

# An "Other" Space: Representation as a Context for the Examination of Gender and Ethnicity in Undergraduate Architectural Education

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This paper intends to examine the gender bias and covert exclusivity of early Architectural Education, as inherent in the language of representation used for its communication.

The debate will also examine the roles and relationship of professional and educational bodies as symptomatic of the problem inherently in-built and overlooked in the creation and manipulation of architectural media.

The claimed objectivity inherent in geometric and orthographic representation harbours the crucial issues by its

omission of sensuality and dismissal of gender as of importance to architecture and its modes of operation.

This paper concludes by searching for a metaphorical space which is inclusive and legitimate personal experience, gender and cultural difference, providing academic ownership whilst resigning spatial and syntactic interrogation.

*[Editor's note: The full text of this paper was not available at the time of publication.]*