet the needs of your community do you believe that the schools in your country are training:

too many architects? _____

too few architects? _____

enough architects? _____

4 ACCOMMODATION AND FACILITIES

4.1 Is your library

(a) a separate collection for architecture? _____

(b) part of a larger related collection? _____

(If (b) please name which other areas of study share the library _____

_____

_____)

(c) merged in the university/college library? _____

4.2 What is the size of the architecture collection? _____ books

4.3 What is the size of the related collection? _____ books

4.4 What is the size of the university/college library? _____ books

4.5 Which of the following facilities are available to students in the architecture course?

Facilities	Located within school	Located elsewhere but access available to architecture students
Cameras		
Projectors		
Tape recorders		
Video equipment		
Dark room		
Workshop		
Materials laboratory		
Structural mechanics laboratory		
Model testing laboratory		
Acoustics laboratory		
Lighting laboratory		
Ventilation lab./wind tunnel		
Thermal laboratory		
Computing facilities		
Psychology experimental lab.		
Other		

5 STAFF

5.1 Please attach a list of academic staff indicating their positions and qualifications.

5.2 Number of full-time teaching staff _____

5.3 Number of part-time teaching staff _____

5.4 Number of hours per average week taught by typical part-time teaching staff

_____

6 PHILOSOPHY OF THE SCHOOL AND SPECIAL INTERESTS

6.1 As schools of architecture vary from country to country it is valuable to know in what way each school has responded to the needs and practices of its country, and of any special interests it has. Please make a brief statement of the school's philosophy or educational policy.

_____

_____

_____

_____

_____

_____

6.2 Does the school have an active research programme or any special interests? Please attach a list of names of the researchers and their areas of interest.

_____

_____

_____

6.3 Are full-time members of staff permitted to undertake private practice?

_____

6.4 If so are any restrictions or conditions imposed by the school, or by the educational institution?

_____

_____

6.5 Does the school undertake 'live' projects?

_____

_____

6.6 Does the school have a teaching office?

_____

_____

7 DATA FOR POSSIBLE EXCHANGE PROGRAMME

7.1 The CAA is investigating ways of assisting schools, for example, either by arranging visits or by the supply of information. List any areas of study in which the school would like to receive assistance and state the nature of the assistance needed.

_____

_____

_____

_____

_____

7.2 List any areas of study in which the school would like to contribute to the architecture programme of other schools. Contributions:

_____

_____

_____

_____

_____

7.3 Has the school acquired any of the CAA slide lectures and low cost manuals? If so have you any comment on their value to the school?

_____

_____

_____

_____

7.4 Is the school willing and able to contribute material for slide lectures and low cost manuals? If so state titles of possible subjects and names of authors.

_____

_____

_____

_____

_____

7.5 State whether staff members have periods of leave in which they may visit and work in other schools and whether finance is made available for this purpose.

_____

_____

_____

7 DATA FOR POSSIBLE EXCHANGE PROGRAMME (cont'd.)

7.6 If so are there any particular countries or schools in which staff members would prefer to work while on leave?

7.7 Does the school have a policy concerning the number of students accepted at undergraduate and postgraduate level? For example does it apply a quota?

7.8 If the school applies a quota, what was it for the 1977 1st year intake?

7.9 If there is a quota for students from other countries, what was it for 1977?

7.10 Does the school accept students from other countries

(a) to first year?

(b) after first year?

(c) as postgraduate students?

8 TEACHING ARRANGEMENTS

8.1 In which month does the academic year begin?

8.2 How many weeks in the academic year?

8.3 How is the academic year divided?

9 RECOGNITION OF GRADUATES

The definition of an 'architect' may vary from country to country. In many countries, architecture graduates must obtain a prescribed amount of practical experience after graduation and possibly do additional exams before they are either recognised by a government body as professional architects, or are eligible to join the professional institute of their country.

9.1 In your country or state (province), what body controls statutory professional recognition of architects?

9.2 Is your school's professional architecture course award recognised by this body?

9.3 After graduation, what, if any, are the additional requirements for your graduates before they may register as, or become, architects? For example: no further requirements, professional practice exam, x years practical experience, etc.

9.4 What is/are the full title(s) of the professional architectural institute(s) in your country or state (province) or both?

9.5 Is your school's professional architecture course award recognised by the Institute(s)?

9.6 What, if any, are the additional requirements for your graduates before they may become full members of the Institute(s)?

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PHOTOGRAPHS AND DRAWINGS

All photographs except on pages viii and 31, by Peter Johnson

Photograph p. viii	-	Commonwealth Association of Architects
Photograph p. 31	-	Department of Architecture, University of Queensland
Drawing p. 4	-	Leaflet, School of Architecture, Canterbury College of Art
Drawing p. 75	-	Leaflet, Department of Architecture, Universiti Teknologi Malaysia

The Commonwealth Board of Architectural Education is a Board of the Commonwealth Association of Architects.

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