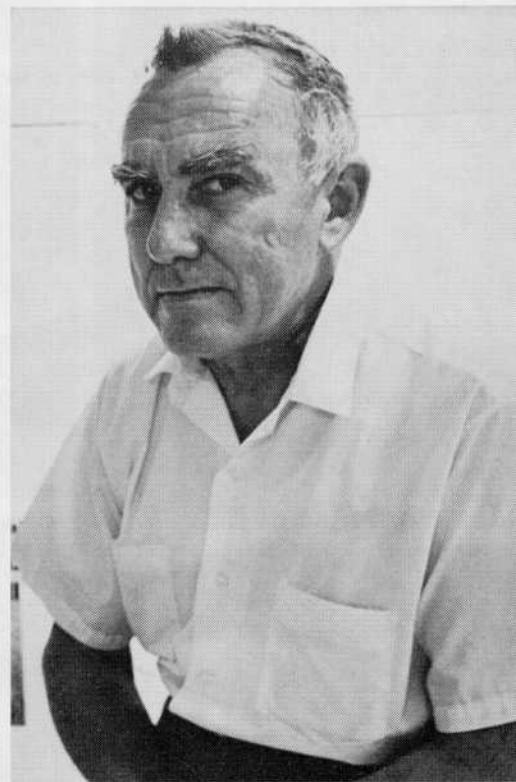




Richard Kuhlman



Lee Rodgers



John York

PLANNING AHEAD

Two architects and a planner discuss the university campus—past, present, future

KUHLMAN

A key developer of the Campus Plan, Richard Kuhlman, professor of architecture and planning, was University Architect from 1950-65, designing 15 buildings over this span. He is associate director of the urban planning center.

On most campuses, you will find something of a variety of architecture. You can even start with one that was originally built in one piece, Duke University, for which a basic campus in the so-called Collegiate Gothic style was constructed on its founding.

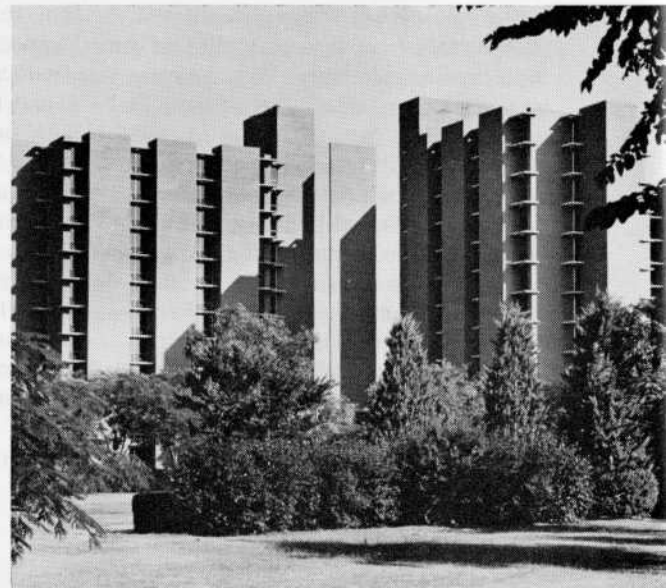
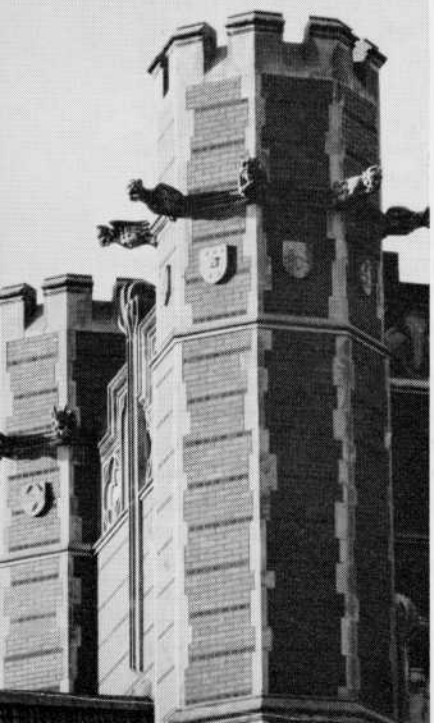
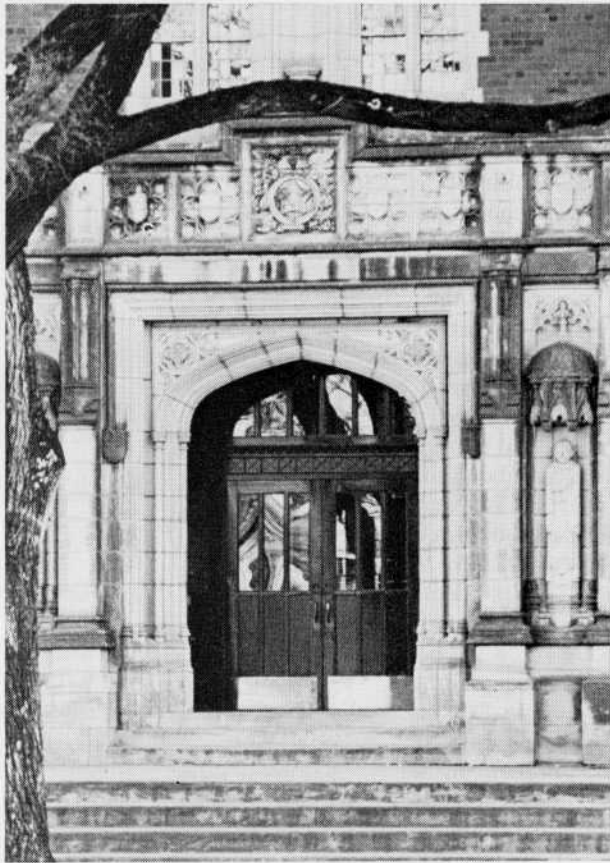
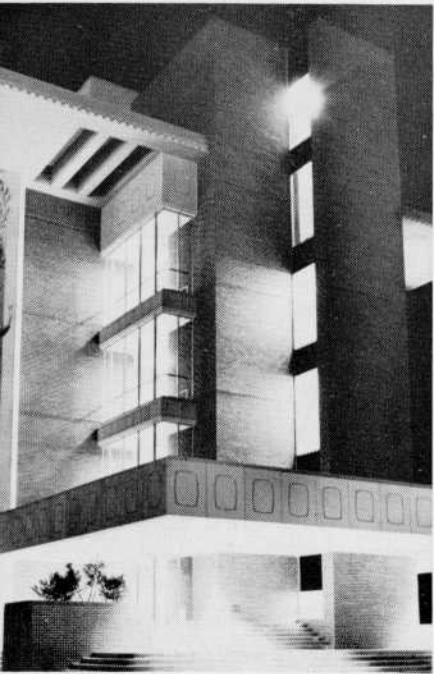
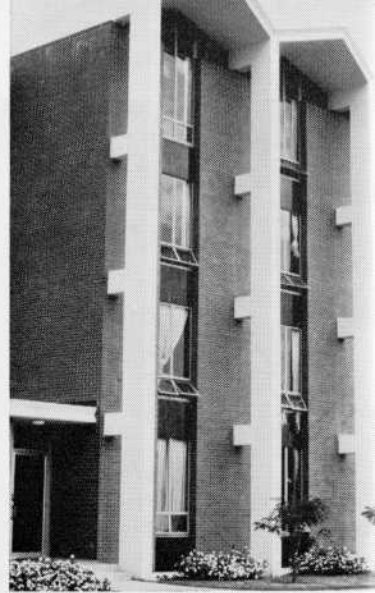
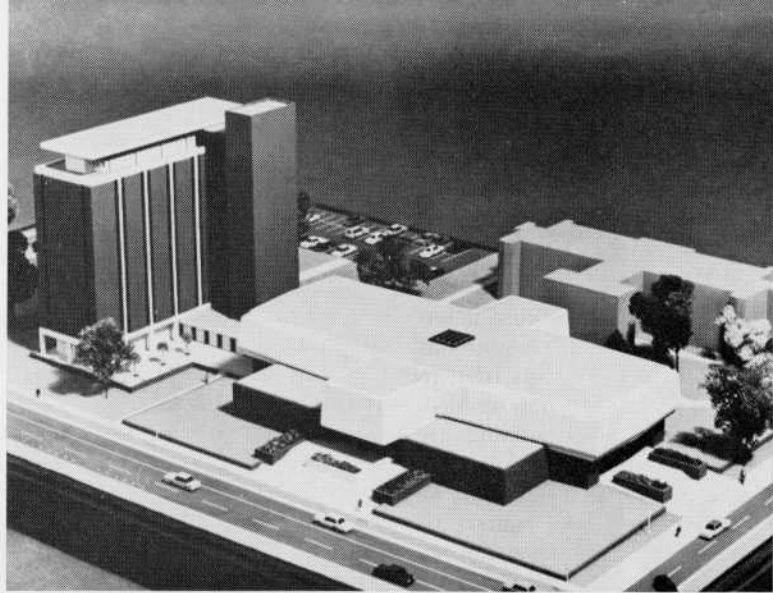
The old classical faculty or universities were lost unless they had a classical building. Collegiate Gothic with vines on it. You could supposedly learn something from those vines. This is no discredit, because during this period of American architecture people were identifying with Cambridge, Oxford, Harvard.

Duke has since left this style because its planners have found that the original design can no longer fit the problems they have today.

There are really two sides to this question. One is a

position Harvard and MIT have taken. Forty years or so ago MIT built what we recognize as MIT now, a great classical group of buildings. But since World War II, MIT has been using individual architects, renowned ones like Eero Saarinen, I. M. Pei, Alvaar Aalto, Carl Culp, and Anderson and Beckwith, who teach there. They are in a sense expressing their individual, unique solutions to the needs, solutions which contrast tremendously with earlier style and scale. Similarly, Harvard, noted for its original Yard, is extending to the north and a little to the east with some radically different structures like the famous Carpenter Hall, designed by Le Corbusier, which was dropped in next to Fogg Auditorium, as close as Buchanan Hall is to the Union. Because of its good design and scale, it's a good job.

Secondly, there's the position of laying down some architectural ground rules, or what we call scale. Our campus has a relatively small human scale, and as University Architect I tried to preserve and maintain that scale because I found it intriguing. When I came here shortly after World War II, OU had between five and ten thousand students. I was amazed there were that many because the campus had the feeling of a smaller liberal arts college. When I began de-



signing buildings for the campus, I held down the scale. I felt the materials, too, should carry through, so it wouldn't seem that changes were made just because a new fellow was designing. I think there is virtue in holding with traditional materials in making transitions unless you have some center of interest where you could make an abrupt, dramatic change.

We have used red brick predominantly, because it has been the least expensive material available. The state has not been niggardly with us, but we have always tried to get the maximum from the budget. We're not wedded, however, to brick simply because all the other buildings are brick, but we could buy brick and put it in place for about \$100 per thousand. And during my term as architect, we couldn't build a better wall for the money. Of course, it's going to get pretty red, and we tried to balance the red look with white stone, and concrete, and black marble. In the Center for Continuing Education, for example, we used relatively inexpensive white screen blocks to get a counterform to all that brick. Before we put the white on those buildings, it looked pretty much like a big brick yard.

First of all, we have a variety to begin with. There are some of the older structures, Evans Hall and Bizzell Library, for instance, in the so-called Collegiate Gothic style which are worthy buildings. We believe they should be preserved because they are in the minds and experience of our alumni. We owe this tie to the past *if we can use it*. We need to preserve some traditional things even if they don't meet the test of greatness, because they are important to laymen. And after all, architecture is for all people, not just architects. Some of these early designs are quite good. The reading room in the old part of the library is a very handsome room. It's not generative architecture; it's eclectic. The architect was using a style that began about the time of Henry VIII, but he did it awfully well. You can't walk into this room and not get a feeling that you're in a nice, big piece of space; it's not insulting. You're happy to be there, and maybe some people, particularly students who haven't seen anything over eight feet high, are rather impressed by it.

Our biggest problem in university planning today is the very rapidly changing nature of education. We must develop spaces that are remodelable, convertible. This we have tried to do. The Education Building, for example, can be converted in several ways. It can be gutted completely except for the space from floor to floor. You can store hay in it; you can make an office building out of it. Yet we also must design buildings with aspirations to them, that have characteristics that say something to people. Some city colleges and universities are talking about continuous buildings with ramps so the students can park around the outside. My view is that when education gets to the point that we're so concerned about getting that close to class in a car, then civilization is pretty well doomed anyway.

The change in architectural style on this campus started when Joseph Brandt was president (1941-43). A man on the faculty at the time, a Prof. Camphefner, designed the first so-called modern building, Kaufman Hall. The Press Building followed soon after, designed by a man named Fitzgibbons. One of the primary reasons I became interested in OU was an article in Architectural Forum magazine about what these men were doing here.

To show how mechanical things change, when I came

here, most of the buildings had radiators and convectors. There were good economic reasons for this. During the planning of the Education Building, however, which was the first building I designed, we decided on air-conditioning. We felt the move toward audio-visual instruction called for it. You can't close the windows to keep out sound and light or people will go to sleep, unless you move fresh air through the building. Also, the heavy summer enrollment on the graduate level was another good reason, so the Education Building, built in 1951, became the first air-conditioned structure on campus.

Considerations like air-conditioning can cause architectural change. Cleo Cross House in Cate Center is an example. The original plans called for a fifth dormitory, and when the funds were available, the administration asked for an air-conditioned dorm. We studied the problem, and the engineers said that to air-condition a similarly designed building would require 220 tons, as I recall. We couldn't afford to duplicate the design and air-condition it. Instead we built the high-rise X-shaped building which operates with 85 tons, a cost saving of from ten to fifteen dollars a day. Also the rooms were improved: we listened to suggestions from the girls and were able to give them more privacy.

In my mind values are built slowly, whether in architecture or in people. The moment you start assuming values in architecture, you're just giving it skin treatment. Anyone who looks at a building and judges it hasn't gone far enough. He needs to experience it, then if he doesn't like it, the architects should be the first to know.

There are buildings that need to be more important than others. The Bizzell Library is one. The idea of putting the very functional addition on the back was to preserve the building's impact. If you'll go out on the South Oval, you'll see the building still stands alone; you can barely see the addition in the background. The amount of projection was carefully given to the architects. This kind of control is necessary. A widely recognized authority on the philosophy of aesthetics, who visited the campus, told Clayton Feaver that this was one of the best weddings of old and new construction he had seen. The architects were able to work out a highly functional plan with the help of the librarians. A dynamic architect cannot design a good library without the guidance of a dynamic librarian and a dynamic faculty committee.

I don't think there is a great deal of experimentation in architecture. I think there is a lot of pushing the problem as far along the way as you can. One of the few instances I can recall was the \$8,000 we spent on movable partitions in the Education Building. We wanted to see if we would move partitions as much as we thought we would, and we discovered we don't. So in the \$35,000,000 spent while I was University Architect, only \$8,000 was for so-called experimentation.

Within the position of architectural ground rules are alternatives. One is a modular plan in which predesigned, standardized units or dimensions are used. Another way to go is to develop a very definite plan with policies and objectives flexible enough to allow a variety of architecture and yet adhere to an overall philosophy of design. This is what we've done with our Campus Plan (Sooner Magazine, March). The only standard we have for architects is

a scale consideration. We have nothing that suggests the continuity of present materials. We've estimated the probable space a building needs to live. These suggested volumes on our master map of the future campus simply suggests the limits of the space. There is nothing in our report that says the buildings must be built a certain way.

We think there are intrinsic values to this plan. Of course, we are not discounting the possibility of some mistakes. We do not expect it to work simply. We will have a hot spot here and there, but that is where the talent and

ingenuity of the designers and planners have to go to work on the specific case at hand. There is no reason why anyone who wants to do a fine building will ever be compromised in doing it. He will be a lot better off because he will know what his relationships will be to future buildings, he will be held within a living space, and he will be assured that his building will always live as a three-dimensional building if the plan is followed. This is very important. We can have great variety tied together by the basic architectural concepts. It must be carefully, carefully done.

RODGERS

Lee Rodgers is director of the Oklahoma Center for Urban and Regional Studies and is one of the men involved in the Campus Plan of the University, portions of which were presented in a special issue of Sooner Magazine in March.

I'm going to reserve to the architects the discussion of architectural policy because I am not an architectural historian and I'm not an architect. The objective of the planner, especially the physical planner, is to create an environment in which architecture can flourish. One of the things we try to impress on our young men is that evaluation of any physical design is made on the basis of how many good sites for buildings you have provided; there must be an adequate physical layout for architecture without treating the land harshly, cutting the hills and countryside to pieces. One must be reflective of the topography.

On a university campus the questions always are how should architectural policy be carried out? and how should it be established? First the function and then the intensity of that function must be determined, how many persons per net acre and how much building area per net acre.

This gives us a set of constraints to the architect, and he's obligated to work within them. In establishing design policy we're not dictating uniformity for the overall campus. We have to walk a very fine line between what is development policy on the one hand and what is in the province of the architect on the other. The architect has the problem of taking this space, conditioning it, and designing a suitable building for its function.

When architecture has failed to do an adequate job, it hasn't always been a failure of the architect. It has often been a failure on the part of those who use the space or who planned to use the space to interpret adequately to the architect how the space is to be used. Or perhaps the interpreter has one concept, he leaves, and the users of the space come in and convert it to a completely different use or have another concept of the use. Then they blame the architect.

Let me illustrate. Different classrooms have different functions. The general lecture classroom should have students placed together as closely as possible because the individual instructor is talking from a fairly central location, usually a podium or a lectern. He must maintain contact with students, eye rapport, conversational rapport. The student group must be fairly compact. This requires about 14 square feet per student.

The case study method of instruction, however, such as

is conducted in the colleges of business and law dictates a larger amount of space in front of the student so he can lay out books and papers and cases that he is studying. The instructor is guiding him in a step-by-step process through a particular exercise. The student is following the material in front of him, usually even more carefully than he is trying to watch the instructor, so he must have more space. He must be closer so he can catch all the nuances of expression. The case study classroom has to be very wide, therefore, semicircular usually, and grouped around the instructor so that no one is very far away from him. And each must also have an adequate amount of space for his materials. The large case study classroom in the business building is an example, 200 and some odd seats in a semicircle. The College of Law has similar rooms with from 125 to 175 seats.

The lecture type of classroom tends to be far longer than it is wide while the case study classroom is wider than long. So my social science colleagues, who give general lectures, detest being placed in a case study classroom like the one in the business building. They find it a very uninviting and unattractive room, and they do not like to lecture in it. They find that if they develop rapport on their right, they almost have their backs to the students on the left. They claim the architect designed a lousy facility, that it's no good for their purposes. They're quite right; it is no good for their purposes, though it's no fault of the architect. It's that we have been forced to use it for a purpose it wasn't designed for. Conversely, if the law school people had to teach in the Botany-Microbiology classroom, which is a delightful general lecture room, they would find it impossible to do a good job of case study teaching, and they would say that for their purposes, it is a poor facility.

We need to be able to provide a wide variety of facilities on campus, particularly a large campus—this is an advantage in having a large campus—and we need to schedule and plan carefully so that the facilities serve the purposes for which they can best be used.

In attempting to identify the different kinds of functions, we ask the people who will use the facilities what they need. Often we hear, "I need highly specialized space." We study their needs, and sometimes we find that they don't need specialized space—they either need audio or visual equipment of some kind, which ought to be available to every teacher under certain conditions, or they want *personalized* space. They have personal preferences and idiosyncracies. A fellow may want to work with his back to a wall facing a large window looking out on a lovely landscape, as we all would. He is merely taking care of his personal likes and dislikes; his de-

sires have nothing to do with specialized space. Of course, as we get into laboratories, involving a wide variety of specialized situations, each has to be interpreted in light of what would be going on. Even here, though, we can have general use space.

Our problem has been to go in and identify policy for use, to allocate land areas so that they can be permanently reserved for the objectives of the particular function. In a university we are faced with an interesting situation which makes this so important. Sometimes we have very aggressive deans who know where the handles are in a university. They know where to go to get money and space. They stake out areas, in a sense, including land areas on the campus. "This is where I want my building." They draw an imaginary line around their turf; they even occasionally put out maps which show where their territory is going to be. They write the name of their building on the map. Pretty soon the entire academic community, which is, in a sense, one big family, knowing this is an aggressive fellow who knows how to get what he wants, backs off and gives it to him.

But we may have another dean equally skillful in presenting academic ideas, equally adept in the area of instructional development, but not very adept in campus power politics. As a consequence he hasn't staked out his territory, and he may come out on the short end in terms of his facilities.

A related problem is that some who have grown accustomed to outmoded conditions are unable to visualize or communicate their needs. The occupants of Gittinger Hall, who will soon be moving into the new Social Science Center, are an example of this. As we were discussing the develop-

ment of the center with them, I had to lecture some on what their aspirations ought to be. They have worked in such modest and impoverished surroundings for so long that what looked very good to them still was inferior for their purposes. This generally occurs with people who teach in the humanities and social sciences. They are seldom oriented toward physical conditions. They often lack the ability or the inclination to talk with the engineer and the architect of the physical needs, to interpret the environment, and they need more air in interpretation.

The purpose of the Campus Plan, or the process of planning, is to go in and identify the needs for everyone, not only those who can aggressively communicate their needs, but also for those who cannot. We must preserve and identify what they do, their linkage with functions on the campus, and allocate space and facilities to them consistent with their identities. In doing this we arrive at policies through which individual buildings and the rooms in those buildings can be established. Without policies of this nature that are laid out in the Campus Plan, then we have a situation in which individuals compete for facilities, for space.

It would be an impossible situation in which to create any unity of purpose. Without unity of purpose there can't be unity of architecture. Or at least if there is unity of architecture without unity of purpose, it tends to be meaningless except from an external, visual point of view.

A purposeful campus has to have the qualities of function. The relationships have to be appropriate to the objectives of the institution or regardless of the architecture, it will be a sterile campus—what you have then is either sculpture or just mismanaged space.

YORK

John York is professor of architecture, chairman of the School of Architecture, and chairman of the University of Oklahoma Architecture Committee, whose function it is to coordinate planning and design of University buildings.

Some colleges are pursuing very rigid architectural plans. The buildings all look alike; they're exactly the same color and design. Two examples that come to mind are Trinity University at San Antonio, Tex. and the new New York University at Albany, where Edward Durrell Stone was retained to design the entire campus. Not so at OU. At one time many of our buildings—Evans Hall, Adams Hall, Bizzell Library, Holmberg Hall, Richards Hall, Buchanan Hall, Nielsen Hall—were designed along similar Collegiate Gothic lines. However, we can't repeat now what was done then and come out with any reasonable architectural program. We've had to change with time, and while maintaining an overall campus plan, key our architecture to the new materials and new ways of putting these materials together.

Until recently OU had a University Architect, Richard Kuhlman, and there was a good tie of design from one building to another over the fifteen-year period that he held this post. Now we have an architectural committee that serves as the University Architect, and we'll probably lose some of the coordination under this system, since the committee has no control over design. It acts as coordi-

nator, helps write programs, does schematic drawings, and works in liaison with the contract architect and the campus committee involved in planning, but the Regents select the contract architect. We on the committee do our best to keep good coordination going from one building to another so we won't get what I call a "stranger" on the campus.

We've had an overlapping period between the time Prof. Kuhlman's term ended and the time the committee took over. During this time the Engineering Center and the Drama Building were constructed, so the first building completely under the present system will be the Social Science Center under construction on the corner of Lindsey and Elm. The committee helped program the buildings, and we've worked closely with the architect. I believe we will have a center that will fit in quite well with the rest of the campus. We always worry about each new firm, whether the architects will work closely with us, and so far those the Regents have retained have bent over backwards to cooperate with us.

No longer do any of us think that we must limit ourselves to red brick. We've left this in the Drama Building and in the Social Science Center. We should have some red brick as a sort of tie, but we certainly don't need to feel restricted to it. It is foolish not to vary design as time passes. For one thing, prices of materials dictate changes. You couldn't duplicate the business building today with its cast stone work, parapets, sculpturing and offsets, and fancy brick work. Such is economically prohibitive in 1967.

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Planning Ahead: York

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At one time in our history buildings looked alike no matter what the function. By virtue of difference in usage, buildings will be different. Classroom and office buildings must necessarily be designed differently. There are two buildings in the Social Science Center. One is a high-rise office building, the other a low-rise classroom structure, yet they'll tie together and harmonize.

There's a lot that can be done with sufficient budgets, of course, and although we're doing more than we've done in the past, we're still not as far ahead as we should be. We have a need for a lower division library, the proposed physical sciences center, and a life sciences center. And there's an athletic activities building for students and faculty that's planned for the southeast corner of Brooks and Jenkins but for which there are no funds. It will house both indoor and outdoor facilities—pools, handball courts, tennis, bas-

ketball, gymnastics. OSU put such a building at the top of their priority list; we put classrooms at the top of ours. Thus, they're ahead on this.

I think our campus is as nicely planned as any I've seen in my travels, and I've been on many. And the Campus Plan will provide us with a much finer campus than we would have had without it. It's a very thoughtful guide, both from the planners' and architects' viewpoints. We haven't and if we follow the plan we won't tighten the campus too much. We have plenty of green space between buildings, and we want to maintain it. That's why we're going vertical instead of horizontal. If you visit the University of Texas or some eastern campuses like Harvard or Yale, you find that their campuses are becoming hemmed in. We have an advantage in having room to expand with our north and south campuses.

Not enough schools are engaged in long-range planning. There's no long-range plan at OSU, to my knowledge, none at Texas or Texas A&M, none at Houston or Lubbock. It's becoming more apparent that it needs to be done.

People

Leonard D. Harper, director of employment services at the University for the past eight years, has resigned to accept a position as director of personnel at the University of Alabama in Birmingham.

Dr. William H. Maehl, associate professor of history, has been elected a fellow of the Royal Historical Society, London, England.

Dr. Frank J. Bertalan, director of the School of Library Science, became chairman of the Library Organization and Management Section of the American Library Association during the ALA convention in San Francisco in early July.

Samuel G. Chapman is the director of a

new degree program in law enforcement and administration. He was assistant director of the President's Commission on Law Enforcement and Administration of Justice before coming to OU last spring.

Dr. Lauren Glasgow Wispe, a 49-year-old psychologist from the U.S. Department of Labor is the new chairman of the department of psychology. Since 1964 he has been chief of the social psychology research group in the Labor Department's Office of Manpower Policy, Evaluation, and Research.

Billy Joe Harris and *Paul Dean Newendorp*, at summer commencement exercises, have taken their places in OU's history as the first recipients of the doctor of engineering degree, which was authorized by the

State Regents for Higher Education three years ago. Its emphasis is on application of engineering principles as opposed to the stress on research in the PhD program. "Most students who receive the PhD go into university teaching or industrial and government research," says Dr. Raymond D. Daniels, associate dean of the College of Engineering. "In this new doctoral program we are placing the emphasis on the application, synthesis, and design of engineering, not on research."

Robert Monroe Jones, who has spent the past 18 years working with student housing at the University of Arkansas, was appointed director of housing at OU in July. Jones replaces *William H. Strickland*, named housing director at the OU Medical Center.

Mrs. Stephen Sutherland has been named coordinator for religious affairs for the University, replacing the Rev. Norman Alexandre, who becomes the campus minister for the Episcopal Church. Mrs. Sutherland will help plan special programs like COR and will act as liaison between the University and religious denominations which administer to the student body, in particular with the campus ministers. One of the aims of the religious affairs office this year is to increase the number of "name" outside speakers.

James A. Roberts is the University's first PhD in engineering physics. OU's engineering physics program, established in the 20's, is the nation's oldest. Though there have been numerous bachelor and master's degrees granted, most went on toward a PhD in physics. Roberts, a native of West Columbia, Tex., received his doctorate in June, a "signal event in the history of engineering physics at OU," says Dr. Robert St. John, director of the program.

Mrs. Lowell Dunham, who teaches 10th and 12th grade English classes at University High, has been nominated by the OU branch of OEA to be honored at Teacher Recognition Day at the State Fair this fall. Mrs. Dunham is an outstanding and inspiring teacher. Many of her students have achieved remarkable academic records; the last two OU Rhodes Scholars, Bill McGrew and Kyle

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