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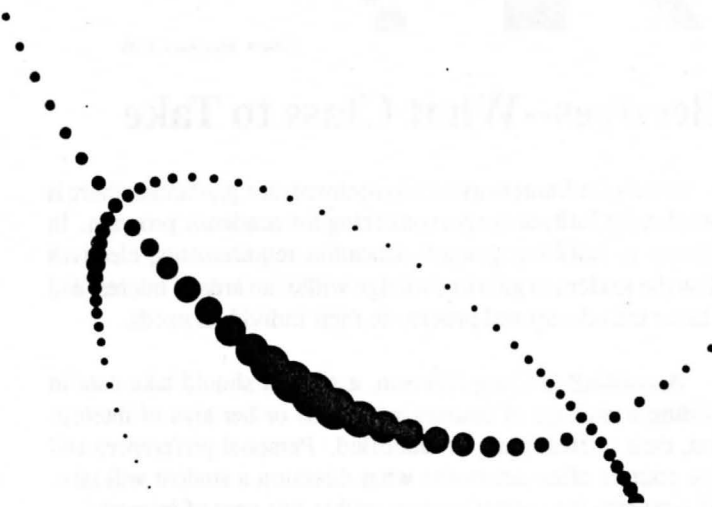
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Telford Chapman - 135



Computer Directions in LAEP

"The direction our department is heading is total integration of computer applications in landscape architecture," so began John Ellsworth, assistant professor of landscape architecture at Utah State University, in an interview with *Insites* January 21. In response to a question about the LAEP Departments' computer-related objectives, Ellsworth said that the faculty policy is to integrate appropriate technologies throughout the curriculum so that every student may be introduced to and be adequately competent in computer-aided design (CAD) by the time they leave the program.

To effectively meet this goal, John indicated that three steps must follow. (1) Faculty need to "understand and appreciate the computer systems available before they can encourage their use in the classroom." (2) Students must be introduced to the use and applications of the computer early in the program. (3) Both faculty and students must appropriately incorporate computer skills into specific coursework.

Currently all faculty members, with the exception of the department head, have a Macintosh computer on their desks and access to the two IBM personal computers and the image processor in the faculty computer room. With immediate access to these systems, faculty members are beginning to familiarize themselves with computer-aided graphics and design, image and word processing, and filing functions. In what Ellsworth termed a process of self-education, each professor will be able to transfer the understanding they gain through this familiarization to specific studio applications.

Ellsworth referred to the fall quarter 304 class as an example of how the faculty are directing their desires and abilities to teach about computer-aided planning and design. Last year, John Nicholson (now on sabbatical in Germany) taught the 304 studio in a chameleon sort of way—introducing the Apple II, Macintosh, and IBM computers and providing an overview of project management and filing operations, regional data base analysis, image processing methods, and computer-aided design techniques. This year, John Ellsworth, who took a 40-hour summer workshop on the AutoCad system, found that it was possible for the LAEP Department to use the new Industrial Technology computer lab in the ITE basement. Thus, he directed the 304 class on a focused study of AutoCad, offering just a two week pass over regional geographic information systems (GIS) at the tail end of fall quarter. Ellsworth stated that now they had tested both CAD and GIS as the major foci in 304, the faculty felt strongly the need to teach both. Teaching the CAD system, however, may be most beneficial in our coursework.

Prior to learning either CAD or GIS, LAEP students must first learn about basic computer functions and capabilities. Ellsworth admitted that the CS 150 and 170 courses now selected as choices for LAEP students to take may not exactly be what we really need, although 150 and 170 do teach the process of thinking about computer operations. How to introduce computers to the students in the department is an issue that must be resolved. Ellsworth said that the goal was to have every student introduced to CAD by early in their sophomore year. To do this an effective introductory computer course must be found, either outside the department or perhaps more preferably, an "Introduction to Computer Applications in Landscape Architecture" course taught within the LAEP curriculum. Within this course, students would get a feel for what the computer offers, as well as a solid introduction to the CAD system. Any suggestions that will help the department clarify the structure for this introductory course are welcomed.

While discussing *with Insites* what each person ought to know about computers John Ellsworth commented that he felt that the answer to that question lies in what an individual's primary interests are. Ellsworth said that there are basically two avenues in developing computer knowledge. One, is the "user" avenue—the person who wishes only to comprehend how to use the hardware and software available to meet their needs. Another is the "programmer" avenue—the person who desires an understanding of how the computer works and how programs may be created. As in operating a car we may not wish to take the time necessary to fully understand our automobile's mechanics, but that does not

mean we cannot operate it effectively. The key is not to know everything about bits and bytes and the process of programming (unless this is our career objective), but instead to understand that which will help us reach our goals. Concepts are far more important than rote learning of specific systems and programs that may or may not be used by the firms or agencies we will work with when we leave school. Systems and programs will continue to change, concepts will not, Ellsworth said. By knowing concepts, we will be able to pick up the specifics as we need them.

This leads to the necessary step of incorporating the computer skills gained by the faculty and students into actual coursework. As was glimpsed by the juniors in 304 last fall, the applications are seemingly endless—it all depends on individual desire, skill and creativity. Planting design and plant specifications; regional analysis and planning; drawing, photograph or video image processing for visual analysis; proposal writing; construction, including grading, irrigation design, detailing, notemaking and cost estimating; and the list goes on. Again, it is for us as individuals to decide what is appropriate in terms of the project needs and our abilities. As John Ellsworth expressed in conclusion: "I appreciate computers as tools. . . I don't exist for them; they exist for me, and that's the attitude that I think is the most productive for a landscape architect to have. . . That way you always keep it in perspective that I am not to be intimidated by the computer; the computer is merely to serve me—just like my pencil, or my t-square, or my triangle, or my typewriter."

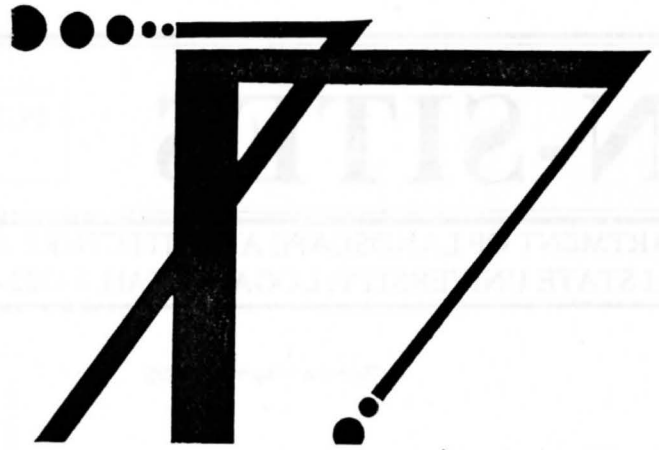
Lee R. Skabelund

Computer Lab in FAV ?

Last year John Nicholson and John Ellsworth submitted a proposal to the USU Computer Committee (the group organized to apply the quarterly \$20.00 student computer fees into needed computer facilities) requesting that a computer graphics/CAD/word and image processing lab be placed in the Fine Arts Building—FAV. Such a lab would be beneficial to all those involved in the art programs at Utah State. Suitable computer facilities are presently lacking or are difficult to use as a part of Landscape Architecture and Environmental Plannings' and other visual arts' studiowork. The USU Computer Committee rejected the FAV computer lab proposal. Thus, another submission is presently being prepared.

As a computer lab would be a great boost to the LAEP Departments' goal for total integration of computer applications in the curriculum, we urge the USU Computer Committee to recognize the need for a lab in FAV, and take the steps necessary for its' appropriation. In the meantime, the following places must provide computer access for LAEP and other visual arts students:

CAD - ITE basement
Macintosh - UR, room 103; Library 4th floor, room 406
Other microcomputer and terminal locations - Junction Highrise Cafeteria; EE/CE, I. 105; Business Bldg, room 107; Old Main, room 251



Laura Becka - 135

Electives--What Class to Take

Within the framework of requirements for graduation there is considerable latitude for personalizing the academic program. In addition to fulfilling general education requirements, electives allow the student to gain knowledge within an area of interest and to tailor the educational process to their individual needs.

According to Craig Johnson, a student should take care in building a package of courses within his or her area of interest. First, their interest must be identified. Personal preferences and prior courses often determine what direction a student will take. The next step is to select courses within this area of interest.

The advisor is important in this process. Coordinating your schedule with your advisor can provide you with the information you need to choose electives and will save you from headaches when you apply for graduation. Don't be afraid to inquire with another department about the courses they offer. This can help you find such obscure classes as ASBE 140 which teaches micro-computer word and data processing skills, and may be a desirable addition to the standard computer fare taken by students.

Paul Larsen

Thesis Abstracts:

Survey Research on the attitudes and preferences of the Salt Lake City Residents toward Urban Wildlife.

A mail survey, based on the total design method, will be conducted of 150 randomly selected residents of Salt Lake City, Utah to obtain their attitudes and preferences toward urban wildlife. The project's intention is to determine whether or not there is sufficient interest among urbanites to support:

- a) An urban wildlife program and,
- b) To provide statistical measures which in turn can improve the local planning effort in the conservation, reclamation, enhancement, and management of urban wildlife.

Monica Mariaca-P.

Incorporating Wildlife Habitat In Cluster Housing Developments

This work addresses the need for more consistent incorporation of wildlife habitat considerations into landscape planning and design. In light of continued world-wide habitat degradation and species extinction, it is increasingly essential to include wildlife concerns at all scales of development.

Cluster housing has proven to be a development scheme which preserves sizable amounts of open space. But current design and management practices negate much or all of the wildlife habitat potential of the open space. This project explores possible changes in the design of cluster housing developments and open space which could incorporate more viable living spaces for wildlife.

The purpose of this study is to review scientific literature and from it, synthesize design guidelines which can be applied to maximize wildlife habitat creation. Research with direct applicability to landscape planning occurs in the disciplines of: ecology (habitat structure), landscape ecology (relationships between spatial pattern and ecological processes), island biogeography (spatial arrangement of vegetation as a determinant of the species it supports), and wildlife habitat management (habitat components essential to the survival of a species).

Criteria summarized from the literature review will be applied to the design of a 180-acre residential development. Effort has been made to make the demonstration site as "typical" as possible of those being developed presently in northern Utah. The site is on agricultural land at the community's edge, where residential development is now occurring. Although it abuts a National Forest, the site lacks native trees and shrubs. Inclusion of wildlife concerns in this housing development therefore requires structuring, rather than preserving habitat.

Guidelines will address both broad and detailed aspects of the design. Changes in lot and block configurations will be explored to try to create open space areas which are more workable as wildlife habitat. Open space considerations at the large scale will include size, shape, edge, relationship to built areas, connectivity of habitat areas within the site, and connections to off-site habitat. More detailed open space concerns will address planting design and management. Emphasis will be primarily on habitat concerns of nongame birds and deer.

Sue Nordstrom



Mountain Biking:

A New Challenge for the Land Use Manager

The intrinsic capabilities of the mountain bike concurrent with its skyrocketing popularity as a form of recreation presents a temperamental problem in its use. Hikers, horseback riders, environmentalists, and the new-kid-on-the-block mountain bikers all claim and compete for the same trail space. After laying to rest the issue that mountain bikes cause excessive environmental damage the all-too-real problem of trail user conflict is the issue the land use manager now must deal with.

In a recent *Newsweek* article, Randy Sederquist, Head Ranger for 40,000 acres of state parkland along the California coast, reports that blind corners and steep hills are becoming frequent scenes of collision between hikers, horseback riders, and mountain bikers. "We've had spinal chord damage and broken arms, legs, and collar bones. When you mix bikers and pedestrians you're inviting disaster." The ensuing effect has been to ban mountain bikes from the trail space of National and State Parkland as well as other public landscape. On July 1, 1987, Yosemite National Park in California began prohibiting bicycles from all trails—restricting them to paved roads and bikeways.

This current land use problem and value conflict presents a difficult challenge to land resource managers. Anticipation and planning are needed to resolve this problem for the trail users, the public, and concerned agencies. Current positions on this conflict held by the major acting agencies involved are:

The United States Forest Service: Prohibit bicycles from designated wilderness areas but to allow them on all other roads and trails unless specific circumstances dictate otherwise.

The National Park Service: Allow each park to set their own rules regarding mountain bikes. The majority of National Parks are restricting bicycles to paved roads and paved bikeways only.

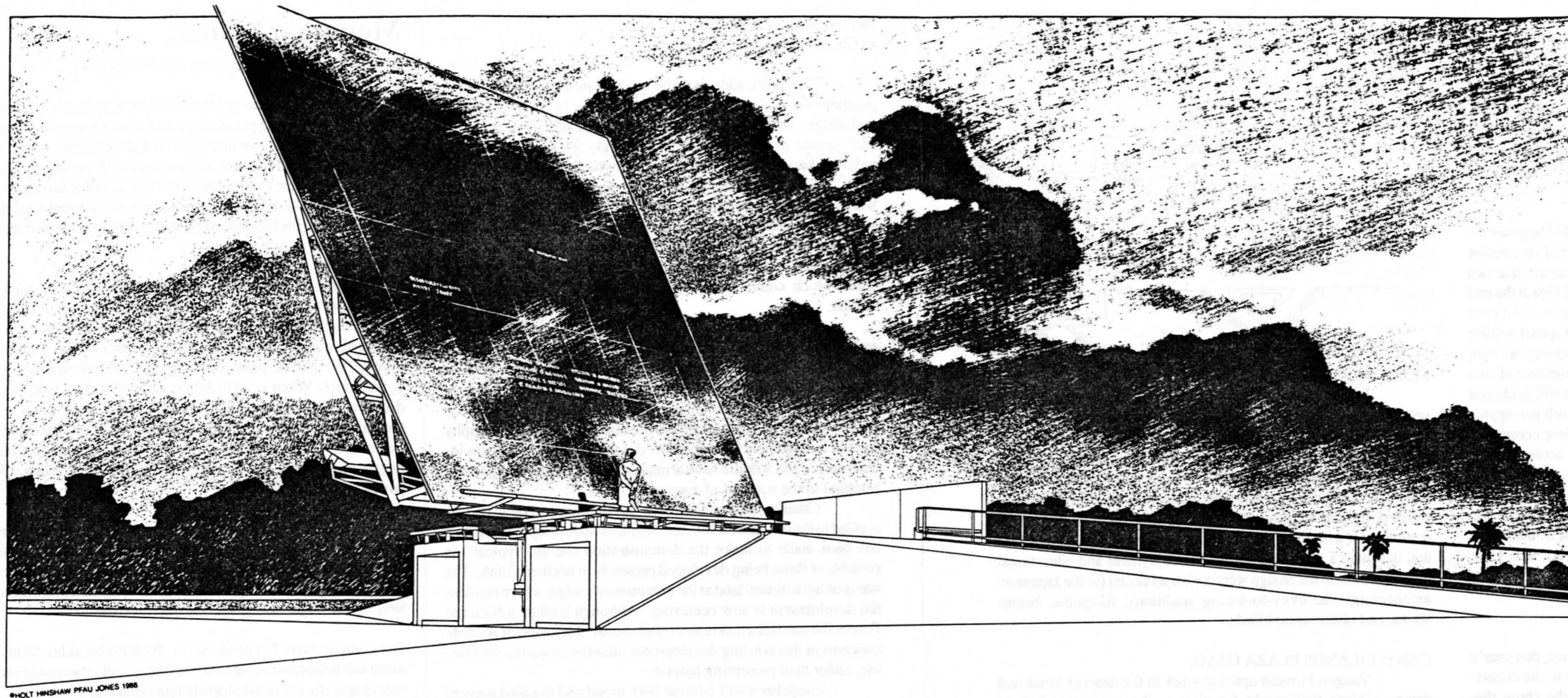
The equestrian groups: Share trails with mountain bike—if specific safety precautions are followed.

The Sierra Club: Desire support for their "national policy" of classifying mountain bikes as "off-road vehicles"—the same category as 4-wheel drive automobiles and motorcycles. They want all trails closed until environmental impact statements show acceptability.

The Preservationist Groups: Organizations such as the Forest Preservation Society want mountain bikes (as well as many other recreational uses) prohibited from all trails.

The National Off-Road Bicycle Association (NORBA): Desire equal, shared, and non-limited use of land resources. They promote the NORBA Code of behavior which is designed to minimize impact to the environment and to other users.

Kevin Scott Johnson



Space Mirror

It was a morning not much different than this morning--cold and clear, with bright sunshine streaming into the Senior studio windows. The studio looked much as it did today although the faces were different. Dale sat where Doug sits, Cari sat where Anne sits, and Glen was wandering around as Ho was wandering around this morning. I was wandering too, from desk to desk, discussing the planting plans for Senior design projects. But last year someone had a radio on, tuned into the national media coverage of the Challenger Space Shuttle Launching. The space launching had received more attention than others because it was the first time that an ordinary civilian--a schoolteacher named Christa McAuliffe--was going into space. Another radio in the studio clicked on filling the studio with a stereo blastoff. A moment later, the studio was filled with the gasps and terrified proclamation of the radio announcer: The Challenger had exploded! It was 9:40 a.m. and never was the studio so quiet. The sadness of a national tragedy settled on us all.

One year later, I packed my bags and headed to the Kennedy Space Center to participate in the unveiling of the design

for a National Memorial, commemorating those astronauts who have lost their lives in the space program. My mission was sponsored by Landscape Architecture Magazine and my goal was to write an article about the winning memorial design and the National design competition. The night before the official ceremonies, I interviewed the director of the astronaut's memorial foundation Susan Compton and had dinner with two of the four members of the winning design team architects, Paul Holt and Peter Pfan. The following day a satellite link connected ceremonies at the National Press club in Washington D.C., with the ceremonies at the Kennedy Space Center. After the unveiling of the drawings and a model of the winning solution, the media and public officials participated in a panel discussion with the winning architects and NASA officials.

More than 1500 people registered for the design competition, and over 750 of those registered sent in entries, making this second in size to the Vietnam memorial contest. Entries were sent in by architects, landscape architects, engineers, artists, planners, and urban designers. Each entry consisted of two 20" x 30" boards which were to show both plans and perspectives of the memorial design. The challenge was to "design a memorial which must

serve as a lasting inspirational tribute to the astronauts." Further, the memorial was to be a "dignified, reposeful experience for those who come to pay tribute."

The winning design team, Holt, Hindshaw, Pfau, and Jones, architects from San Francisco, have an impressive record of design awards and honors, including the Progressive Architecture Annual Award for both 1986 and 1987 and two awards of merit won in previous national design competitions. Although a relatively young firm (Wes Jones had his 30th birthday on the day of the awards ceremony), this team has a canny approach to design competitions. They begin by analyzing the Jury, which in this case included Hideo Sasaki, landscape architect; Michael Pittas, urban planner; and two architects, Joan Dixon and Ralph Johnson. Additionally there were two non-voting members of the jury, both of whom were NASA officials. Because of the NASA officials influence, the winning team chose a graphic formal that they felt would be readily understood by non-designers. They presented their entire design solution as a cartoon strip, complete with story captions. Not only did this capture the jury's attention, but their design solution was equally as novel. Their winning design is a giant, 40' x 50' slab of highly polished granite set on a steel space

frame like structure which tracks the sky following the sun's movement so that the sun is always behind the memorial. The names of the deceased astronauts are cut through the granite like stencils. Mirrors are used to intensify the effect of sunlight shining through the names. According to West Jones, "the sky [reflected in granite] becomes the field of honor across which the hero's names are emblazoned".

The winners prize was \$25,000 in cash and exclusive rights to negotiate two years of design and contract document fees. Another \$25,000 in prize money was given to second and third prize winners as well as five merit award winners. Other design solutions included a set of gigantic white marble doors that would swing open daily as a "gateway to the sky"; a waterwall behind which the astronauts names would be incised in granite, and which would shut off daily at 11:39:13 a.m. for a minute of silence, and; a huge sundial designed to light up the astronauts names on their birthdays. The winning memorial, which has been dubbed "Space Mirror," is scheduled for completion in 1990.

Sue Sanborn

The following is a listing of graduate programs that have been considered by graduating seniors in the recent past. Although each school may have a variety of different Masters options available, the information listed is based on the dominant program given in individual school bulletins. A complete listing of ASLA accredited schools is available in the LAEP office.

University of California at Berkeley

Degrees offered: MLA, MARCH, MCP
Program Emphasis: Environmental and Social Analysis (MLA)
Location: Berkeley, CA.
Tuition: Single \$4290
Cost of Living: Single \$12,830, Married \$18,050
Financial Assistance: available

Cornell University

Degrees offered: MLA, MARCH, MRP
Program Emphasis: Land Use Planning and Design (MLA)
Location: Ithaca, N.Y.
Tuition: \$12,300
Cost of Living: Single \$7950, Married \$11,410
Financial Assistance: available

Columbia University

Degrees offered: MARCH, MSARCH/UD, MSHP,
MSRED, MSUP
Program Emphasis: Design (MARCH)
Location: New York, N.Y.
Tuition: \$11,400
Cost of Living: Single \$7800, Married \$12,000
Financial Assistance: available

Harvard University

Degrees offered: MARCH, MLA, MCRP, MARCH/UD
MLA/UD, MDS,
Program Emphasis: Planning and Design
Location: Cambridge, MASS.
Tuition: \$10,850
Cost of Living: Single \$7850, Married \$12,050
Financial Assistance: Limited

University of Illinois at Urbana-Champaign

Degrees offered: MLA, MARCH
Program Emphasis: Land Resources Planning and Design
Behavioral and Cultural Factors in Design
Location: Urbana-Champaign, IL.
Tuition: \$5210
Cost of Living: \$4800
Financial Assistance: available

Massachusetts Institute of Technology

Degrees offered: MCP/DA, MCP/A, MCP/T,
MCP/RED, MSUSP,
Program Emphasis: City Planning
Location: Cambridge, MASS.
Tuition: \$12,500
Cost of Living: Single \$7850, Married \$12050
Financial Assistance: Limited

North Carolina State University

Degrees offered: MLA, MARCH
Program Emphasis: Site Planning and Design
Community Design
Environmental Management
Location: Raleigh, N.C.
Tuition: \$2500
Cost of Living: approx. \$4800 (single)
Financial Assistance: available

Princeton University

Degrees offered: MARCH
Program Emphasis: Design Development
Location: Princeton, N.J.
Tuition: \$11,060
Cost of Living: Single \$6400, Married \$9000
Financial Assistance: limited

University of Kansas

Degrees offered: MARCH, MSAE, MUP
Program Emphasis: Built Form and Culture
Urban Design
Location: Lawrence, KA.
Tuition: unknown
Cost of Living: unknown
Financial Assistance: unknown

University of Michigan

Degrees offered: MLA, MUP
Program Emphasis: Statistics
Biology, Ecology, or Management
of Terrestrial or Aquatic Ecosystems
Natural Resource Policy
Social-Behavioral Sciences
Economics
Location: Ann Arbor, MICH.
Tuition: \$4374+
Cost of Living: Single \$4905 Married \$8905
Financial Assistance: available

University of North Carolina at Charlotte

Degrees offered: BARCH, MUA
Program Emphasis: Research and Planning
Location: Charlotte, N.C.
Tuition: \$3258
Cost of Living: Single \$2375 Married \$4650
Financial Assistance: available

University of Pennsylvania

Degrees offered: MLA, MARCH, MLA/RP, MC&RP
Program Emphasis: Site Planning and Design
Location: Philadelphia, PA.
Tuition: \$12,680
Cost of Living: Single \$8200, Married \$11,900
Financial Assistance: available

University of Virginia

Degrees offered: MLA, MARCH, MP, MAH
Program Emphasis: Design
Location: Charlottesville, VA.
Tuition: \$5796
Cost of Living: Single \$4800, Married \$7400
Financial Assistance: limited

University of Washington

Degrees offered: MLA, MARCH/UP
Program Emphasis: Design Research
Location: Seattle, WA.
Tuition: unknown
Cost of Living: unknown
Financial Assistance: available

Virginia Polytechnic Institute and State University

Degrees offered: MLA, MARCH
Program Emphasis: Research Analysis
Computer Systems Analysis
Location: Blacksburg, VA.
Tuition: \$2808
Cost of Living: Single \$5000, Married \$6500
Financial Assistance: available

Washington University in St. Louis

Degrees offered: MARCH/UD
Program Emphasis: Physical Design
Urban Planning
Location: St. Louis, MO.
Tuition: \$7125
Cost of Living: \$4452, Married \$6500
Financial Assistance: available

* source - individual graduate school bulletins
Contributed by Dan Roberts and Jong Ho Kim

Key: M- masters; MS- masters of science; LA- landscape architecture; ARCH- architecture; CP- city planning; RP- regional planning;
UD- urban design; DS- design studies; HP- historic preservation; RED- real-estate development; UP- urban planning;

American Society of Landscape Architecture
Utah Chapter Annual Meeting

"The Art of Landscape Architecture"

Thursday February 11, 1988

9:00 til . . . *Snow Sculpture* in the Professors' Backyard
11:30 Lunch
1:00 p.m. *Basket & Volleyball*, No. Stake Center (12 East & 10 North)
3:30 *Pictionary* in the Jury Room
7:00 til . . . *Wine & Cheese Evening* @ Jerry and Sue's (Informal, bring your own wine or favorite drink and a hors d'oeuvre) 596 North 1420 East (off Canyon Road at the old gas station)

Friday February 12, 1988

8:30 a.m. ~ Registration (LAEP Office, USU Campus)

9:00 *Morning Session* (Eccles Conference Center, 216)
9:00 Michael Van Valkenburgh, Professor of Landscape Architecture, Harvard University
"The Art of Landscape Architecture"
10:00 Refreshment Break
10:15 Steve Goldsmith, Urban Design Coalition Director Utah Sculptor
"Urban Art"
11:00 Peter Briggs, USU Art Museum Director, Art Historian
"The Art Historian's Perspective"
11:15 *Discussion* - Speakers and Conference Attendees
12:30 Lunch, ASLA-Utah Chapter Meeting

2:00 p.m. *Afternoon Session* (FAV, 150 & studios)
2:00 *Sketch Problems* - LAEP students, ASLA chapter members, and guests to design at three scales, led by studio masters. . .
Lynn Larsen, AE Intragroup
Clark Ostergaard, U.S. Forest Service
John Swain, Salt Lake City Parks and Recreation
3:30 Refreshment Break
5:00 *Sketch Problems Review* - Guest Critics:
Jack Drew, Landscape Architect
Steve Goldsmith, Sculptor
Peter Briggs, Art Historian

6:30 p.m. Happy-Half-Hour (Zanavoo Restaurant, up Logan Canyon)
7:00 *Banquet Introductory Remarks*
Malin Francis, ASLA Student Chapter President
State Chapter News
Jan Striefel, ASLA Utah Chapter President
7:30 *"The Art of Communicating"*
Jack Drew, Landscape Architect
8:00 Banquet
9:30 *Dancin!* (music by Z104)

*** money for banquet must be in by Wednesday, ASLA \$8.00, non-members \$10.00

Saturday February 13, 1988

Downhill skiing @ Beaver Mountain, and cross-country skiing in Logan Canyon.

Senior Projects:

Senior Design Studio, Fall Quarter 88 with Jerry Furhiman

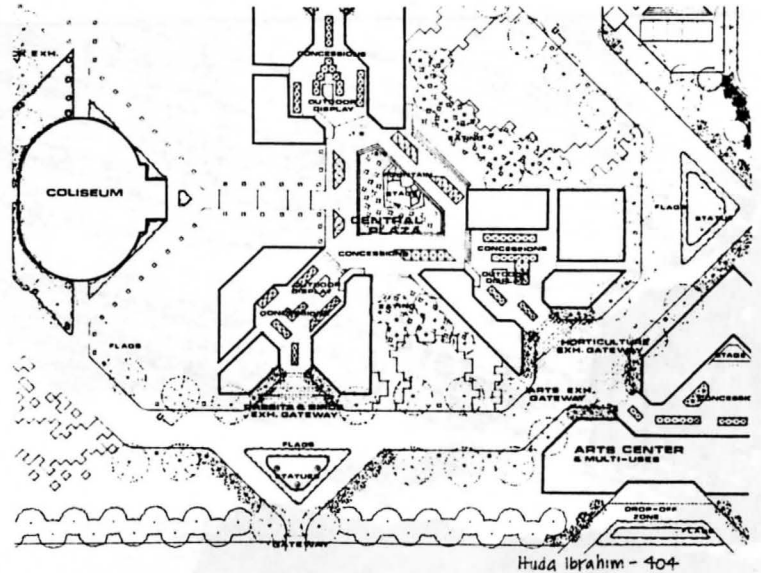
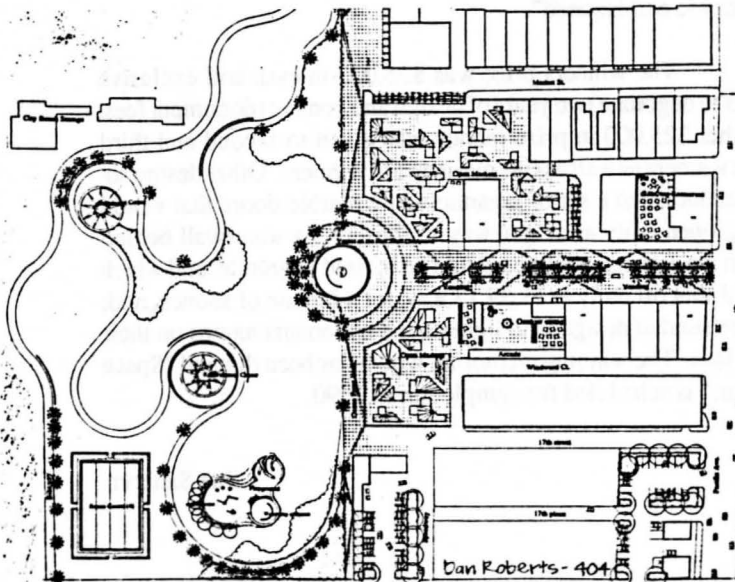
As a senior in the Landscape Architecture Department, you have two options for completing your senior design studio. The first option is to do the common project selected by the faculty. Another option is to choose a project of your own interest that will help you further develop your personal skills within a specialized area of the discipline.

If your choice is the common project you will be given the details of the project when you return for fall quarter of your senior year. If you decide to take on the responsibility to pursue your own project you must submit an abstract of the proposed idea at the end of winter quarter. The faculty will review the abstracts, and if your idea is okayed you may sign up for the one credit proposal writing class offered spring quarter (even if you do not propose your own project you may take this proposal class). The objective of this class is to help you write a professional proposal that will guide you in accomplishing your senior design project and teach you appropriate proposal writing skills. You then submit your completed proposal to the faculty for final approval, and if accepted, you begin to collect the data necessary to complete the project.

This year ten students chose their own projects and proposed a wide variety of project types. The rest of the senior class worked on the "uncommon, common project," The Utah State Fair Grounds.

UTAH STATE FAIR GROUNDS

Thanks to faculty member Larry Wegkamp, this year's common project helped bring in some extra funds to the department. Larry arranged for the thirteen students who chose this project to redesign The Utah State Fair Grounds in Salt Lake City, Utah. Having the fair grounds close to home allowed the students to visit the site and get a feel for the area's potential. The fair grounds project required an understanding of both the ephemeral and year-round use aspects essential for the fair grounds to survive. Creating a sense of place was the intent of each student. The senior designs reflected Utah's cultural heritage and current needs with a variety of artistic approaches.



MOAB NATURE CENTER

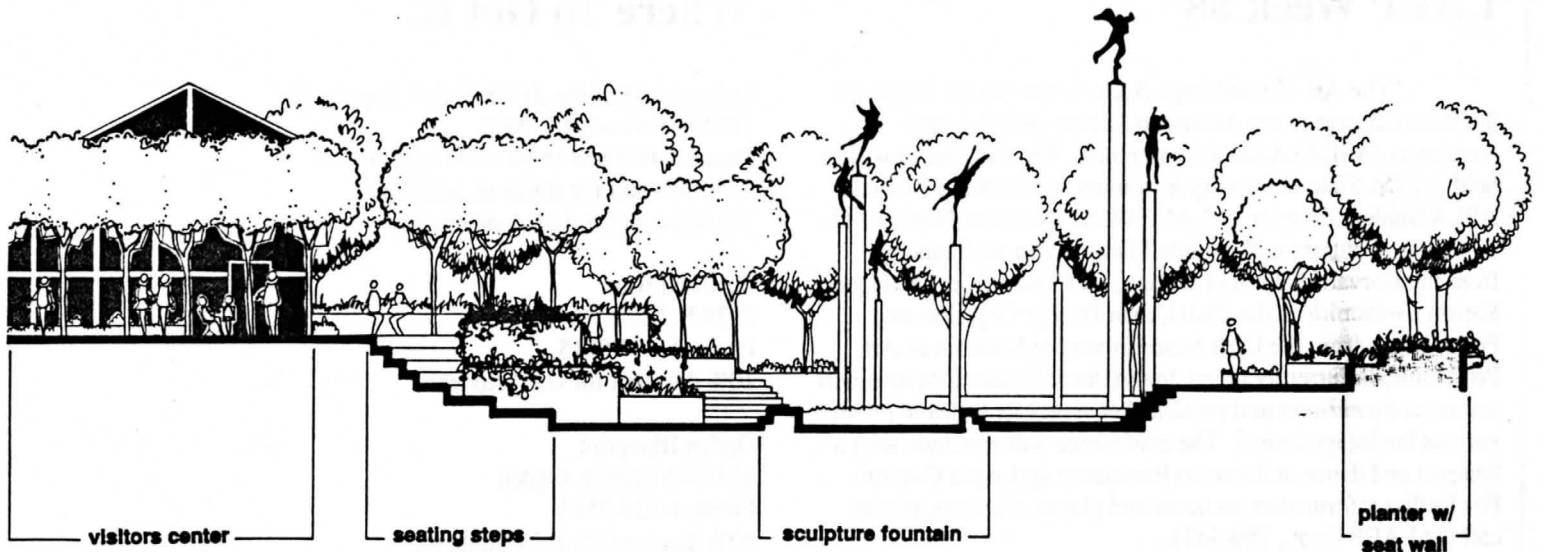
Lee Skabelund chose a project in Moab, Utah that involved preserving a wetland as a wildlife refuge and integrating an interpretive facility into the area. The wetland is set between Moab City and the Colorado River and covers a four-square-mile area, making it the largest open marsh along the Utah section of the Colorado River. Lee's foremost concern was to preserve this wetland for the welfare of man and wildlife. To do this he completed a written proposal for the creation of a wildlife refuge and designed a nature center for the enjoyment and educational use. Included in his design were a visitors center (in the Japanese-architectural-sensitivity-to-setting tradition), footpaths, boardwalks, and observation blinds.

CANYONLANDS PLAZA OASIS

Vaughn Furness opted to work in the heart of Moab and design a plaza that would function as the orientation hub of downtown. The site is located on the corner of Center and Main Streets — the current location of Western Plaza. Vaughn wanted the plaza to serve as Moab's landmark. He wanted it to be a place where locals and tourists could orient themselves and find out what was happening in town. The plaza would also be a place to meet, have lunch, or be picked up for an adventure trip by a tour guide. The plaza was also designed to accommodate fairs, festivals, and other community events. The mood he established was a rustic oasis with shade trees, sitting rocks, ramadas and a water fountain.

VENICE BEACH HISTORICAL DISTRICT

Dan Roberts developed a master plan for the historic waterfront district of Venice, California. His site consisted of the Kinney Plaza and the Winward Avenue section of town — an area where the spirit of the community has been preserved in its full-facade murals and architectural eclecticism. Venice was originally developed as a place to remind its residents of their Venetian (Italian) roots. Through time the encroaching metropolitan sea of asphalt has begun to stifle Venice, California's unique sense of place. Dan's concept was to link existing murals with pedestrian systems that would lead to an open market. By making the area pedestrian oriented, he could revive the dying relationship between the historical past, the tourist and community present, and future dreams, each creating memories.



Deb Gorman - 404

FLAMING GORGE

Jong Ho Kim volunteered to design a campground and marina park for the Flaming Gorge area. His concept emphasized a balanced interaction between man and nature. By careful articulation of the design program into the existing landscape he obtained a functional design that will allow people to experience the natural beauty of Flaming Gorge. Pieces of Ho's design and redesign included boat loading, parking, and dry storage facilities, an expanded campground area, and a central service core.

MISSION BEACH AMUSEMENT PARK

After traveling through southern California looking for a potential site, Rich Kester found the Belmont Amusement Center to be the project of his dreams. The amusement center is located on Mission Beach in San Diego, California. The once popular recreation area is now deteriorating with age but will once again come alive with the plans of Kester. His concept was to integrate historical meanings of the existing site and restore the recreation opportunities to meet the demands of tourists and San Diego City.

LOGAN CACHE AIRPORT

In response to a request for design concepts from the Cache County Development office, Bill Blevins chose to provide ideas to the county by preparing a master plan for the Logan Cache Airport. The present airport is in need of a face lift. Bill's proposal was to upgrade the general use of the airport, provide a more aesthetic entry road, and enhance the overall image of the airport. His plans included a phasing schedule that the county could follow during the next ten years.

DOWNTOWN BOUNTIFUL

Malin Francis looked to his home town for senior project ideas and found the downtown to be where his heart

was. He proposed an urban redevelopment for downtown. Because Bountiful is located ten miles north of Salt Lake City and does not have the commercial attraction of its larger neighbor, Bountiful's commercial center has been struggling. Malin's concept was to create a unique shopping experience to draw people back into downtown Bountiful. He designed a plaza within a complex of shops, offices and restaurants. He tied the plaza together with walkways, unified building facades and plantings.

EXETER WATERFRONT

Lisa Kenneson did a redevelopment for the town of Exeter, New Hampshire. Her site was located along the waterfront of the Squamscott River, a tidal river in the southeastern part of New Hampshire. The area has not been in use for many years and Lisa's work was an entry in the Exeter waterfront-revitalization design competition. Her main goal was to prepare a plan that was sensitive to the character of the area, particularly to historic Exeter. She intergrated into the waterfront new boating facilities, a restored shopping center, and pedestrianways.

JOHN F. KENNEDY PLAZA

Working in the heart of Philadelphia, Deb Gorman opted to redesign the John F. Kennedy Plaza. Located at the terminous of the Benjamin Franklin Parkway, the plaza is surrounded by intensive commercial and cultural activities. The plaza's present uses stem from lunch-time crowds and numerous community events. Deb's main concern was to bring the scale of the plaza to the human level. She accomplished this by her use of diagonally cutting planters, semi-curvilinear pools, and active wood-nymphs flying on columns above dark paving. Her design was symbolic of the escape that is made annually from Philadelphia to the Adirondack woodlands and the Atlantic seaboard.

Vaughn Furness

LAEP Week 88

"The Art of Landscape Architecture" is the theme for the Utah Chapter of the American Society of Landscape Architects (ASLA) Annual Conference. The conference will be held at Utah State University in conjunction with the Annual ASLA Student Chapter — LAEP Week scheduled February 11-13. Guest lecturers will include Michael Van Valkenburgh from the Harvard School of Design, Jack Drew from Michigan, Steven Goldsmith of the Utah Urban Design Coalition, and Peter Briggs from the Utah State University Museum of Art. Professionals currently practicing in the Salt Lake City area will act as *studio masters* and present sketch problems dealing with various landscape issues. The conference will conclude with a banquet and dance at Zanavoo Restaurant up Logan Canyon. For further information on times and places of events, please call the LAEP Dept., 750-3471.



Echinacea purpurea
Cone flower

Laura

Born in Salt Lake City, Laura Jenkins, assistant LAEP secretary, moved to Logan in September to study at Utah State. She came to USU because of their Special Education program and is currently specializing in Behavioral Disorders as a Special Ed/Psychology major. Laura says that she has enjoyed the work with the LAEP students and faculty. She has not, as yet, fallen in love with the cold. She enjoys music, reading books, writing poetry, and shopping. Previously, she worked as a secretary in an insurance company in Salt Lake. Welcome Laura--from *Insites* and LAEP students.

Greensheet Changes

Spring Quarter:

CEE 221--Plane Surveying has been changed to *LAEP 490sec7*. The course will last six weeks and begins the second week of Spring Quarter. Please check with the LAEP office for the new days and times surveying will be taught.

RS 384--General Ecology has had a name and number change and will be taught only Spring Quarter.

Note:

Lab fees must be paid by the 8th week, otherwise an automatic *F* grade will be given--effective this quarter!

Where To Get It:

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