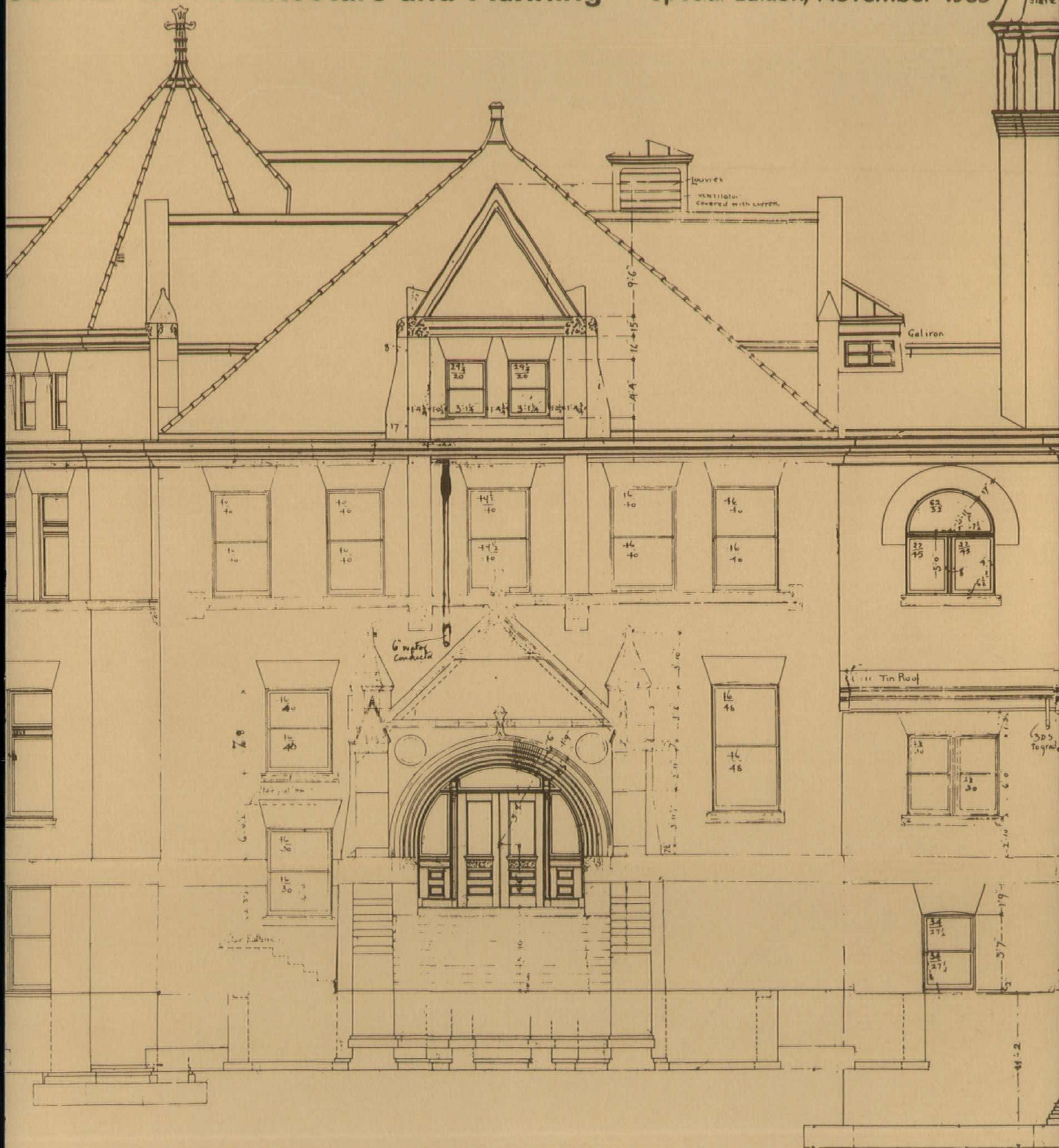


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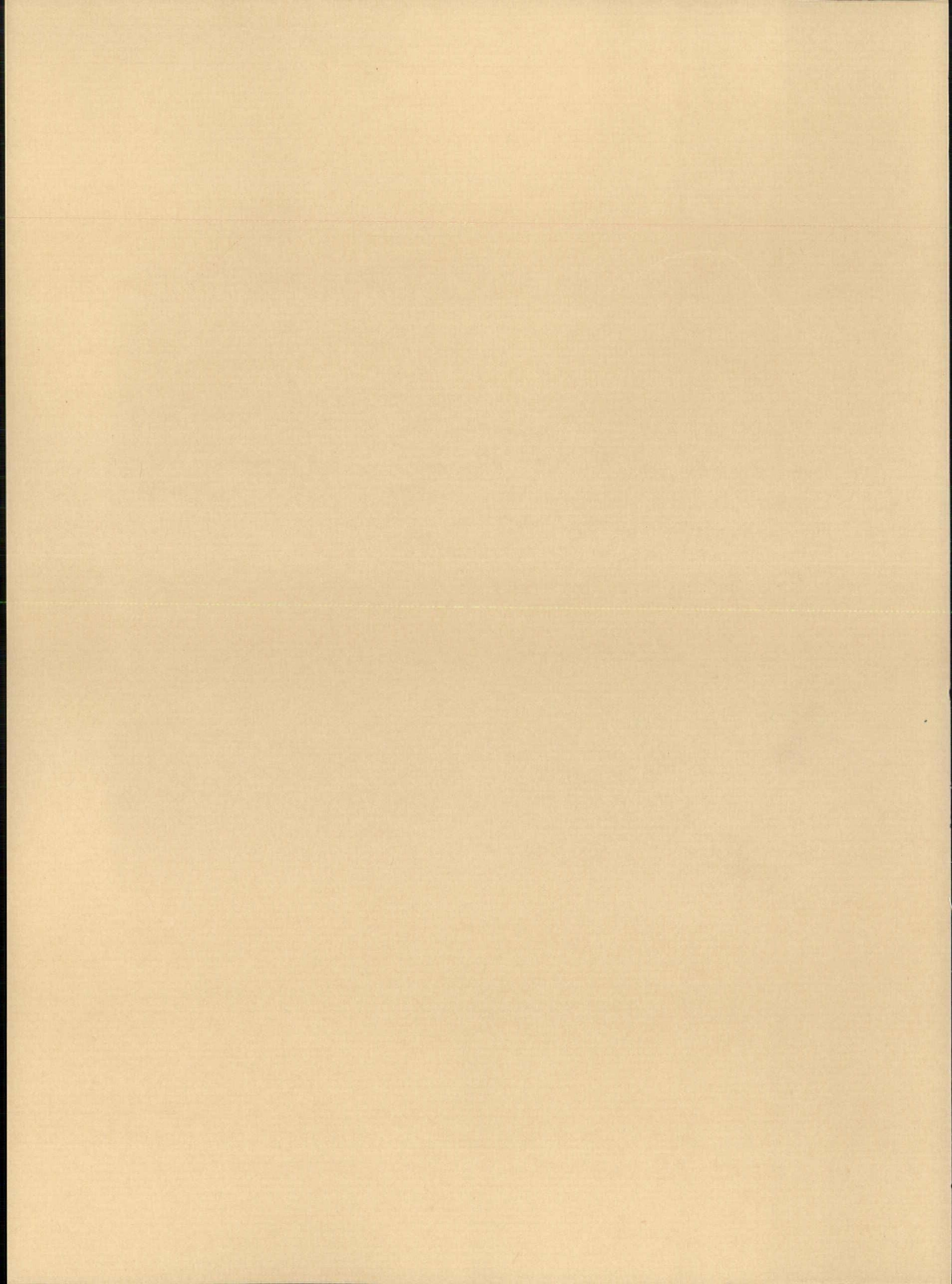
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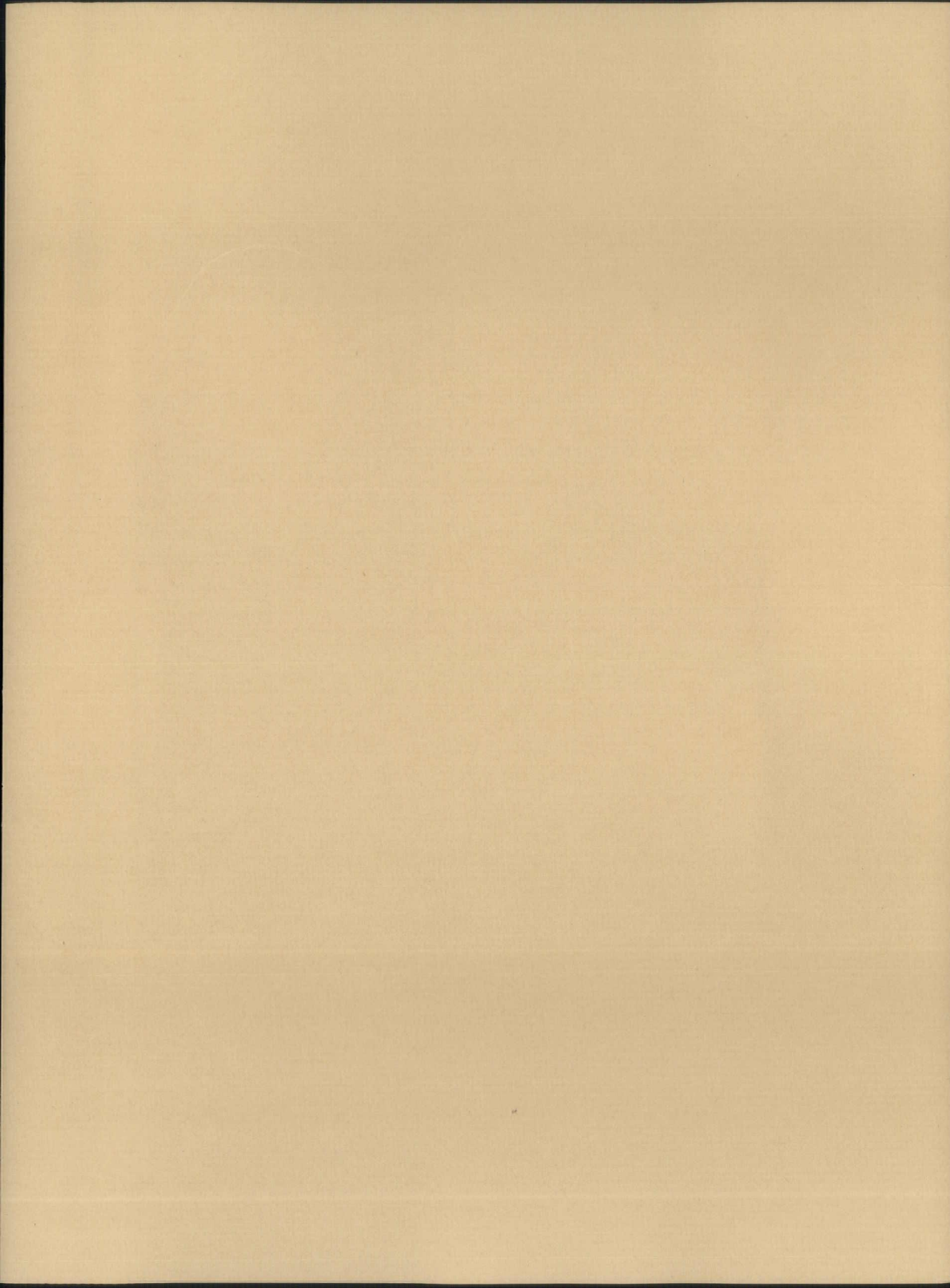
Special Edition, November 1983



Library Building, University of Nebraska

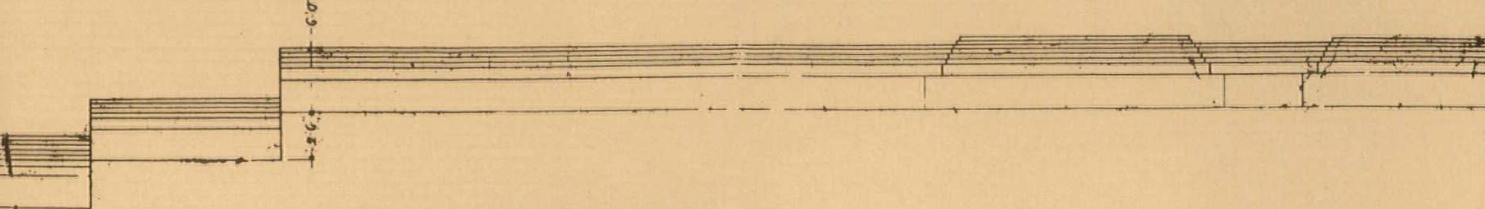
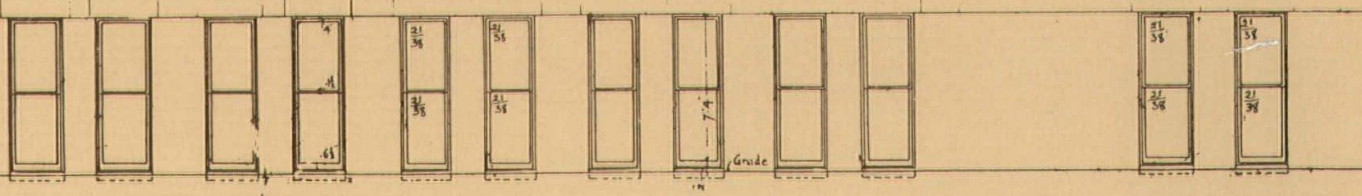
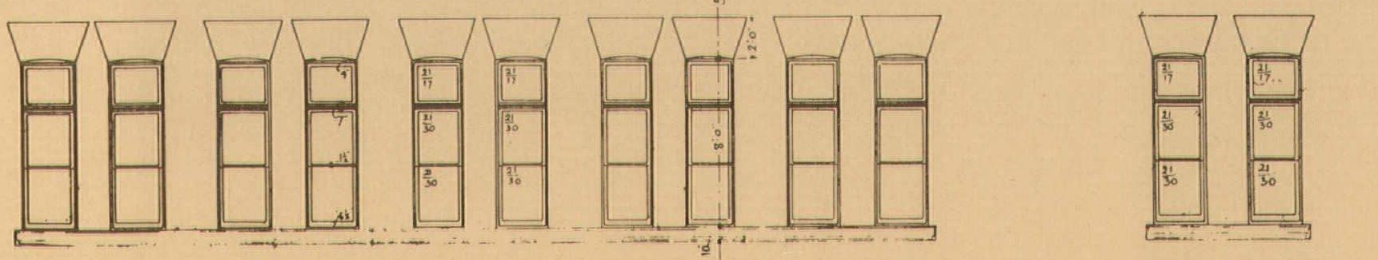
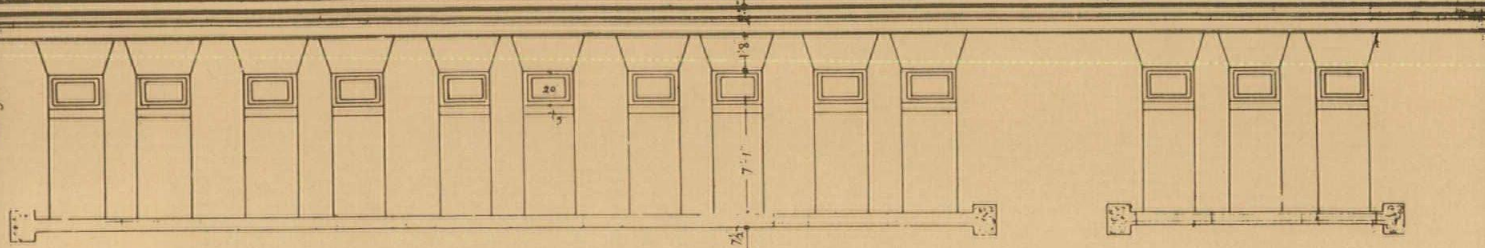
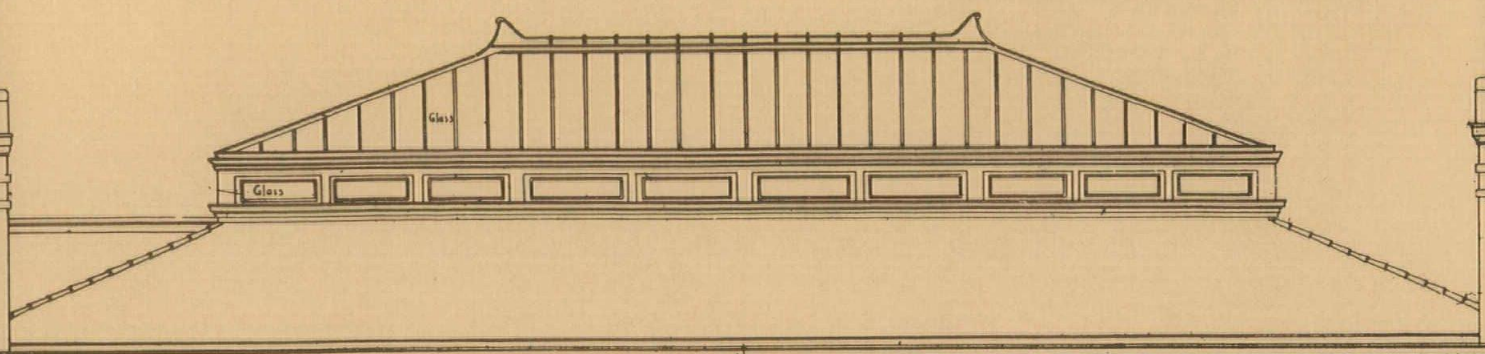
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Omaha, Neb.

**Dear Alumni,  
Friends and Colleagues:**

On behalf of the present faculty, students and staff of the College of Architecture, I wish to extend greetings on this, the occasion of our celebration of concurrent anniversaries. The 1983-84 year gives us the opportunity to recognize almost ninety years of professional heritage in architectural education at the University of Nebraska, as well as fifty years of independent academic identity, and perhaps most significantly, the tenth anniversary of collegiate autonomy.

This special issue of *Dimensions* will provide glimpses and sketches of people, products and organizations incremental to the history of architectural education in Nebraska. We know that these images will stimulate positive recollections of experiences at this university; hence we place the greatest emphasis possible on this event as a celebration of the *people* who have pioneered, prevailed, persisted and contributed to the growth and development of architecture and its allied disciplines.

The marking of anniversaries, for whatever event or for however long the duration has the greatest impact on human events when the occasion becomes an opportunity to assess, confirm and re-direct the goals and activities of the people most concerned. We have before us such an opportunity. Further, at this juncture in our growth and development, we perceive the need and timeliness for concerted effort to illuminate our past and direct our future.

Our history is distinguished by dedicated and talented people who instilled and maintained commitments to learning, professionalism and service. Faculty and students have prevailed, often excelling, and have been accredited continuously throughout these ninety years. This, even against threats of extinction, on several occasions, for architectural studies. *Our*

*history is important prologue to the events of today. The present though, is already over our shoulder; the future is upon us.*

The future will likely find higher education working from a base of restricted resources, but within social, economic and political environments characterized by dynamic and informative change. The lives of architects, planners and designers will be radically altered by virtue of the quantity, quality and rate of information flow, the diversity and fluidity of organizations, and society's increasing demand for quality in services and products.

It is my belief that rededication to the principles of excellence, interdependence, efficiency, coalescence, and care for natural and human conditions is critical to our ability to deal with this future. Architecture and its allied disciplines will continue to be relevant; they will continue to be dynamic disciplines within the university; and, they will continue to foster creative pursuit and expression of the needs and values of our society.

Regardless of what the future might hold, it has been a great pleasure to be part of this ninety, fifty and ten year lineage. We can all take pride in this heritage and in the accomplishments over the years. I am especially proud of the contribution and dedication of the faculty, staff, and students during this past ten-year period. We, in the College of Architecture, will continue to make the most of the present for the benefit of the future being ever mindful of the past. Welcome to this Anniversary!

Sincerely,



W. Cecil Steward, FAIA

## The College of Architecture

September, 1983, marks the tenth anniversary of the College of Architecture at the University of Nebraska. The College itself is the visible manifestation of an architectural tradition that spans nearly ninety years at this University. From its first identified program in 1894, to the establishment of the Department of Architecture in 1930, the creation of the School of Architecture in 1964 to founding of the School of Environmental Development in 1970, and the formation of the College of Architecture in 1973, the programs in architecture and allied disciplines have a proud tradition of excellence in education, research, and service to the State of Nebraska.

Architecture Hall, the symbolic and sentimental home of architecture at the University of Nebraska, stands as a monument not only to an historic style of architecture, but also to the progress of a University and the thousands of students who ascended the famous wooden staircase to design studios. A student of 1894 would feel at home today in Architecture Hall. Its exterior facade and basic layout is little changed from its earliest days as a proud new Library Building. Only the nature of the architectural programs within has changed with time. There has been a long, steady progression towards excellence in architectural education, and development of programs appropriate to the needs of society.

Today, the College of Architecture is a busy and exciting place. Some 450 students are enrolled in classes, learning with a faculty of 32 to explore the past, present, and future of our communities. From gallery displays and provocative seminars, to the quiet of the Architecture Library, the bustle of the design studio and the excitement of a community town hall meeting, the College of Architecture is at work. It is the epitome of our land-grant university commitment to education, research, and service in the State of Nebraska and the Great Plains Region.

Nebraska has one College of Architecture. Its services are unique to this state and several other states in this

region lacking adequate courses of study and services. Lewis Mumford once wrote that "the quality of society is marked by the nature of its cities." Nebraska is proud of its "good life" and a great measure of that goodness is reflected in its architecture. A quick look at the documents and pamphlets used to describe this state, and at the photographs visitors take away reveal content richly endowed with pleasing architecture, efficient community design, and attractive park systems.

Today the College of Architecture through its programs in architecture, planning and community development, offers a broad educational and research base for study of the directions of a changing world. Even though the architecture and related programs address the classical heritage of our culture, they must also deal with the problem of tomorrow as it begins to emerge. Students and faculty of the College of Architecture seek the best of the past to carry through today into the uncertainty of tomorrow. This is the challenge for education. As our author described, "... we are seeing the change of change...". The students in the College of Architecture will soon find themselves at "... the control panel of (this) change..."

Architects, planners, and community development specialists as professionals with responsibilities to help communities anticipate and deal with change, thus ensuring that desirable change is achieved. Students today strive to identify and design preferred futures, rather than react to probable events. Education at the College of Architecture is characterized by a quest for the means of improving the quality of life for all peoples on "the spaceship Earth" but especially for the residents of the Great Plains of the United States.

Students pursue studies on an interdisciplinary basis through the professional staff within the College and through organized, coordinated student programs involving professional, scientific, and academic staff from many departments within the University.

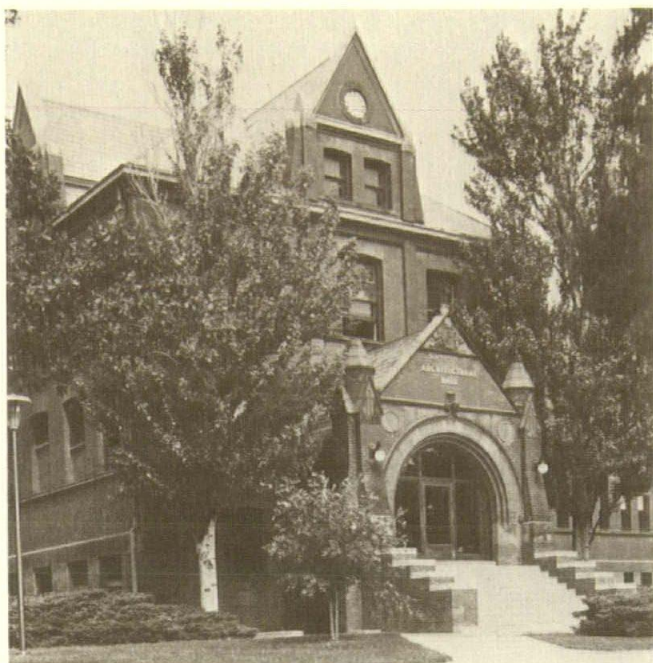
Interdisciplinary research and community service are important in the College of Architecture. Emphasis is placed on the generation of new knowledge and the application of concepts and quantitative methods from behavioral and social sciences to current practical problems of communities and the environment. Funded projects sponsored by state, local, and federal governments, as well as segments of the design and construction industries, provide students, especially in the advanced professional programs, with opportunities for practical laboratory experiences. The same community development and research projects provide faculty members with opportunities for continuing professional development.

The College of Architecture's independent programs of education, research, and public service are intensive, relevant, dynamic and rewarding. The College is dedicated to the continued development and improvement of programs that enhance the ability of the architect and the planner to create a better world environment.

Programs within the College of Architecture are among the most popular degree offerings on campus. In 1981-1982, the Department of Architecture granted 59 undergraduate degrees and 16 graduate degrees. Of the 106 undergraduate programs at UNL, Architecture ranked 17th in degrees awarded. At the graduate level, Architecture ranked 12th of 54 in degrees awarded by UNL programs. The Community and Regional Planning graduate program ranked 25th of 54 in that year. In 1982-1983, the number of degrees awarded by these programs went up, with 62 students receiving Bachelor of Science in Architectural Studies degrees, 20 students receiving Master of Architecture degrees, and 14 students receiving Master of Community and Regional Planning degrees.

Over the last decade, 912 students have been awarded a degree from the College of Architecture. Of these, 596 were the Bachelor of Science in Architectural Studies; 143 were the Bachelor of Architecture, now phased out; 25 were the Master of Architecture; and 48 were the Master of Community and Regional Planning.





### **Stereotomy and the History of Architecture**

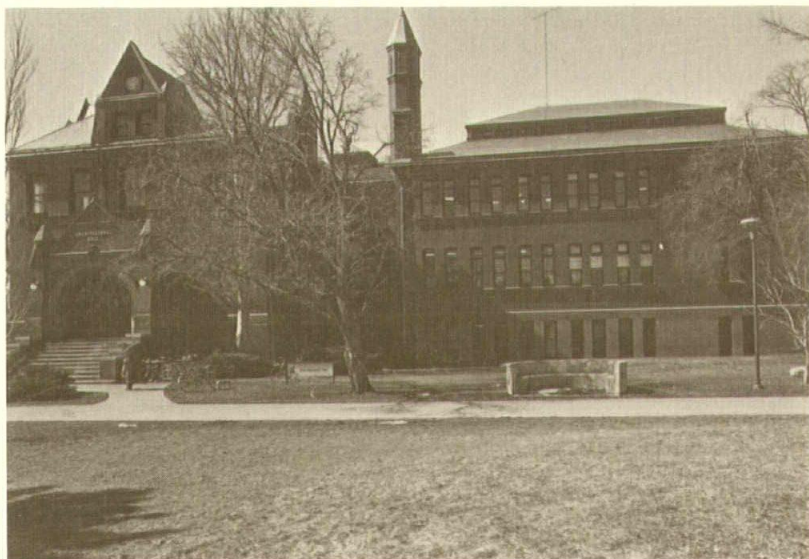
Architecture Hall is symbolic of both the University of Nebraska and the College of Architecture. Constructed in the early 1890s and placed into service as the University Library in 1894, Architecture Hall is the oldest and most distinctive of the occupied structures on the University's City Campus. Located in the fine arts quadrant of campus, the structure stands amidst a sculpture garden: a kinetic, mobile work of art, symbolic of the relativity of space and time.

The exterior of Architecture Hall reminds us of our past. Within, students and faculty prepare for the future. Past, present, and future are alive within the red brick, soaring arches, and proud towers. The historical importance of the structure to the State and the University was recognized in 1975 as Architecture Hall was placed on the National Register of Historic Places. An excellent example of the "Richardsonian" style of architecture, the building is sculpture-carved and erected in red brick and stone. At the time of construction, the art and science of carving and setting stone into desired shapes was known as stereotomy.

In 1894, Professor O.V.P. Stout taught stereotomy in the engineering program. This was one of a sequence of courses constituting a three-year professional curriculum in architecture which had been approved by the Board of Regents in April, 1894. Other courses included statics, materials of construction and theory of architecture, and history of architecture.

When the new Library Building (Architecture Hall) opened in 1894, the upper book room served as a studio for the fine arts faculty and students. Paradoxically, it was in this room that architecture began as students gathered on Friday afternoon to hear Miss Righter lecture on the history of styles of architecture.

In an interdisciplinary pattern which was to prevail through the years, Professor Stout established a series of architecture committees to guide and nurture this discipline. Faculty from engineering and fine arts collaborated on an expanding sequence of courses which would, one day, emerge as the College of Architecture.





By the turn of the century, the curriculum included trusses, sanitary construction, and decoration. In 1912, the Association of Collegiate Schools of Architecture was founded in order to enhance the quality of architectural education across the nation. At UNL, architectural education was enhanced by Professor William Francis Dann's new courses in cathedral architecture and modern architecture. Matching Fine Arts' contribution, Engineering added a course in design of framed structures, taught by Professor Adolph Storm Ridervold. Agricultural Engineering responded with a course titled "Rural Architecture."

Professors Stout, Chatburn, Dann, Hayden, Rasmusen, and Slaymaker maintained the special committee on architecture, representing the faculty of engineering and fine arts. In 1913, the College of Engineering established a new area of emphasis—Architectural Engineering, under the direction of now Dean Stout. This became a four-year degree offering which prevailed through the 1920s.

The city of Lincoln had grown to include a population of some 55,000 people by 1920. Within the city was an impressive array of architectural achievements such as the Victorian Gothic City Hall, the Neo-Classical Revival Scottish Rite Temple, the Roman Telephone Exchange, the Neo-Renaissance Revival Ferguson Mansion, and the Italian Villa style Kennard Mansion. But, the architecture of Lincoln and the study of architecture, and even the birth of Modern Architecture, was due to be strongly influenced over the next decade by the process of building a new state capitol.

In June of 1920, three outstanding architects, James Gamble Rogers of New York; Wadde D. Wood of Washington, D.C.; and Willis Polk formed a design jury to select winning plans and an architect for the new capitol. The winning plans were submitted by Bertram Grosvenor Goodhue of New York City. The jury unanimously agreed that they had retained "... the greatest architect in the world."

Groundbreaking occurred on April 5, 1922, and construction continued through 1932 on the "Tower of the Plains." During this decade, architectural studies at the University were enhanced by a major tour-de-force in design studios being conducted by Goodhue and his associates.

One associate in particular, Harry F. Cunningham, made a significant contribution to the study of architecture at the University of Nebraska. In 1930, he accepted the responsibility of guiding the architecture program and thus became the first chairman of a Department of Architecture at UNL. With the appointment of Cunningham, a new philosophy was injected into the University. The program title was changed to become the Department of Architecture and the curriculum emphasis was redirected to focus on a blend of the artistic as well as scientific aspects of design.

In September of 1930, the aesthetic component of the curriculum was moved from Arts and Sciences to Engineering and firmly placed within the new Department of Architecture. Among the degrees offered by the program were the new four-year degree of Bachelor of Architecture; and a new Master of Architecture degree. The Department also continued to offer the Bachelor degree in Architectural Engineering.

The early faculty, including Professors Cunningham, Hill and Marmo, offered courses titled Free Hand Sketching, Pencil; History of Architecture; Orders of Architecture; Shades, Shadows and Perspective. A new faculty member, Ernst Herminghaus, MLA-Harvard, taught landscape design. Interior design was offered as Arch 231 and 232, while Archeology was offered as Arch 351 and 352. Archeology was taught by Professor Linus Burr Smith, who subsequently became Department Chairman in 1934 and served in that position until his retirement in 1964. Additional faculty included several recent recipients of the Master of Architecture degree from this program—Benjamin Hemphill, Fred Dakin, Norman Hansen, and Nathan Hazen.

The Great Depression threatened the architecture program in 1933. The same year the legislature took their seats in the new capitol building, described as the "fourth architectural wonder of the world" and "first among ten greatest examples of American architecture", H.R. 517 was introduced. This bill proposed that "the schools of architecture and fine arts be abolished, and that all nonacademic salaries be reduced 20 percent." As a consequence of this and other actions, all salaries were cut 22 percent and the School of Fine Arts was closed. Architecture endured.

### Architectonics and the Land-Grant University Tradition

Congress passed the Morrill Act in 1862. This action was to have significant implications for education in the United States – particularly for architectural education. Unlike the tradition of European universities, land-grant institutions were mandated by Congress to provide “practical” education for America’s youth. The European model provided “education” in the universities, but expected “training” to occur on the job. The land-grant system of “practical” education ensured that education and training were to be part of the same curriculum. Architecture is the epitome of this ethic, combining the best elements of classical studies and applied arts, sciences, and research.

In 1865, architectural education in the United States was born at the Massachusetts Institute of Technology. The University of Illinois at Urbana followed in 1867 and Cornell initiated its architectural program in 1871. It should be remembered that Thomas Jefferson, our country’s only architect – president, first proposed a professional architectural curriculum at the University of Virginia in 1814.

The University of Nebraska-Lincoln is both a land-grant and comprehensive state university. This University’s commitment to the land-grant tradition mandates that the institution and its constituent programs provide access to the opportunity for individuals to better themselves through knowledge being placed within the reach of all. Like other major research and teaching universities, the University of Nebraska has the additional responsibility to place its knowledge acquisition into service for the state and society as a whole. This basic character of the University obligates it to ensure that its programs and activities have relevance to the concerns and needs of the people of the state.

The Department of Architecture initiated responses to this tripartite mission in the 1940s, moving into activities of teaching, research and service. The architectural program, under the leadership of Linus Burr Smith, gained added dimension and stature. In 1947, this growth and importance was recognized when the College of Engineering became the College of Engineering and Architecture. The following year, James G. Porter joined

the architecture faculty, where today he continues to contribute his knowledge and skill. In 1949, Emiel J. Christensen joined the faculty, teaching courses in community planning – an action that would ultimately lead to the Department of Community and Regional Planning.

Concurrently, the first steps were being taken which would lead to the creation of the Community Resource and Research Center. In 1947, a series of meetings were held with Chancellor Gustafson to explore services the University of Nebraska might extend to small communities throughout the State. As a consequence, the Bureau of Community Services was established in the University Extension Division. Its director and one-man staff was Dr. Otto G. Hoiberg, now Professor Emeritus of Community Development and Sociology.

The Department of Architecture continued to expand until 1956, when the Architectural Engineering degree was discontinued. This course of study became the “Construction Option” in Architecture.

In 1964, the architecture, planning and community development components began to form into an identifiable unit. Emiel Christensen had been on a joint appointment basis with Architecture and Community Services since 1958. Philip Corkill and Dal Gibbs joined the faculty in 1955. Keith Sawyers added his expertise in 1958. Homer Puderbaugh and William Speece came on the faculty in 1960 while John Benson joined in 1962. The Board of Regents established the School of Architecture within the College of Engineering and Architecture in 1964. Dr. Murlin R. Hodgell was the first director and soon broadened the curriculum to include course offerings in environmental studies, urban design and city planning. A Bachelor of Science degree in Construction Science was added in 1966. More familiar faces began to join the faculty including Robert Guenter (1965), Thomas Laging and Ted Wright (1967).

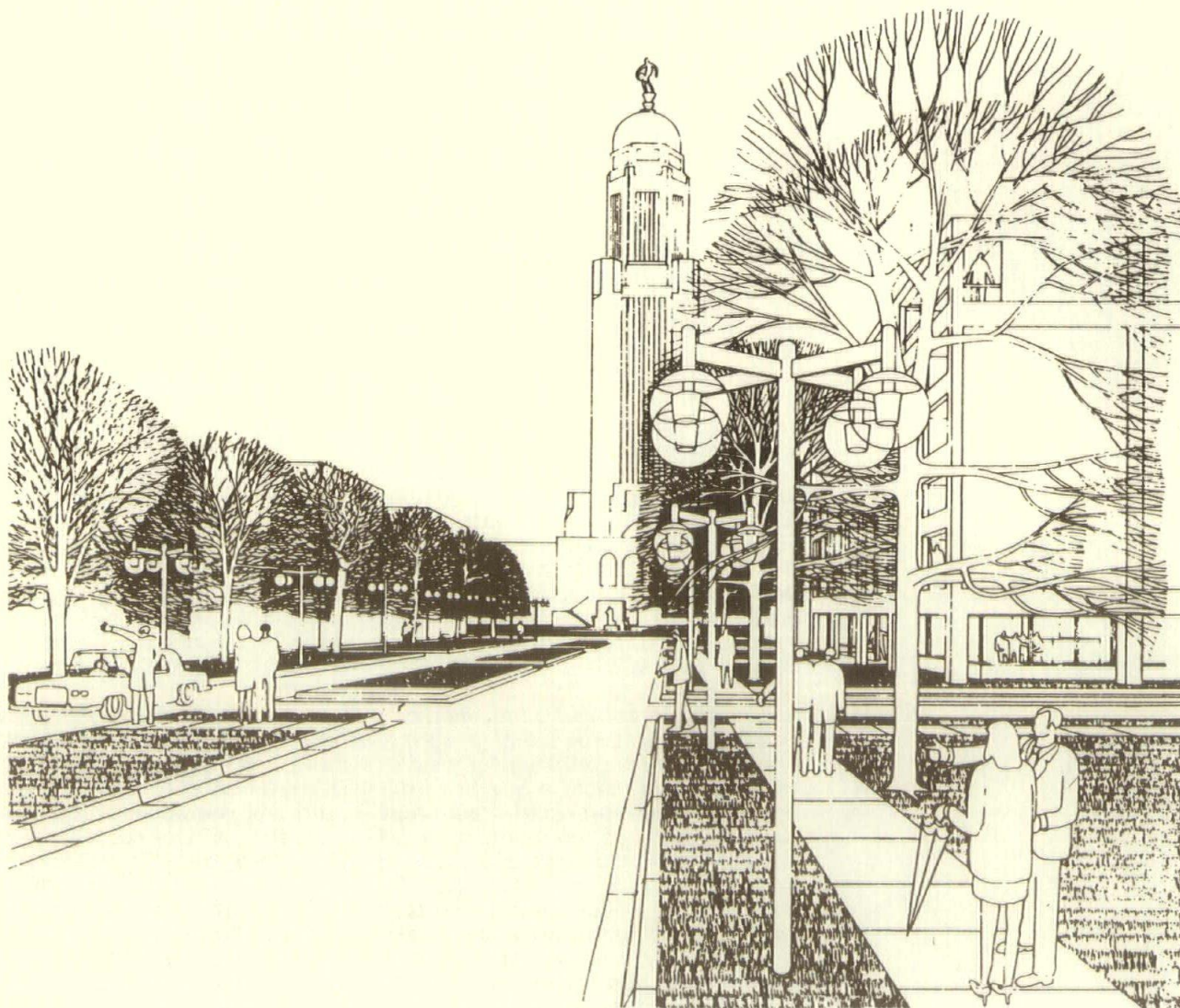
The Board of Regents formally approved recommendations creating the School of Environmental Development in November, 1970. The new school, within the College of Engineering and Architecture, offered the degrees of Bachelor of Science in Architectural Studies, Bachelor of Science in Construction Science, and Master

of Architecture. Bertram Berenson was director of this new school, while Homer Puderbaugh served as chairman of the Department of Architecture, Byron Radcliffe served as chairman of the Department of Construction Science, and Berenson also served as acting chairman of the new Department of Community and Regional Planning.

In the late 1960s, the predominant professional architectural program in the United States was the 5-year Bachelor of Architecture degree. In 1967, the Special Committee on Education of the American Institute of Architects recommended the establishment of preprofessional 4-year programs followed by an additional 2 or 3-year professional degree. The first schools to adopt the "4+2" pro-

grams were the University of California at Berkeley and Washington University in St. Louis. The University of Nebraska followed close behind with revisions and expansion of the professional curriculum in architecture. By 1971, the 5-year Bachelor of Architecture was being phased out and the new 4-year Bachelor of Science in Architectural Studies was being offered in conjunction with the Master of Architecture degree to comprise the six-year professional sequence.

The Master of Community and Regional Planning degree was proposed in 1973, Roger Massey serving as Department Chairman. James J. McGraw joined the Planning faculty in 1972, while Architecture welcomed Allan Quick in 1971 and William Borner in 1972.



### A Decade of Change

When the Board of Regents and the State Legislature established the College of Architecture in 1973, the faculty had achieved a long-sought goal. But, in effect, the work had just begun. The situation is, perhaps, best summarized in the new College's "Proposal for Designation of an Area of Excellence". "... the program in architecture and the allied disciplines at the University of Nebraska-Lincoln has contributed significantly to the citizens of the State and region as well as to the affiliated professional communities. The graduates of the program as well as the faculty and administrators have returned, in service and influence, much more than the investment of the State in the sustenance of the program. Architects, for instance have had a significant role in creating the state of the "Good Life" in the built environment in Nebraska, and former students of the UNL program in Architecture comprise a majority of the active private and institutional practitioners. Former students also currently occupy leadership roles at the national level within their professional organizations, are active in community and regional affairs and are responsible for many award winning works of architecture and design.

Faculty members of the school have made significant contributions to their respective professions beyond the classrooms, through research, service to the profession and professional practice. Students in the programs have been and continue to be successful competitors in design competitions both regionally and nationally. And, significantly, the graduates of the program in architecture have found relatively little difficulty in marketing their skills, even at times when other graduates in the region were finding little or no opportunity for employment.

In reviewing the relatively brief history of architecture and the allied disciplines it is obvious that a sound, practical base of education for the profession of architecture has been developed. The principal resources available through the first forty years have been the presence of a corps of dedicated faculty and students who were excited about the creative task and were willing to work and to make sacrifices for achievement. Encouragement, support and material resources have been at most times

either in short supply or non-existent through the years.

Attitudes in recent years have changed, however, and there now exists a very positive common concern for the future of the program among members of the University administration, the professional affiliates, the faculty and the students. The effectiveness of the spirit and cooperation of the several interest groups was culminated in 1973 with the creation of the separate college structure for academic administration of the programs. Opportunities for development of the programs are now apparent as a result of the establishment of the College of Architecture in September, 1973. Optimistic attitudes, notwithstanding, as the college designation occurred, major deficiencies were apparent in: a) level of compensation for existing faculty, b) lack of organizational support for, and resources with which to conduct research and extension activities, c) inadequate, dispersed and out-dated physical facilities, d) lack of teaching resources and support equipment such as materials-working shops, multi-media communications equipment, structural testing and instruction devices, building products library, e) marginal library services and an inadequate collection, and f) a lack of several essential teaching specialties in the service and support disciplines essential to the professional curriculum such as Landscape Architecture, Building Systems, Architectural History, and Interior Space Design."

Several new faces appeared in 1973 in the College of Architecture. Among them were Douglas K. Bereuter and W. Cecil Steward. Bereuter was a young associate professor hard at work with Roger Massey and Jim McGraw to develop a new program in Community and Regional Planning. Steward was the new, and the first, Dean of the College of Architecture. Both of these men were to play significant roles in the development of the fledgling college. Bereuter, after founding the planning program, became a congressman from the 1st District for the State of Nebraska and a persistent spokesman for the role and responsibility of the planning profession. Steward undertook the responsibility and the challenge to develop "... one of the five or six outstanding colleges of architecture in the nation ..."

In the decade since 1973, the College of Architecture has made significant progress overcoming the deficiencies which its faculty noted the first year. In some areas, it has converted problems into opportunities and excelled in the achievement of educational quality, appropriate research, and distinguished community service.

The first major step was the proposal for Area of Excellence designation. This action involved critical introspection on the part of the faculty and the administration. From this critical self-study came an unusual action plan to develop and achieve educational excellence over an extended period of time. Unlike many other programs, the College of Architecture has reallocated its Area of Excellence funding on an annual basis to overcome program deficits and facilitating the achievement of quality in faculty, research, service, and support operations. The return on this investment is evident in the nature and quality of its programs in 1983.

The Department of Community and Regional Planning was formally established by Regents action in 1974. Joining Roger Massey, Douglas Bereuter and Jim McGraw on the planning faculty were Marie Arnot and Gordon Scholz in 1975, and Charles Deknatel in 1977. N. Brito Mutunayagam added his knowledge and skill in 1981, as did Joseph Luther in 1983. The quality of this program was acknowledged when it was recognized by the American Planning Association and the American Institute of Certified Planners in 1978. The faculty of this program have provided a national reputation for the College of Architecture, serving as officers in national organizations such as the American Collegiate Schools of Planning, the Community Development Society of America, and the American Planning Association.

The Community Resource and Research Center was established within the College of Architecture, first as the Urban Research & Development Center and then as it is now known. The community development unit of University Extension was transferred to the College of Architecture and its mission and operations were expanded in 1974. Ted Wright and Kip Hulvershorn were transferred along with the unit and given faculty appointments in Community Development. Otto G. Hoiberg became Pro-

fessor Emeritus of Community Development in 1974. Two landscape architects joined the CRRC faculty when Kim Todd in 1978 and Richard Austin in 1980 were given community development appointments. James B. Griffin served a number of years as research coordinator for the College of Architecture, firmly establishing the CRRC as the research and service mechanism for the College of Architecture. Mele Koneya provided a major contribution in community development process before his death in 1982. John Gulick was appointed to the faculty in 1983 as Assistant Professor of Community Development, providing organizational development skills.

The Community Resource and Research Center not only serves as the means to integrate and facilitate research and service within the College of Architecture, but is also a major factor in assisting communities throughout the State of Nebraska in the process of anticipating and dealing with change. Over this decade, the CRRC has *annually* facilitated some 12 or more activities in basic research; approximately 14 in applied research; 10,000 contact hours in community service, and has been involved with at least 200 Nebraska communities each year for this ten year period. The unit has for twenty years co-sponsored the nationally acclaimed Nebraska Community Improvement Program (NCIP) with the State Department of Economic Development. This component of the College of Architecture is firmly fulfilling the University mission of integrating education, research and service for the benefit of students, faculty, and the State of Nebraska.

The Department of Architecture began this decade under the leadership of Homer Puderbaugh, who had been the Director of the School of Environmental Development. Puderbaugh, assisted by William Borner as vice chairman, served as the administrative head of the Department until his return to full-time teaching in 1981. In that year, Ernest Moore was selected by the faculty as the new chairman of the Department of Architecture, and Robert Duncan (1976) undertook the responsibility of vice chairman. Other faculty joining the department during this decade included Ted Ertl (1975), Robert Stowers (1976), and James Potter (1981). Frances Tsu, a Chinese architect and educator, joined the de-

partment in 1982 as visiting critic and scholar on exchange from Tong-ji University, Shanghai, China.

In the Dean's office, the College administration was represented by W. Cecil Steward, Dean; John Benson, Assistant Dean; and Peggy Mitchell, Administrative Assistant. In 1980, Benson became an Assistant Vice Chancellor for Academic Affairs. He was replaced on an interim basis by Homer Puderbaugh until Dr. Joseph Luther was hired in 1983 as the new Assistant Dean.

In 1983, the faculty of the Department of Architecture hosted the National Architectural Accrediting Board visitation team, and the Department of Community and Regional Planning was reviewed by the American Planning Association. The fact that the Architectural and Planning accreditations were both renewed for the maximum of five years speaks to the efforts of the faculty in achieving its goals set forth in 1973. A quick review of the accomplishments over the last decade was provided by Dean Steward in a recent article in *Dimensions* magazine:

- Establishment of the college-wide Student Advisory Board.
- Establishment of the Professional Advisory Council.
- Expansion of the Community Design Center into a statewide service unit.
- Disaster recovery assistance to the City of Fremont following the Pathfinder Hotel explosion.
- Organization of the College Facilities Design Competition (P/A Award for design received by Bahr Vermeer Haecker).
- Selection of the College as an Area of Excellence at UNL.
- Initiation of an annual competitive faculty development program.
- Completion of the Nebraska Capitol Environs Study (P/A Award received for Research).
- Addition of a foreign exchange program for faculty to the College of Technology, Dublin, Ireland.
- Addition of a foreign exchange program for students and faculty to the Universidad Autonoma de Guadalajara, Guadalajara, Mexico.
- Host for the national convention of the Association of Collegiate Schools of Architecture, "Women and Minorities in Architecture".
- Charter membership in the national Architectural Research Centers Consortium.

- Publication of four volumes of *Architecture Nebraska*.
  - Disaster recovery assistance to the City of Grand Island following tornado destruction (Recognition award for service received from the Board of Regents).
  - Extensive and continuous participation by faculty members in national and regional professional offices and community and civic affairs.
  - Three faculty members have received University Distinguished Teaching Awards.
  - Initiation of the annual Hyde Program of Visiting Professionals.
  - Implementation of the Field Experience program for graduate students in Community and Regional Planning.
  - Implementation of the Internship program for graduate students in Architecture.
  - The College received an award for service from the Nebraska Recreation and Parks Association.
  - Creation, with the Nebraska Society of Architects, of *Dimensions* magazine.
  - Assistance to the UNL Alumni Association with the Wick Alumni Center national design competition.
  - Development and contract for the Imo State University Planning project in Nigeria.
  - Implementation of a restricted enrollment policy.
  - Creation of the Architectural Foundation of Nebraska in cooperation with the Nebraska Society of Architects.
  - Creation of the College of Architecture Alumni Association in cooperation with the UNL Alumni Association.
  - The Associated Student Chapter of the AIA in the Department of Architecture hosted the national student Forum.
  - The College hosted the national convention of the Environmental Design Research Association (EDRA).
- Of the original problems noted at the beginning of the decade, the College has made substantial progress toward their solution. Area of Excellence funding has played a major role in providing faculty development and specialities, as well as support for teaching, research, and service.
- The facilities are still inadequate, dispersed and out-dated. But in the fall of 1983, the College of Architecture stands at the threshold of a major renovation project which will remedy

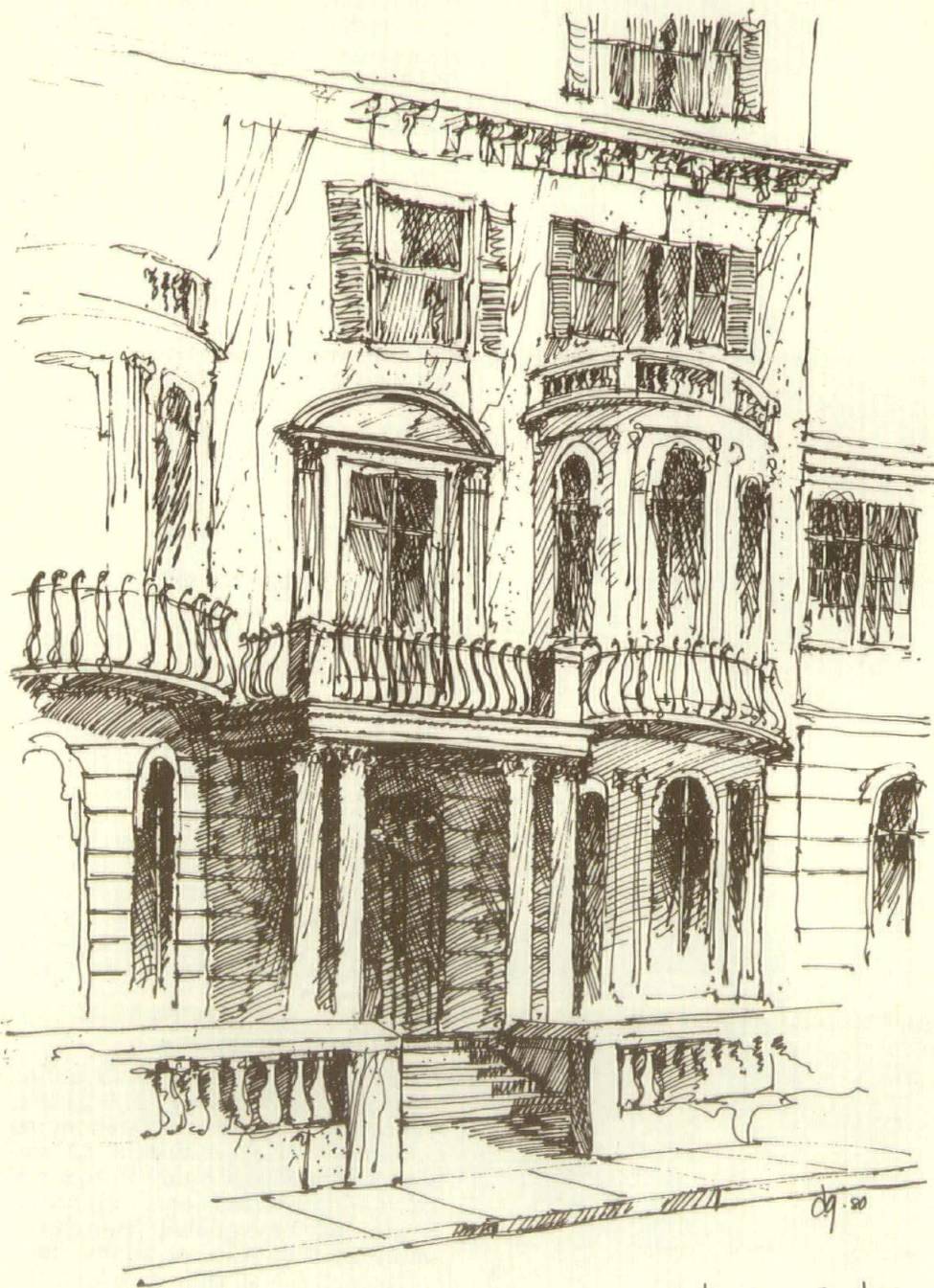
his problem.

Teaching resources and support equipment have been substantially improved. A Media Center was opened in 1975, providing a resource center for both faculty and students. A college shop was established and major equipment has been installed.

The library which was described in 1973 as marginal in services with slightly more than 3,000 volumes in the collection, has become a major component at the College of Architecture. The Architecture Library is now part of the University of Nebraska-Lincoln Libraries. Housed in Room 104, Architectural Hall, the 28,000 volumes of the collection support teaching and research in the departments of Architecture, Community and Regional Planning, and the Community Resource and Research Center. This library provides the major collection of architectural books and periodicals, as well as the basic collection of urban and regional planning materials. The staff of the College of Architecture Library includes Kathleen Johnson, librarian and Deb Weber, library assistant.

During the period 1975-80 the slide collection doubled in size from approximately 11,500 to 23,300 under the direction of Keith Sawyers. The majority of the new acquisitions was in the general subject area of architectural history.

Other teaching and support resources developed over the last decade include the Hyde Program of Visiting Professionals, *Dimensions* magazine, *Architecture/Nebraska* magazine, *Ampersand* newsletter, the Architecture Gallery, and the Computer Facility.



24 Kensington Park Gardens  
London

### **Hyde Program of Visiting Professionals**

This memorial program was established in 1979 in grateful recognition of Mr. A. Leicester Hyde, AIA, 1902-1976. He graduated from the University of Nebraska in architectural engineering in 1925 and Columbia University in 1928. From 1960 to 1972 he was president and chairman of the board of Midwest Life Nebraska. Mr. Hyde served as a charter member of the College's Professional Advisory Council.

This annual program brings architecture and planning students into direct contact with nationally and internationally known professionals who are acknowledged to be at the leading edge of their fields. Visitors and guest critics coming to campus are involved in public presentations and work with the students and faculty of the College in the classroom and studio. The program also provides advanced students with the opportunity to engage in intensive off-campus design charrettes within the offices of leading professional firms.

### **Dimensions Magazine**

*Dimensions: Journal for Architecture and Planning* was conceptually born in October 1979. Proposed initially by Dean Steward and originally managed by Jim Griffin, the magazine was based on the idea that this region's architecture, both in practice and theory, has something to say. The magazine was accepted and endorsed by the College of Architecture and the Nebraska Society of Architects. This joint academic/professional sponsorship is unique. It represents a spirit of cooperation between these two spheres that exists in few other places.

### **Architecture/Nebraska**

This publication originated during the spring semester of 1976 by Professor Roger Schluntz. Now under the guidance of Keith Sawyers, its purpose is to provide a forum for students, faculty and professionals to respond to the built environment. Begun primarily as a vehicle for architectural criticism, the magazine also includes articles of historic and philosophic interest.

### **Ampersand**

*Ampersand* is the College of Architecture's student publication, providing a mode of communication for information and ideas between students, faculty, professionals and educational institutions nationwide.

### **Architecture Gallery**

A vital part of architecture is communication to the public. An architectural educational institution is in an excellent position to communicate (through exhibits and shows) the purpose and services of the environmental design professions. To this end seminars and displays of general interest to the public are featured in the gallery area of Architecture Hall. The gallery also provides a space for formal and informal student, faculty, and public programs.

### **The Alumni Association**

The University of Nebraska's College of Architecture Alumni Association was founded in 1982 to encourage activities that help recognize the importance of the professions of architecture and planning, and allied disciplines, and to recognize persons and organizations providing meritorious service in these professions.

The Alumni Association seeks to promote and support the mission and programs of the University of Nebraska's College of Architecture by encouraging the establishment of scholarships, fellowships, and financial resources; promoting communication among members; promoting events and activities for alumni; and promoting continuing education for alumni.

All graduates of the College of Architecture and its predecessor organizations are eligible for membership.

### **Tau Sigma Delta**

A national architectural and allied arts honorary society, Tau Sigma Delta was begun at the University of Nebraska in 1967. The purpose of this honorary society is to emphasize scholarship, leadership, and character; to stimulate mental achievement and effort; and to acknowledge those students who attain high scholastic standing in architecture and the allied arts of design by reward of membership.



### **The Professional Advisory Committee**

A professional advisory council composed of persons prominent in fields of business and practice allied to architecture, community development, and education provides valuable assistance to the College. It is advisory to the faculty and the dean on affairs of interest to the College and acts as a resource to the dean in planning and implementing resource development programs. Members of the professional advisory council are listed below:

John Aust/Planner/Omaha  
Douglas Bereuter/United States Congressman/Washington, D.C.  
Frederick S. Bucholz/President, Swanson Enterprises/Omaha  
David Chambers/Executive Vice President, League of Nebraska Municipalities/Lincoln  
Picky Cunningham/Architect, Ambrose Jackson Associates/Omaha  
Leo A. Daly III/Leo A. Daly Company, President/Omaha  
Keith Dubas/Architect/Lincoln  
Charles W. Durham/Chairman of the Board & Chief Executive Officer, Henningson Durham & Richardson/Omaha  
Stephen M. Eveans/Architect, Dana Larson Roubal & Associates/Omaha  
Thomas L. Findley/Vice President, Leo A. Daly Company/Omaha  
Merome Gill/Executive Vice President and Director of the Architectural Division, Henningson Durham & Richardson/Omaha  
George Haecker/Architect, Bahr, Vermeer & Haecker Architects/Omaha  
Melson W. Helm/Planner, City of Grand Island  
Richard Holtz/Architect/Boise, Idaho  
David Howlett/Director of Economic Development, City of Littleton, Colorado  
Arthur D. Johnson/Architect, Dana Larson Roubal & Associates/Omaha  
Charles F. McAfee/Architect/Wichita, Kansas  
James Murphy/Executive Editor, *Progressive Architecture Magazine*/Stamford, Connecticut  
Rick Savage/Architect/Omaha  
Arlene Stark/Architect/St. Paul, Minnesota

Alexis P. Victors/Vice President, Upland Industries Corporation/Omaha  
Richard L. Youngscap/Architect/Lincoln

### **Computer Facility**

Under the direction of Dr. N. Brito Mutunayagam, the computing facilities in the College of Architecture have expanded considerably, since they were first installed. The College was equipped with a TEKTRONIX 4012 Storage Tube CMS Graphics Terminal and a DECWRITER II CMS Printer Terminal in 1980. Two Apple II Plus microcomputers were added in 1981. In the fall of 1983 the College received \$23,000 from the Vice Chancellor for Academic Affairs, for the acquisition of additional microcomputer equipment.

The following equipment has been installed in the Computer Facility: Two Apple II Plus microcomputers with 64 K RAM, black and white monitors, one color composite video monitor, 2 disk drives each with 280 K mass storage capabilities, and an SPACE Tablet each. One of the Apple microcomputers will also be equipped with an Apple Graphics Tablet. The Apple II microcomputers will be linked to an EPSON MX 80 III F/T dot matrix printer for hard copy output. They will also be served by a HILOT Plotter for plotted hard copy output.

Three IBM XT microcomputers with 256 K RAM, color monitors, one hard disk drive with 10 MB mass storage each, one floppy disk drive with 320 K mass storage each, HIPAD digitizing tablets and HILOT Plotters have also been installed. The IBM microcomputers will be linked to an EPSON MX 80 III F/T dot matrix printer for hard copy output. One of the IBM Microcomputers will also be served by an Advanced SPACE GRAPHICS Tablet.

One EPSON QX-10 Microcomputer with VALDOCS keyboard, 256 K RAM, with Green Phosphor monitor, two disk drives, and an EPSON MX 80 III F/T Printer is in the same research facility. This machine will also be equipped with CP/M and CP+ operating systems and is being used as basic equipment for a faculty development project, by Prof. Mutunayagam.

Micromodems are to be installed in two of the six microcomputers towards developing capabilities in communications between them, as well as to link up the University mainframes.

## The Community Resource and Research Center

The Community Resource and Research Center was originally established in 1948, as the Community Development Division of University Extension. After 26 years of public service throughout Nebraska, this organization was transferred to the College of Architecture in 1974 where it was renamed the Community Resource and Research Center. The CRRC is the research and public service focus of the College of Architecture. The professions of architecture, planning, and community development require knowledge and skill in participatory, applied research. As a means of providing appropriate experiential education for students, while maintaining and enhancing professional expertise of the faculty, the Community Resource and Research Center offers a comprehensive program of public service to the State of Nebraska. In addition, the CRRC provides a basis for scholarly research and critical investigation within the College of Architecture and in collaboration with other elements of the University of Nebraska.

In the functional area of public service, the CRRC's principal goals are to provide governmental bodies, professionals, voluntary associations, and individual citizens throughout Nebraska with essential knowledge, necessary skills, positive attitudes and motivations, and adequate guidance relative to issues and problems facing their communities, their areas, and their state.

The Community Resource and Research Center has a long and proud record of service to the communities and organizations of the State of Nebraska. The CRRC has the capacity to design, develop, and sustain an extensive program of field activities throughout the state based upon well-established networks, individual and organizational reputation, and trust-relationships.

In the functional area of research, the CRRC's principal goals are to encourage and assist faculty and student participation, to solicit financial

support, and to coordinate College activities concerning applied and basic research in the fields of architecture, planning, and community development.

The College of Architecture is a member of the Architectural Research Centers Consortium. Dr. Joseph Luther, Assistant Dean, is a new appointee to the ARRC Board of Directors. The Consortium seeks to strengthen the contributions of architecture to the solution of critical national problems by undertaking large-scale research projects. Established by the American Institute of Architects Research Corporation and fourteen leading university-based research centers, the Architectural Research Centers Consortium provides a significant research dimension to the College of Architecture's Community Resource and Research Center.

### Community Resource & Research Center Objectives

- Provide process assistance and management support to the efforts of Architecture, Community and Regional Planning, and Community Resource and Research Center faculty members in proposing and implementing funded projects and research activities.

- Assist faculty and students of the College with investigations related to environmental design, community development, and the design professions.

- Provide educational experience opportunities for students through projects and research activities.

- Undertake appropriate community design/planning projects to be carried out by students under faculty supervision.

- Maintain a repository of in-depth information and technical reference materials in library and multimedia format on subjects pertinent to com

community development.

- Collect and distribute selected information on community-related resources on a continuing basis.

- Maintain a comprehensive program of technical assistance to populations who would otherwise not have access to services. Topic areas include: parks and recreation, community organization, design technology, community development, landscape design, and community and regional planning.

- Co-administer and participate in the Nebraska Community Improvement Program, a recognition program for communities utilizing a community development process.

- Continue an ongoing program of community, area, state, regional, and national educational activities con-

cerning the problems and issues facing individual citizens, communities, and design professionals.

The CRRC is co-administrator, with the State Department of Economic Development, of the nationally recognized Nebraska Community Improvement Program. The NCIP is a community recognition program involving some 200 Nebraska communities and neighborhoods a year. The CRRC provides educational programs, technical assistance, and assists communities in identifying their needs, developing strategies and carrying out community development. Through this program over the last 20 years, University faculty have had opportunities to work with hundreds of Nebraska communities in assisting them to solve problems.

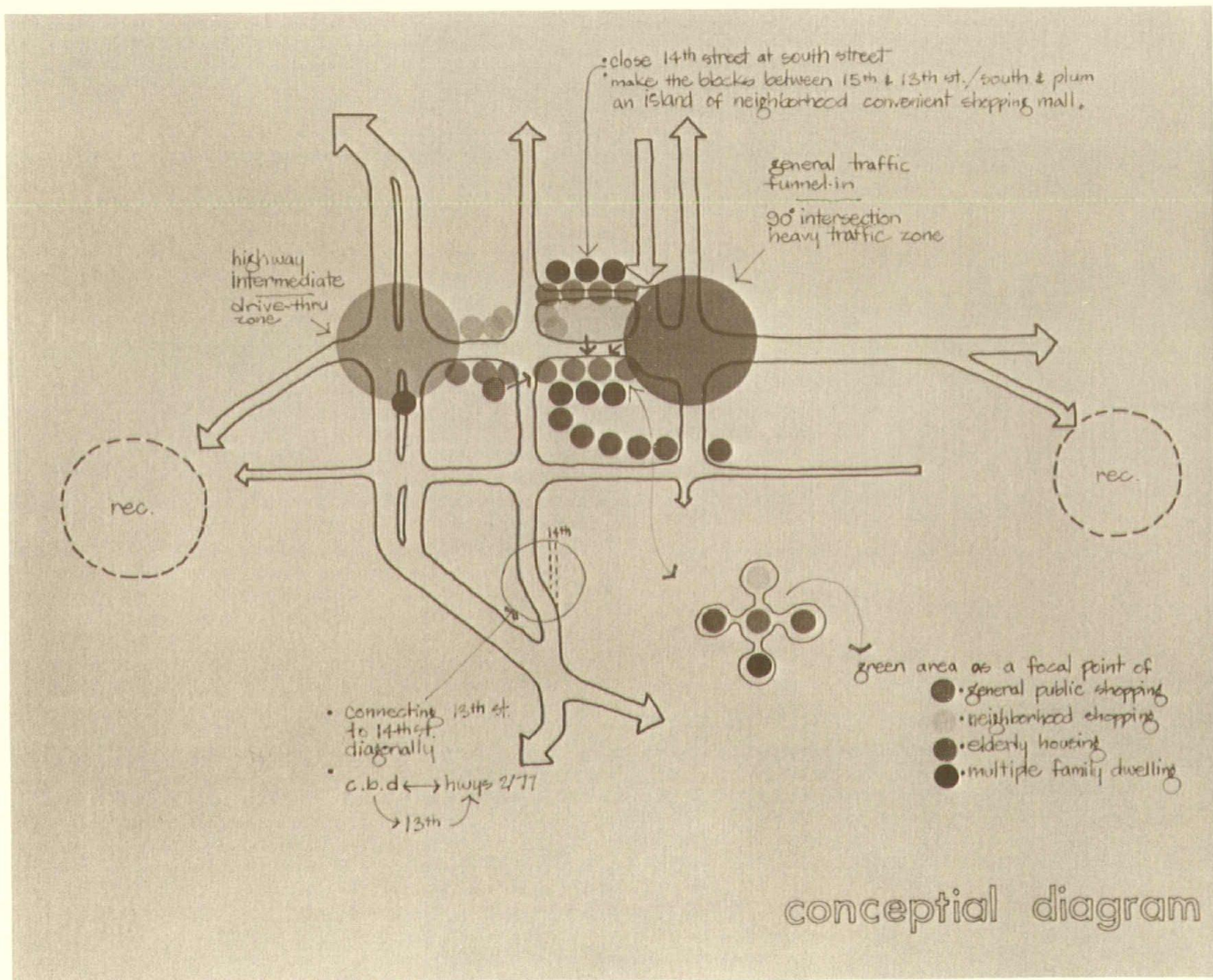


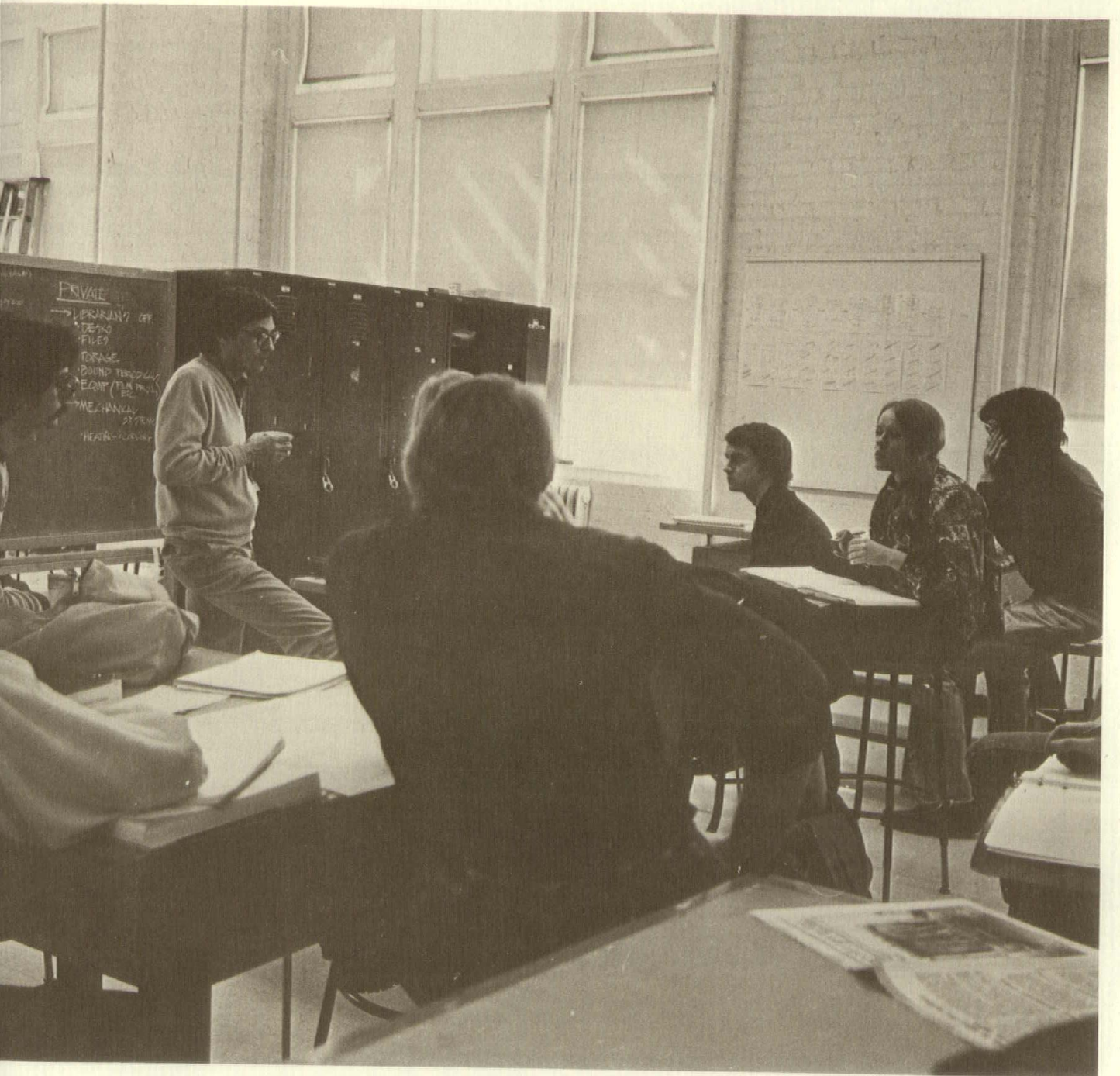
Community development is a social process in which groups of people work together to improve a condition which affects their lives. Both community organization and technical assistance are tools which facilitate the community development process. Community development specialists may be either organizers or technical experts.

The staff of the CRRC has the capability of performing multiple roles in a community development process. These roles include educator, organizer, facilitator, planner, designer, re-

source linker, and subject matter expert.

A major operating principle of the Community Research and Resource Center is that all technical assistance is offered in the form of an educational process rather than a consulting project. In this approach, the CRRC faculty share knowledge with their clients so as to develop a capacity within the organization to continue a project or program without reliance on external technical assistance. Such capacity building leads to local self-determination and self-reliance.





The following are examples of services available which are related to the principles of community development processes:

1. Community Organization and Group Process
  - A. Fundamentals of Leadership and Group Process
  - B. Goal Setting in the Small Group Process
  - C. Problem-Solving and Decision Making
  - D. Controversy and Conflict in Small Groups
  - E. Workshop on Conducting Meetings
2. Parks and Recreation
  - A. Organization for the Delivery of Leisure Services
  - B. Assessment of Your Community's Recreational Needs
  - C. Sources of Assistance for Recreation and Parks
  - D. Park Planning Assistance
  - E. Technical Assistance and Training
3. Community Planning
  - A. Encourage and Assist the Formation and Maintenance of Local Planning Commissions
  - B. Exchange Ideas and Disseminate Information
  - C. Foster a Complete Education Program
  - D. Facilitate Downtown Revitalization: Planning, Development and Evaluation
4. Community Design
  - A. Architecture assessments and community design opportunities and needs.
  - B. Assistance and educational services to enhance community design process and appearance
5. Community Landscape Design
  - A. Community Beautification
  - B. Environmental Improvement
  - C. Site Assessment
  - D. Use of Plant Materials
  - E. Energy-saving Impact of Landscaping



## The Department of Architecture

Architecture is the art and science of designing and organizing the construction of major portions of man's physical environment. The primary function of the professional architect is to exercise leadership in the development of buildings for human occupation and use. Architecture should be functional and efficient, structurally sound, and visually and emotionally satisfying.

Professional architects, therefore, must be capable of analyzing the human, structural, and mechanical processes involved in their creations. Architects must possess artistic talent as well as technical knowledge. More than any other profession, architects have the responsibility for protecting and enhancing the beauty of our environment. They must be able to incorporate such considerations into the spaces and mass of their designs so that the completed work will have interest, unit, beauty, and utility in harmony with its purpose. They must be able to make accurate and dependable financial plans for their projects. Architects need business sense, an understanding of legal and contractual agreements, public relations, and the administrative ability to carry out complex projects. Most projects will involve professionals from many fields.

The Department of Architecture seeks to increase the desire to learn and to develop a capacity for independent critical thinking and sound judgment. More specifically, the department provides the background and means for the student to:

- 1) Analyze and understand society's needs
- 2) Translate these needs into an ordered physical environment
- 3) Contribute creatively to the building construction industry
- 4) Search out new problems and contribute to the realm of environmental knowledge through research
- 5) Review and adapt in response to changes in technology and society throughout his or her professional career
- 6) Participate as part of the community structure in making deci-

sions affecting the physical environment, and

- 7) Explain and support a deliberate position graphically, verbally, and in writing.

Once an approved two-year pre-architecture program has been satisfactorily completed, the second two years of the architecture program are taken within the Department of Architecture providing the student with a strong basis for more specialized study in architecture, as well as a broad general education. This pre-professional program, leading to the four-year Bachelor of Science in Architectural Studies degree, includes a fundamental body of architectural theory and design, applied technical knowledge, and a study of human beings and their world. Completion of this second segment of architectural education will enable students to assume careers at a paraprofessional level. At this point, many students will elect to pursue advanced professional study in architecture, planning, or other academic fields.

The third two-year segment of the curriculum, leading to a Master of Architecture degree, is highly professional and specialized. Advanced architectural studies, technical courses, elective courses, research, and an optional thesis combine to prepare students for the professional practice of architecture. Students with the Bachelor of Science in Architectural Studies degree, or with equivalent baccalaureate degrees in architecture or technically related fields granted by accredited institutions, are eligible for this program. This professional program is fully accredited by the National Architectural Board and is the only accredited professional architecture program in the State of Nebraska.

Faculty interests and specializations range from Asian architecture, energy-conscious design and historic preservation to environment and behavior. Practicing architects serve as adjunct faculty, maintaining a strong tie with the professional community.

Students and faculty in the Architectural program have a long history of

contribution to the planning and design of projects which have enhanced Nebraskan communities. These projects range from land use evaluations, city parks development, documenting the historic architecture of Nebraska, building code reviews, community and neighborhood redevelopment, to lectures and seminars on energy conserving design techniques. In addition, the faculty have served as consultants to numerous communities and agencies of the state in a wide range of situations.

Such consultation work includes damage assessment and structural safety evaluation after the Grand Island tornados, disaster planning with Civil Defense authorities for the design and evaluation of damage resistant facilities, and assisting in the establishment of building project procedures for various units of government. Many of these projects involve the interactive efforts of all departments of the College and frequently the interdisciplinary cooperation with other units within the University.

Alumni of the architectural professional degree program at UN-L have reason to be proud of their accomplishments while in school as well as in their professional careers. In fact, their student accomplishments may just be the foundation from which their later accomplishments spring.

Ongoing research by architecture faculty is documenting historic architecture across the state of Nebraska. From this research plans may be developed to preserve important aspects of the State's history and culture. The work of professors Gibbs, Ertl and Sawyers has contributed to the Institute of Great Plains Studies which focuses on the uniqueness of the Great Plains states. Events and progress across the State are integrally tied with architecture of Nebraska.

Experiences gained by students and faculty who participate in the foreign programs offered by the College of Architecture enrich the lives and skills of all who partake. A semester in London studying architecture of the past and present emphasizes the importance of good architectural design and planning over time.

The faculty who go on the Dublin, Ireland, Bolton State College exchange gain intellectually through the sharing of ideas and philosophies for both school's faculty. Lectures and student interaction presented by the ex-

change faculty bring a more global view to architecture. The student exchanges which have been conducted with the Architecture Department of the Universidad Autonoma de Guadalajara (UAG) in Mexico have provided exceptionally enriching experiences.

Academic and scholarly ties between Asian countries continue to enhance our global perspective in the College of Architecture. Research on Asian architecture continues through the work of Professors Robert Guenter and Keith Sawyers. Asian contacts particularly in China, through Dean Cecil Steward have resulted in several scholarly exchanges. Dean Steward and Professor Sawyers have visited China in activities which have resulted in more very positive intellectual experiences. Specifically, we have had Mrs. Frances Tsu, a Chinese architect and educator, visit our college and participate in a lecture series and in the design studio project juries. Her presence during the academic year of 1982-83 has been a mutual academic enrichment for all concerned.

Our graduates and faculty have become located world-wide in the profession of Architecture. This year of 1983-84 finds Lee Shriver and professor James Potter, a fulbright recipient, teaching architecture in IMC State University in Nigeria. Other graduates now find themselves in Middle East countries and in Asian countries as project managers or office managers for large architectural firms who are doing work in these areas of the world. Truly we can say Nebraska architectural graduates and faculty have influenced the world over these past 50 years.

A look at news articles over time reveals the wide variety of projects the Architecture school has concerned itself with. One can hardly ignore the fact that architecture and architectural education are powerful and important forces in society. Like street scenes and cityscapes we tend to take their content and arrangement for granted. We've always had them so we always will. Architects must be educated to shoulder responsibilities for public well-being in each generation. The designs developed for human environments must come from an informed and sensitive profession, and is through the real life projects undertaken by faculty and students that the budding architects develop the necessary skills and attitude to serv-



the public well.

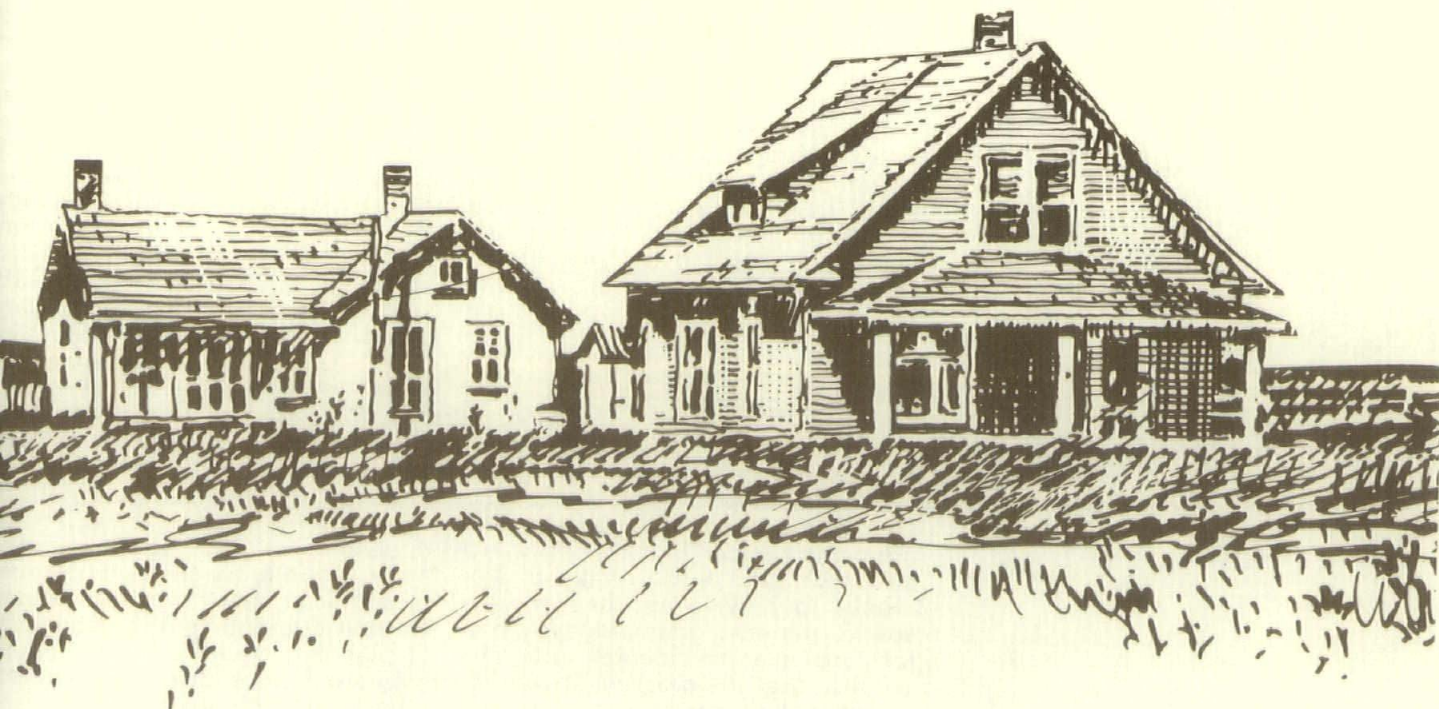
Projects such as the Crescent Green in Lincoln undertaken in 1971 frequently go on in time to become an integral part of a city plan. The germinating idea sprang from the school's participation and future-oriented attitude.

Students organized and conducted what many outside sources have said, the best National Convention of American Student Chapters of the American Institute of Architecture (ASCA/AIA) held in the last ten years. In November of 1983, our students hosted over 300 students from architectural schools across the United States.

The finest experiences, from all reports, were the "Hands on Architecture" events. It was here that all students met and worked with prominent architects and specialists in many areas of design. The quality of this national event simply puts forth the continuation of a long tradition of excellence in our College of Architecture.

The interactive cooperation between elements of the building industry and our school is evidenced through more than 20 years of student design awards given by the Nebraska Concrete Masonry Association. This organization generously furnishes technical and design information for faculty to use in teaching students issues of materials and methods of construction. Similarly, the Nebraska Sand Gravel and Ready Mix Concrete Association presents awards for outstanding student designs each year.

One of the programs which helps students in their professional development is our internship program, directed by Professor Homer Pudrbaugh. Here, many of our students have their first professional office experience. This program has grown in size and quality continuously over the years. Alumni play an important role in this internship program by helping us place our students in architectural offices during the summer.



## The Department of Community and Regional Planning

Community and regional planners provide professional services in the formulation of plans and policies designed to address and resolve social, physical, and economic problems of rural areas, towns, neighborhoods, cities, suburbs, metropolitan areas and larger regions. Planners must be sensitive to the interrelated and often conflicting factors underlying these issues. In working with others to shape the future, planners must creatively apply appropriate analytic and administrative techniques to resolve conflicting demands, to offer alternative solutions, and to develop positive, constructive recommendations for improvement.

Planning is an interdisciplinary profession which draws upon the resources and expertise of a wide variety of fields. Planners often need to maintain a broad, comprehensive approach to planning problems, but they must also apply their training in a diverse range of specialties, such as land use, housing, transportation, environmental, economic, and human service planning.

Career possibilities for planners exist in any area requiring problem-solving, design, policy formulation and evaluation, analytical, and implementation skills. Planners work for a variety of federal, state, regional, and local government agencies, as well as for non-profit institutions and private firms. The master's degree in planning is the normal academic qualification for various planning and planning-related positions in the public and private sectors.

### Planning Education at the University of Nebraska

In the early 1970s, a University of Nebraska Inter-Campus Committee for Community and Regional Planning studied the need for a planning program and decided that not only was it desirable for the University of Nebraska to provide an academically-sound, general, graduate-level, professional planning degree program, but also that the program should respond to the planning needs and de-

mands of the Great Plains region. The Master of Community and Regional Planning degree program was established in 1974 as a University of Nebraska system-wide program, administratively headquartered in the College of Architecture on the Lincoln campus. As a system-wide program, selected courses in the program also are offered on the University of Nebraska at Omaha campus. The first MCRP degree was granted in December 1975.

In 1978, the MCRP program was formally recognized by the American Planning Association as having met standards established by the National Education Development Committee and the American Institute of Certified Planners. Recognition is based upon criteria that are meant to encourage quality programs and to ensure that the important aspects of a program meet acceptable standards. A second five-year recognition period was granted by the American Planning Association for the MCRP program in 1983.

Within the 48 credit hour MCRP program, 27 credits are in required courses. The remaining elective hours and required thesis provide student flexibility in accommodating specialized interests.

Students with diverse undergraduate, graduate, and professional backgrounds are encouraged to enter the program. No prior course work in planning is required. However, candidates for admission are expected to have completed course work in urban sociology, regional economics, statistics, and state and local government. Students with undergraduate majors in architecture, civil engineering, business administration, political science, sociology, natural resources, public administration, English, geography and urban studies, among others, have entered the MCRP program.

Planning courses in the MCRP curriculum serve students in a variety of other undergraduate and graduate programs at the University of Nebraska. Individual courses or combinations of planning courses satisfy requirements, electives, minors, or options in other University programs.

## Planning Internships

The Department of Community and Regional Planning requires that students without previous work experience in planning complete a field internship as part of the MCRP program. The internship involves a training period of actual service in a public or private organization.

The field experience component of the MCRP program provides an excellent means for students to augment and expand their planning skills, to more closely examine their career aspirations, and to evaluate their academic progress. Internships provide students with unique learning experiences that are impossible to replicate in the classroom. Internships provide financial assistance for students while they are in school and often facilitate their search for employment after graduation. The internship component of the MCRP program is an important vehicle for fulfilling the public service mission of the Department of Community and Regional Planning, the College of Architecture, and the University of Nebraska.

Among the numerous agencies and organizations with which planning students have held internships are the City of Lincoln Urban Development Department; the Lincoln-Lancaster County Planning Department; the Omaha-Council Bluffs Metropolitan Area Planning Agency; the Nebraska Departments of Economic Development, Environmental Control, Social Services, Roads, Education, and Public Institutions; the Nebraska Energy Office; the Nebraska Solar Office; Southeast Community College; Lincoln Action Program; the Community Centers for Senior Services; the Center for Rural Affairs; the NL Water Resources Center; the Lincoln Neighborhood Development Corporation; the Clark Enersen Partners; the Lower Platte South Natural Resources District; VISION-17 Area Wide Planning Agency; and the Nebraska State Legislative Council.

Planning students have become involved as graduate assistants in a wide variety of public service projects undertaken through the auspices of the Community Resource and Research Center in the College of Architecture.

## Field Projects

As a professional degree curriculum, the MCRP program includes op-

portunities for field projects related to course work, faculty research, and college public service activities.

Studio/workshop courses in community, urban, and regional planning are typically designed around field projects which provide opportunities for development and application of professional judgment and skills. Community and regional planning students in recent years have participated in the development of a comprehensive plan for Pleasant Dale, Nebraska; neighborhood plan proposals for South Salt Creek, Belmont, and College View neighborhoods in Lincoln; a study of the Near South Neighborhood in Omaha; an economic development study for Lincoln; and a study of the settlement structure and the problems and prospects for change in the Nebraska Sandhills region. Students have prepared a human services questionnaire for Hartley Neighborhood in Lincoln, have undertaken traffic safety survey in consultation with the Nebraska Department of Motor Vehicles, helped develop a movie theater facility location study for the Lincoln-Lancaster County Planning Department, and assisted in developing a training program for the Nebraska Indian Economic Development Project.

A continuing multi-faceted project in the Department of Community and Regional Planning and the College of Architecture, spearheaded by Professor N. Brito Mutunayagam, involves the development of micro-computer applications for data base management and planning information systems to serve small communities and rural regions.

A series of 22 land use planning seminars and workshops directed by Professor Marie Arnot at various locations in Nebraska and funded through Title V of the Rural Development Act involved planning student participation in 1974-1977. The project also included preparation of six publications and two slide-tape presentations.

Professors Marie Arnot and Charles Deknatel were instrumental in organizing the University of Nebraska-Lincoln's participation in "Prairie Project", a series of conferences, discussions, and addresses during 1977-1980 on the future of the Plains region.

## College of Architecture

Steward, W. Cecil/B Arch Texas A & M, MS Columbia/Dean and Professor of Architecture/Registered Architect.

Luther, Joseph/BA Eastern Washington University, MUP & DED Texas A & M/Assistant Dean and Associate Professor of Community and Regional Planning.

Mitchell, Peggy A./Administrative Assistant/Certified Public Secretary.

## College of Architecture Branch Library

Johnson, Kathleen/BA Augustana (Rock Island), MA Iowa, MA Nebraska/Assistant Professor, University Libraries/ Librarian.

Weber, Deb/Library Assistant.

## College of Architecture Adjunct Professors

Hill, Richard/RIBA, MSED Notre Dame, BArch Nebraska/Adjunct Professor/Registered Architect/London, England.

Ransom, Harry/AIA, M Arch/Guadalajara, Mexico.

## College of Architecture Foreign Visiting Faculty

Fowler, Robert J./Exchange Professor/College of Technology, Dublin, Ireland.

Hogan, Fergus A./Exchange Professor/College of Technology, Dublin, Ireland.

Carlin, Liam/Exchange Professor/College of Technology, Dublin, Ireland.

## Community Resource & Research Center (CRRC)

Hulvershorn, J. Kip/BS & MS Indiana, PhD Nebraska/Director of the CRRC and Associate Professor of Community Development/Registered Park & Recreation Administrator.

Austin, Richard L./BS Texas Tech, MS North Texas State/Associate Professor of Community Development and Horticulture/Registered Landscape Architect.

Gulick, John R./BA University of NE-Lincoln/Assistant Professor.

Hoiberg, Otto G./PhD Nebraska/Professor Emeritus of Community Development and Sociology.

Todd, Kim W./BSLA Iowa State/Instructor of Community Development and Architecture/Registered Landscape Architect.

Wright, Ted B./B Arch, M Arch & PhD Nebraska/Associate Professor of Community Development and Associate Professor of Architecture.

## Department of Architecture

Moore, Ernest O./BS Arch Engr Illinois, D Arch Michigan/Chairman of Department and Professor of Architecture/Registered Architect.

Duncan, Robert I./BS Arch Kansas, M Arch Iowa State/Vice chairman of Department and Associate Professor.

Borner, William L./B Arch Western Reserve, M Arch Michigan/Associate Professor/Registered Architect.

Christensen, Emiel J./Professor Emeritus/Registered Architect.

Corkill, Philip A./BS Arch Engr & MS Kansas State/Professor/Registered Architect/Registered Engineer.

Ertl, Ted A./B Arch & M Arch Colorado/Associate Professor/Registered Architect.

Gibbs, Dale L./BA & B Arch Nebraska, M Arch Yale, PhD Pennsylvania/Professor/Registered Architect.

Guenter, Robert F./BS Arch Engr & M Arch Kansas/Professor/Registered Architect.

Laging, Thomas S./B Arch Nebraska, M Arch Harvard/Professor/Registered Architect.

Porter, James G./BS Arch Michigan, MS Arch Kansas State/Professor/Registered Architect.

Potter, James J./BS California State Polytechnic, M Arch SUNY-Buffalo/Associate Professor/Registered Architect.

Puderbaugh, Homer L./B Arch & MS Kansas State/Professor/Registered Architect.

Quick, Allan A./B Arch Nebraska, M Arch Minnesota/Part-time Instructor/Registered Architect.

Sawyers, H. Keith/B Arch Iowa State, M Arch California (Berkeley) Professor.

Speece, William E./BS Cornell, MS Missouri/Professor/Registered Engineer.

Stowers, Robert W./BA Michigan, MFA & MA Notre Dame/Associate Professor.

## Department of Architecture Visiting Faculty

Alfieri, Robert J./B Arch Nebraska/Assistant Professor/Registered Architect.

Berggren, Jerry L./B Arch Kansas State/Assistant Professor/Registered Architect.

Findley, Robert P./B Arch Nebraska/

*The University of Nebraska is an Equal Opportunity Educational Institution.*

Assistant Professor/Registered Architect.

Haberlan, Jim L./B Arch Nebraska/Assistant Professor/Registered Architect.

Hammerlun, Jerry R./BSAS & J Nebraska/Assistant Professor.

Kuhl, Richard A./BSAS & JD Nebraska/Assistant Professor.

Savage, John S./B Arch Nebraska/Assistant Professor/Registered Architect.

Seth, V.C./B Arch IIT (Kharagpur), Arch & MCP Pennsylvania.

Sinclair, John E./B Arch Nebraska, Arch Harvard/Assistant Professor/Registered Architect.

Unthank, George R./BA & B Arch Nebraska/Assistant Professor/Registered Architect.

## Department of Community & Regional Planning

Massey, Roger M/AB & MA Nebraska/Chairman of Department and Professor/AICP

Arnot, M. Marie/BS George William MA Nebraska/Associate Professor.

Deknatel, Charles Y./BA Yale College, MS Urban Planning Columbia, PhD Wisconsin/Associate Professor/AICP.

McGraw, James J./BA Oklahoma State, MA & MRP Kansas State/Professor/AICP.

Mutunayagam, N. Brito/BSc Eng Univ of Kerala, Dip T & CP School Planning and Arch (New Delhi), M Eng AIT (Bangkok), D Env Design & Planning, VPI&SU/Associate Prof.

Pierson, David C./BA Dartmouth LLB Yale/Visiting Assistant Prof.

Scholz, Gordon P./B Arch & ME Nebraska, M Urban Planning & M Arch Illinois (Urbana)/Associate Professor of Community & Regional Planning and Associate Professor of Architecture/Registered Architect/AICP.

## ACKNOWLEDGEMENTS

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Address Correction Requested

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WASHINGTON, DC 20006



South Elevation Scale 1/4" = 1'-0"

Library Building, University of Nebraska  
Lincoln, Neb

L-4-11 Fisher & Harris  
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