

photograph by fred stephenson

The purpose of this issue is to extend the general background for understanding campus planning, our point of view, and the intellectual basis of our criticisms. This issue is more directly the result of the inability of the administration to perceive the idea and necessity of full scale, long range planning of the future physical form of the university.

This is not the first attempt of the *Kansas Engineer* to tell our stories. Previously, even our most barbed statements have been met with blank silent response. Fraser, because of its inappropriate architectural form, seemed, last year, a logical starting point for conscientious and articulate criticism of our campus planning procedure. It was not. The administration was silent and perhaps all too satiated with its big new two million dollar building. This year we revive the issue, and hope for more response to our comments.

This issue is the direct result of the voice raised against the idea of large scale campus planning by the administration to student architects in an informal group discussion last fall. Our suggestions that our university follow the lead of other great state supported institutions such as California's universities, the Illinois universities, the University of Vermont, were shunned. Besides, the attempts of other schools to use planning were publicly ridiculed. The administration suggested that they were not getting any better deal than we are. It is difficult for us to believe we are getting any more than an arbitrary selection of new buildings added to the existing campus while a minimum thought is given to the long term effects of their siting. This editor supports the scale of the proposed expansion on the campus presented in Vice Chancellor Lawton's article on the campus plan (The article is a reprint from the council for progress report of last fall, used in making the alumni aware of the high quality of student and academic and administrative achievement on campus); but I am also discouraged about the fuzzy images of the beauty, charm, etc. with which he endows the campus and that these new buildings are supposed to fit into. His buildings will be built on what the administration will term "appropriate" sites. The process of choosing sites will more resemble the methods used by urban universities, land short because of encircling commercial properties, than a university with a generous well landscaped site.

We are not asking for a better physical plant for our campus, we are asking that instead of big, shiny, arbitrary buildings, we get a campus plan where these buildings and campus expansion can work together.

We are suggesting that the university show the same scale of thought and concern over its own campus plan, that the students seem capable of showing for themselves through their academic achievements.

We consistently find characteristic examples of the university acting on impulse and not considering long range plans. The administration orders plant specimens that have been maturing for over 20 years in the campus greenhouse to be removed because they look "messy." The university proposed that these lush and towering tropical specimens be replaced with neat rows of boxed one-foot high flowers. Destroying those plants should have seemed as stupid to the administration as it did to the students and faculty, but it did not.

This issue, besides presenting what we consider current, objective and articulate criticism of our university, presents an example of a planned open space for the St. Louis Zoo, the type of space that might be included in our own development plan.

plan

ku's master building plan

by keith lawton, vice chancellor for operations, the university of kansas;
introduction by chancellor wescoe:

Characteristic of a stable institution in the presence of continuing growth and constant change is continuous planning. Much of that planning relates to facilities—necessary for each of our missions.

Planning for the campus is important to all—to the students and faculty who use it, to the staff who administer it, to the alumni who cherish it.

Plans for long range campus development are in being—basically established but subject to continuing review and improvement.

To speak about those plans I present to you the Vice Chancellor for Operations, Keith Lawton.

Dialogue—Friends, listen in on this dialogue between a KU alumnus and me.

Well hello—Martin—how wonderful to see you on the Hill again.

Hi Keith—Say, let me ask you something, are you still working here—

Well—Most of the time I'd say.

What a place this is—I tell you I get a thrill everytime I come up here—It's just plain inspiring.

Marty—I doubt if those people in 1866 had any concept of how much they were doing when they chose this Hilltop to start on.

It's not only beautiful but it fits everybody's mental image of what a campus should be.

—It does something for everyone who's been here. I'm convinced it has a lot to do with our intense alumni loyalty.

And what an inspiring place for students and teachers!

Let's see, Keith, you work with the buildings among other things, don't you? Must be some problem to figure out how to get buildings on it—and all.

I'll have to admit that all right, but the result is worth it.

You see—The ridge is so narrow and those old timers had no idea how big it would get—so it was logical and smart to keep going west right along the ridge.

Something else had to happen—so it was decided to go off the Hill to the southwest with our new buildings.

Keith, I've just got off our local school board so I know how far you must have been behind—No money in depression—War shortage—Then the GI rush—And now—Wow—Did I hear 21,000 or better?

Right—Marty.

Can you get them all on here?

Well, that's a big part of the planning problem. The new buildings we've built recently have had to go on the open sites obviously except for additions to buildings already here. That's off to the southwest . . . but that was OK because what we needed were special things—like science, theatre, music, practice rooms—School of Business, engineering, and even the field house.

Things we didn't have.

Well, didn't you need classrooms?

Sure—Each new building had some in it, but mostly the space is specialized.

—You see, classrooms are the easiest and simplest kind of space. So for a while we knew we could temporize—just adapt any enclosed space and make do, while we got the special things to make this campus catch up with technology and ability to do an excellent job.

Keith, I'm amazed every time I come up here. It seems to have grown some more. Isn't this really spreading you out? That's part of the problem. The students and teachers can't just keep going farther and farther. Especially when they have to go on foot from building to building. They not only have to go along the ridge, but up and down the Hill on the sides as well.

Sounds like you'll come to the end of that—you just can't keep on spreading out.

—And anyway—someday you'll have to replace those temporary classrooms and have more too I'd think—21,000?

You're right on the button, Marty, and that's the crucial point.

Those old boys were right the very first time. The classroom buildings are used by the most people at the same time. And they change every hour. So where do they have to be—right in the middle. . . . And where's that—right on top.

But you said the Hill was full and, besides, those old buildings are little, and old and creaky. They were pretty bad when I was here—longer ago than I like to think about.

And gosh, you need dozens and dozens of classrooms—

You put your finger on it. The kind of courses they now house need to be on the periphery, like they once were.

And, also, they pre-empt the finest and the only logical big classroom building sites.

Keith, I'm beginning to read you. We've really got to re-use them, haven't we?

—Say—You sound like there is some sort of master plan. —You've been leading me on haven't you?

Marty, you alums have a right to know and we're anxious to tell the story.

OK, tell me this—you have to have dormitories, research space, play fields, support buildings and all. Where are you going to go?

Marty—You alumni have taken care of that. The Endowment Association has bought up 600 acres southwest before the town closes us in.

Are you going to have enough buildings?

Well that's a problem OK. The state is doing all it can as fast as it can. Fact of the matter I'd say—the taxpayer of Kansas is doing a whale of a job.

How does it come.

Well—Since 1941 there's been a 3/4 mill levy ad valorem statewide and it all goes for buildings for all state schools. Maybe 6.5 million a year. That's been barely keeping us afloat.

What about future buildings—you got any figures with you on that?

Well, now that you asked me . . . just happen to have— Look at this—

Major Academic Building Projects	Total Cost	Est. Compl. Date
1st Five Year Plan (1965-1970) Cost in Millions \$		
*Now Under Construction		
#Behavior Sciences & Classrooms (Fraser) -----	2.08	Jan. '67
#New Gymnasium (Robinson) -----	1.45	Feb. '66
*Soon (Estimated)		
#Humanities (1st Phase) -----	2.66	Sep. '68
#Experimental Biology & Human Development -----	2.89	Jan. '68
#Physical Sciences Addition (Malott) -	.35	Jan. '68
*Future (Estimated)		
#Humanities (2nd Phase) -----	1.50	Sep. '69
#Physics -----	4.00	Jun. '70
Grand Total -----	14.93	

Major Academic Building Projects	Est. in Millions \$
2nd Five Year Plan (1970-1975)	
#Earth Sciences & Engineering (Lindley) -----	1.50
#Architecture & Arts -----	1.90
#Library Expansion -----	1.00
#Central Services -----	1.55
#Student Hospital Addition (Watkins) -----	.50
#University Extension -----	.75
#Marvin Hall Renovation -----	.65
#Green Hall Renovation -----	.40
#Gymnasium (2nd Phase) -----	1.00
Grand Total -----	9.25

'Course we'll use every additional plan of federal matching funds and foundation offering.

Is it going to be in time?

This takes some doing. The availability of money sometimes doesn't meet the timing of the need. In an emergency the legislature has sometimes turned to the general revenue in addition—like in the case of the early loss of old Fraser this year.

Can't you borrow?

Kansas law doesn't allow that for academic buildings—only for revenue producing ones like dorms, student unions, etc. I'm pleased to know about that basic plan. Looks like with luck we'll "get by"—but then who wants to just get by?

What about all the other things that need to be done to keep KU great—

I mean I'm proud—and besides, my kids will be up here in a couple of years.

Marty, we've some ideas for the most marvelous facilities that would do just what you say. This school has more than just a job to do—it's got to pull it's share of the nation's load and, of course we've got a deep invested interest in our own area. And our kids deserve the very best.

You know I'd like to hear about them.

There's another fellow meeting me here in just a minute. He's got it all in mind. I'll let him tell you, you must be getting tired of my ranblings by now anyhow.

OK—But—How are we going to do all this?

Marty, do you know what serendipity means?

Sure—That's one my wife's been throwing around recently. As I get it that's the propensity for having good things happen to you through no effort of your own, or something like that.

Right—And we can't trust to serendipity. You and I and everyone else who gives a darn about KU has got to pitch in to make it happen. ●

This article is a reprint from the 1965 Council for Progress Report.

campus planning

gerald mcsheffrey, visiting assistant
professor of architecture

still meaning as a route, that route has more in common with the motor vehicle than with the pedestrian. With the exception of Strong Hall (incidentally, an architectural mis-nomer), few of the buildings relate well to the spine. It seems strange to have applied the principle of "lot development" along a hilltop owned by the university.

Another anomaly is of course to be found in the siting of the Union building. This should mark the greatest point of social interaction but instead, one only finds it after trudging the full length of Jayhawk Boulevard. I could go on to discuss at great length and deplore, as no doubt you do, the rank of bad and mediocre buildings which do little but despoil the campus. However, I deplore even more the laissez-faire attitude to sprawl not only in the visual sense but ipso facto the dispersal of the various faculties in the physical sense. A university exists not merely for the turning out of specialists but for the interaction of learning and knowledge between faculties. Over dependence on the motor-vehicle and television screen might well mean the death of the university as an institution.

What is really needed urgently is a development plan in the broad sense encompassing long range objectives and at the same time defining those areas where action is urgently needed. These latter areas are important, as in terms of immediate investment and need, decisions have to be made. In order that these decisions can be related to a broader framework, some form of interim development policy is required. Such a policy naturally makes nonsense when a plan does not exist. If the university is to move forward into the next century as a functioning center of learning rather than as a monument to myopia or complacency, planning must begin now.

Planning however must not be confused merely with a colored zoning diagram or a "master building plan." The use of what is no more than a two-dimensional zoning map feeds the erroneous but all too common idea that "places" can be planned in terms of land use in two dimensions only—the architect's job being to fill in the zones with buildings. Planning must develop in terms of three dimensions related to a time scale. While a twenty year plan seems reasonable in the broad sense of which I was speaking, it is important to realize that each year brings with it change. Hence there is a need for five year plans, for interim development, and for built-in flexibility. The latter course is only possible in the strategic sense, for precise and finite decisions have to be made when plans are formed into buildings. The campus at present gives every indication that up to the present these decisions have been made in a two dimensional abyss of colored diagrams. Planning does not and cannot occur in an atmosphere of complacency. Only when the need is recognized can future chaos be avoided. Are we to be remembered only as the generation of the bomb, of the wastemakers, or can we abandon our attitude of expediency and create things for which generations to come will be grateful? I believe that in this democracy there is a choice. ●

G. R. McSheffrey, Dipl. Arch. (U.C.L.),
Dipl. C.D. (Edin), ARIBA, AMTPI. Mr.
McSheffrey has been involved in architec-
ture since 1950. He studied architecture
at University College London and City
Planning at the University of Edinburgh.
Prior to coming here, he held posts as
Chief Assistant Planning Officer (Urban
design), Liverpool, and as an architect/
planner in Livingston New Town in Scot-
land.

People in Lawrence are proud of their University and its campus. The fact that as Kansans they tend to describe it as "real pretty" does not for me detract one iota from their sincerity or depth of emotion. Aesthetes who are more inclined to indulge in esoteric language concerned with form, space, etc., are in actuality no more deeply involved. They are all attempting to describe simply what the impact of being "there" means to them. This psychological impact which "place" can make upon people has now become an additional source of study for the social psychologist. Yet for centuries architects, engineers and planners have been creating places where people meet. Some of these places can be assessed in terms of success simply by measuring how they are used both in terms of function and frequency. Do people stop to chat, to linger, or do they simply move through? What is the purpose of the space? Is social-interaction a by-product or an aim? How do the spaces and routes connect with each other? These are some of the questions I have asked myself as a visitor to your campus and I will endeavor to relay these impressions to you. I hope, also, you will forgive me if, in my role as a city planner and architect, I go further.

For me identity is an important element in creating a sense of place. Often a topographical feature such as a hill or valley gives a natural identity which can be exploited by the designer. Much of the beauty ascribed to this campus can be attributed to its natural identity which has been enhanced by the planting of many fine tree specimens. However, the sad fact is that the real potential of the site has never been fully realized. The buildings have added nothing! Rather they detract from the natural amenity of the area and they have been allowed to sprawl down the southern slope of the hill as if to emulate the worst aspects of the American city. Tree planting is commendable but it is difficult for me to reconcile this sensitivity to the micro landscape with the insensitivity to the macro landscape.

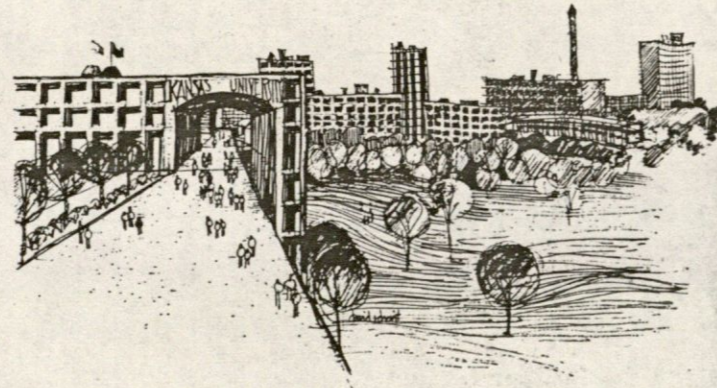
Again the basic idea of Jayhawk Boulevard as a spine to the university has much to commend it. Unfortunately, like Topsy, the spine just grew and grew and though it has

sociology and architecture

preface

I recall a criticism of sociology directed my way at the time I was taking my first course in sociology. I was quite enthusiastic about the idea: Here is a course which will have direct application to my chosen field of architecture; here is a discipline that can tell me how to design communal spaces for housing developments to achieve a certain degree of social interaction. This is the discipline that knows what physical innovations are necessary to improve slum areas. It will have advice for me on designing shopping malls, office buildings, churches, schools, and housing. But one of my professors made a comment to the effect: That's all well and good, but try asking a sociologist about social interaction in a public square. He will ask you to name a specific square, give him two years to carry out a study, and only then will he give you some results.

Until the sociologist can use his science to predict and control future events, the architect must learn from experience and observation. Haphazard as this may be, I have chosen this as my method of study. Hopefully, it will produce some intelligible results without becoming deeply involved in methods of research which I do not feel to be within the scope of this paper.



If architecture is to be anything more than the coordination of the building trades, it must recognize human activity as its prime determinant of the design process. Given a rough sketch and a few dimensions on notebook paper, a good carpenter can build a house. Given a few more drawings done by a draftsman, a good general contractor can construct buildings of much greater complexity. To be a successful architect, a person must consider the relationships between a physical plant, its occupants, and their behavior.

If there is any question as to whether man's environment has any effect upon him, it is only necessary to examine our society. The natural sciences strive to discover the laws of nature which they then try to manipulate. The social sciences are even more interested in man's relationships with his environment. We fight wars, build schools, and amass fortunes for our children's betterment. While it is not necessarily true in other societies, in our society we look to the future. Much of our knowledge is used to improve our environment.

william f. webb, arch. '67

It is my contention that, as part of man's environment, architecture does have an effect upon man's behavior. It is not my contention that architecture can by itself solve problems in human behavior. Such a tenet would be quite naive and wholly indefensible. The results of architectural solutions in public housing should demonstrate this fact.

It is rather difficult to gather and apply statistical data to architectural problems. This is true for several reasons. It is difficult to assign statistical values to conditions dealing with aesthetics. Architects pride themselves on being artists and make no claims for being scientific. Furthermore, to collect statistical data, it would be necessary for me to become too much involved in methods and means. I wish to avoid this, as I would much prefer to concentrate on results. I feel such results are best observed and stated as cases.

Other authors have written about social attitudes toward architecture. Thorstein Veblen in his book, "The Theory of the Leisure Class," speaks of architecture as one form of conspicuous consumption. But I am at present interested in the effects of architecture upon people.

It is known that buildings influence forms of behavior.



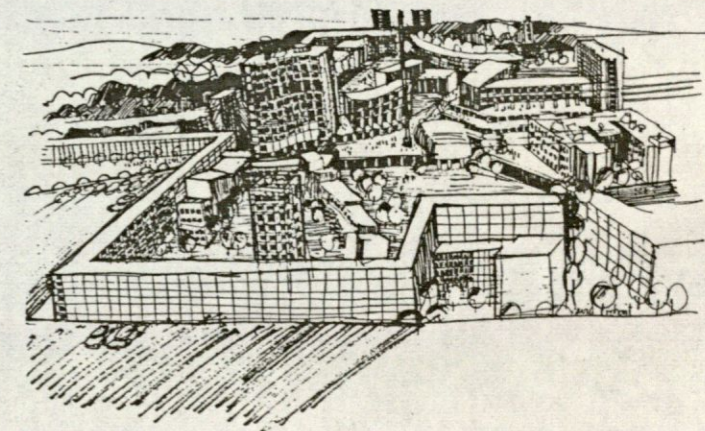
As children, we learned what schools, churches, homes, stores, and office buildings look like. With each we associate forms of behavior. It has been found that the use of carpets in elementary schools has an amazing effect on the classroom. Not only does it reduce voice levels and maintenance costs, but the improvements in classroom discipline have made the extra initial expense well worthwhile.

One school had replaced a certain door five times in three years. The last door was a heavy steel door with additional steel straps across the windows for greater durability. It lasted three months. It was suggested that instead of using a prison door, why not use an all-glass door. Finally, school officials agreed, and three years later the door was still in use.

Even the lowly little cracks in our sidewalks have an effect upon our behavior. What one of us has not heard the old adage, "Step on a crack, break your mother's back"? It could be argued that this is part of our life ways. But that crack is responsible for instituting and perpetrating that adage.

There was once a man that walked from his house to his place of employment several blocks away. The man had determined an exact pace so that he would not step on a single crack during his entire walk. Four times a day he would walk that same path. If for any reason he had to break his stride, to avoid stepping on a crack, he would stop, return home, and start again. You might say such a man must surely be disturbed. However, there are some people who feel that mentally disturbed individuals exhibit more observable response to their spacial environment. One group of architects, working with a mental hospital in Topeka, have been trying to treat mental patients using architectural spaces. They have found that when patients live in rooms opening onto a long corridor, they tend to pace up and down the halls. However, if their rooms open out onto a central space, they tend to congregate, demonstrating more sociable forms of behavior such as playing group games like cards, checkers, etc.

Ironically enough, all of the dorms built on this campus are constructed so the individual rooms open out onto long corridors. During the first year of occupancy, two residents of a recently completed residence hall on Daisy Hill committed suicide. In addition, there were at least two other

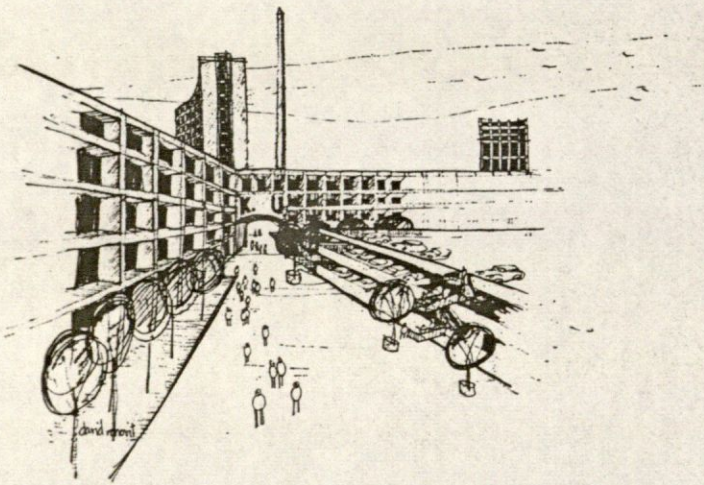


cases of attempted suicide. Nothing much was said at the time, but I feel the planning and administration of this dorm was a contributing factor.

Emile Durkheim studied the relationships between suicide rates and types of social integration. He found high rates of suicide were common to groups with low social cohesion and to groups which were once strongly integrated that had become disorganized. I think both cases may be demonstrated in relation to the residence hall. First, the dorm was to house 720 residents. The size of such a living group makes it difficult to form any meaningful social group. In the hall in which I lived with 420 residents, the residents tended to ignore hall organization and form smaller groups consisting of residents on a single wing or floor. Even these smaller units consisted of forty to seventy individuals with little in common other than a common hallway and toilet, neither of which were conducive to social integration. Next, the dorm was well over a mile from the campus. This fact had two consequences: first, most of

the extra-curricular activities occurred on campus. The mere distance to the campus with restricted use of the automobile made it difficult for the residents of this hall to participate in non-hall functions. Also, since upperclassmen are given first priority for living space, few of them chose to walk the additional distance from the new hall to the campus. That first year, this new hall was filled primarily with freshmen, a perfect example of a group characterized by anomie.

Providing spaces that encourage people to congregate is one of the main problems of architecture. There are a number of such spaces on this campus which meet with various degrees of success. One such place is the Chi Omega Fountain at the west end of Jayhawk Boulevard. Fountains are often places where people tend to congregate. They come to watch and hear the water rise and fall. They even enjoy feeling the spray carried by the wind; and most important, they come because other people are there. But this is not the case with the Chi Omega Fountain. There is room for people to sit at the water's edge, but there is very little room to walk around it with all the shrubs. But even



worse is the barrier created by the traffic circle. A woven wire fence topped with three strands of barbed wire could hardly be more effective in keeping people away. Another example: Across from Union Station in St. Louis, there is a large fountain, "Meeting of the Waters," which is separated from Union Station by four lanes of fast moving traffic. For the most part, the only people who use this park are tourists who either walk to the end of a long block and cross at the traffic lights or brave the traffic and jaywalk. However, ten blocks north is a fountain in Lucas Park. It is across a narrow one-way street from the public library. Far more people enjoy this park than the other; yet there is less space, the fountain is not as dramatic, and there are fewer trees.

Just recently Danforth Chapel was placed on an island. It is not as isolated as the Chi Omega Fountain, i.e., the traffic around it is not as heavy. Yet here is a building with one of its prime functions being the housing of people who

congregate for corporate worship, and it was placed on an island in a river of cars.

Perhaps the most notable gathering place on this campus is the steps of Green Hall where the law students keep an eye on the passing coeds. These students have a subculture all their own which I do not feel able to define other than to say they form a cohesive group which one would expect to congregate. But why do they gather in front of Green Hall? First, the portico is in close proximity to the sidewalk and the passing pedestrians. It appears that people are the strongest attractive force an architect can use to bring more people to an urban situation. This can be verified by noticing the students sitting on the railings next to the street, watching people walk past. Also, as the students stand on the steps of Green, they have a vantage point for observation of students on the walk. "It is not only the view they get from being high; it is the feeling of advantage, the feeling that they are in a position of privilege. It is a position that is just as enjoyable if they look at the view or ignore it." As a final observation, Green Hall is one of the few buildings on campus with an ideal orientation to the sun and cold north winds. The portico is on the southeast side of the building and, thus, is protected from the cold northwest winds. Also, anyone standing under the portico is exposed to the warm sunlight from morning to late afternoon. This combination of orientation, height, and proximity cannot be found any place else on campus. The steps of the library and Marvin Hall are continually in the shade and are totally unprotected from the cold north winds. The entrance of Strong is well orientated, but it has neither the proximity nor the vantage point. The forecourts of Hoch Auditorium and Haworth Hall are always shaded and cold. Thus, Green Hall is the only building on campus which encourages this type of social interaction on its front steps.

In fact, there are few places on campus which encourage group interaction. This is very unbecoming to a university. A university should be a place where all students and each school's faculty can share an interchange of minds. But our campus does not lend itself to that interaction.

There is no communal space on campus. There are open areas in front of Watson Library and Strong Hall. But these are not communal spaces in actuality. There is nothing to encourage people to collect here. One is a cold area as it is always in the shade. The other has an imposing (inhuman) building confronting it. Both are grassy areas with shrubs and trees, which are to be looked at but never walked across, much less stood upon. We learn two basic things in childhood: Don't walk in the streets, and stay off the grass. After all, if three people take the same path every day, it is enough to kill the grass and wear a dirt path.

Our campus is designed to facilitate circulation, not social interaction. This is particularly true of automobile circulation. The bulk of our campus is strung along a path for cars, not for people. If it were built for people, students would not have the ten-minute walks between classes. The spaces between buildings are designed to be moved through.

There are few places to stop and talk without blocking traffic.

By scattering the buildings out and placing each school in its own building, interaction is greatly limited. Each of the schools is aloof enough without giving each a castle of its own. How much interaction occurs between the Departments of Sociology and Architecture? I doubt if any member of either faculty has exchanged any ideas recently.

The student union is one place where this interchange of ideas could occur. But it is on the end of a string of buildings, and the wrong end at that. It makes a better front door for greeting guests of the University than a space to exchange ideas. The library is useful only to meet people. It is forbidden to congregate there as no one talks out loud in a library.

Thus, there are no public places on this campus that encourage the exchange of ideas. By citing examples of this, I hope I have shown a few ways architecture influences human behavior

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Besides the fact that university regulations limit the size of non-registered groups meeting during classes to six persons, there is really no one place on our campus which seems to draw people. Traditionally, spaces around the student union are supposed to have leftover students talking and jabbing at each other like the infamous court in front of the student union on the Berkeley campus; or the university should have some kind of gigantic plaza in front of the library as at Yale University. Our university has no such place—neither does it have even a minimum substitute—not even a place for innocent pep rallies. There is simply no space for people to gather. The very item that gives the campus the identity it has, Mount Oread, also contributes to this lack of gathering place. The area in front of Strong Hall is a logical place, but the ground-form of the hill says no. A paved plaza in front of Strong Hall would look like K.U.'s entry in the concrete Brush Creek competition at the Plaza in Kansas City. The slope of the area would dump people and water into the street instead of creating a meeting place. An eight foot change in elevation in front of Watson Library between New Fraser and Flint Hall also negates the centrality of any plaza built there. Besides, for most of the fall, winter and spring it would be unsuitable because Watson Library would cast its chilling shadow across the windswept space.

So how does one create a space? Is it an important thing to do in the first place? Below is an example that answers both questions. The St. Louis Zoo, a leftover attraction from the 1904 World's Fair in St. Louis, was an inarticulated grouping of animal houses around an over elaborately landscaped mall. The hierarchy of spaces around the mall, and the single direction of the slope along the length of the mall led only to a concession stand at the bottom of the hill the mall was on. With the recent expansion of the zoo on the opposite side, placing the concessions stand approximately in the middle of the complex, it was deemed necessary to have some kind of space that would connect the two sides of the zoo. Some place where mommy could say, "Johnny, meet us here at the bird cage at four o'clock," and there would be no doubt in Johnny's mind where he would find his parents. The bird cage located adjacent to the concessions stand was the solution.

The series of shots shown here reveal how the swelling of the land along with the battered retaining walls and tensile airiness of bird cage creates an "imagefull" point for the zoo. Unfortunately the pictures were taken in the winter. In the summer the bird cage works even better as a place because all the other areas of the zoo are covered with overhanging trees. The bird cage becomes a node of sunlight in an area of shaded passageways. The effect of sunlight reinforces its position as a specific place. In summer, colorful flags also identify this area as different from the rest of the zoo complex. As a treeless area it sharply contrasts with the rest of the zoo's winding pathways and it is large enough for kids to run about in without bothering waiting elders.

The bird cage area also differs from the rest of the zoo because the architect, instead of designing benches to be spotted in the area, developed the top of the retaining walls as a sitting place. The retaining wall becomes the same unpretentious seating that our own pipe railings provide. The swelling of the ground, like on our own campus, drains people to the edges of the space, just as the area in front of Strong Hall drains people to the pipe railings. The seating at the zoo is of an ambiguous scale and children are

tim mcginty, arch. '66