Miscellaneous samples of art, architecture, and sculpture, adorn the walls and the corridors of the department's gleamingly new building. Here a man sits beneath two relics of bygone days, oblivious of their presence.

A professor and a fellow student confer with a co-ed regarding the plate on her drawing board. Teaching in the School is based upon individual criticism. Conviviality, mutual consultation, and the presence of numerous co-eds characterize the atmosphere in the drawing room.

in the Institute. These problems, in design, construction, layout, are simple at first and grow progressively more difficult as the student's ability increases.

An architectural school as an adjunct of a technical college has advantages which other architectural schools do not have. Such a situation facilitates a close tie-up between the work of the school and the material which is available in other departments on civil, mechanical, and electrical engineering, public health and economics. Taking advantage of this set-up, Course IV allows ample opportunity for its students to take subjects outside the strict limits of architecture.

In the later and graduate years, the problems on which the students must work become severely practical and have led to many tangible results. For example, department students have already built and sold two houses in Wellesley, and have planned such practical enterprises as state capitol's, additions to the Technology plant, and slum clearance projects.

Another interesting aspect of instruction in Course IV is the so-called "jury system," by which all problems are marked, not by the instructors in charge, but by a jury, often of eminent architects, who judge each student's work as if he were submitting it for a contract. Until recently, the department also offered project competitions by which various traveling scholarships and European studies could be financed. Since the war, European travel has been discontinued and partly replaced by study in Latin America.

In size, the School of Architecture does not compare with some of the departments at the Institute, but it is one of the oldest departments, and boasts a roster of graduates fully as distinguished as the rest of the Institute has produced. It is one of the earliest architectural schools in America. Prior to its inception in 1866, such training could be found only through apprenticeship or through study abroad. To satisfy the need for an architectural school in this country, the department was started at the old "Tech on Boylston Street." It alone remained in Boston when the rest of the school had moved to Cambridge, and only as recently as the summer of 1939 occupied the new Room Building. But the success of its originator's conception can be judged by the fact that neither its basic method of instruction nor the ability of its graduates to meet modern problems has changed since its inception.

Frequent use of the library is a necessity impressed upon students in the department early in their career. Here two men search the stacks for that elusive reference.