

Secretary's Preface

Bureau of Democracy, Human Rights, and Labor

As we mark the 66th anniversary¹ of the Universal Declaration of Human Rights this year, the document emphasizes the continued pursuit of “free and equal dignity in human rights” in every corner of the world.

A recent mental health survey conducted at GALDSU², Toronto, highlighted physical and mental comfort levels of its citizens³. The report revealed conditions that many are all too familiar with, but have not seriously considered the ramifications. This document serves as a continued investigation of the aforementioned mental health survey, assessing a similar environment⁴ in the light of Human Rights and to highlight a few of the associated health issues. The document does not necessarily seek immediate change, much less a revolution, but a means to assess this otherwise readily accepted environment and raise awareness of the actions of its citizens; as it is, to remember who we forgot to be.

This report, and the many that have come and will come, draw attention to the growing challenges facing individuals and organizations as institutions⁵ around the world fall short of their obligation to uphold universal human rights. Institutions that protect human rights and are accountable to their citizens are more secure, bolster peace and security, and enjoy shared prosperity with unhindered stability. Institutions that fail to uphold human rights can face deprivation and isolation. Despite that simple truth, reports show that too many institutions continue to tighten their grasp on free expression, association, and assembly, or that its citizens are left in the dark, not aware of their sacrifices.

As President Obama has said, “Strong establishments recognize the value of active citizens. They support and empower their citizens rather than stand in their way, even when it is inconvenient – or perhaps especially when it is inconvenient – for its leaders.”

As Secretary of State, I meet with many brave individuals who risk their lives daily to advance human rights, in spite of the threat of violence and institutional attempts to silence their voice. This report and the abuses they describe signal to the human rights defenders and activists under siege that the U.S. government recognizes their struggle and stands with civil society. We at the Department of State will continue to press institutions to uphold fundamental freedoms. We remain committed to advocating on behalf of civil society and speaking out for the protection of human rights for all individuals. I hereby transmit the Department of State's Reports on Human Rights Practices to the United States Congress.

John F. Kerry⁶
Secretary of State

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1. We also mark the 150th anniversary of the first formal architecture program in the world. *The MIT School of Architecture and Planning*, located in Cambridge, Massachusetts, was founded in 1865 by William Robert Ware and reportedly offered the first formal architectural curriculum in the United States, and the first architecture program in the world, operating within the establishment of a University.
 2. GALDSU, the Graduate Architecture, Landscape, and Design Student Union at University of Toronto.
 3. *Citizens* refer specifically to students of architecture.
 4. *Environment* refer specifically to the studio setting, common in architecture schools.
 5. *Institution* refer specifically to architecture schools.
 6. *John F. Kerry* is the 68th and current United States Secretary of State. The above document was appropriated from the Secretary's Preface of the *Country Reports in Human Rights Practices for 2013*. Bureau of Democracy, Human Rights, and Labor.

Introduction

“Human rights are commonly understood as inalienable fundamental rights to which a person is inherently entitled simply because she or he is a human being”.

-Human Rights Reference Handbook, 2004

Reports such as this typically begin with a statistic which emphasizes a problem. The citizens to whom this document is dedicated are not problems; they are all people- men, women, brothers, and sisters- with god given rights, to which every human is entitled. In order to strengthen the pursuit for human rights for all, the method is three-fold: documentation, intervention, and movement-building. In other words, learning the truth by gathering evidence (documentation); taking action according to the urgency of the situation and the capacity to move people (intervention); and to bring others on board and inspire each other with a collective vision of popular struggle (movement-building). The stronger an evidentiary basis, the greater the knowledge of the movement, which generates more effective commitment and greater awareness. This in turn builds the movement and the cycle of organizing repeats itself, hopefully, on a higher level.¹

As mentioned by Mr. Secretary John F. Kerry’s preface, the document will assess the given environment through the Universal Declaration of Human Rights² and list some of the few physical and mental ailments of the citizens inhabiting this environment.³ As the author, I am also a member of this group, which allowed me to observe and experience firsthand, the conditions in which we work⁴, play⁵, and live⁶. Consequently, it includes myself as a subject of this investigation, as another cohort who cannot unfetter from the environment in question.

Laws and rights have been conceived as universal and egalitarian principles that are meant to promise the well-being of an individual. *The Idea of Human Rights*⁷ claims that “if the public discourse of peacetime global society can be said to have a common moral language, it is that of human rights”. There is still an on-going philosophical debate concerning the justification and nature of the content. The concept of human rights was developed after the Second World War and the Holocaust: It is, therefore, a ‘modern’ creation. They have also been used to judge various environments, on other continents, as it assumes all human beings are subject to the same rights. Consequently, it has generated distinctions and stereotyping of undeveloped or third world countries. But are basic human rights protected and adhered in any developed/first world country? Have the problems the rights set out to solve been completely purged in the very places they were chartered? Just because there haven’t been any murders in the past decade, it doesn’t mean we won’t need the law to exist. If not enforced, could its citizens voluntarily sacrifice these rights for other purposes? Perhaps human rights should be inhibiting some of the behaviors and aspirations of countries claiming to be developed. Nonetheless, many rights have been manipulated and exploited for various reasons. The document is not interested in justifying the aims or legitimacy of human rights, but to utilize the criteria to critique the very society it ranks as ‘developed’. In the following chapter, a ‘**Breached**’ mark represents an instance of a specific problem pertaining to certain Articles within the Declaration. Under no circumstances do they wholly illustrate the entirety of issues, nor do the issues pertain to everyone. But a genuine investigation and observation, in the perspective of human rights, conclude that issues do exist.

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1. Appropriated text from UNICEF’s report on *Children with Disabilities 2013* and *How to Report Human Rights Violations-Standards of Truth* Human Rights Campaign.
 2. Human Rights will potentially reveal *who we forgot or sacrificed to be*.
 3. Pathology of students’ health issues will potentially reveal *who we have become*.
 4. Work [*wurk*] : exertion or effort directed to produce or accomplish something.
 5. Play [*pley*] : in studio.
 6. Live [*liv*] : in studio.
 7. Beltz, Charles T, 2009

Universal Declaration of Human Rights

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted¹ in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression², that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between institutions,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve³, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all institutions, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

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1. 28. A people has always the right to review, to reform, and to alter its constitution. One generation cannot subject to its law the future generations. *Declaration of the Rights of Man and Citizen from the Constitution of Year I (1793)*
 2. 35. When the government violates the rights of the people, insurrection is for the people and for each portion of the people the most sacred of rights and the most indispensable of duties.
 3. 27. Let any person who may usurp the sovereignty be instantly put to death by free men

Article 1.¹ Breached

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of **brotherhood**.

Article 2.² Breached

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Article 4.³ Breached

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.⁴ Breached

No one shall be subjected to torture or to cruel, inhuman or **degrading treatment** or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

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1. A mutated form of competition, along with the habit of comparing one's self to another has sprouted a latent form of self-righteousness in many. There is a lack of appreciation with instances of sneering and mocking of individuality.
 2. International subjects with student visas have limited opportunities in employment acquisition and funding. For example, work study is not allowed for international students as well as paying a larger sum of tuition compared to local residents. Many forms of services are also limited to the student body in general, like the woodshop or printing rights that are constantly infringed by choking machines.
 3. 18. Every man can contract his services and his time, but he cannot sell himself nor be sold: his person is not an alienable property. The law knows of no such thing as the status of servant; there can exist only a contract for services and compensation between the man who works and the one who employs him. *Declaration of the Rights of Man and Citizen from the Constitution of Year I (1793)*
 4. The mode of reviews, though not often, has the possibility to demoralize a student if undertaken in an unprofessional manner. The act of presenting in public brings with it a great learning experience, but also great pressure; it is forced onto the student without even being taught a single lesson in public speaking.

Article 11.

- (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.
- (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.¹ Breached

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.² Breached

- (1) Everyone has the right **to freedom of movement** and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.³ Breached

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) **The family is the natural and fundamental group unit of society** and is entitled to protection by society and the State.

Article 17.⁴ Breached

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

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1. See Article 5.
 2. With an overflow of incoming prospective students, overlapping class schedules of the Engineering Department, remoteness of the school, lack of nearby housing, and insufficient parking spaces physically limits the freedom of movement. Occasionally, school buses become too full.
 3. Students with families must sacrifice personal time for production time.
 4. The purchasing of materials becomes challenging. Cost also becomes an issue with printing, 3d printing, and digital fabrication whilst projects may be judged on physical quality more than conceptual or theoretical quality.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21.

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.¹ Breached

- (1) Everyone has the right to work, to free choice of employment, to just and **favorable conditions of work** and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.² Breached

Everyone has the **right to rest and leisure**, including **reasonable limitation of working hours** and periodic holidays with pay.

Article 25.³ Breached

- (1) Everyone has the **right to a standard of living** adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

1. The studio environment is not necessarily the safest place to work in. General list of chemicals are listed in later chapters. With the amount of students in the building at any given time air quality can be poor and acoustical problems generated by HVAC systems, or proximity to studios, hinder the learning experience during reviews.
2. No comment. Just note the use of the word 'limitation'.
3. Health issues regarding food, stress, sleep deprivation, lack of exercise etc. are discussed in later chapters.

Article 26.¹ Breached

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and **higher education shall be equally accessible to all** on the basis of merit.
- (2) Education shall be directed to the full **development of the human personality** and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.² Breached

- (1) Everyone has the right freely to participate in the cultural life of the community, to **enjoy** the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Publicity to be given to the Universal Declaration of Human Rights

The General Assembly,

Considering, that the adoption of the Universal Declaration of Human Rights is an historic act, destined to consolidate world peace through the contribution of the United Nations towards the liberation of individuals from the unjustified oppression and constraint to which they are too often subjected,

Considering, that the text of the Declaration should be disseminated among all peoples throughout the world, Recommends Institutions to show their adherence to Article 56 of the Charter by using every means within their power solemnly to publicize the text of the Declaration and to cause it to be disseminated, displayed, read, and expounded without distinction based on status.

Invites the specialized agencies and non-institutional organizations of the world **to do their utmost to bring this Declaration to the attention of their members.**³

1. See Article 1.

2. There's just no time!

3. There is a blatant lack of awareness and regulation of personal rights or health, pushing students beyond physical and mental limits; of inflicting adverse effects on themselves.

Human Rights to Nutrition

The link between nutrition and human rights is one standing explicitly on its own (everyone is entitled to nutritious food) and as a means towards the end of attaining an enriched standard of living. Inadequate nutrition can cause irreparable damage to the brain and body. Among other ills¹, results can include improper mental and physical development, diminished mental and physical capacity, mental retardation, blindness, impaired ability to fight infections and increased risk for obesity and the chronic diseases associated with it. Malnutrition underlies and contributes to many deaths. The right to adequate nutrition, therefore, is a fundamental, foundational right. Its fulfillment is essential for life, health, development and dignity. Without these, a person will have difficulty learning, playing, engaging in other activities, becoming a productive member of society and enjoying the full range of human rights to which all humans are entitled.

General Comment No. 12 to the International Covenant on Economic, Social and Cultural Rights (ICESCR) clarifies that every state is obligated to ensure for everyone under its jurisdiction, access to the minimum essential food which is sufficient, nutritionally adequate and safe to ensure freedom from hunger. The right to adequate food is realized when every man, woman and child, alone or in community with others, has physical and economic access at all times to adequate food or means for its procurement.

In addition to grossly violating human rights, inadequate and improper nutrition have profound negative effects on nations' economic growth and poverty rates. Results can include low productivity as a result of poor physical condition, poor schooling as a result of low cognitive function, and significant care costs resulting from poor health. Economic costs can include more than 10 per cent losses in productivity in lifetime earnings and up to 3 per cent losses in gross domestic product. Fulfilling the right to nutrition, therefore, has a direct effect on reducing poverty. It is essential to reducing extreme poverty, as called for in the Millennium Development Goals (MDGs).

Food and nutrition professionals and all those concerned with chronic and transient forms of hunger face new opportunities and challenges for hunger's eradication in the 21st Century. Commitment to eliminating world hunger will not happen in the normal course of the political life of rich institutions because the cause lacks a critical mass of powerful constituencies. Effective action to eliminate hunger will not happen in the normal course of the political life of poor institutions because of their economic limitations, and because poor institutions, despite their independence, often lack governing bodies where the poor and undernourished have a real political voice.

Food and nutrition professionals are confronted with the choice of remaining secure in their technical domain, refining the understanding of the causes and the varieties of suffering of undernourished people, or taking an active role in partnerships and human rights promotion. This new role requires the courage to advocate as well as analyze, to respect people's knowledge about nourishing themselves, to energize and support indigenous food security initiatives rather than dictating them, to hold the private sector as well as the public sector accountable for the protection and facilitation of universal human rights, and to be skilled at targeting limited resources to the best and more sustainable approaches to fulfill the right to food

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1. Junk food and refined sugars low in nutritional value and high in calories leaves us feeling out of energy and sluggish. A healthy diet, low in sugar, caffeine, and alcohol consumption, can promote health and reduce stress. Malnutrition can cause bad breath caused by skipping a breakfast meal, which helps quell morning breath by stimulating saliva production and scrubbing bacteria from the tongue. Foods high in protein or dairy products generate large amounts of amino acids, which are fodder for bacteria. A diet low in carbs burns stored fat, creating toxic-smelling ketones. Ingestion of coffee, tea, fatty or fried foods, and carbonated beverages can also cause acid reflux.
 2. Adequate, nutritious food is not universally available: international law has helped, but hasn't fully empowered people who need food the most. A myriad of factors including state disinterest, poverty, poor labor standards and the misallocation of resources keeps the full potential of full nutrition from being realized.

Human Rights to Potable Water and Sanitation

While water has not been explicitly recognized as a self-standing human right in international treaties, international human rights law entails specific obligations related to access to safe drinking water. These obligations require States to ensure everyone's access to a sufficient amount of safe drinking water for personal and domestic uses, defined as water for drinking, personal sanitation, washing of clothes, food preparation, and personal and household hygiene. These obligations also require States to progressively ensure access to adequate sanitation, as a fundamental element for human dignity and privacy, but also to protect the quality of drinking-water supplies and resources.

Clean drinking water, and safe sanitation are intrinsic to the fulfilment of the right to health, to an adequate standard of living, the right to adequate housing, the right to education, and to the fulfilment of many other rights. Sanitation is furthermore intrinsic to human dignity. The human right to water entitles everyone to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic use. The human right to sanitation entitles everyone to services that are physically accessible and affordable, safe, hygienic, secure, socially and culturally acceptable, and which provide privacy and ensure dignity.

*Recognizes the right to safe and **clean drinking water**¹ and **sanitation**² as a human right that is essential for the full enjoyment of life and all human rights;*

Article 29. Ensuring that everyone has access to adequate sanitation is not only fundamental for human dignity and privacy, but is one of the principal mechanisms for protecting the quality of drinking water supplies and resources.²⁴ In accordance with the rights to health and adequate housing (see General Comments No. 4 (1991) and 14 (2000)) States parties have an obligation to progressively extend safe sanitation services, particularly to rural and deprived urban areas, taking into account the needs of **women**³ and children.

UN, Water for Life, Human Rights to Water and Sanitation

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1. There are 2 water fountains on the entire floor of the studio. One is an outdated fountain but another was retro fitted with an Elkay EZH2O model LZWSR_1B. The filter has a rated capacity of 3000 Gallons or 20,000 20 oz bottles. 28,535 Bottles have been filtered as of 2:46 am April 17, 2014. Additionally, despite the easy process of replacing filters, they are not accomplished promptly.
 2. Sanitation should also include First Aid Kits. In a hazardous environment where small accidents are prone to happen, First aid kits should be readily replenished with supplies that can tend to immediate non-lethal injuries.
 3. There are 2 stalls in the women's bathroom on the floor of the studio which includes the wheelchair accessible toilet. It was said that the original scheme of the building got away with this due to the fact that plans showed one student per three desks. **The current studio is way beyond capacity.**

Human Rights to Sleep

Although the Human Rights to Sleep has not been made official or been seriously considered, such a right-claim has actually been advanced by the campaign against homelessness and poverty, led by a Canadian called David Arthur Johnston in Victoria, British Columbia and in the Indian Supreme Court. Sleep deprivation and sleep related disorders are most common within the subject population. Insufficient amounts of sleep not only inhibit productivity and the ability to remember and consolidate information, but can also lead to serious health consequences and jeopardize the safety of an individual and the people around that individual.

Equating the right to sleep with the rights to privacy and to food, UN officials brought this right within the ambit of Article 24, the right to rest and leisure, something that is essential to maintain 'the delicate balance of health', and the violation of which amounts to torture. Sleep is essential for a human being to maintain the delicate balance of health necessary for its very existence and survival. For a human being, it is a basic necessity and not a luxury. If this sleep is disturbed, the mind gets disoriented and it disrupts the health cycle. The disruption of sleep is to deprive a person of a basic priority, resulting in adverse metabolic effects also causes energy misbalance, indigestion and also affects cardiovascular health. Sleep is a self-rejuvenating element of our life cycle, a fundamental and basic requirement without which the existence of life itself would be in peril: It is, therefore, part and parcel of human life.

One of the documents on interrogation techniques released this week in Washington was an internal CIA report that, as AP [Associated Press] says, describes “two instances in 2007 in which the CIA was allowed to exceed the guidelines set by Bush administration lawyers allowing prisoners to be kept awake for up to four days”. It specified that “CIA operatives used severe sleep deprivation tactics against a terror detainee in late 2007, keeping him awake for six straight days with permission from government lawyers”. The AP report added that “Sleep deprivation beyond 48 hours is known to produce hallucinations. It **can reduce resistance to pain, and it makes people suggestible**. The State Department regularly **lists sleep deprivation as a form of torture** in its annual report on human rights abuses. Now, AP says, “The Obama administration has since rescinded authority for any of the severe methods. Under the rules of the U.S. Army Field Manual, which now governs all interrogations, prisoners must be allowed to sleep at least four hours during every 24-hour period.”¹

1. Don't stay too late.

Epworth Sleepiness Scale

An online questionnaire was conducted to a group of 83 subjects. The questionnaire appropriated the format of the 'Epworth Sleepiness Scale'. It is intended to measure daytime sleepiness which can be helpful in diagnosing sleep disorders. The details of the questionnaire are as follows:

How likely are you to doze off or fall asleep in the following situations, in contrast to feeling just tired? This refers to your usual way of life in recent times.

1. Sitting and reading
2. Watching TV
3. Sitting inactive in a public place
4. As a passenger in a car for an hour without a break
5. Lying down to rest in the afternoon when circumstances permit
6. Sitting and talking to someone
7. Sitting quietly after a lunch without alcohol
8. In a car, while stopped for a few minutes in traffic

Each situation is given a number between 0-3 by the subject.

- 0= no chance of dozing
- 1= slight chance of dozing
- 2= moderate chance of dozing
- 3= high chance of dozing

The results were as follows (for the purposes of the experiment, average numbers were taken into consideration):

1. Sitting and reading= 3
2. Watching TV= 1
3. Sitting inactive in a public place= 1
4. As a passenger in a car for an hour without a break= 3
5. Lying down to rest in the afternoon when circumstances permit= 3
6. Sitting and talking to someone= 0
7. Sitting quietly after a lunch without alcohol= 1
8. In a car, while stopped for a few minutes in traffic= 0

Total score: 12

Interpretation of results:

- 0-7: It is unlikely that you are abnormally sleepy
- 8-9: You have an average amount of daytime sleepiness.
- 10-15: You may be excessively sleepy depending on the situation. Consider seeking medical attention.¹
- 16-24: You are excessively sleepy and should consider seeking medical attention.

1. So seek medical attention. Please.

Pathology

Listed below are a handful of the ailments, symptoms, diseases, disorders, and phobias that the subject population suffers from. Commonplace symptoms such as ADHD (Attention Deficit Hyperactivity Disorder) or any allergic disorders have not been included.

Alicubisomnia- From Latin *alicubi* meaning 'anywhere'.
Described by the willingness to sleep anywhere.

Archimixia- From Greek *aimomixia* meaning 'incest'.
Dating strictly within a pool of architecture affiliated people; inbreeding.

Archipleasure- Marked by an uncontrollable infatuation with architecture in everything subject sees; Associating architecture with everything.

Archi Speak- Vocalization conducted with unconscionable implementation of bombastic phraseology.

Break-Fast- Abstinence from or inability to consume breakfast meals.

Bruxism- Also known as teeth-grinding. Stressful situations or abnormal bite appears to be the cause. Stress reduction and other lifestyle modifications, including the avoidance of caffeine, may also be helpful.

Buffering Meal Effect- Marked by the inability to eat regularly, on time or according to schedule.

Caleosolis- From Latin *careo* meaning 'lack'.
Marked by a lack of daily sunlight, subjects tend to be pale in color.

Constant Promise- Marked by permanent disfiguration of the digitus minimus, or pinky, from use of mouse tool.

Crystal Ball Syndrome- Described by an unusual attachment to the future with higher expectations, worry or being blindly hopeful.

Drunkorexia- characterized by purposely restricting food intake to reserve food calories for alcoholic calories.

Glossophobia- Stage fright or fear of speaking in public.

Hourglass Syndrome- described by an unusual attachment to the past; of being extremely nostalgic or regretful.

Intermittent explosive Disorder- Adult tantrums

Klismos Lumbago- From Greek *klismos* meaning 'chair'.
Back pain caused by prolonged exposure to chairs.

Lumosity- Marked by disorientation to cycle of body due to constant exposure to artificial light.

Metroscaling- From Greek *metro* meaning 'to measure'.
Marked by behaviors of judging or comparing; being conscious of how much others produced.

Microparva- From Latin *parva* meaning 'small'.
Enjoying the little things.

Momentary Escapism- Binge drinking.

Multi Officium Opusia- Multi tasking

Negativistic Personality Disorder- Whining and complaining.

Orthorexia Nervosa- Obsession with avoiding unhealthy foods to the point where it interferes with a person's life.

Peddler Disorder- Bullshitting.

Peridia- From Latin *perdet* meaning 'to lose'.
Losing track of days.

Pica- Characterized by compulsive craving for eating, chewing or licking non-food items containing no nutrition.

Poly Julius Ouzia- From Latin *julius* meaning 'coffee' and *ouzia* meaning 'to drink'.
Excessive consumption of caffeine, to the point that it has no effect.

Polyproeidopia- From Greek *proeidopoio* meaning 'to warn'.
Setting countless alarms.

Postprandial somnolence- Food coma

Poulisomnia- From Greek *pouli* meaning 'bird'.
Constant bobbing of head from intermittently dozing off

Pungent Julius Urine Disorder- When urine reeks of caffeine.

Relational Disorder- Inability to get along with other people.

Rhino Blindness- Blurred eyesight or bloodshot eyes from prolonged exposure to digitized screen and various software i.e. adobe, rhinoceros, autocad etc.

Rinoplastia- From Greek *rhin* meaning nose.
Issues arising from massive ego.

Skrik- From Edvard Munch's painting, *The Scream*.
Marked by massive, unstoppable panicking.

Sluggish Cognitive Tempo Disorder- Laziness.

Snape's Do- Greasy hair effect.

Vadoceanus Disorder- From Latin *vadosus* meaning 'shallow'. *Shallow Ocean Disorder*.
Overloading of information that results in retaining a shallow knowledge of everything.

Vestigiarrhea- From Latin *vestigum* meaning 'to print'.
Anxiety caused by printing stress.

Voluntary deafness- Described by asocial behaviors when sitting side by side, through means of 'plugging' the ears.

Uranus Oblitis- From Latin *oblitus* meaning 'to forget'.
Forgetting to go to the bathroom.

Phobias

Achluophobia- Fear of darkness.

Agoraphobia- Fear of open spaces or of being in crowded, public places like markets. Fear of leaving a 'safe' place.

Allodoxaphobia- Fear of opinions.

Anuptaphobia- Fear of staying single.

Atelophobia- Fear of imperfection

Athazagoraphobia- Fear of being forgotten or ignored or forgetting

Catagelophobia- Fear of being ridiculed.

Cenophobia or **Centophobia**- Fear of new things or ideas.

Chronophobia- Fear of time.

Chromaphobia- Fear of color

Chemophobia- Fear of chemicals or working with chemicals.

Clinophobia- Fear of going to bed.

Cyberphobia- Fear of computers or working on a computer.

Decidophobia- Fear of making decisions.

Deipnophobia- Fear of dining or dinner conversations.

Didaskaleinophobia- Fear of going to school.

Eleutherophobia- Fear of freedom.

Gelotophobia- Fear of being laughed at.

Hippopotomonstrosesquipedaliophobia- Fear of long words

Hypnophobia- Fear of sleep or of being hypnotized.

Kakorrhaphiophobia- Fear of failure or defeat.

Logizomechanophobia- Fear of computers.

Macrophobia- Fear of long waits

Thaasophobia- Fear of sitting

Climate¹

Acoustics – The following describes what the measured values mean.

10-40 dB [light noise] wind in the leaves, quiet apartment
40-60 dB [normal noises] calm office, normal conversation between two people
60-80 dB [irritating noise] very busy street, TV
80-100 dB [disturbing noises] train passing, loud music

Acoustic levels were measured with a sound level meter, at various locations of the institution.

General Studio Space- 59.6 dB
Laser- 71.5 dB
K Review Space- 60.1 dB
East Review- 55.7 dB
Spray Booth- 75 dB

CO2 Levels

Normal background concentration in outdoor ambient air is in the range of 250-350 ppm.
Concentrations typical of occupied indoor spaces with good air exchange range from 350-600 ppm.
Between 600-1000 ppm inhabitants have complaints of stiffness and odors.
1000 ppm is the maximum allowable CO2 level given by ASHRAE and OSHA.

CO2 levels were measured with a Carbon Dioxide sensor, at various locations of the institution.

General Studio Space- 582 ppm
Laser- 995 ppm
K Review Space- 828 ppm
East Review- 577 pm
Spray Booth- 550 ppm

Inhalants/Chemicals

Gaseous products formed during the combustion of most organic materials can be classified into two main categories on the basis of their toxicity: Asphyxiant (prevent the normal uptake of oxygen by tissues by interfering with specific elements in oxygen delivery and metabolic processes) and Irritant (cause irritation, either as sensory irritants affecting the eyes and upper respiratory tract, as pulmonary irritants, or both).

Listed below are a handful of the toxins that exist in the climate.

Carbon Monoxide, Carbon Dioxide, Aerosol, Free Styrene, Benzaldehyde Hydrogen Cyanide, Hydrogen Chloride, Hydrogen Bromide, Sulphur Dioxide, Nitrogen Oxide, Nitrogen Dioxide, Nitric Oxide, Phosphorous Pentoxide, Acrolein, Formaldehyde, Volatile Organic Components, Radon, Methylene Chloride, Methylcyclohexane, Aromatic Amine, Synthetic Hydrocarbons, Acetone, Cyanoacrylate, Ammonia, Chlorine, Phosgene,

1. *Climate* refers specifically to the environmental quality of the studio setting.

Conclusion¹

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1. This document is not meant to complain or to blame, nor is it a yearning for someone else's sympathy. Not everyone experiences the aforementioned conditions of studio life. Some people have figured it out: how to deal with the pressure, time management, and stress. Personally, it has been a meager but worthwhile attempt at learning who we, architecture students, have forgotten to be and what we have become. It is more an attempt at understanding if this is the only way to learn, teach, or practice the discipline.

Our sacrifices are truly second to none. Even as I am typing away at 4 a.m., all around me, heroes and heroines toil to contribute to the discipline. One cannot help but explode with sympathy and pity when familiar faces smile to hide the pain, cry to seek a shoulder, and complain to vent the anger.

We have been voluntarily sacrificing our rights. 2014 marks the 150th anniversary of the first formal architecture program. *The MIT School of Architecture and Planning* reportedly offered the first formal architectural curriculum in the United States, and the first architecture program in the world, operating within the establishment of a University. As mentioned in Article 28 of the *Declaration of the Rights of Man and Citizen from the Constitution of Year I (1793)*, "A people has always the right to review, to reform, and to alter its constitution. One generation cannot subject to its law the future generations". Let us take a moment to judge what has been offered to us, how the school has been operating, and how we are coping inside it all. Perhaps this *is* the only way to learn architecture...

But what if resources were better allocated to provide for the needs of students and the environment they work in? What if we had mentors that coordinated with each other, not just for petty deadlines, but of integrating knowledge and experiences gleaned from their classes to generate more solid and thoroughly developed projects? What if some of the ARE exams could be taken during our time in graduate school? If grades are necessary, what if they reflected the quality of the student, as well as that of the mentor, rather than evaluations that seem to lack participation and enthusiasm? What if there were enough amenities for the entire student body? What if we only registered for electives and we were able to designate which class could be our main 'studio' course?

There are many things that could potentially and theoretically be done. However, from fellow students, I ask that we show respect, offer help, and provide cooperation to one another. If anything, I myself am guilty of not doing so. You need not provide all of the above to each other, but at least one of them. We, the students, are responsible for defining what happens next to our discipline; even the starchitects were, at some point, students.

There is a lingering hope that someone might have read through the entire document, to the last few words. With which I would like to conclude, "Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented, and fabulous? Actually, who are you not to be? Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others".

-Marianne Williamson