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To advance architectural education through support of member schools, their faculty, and students. This support involves:

- Serving by encouraging dialogue among the diverse areas of discipline;
- Facilitating teaching, research, scholarly and creative works, through intra/interdisciplinary activity;
- Articulating the critical issues forming the context of architectural education
- Fostering public awareness of architectural education and issues of importance

This advancement shall be implemented through five primary means: advocacy, annual program activities, liaison with collateral organizations, dissemination of information and response to the needs of member schools in order to enhance the quality of life in a global society.

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NINE FORMS OF ARCHITECTURAL INTELLIGENCE?

BY KIM TANZER



Where do all the architecture students go?

This is a question that puzzles and concerns many of us, in the schools and in the practice arena. We recognize that there are thresholds in the path to professional practice that lead to attrition, from challenges in school, to the complexities of the IDP process, to difficulties in advancing through traditional routes of practice. Certainly, not all potentially good architecture students who begin school complete our programs. Another commonly disseminated statistic—perhaps just a guesstimate—is that only 50% of the people who complete architecture school become licensed architects. What happens to the rest?

The first zone of attrition is schools of architecture. In discussing this question at last spring's Five Presidents meeting we brought forward two theories. First, because architecture is a rigorous discipline relative to other majors, some students realize they do not want to work as hard as architecture programs expect them to work. I argued that we are better off, as a discipline, without these students.

Second, we discussed the possibility that, because schools of architecture disproportionately privilege design, which is evaluated largely through visual and spa-

tial evidence, we often overlook or undervalue our students who excel in other areas, areas necessary to practice but not generally rewarded in school.

This led to a discussion of the work of Howard Gardner, a professor of cognition and education at Harvard University and a MacArthur genius award winner, who has, over the past 25 years, identified nine forms of intelligence. His work can be explored in more detail through his website at <http://www.howardgardner.com/index.html>.

Gardner has identified nine types of intelligence, which he believes all people possess to some degree. He argues that the two forms of intelligence most prized in scholastic settings, linguistic and mathematical intelligence, belong to this larger set, which he characterizes as relatively independent ways of processing the world's stimuli. Gardner's nine intelligences, and their most obvious connections to architecture, are:

1. Linguistic intelligence. This is the intelligence architects use to understand clients' wishes, to make verbal presentations, to write proposals and reports, and to learn information presented in written form.
2. Logical mathematical intelligence. This intelligence is used in calculating structures, square footages, budgets, and energy demands, to name a few quantifiable subsets of architectural performance.
3. Musical intelligence. For those who compare architecture to frozen music, or those who have studied music, this intelligence provides a way of ordering architecture into rhythmic phrases, repetitive elements, and symphonic wholes.
4. Spatial intelligence. This is, of course, the most prized intelligence in most schools of architecture, al-

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