PROPOSED ACADEMIC PROGRAM
for the School of Architecture, University of Wisconsin - Milwaukee

Because the older locked-in programs at long-established schools of architecture are not adequate nor sufficiently flexible for the training of professional persons to meet the needs of today and tomorrow, the School of Architecture proposes an innovative curriculum for architectural education. Its purposes are to provide greater choice and responsibility for students of the School in establishing their own career directions. Its methods are integrative, bringing all subject matter to bear within a sequence of problem exercises entirely like the experience of professional practice.

Because the program is innovative, the proposal could not be restricted to the six pages requested. We apologize for the length of the submission.

1. Description of Program

a. Nature and Objectives
The program described herein is the major curriculum proposed within the new School of Architecture; the professional program in six years in length and leads to the degree, Master of Architecture. Any student who has successfully completed the first four years of the curriculum will be awarded the degree, Bachelor of Science in Architectural Studies.

The School of Architecture intends to develop a number of alternate programs at the fifth and sixth year level; superior students will be encouraged to develop (subject to faculty approval) their own career-direction study programs within the field of architecture.

The program has the following purposes:
1. To educate professional architects in the best possible manner

2. To provide training toward a high level of technical competence for those students unable to complete the professional component of the program

3. To establish for all its students a high level of concern and maturity of judgment in the consideration of environmental problems

4. To assemble a faculty able to contribute toward the development of knowledge in the fields of environmental design

5. To contribute toward stronger interest in the environmental arts within our community and our State

6. To serve both the disadvantaged parts of our community and our entire community in ways possible only for a school of architecture.
b. **Relationship of Program to Over-all Academic Mission of the University of Wisconsin**

The mission statement of UW includes the following comment: "Professional degree programs are a necessary ingredient of a major university. ... Establishment of the newly authorized architecture program and a medical school would complete this phase of our development." In commenting upon "areas of excellence" for the University, the mission statement continues: "It is also important to have strong professional curricula in architecture (et al)... each with its own special urban emphasis."

The School of Architecture shares with the University the goal of building programs of teaching, research, and public service. It will undertake such programs appropriate to a School of Architecture within a major urban university. The interdisciplinary character of architecture (which has been called a function rather than a discipline) is well suited to such a position.

c. **Relationship of Programs to Existing Programs at the University**

The program in architecture will serve extremely well to fit between existing programs on campus. There is presently an array of programs that surround and are tangential with the program area of architecture: engineering, urban affairs, the various social sciences, and the fine arts. Not only does architecture complete the spectrum of these closely related, but diverse programs, but also the program in architecture can become a focus and an action arena for efforts in these related fields.

For several reasons that appear in the sequel the curriculum in architecture after the sophomore year will not be eclectic, depending upon courses offered by other schools. The School of Architecture, however, hopes to achieve cross-contact with other schools by joint faculty appointments, and by joining other schools in study and research projects.

d. **Summary of Prerequisites, Course Structure, Credit Requirements, etc.**

It is proposed that the curriculum of the School of Architecture be six years in length and be divided into three two-year segments: I Pre-Architecture, II Architectural Studies, III Architecture. (This curriculum organization is in keeping with a national framework for environmental design education proposed in the A.I.A. sponsored document, A Study of Education for Environmental Design, commonly called "the Princeton Report.")

Pre-Architecture students will enroll in the College of Letters and Science, but will be guided in their course selection by advisors from the Architecture faculty. The
School of Architecture will admit students at the junior level and will administer Architectural Studies and Architecture. The six-year program will lead to the degree, Master of Architecture. Students who complete Levels I and II successfully will be graduated with the degree, Bachelor of Science in Architectural Studies. Normal progress through the curriculum will require the successful accomplishment of 15 credit hours each semester. The Master of Architecture degree requires 180 credit hours; the Bachelor of Science in Architectural Studies requires 120.

Level I

Admission requirements to Pre-Architecture shall be the same as those for general admission to the University. The freshman student is warned that there are requirements that he must meet for admission to Architectural Studies prior to his junior year. He is warned that there are other stringent requirements for admission to Architecture prior to his fifth year.

Because the School of Architecture expects to accept students from other campuses within the State systems and because course offerings vary from one campus to the next; furthermore, because the Pre-Architecture program should permit the student as much freedom as possible to discover his areas of interest, there are no courses (except for University-wide requirements in Freshman English and History) that will be required of the student in Pre-Architecture. The following courses and course distributions are recommended to the student, and he is put on notice that he will be responsible for the possession of the knowledge and skills implied by these recommendations when he enters Architectural Studies at the junior level: Mathematics 231 and 232 (or 211), (calculus); Mathematics 315 (or 309), (probability); Mathematics 132, (computers); Philosophy 211, (logic); English 201, (intermediate composition); and Architecture 200k 201, (orientation). The student should distribute the remaining courses in Pre-Architecture nearly evenly among the sciences, the humanities and the fine arts, and social studies. By consultation with the faculty in Architecture, more specific recommendations will be made to the student for appropriate courses in Mathematics, in Fine Arts, and in Applied Science & Engineering that will best serve his professional interest. In order to be retained in the Pre-Architecture program, the student needs only to meet University-wide standards for retention; retention in Pre-Architecture, however, will not guarantee admission to Architectural Studies, Level II of the curriculum.

Level II

In order to be admitted to Level II of the curriculum, a student in Pre-Architecture must: attain 58 credit hours, achieve a grade point average to be determined by the faculty of the School of Architecture and announced eleven months in advance of its application, and supply to the faculty of the School of Architecture a portfolio of evidence, declaring the student's interest in the environment and supporting his commitment to the field of architecture. A Bachelor's degree from an accredited college or university or any other equivalent academic accomplishment may be accepted by the faculty in lieu of 58 credits and the required
G.P.A.; nothing, however, shall excuse a candidate for admission to Architectural Studies from supplying a portfolio of evidence of interest and commitment.

A student may apply for advance standing in Level II only by the presentation of the appropriate number of credits from an established School of Architecture and the presentation of a portfolio of accomplished work. Admission to advance standing is at the discretion of the Architecture faculty.

Curriculum Organization

From the time that the student enters the Architectural Studies program at the Junior level, his course will be organized in a new form appropriate to a professional school with a strong central purpose. Since the student will be concerned with design development decisions throughout his entire professional life, he will start the practice of decision with his introduction to professional education.

During each semester in third and fourth year, each student will be enrolled in a problem-solving course assigned a value of twelve semester credits. (He will also be enrolled for one free elective course, outside the School of Architecture. The problem-solving course will become the central discipline in his student life, dealing insofar as circumstances permit with real problems. By becoming enrolled in this course, the student accepts responsibility for whatever amount of time is required of him from 1:00 p.m. until 5:00 p.m. each day Monday through Friday for every week of the semester (calendered holidays excluded). The week will be divided as follows: Mondays, Wednesdays, and Fridays for problem assignments and discussion, critique of work, consultation with the faculty problem-team, field visits as required, and presentations and juries held upon the termination of each problem; Tuesdays and Thursdays will be devoted to lectures and skills' instruction required for problem solution.

Attendance at the lectures and skills' instruction will not be required of architecture students. Homework and exercise solution will be encouraged, but not required, and no examinations upon the lectures or instruction will be given. The faculty, however, will expect the students to make full use of the knowledge and skills available from the lecture courses in his problem solutions. The problems will be so arranged, and the student's performance in the sequence of problems will be evaluated in such a manner as to insure a distinction between students who have acquired the knowledge and skills available in the lectures and skills' instruction and those who have not.

This evaluation system places emphasis, appropriately for an architect, upon the convergent use of knowledge in problem solution, not upon the simple acquisition of unrelated knowledge.

Within architectural education, there has been for some time now, (among the more progressive schools) an effort to consider the architect as a generalist; i.e., a person with a broad comprehension of human activities who is able to unite the knowledge and skills of many persons into a
single creative effort.

Upon careful consideration of the notions, generalist and specialist, we can be more specific in the manner in which we attempt to educate the architect. Generalist and specialist are relative terms, and we must specify the generalist and specialist frames of reference.

In order to specify frames of reference, we need to draw a distinction between skills and knowledge. For purposes of this discussion, we can describe knowledge as non-active, but affecting actions and storable, both in human beings and in non-human vessels. We can describe skills as active, and skill abilities, though drawing upon knowledge, as able only to be stored in human beings.

For our purposes, we can group skills under three headings -- Symbolic (programming), Iconic (design), and Enactive (effectuation). We can group areas of knowledge by the scale of project undertaken traditionally associated with recognizably distinct environmental disciplines: urban development, site development, building development, interiors development, product development, and graphic development.

By the use of a matrix array, we can specify generalist and specialist activities and attitudes. We shall let one dimension (axis) of the matrix represent areas of skill, and the other dimension represent areas of knowledge.

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<thead>
<tr>
<th>Knowledge Axis</th>
<th>Skills Axis</th>
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<tbody>
<tr>
<td>a. Urban Development</td>
<td>1.a</td>
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<td>b. Site Development</td>
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<td>c. Building Development</td>
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<td>f. Graphic Development</td>
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The traditional architectural curriculum centered in area 2.c, that of architectural design. More recently, curricula that thought of themselves as generalist in scope ranged from 1.c across to 3.c. Others calling themselves generalist ranged from 2.a to 2.c with a bit of 1.a or 1.c thrown in.

In our curriculum, at UWM, we shall provide in the junior and senior (third and fourth) years of the curriculum, a broadly generalist setting by ranging across the entire matrix from 1.a to 3.f.

In order to cover the matrix, we shall move, in general, through the four semesters from: the urban and site scale, to the site and building scale, to the building and interiors scale, to the product and graphic scale.

Furthermore, we shall place emphasis in some problems upon the programming phase, in some upon the design phase, and in some upon the effectuation stage, thus covering the symbolic, iconic, and the enactive areas. The arrangement of faculty into teams will further insure that the symbolic, iconic, and enactive areas are fully treated.

FACULTY DOCUMENT NO. 483, JANUARY 9, 1969
Lecture or Instruction Sequences

Junior Year

Physical Force-Form Determinants - I and II
The interaction of forces and forms. By a study of natural and man-made forms, the student learns the principles governing the behavior of forms under the application of various forces. By direct experimental constructions, the student develops an intuitive understanding of structural principles.

Cultural Determinants - I and II
A study of the history of art, technology, engineering, and architecture. Social, political, economic, technological, and personal influences upon art form.

Symbol and Language Determinants
The building is limited by the thoughts that its architect can think, and the precision of his thought. An introduction to architectural programming.

Analogic Determinants
The building is limited by the skill that its architect has in diagramming and expressing visual spatial relationships. An introduction to the schematic phase of architectural design.

Technological Determinants
The influence of manufacturing processes and economics upon building. The materials, traditional and modern, that are available for building. The availability of transportation and its cost. The costs of labor; tooling costs and production runs. The capabilities within various processes.

Social and Economic Determinants
The influence of the social, political, and economic environments (as expressed in today's city) upon the building. The influence of building, of zoning laws, of land costs, of building costs, and maintenance costs upon the form of buildings.

Senior Year

Iconic Determinants - I and II
The influence upon building design of the architect's ability to visualize and represent the form of a proposed building. The various methods of representation and their different uses.

Structural Determinants - I and II
The influence upon building design of the ability to compute structures mathematically. Computation methods. The interaction of the total structure.

Value and Purpose Determinants
The values' environment, the purpose set, and the devices by which the architect deals with values and purposes in building design.

Physiological & Psychological Determinants
The influence of human needs upon building design. The acceptable range and optimum conditions for: temperature, pressure,
humidity, lighting, acoustical conditions. Human tolerance for biological and chemical pollutants in food and water supply, and in the atmosphere.

The psychological effects of building design and arrangement. Group relations and room arrangements. The effects of such qualities as enclosure, scale, color, texture, heights, and the like.

**Conceptual Determinants**
The influence of the conceptual ordering of visual materials, the schemata by which we order the visual world. The ranges in choice or order systems that are available for problem solution.

**Affective and Symbol Determinants**
Symbolic devices and their influence upon building form. The visual form as a communication device. The building as commercial product, as evidence of power or wealth, as a symbol of aspiration, or achievement, and as a personal or social symbol.

**Retention in Level II Program**
A student shall not be retained in the Level II program of the School of Architecture when:

in any single semester, he achieves a G.P.A. of less than 1.67 for all of the courses taken by him, or if his cumulative G.P.A. is less than 2.00

or, when in any single semester, he achieves less than a 2.0 G.P.A. for the grades in his twelve credit hour Architectural Studies course, or if his cumulative G.P.A. in his Architectural Studies courses is less than 2.33 (after the first semester of Level II work). NOTE: One grade is given by each of three faculty members for 4 credit hrs. of the 12 credit total.

**Level III**
Beginning with his fifth year, the student will undertake professional studies closely linked to the work that he will carry on during his professional career. While the studies will be a continuation of Level II work, they will be more specific as to both subject matter and skills.

Where Level II courses were concerned with the development of student attitudes and values, and with the attainment of skills concerned with the proposal of problem solutions, Level III courses undertake, in addition, the techniques of problem solution used in architectural practice. Level III courses, through participation techniques, are descriptive of the institutional structure of production processes, the construction industry, and professional practice.

In order to be admitted to Level III course work, the student must have complied with all of the following requirements:
a. He must have completed the full 48 credit hours of Level II course work. (A student who has transferred with advanced standing must have completed the remaining credit hours of Level II work for which he was not given credit.)

b. He must have attained a total of 114 credit hours, or hold a Bachelor degree, or its equivalent, from another institution.

c. He must have attained in his Architectural Studies courses cumulative G.P.A. between 2.33 and 3.33. The exact average shall be determined by the vote of the faculty eleven months prior to the time of his entry into Level III work.

d. Having met the above requirements, the student's admission to Level III work is automatic, unless he has received a recommendation from at least six faculty members, duly recorded in a faculty meeting of the School of Architecture, that he not be admitted to Level III work.

e. A student who has been denied admission for any of the above reasons and who has been awarded the Bachelor of Science degree in Architectural Studies may apply to readmission. The School of Architecture after the passage of two years from the time of the last refusal of his admission to Level III work.

Curriculum Organization

The curriculum structure is similar to that of Level II, except that where in Level II students participated in a problem sequence common to all in the same class section; in Level III, the student will be permitted, as his maturity of experience allows, to propose to his assigned faculty-team a problem sequence for the semester's work. Such sequences shall be submitted for approval prior to the beginning of the semester and upon faculty-team approval, the student shall undertake work in the same manner as the problem sequence established by the faculty.

Lecture or Instruction Sequence

Fifth Year

Structural Systems - I and II
Methods for designing structures in steel, concrete, and wood. The totality of interactions upon a structure. The necessary approach to experimental structures.

Environmental Systems - I and II
Methods for maintaining comfort and controlling atmospheric and temperature conditions within the building. The supply of power, light, transportation, water, and other utilities to the building. The removal of waste materials.

Land and Building Economics

Choice and Values System
Safety, Insurance and Codes

Building Maintenance
Selection of form and material according to life-expectancy of building usefulness. The deterioration forces. The trade-off between initial cost and maintenance costs.

Sixth Year
Systems of Construction - I and II
The various construction systems traditional and modern that are available to the architect. The sequence of constructions. Principles of detail design.

Job Production - I and II

Public Relations and Job Procurement
The limitations imposed on professional practice. Professional organizations and their influence. Community service and business politics.

Contracts and Ethical Practices
The several contractual obligations in which the architect becomes engaged. The forms of contract. The architect's rights and obligations. Liability claims. Registration laws.

Office Management
The organization of the architectural practice. Individuals, partnerships, and corporations. The distribution of responsibility within the office organization. Horizontal and vertical organizations. Limited or comprehensive practice. Consultants, and allied professions.

Construction 'Supervision'
The architect's responsibility and his unique role. Co-obligations with owner and contractor. Organizational relationships. Shop drawings, change orders, bonds, liens, certificates of payment. The continuing relationship.

A student shall not be retained in the Level III program in the School of Architecture when in any single semester he achieves a G.P.A. of less than 2.33 or if his cumulative G.P.A. in Level III is less than 2.67 (after the first semester of Level III work), or when in any single semester, he achieves less than 2.67 for the grades in his twelve credit hour Architectural Studies course, or if his cumulative G.P.A. in his Architecture courses (after the first semester of Level III work) is less than 3.00.

UWM FACULTY DOCUMENT NO. 483, JANUARY 9, 1969
1. Curriculum Content

Referring again to the matrix array presented in order to describe the Level II curriculum, we can use it to describe the curricula that will be offered in Level III. While all curricula will lead to the degree, Master of Architecture, we shall expect to offer specializations (with appropriate accompanying generalizations) within the degree program.

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<td>a. Urban Development</td>
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<td>b. Site Development</td>
<td>1.b</td>
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<td>f. Graphic Development</td>
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<td>2.f</td>
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In order to aid in carrying out the mission of UWM with its concern for urban involvement, the School of Architecture, upon the initiation of the Level III program in the 1971-72 academic year, will expect to offer two standard problem sequences.

The first will specialize in building development and will range across the matrix squares 1.c, 2.c, and 3.c with some slight spread into the adjacent b and d squares.

The second will specialize in urban development and will range across the matrix squares 1.a, 2.a, and 3.a with some spread into the adjacent b squares.

In succeeding biennia, we shall expect to develop specializations according to the following schedule:

- **1973-74**
  - Site Development
  - 1.b
  - Interiors Development
  - 1.d

- **1975-77**
  - Product Development
  - 1.e
  - Graphic Development
  - 1.f

As mentioned above, superior students will be encouraged to develop with faculty approval, their own problem sequences.

The lecture and instruction sequences described above apply especially for the building development specialty. As other specializations are offered, other lecture and instruction sequences will be added.

2. Specification of Need

a. Contribution of Program to the Advancement of Human Knowledge

The innovative character of the program, where skill or knowledge specializations are built upon a generalized professional base, will contribute to the conceptualization of the field of environmental design as a continuum with cross connections between many hitherto discrete professional disciplines. This is a strong present trend as evidenced by the I.C.E.D. (the Inter-Disciplinary Council for Environmental Design) recently formed, the trend toward comprehensive architectural practice where many
disciplines are gathered within a single professional organization, and the current study being made of the joint registration of Architects, Planners, and Landscape Architects.

b. **Manpower Demands**
Manpower demands cannot now be documented in quantities for the State. We have, however, received many statements from practitioners describing the need for skilled technicians and well-qualified professionals. There has been throughout the nation a steady growth in demand for architectural services. C.C.H.E. authorization of the School can stand as certification of need.

c. **Internal Development of the University**
We have commented upon the place that the School of Architecture will fill under l.c. where the relation to existing programs was described. In addition, the development of the School of Architecture, by reason of its interdisciplinary character, will bring a broad array of additional faculty talents to the University. This cannot but have a stimulating effect upon the internal development of the University.

d. **Employment Trends**
Because of a diversification within the field of Architecture, demands for professional graduates will not be fulfilled for many years. The profession is seriously lacking in persons with specialized knowledge and abilities. Evidence of need exists by virtue of the founding, within the past ten years, of new schools of architecture at: University of Kentucky, University of Maryland, University of Tennessee, U.C.L.A., Ball State University, and Tuskegee Institute. New schools are currently being formed at the University of Connecticut and two campuses of the State University of New York. Many existing schools are diversifying and broadening their offerings to include curricula in urban design and landscape architecture.

3. **Enrollment Projection and Assumption**

a. There are presently enrolled on campus at UWM 176 Pre-Architecture students; on the five State University campuses with authorized Pre-Architecture programs, there are a total of 139 Pre-Architecture students.

Informal tabulations indicate that the annual rate of inquiries concerning the program in architecture are 250 at the Admissions Office and 400 at the High School Relations Office.

Enrollment in Schools of Architecture in neighboring states were as follows in the academic year 1966-67:

<table>
<thead>
<tr>
<th>University</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>University of Minnesota</td>
<td>290</td>
</tr>
<tr>
<td>University of Illinois (Chicago)</td>
<td>393</td>
</tr>
<tr>
<td>University of Illinois (Urbana)</td>
<td>667</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>340</td>
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<tr>
<td>Iowa State University</td>
<td>520</td>
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1,060

The Office of Institutional Research estimates that the enrollment in the junior class beginning in fall of 1969 will be
between 99 and 112 students.

The good publicity that has accompanied the establishment of the School and experience reported at other new schools and at schools with new curricula might indicate a somewhat higher enrollment level in the very near future.

b. Based upon enrollments at Schools of Architecture in neighboring states and upon the attractiveness to students of innovative programs in this field where there is wide dissatisfaction with conventional curricula, we have estimated that there will be an enrollment in the four years of Level II and Level III between 400 and 600 students.

4. Institutional Capability

Institutional capability was covered broadly in C.C.H.E. working paper No. 5 which authorized the establishment of the School of Architecture.

a. Adequacy of Present Resources

The faculty of the School shall have to be built in toto, and negotiation or discussions are presently under way. There has been no dearth of interest and a number of highly qualified persons have interested themselves in the program. The Library has well established major holdings in architecture and related fields, but a separate working collection will need to be established for heavy student use within easy access of the School. Adequate facilities do not exist on campus for the projected enrollment in the fall of 1969; investigations are under way to discover the possibility of rental properties to house the School during its formative years. Adequate equipment does not exist, and it must be acquired.

b. Adequacy of Sources in Related or Supporting Fields

The University is rich in resources in related fields. We will be able to draw heavily upon resource persons in other Schools. However; because of the character of the program which seeks the integration of information in the architectural problem sequences, the School of Architecture will not be able to draw, for the arrangement of courses in its major, upon courses in other Schools. It will be noticed, however, that there is a strong emphasis upon electives with broad opportunity for the student to build special areas of interest outside of his required curriculum subjects.

c. Proposed Bases for Program Funding

The School is funded for the present academic year with some $50,000.00. It is budgeted for the 1969-71 biennium with a budget of some $280,000.00, prepared on the basis of an enrollment of approximately 60 students at the junior level in the fall of 1969. This enrollment will undoubtedly be exceeded and enrollment increase funds will not cover the costs of additional faculty and equipment. Program improvement funds will need to be sought. The School already possesses extramural support in the amount of $50,000.00 for the Eschweiler Professorship (design). The architects within the State through the A.I.A. Chapter and the Wisconsin Architects Foundation have committed themselves to provide additional support; they are preparing a brochure, and
have organized a group for fund-raising activities. The School has also begun to move into research programs and, to this end, has agreed to join with the Environmental Design Center on the Madison campus in one project. Discussions are under way with the School of International Relations for the formation of a Joint Research Institute in Technological Areas; funding is also being sought for a venture into video-taping and a visiting role-model scholar program to aid the development of the School in its early years.

d. Estimated Beginning and Continuing Net Cost of Program
Apart from remodelling or facilities construction cost, we have estimated that the first year's program cost must be in the $350,000.00 to $400,000.00 range. The cost will then rise over the next four years until the program is fully activated. The cost should then stabilize at the $600,000.00 to $700,000.00 level.

5. Interest and Support on the part of Administration, Faculty and Citizens
The campus and central administration appear strongly committed to the establishment of an excellent School of Architecture at UWM. The nature of the program has been described orally to many persons in the administration and elsewhere, and is the result of discussion with and advice from many persons.

The curriculum essentially as presented herein was submitted to an advisory committee consisting of six faculty members drawn from the UWM campus as a whole and four students (and two alternates) selected from the advanced-standing Pre-Architecture students by their fellow students on the UWM campus. Their review of the curriculum resulted in approval, but with the concern that there might be those on campus who would be offended that the School of Architecture was not drawing more heavily on courses offered by other Schools. This was expressed not as a concern of the advisory committee members, since they appreciated the need for the integrative approach in teaching, but as advice in helping the School of Architecture to achieve approval of its curriculum. They believed that joint faculty appointments and joint student projects with other Schools might overcome any such objection.

Potential faculty members of the School of Architecture have been enthusiastic in their endorsement of the curriculum, and one such person of some eminence presently on the faculty of the Hochschule für Gestaltung at Ulm, Germany was kind enough to describe our program as, "the only possible approach" to design education today.

Students have been acquainted themselves with the curriculum have been nearly universal in their enthusiasm. An interview with the Dean of the School of Architecture will appear in an article in the University of Michigan School of Architecture student publication in November. An advance copy of the article displays a description of the School's curriculum approach.

On four occasions, the Dean has presented oral descriptions of the curriculum approach to the different sections of the Wisconsin State Chapter of the A.I.A. Much interest and enthusiasm has been shown, and conversations with the individual members have demonstrated a strong interest in supporting the new School.