Who Should Be a Designer? Controlling Admission Into Schools of Architecture

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Abstract

This paper introduces the issue of criteria for admission into schools of architecture. Following a historical description of admission into schools since the institutionalization of architectural education, we present data from an international survey conducted over the past year. A qualitative analysis of these data reveals a number of admission criteria used in different combinations, and with diverse emphases in all schools, everywhere. The different admission policies that emerge from the analysis reflect the state of the art and prevalent priorities in the different social settings in which schools operate.