

WAKE FOREST
UNIVERSITY



CAMPUS PLAN

1986

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"Make no little plans; they have no magic to stir men's blood and probably will not be realized. Make big plans; aim high in hope and work, remembering that a noble, logical diagram once recorded will never die, but long after we are gone will be a living thing, asserting itself with ever-growing insistency. Remember that our sons and grandsons are going to do things that would stagger us. Let your watchword be order and your beacon beauty."

Daniel Burnham, Architect and Planner of Cities

" That this work of ours may lead to victories for the age to come. The victors may not remember us. And if so, what matter? For them shall be the joy, the victories, and the praise. Ours will be the glory of the parents in the children."

Tycho Brahe (1546-1601)

(Inscribed on one of the bells of the JANET JEFFREY CARLILE HARRIS CARILLON, and used as a theme for the 1972 Fine Arts Center Planning Symposium.)

CONTENTS

INTRODUCTION

Purpose	1
Background	1
Planning Process	2

SUMMARY

Assumptions and Principles	5
Recommendations	7

THE CAMPUS PLAN

Components of the Campus Plan

Environment	10
Building Sites	19
Athletic Complex and Health and Sports Science	25
Traffic and Parking	26
Landscaping	30
Signage	37
Building Condition Survey	38
Implementation	39

SUPPORTING DOCUMENTS

Report of Architectural Standards, Design and Planning	41
Review of the Planning Process	47
Planning Considerations	49
Landscape Detail Sheets	64
Building Condition Survey	84

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The Statement of Planning Assumptions and Principles was reviewed and approved by:

The University Executive Council
The Deans of the Colleges
The Institutional Planning Committee

The following groups or individuals were consulted by the Campus Plan Subcommittee about matters in their areas of interest and responsibility:

The City-County planning staff
The City Traffic Engineer
C. E. Maguire, Inc. (responsible for the environmental impact study for the proposed Silas Creek Parkway extension)
The University Traffic Commission
Student Services administrators
Continuing Education Director
Athletics administrators
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Meetings were held Feb. 12, 19, 28; Open meetings March 19, 25. In addition there were meetings with the Buildings and Grounds Committee of the Board of Trustees.

Participants came from all the Schools housed on the Reynolda Campus. In the following lists, however, the names are listed by categories and not by Schools.

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INTRODUCTION

PURPOSE

The purpose of the Campus Plan is to recognize the character of Wake Forest University and provide the physical framework for its development. It must design guidelines for development which protect and enhance those unique qualities which are the essence of the school. Drawing on a rich heritage and a long record of service, the plan projects these qualities into an uncertain future. Although the Campus Plan specifies physical matters such as buildings and roads, heating plants and parking lots, its basic task is to embody a dream, to give physical expression to the ideals and aims of the University.

The basic aim of the University is to provide the highest quality liberal education. Starting with the realities of the environment and available resources, the Plan determines the physical character of the campus to achieve that aim. While it must provide both flexibility to accommodate changing needs and technology, and opportunities for maximum utilization of resources, it must not jeopardize the qualities of distinction and stability which are prime characteristics of Wake Forest University.

In a world of limited resources and conflicting needs, the Campus Plan cannot be fully realized in a limited time. Implementation must therefore come in phases, with priorities assigned to determine which sections will be implemented first. Even so, the overall Plan should be the standard by which to make decisions, and a guide in procuring resources for the University.

Wake Forest is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in pursuit of its mission derives from its private, coeducational, and residential character; its size and location; and its Baptist affiliation. Each of these factors constitutes a significant aspect of the unique character of the institution.

—1986 Mission and Purpose Statement Wake Forest University

BACKGROUND

Wake Forest University is a privately endowed school with over a century and a half of dedication to liberal education. Established as a small Baptist school in 1834 in the town of Wake Forest, NC, it has grown to five thousand students on two campuses in Winston-Salem, NC as well as in five overseas programs. Wake Forest Institute received its charter in 1834 and was rechartered in 1838 as Wake Forest College. In 1967 the College was rechartered as Wake Forest University.

The first professional school was the School of Law, founded in 1894. In 1902 the two-year School of Medicine was begun, and in 1941 was expanded to four years and moved to Winston-Salem. An undergraduate School of Business Administration was established in 1948, discontinued in 1969 when the Babcock School of Management was founded, and succeeded in 1980 by the undergraduate School of Business and Accountancy. In addition to professional schools, graduate work was begun in 1866, suspended during the time of the move of the College to Winston-Salem, and resumed in 1961. When University status was attained in 1967, a separate School of Graduate Studies was established.

In 1946 Wake Forest received property from the Charles H. Babcock family and major support from the Z. Smith Reynolds Foundation, and began preparation of a new campus in Winston-Salem, to which it moved in 1956. At that time a comprehensive master plan for the new campus was developed and a basic core of buildings was provided. Most of the buildings are of modified Georgian architecture and constructed of Old Virginia

brick with limestone and granite trim. Since 1956 Winston Hall, Tribble Hall, Babcock Hall, the Scales Fine Arts Center, and the Athletic Center, as well as three major residence halls and several auxiliary buildings, have been constructed.

Although the 1956 master plan has been generally followed, there have been some deviations from it. The present Campus Plan, applied only to the Reynolda Campus, seeks to revive and update the 1956 plan. The revised plan will guide the development of Wake Forest into the next century, insure continuity with the past, and provide enough flexibility for changing circumstances, technologies, and needs.

THE PLANNING PROCESS

In 1980 the Board of Trustees authorized a study of the future of the University. The philosophy for this study states:

"An educational institution as old as Wake Forest is in many respects like a tree rooted in a particular sort of soil and growing in accordance with the natural laws of its species. In pursuing the study requested by the Board of Trustees, we have not considered our mission as a mandate to contemplate the uprooting of the tree or any substantial pruning of its branches. Recognizing, though, that natural and healthy growth of the University can best be promoted by judicious cultivation and trimming, we have attempted to discern in the mass of materials accumulated in the course of our study a pattern of development to guide us in making an assessment of our present condition and an exploration of prospects for future progress."

This study, titled the *Year 2000 Report*, completed in January 1983, gives attention to governance, mission and goals, financial outlook, and status and needs of the particular schools. The study recommends that firm commitment should not be given to any single unit of the University until the needs of the entire campus can be considered in depth.

In January 1984, under the administration of the newly named president, the Office of Administration and Planning was formed and a vice president named to serve as its administrator. A comprehensive planning process was outlined in three broad categories: program planning, resource planning, and capital planning. Appropriate committees were named by members of the Executive

Council. Responsibilities were assigned to each respective committee.

Representatives from the Reynolda Campus schools and the central administration were named to the Capital Planning Committee.

The objectives assigned to the Capital Planning Committee by the Vice President for Administration and Planning are:

1. To establish criteria for evaluation of capital expenditure proposals
2. To ensure uniform preparation of major capital proposals
3. To develop a Reynolda Campus land use plan

From the objectives assigned to the committee, these working guidelines were established:

1. To review and make recommendations to the Executive Council all proposals for capital expenditures which necessitate outlays of \$50,000 or more.
2. To recommend to the Executive Council priority among competing proposals.
3. To develop a comprehensive plan for the campus.
4. To review and monitor ongoing plans and developments.
5. To refer matters to other committees when appropriate to do so.
6. To review any proposals, whether large or small in cost, which have an impact on the Campus Plan.

The Capital Planning Committee selected two subcommittees to update the 1956 campus plan.

Architectural Standards and Design Subcommittee:

Margaret Smith, Associate Professor of Art,
Chairwoman
Charles Allen, Professor of Biology
Claire Ball, Sophomore student
Lu Leake, Assistant Vice President for Administration
and Planning
Paul Ribisl, Professor of Physical Education
Harry Titus, Assistant Professor of Art

Campus Plan Subcommittee:

Charles Allen, Professor of Biology, Chairman
Claire Ball, Sophomore student
Edwin Bouldin, University Architect
Lu Leake, Assistant Vice President for Administration
and Planning
Robert Mills, Assistant Vice President and Director,
Alumni Activities
Margaret Smith, Associate Professor and Chairwoman,
Department of Art

After completing a campus property inventory, titled *Wake Forest University Reynolda Campus Land Study*, the Campus Plan Committee reviewed uses of land for particular purposes, traffic flow, parking problems, campus boundaries, landscape needs, etc. Feasibility studies, completed by other administratively appointed committees for a University Center, a School of Law, and an undergraduate classroom facility, were reviewed. The five-year plans developed by each department or school constituted a major element of the larger planning process. The space needs described in these reports were carefully noted.

During the early part of the Campus Plan Subcommittee's deliberations, the Mission and Purpose Committee, the Program Planning Committee, and the Resources Planning Committee completed their work. Their reports were carefully studied for conclusions which have impact on the Campus Plan and future campus needs. Many aspects of the work of these committees are incorporated in the Campus Plan.

The Architectural Standards and Design Subcommittee completed its report on basic principles of design and planning, and this report was approved by the Capital Planning Committee. (The full text of this report is included in the Supporting Documents section of this Campus Plan report.) The applicable section of the Architectural Standards and design report, the Mission and Purpose statement, as well as the reports of the Program Planning and Resources Planning committees were incor-

porated into a statement of Planning Assumptions and Principles which was approved by the Institutional Planning Committee, the Deans of the Colleges, and the Executive Council.

These Assumptions and Principles became central to all of the work of the Campus Plan Subcommittee. Indeed, every section of the report is an expansion of one or more of the basic principles recommended in these documents.

To broaden its understanding of the breadth of campus planning responsibility, the Capital Planning Committee invited architects from two neighboring universities to share in a seminar in the summer of 1985. This seminar amplified and refined the processes to be followed in developing the Campus Plan.

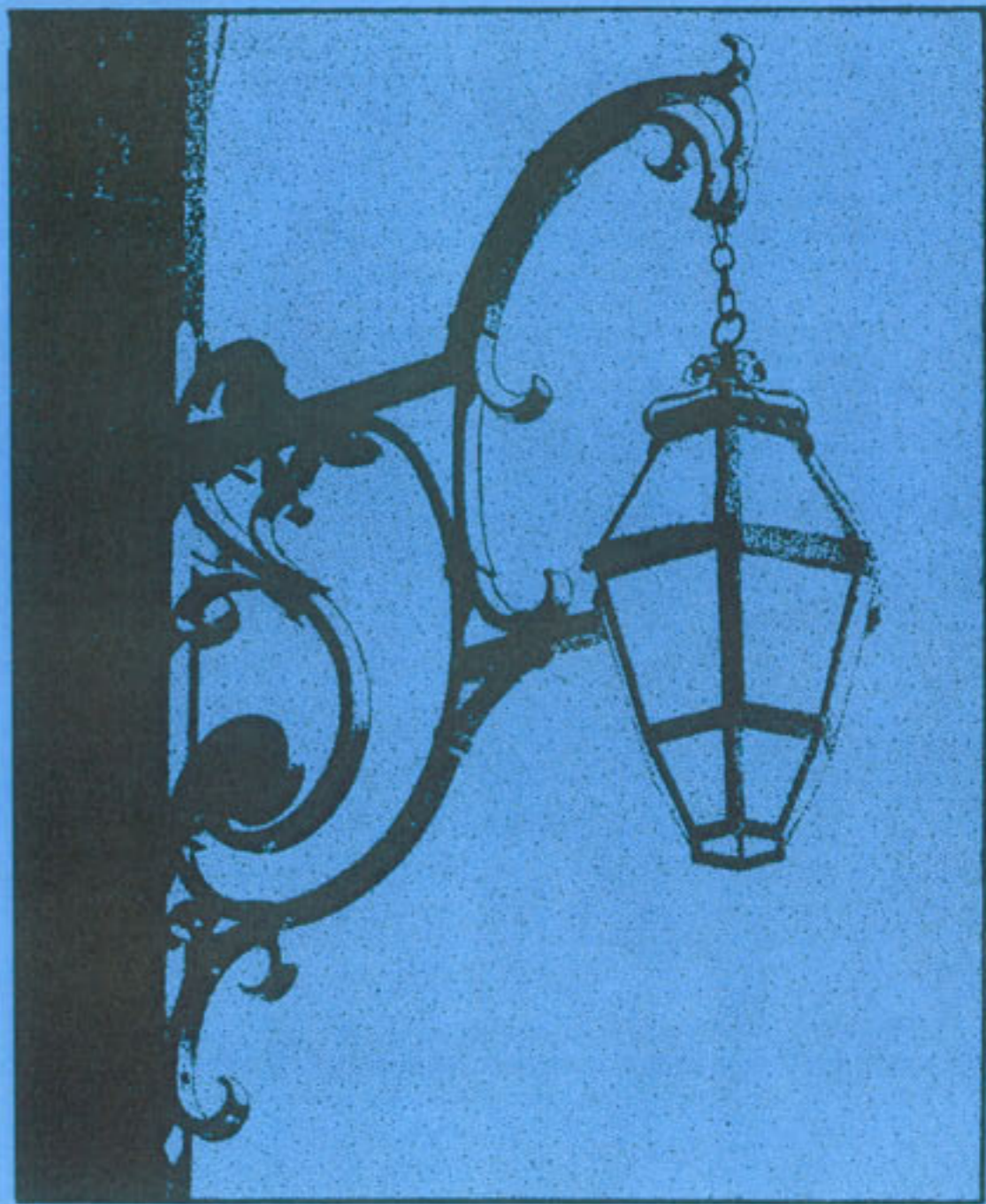
Through a series of seminars in February and March of 1986, the Campus Plan sub-committee gathered opinions about campus needs from a broad representation of trustees, administrators, faculty, students, alumni, city officials, and townspeople. There were separate meetings with administrators for Student Services, Continuing Education, Athletics, Health and Sports Science, the Traffic Commission, and the Building and Grounds Committee of the Board of Trustees.

INTRODUCTION

A landscape architect was engaged to assess and make landscaping recommendations for the campus. His report was the basis for the detailed landscape plan developed.

Because of the particular problems of Salem Hall, the chemistry-physics building, a consultant assessed the condition of that building and made recommendations as to its safety and use for the chemistry and physics programs.

A meeting with consultants, engaged by the City of Winston Salem to study the environmental impact of a plan approved by the city and state to extend Silas Creek Parkway to North Point in the northwest sector of the city, identified the several alternatives being studied for the extension. The advantages and disadvantages for Wake Forest were discussed at length with the consultants. The President appointed a member of the University legal staff as liaison with Winston-Salem officials in all matters affecting Wake Forest University. He will continue to represent Wake Forest's interests in the Silas Creek project as well as other city and neighborhood matters.



SUMMARY

ASSUMPTIONS AND PRINCIPLES

This list of assumptions which form the basis for campus planning is abstracted from the Report on Architectural Standards, Design, and Planning. Refer to the Supporting Documents section for the full text of this report, which contains important discussions bearing on the planning process.

The objective of a Campus Plan is to recognize the nature of the University and to provide a physical framework for its continued development. Learning and scholarly activities are sustained by a good physical environment. The educational goals, spirit, and ideals of Wake Forest University are primary components in the development of the new Campus Plan. The Campus Plan draws on the Statement of Mission and Purpose which identifies those elements distinctive to the University. The Plan develops the guidelines which protect and enhance these elements and projects them into an uncertain future. Although the Plan deals with physical matters such as buildings and roads, heating plants and parking lots, its basic aim is to embody a dream, to give physical expression to the ideals and aims of the University.

The campus environment makes a statement about Wake Forest's institutional values which are distinctive. The attractiveness of the Wake Forest campus is arguably one of its greatest assets. When Wake Forest is compared to its peer institutions by prospective students, faculty, and other visitors, the beauty of the campus is regularly acknowledged. The careful development of the campus must be a top priority of the University.

To maintain Wake Forest University's reputation for academic excellence and to provide for current and future needs, change is inevitable. Expansion of the physical facilities to accommodate the recent growth in enrollment, modification of the curriculum, and changes in technology require an up-dated Campus Plan to assure efficiency, beauty, and harmonious relationships in the use of the land and resources. The Campus Plan is a valuable instrument which enables the University to estimate costs, to project goals, and to establish priorities for fund raising.

A major challenge facing the campus planning effort is the transition of Wake Forest from its setting in a once rural, now suburban area, to what is becoming an urban one. The rapid and intense development of the surrounding neighborhoods and business districts places new pressures on the boundaries, roadways, security, maintenance, and land use. In light of these pressures, preservation of the tranquil, residential campus environment which has characterized Wake Forest from its beginnings becomes a difficult yet necessary task.

In developing the recommendations, the University has drawn upon the following assumptions and principles:

PROGRAM ASSUMPTIONS

- Academic excellence, religious heritage, and financial stability will continue to characterize the University.

- The undergraduate college will remain the core of the University and will continue to provide the highest quality liberal arts education in a residential setting.

- The size of the undergraduate enrollment will not increase in the foreseeable future. The curriculum for the undergraduate college will remain largely unchanged in the near future, although there may be short-term changes of emphasis. Buildings and external spaces will be designed to meet the needs of the current student body. Expansion in the physical facilities assigned to undergraduate studies will come, therefore, from provision of unmet space needs, and from current space needs generated by changing technologies.

- There will be some changes in enrollment and curriculum in the graduate school and professional schools; space needs required by these changes will be reflected in the Campus Plan.

PLANNING ASSUMPTIONS

- Flexibility is essential to the Campus Plan. Standards and plans will be revised as needs and technologies change.

- Campus boundaries and entrances will be defined and protected. Appropriate land use on the borders of the campus will also be aggressively pursued.

SUMMARY

- The alleviation of the congestion caused by campus and through traffic will be prime considerations in planning decisions.
- Roadways now open to the public, will be restricted to University-related use.
- Parking and traffic will be reduced in the central campus, which will be reserved primarily for pedestrian use.
- Vehicular and pedestrian access to campus will be facilitated by a clear system of signage.
- Logical relations between activities and building locations must be strengthened. Logical and related groups within the academic, housing, service, and athletic areas should be developed and maintained.
- Axes, courts, and vistas should direct traffic, encourage interrelationships, and create pleasure, particularly in the more formal main core of the campus. The open spaciousness of the perimeter areas should be maintained and preserved.
- The integrity of architectural style on campus will be protected by: (1) use of compatible materials, (2) retention of human scale in building mass, and (3) careful attention to siting.

Attention to these principles will allow new buildings to be compatible with existing buildings, but not copies of them. Buildings nearest the central campus core will most closely match existing buildings. More peripheral buildings, while compatible and of similarly high architectural quality, will have more design flexibility.

- A comprehensive landscape plan should include: (1) a greater variety of native plant materials, (2) landscaping to enhance courts, vistas, and architectural features, (3) landscaping to soften or minimize undesirable features such as broad expanses of parking and service entrances, and (4) landscaping transition from a more formal core to a less formal periphery reinforcing a similar transition in the architectural plan.

- Campus facilities will be reallocated according to the University's needs. New buildings constructed will have adequate maintenance budgets.

- A campus-wide identity including both old and new buildings must be developed; each new facility will add to the overall aesthetic quality of the campus.

IMPLEMENTATION

- Capital planning is a consultative process which invites interested parties to help refine the plan. Through open meetings, advice from professional planners, campus-wide discussion of tentative proposals, and attempts to reach consensus within the campus community, the plan that is developed will represent the institutional character and fill the University's long term needs.

- The University will have appropriate procedures to assure that the plan is regularly reviewed, revised, and followed. The Campus Plan should be dynamic; at the same time, changes in it should be made with great care.

SUMMARY OF RECOMMENDATIONS

This is a brief summary of the major recommendations from the Campus Plan. Refer to the full text of The Campus Plan (the next section of this report) for a full discussion of the recommendations.

The Campus Environment:

Wake Forest University will continue to work with the City of Winston-Salem in its efforts to establish an extension of Silas Creek Parkway to the North Point area. The University will urge vigorously that the extension be routed behind the AT&T property, and will strenuously oppose any routing of the extension through the Reynolda campus.

The University will work with the City for the return of control of intracampus roads to the University upon the completion of the Silas Creek Parkway extension, and will devise ways of limiting non-university traffic on these roads.

The University will continue to acquire property on its boundaries, and develop these properties in such a way as to protect the ambience and character of the campus and the neighborhood.

The University will develop the entrances to the campus to indicate visually the educational nature of the campus and to ease the transition from the more urban area around the campus.

The University will continuously have an administrator with appropriate personal and professional qualities assigned to duties of city liaison.

Building Sites:

The professional schools of Law and Management will be relocated to the area north of Wake Forest Road near the water tower. This will allow the central campus, including the Carswell and Babcock buildings, to be reserved for the undergraduate schools and the Graduate School.

The site opposite Tribble Hall and between Reynolda Hall and the Library is reserved for the University Center. Vacated spaces in Reynolda Hall will be renovated.

The northern side of the area between the Library and Salem Hall will be reserved for an additional science building. The southern portion of this area will be reserved for possible additional parking which may be needed after the library is expanded.

The site north of Winston Hall on the curve of the campus road will be reserved for a social sciences building, housing the departments of Psychology, Anthropology and Sociology.

A new wing at the west end of the north wing of Winston Hall will provide for expansion of the Department of Biology and the provision of adequate animal facilities.

Salem Hall will be renovated and a wing at the north end of the building will provide for the interim needs of Chemistry and Physics.

A new entrance will be constructed to the north of the Library to provide a on-level entrance and needed space. A stack extension will be provided on the south side of the Library.

After the construction of a new School of Management building, the current Babcock building will be reserved for undergraduate uses. In the event that a School of Theology should be established this building could be used for that school and the Department of Religion.

Additions to Johnson and Bostwick dormitories and a site across Faculty Drive from the faculty apartments will be reserved for possible future housing needs.

Athletic Complex and Health and Sports Science:

Intercollegiate athletic facilities and fields will be consolidated in a quadrant near the present outdoor tennis courts, athletic dormitories, the baseball field, and University Parkway (see Figure 14).

The Polo Road field will be transferred to the Department of Health and Sports Science. Poteat field will be lighted to extend its usefulness for intramural programs.

When the new Athletic Complex near University Parkway is completed, the Athletic Center will be transferred to the Department of Health and Sports Science.

Traffic and Parking:

Parking will be reduced in the central campus and additional parking will be provided at the periphery, particularly in the south campus area, to provide adequate and equitable parking near all housing areas.

On-street parking will be eliminated and two-way traffic will be resumed on the south campus streets.

Student parking will be assigned in the peripheral pool parking lots. The central parking lots will be reserved for faculty, staff and visitor parking. In these lots specially assigned spaces will be provided for handicapped persons and service vehicles.

The large parking lots will be adequately lighted and landscaped attractively.

(Refer to Figures 15-18).

Landscaping:

The basically formal plan for the central campus will be resuscitated and developed. The more peripheral parts of the campus will be treated in the more informal English park style. This transition will enhance and soften any transitions in architectural style.

Areas of the campus which have become overgrown will be renovated, and other areas where planting was not continued will be developed.

A greater variety of plant materials will be used than at present. This will not only enhance the beauty of the campus, but will lessen the dangers of widespread devastation by plant diseases (as in the disease of the elms on the plaza).

Courtyards will be defined and vistas enhanced by landscaping. Special attention will be given to the vista from the north toward the Library, the entrance area to the west of Reynolda Hall, the Magnolia Court, the area between the Library and Salem Hall, and all entrances to the campus.

A consistent long range program of maintenance and renovation of landscaping will be established to replace the present casual and sporadic program.

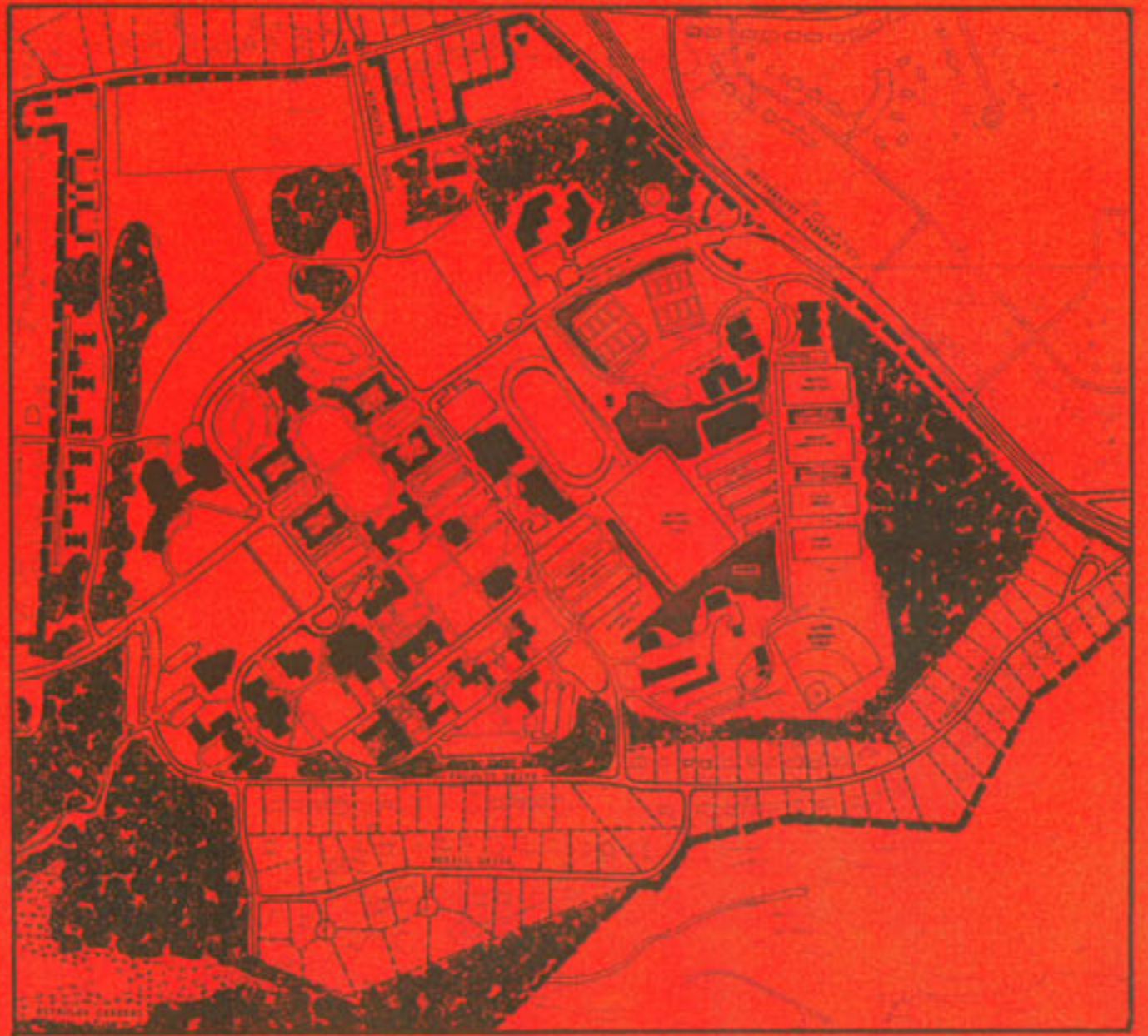
(Refer to Figures 19-24 and the landscaping section of the Supporting Documents section of this report).

Signage:







A signage consultant will be employed to develop a consistent and tasteful signage program for the campus. Such a system will provide more useful information, reduce clutter, and be consistent with the style and architecture of the campus.

Building Inventories and Condition:

The report gives a general appraisal of conditions of the physical plant. A consistent plan for building and facilities appraisal will be established. A central repository for all building plans and reports will be established and continuously updated. A consistent on-going plan for maintenance, repairs and renovation will be established.



THE CAMPUS PLAN

-  BOUNDARIES OF WAKE FOREST UNIVERSITY PROPERTY
-  Unshaded portion is the original tract - unrestricted for educational uses.
-  Later additions - with some restrictions.
-  Reynolda Gardens and Reynolda Village - extensive restrictions on use.
-  Commercial Property - currently leased to AT&T.
-  Sold for residences, but recoverable by University

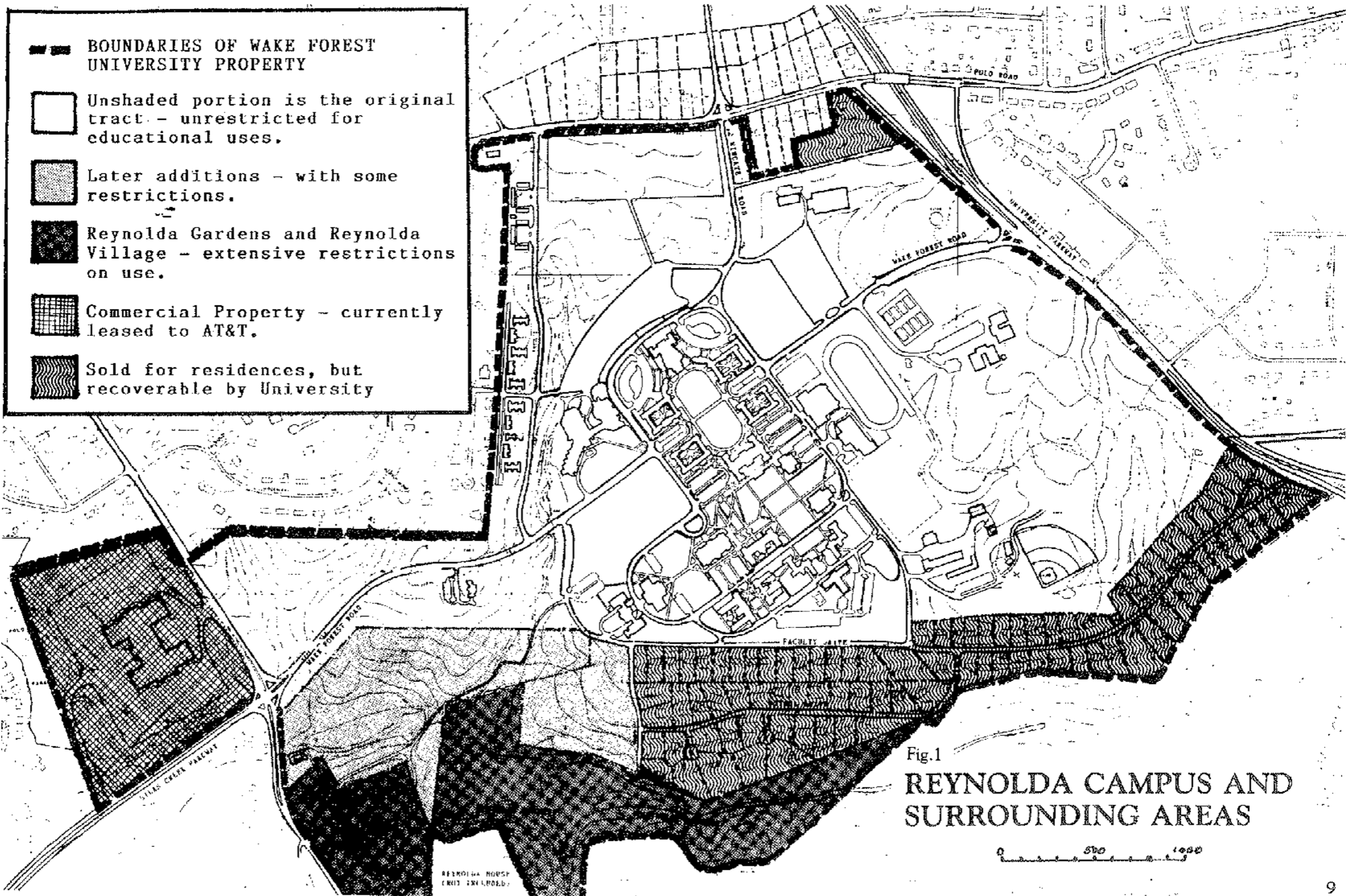
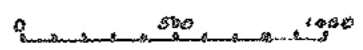


Fig.1
REYNOLDA CAMPUS AND SURROUNDING AREAS



THE CAMPUS ENVIRONMENT

PLANNING ASSUMPTION

Campus boundaries and entrances will be defined and protected. Appropriate land uses on the borders of the campus will be pursued aggressively. Roadways within the campus will be restricted to University uses. Parking and traffic will be reduced in the central campus.

When Jens Frederick Larson designed the new Wake Forest campus in Winston-Salem in the 1940's and 50's, he worked with a generous acreage surrounded by large country estates and farms. He was able to recreate the atmosphere of the original campus in the small, rural town of Wake Forest. The new campus became a quiet, pastoral, academic village with gracious buildings and expansive lawns and forests. Through the years, the beauty and harmony of this campus environment have made it an attractive place to work, learn, and live. More importantly, the campus environment has shaped the distinctive character of Wake Forest as a major university with a small college atmosphere in which friendliness, civility and concern for the individual rank equally with academic quality.

Now, however, the surrounding environment has evolved from rural to urban, with accompanying problems of traffic, parking, security, noise, aging neighborhoods, and intensive commercial and residential development. These problems, which will multiply in the future, threaten not only the beauty and conve-

nience of the campus, but the very nature of the University itself. Only if Wake Forest plans carefully and acts quickly in concert with city officials and area citizens will the irreparable damage done to campuses in similar situations be avoided.

The rural, academic village is gone forever. But during the next two decades Wake Forest and Winston-Salem together can create something as distinctive for the civic and educational landscape—a tranquil, green, academic island near the heart of one of the country's most livable and progressive cities.

PROBLEMS

Traffic and Security

Traffic is the most apparent and pressing problem, both on the major roadways surrounding and through

the campus. (Tables 1 and 2). City traffic engineers estimate that 70 percent of this traffic is unrelated to the University. Most of the traffic comes from cut-through, rush hour traffic going between Silas Creek Parkway and either University Parkway North or the RJR/Whitaker Park/Coliseum area. Campus roads were not designed to carry 17,500 vehicles through the heart of a compact community of 6,000 students and employees.

Of equal concern are safety and security. As students and staff go to classes and offices each day, they must dodge thousands of cars. The problems are particularly critical near the Fine Arts Center, the north side of Wait Chapel, and the faculty and student apartments. Emergency and police vehicles also have difficulty traversing the campus during peak traffic hours.

The chart below gives the counts for the vehicles per day going in either direction on several streets surrounding the campus. The counts were taken by city traffic engineers.

Table 2: Change in Traffic Density on Selected Winston-Salem Streets, 1970-1985

Streets	Years					15 year Increase
	1970	1975	1979	1982	1985	
Reynolda at Woodberry	13,300	15,500	21,000	20,400	24,500	84%
Silas Creek at Reynolda	11,000	15,000	22,000	21,700	25,000	127%
Polo at Wake Forest Campus	7,900	-	10,800	14,800	17,500	122%
University Parkway at Wake Forest entrance	8,000	8,100	15,000	17,400	20,200	153%

The chart below gives the counts for the vehicles per day going in either direction on several streets surrounding the campus. The counts were taken by city traffic engineers.

Table 1: Comparative Traffic Counts on Winston-Salem Streets

<u>Street</u>	<u>Vehicles per day</u>
Wake Forest Road at Reynolda Road entrance to Wake Forest University	17,500
Polo Road at Wingate Drive	17,500
University Parkway at Polo Road	17,100
Robinhood Road at Silas Creek Parkway	17,000
Country Club Road at Silas Creek Parkway	16,300
Coliseum Drive at Reynolda Road	15,400
Stadium Drive at Winston-Salem State University	16,100
Akron Drive at Northside Shopping Center	11,300
32nd St.(Reynolda Blvd.)at Whitaker Park	11,700
Reynolda Road at Polo Road	20,900
South Stratford Road at Thruway Shopping Center	22,500
Peters Creek Parkway at Marketplace Mall	24,000
<u>Campus Streets</u>	
Wake Forest Road at President's home	17,500
Wake Forest Road at Fine Arts Center	12,700
Wingate Drive at Polo Road	10,000
Faculty Drive at Winston Hall	1,500

Traffic also creates noise pollution. The large residence halls flanking the Chapel and the faculty and student apartments are bombarded with the noise of heavy traffic.

The proposed Silas Creek Parkway extension offers some relief for these serious problems, but as explained in the section below, it does not provide a permanent answer.

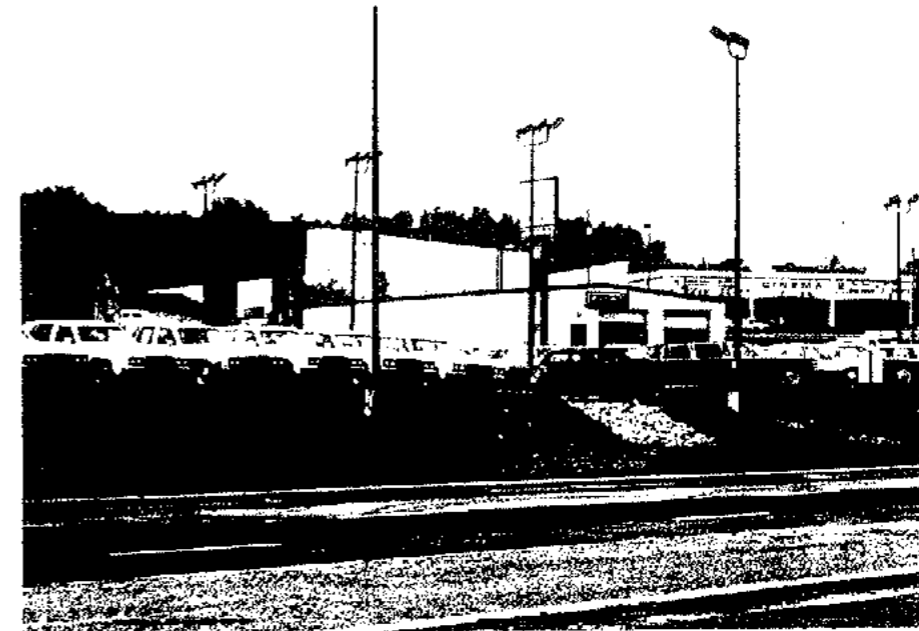


Fig. 2

Development of the North Point shopping center in the early 1970s broke into the rural character of the area west of the University. It is a nucleus of a rapidly expanding business/office/high density housing development which will soon stretch from Highway 52 to the boundaries of the University.



Fig. 3

Extensive apartment and condominium complexes of differing quality have proliferated in the Reynolda Manor area and between the University and North Point. The boundaries of the University present prime targets for such developments.



Fig. 4

A solid line of traffic extends from the Reynolda Road entrance to the Fine Arts Center at peak traffic hours. Similar congestion occurs at the Polo and University Parkway entrances. Refer to Tables 1 and 2 for data on non-university traffic which uses the campus roads.

Boundaries

Wake Forest is fortunate to be well-protected on three of its four borders: Reynolda Gardens and Old Town Club to the south, Reynolda Road and attractive neighborhoods to the west, and University Parkway to the east. These areas provide transitional borders which prevent incompatible developments from being built on lands adjoining the campus.

The northern border at Polo Road is less well protected. The area currently has attractive homes, well-kept rental houses, and some open land. However, the city's development plans call for the large tracts of undeveloped land farther north of Polo Road to be zoned for high density, multi-family housing. (See Fig. 6) During the next decade, there will be increasing pressure for rezoning the properties on both sides of Polo Road, as has already happened on Long Drive for the buildings of the Pilot Mountain Baptist Association and the First Assembly of God Church. Further office, commercial, or high-density residential zoning in the Polo Road area would allow developments incompatible with the campus.

The continued growth of the RJR Nabisco complex, the booming commercial developments in North Point and Madison Park, and the high-density housing north of the campus will increase the population congestion in this part of the city. Together these developments are completing the circle of urbanization around the campus.

The city's proposed Greenway, a public walking and bicycling path through the campus and Reynolda Gardens, provides recreational opportunities and an attractive link with the community, but also creates concerns about security and future land use.

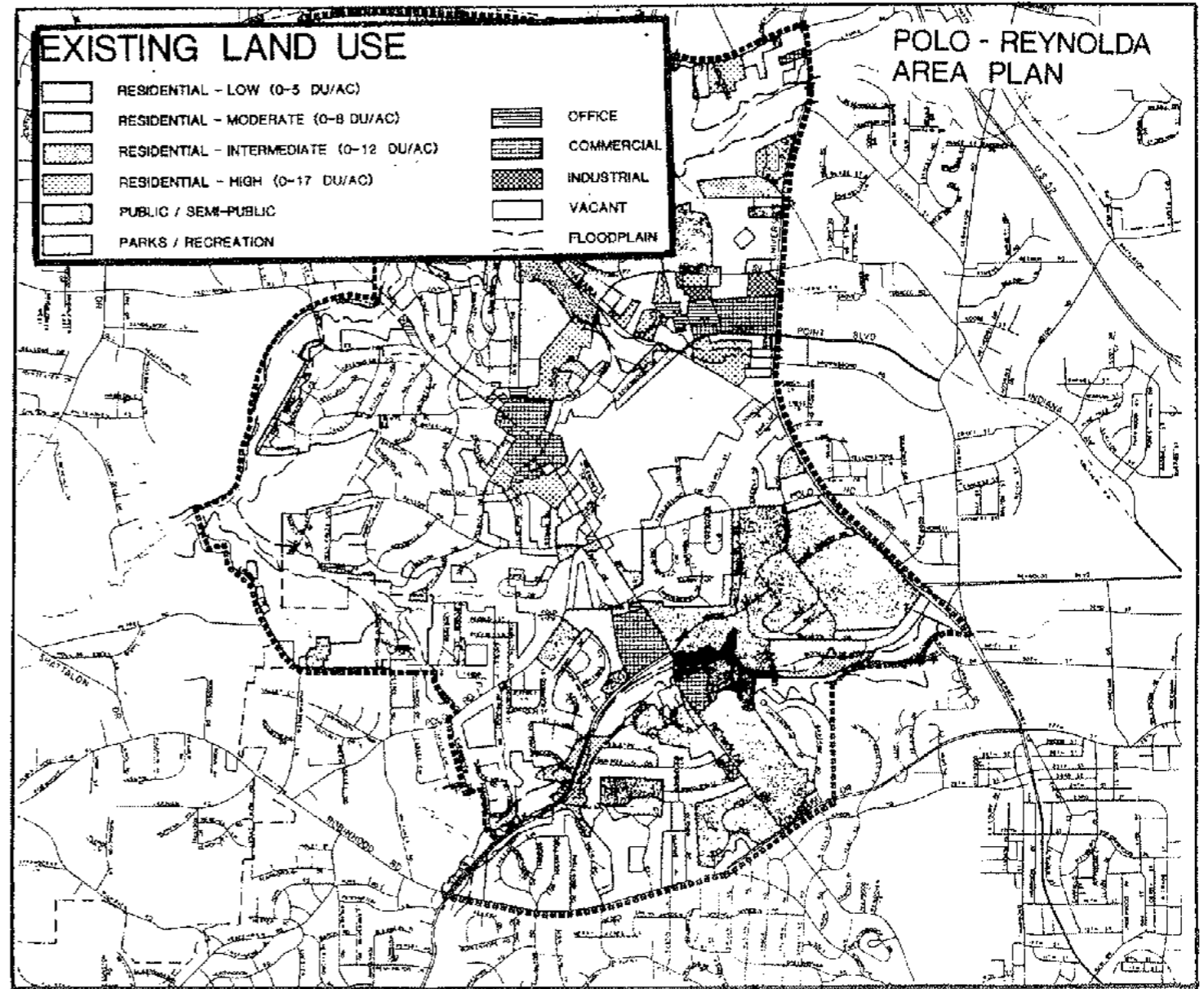


Fig. 5 From City-County Planning Board Study

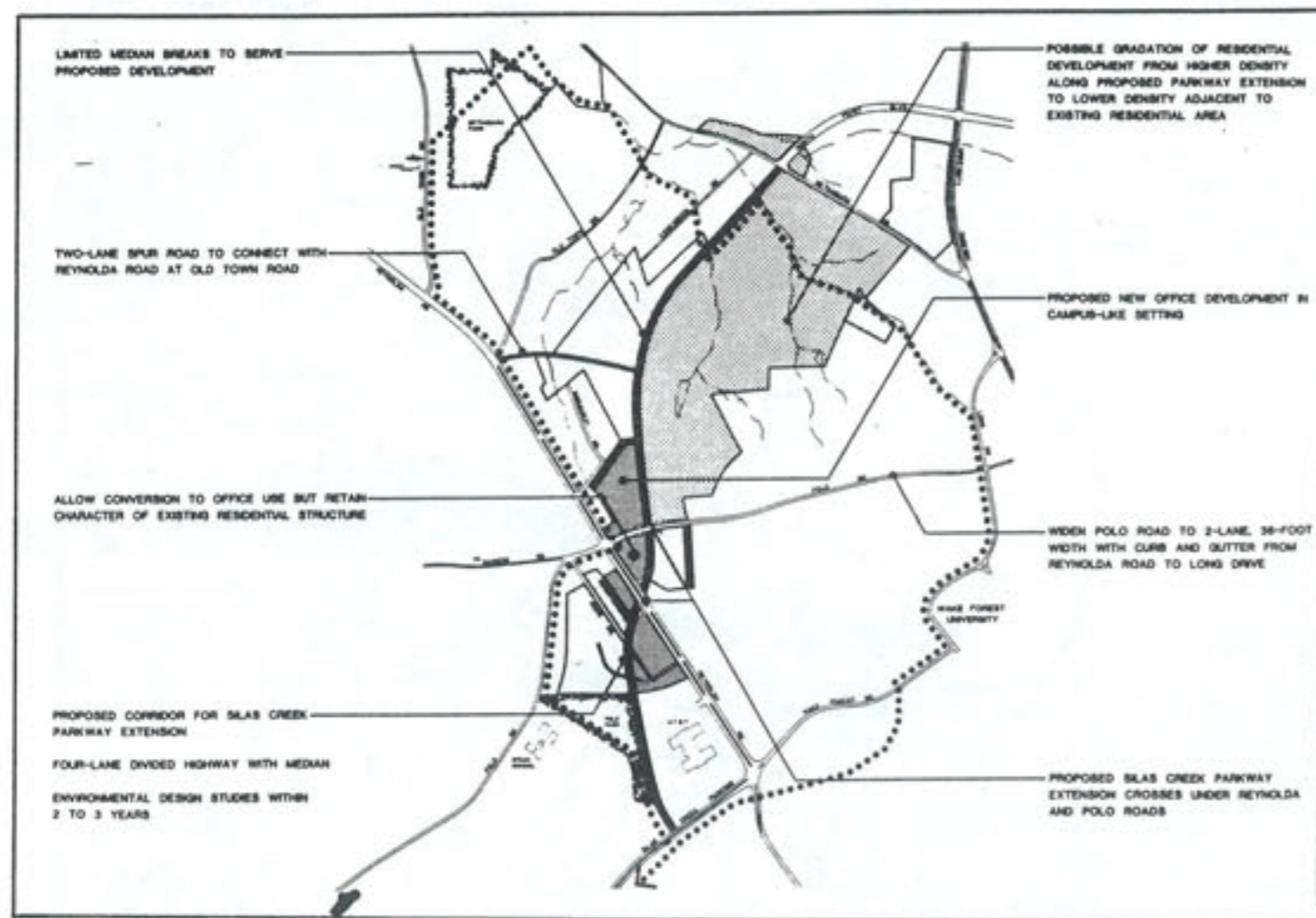


Fig. 6
 Overview of area involved in proposed Silas Creek Parkway extension with proposed changes in land usage.

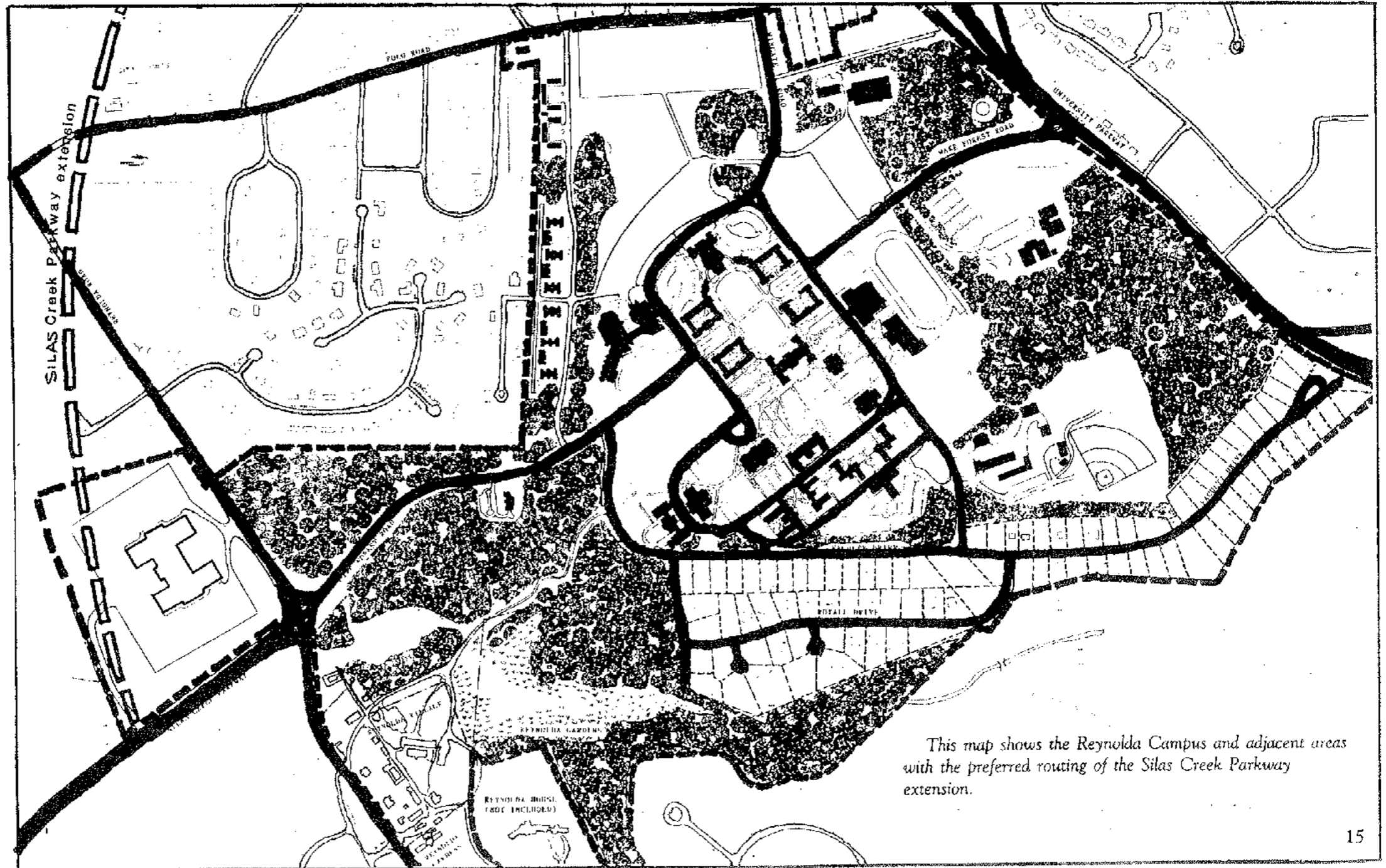
Neighborhoods

Several attractive neighborhoods offer a wide range of housing for employees, students and townspeople: Faculty Drive, Faculty/Married Student Apartments, Belle Vista Court, Woodberry Forest, the Rosedale/Crepe Myrtle/Friendship area, and Brookwood. Many of these neighborhoods were built when Wake Forest relocated thirty years ago; over the next two decades, renovation and renewal will be needed to keep them desirable. Property owners may be expected to maintain their homes, but the University has not always exerted equal concern in maintaining its apartment complexes. Traffic problems and congestion may also lessen the attractiveness of these neighborhoods. The special residential nature of the campus may be jeopardized if Faculty Drive and Belle Vista Court cannot be reserved for Wake Forest personnel. A study undertaken during the campus planning process revealed special concerns about the use of the Faculty Apartments.

Entrances

Defining the campus perimeters and entrances will be increasingly important as the surrounding area becomes more densely built and populated. Until the recent construction of the brick entrance walls at the intersection of Reynolda Road and Silas Creek Parkway with Wake Forest Drive, there was no formal entrance to Wake Forest. The other two main entrances, at Polo Road and University Parkway, are still undefined.

Fig. 7 REYNOLDA CAMPUS AND IMMEDIATE SURROUNDINGS



PROPOSAL

City-county officials in consultation with University leaders have developed a plan which addresses several of Wake Forest's most serious concerns. The "Polo-Reynolda Area Plan" (Figures 5 and 6) was approved by the Board of Aldermen in February, 1985.

Roadways

The plan's major feature affecting Wake Forest is the proposed Silas Creek Parkway extension. As shown on Fig. 7, the city's preferred route links Silas Creek Parkway and University Parkway North. Silas Creek traffic would be routed around Wake Forest's property at the AT&T building, under Reynolda and Polo Roads, and over mostly undeveloped land to an intersection with North Point Boulevard near University Parkway. City traffic engineers have determined that most of this traffic is currently cutting through the Wake Forest campus.

City officials and the North Carolina Board of Transportation have approved funding for this route and construction of the project as early as 1991. However, federal law requires that a Route Location Planning Report and an Environmental Impact Statement be completed by independent consultants before federal highway funds can be used for this project. The study, scheduled to be completed by C. E. Maguire, Inc. in early 1987, must consider all alternatives and suggested routes. As shown on Fig. 8, two suggested routes have the extension going directly through the west side of the campus, which would be disastrous for the campus environment. Wake Forest officials must work to convince the con-



Fig. 8
Alternate routes for Silas Creek Parkway extension considered in Environmental impact study. Alternates F and G would pass through the Reynolda Campus and would have disastrous impact on the University.

sultants that the city's favored route is the best alternative.

The extension, however, provides only partial relief for the University's traffic problem. Wake Forest's roads will continue to be an attractive route for traffic between Silas Creek Parkway and University Parkway South, Polo Road East, or University Parkway North as building in that area increases. The only permanent solution is for the University to regain control of all campus roadways.

Legal research shows that Wake Forest never deeded campus streets to the city. Instead, the city and Wake Forest established a "gentlemen's agreement" that the city would maintain these campus streets as long as Wake Forest left them open for the public's use. Though this agreement has worked for much of the past thirty years, the growth of the urban area makes it desirable for both the city and the University that it be ended. City officials agree that the proper timing for this change will be when the Silas Creek Parkway extension opens. The extension, combined with continuing improvements for Reynolda and Polo Roads, will give city drivers attractive, well-designed routes around Wake Forest.

Once this change is approved, the University must control through traffic on campus roads by the following methods:

(a) blocking Faculty Drive north of Wake Forest Drive, probably at the Faculty/Wake Forest Drive intersection, and (b) blocking Wake Forest Drive behind Wait Chapel and building speed bumps on other busy streets. An alternative to (b) is installing reception plazas at major campus entrances which would both deter through traffic during rush hours and provide information sites for campus visitors.

Boundaries

Wake Forest must acquire a buffer of property on its northern boundary at Polo Road. The University should move immediately to purchase any properties which become available on both sides of Polo Road between Faculty Drive and University Parkway. These homes can be rented by the University or resold with appropriate provisions in the deeds for future use or resale. The residential character of the area should be preserved, although housing can be provided for students much as it is in the privately-owned and University-owned residences now in this area.

Though there are no long-term plans for the University to expand its academic or residential facilities along Polo Road, properties should be acquired in this area because it is the only direction for University expansion.

Neighborhoods

Wake Forest officials should work with the adjoining neighborhoods mentioned above to encourage pride and to address area concerns, particularly those attributed to University or student actions. The University should recognize that many area residents are active or retired employees of Wake Forest (or are attracted by the proximity of the University) and are therefore sympathetic to the University's goals. The University should take steps to encourage residents of these neighborhoods to feel a part of the community, and if it plans any major changes that might affect those neighborhoods, it should inform them.

If necessary to maintain the neighborhood environment, the University should consider purchasing selected housing for renovation and rental or resale. The University should take care not to undermine the gracious residential quality of its border by its own action. In the particular case of faculty apartments, the University should return them to their original use for faculty and staff and upgrade their maintenance. They should not be used for student housing in the future.

The University should cooperate with the city's efforts to create a Greenway in the Polo-Reynolda area. The route of the Greenway should be from the Reynolda Gardens pathway, along the west side of Faculty Drive, to the rear entrance of the campus at the Faculty and Polo intersection. The University should reserve the right to re-route the Greenway (at the city's expense) with appropriate notice to end the arrangement if problems make the Greenway undesirable.

Entrances

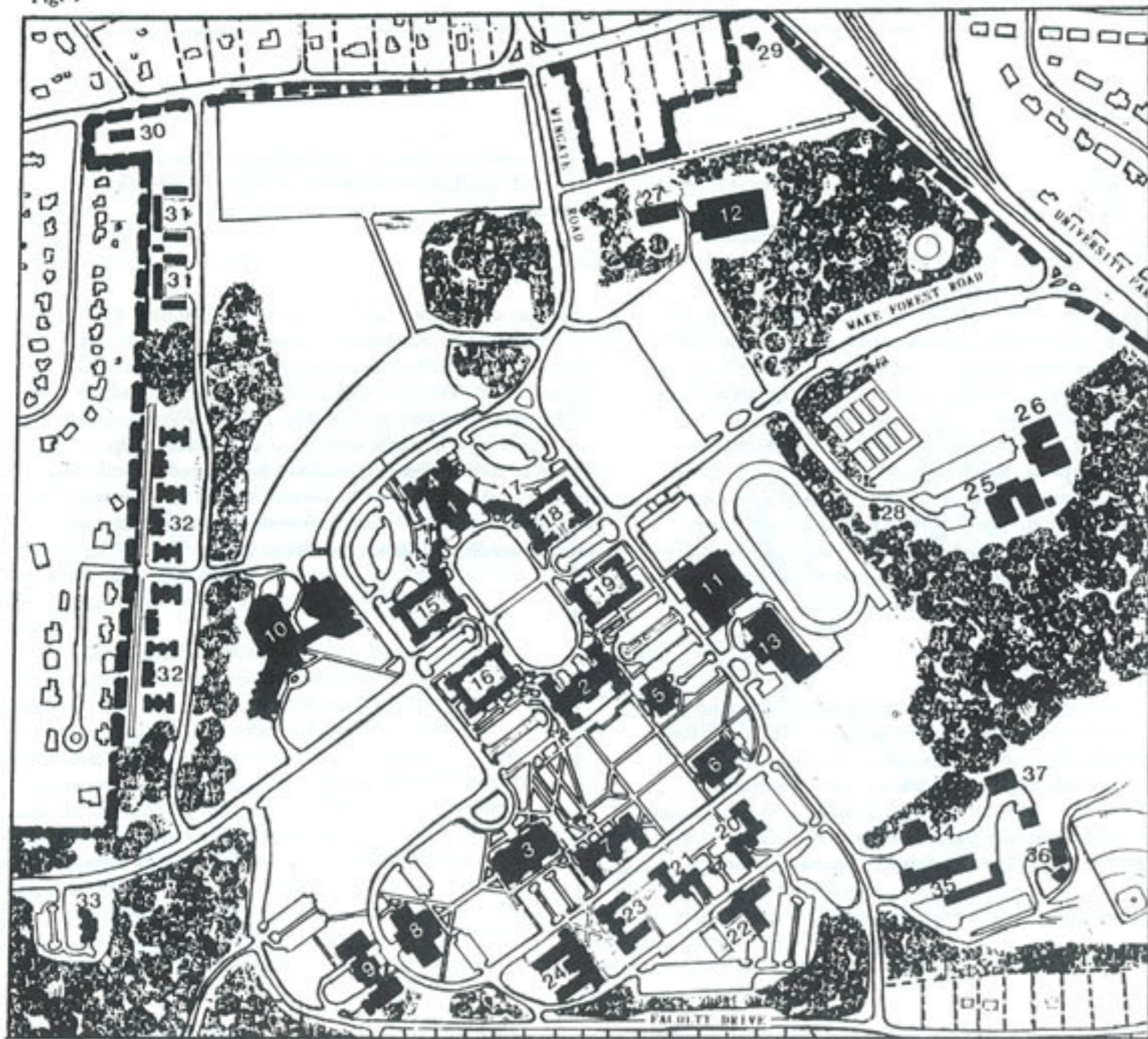
The University's boundaries and entrances should be secure and distinctive, but not defensive. The boundaries should include points of designated entrances and clear bounds as well as points of less defined interface with adjacent areas, such as Reynolda Gardens. The entrances should make a strong statement about the character and quality of the school. The formal entrance currently under construction at Reynolda Road/Silas Creek Parkway/Wake Forest Drive intersection is an improve-

ment. When the cross-campus traffic problems are alleviated, similarly impressive entrances should be constructed at Polo Road and University Parkway.

City Liaison

Because of a recommendation from the planning process, a University administrator has been assigned as the primary liaison with city/county officials, the Board of Aldermen, the Board of County Commissioners, and neighborhood interest groups. This official will represent the University's interests with these parties and keep abreast of zoning requests, roadway improvements and property availability. The University should continuously have an administrator with appropriate personal and professional qualities assigned the duties as city liaison.

Fig. 9



EXISTING BUILDINGS

1. Wait Chapel
2. Reynolda Hall
3. Z. Smith Reynolds Library
4. Wingate Hall
5. Babcock School of Business
6. Carswell Law School Building
7. Tribble Hall
8. Salem Hall
9. Winston Hall
10. Scales Fine Arts Center
11. Wm. N. Reynolds Gymnasium
12. Tennis Center
13. Athletic Field House
14. Efirid Dormitory
15. Taylor House
16. Davis House
17. Huffman Dormitory
18. Poteat House
19. Kitchin House
20. Bostwick Dormitory
21. Johnson Dormitory
22. South Dormitory
23. Babcock Dormitory
24. West Dormitory
25. Palmer Dormitory
26. Piccolo Dormitory
27. Townhouse Apts.
28. German House
29. French House
30. Spanish House
31. Student Apartments
32. Faculty Apartments
33. President's House
34. Heating Plant
35. Physical Plant Offices and Shops
36. Print Shop
37. Anthropology laboratories

BUILDING SITES

PLANNING ASSUMPTION

The integrity of architectural style on campus will be protected by (1) use of compatible materials, (2) retention of human scale in building mass, and (3) careful attention to siting.

Logical relations between activities and building locations will be strengthened. Logical and related groups within the academic, housing, service and athletic areas will be developed and maintained.

The Reynolda Campus contains about 320 acres, with the central campus occupying only about 100 acres. This core is the best area for building; the remainder, because of topography, remoteness, or importance as a buffer against encroaching urbanization, is less usable for buildings. Although there is general perception of a spacious campus, potential sites for building are quite limited and must be used with great care. Selection of building sites must consider long-range needs, relationships to other buildings, and consideration of axes and vistas which are of great importance to the overall campus plan.

A combination of increased enrollment, expansion of academic programs, new technology, and greater emphasis on research dictates how building needs should be assessed.

PROPOSAL

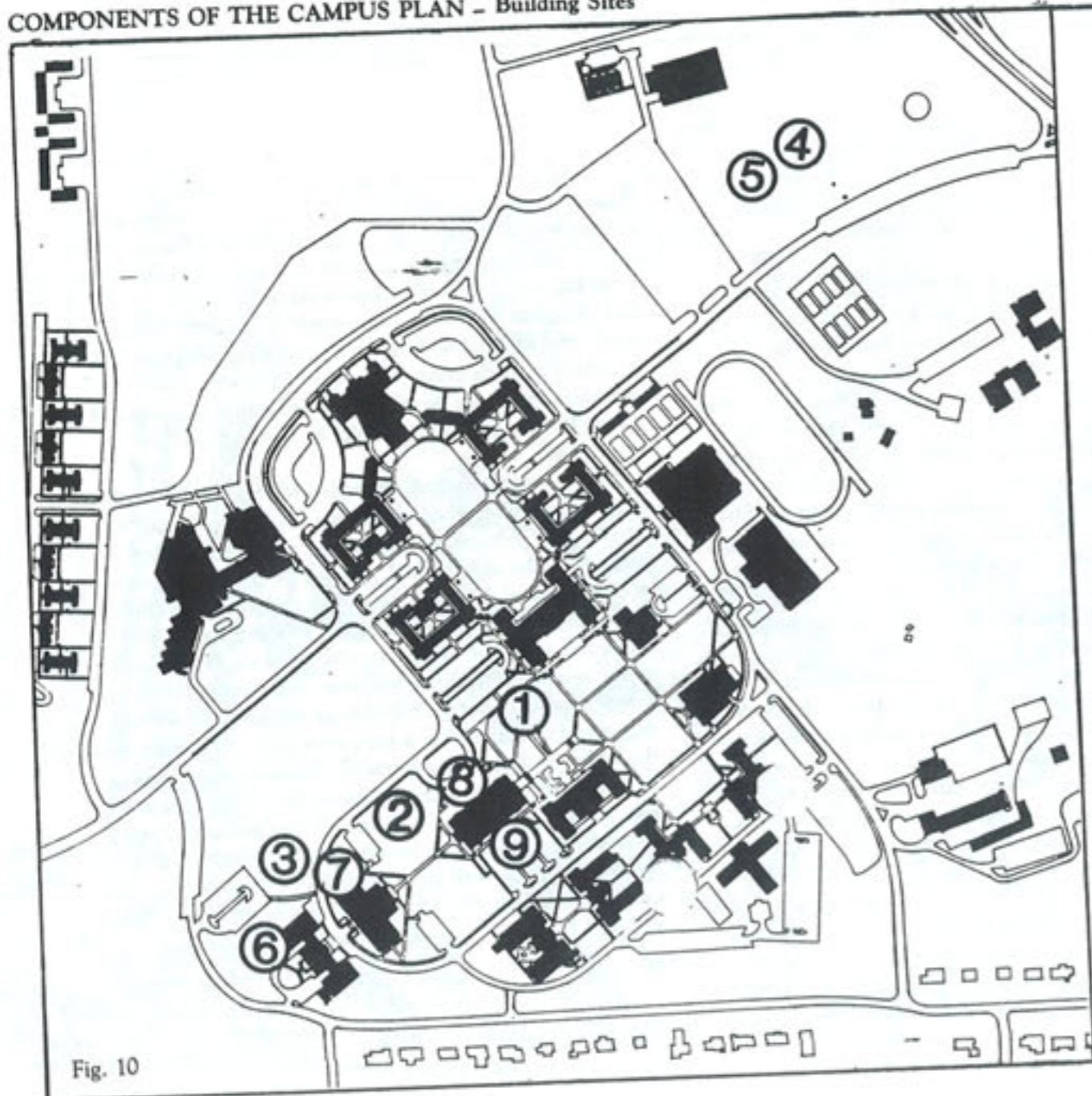
The original 1950s plan identified three important building sites which have not yet been used. (Refer to Fig. 10, numbers 1, 2, 3.) These are equally valid sites today and must be reserved for future buildings. Site 1, adjacent to Reynolda Hall and facing Tribble Hall across the axis running from the Library to the east, will be reserved for the University Center. Site 2, to the north of an axis running between the Library and Salem Hall, will be reserved for an additional science building. Site 3, on the curve to the northwest of Winston and Salem Halls, will be reserved for a social science building.

The central position of site 1, with good accessibility to all areas of the campus and its adjacent position to the food services and public areas of Reynolda Hall, make this the best site for the University Center building. No site, including site 1, is ideal with respect to parking. However, establishing a major parking lot at site C, and other changes in parking policy (see section on parking), make site 1 more satisfactory than any other site. Advantages on all other points make site 1 the clearly preferred site for the University Center.

The original plans for Winston Hall provided for a future expansion at the west end of the north wing (site 6 on Fig. 10). A foundation wall for the extension was provided at that time and basic utilities for the wing were stubbed off, to be extended when the new wing is added. This plan is reaffirmed and made a part of the current campus plan.

A study of Salem Hall prepared by Earl Walls Associates suggests that it may be possible to defer construction of an additional science building if Salem Hall can be renovated and expanded to a modest extent. Site 7 on Fig. 10 indicates a small wing added to the north end of Salem Hall. The wing could be located at the south end of the building, or if necessary, wings could be added at both ends. Also, space needs and cost estimates are being developed to determine feasibility of a new facility for either Physics or Chemistry at site 2 on Fig. 10.

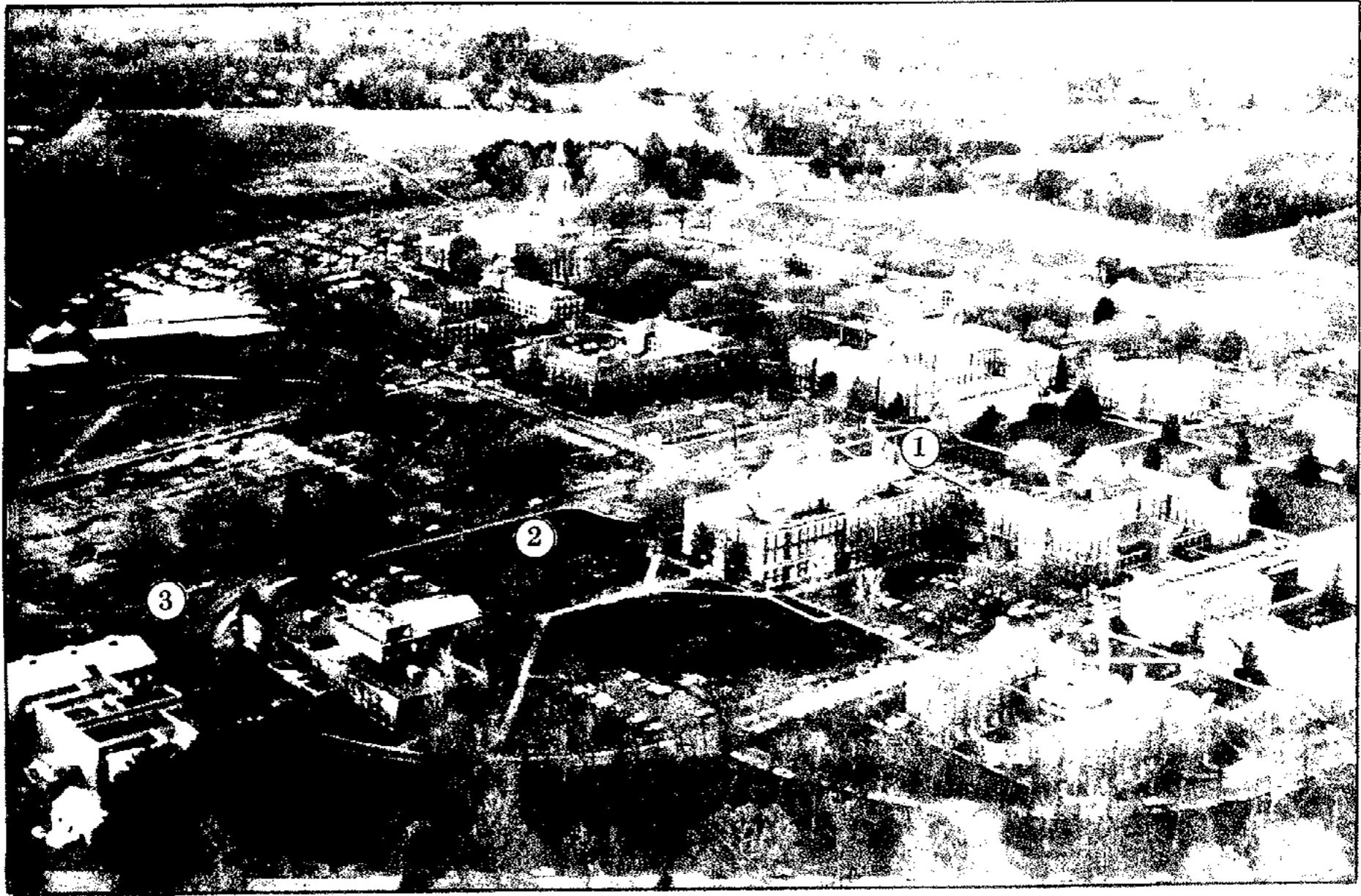
Some expansion must be added to the Library in the near future. The present entrance presents physical barriers to the physically handicapped and psychological barriers to the able bodied. A plan for a small entrance at ground level has been approved and awaits funding. However, this plan is a minimum solution to the problem and is out of architectural scale with its importance as a major campus building. A common feature of many imposing Georgian buildings is a single story terrace room which makes a transition between the mass of the building and the surrounding grounds. Site 8 provides for such an inviting entrance via a single story terrace room approximately 35 by 100 feet at ground level. This would also provide needed space for catalog and reading rooms as well as a visual link between two main campus buildings, the Library and Reynolda Hall. (Refer to Fig. 13).



BUILDING SITES

1. Recommended site for University Union
2. Future site for additional Science Building
3. Future site for Social Science Building
- 4,5. Recommended sites for Professional Schools of Law and Management
6. Addition to Winston Hall
7. Possible addition to Salem Hall
8. New street level entrance addition to Library
9. Stack addition to Library
- 10, 11. Additions to Johnson and Bostwick dormitories
12. Site for apartment style student housing.
- A, B, C. Alternate sites studied for University Union (rejected; see site 1)
- C, D, E. Alternate sites studied for professional schools. (rejected; see 4,5)

Fig. 10



Aerial view of the core of the campus. Compare with Fig. 10 (opposite).



Fig. 11 Schematic representation to show relationship of proposed University Center building to western end of Reynolda Hall. The connecting arch detail matches details of the archway between Reynolda Hall and Davis House.



Fig. 12 Schematic representation of relationship of proposed University Center to Reynolda Hall at the Magnolia Court. Note: Both Figures 11 and 12 are preliminary. The final appearance will not be made final until after full architectural study when this part of the plan is implemented.

There has been considerable discussion of the best way to provide additional space for the library collections. Some have argued that expansion could best be achieved by providing remote warehouse storage for parts of the collection which are rarely used, while others argue for providing expansion of the present building. While remote storage may be the best solution to large research universities with holdings of two to four million volumes, it would be inappropriate for an institution of Wake Forest's size and mission. The present collections have been very carefully chosen; they represent teaching rather than research holdings and contain very little that should not be readily available. It is recommended

that a wing with at least eight stack levels be added to the south of the present building at site 9. When this addition can no longer contain the library collections, the option of remote storage may then be considered.

To accommodate their projected growth and needs, the professional schools of Law and Management will be relocated more peripherally on sites 4 and 5, between the parking lot and University Parkway on the north side of Wake Forest Road. This will allow the central campus to be reserved for undergraduate colleges (Wake Forest College, the School of Business and Accountancy) and the Graduate School. Sites C, D, and E, considered as alternate sites for the professional schools, were deem-

ed inferior to sites 4 and 5 because of problems of public access, relationships to other campus activities, and the possible use of these sites for other campus developments.

One of the planning assumptions is that there will not be an increase in the size of the undergraduate student body, currently at 3,200. At present, however, student housing is inadequate to meet demand, and faculty housing has been used for student overflow for several years. The continued upgrading of student housing by reducing density is desirable, but this will further reduce the number of undergraduate housing spaces. In addition, very little housing is provided for graduate and pro-

fessional school students, and this is a significant need. The temporary expedient of housing student overflow in faculty apartments creates such serious unhappiness on the part of the faculty, that the committee has referred its findings to the administration for review. The campus plan identifies sites for modest expansion in housing to accommodate some of these several needs. Sites 10 and 11 indicate possible expansion of Johnson and Bostwick Halls. Site 12 indicates a possible location for a small cluster of apartment type units which would add to the variety of housing options for upperclass and graduate and professional students. The present student apartments complex needs general overhauling, and must be included in an overall review of student housing.

The Program Planning Committee approved the expansion of the research program in the Department of Biology directed by Dr. Raymond E. Kuhn into a full Institute of Tropical Parasitology if separate, outside funding can be obtained for the Institute. Although this may not happen in the near future, it must be considered in the long range plans. Site D on Figure 10 will be reserved for this Institute.

At different times there has been discussion of the establishment of an area on campus which could serve as "a garden of memory." In addition to attractive landscaping, this area could accommodate a columbarium. Although there are no firm plans for such an area at the moment, it seems wise to reserve the small wooded area near Wingate Road (in E on Figure 10) for this purpose.

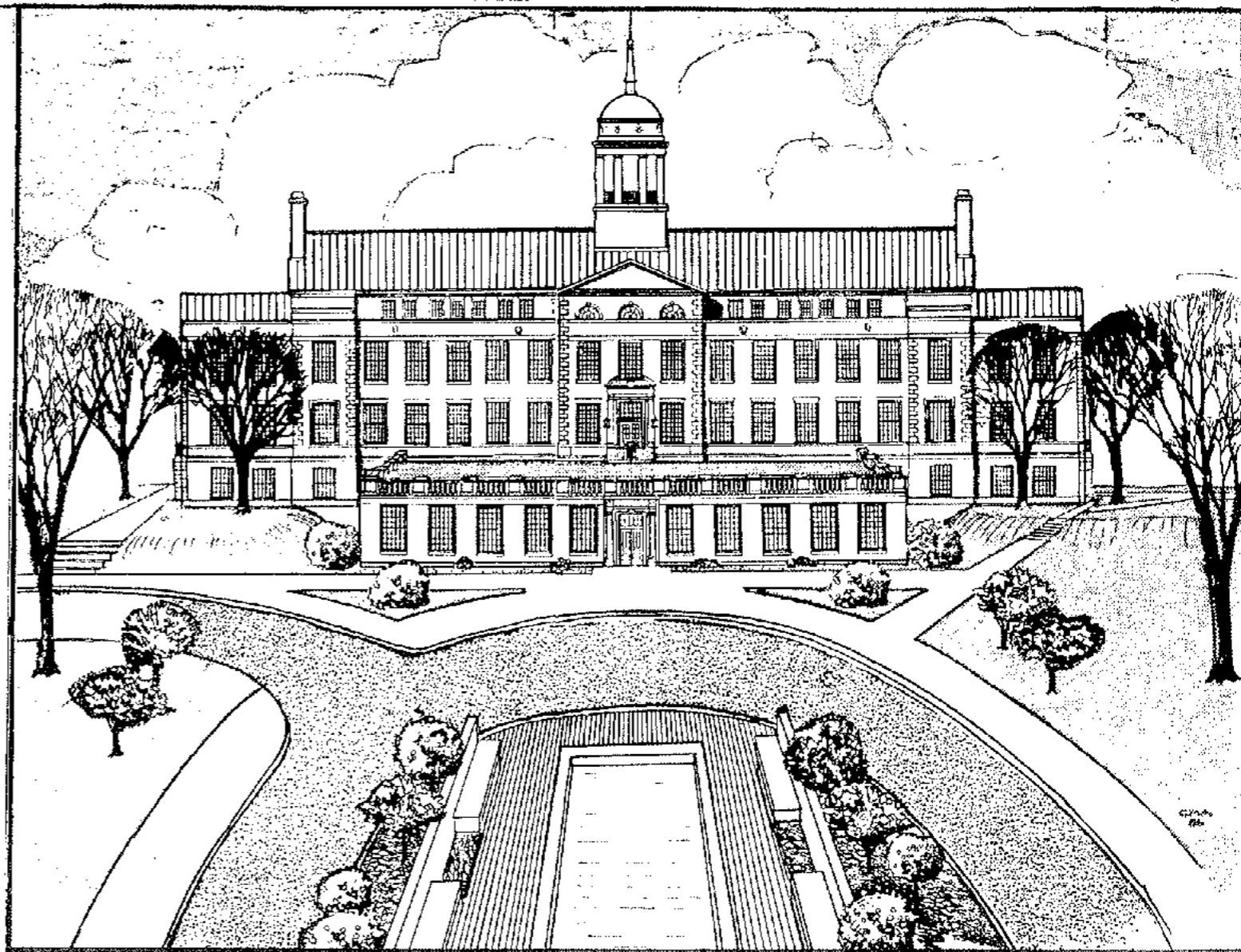


Fig. 13. Z. Smith Reynolds Library showing Terrace Room extension which provides expanded space for main catalog area with computer facilities, expanded reading rooms, as

well as grade level entrance. Refer to Landscape Detail Sheets A, G, and J (in Supporting Documents section) for details of planting in the oval and the vista approach to the Library.

BUILDING SUMMARY:

The following buildings and additions would solve all of the space needs for the foreseeable future.

- Build University Center at site 1 and renovate vacated spaces in Reynolda Hall.
- Build a new building for the School of Law at site 4. Use present Carswell Hall for School of Business and Accountancy and departments of Mathematics, Computer Science, and Economics.
- Build a new building for the School of Management at site 5. Use current Babcock building for undergraduate uses. If a School of Theology should be established, this building should be considered for that school and the Department of Religion.
- Build additional Science building at site 2. Renovate Salem Hall and construct small wing to provide for the interim needs of Chemistry and Physics.
- Build extension of Winston Hall at site 6 for expansion of Department of Biology and provision of adequate animal facilities.
- Build Social Science building at site 3 to house Sociology, Anthropology, and Psychology. This would provide needed relief in Tribble Hall and allow reunion of all segments of Anthropology: classrooms and offices, laboratories, and Museum of Man.
- Build new entrance to Library at site 8 and stack expansion at site 9.
- Provide, as needed, additional housing at sites 10, 11, and 12.

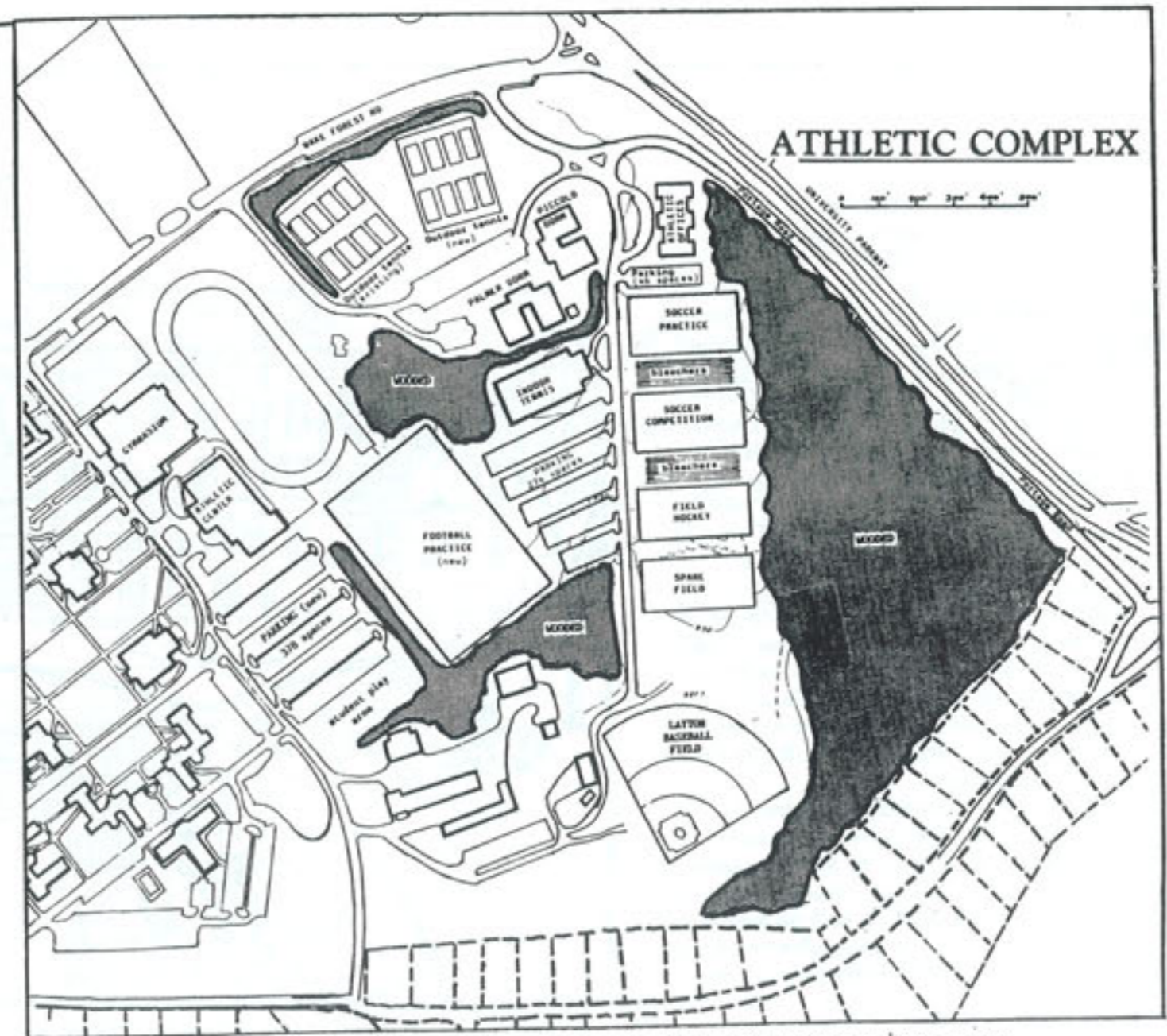


Fig. 14 The proposed Athletic Complex consolidates a number of athletic activities into a coherent center.

ATHLETIC COMPLEX AND HEALTH AND SPORTS SCIENCE

PLANNING ASSUMPTION

Logical relations between activities and building locations must be strengthened. Logical and related groups within the academic, housing, service, and athletic areas should be developed and maintained.

Athletic playing fields and other sports facilities require large amounts of space which must be fairly balanced between the organized, competitive intercollegiate programs and the intramural and recreational programs.

Beyond its current facilities, the Athletic Department has requested more outdoor and indoor tennis courts, soccer fields with lights for playing at night, and better parking for soccer and field hockey.

The Department of Health and Sport Science has at least three important programs with legitimate needs. First, more than 50 percent of the students, plus faculty teams, participate in a strong intramural program requiring sports facilities. Second, Wake Forest has good quality recreational facilities administered by the Department of Health and Sport Science, and it is committed to providing additional programs. Gymnasiums are used into the night, and during the regular school year outdoor playing fields are used until dark. Third, the Cardiac Rehabilitation Program is one of the three best programs of its kind on the east coast. With the new emphasis of the department as suggested by the name change from Physical Education to Health and Sports Science, and the national emphasis on exercise, these three programs need the attention of the planning process.

PROPOSAL

Orderly development of an athletic complex as a cohesive and integral unit is crucial to the entire campus plan.

Figure 14 shows a long range plan for a logical relocation for the present facilities and for future expansion. Even if financial opportunities and pressures force the University to move ahead quickly with new athletic facilities, these projects can be integrated within this plan. There is considerable space near the present outdoor tennis courts, the athletic residence halls, and the Layton Baseball field. Therefore it is sensible to develop an Athletic Complex in this area on the eastern side of the campus near University Parkway. A high ridge of land between the Parkway entrance and the baseball field can be converted to playing fields with a minimum of grading. Heavy woods would be left between the fields and University parkway to shield the fields from the public. Night lighting of the soccer field in this area would not offend residents, as it would at the present soccer field on Polo Road.

An additional outdoor tennis court would be constructed adjacent to the existing one on the present rugby field (water tower site). Since the indoor tennis building is prefabricated, it could be relocated easily to this Athletic Complex area. Its current location would then be available for professional school buildings. A future athletic office building very near the University Parkway entrance would provide a convenient location for ticket pick-ups. The Athletic Complex site would also provide some parking for athletic activities. Jogging and cross country courses could be routed around and between the new athletic fields.

An essential feature of the Campus Plan for parking is a major parking lot in the south area of the campus, to replace the present football practice fields. New practice fields, as indicated on Figure 14, should be developed as soon as possible so they will be completely ready when it is possible to proceed with the parking plans.

Attention will be given to the space needs of the Department of Health and Sports Science. Lighting Poteat field will enhance the intramural program by allowing extension of late afternoon programs, especially when the daylight hours are short. The Polo Road field, now used by the Athletic Department for soccer, field hockey, and golf practice, will be transferred to the Department of Health and Sports Science.

For the long term the Campus Plan recommends relocating the offices and activities of the Athletic Center to a new facility in the Athletic Complex area thereby releasing the Athletic Center to the Department of Health and Sports Science.

TRAFFIC AND PARKING

PLANNING ASSUMPTION

Parking and traffic will be reduced in the central campus, which will be reserved primarily for pedestrian use.

With the high volume of non-University traffic through campus, increase in vehicular registration, crowded parking lots, and illegal on-street parking, the campus has lost much of its serenity and pastoral setting. The beauty of the campus often referred to by visitors and alumni is fast being lost because cars surround most buildings and grassy plots are becoming either dust bowls or mud vats from illegal parking. At class-change times, students must be careful at several points to bow to the ever-present oncoming automobile.

Parking space for guests at large public events is somewhat limited. The full parking lots close to buildings make loading and unloading by service vehicles quite cumbersome. Student occupancy of faculty apartments, with the consequent higher density in automobiles, has resulted in increased traffic and parking problems there. Illegal on-street parking of unregistered automobiles behind Winston Hall on Faculty Drive has destroyed grassy lawn borders of homeowners.

PROPOSAL

The Campus Plan proposes a concept for parking and circulation which will separate pedestrian areas and vehicles as much as possible and which will work toward reducing vehicular parking in the interior of the campus. Space for student vehicles will be provided in large lots around the periphery of the campus. In addition to the two existing large pool parking lots (A and B on Fig. 15) and the lots near South Hall (M, N, and O on Fig. 15), additional student parking will be provided. (C, V, and X on Fig. 15). New parking lot C will be developed at the site of the present football practice field. With the construction of these new lots, all housing areas will have comparable amounts of parking at about the same distance from the housing units.

The remaining parking spaces in the campus core will be used for faculty, staff and visitor parking. Since these spaces will not revert to student use in the evening, there will be more adequate parking for visitors attending events at the University. Provision of more adequate visitor parking is a long-standing need. Figure 16 shows the areas reserved for student parking as compared with parking for other users. This figure shows graphically the improved fairness of student parking distribution, as well as the more logical distribution of all parking as contrasted with current somewhat haphazard parking pattern.

For clarity only two categories of parking are shown on Figure 16: (1) student and (2) faculty, staff, visitor. Actually the parking areas indicated as faculty, staff, visitor will have some spaces designated for handicapped parking as well as spaces for service vehicles. No lot is located farther than five minutes walking time from any building.

Parking lot H, at the west entrance to Reynolda Hall, is becoming a major entrance for visitors. It will be redesigned to provide a less cluttered and more attractive approach to what is becoming a major entrance to the inner campus for visitors. Refer to Figure 18 for details of the changes in this area as well as changes associated with construction of the University Center extension to the south of parking lot H.

All on-street parking by West, Johnson, Babcock and South Halls, on the street across from the library as well as the circle in front of the library, and on the street north of Wait Chapel will be eliminated. Figure 17 indicates the parking spaces which are eliminated. A reference to Figure 15 will show that even so the total number of parking spaces, both for students and for others, is significantly increased.

This map shows only parking in the central campus. There is additional parking at the apartments, near the physical plant offices and shops, etc. for which no changes are proposed. Refer also to the Athletic Complex plan for proposed parking in that area.

The parking plan, shown on this map:

- (a) provides student parking in peripheral lots, but with more equal distribution of lots convenient to all residential areas than at present
- (b) reserves parking in the central campus core for faculty, staff and visitors at all times.
- (c) removes parking from the streets and preserves to a greater degree the pedestrian character of the campus.

Summary of parking spaces in the central campus.

	Current Status	Proposed
Student	2217	2352
Faculty, staff and visitors	746	853
	<u>2963</u>	<u>3205</u>

Major additions:

New pool lot for south campus (at site of present practice fields) 388 spaces.

Two lots at Faculty Drive and Wake Forest Road. 80 and 35 spaces.

Major deletions:

41 spaces at west entrance to Reynolda Hall.

161 street spaces (Library circle, across street from Library, streets adjacent to four south campus dormitories, and Wake Forest Drive behind Chapel).

Fig. 15 PARKING (Central Campus)

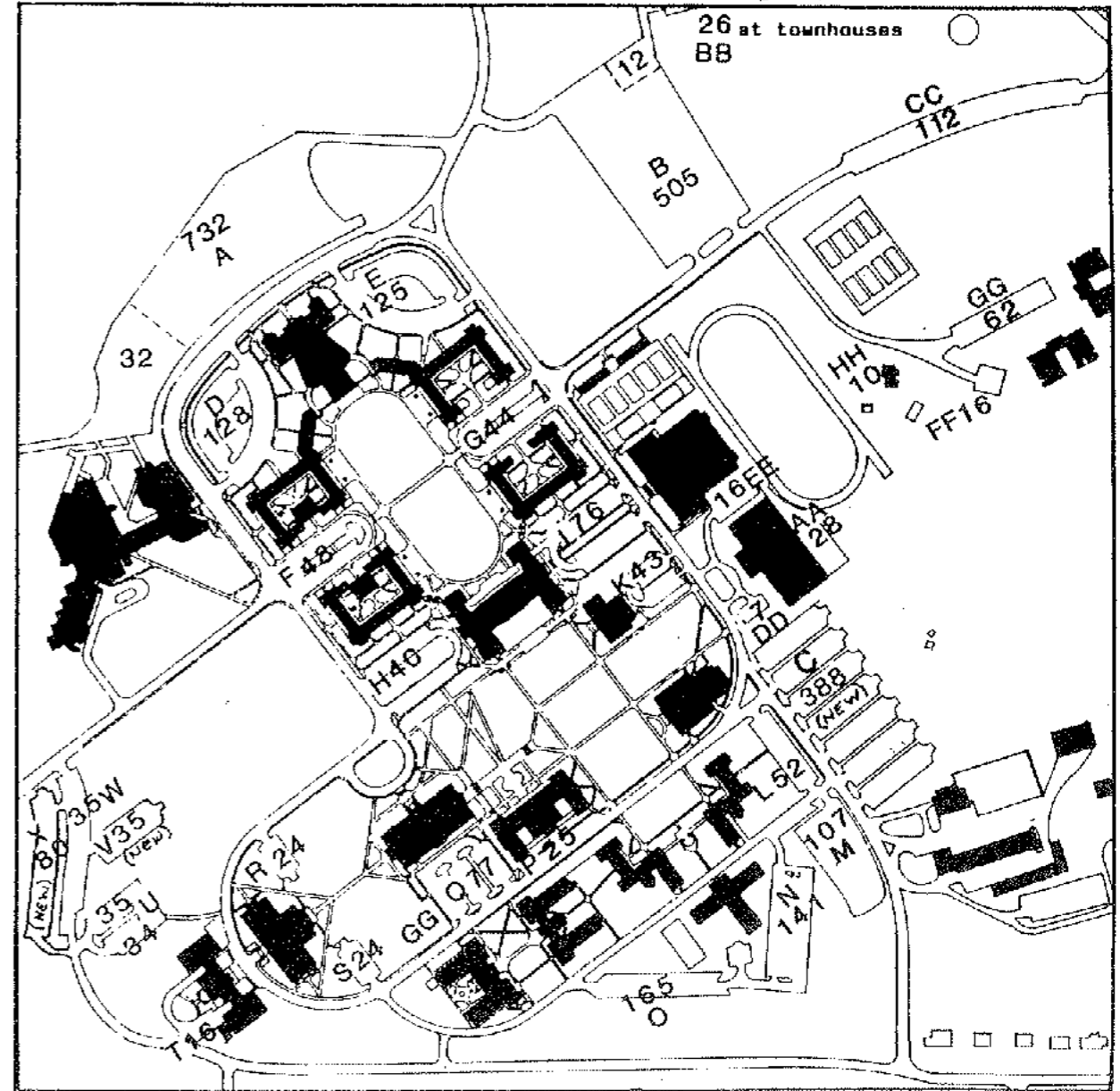
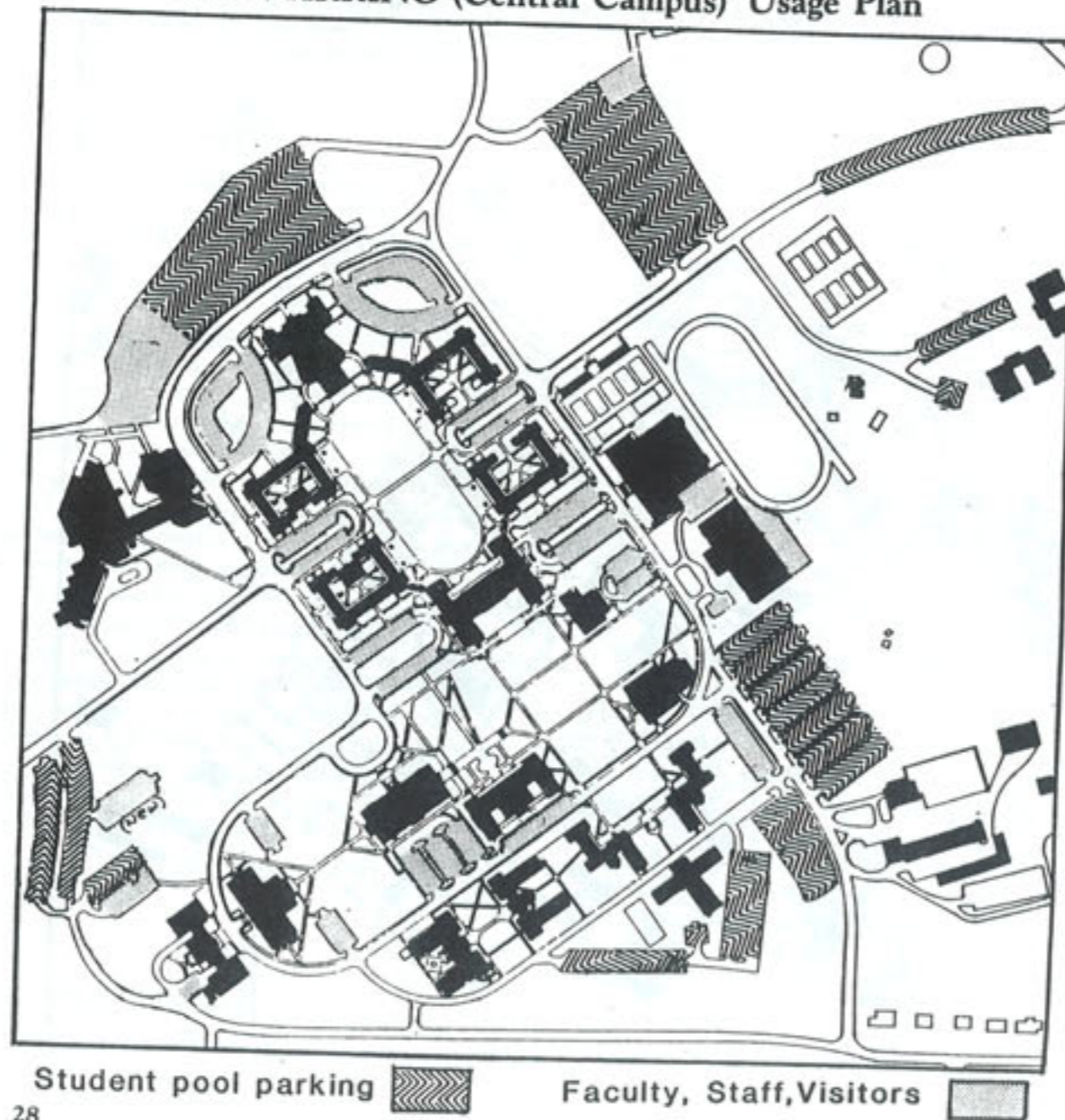


Fig. 16. PARKING (Central Campus) Usage Plan



The proposed parking plan provides a complete circle of student lots equally convenient to all housing areas. The core of the campus is reserved for faculty, staff and visitor parking. An important feature of the plan is the provision of more visitor parking spaces, particularly in the evening when university events for the public are scheduled.

The large parking lots will be well lighted and landscaped with trees. Additional landscaping will enhance building entrances. Parking adjacent to buildings will be permitted for service and emergency vehicles, and for the physically handicapped and those for whom parking at some distance from a building poses significant problems. Most others will park in more peripheral locations than at present, but still quite close to most buildings.

Although the plan does not achieve the aim of a pedestrian core or "walking campus", the reduction in clutter and on-street parking, as well as the provision of convenient and equitable peripheral parking should go a long way toward creating a more pleasing and harmonious environment in which to study and work.

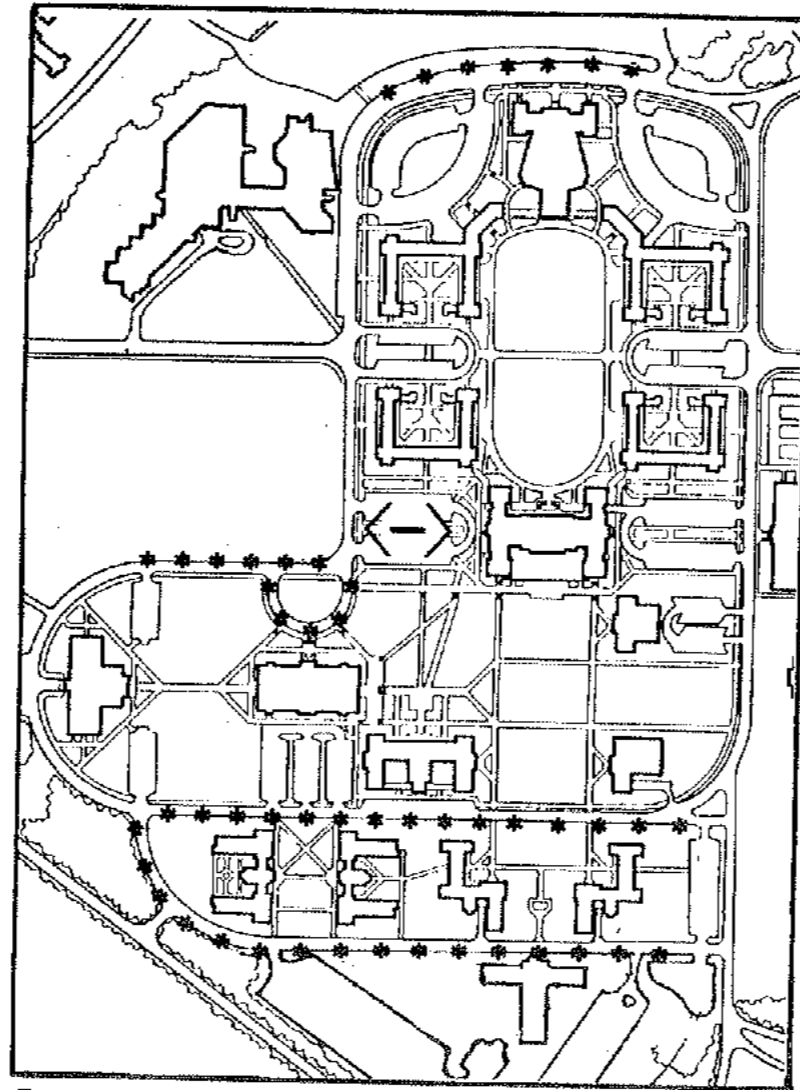


Fig. 17. Parking spaces currently used, but eliminated in the proposed plan.

↔ Number of spaces reduced from 81 to 40.

*** On-street parking eliminated.

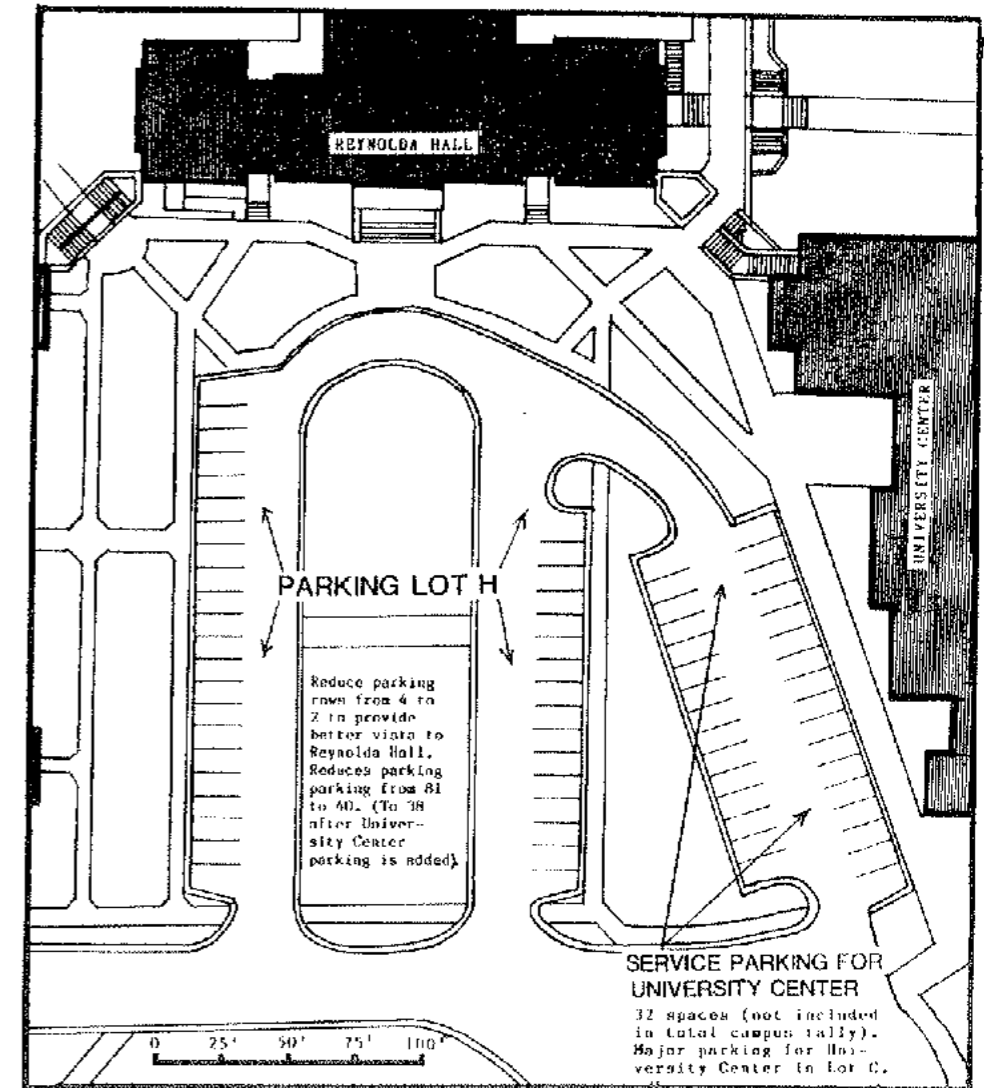


Fig. 18. Redesign of Parking lot H to provide improved approach to western entrance to Reynolda Hall. Loss of these spaces is compensated by assignment of administration parking in lots D, E, F, and G.

LANDSCAPING

PLANNING ASSUMPTION

Axes, courts, and vistas should direct traffic, encourage relationships, and create pleasure, particularly in the more formal main core of the campus. The open spaciousness of the perimeter areas should be maintained and preserved.

In a remarkably short time in the 1950s the red soil and open fields of a farm in Forsyth County were developed into a pleasant, inviting campus. As trees matured and grass and foundation plantings became established, the classic plan of courtyards and vistas developed a serene beauty. Visitors and residents, students and alumni often remark that the beauty of the campus is one of the strongest assets of the University. Studies by the admissions and development offices indicate that the beauty of the campus is of great importance in attracting students and in promoting the development aims of the University. Great care, therefore, must be taken to preserve and enhance the beauty of the campus. To neglect this important asset would be false economy and short-sighted to the extreme.

Problems are beginning to accumulate however which seriously jeopardize the beauty of the campus. Many of these problems arise from the lack of a clear long-range campus plan and the absence of procedures and protocols for consistent care and development of campus

30



Fig. 19. In 1970 optimum growth of the elm and locust trees on the Plaza provided an attractive, dappled shade for the bordering walks and provided ideal conditions for the dogwoods and foundation plantings.

landscaping. Because some areas have never been fully developed while others have become overgrown, this revision of the campus plan takes a fresh look at the overall campus landscaping and presents planting schemes to be implemented as soon as possible to restore and enhance the essential beauty of the campus. Special notice can be given to two or three areas which illustrate the nature of the landscaping problems:

The Plaza: By the late 1960s the plaza between Wait Chapel and Reynolda Hall had developed to a mature beauty. The elms had reached ideal size to be in perfect proportion to the buildings on the plaza. They had not yet become seriously infected with Dutch elm disease. The locust trees on the borders of the plaza shaded the sidewalks and provided a perfect blend in scale and pattern with the dogwoods, boxwood, and other plantings.

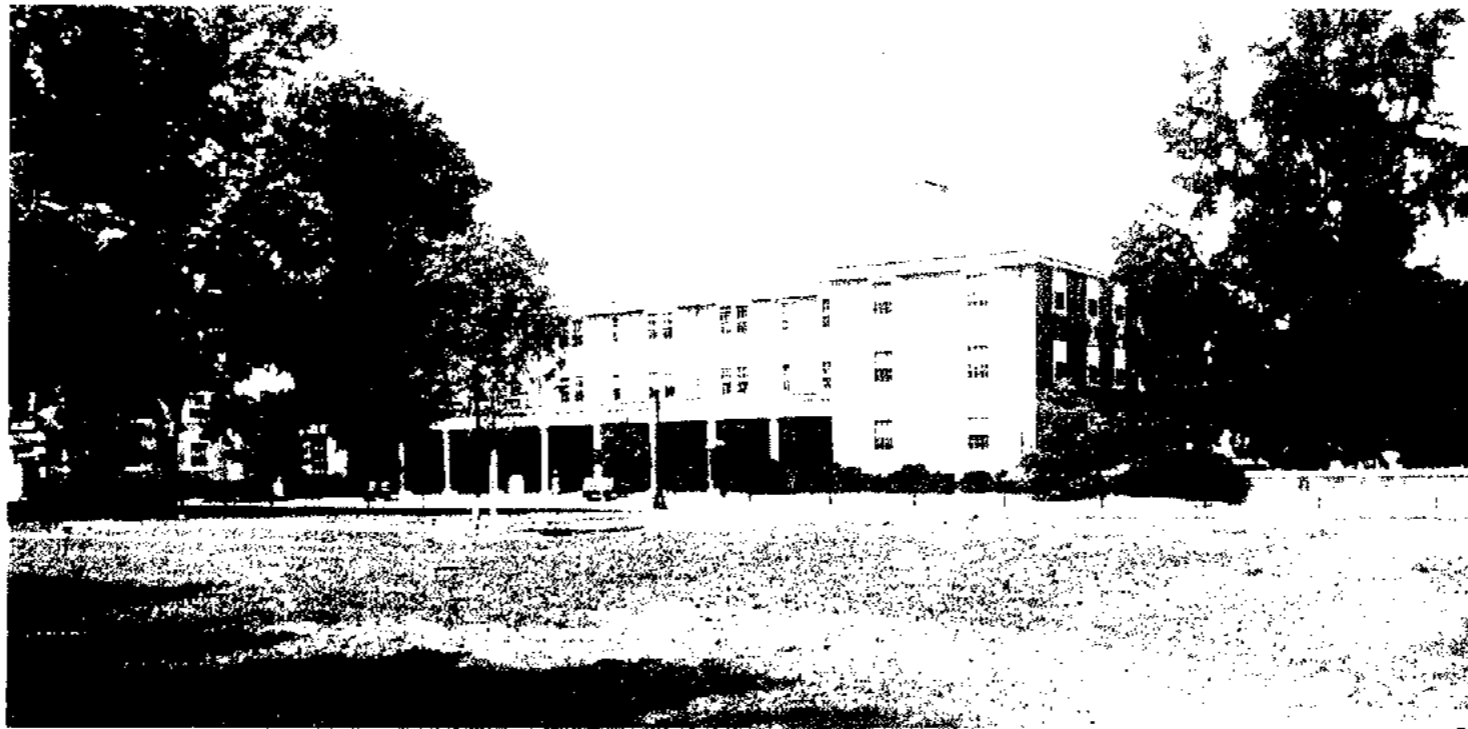


Fig. 20. Loss of many elms, all of the locusts, along with inadequate pruning of the remaining elms have profoundly changed the character of the Plaza. Refer to Figure 23 for proposed changes in this area.

Since that time there has been progressive deterioration of the plaza. The elms became overgrown, blocking the vista between the Wait Chapel and Reynolda Hall. Despite a valiant attempt to stay the progress of Dutch elm disease, the grove is heavily infected and probably doomed.

Though the loss of the elms is a natural disaster which could not have been prevented, the changes in the periphery of the plaza come from failure to follow a

coherent plan. The locust trees were planted to provide quick shade along the borders of the plaza even though they are short lived trees. As they began to die in the seventies, they were not replaced by trees with a similar high crown, but by a variety of essentially shrub-like trees. At the same time the dogwoods were deteriorating and replacement has been done poorly. Thus, the character of the plaza borders has changed drastically. The landscape consultant has suggested that the original

character of the plantings be recovered as soon as possible.

Magnolia Court: Although the planting of magnolias on the court between Reynolda Hall and the lower dormitories was a pleasant tie to the old campus, this court has never been fully developed. The present plants are not of sufficient scale to match the mass of Reynolda Hall or the proportions of the court. As a result the Magnolia Court seems barren and somewhat forbidding. The location of South Hall at the southern end of this court provides a jarring note because of the change of topography. Likewise, the off-center placement and nondescript style of the Athletic Center mar the eastern end of the court. The area adjacent to Tribble has been the subject of so many inappropriate treatments that it has lost any semblance of the original plan.

Area between Library and Salem Hall and adjacent to West Hall: These areas are in a state of limbo and have not really been developed at all.

Pruning, lawn care, etc.: Many of the foundation plantings on campus have become badly overgrown to the extent that they obscure essential features of the architecture. The hollies adjacent to Reynolda Hall, the Library, Huffman, and Eford Halls are striking examples. The overgrowth of the elms, hollies, and weeping cherries in the oval in front of the Library have almost completely obscured the strong architectural features of that building.

There has been dramatic deterioration of the condition of the great open grassed areas on campus. Foundation plantings are rank with weeds, grass grows in many pavement cracks, trees and shrubs have been killed by honeysuckle and poison ivy, and dead shrubs from winter kill have not been replaced.

These are representative illustrations of current problems.

PROPOSAL

Because of the diverse use of University lands that circumscribe Reynolda campus, the solution should identify a framework for prudent land development and management.

Basic landscape principles.

- It is as important to have a clear and logical landscaping plan as it is to have a clear building plan. The plan must be consistently and continually followed. It is exceedingly important that grounds management personnel be well trained and that they closely supervise the work of all grounds keepers.

- The basically formal plan for the central campus, which matches so well the Georgian Revival architecture, should be recuscitated and developed. The more peripheral parts of the campus are to be developed in a less formal, more park-like style. This is consistent with the decision to allow more architectural freedom in the peripheral parts of the campus.

32



Fig. 21. *Overgrowth of elms and hollies have obscured the architectural character of the Library. The weeping cherries in the oval, although attractive trees, were planted without regard to the architectural character of the vista and the building. Refer to Fig. 13 for proposed changes in this area.*

- A greater variety of natural material should be used in campus landscaping. Though the old campus at Wake Forest, NC, had more than sixty kinds of trees, the new campus uses predominantly ten or fewer. Greater variety allows more choice in texture, form, and seasonal color. Of great importance, more variety would

lessen the danger of widespread devastation from plant diseases such as we are now experiencing with Dutch elm disease or from selective predation of some species by insects, such as the predilection of the gypsy moth for the willow oak.

● Planting can be used to enhance vistas and courtyards (the Plaza, Magnolia Court, etc), minimize or soften undesirable features (South Dormitory, Athletic Center, parking lots), or shape and define areas (lower Davis field, etc.).

● It is not enough to plan and plant the campus; there must be a consistent program of care. Valuable plants must not be allowed to languish or perish for lack of proper care. Properly cared for, they continually appreciate in value. With sensitive attention and proper care, plantings can maintain their beauty for very long periods; without such care they rapidly grow out of proportion and decline in value.

The Plaza: It is important to restore the original character of plantings on the plaza. The program to replace all of the elms with white ash will be continued. The shrub-like trees on the Plaza will be replaced with high crown trees, recovering the vista once enjoyed.

Magnolia Court: The plan proposed for this court uses a variety of trees chosen to provide additional mass and high crown as well as fall color. Plantings between Johnson and Bostwick dormitories will be used to reduce the visibility of the disproportionate sight of South Hall. Plantings between Babcock and Carswell Halls will be used to remedy the off-center and disruptive architectural style of the Athletic Center. The area between

Tribble Hall and Reynolda Hall and east of the Library can be considered along with the Magnolia Court, since this area is part of a formal cross-shaped court which includes the Magnolia Court and the space between Carswell and Babcock Halls. As plans for the University Center are developed, this area should be completely redone in a manner that reflects its important linkage of three key buildings (Tribble, the Library and the Union) and its location adjacent to the Magnolia Court.

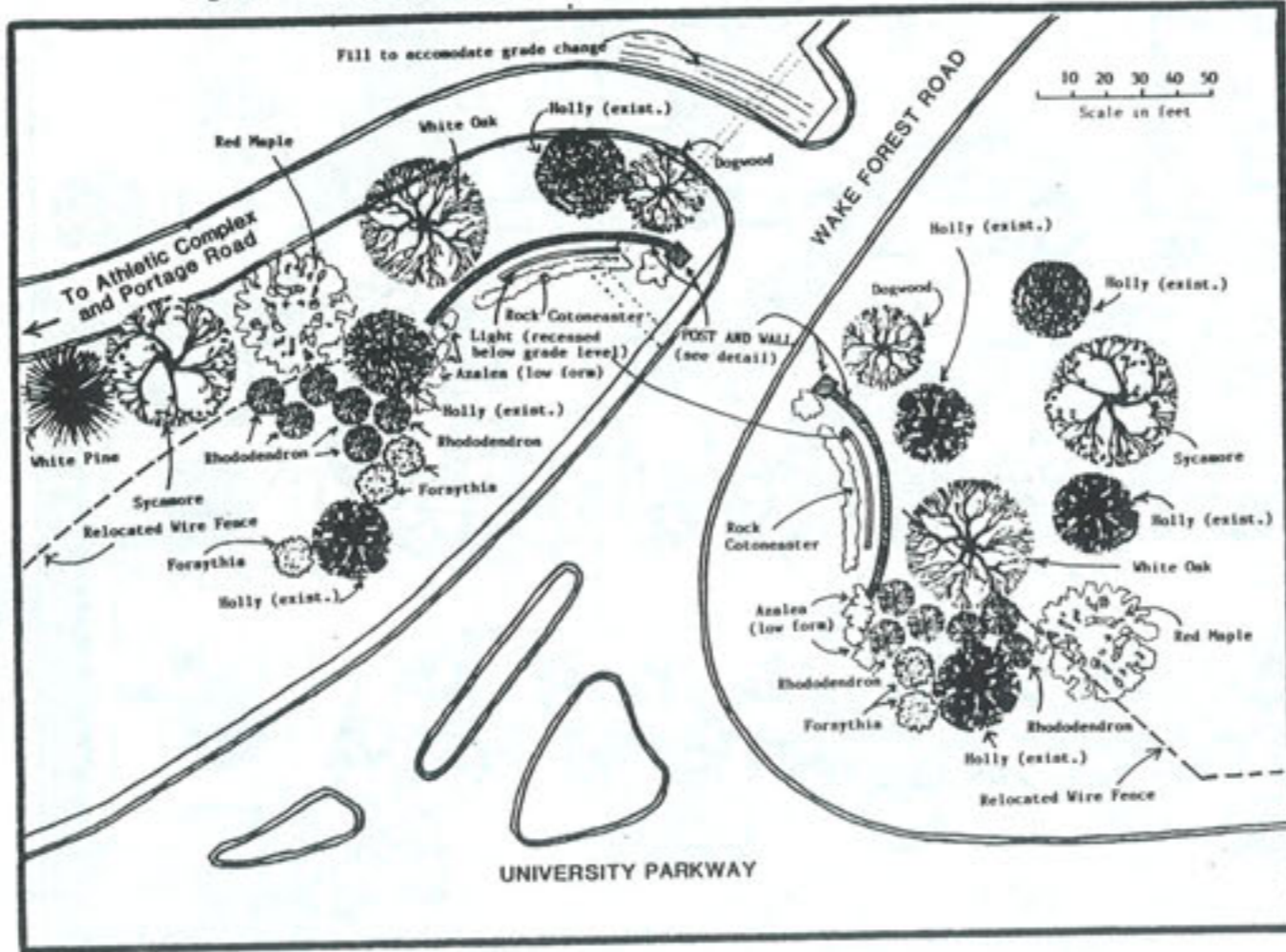
Library, Salem Hall and West Hall Area: There is also a need to continue the row of trees along the street between the Library and West Hall to provide shading at the barren back aspect of West Hall.

Parking Lot Islands: With the planned change that the campus become primarily a pedestrian one with most parking in three large lots, landscape measures must be taken to soften these areas. These three lots will be softened with islands of plantings with high crown to reduce the starkness of the mass of asphalt and automobiles.

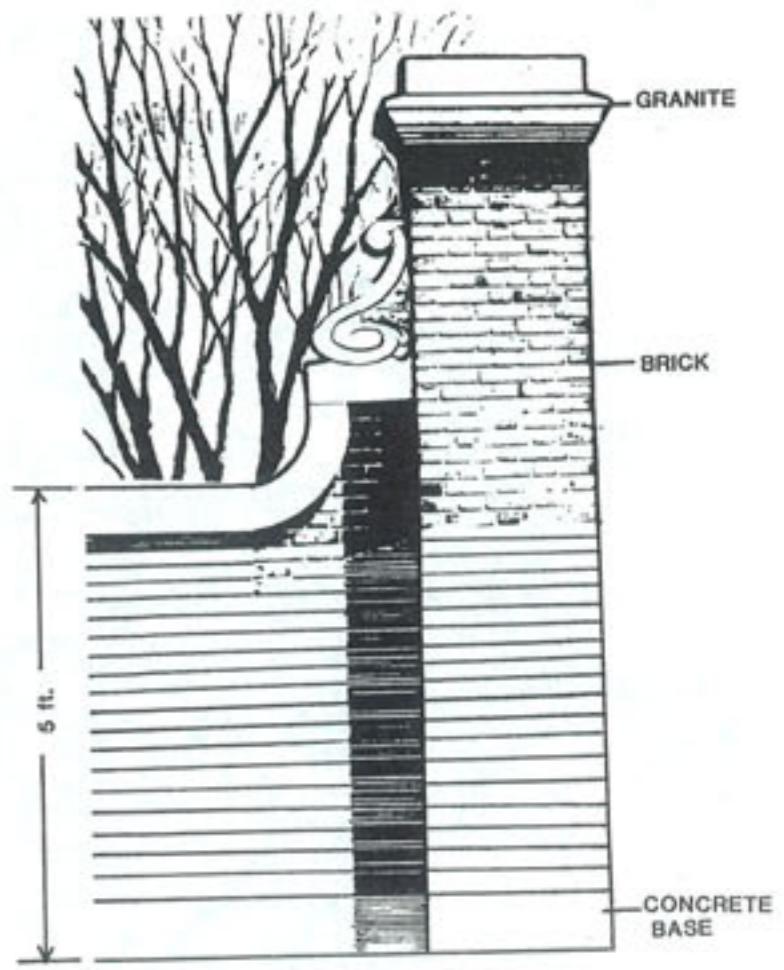
Pruning, lawn care, etc: The landscaping consultant has suggested immediate and drastic treatment of the elms, hollies, and weeping cherries. The detailed planting plans appended address these conditions.

COMPONENTS OF THE CAMPUS PLAN - Landscaping

Fig. 24. UNIVERSITY PARKWAY ENTRANCE



POST AND WALL DETAIL



Landscaping plan for the University Parkway entrance to the campus and a detail of the post and wall at this entrance. The post and wall match the details of the gates on the Plaza at each side of Reynolda Hall.

SIGNAGE

PLANNING ASSUMPTION

Vehicular and pedestrian access to campus will be facilitated by a clear system of signage

PROPOSAL

A clear, logical, and consistent system of signs is needed for the campus to give directions and information about the resources and facilities of the University. Wake Forest University attracts frequent visitors for its organized academic, athletic, and cultural programs, and a comprehensive system is needed to orient and direct the visitor to the proper location. Furthermore, a consistent system of signs can reinforce the image of the University as an institution that honors its traditions.

PROPOSAL

The design and placement of the signs will reflect the principles identified and enunciated in the rest of the Campus Plan. The typeface, color, texture, and scale of the signs should project the visual impact Wake Forest University intends to convey. All of these elements will be selected to ensure legibility. Size will be related to purpose; e.g., messages for drivers of automobiles will be larger than those intended for pedestrians. A standard typeface and color will ensure a consistent visual identi-

ty throughout the campus. It is important to maintain the harmonious architecture and tranquil spaciousness of the campus, and care will be taken that intrusive signs not disturb that equilibrium.

Signs will be carefully placed to achieve the intended purpose. Development of the system will be coordinated with the other aspects of the Campus Plan, particularly those dealing with parking, traffic, pedestrian pathways, landscaping, and future building sites. A well-coordinated graphics plan will eliminate needless duplication of signs and make them more effective.

A consultant should be hired to design the campus sign system. The types of information conveyed can be classified as follows:

1. **Directional:** Signs to direct users from one point on campus to another. The scale of directional signs will be determined by the distance of the viewer from the sign. Directional signs, like all others, should be uniform and consistent throughout the campus.

2. **Identification:** External signs to inform viewers that they are at a given location, whether a building, bus stop, or locus of an event. For example, signs will be planned so that visitors to campus are provided with information to direct them to the most frequently sought destinations, e.g., admissions office, theater, athletic events, etc. Internal signs will be consistent with the character of the building.

3. **Information:** Maps, displays, posters, and other signs, either permanent or temporary, covering a broad range of orientation and information. These signs, usually for pedestrians, will have more variety than identification and directional signs.

4. **A secondary group of necessary signs** includes traffic controls, parking, and internal building signs. Again, logic, consistency, and clarity are keys to effectiveness.

BUILDING CONDITIONS SURVEY

PLANNING ASSUMPTION

The conditions of the physical plant will be appraised and a consistent plan for continuing appraisal of buildings and facilities will be established. A central repository for all building plans and reports will be established and continuously updated. A consistent on-going plan for maintenance will be established.

Because students, faculty, and alumni identify their education in part with the architecture of their campus, it is important that Wake Forest's architecture continue to foster the image of a Wake Forest education.

Although Wake Forest University in its present location is young and its buildings are in good condition, the University must still be concerned with the preservation and appearance of its buildings. Therefore it is important that appropriate monies be allocated over the next ten years to budget adequately for maintenance.

The Building Conditions Survey of the Campus Plan brings together the implications for changes to the Physical Plant that incorporate space utilization, major maintenance, energy phasing and budgetary consideration with sufficient information to make projections for capital expenditure decisions over the next five to ten years.

The Building Conditions Survey includes exterior and interior architectural observations based on a building by building walk through and assessment made in July—August, 1986. It is expected that some changes in use and utilization have occurred since the observation presented in the appendix are necessarily limited to those portions of the item, system and structure of the building that were visible when the walk through was conducted.

CURRENT SITUATION

The major deficiencies noted are primarily from water penetration and settlement cracks and poor lighting in many corridors. In most cases these have been repaired and some lighting updated. Ceiling tiles in many cases throughout the buildings have been damaged by vandalism, leaks and and sometimes have not been replaced properly during maintenance activities. A structural engineer should be consulted to analyze as a precaution the settlement and wall cracking noted in some buildings.

In 1984 a roof analysis and sub-surface moisture investigation was performed by RTD Associates. An executive summary, a state of condition, and budget cost of replacement are included. Since 1984 roof repairs and replacements have occurred with the final roof renovations to be completed in fiscal year 1986-1987.

As early as 1976 transformer replacement and electrical rewiring was done, especially in the residence halls. In 1985 a south electrical feeder was installed to South Residence Hall. In phases it will reach Scales Fine Arts Center. The third electrical phasing will affect rewiring of all buildings and change switch gear as required.

PROPOSAL

Cost projections should be made for all future repairs and replacements, including architectural, electrical and mechanical. Efficient logs or check lists should be kept along with reduced drawings that indicate the following information:

- Semi-annual inspection of cracks and joints and a monitoring of any repairs to denote further deterioration.
- Annual inspection of parapets, roofs (single-ply, copper, slate, built-up), stone lintels, window and door casings, etc. with regard to expansion joint sealants, caulking, weatherstripping, servicing hardware, and closures.
- Examination of and cleaning of roof drains twice each year; annual inspection of roof membrane and flashing.
- Annual examination of joints in masonry; repoint as required and record silicone treatment schedule.

IMPLEMENTATION

PLANNING ASSUMPTION

The University will have appropriate procedures to assure that the Campus Plan is regularly reviewed, revised, and followed. The Campus Plan should be dynamic; at the same time, changes in it should be made with great care.

PROPOSAL

To assure that the Campus Plan is reviewed, revised and followed, these procedures will be established:

1. Responsibility for campus planning at the administrative level will reside in the Office of the Vice President of Administration and Planning. The vice president will assign a member of his staff to develop and/or maintain all necessary documents for implementing the plan. Among these will be schedules, proposals, maps, blueprints, etc.
2. The Capital Planning Committee will be responsible for reviewing, evaluating and making recommendations to the Executive Council all proposals for expenditures of \$50,000 or more. It will similarly review any and all proposals which affect the Campus Plan, including construction projects, internal renovations to buildings, traffic and parking rule changes, acquisition of

nearby properties, changes in land use, etc. Membership of the Capital Planning Committee will provide representation for all major components of the University.

3. The Capital Planning Committee will consult with the Institutional Planning Committee on projects concerning the undergraduate facilities, and the deans of the professional schools with projects affecting those schools. The Institutional Planning Committee's responsibilities will include representing the undergraduate faculties in the planning process, providing information and opinions to the University planning process, and allocating space among undergraduate departments.

4. Each year the Capital Planning Committee will review the plan and forward its comments on compliance and implementation to the Executive Council by December 1 so recommendations for budget allocations can be included in the following fiscal year.

5. Every five years a formal update and supplement will be submitted to the Executive Council by the Capital Planning Committee.

6. The University's bid policy on major building projects will apply.

7. Appropriate building committees will be recommended to the Executive Council.

8. The University will retain the necessary consultants to implement the plan.

9. The University will follow the Guidelines for Selecting an Architect as adopted by the Capital Planning Committee. These provide the following:

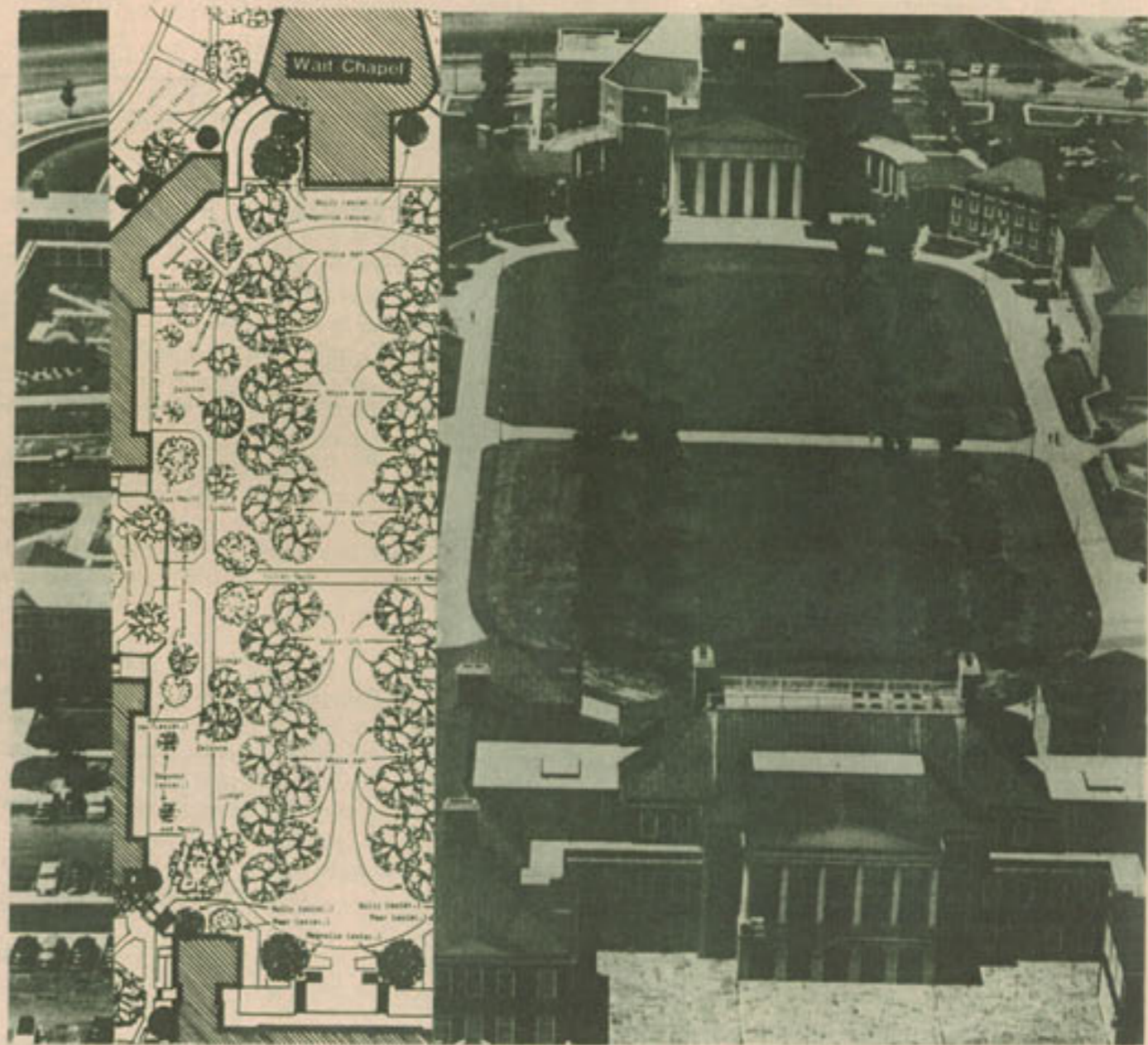
- a. An architect or architectural firm will be chosen from a wide field.

- b. The suitability of the architect for the needs and nature of the University will be carefully considered.

- c. Among firms of equal merit, preference will be given to local firms, but competence is not to be compromised to provide the local option.

- d. Architects will be chosen on the basis of their total abilities, imaginative design and practical applications, the ability to provide complete in-house services or access to quality subcontractors for those services not provided in-house.

- e. The track record of all firms considered will be carefully examined and will be an important element of the selection process.



SUPPORTING DOCUMENTS

Report on Architectural Standards, Design, and Planning

No society can make a perpetual constitution or even perpetual law . . . The earth always belongs to the living generation.

— Thomas Jefferson, 1789

INTRODUCTION

Wake Forest University, like other major academic institutions, faces the dilemma of how to plan for an orderly growth in the expansion and improvement of its facilities and, at the same time, preserve the special character of its traditional campus, buildings, and landscape. The importance of campus appearance in establishing the quality and vitality of the institution cannot be overemphasized, as anyone concerned with student recruitment will attest. It is the chapel, the quad, the library, the magnolia trees, the playing fields that create the collective image of Wake Forest for students, faculty, alumni, and visitors.

When Wake Forest College relocated to Winston-Salem in the 1950s, its new campus was designed according to a master plan developed by Jens Frederick Larson (1891-1981), one of America's leading campus planners and architect of the entire campuses of Colby and Bucknell as well as large parts of Dartmouth. A consulting architect to the Association of American Colleges, Larson wrote *Architectural Planning of the American College* (1933), for decades the most authoritative handbook on the subject.

Although not all the projected buildings were constructed, the Wake Forest campus is still one of the most complete examples of Larson's collegiate style in this country and the only one in the South. It is characterized by (1) strong axial orientation of buildings in symbolic relationships to one another (Wait Chapel and Reynolda Hall are aligned with one another, and that axial alignment is extended beyond the campus south to the R. J. Reynolds Building in downtown Winston-Salem and north to Pilot Mountain); (2) Georgian Revival brick architecture with its humanistic scale, classical features, and stone trim, its regularity and symmetry; and (3) use of courtyards, plazas, and vistas with appropriate plantings to enhance distinctive relationships among the buildings. A desire for a harmonious and orderly environment is reflected in the original campus plan, buildings, and landscape.

In recent years, new buildings and landscaping have been added to the campus. Distinctive modern architecture like the Scales Fine Arts Center designed by the respected Houston architectural firm of Caudill, Rowlett, and Scott, contributes to the diversity appropriate to today's campus. Some of the other new additions, unfortunately, fail to observe the basic principles of good planning in either their design or siting.

INVENTORY

Before any comprehensive planning process can begin, an inventory of what is already in place and therefore should be considered as part of the existing matrix must be taken. The following is a listing of the extant

characteristics of Wake Forest which contribute to the formation of our working assumptions.

1. Strong architectural unity, reinforced by formal axial planning and consistent use of scale and materials, characterizes the predominantly Georgian Revival architecture in the campus center.
2. Two cross-axes are used to organize buildings and spaces into academic, administrative, residential, athletic, and parking zones.
3. The major axis between Wait Chapel and Reynolda Hall reflects an historic connection between religious goals and academic and administrative authority.
4. The secondary axis runs between the science buildings and library and across Magnolia Court through the area between Babcock and Carswell buildings, but is violated by placement of Athletic Center.
5. The buildings, courtyards, and plazas are organized into distinctive relationships.
6. The campus offers differing landscape experiences, including rolling terrain, wooded areas, formally planted quad, and adjacent Reynolda Gardens: overall there is a feeling of spaciousness that belies the actual constricted site.
7. The landscaping is generally well planned but not always consistent in quality, variety, or maintenance.
8. The approach to the library is undefined.
9. In contrast to the traditional buildings in the campus center is one contemporary building, distinctive in style but harmonious with the older buildings by the use of similar material and attention to compatible scale and siting.

10. Several newer buildings exhibit indifferent design and generally unsympathetic siting with little regard to axes, plazas, and vistas or responsible land use: i.e., student-athlete dormitories, townhouses, the Athletic Center, and New South Hall.

11. The campus is a residential community, with student dormitories, faculty apartments, faculty homes, language houses, and retirement community options.

12. Conflicts occur frequently between pedestrian and vehicular traffic, exacerbated by excessive non-university traffic through campus.

13. There is insufficient depth of property on the north and east sides of the campus to protect the University from commercial encroachment. However, the east side is somewhat buffered by the University Parkway and a settled residential area.

WORKING ASSUMPTIONS FOR ARCHITECTURAL OR LANDSCAPE ACTIVITY

What follows are six working assumptions about the physical nature of Wake Forest University. These working assumptions were developed from a considered analysis of the existing characteristics of the campus and should guide all subsequent architectural and landscape activity on the Wake Forest campus.

A. Revise standards and plans as needs and technologies change. The campus plan should incorporate a framework for development that will accom-

modate changing priorities. *Flexibility is absolutely necessary.* The guidelines should emphasize adaptation to changing circumstances, while trying to avoid *ad hoc* special interest decisions that flout planning principles.

A plan is only as good as current thinking. For example, the construction decisions for Reynolda Hall were based on the economics of load-bearing walls, but those decisions now hamper later modifications of the building. The decisions to build and where to build the student-athlete dormitories were made in the aftermath of the Graylyn fire in a crisis atmosphere, but that hasty action has preempted the planning possibilities of that site for other projects potentially more significant for the overall university educational mission.

Another example of decision-making gone askew is the current situation of the Law School, which has had so many incremental additions that it is now considered unuseable by their successors.

An example of the need for flexibility in considering campus physical needs is the existence of computers, both main-frame and personal, which could hardly have been planned for in the 1950s design of the campus. Their increasing prevalence today may require the rethinking of campus relationships among buildings and functions.

B. Define and protect boundaries and entrances. The University boundaries should present a balance between isolation and expansion, between permanent and impermanent landscape. They should be secure and distinctive but not defensive. The boundaries should include points of designated entrances and clear bounds as well as

points of less-defined interface with adjacent areas, such as Reynolda Village.

It is crucial that the campus boundaries be protected from the encroachment of distracting and inappropriate development. When the campus was built in the 1950s, the surrounding area was pastoral and undeveloped. Today, the area of Winston-Salem contiguous to the University faces increasing commercial and industrial development.

We are fortunate that the campus is protected by buffer zones to the east (University Parkway), south (Old Town Golf Club), and west (Reynolda Village and Gardens), but the northern boundary of Polo Road presents a potential threat or problem. It is important that the University proceed without delay to secure property across Polo Road so as to control development at its boundaries and to institute regular contact with the city planning-decision process so as to be aware of any plans in the area.

Additional areas in which potential uses and their connection to campus could become issues in the future are the property between the present campus and Lake Katharine, the Faculty Drive "edge" of faculty and student apartments (both projected as part of a city-county Greenbelt recreational trail), and the projected Silas Creek Parkway extension (which will have a significant impact on Wake Forest's main entrance).

The entrances to the campus should make a statement about the character and quality of the school. Their architecture should reflect the best architectural details of the campus, for they are the first impression anyone will have of Wake Forest. The Reynolda Road entrance is

much improved with the planting and brick wall, although its design may not please everyone, and the lettering is somewhat inconspicuous. There should also be formal entrances at University Parkway and Polo Road, although these should be deferred until there is a solution to the cross-campus traffic problem.

C. Recognize the impact of traffic in planning decisions. We must recognize the impact of traffic on campus planning: (1) the *external* traffic, a problem over which we have little control but should continue to work to solve, and (2) the *internal* traffic, which should reflect our institutional priorities.

Though at one stage the Larson plan called for cars to drive right through the Plaza, the impact of that traffic in the 1950s would probably not have been greater than the reality today of Western Electric and Reynolds Industries flanking two sides of the campus. Wake Forest's decision to turn its major campus street over to the city for use as a public thoroughfare was based on short-term economics, but the consequences have been a long-term source of irritation and a safety threat to faculty, staff, and students.

The projected Silas Creek Parkway extension and the possibility that the University may have to negotiate with the city over rights-of-way should provide Wake Forest the opportunity to explore ways of controlling public-through-traffic access to campus. Wake Forest must develop an ongoing working relationship with the city to ameliorate the traffic problem.

Internal traffic, on the other hand, is clearly within the institutional purview. Wake Forest is a compact, tightly organized campus, easily walked across in ten

minutes. We do not want the major impression of the campus to be that of a parking lot. The University should evaluate carefully its traffic policy and should consider restricting the numbers of cars, the numbers of on-site parking places, and, indeed, even the presence of cars in the campus center. The maximum time it takes to walk from any of the existing "boondock" parking lots to Reynolda Hall is 5 to 7 minutes, which suggests that on-site parking is a luxury we could well control.

The current parking policy is skewed toward resident users and should be reoriented to consider also the needs of visitors to campus. Siting of new buildings, especially those with a potential public function, should also take into account adequate traffic and parking as well as clear signage, for there is an interlocking nature to all these aspects concerned with public access to campus. It is essential both to develop sound traffic and parking policies and to implement and enforce them.

The priorities for parking are (1) adequate spaces, based on policy, (2) safety, and (3) proximity. The assumption is that student automobiles are not used for intracampus travel but for off-campus trips, and that designated pool lots for long-term parking, provided with security and well-protected pathways to residences, is a solution. Some of the existing on-site parking lots, if retained, might be improved by planting and decreased scale; for instance, the west parking lot at Reynolda Hall—the most public access to that building and the one most used by visitors—looks like a used car lot. Through a combination of revised parking and signage policies, it should be possible to reroute visitors through the most amenable parts of campus and to guarantee them parking spaces.

D. Strengthen logical relations between activities and building locations. The plan of Wake Forest divides the campus by means of two axes into four quadrants, into areas of academics, administration, athletics, and residences. The academic buildings and library were constructed in the southwest quadrant, with the fine arts center later located across in the northwest quadrant. The southeast quadrant has been the province of athletics and sports and recreation, while the northeast, for the most part, has been undeveloped, with some overflow athletic activity and miscellaneous building (tennis center and townhouses). The residence halls tend to be located on the north-south axis and the southern edge of the east-west axis. Broadly, undergraduate academics and residences have filled the west side of the campus and activities the east side.

Any future siting of new buildings should take these existing relationships into account. Decisions concerning siting should consider the impact on the campus center, and whether the new relationships between buildings and activities will create desirable consequences. If activities are clustered at the southern edge, for instance, the chapel could become isolated and peripheral rather than the symbolic and physical center as originally planned.

Some recent actions have violated the logic of zones of activity; for example, the building of the student-athlete dormitories have placed a residential function in the midst of a formerly recreational/athletic zone, while the erection of the Museum of Man has inserted a building with academic and public functions there.

If the professional schools vacate the Magnolia Court, they should be located in an area that has enough public access to meet the needs of their commuting students and adjunct faculty, yet still be contiguous enough to remain integral to the life and activity of the campus.

Siting a building is extremely important and can affirm this notion of zones of activity. There must be flexibility but recognition that compatible functions are probably better for long-term planning. Siting a building in one location might preempt that space for a later, more compatible building. For example, the present site of the student-athlete dormitories might have been better suited, because of its size and public access, for the professional schools. Siting the University Center on the lower right side of Davis Field would eliminate that site as an option for a new social science or natural science building, which would probably be more appropriate and contribute to the nexus of science activities. On the other hand, siting it directly across from Tribble Hall would fill in a void left from the original campus plan but could create parking and access problems that would have to be addressed.

A further recommendation is that Wake Forest consider athletics as distinct from health and sport science and intramurals, recognizing that each plays an important but different role in campus life, and differentiate them with differing zones of activity. Health and sport science is part of the academic program, while athletics plays an important but peripheral role to the academic life of Wake Forest and also provides significant interaction with the public. Groves Stadium and the Coliseum have already established the pattern of athletics off the central campus.

By consolidating athletics in an athletic quadrant including stadia and practice fields, it would (1) remove the constraints athletics feels in adapting to the special character of the Wake Forest community; (2) free health and sport science to expand its facilities; (3) make available open space now designated or projected for athletics to be considered for other campus needs.

E. Plan and/or sustain axes, courts, and vistas to direct traffic, encourage interrelations, and create pleasure. Wake Forest was designed with axes, courts, and vistas as major organizing devices. It is important to maintain these formal elements and, in some cases, to strengthen spatial relationships which might be less defined. Each open space needs to be considered both in its own particular nature and as part of the whole campus context.

The Plaza is a well-defined, formal but inviting space characterized by the reciprocal relationship between Reynolda Hall and Wait Chapel and the colonnaded buildings and plantings, while the Magnolia Court is somewhat forbidding in its expansiveness and lack of a definite focal point. Yet the trees on the Plaza are in danger of either becoming overgrown or dying, and so need careful attention to retain the original scale intended for the greenery on that space, while the sidewalks flanking the Magnolia Court, with their close planting and focal points, are diverse and welcoming. Ways of maintaining the original central role of the Plaza and enlivening the Magnolia Court must be explored.

Other campus spaces need attention. The library, for example, is a key building on campus, but its approach is oblique and its axis needs to be emphasized. The entry to the campus center also needs to be better defined.

This issue brings into play the interlocking elements of clearer axial direction, traffic and parking, and signage.

The courtyards create small sub-communities. As they relate to axes and vistas, they create harmony among different areas of the campus. It is important to consider not only the functional relationships among buildings, but also these aesthetic and spatial relationships.

Campus spaces can be enhanced with an appropriately scaled and suitable mix of evergreen and seasonal plantings providing different kinds of foliage color. Variety should be encouraged, not only for appearance but as a buffer against disease destroying too limited a number of species. Planting should be compatible with the overall campus landscaping. For instance, the small scale detail of the evergreen garden in front of Tribble Hall does not take account of the broader role of that space as a courtyard linking its three adjacent buildings, as well as its role in extending the open space of the Magnolia Court.

It is essential to have the recommendations of a landscape architect experienced in large-scale institutional planning and knowledgeable about the horticulture of this region.

F. Protect the integrity of architectural style on campus. The Georgian Revival style of the historic campus center, reminiscent of the buildings on the old campus in Wake Forest, was appropriate for the 1950s relocation of a traditional denominational college. It would be unsuitable today in terms of design, construction, and maintenance costs, and, indeed, relevance to today's world. Therefore, protection of the integrity of architectural style does not mean that Georgian Revival shapes and details must be copied in new building. Instead, one

must look beyond the Georgian Revival "facadism" which can lead to unfortunate usages like the pedimented porch awkwardly attached to South Hall and try to identify those elements which make the campus distinctive and give it coherence.

Overall, the character of Wake Forest architecture in the campus center is one of harmony, balance, and regularity. The most important buildings architecturally are Wait Chapel, Reynolda Hall, and the Z. Smith Reynolds Library: each is distinguished by major architectural treatment in its scale and placement and in the use of motifs like the porticos, quoins, steeple, and cupola. All of the buildings in the campus center are symmetrical in elevation, five to six stories in height, and of brick with stone ornament concentrated on doorways, windows, and horizontal courses. The breaking up of the buildings into overall regular parts, the use of ornament, and the restricted height gives them a human scale.

New buildings located in proximity to the existing buildings should conform rather closely to them in scale and design, but with some carefully chosen differences. The continuity of the institution amidst change can be underlined by choices of material, spacing, and scale of structures, windows patterns, and by an emphasis on creative imagination rather than the lower common denominator of simply copying. Change is encouraged—but in compatible scale, materials, and siting. The differences can become greater in buildings beyond the historic core, as shown by the Scales Fine Arts Center, whose large mass is broken into component parts and sited into the slope of the hill so as not to overwhelm the historic core.

Thus, variety in design and utilization of new design themes can be incorporated without disturbing the harmony of the whole and can contribute to the diversity appropriate to a viable educational institution. It is important to leave room for the architect to come up with exciting design options. The best protection against inappropriate new building is a sensitive client (representing the corporate, campus-wide planning perspective) and an able architect. Integrity in new construction should be interpreted to mean (1) use of compatible materials, (2) retention of human scale in building mass, (3) careful attention to siting, and (4) a campuswide identity including both old and new building.

I. Use of Compatible Materials The use of brick can tie together buildings which may vary in detail and function; for example, the Scales Fine Arts Center is compatible with the historic-style brick buildings of the rest of the campus because of the similarity in building material. Care must be taken that the texture, color range, and joint detail of the best brick work on campus is maintained, although that does not have to mean using the identical brick, if a more economical and more suitable substitute can be found.

Although the extensive stonework found on the original buildings and walls would be prohibitive in cost today, new buildings might have carefully selected features emphasized by compatible stonework and motifs. Roofing materials should also be sympathetic to the color, texture, and detail of the original work.

Examples of incompatible materials would include concrete block construction, wooden siding or shake shingles, large areas of reflective plate glass, or prefabricated materials with too much surface texture or color.

2. Human Scale in Mass of Buildings. The mass, height, composition, ornament, and scale of the buildings in the campus core contribute to the feeling of human scale characteristic of the Wake Forest campus. Academic imperatives, student needs, and new technology may dictate an increase in the size of new buildings, but if larger structures are necessary, they should be broken into units which are compatible with the scale of the best buildings on campus.

An example of a structure that would be overwhelming and out of place on the Wake Forest campus and more appropriate for an urban school is a high-rise tower. At the same time, the one-story, student-athlete dormitories spread across their site represent both inefficient housing density and wasteful landuse.

3. Retain the Sensitivity of Siting of Buildings. Most current buildings are well adjusted to the topography of the campus. Their siting recognizes that outside spaces are as important as inside spaces. The courts, plazas, and breaks in the contours of buildings give small views and a feeling of personal space which gives special character to the campus.

The elevated location of the quad, with its two key buildings sited reciprocally to one another, affirms this space as the centerpiece and symbol of the school. The planting of the trees in straight lines emphasizes its formal quality. A pedestrian scale is established there by the articulation of the ground level of the buildings: the arcade on Reynolda Hall and the portico on Wait Chapel, and the varieties of colonnaded spaces, smaller in scale but still important in establishing a solid-void rhythm around the quad perimeter, on the remaining buildings.

The importance of working out the reciprocal relationships between old and new buildings can be understood, perhaps, by the example of the siting of the New South Hall. The building is sited on line with the major campus axis (and thus looks fine in the two-dimensional plan) but when viewed from its major reciprocal point, the terrace of Reynolda Hall, it appears to be sinking into the woods beyond Magnolia Court.

It is important that the hierarchical spatial relationships already established in the campus core be respected and retained with new building. The Scales Fine Arts Center, its mass and height far greater than any previous building on campus, is carefully sited so that its theater fly loft does not compete with the chapel, and its more dynamic massing creates a dramatic counterpoint to the rectilinear grid of the campus core. Sensitivity to site should also be understood in regard to location of parking lots, and be considered as continuing elements in space, mass, and siting on campus.

4. Establish a campuswide identity to add to the existing distinctive impressive academic center of campus. It is important to emphasize that although the academic center of the campus has a distinctive identity, subsequent planning and new building should attempt to establish a campus-wide identity. Careful use of the unifying design elements already mentioned will allow new buildings and landscaping to incorporate different design elements to accommodate new needs and new technologies while maintaining harmony with the rest of the campus.

ADMINISTRATIVE STRUCTURE

The successful implementation of these guidelines can only be accomplished by those with the authority to make considered and wise decisions. In conclusion, then, the spirit of a comprehensive campus plan must be emphasized, after it has undergone the process of review, evaluation, and acceptance, be upheld.

Administrative recommendations are as follows:

A. Affirm the importance of a Central Planning Office, under the jurisdiction of the Vice-President for Administration and Planning and thus firmly located within the central administration, which will hold records, be a resource for subsequent decision-making, and enforce long-term maintenance policy.

B. Form a University Steering Committee representative of the campus corporate body—academic, institutional, program—which will act as client and be concerned with continuing planning decisions as they relate to the overall campus plan.

C. Establish procedures for the selection of architect and landscape architect which reflect the insistence on quality represented by the existing campus plan and structures.

D. Seek assurances that the short-range and long-range recommendations of campuswide physical planning receive the same accountable attention as those of academic and financial planning.

A Review of Capital Planning on the Reynolda Campus of Wake Forest University

After the 1946 decision of the Trustees and the North Carolina Baptist State Convention to move Wake Forest College to Winston-Salem, a number of important decisions were made by the Trustees of the College, President Tribble, and Officers of the Z. Smith Reynolds Foundation. Perhaps the most critical decision in the planning process was the selection of Jens F. Larson as the architect for the Reynolda campus.

Charles M. Allen, professor of biology, says "Although the records will show the official documents of this selection, it was common knowledge at the time that Mr. Larson's selection was strongly influenced by Mr. Charles Babcock. The Trustee decision to concur with this recommendation was done without dissent. That act set the case of much of the planning process which followed."

The administration named a faculty planning committee to provide faculty opinion and advice. The distance between Wake Forest and Winston-Salem, mixed effectiveness of the various committees, and their inexperience in working with a relatively new president all hindered faculty committees' participation in planning for the new campus. Concurrently, the architect's strong opinions and the resulting decisions often opposed recommendations unanimously made by the faculty committees.

The long distance, the need for rapid action, a forceful architect, a strong president, and an ever-present vice-president all factored in many resulting unilateral decisions. The political climate with the North Carolina Baptist State Convention and the opinion of Wake Forest's president concerning the school's direction should take greatly influenced decisions such as building

a chapel rather than an auditorium. The architect's insistent placement of Wait Chapel and Reynolda Hall met with serious resistance, almost revolt, from the faculty committee. This decision may well have triggered the faculty's unhappiness with the architect's traditional style. Many believed that Jens Larson answered to Mr. Babcock and to him alone.

Since 1956, many of the originally proposed buildings have been built, as have additional buildings not originally included in the early architectural plan. During President Harold W. Tribble's tenure (1956-1967), planning was multifaceted by degrees of variety and complexity. Participants in the planning process included the president, trustees, the faculty's Buildings and Grounds Committee, Director of Alumni and Development, faculty/administrative committees appointed to work with the architect, the Athletic Director, and the powerful community and corporate leadership in Winston-Salem. Winston Hall was built with city-raised campaign monies; approximately one-third of Tribble Hall's building costs was raised in a statewide campaign. Charles Allen served as chairman of the Winston Hall committee and Henry Stroupe chaired the Tribble Hall committee. Working closely with the architect and administration, each committee included representatives of the departments which were to be housed in the buildings. Groves Stadium and the Bridger Field House were built after the Alumni and Development Office and the athletic director conducted a campaign to raise money to cover part of the cost. Babcock Dormitory was a gift of the Z. Smith Reynolds Foundation as a memorial to Mr. and Mrs. Charles Babcock.

A summary impression of the Tribble era is that after the College had been moved to Winston-Salem, President Tribble, after the trustees' approval and the city leaders' advice, decided which buildings would be constructed. The stadium may have been more heavily influenced by Trustee decisions than by the president. Tribble's planning may not have been inherently systematic, but he did have a notable sense of timing. His plan for a \$70 million campaign was never launched, but it did represent Tribble's vision of greatness for the University. During his tenure, significant properties were given to Wake Forest. These include the Reynolda Gardens area and the Western Electric property on Reynolda Road near the entrance to the campus.

Two events may have influenced planning more than any others during the term of President James R. Scales (1967-1983): the signing of the so-called "Treaty of 1966" and the implementation of the Director of Alumni and Development's idea of a Board of Visitors. The "Treaty of 1966" (signed by President Tribble, Coy Carpenter, Dean of the Bowman Gray School of Medicine, the Medical Board of Visitors, along with the Coordinating Committee of the City) stated that the Hawthorne Campus and the Reynolda Campus would alternate their major capital fund-raising campaigns every five years. The Board of Visitors, operating in an advisory capacity, lent their expertise and influence in generating ideas and helping with decisions concerning the quality and content of the academic programs.

Early in President Scales' tenure, monies already promised and plans underway saw the completion of the stadium and the field house. Trustee influence was considerable in building the stadium.

The Z. Smith Reynolds and the Mary Reynolds Babcock Foundations encouraged the development of the Babcock Graduate School of Management.

The Development Office and the Board of Visitors met with President Scales to plan the Bay Hill Conferences of 1970 and 1971. Trustees, administrators, faculty, and students attended the conferences that were later influential in the planning process. The subsequent faculty involvement in the 150 Campaign, which included plans for the Fine Arts Center, exemplifies the unusually high quality of planning initiated at the Bay Hill meetings.

Also during this era, faculty and administrative committees planned together to build a new dormitory (West Hall).

Developing Reynolda Village was of interest to the community and the University. Charles Allen chaired a faculty committee which worked with the administration and critical groups to develop Reynolda Village as a for-profit entity.

The Building and Grounds Committee—which later became the Institutional Planning Committee—was often excluded from the decision-making process.

The Institutional Planning Committee, although advisory, is earmarked as a committee consenting to decisions. The committee effectively opposed a retirement village plan which was to be developed on Faculty Drive.

Plans for the Townhouse, the Athletic Field House, and the lounges for Davis and Taylor dormitories never went to the Institutional Planning Committee, according

to one chairman. Committee members, often resigned to the opinion that what they think matters very little, adopted a why-bother attitude. According to another report, some members believe it not to be in their best interest to oppose administrative decisions.

With some overlap, five styles seem to dominate the capital planning process.

1. Decisions made by consensus of President Tribble, the architect, the major benefactor, and the vice-president.

Buildings representative of this style are the administration and student union building, library, science building, chapel, gymnasium, four dormitories for men, two dormitories for women, ten apartment buildings for faculty, two apartment buildings for married students, the power plant, and the president's home.

2. Decisions involving representation of all sectors of the University in original planning and follow-through.

The buildings in the original master plan and which have been planned in this style are Winston Hall, Tribble Hall, Babcock Dormitory, New Dormitory, the Scales Fine Arts Center, and the development of Reynolda Village.

3. Decisions made apart from the original master plan.

In reviewing the events leading to capital expenditures in this category, it is apparent that those making the decisions believed they had followed the appropriate course of action; just as strongly the group unhappy with decisions believed that the course of action was less than appropriate. And some fall in between these two opinions. The Athletic Center, the Townhouse, Palmer-Piccolo Residence Halls, the additions to Davis and Taylor Dormitories, and the Museum of Man are representatives of this category.

4. Decisions which involve the Board of Trustees in the primary planning.

The development of the Graylyn Conference Center could be categorized as a separate style. In earlier decisions Trustees were not substantially involved, but rather were expected to approve or disapprove plans presented to them.

5. Decisions regarding land acquisitions and business ventures.

These are considerable and are listed in the Reynolda Village documents and in the Paul McGill study on assets. The investments committee of the Board of Trustees is involved in sales of properties.

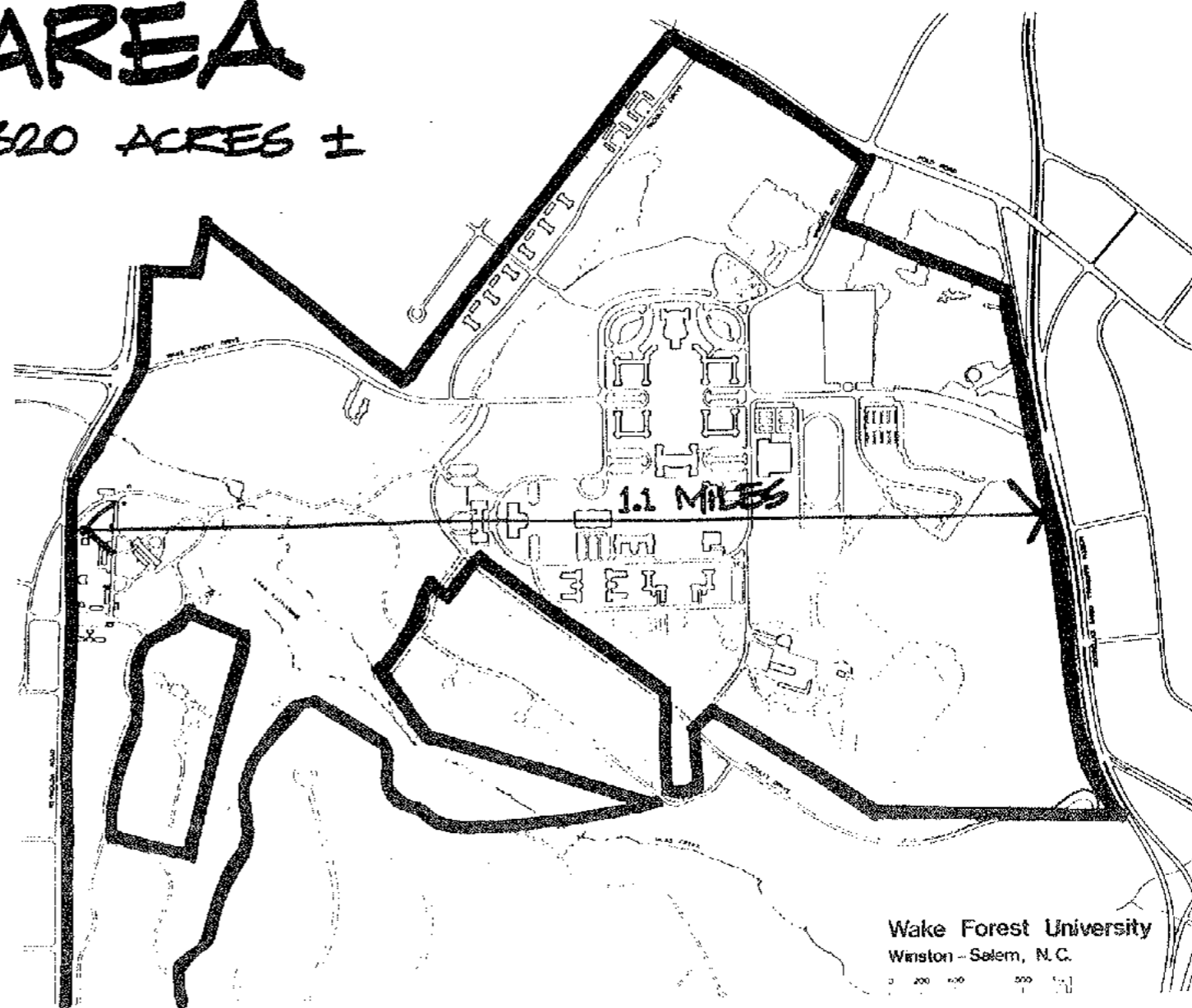
All capital planning decisions are approved by the Board of Trustees regardless of route to that body.

PLANNING CONSIDERATIONS

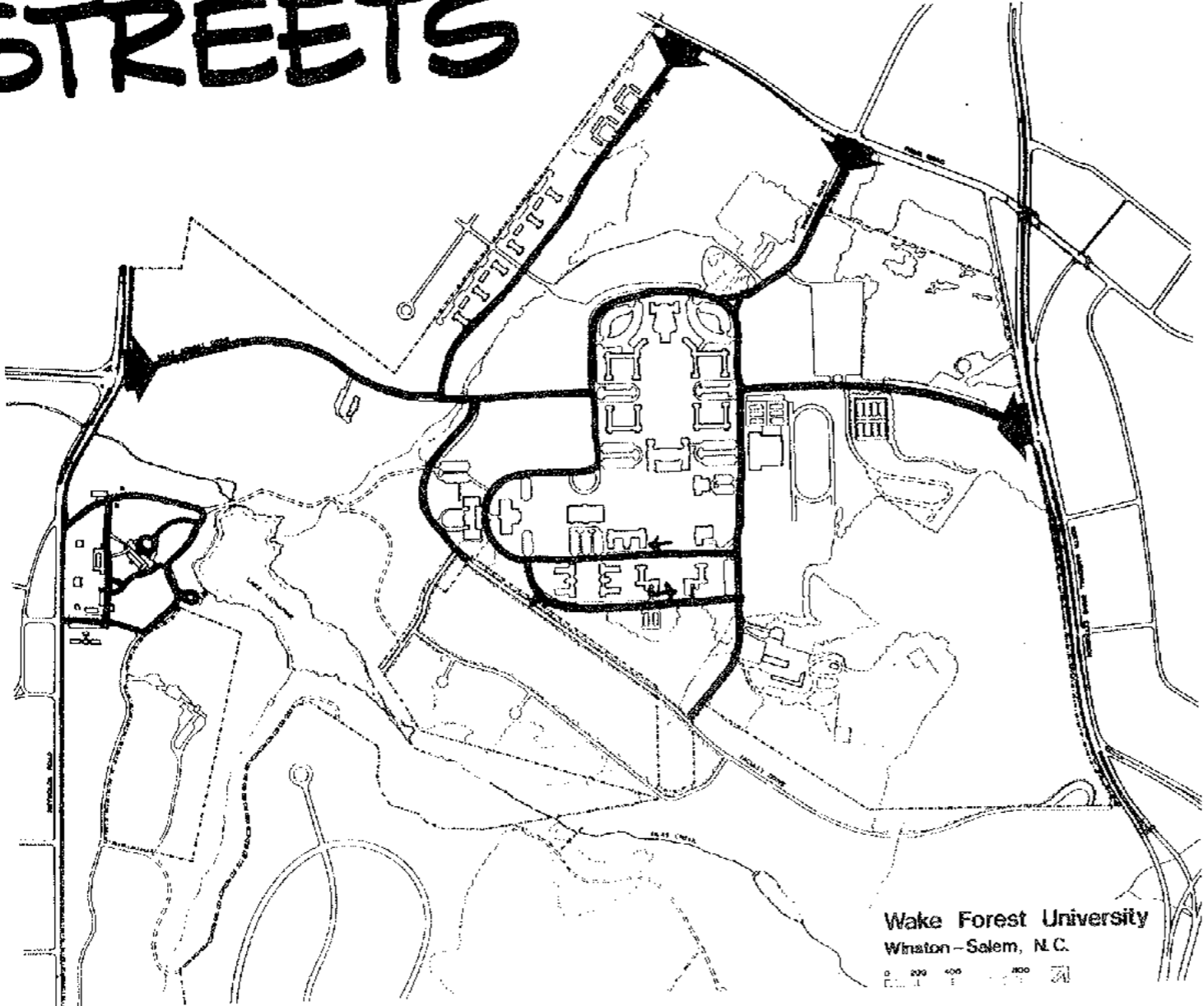
No element of the campus Plan can be considered in isolation; each interacts with many other elements of the plan. In the following section (pages 49-63) some of the planning elements which were considered in developing this plan are shown in graphic form.

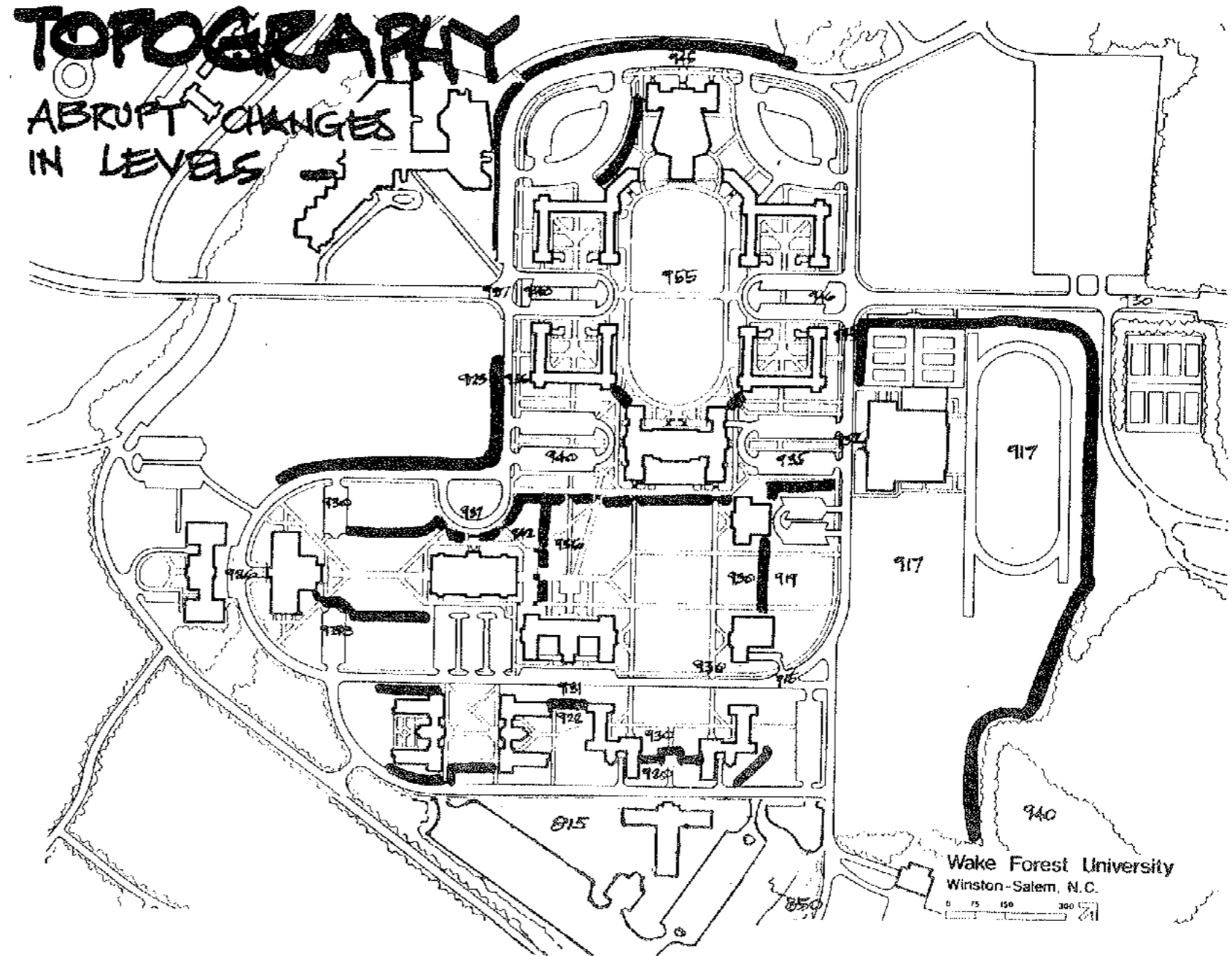
AREA

320 ACRES ±

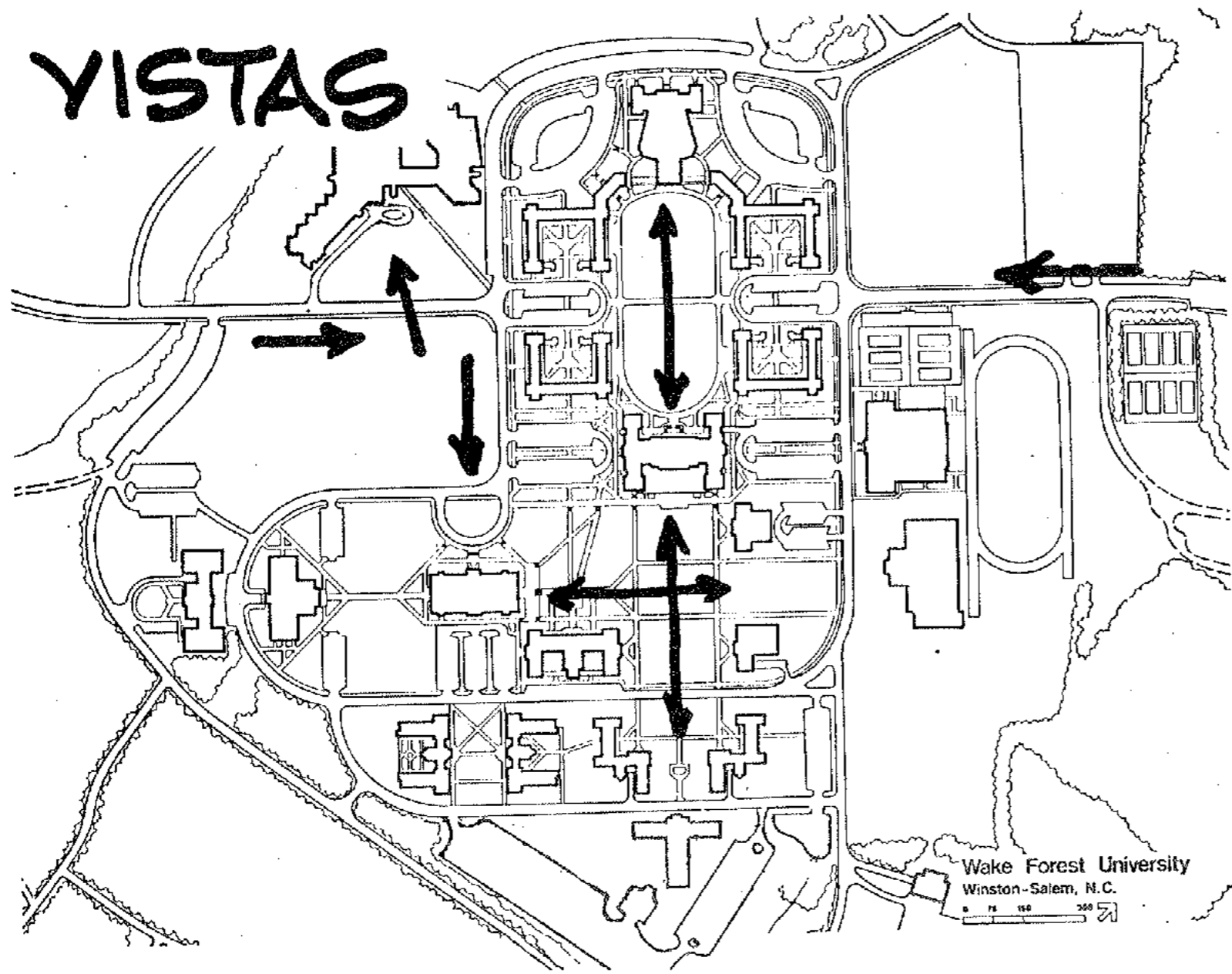


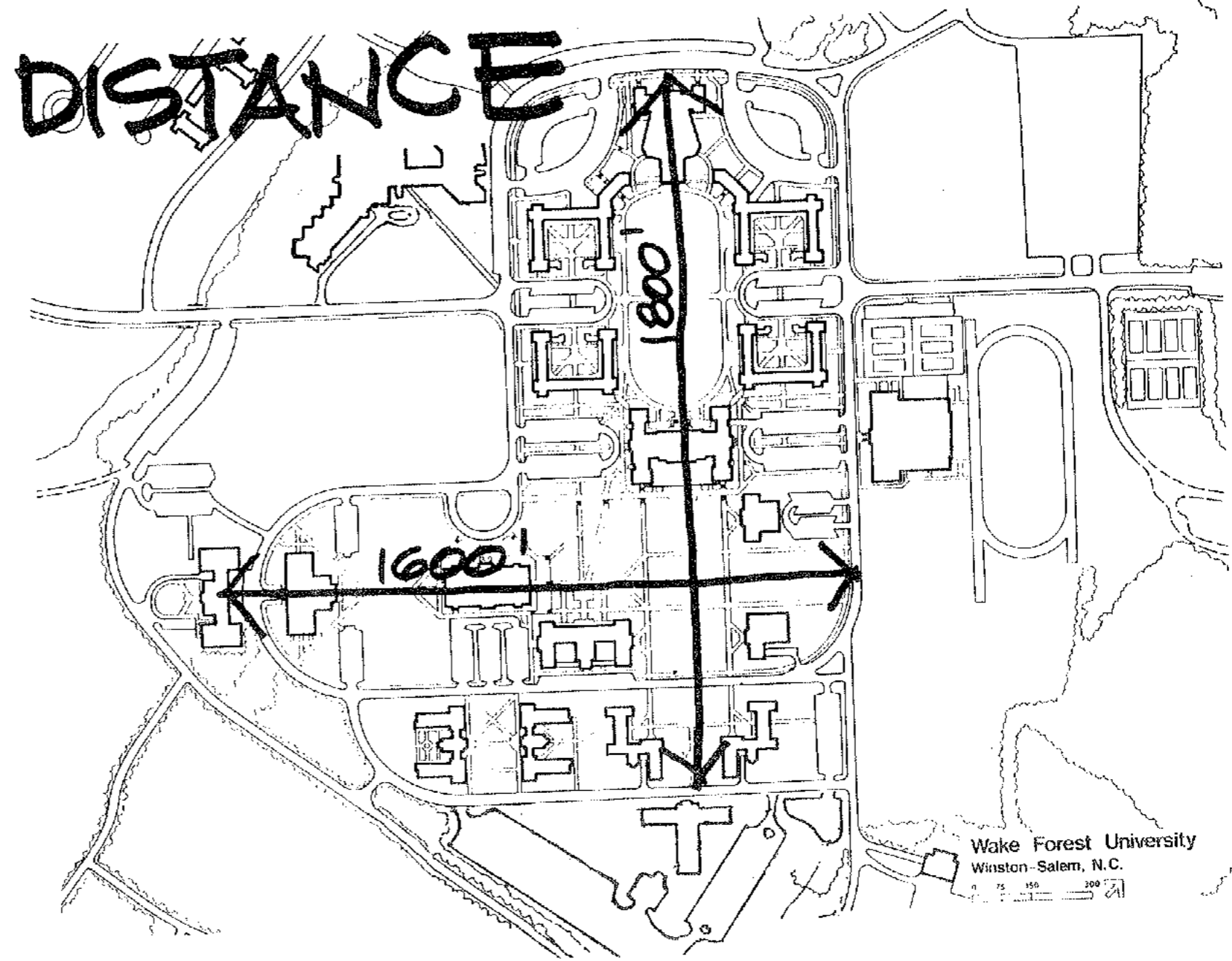
STREETS

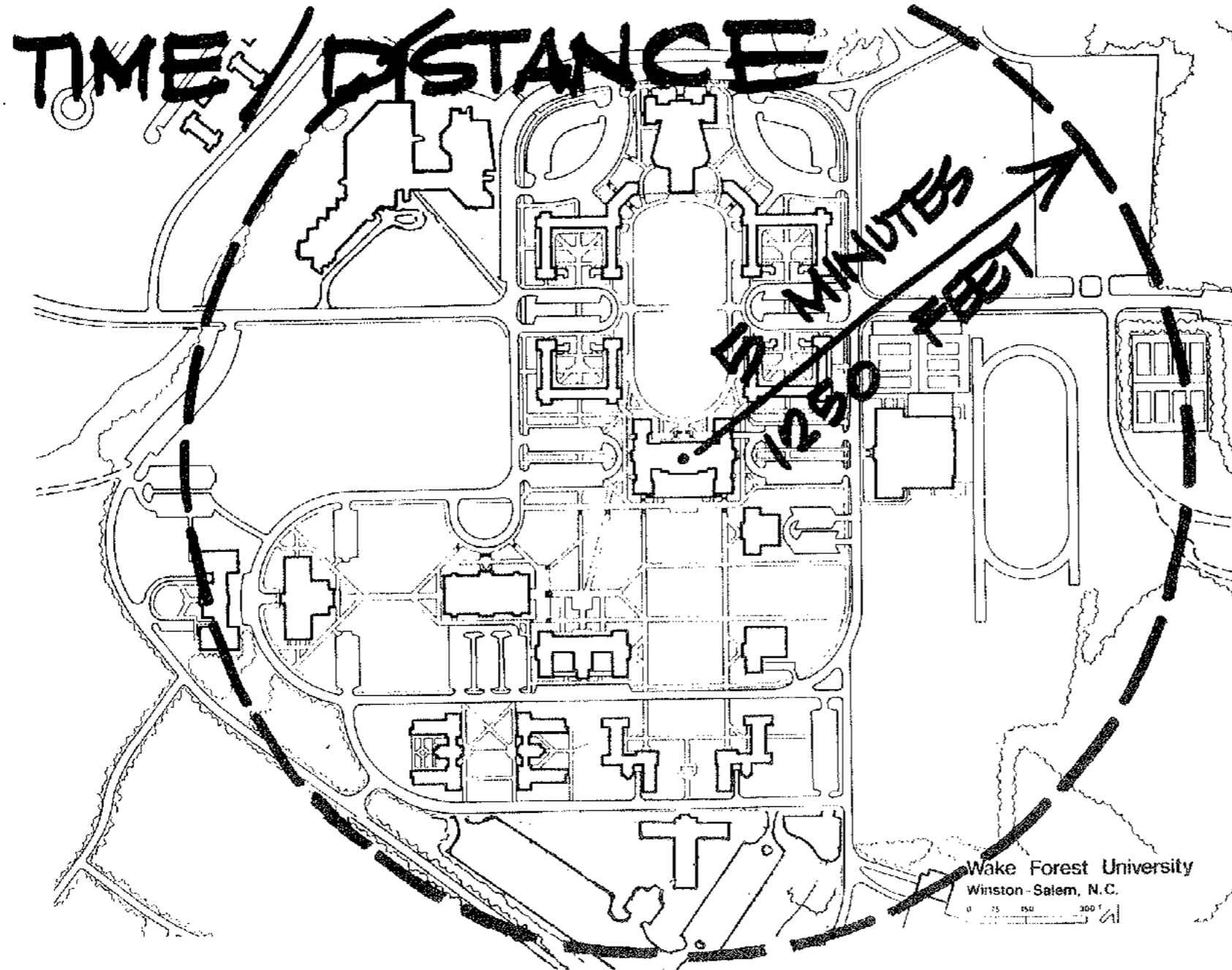




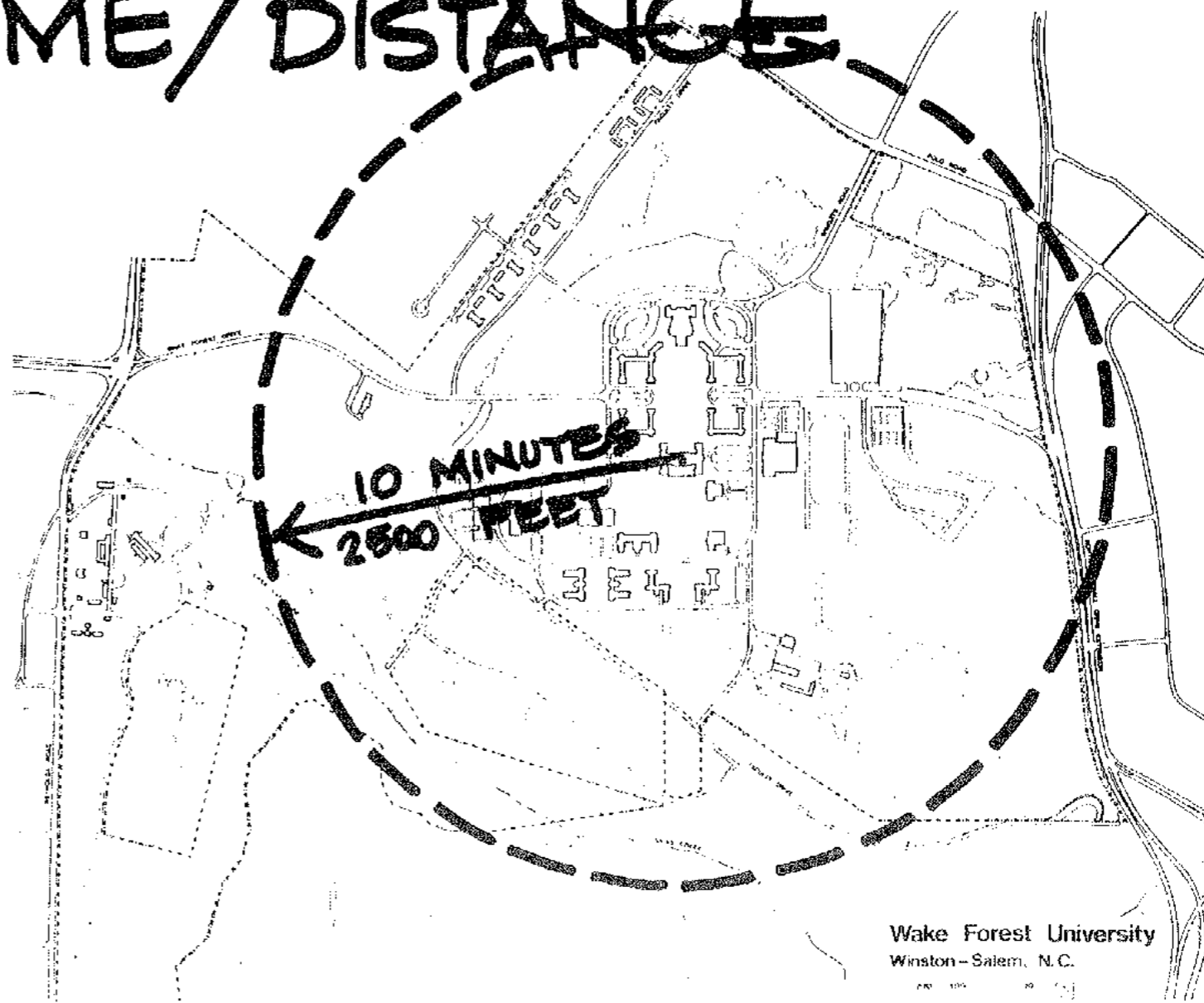
PLANNING CONSIDERATIONS



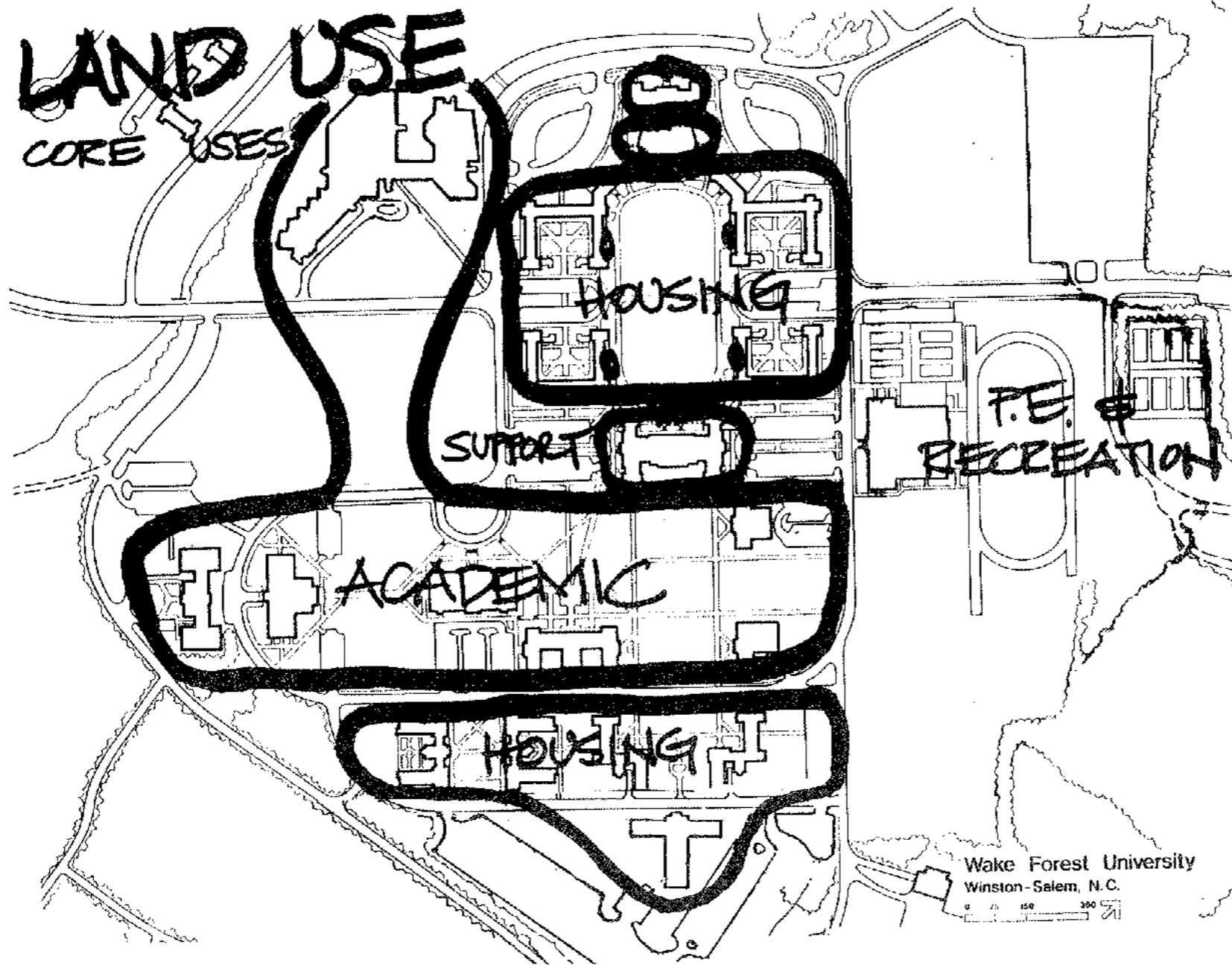




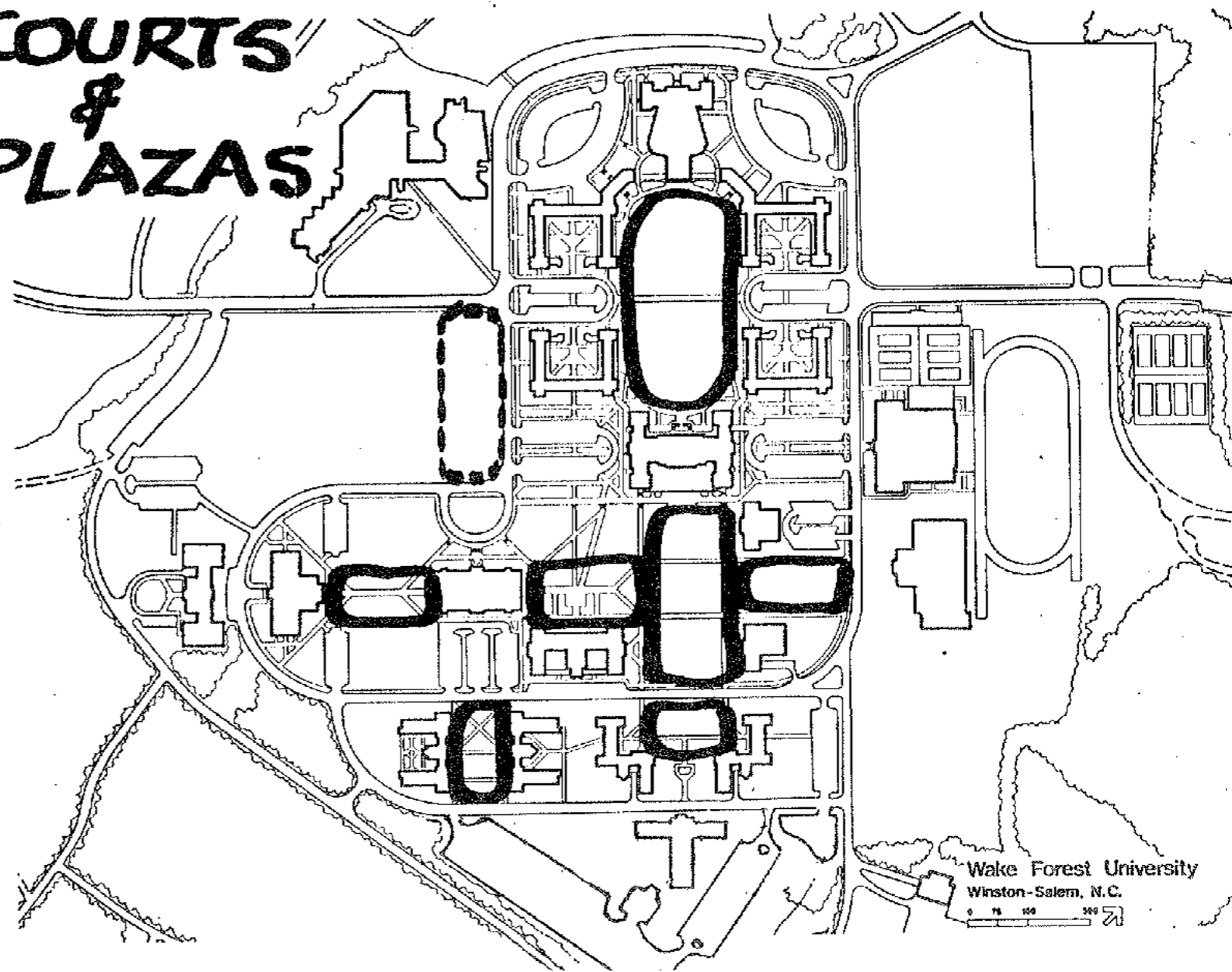
TIME / DISTANCE



PLANNING CONSIDERATIONS

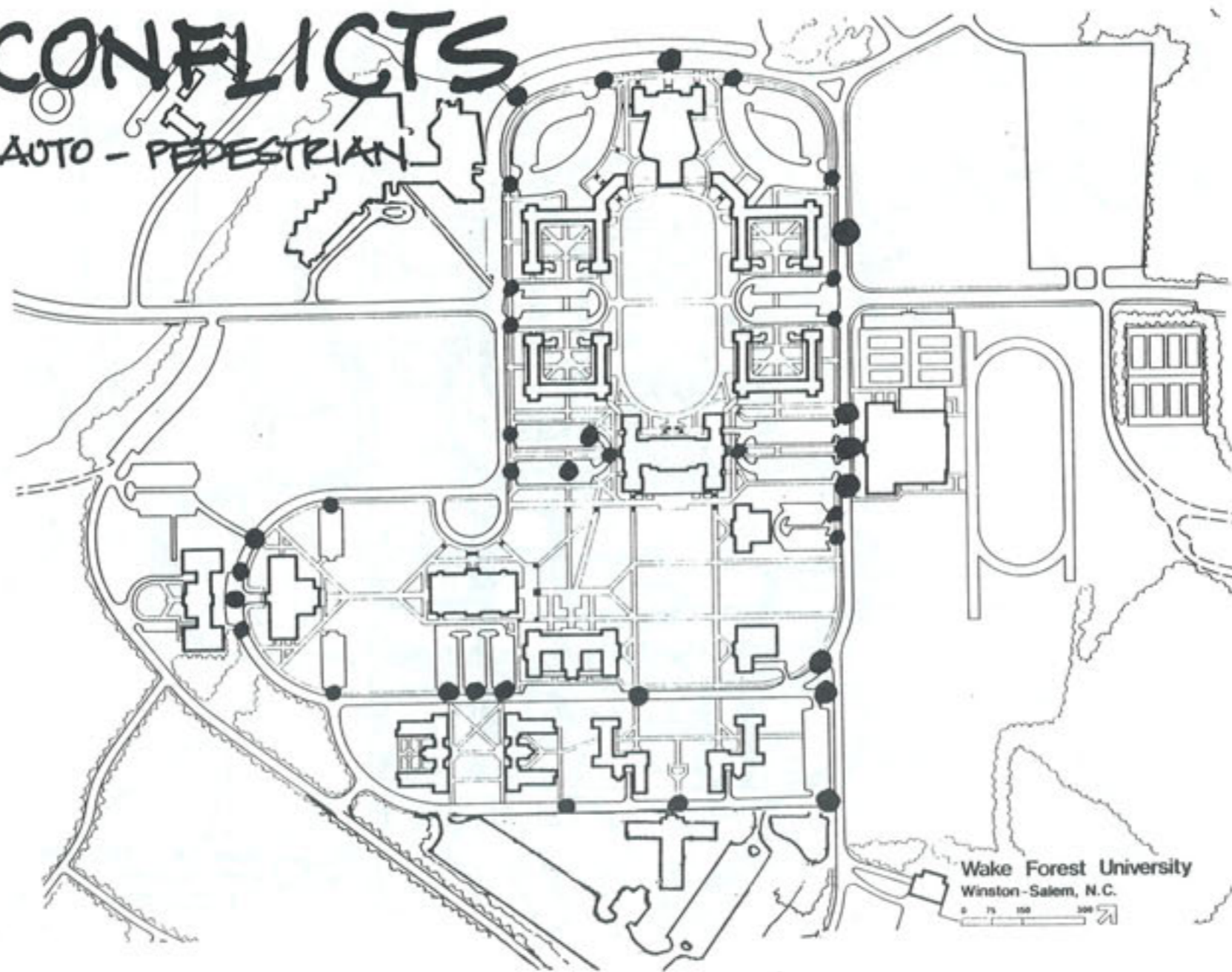


**COURTS
&
PLAZAS**

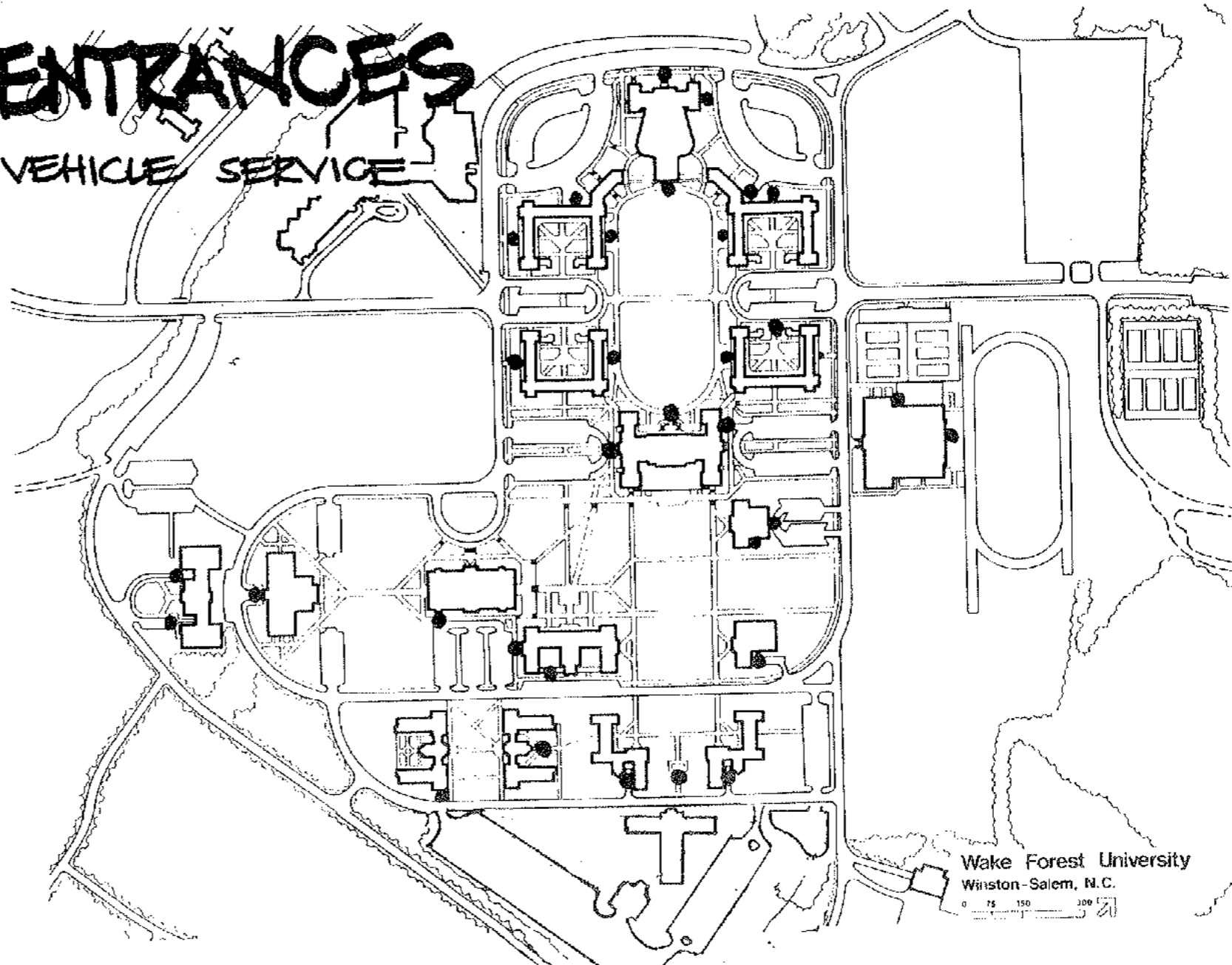


CONFLICTS

AUTO - PEDESTRIAN

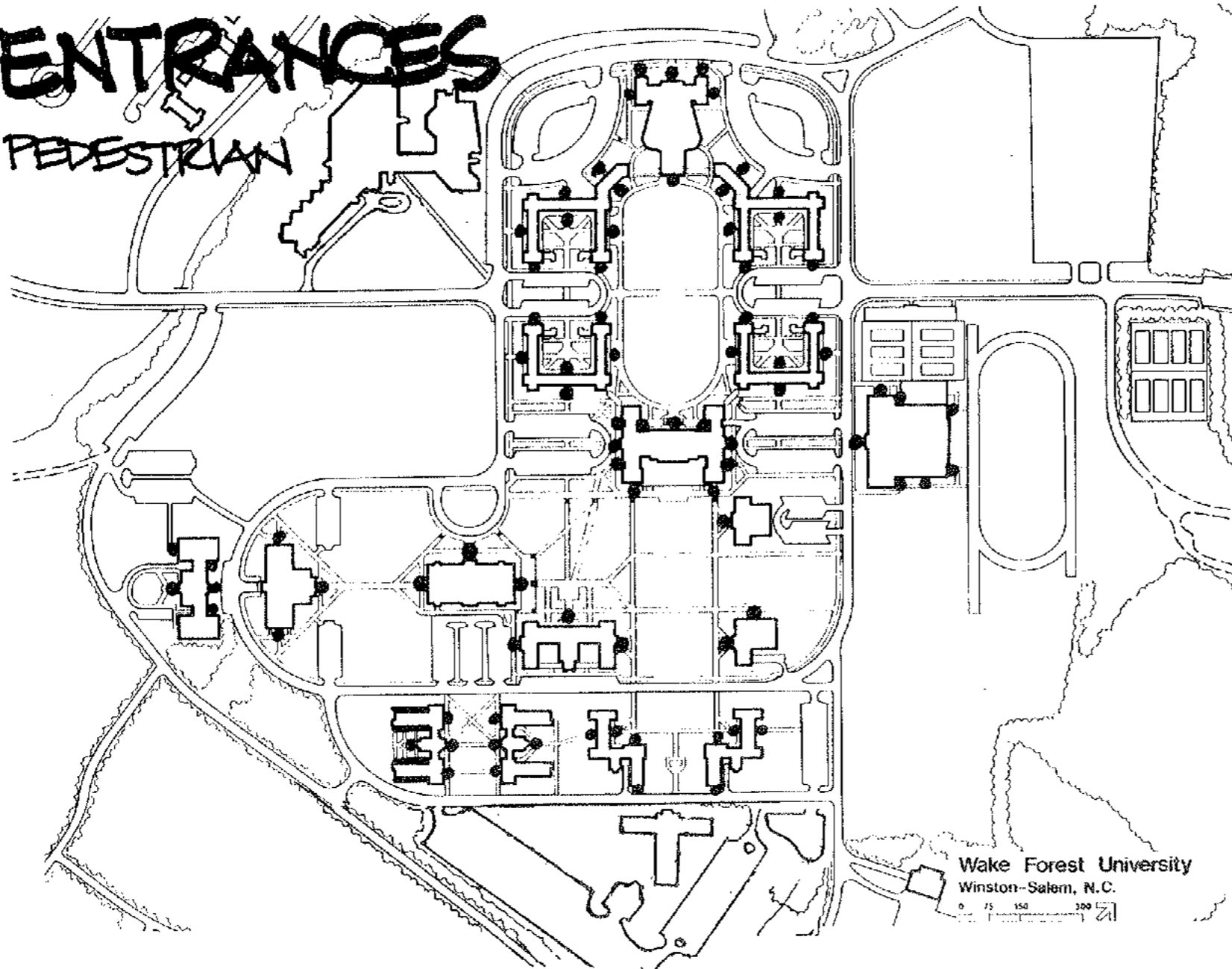


ENTRANCES
VEHICLE SERVICE

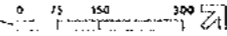


Wake Forest University
Winston-Salem, N.C.
0 75 150 300

ENTRANCES
PEDESTRIAN

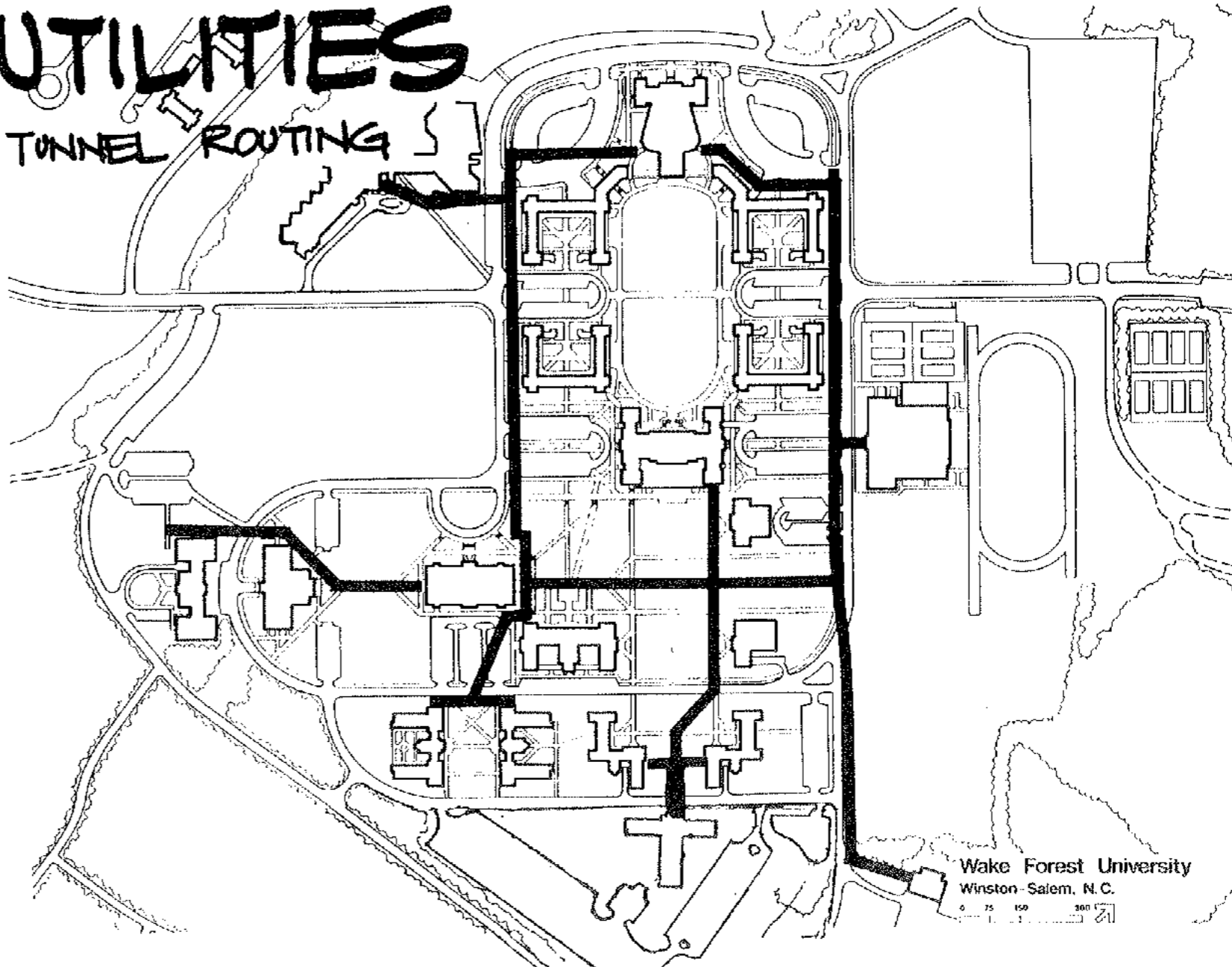


Wake Forest University
Winston-Salem, N.C.



UTILITIES

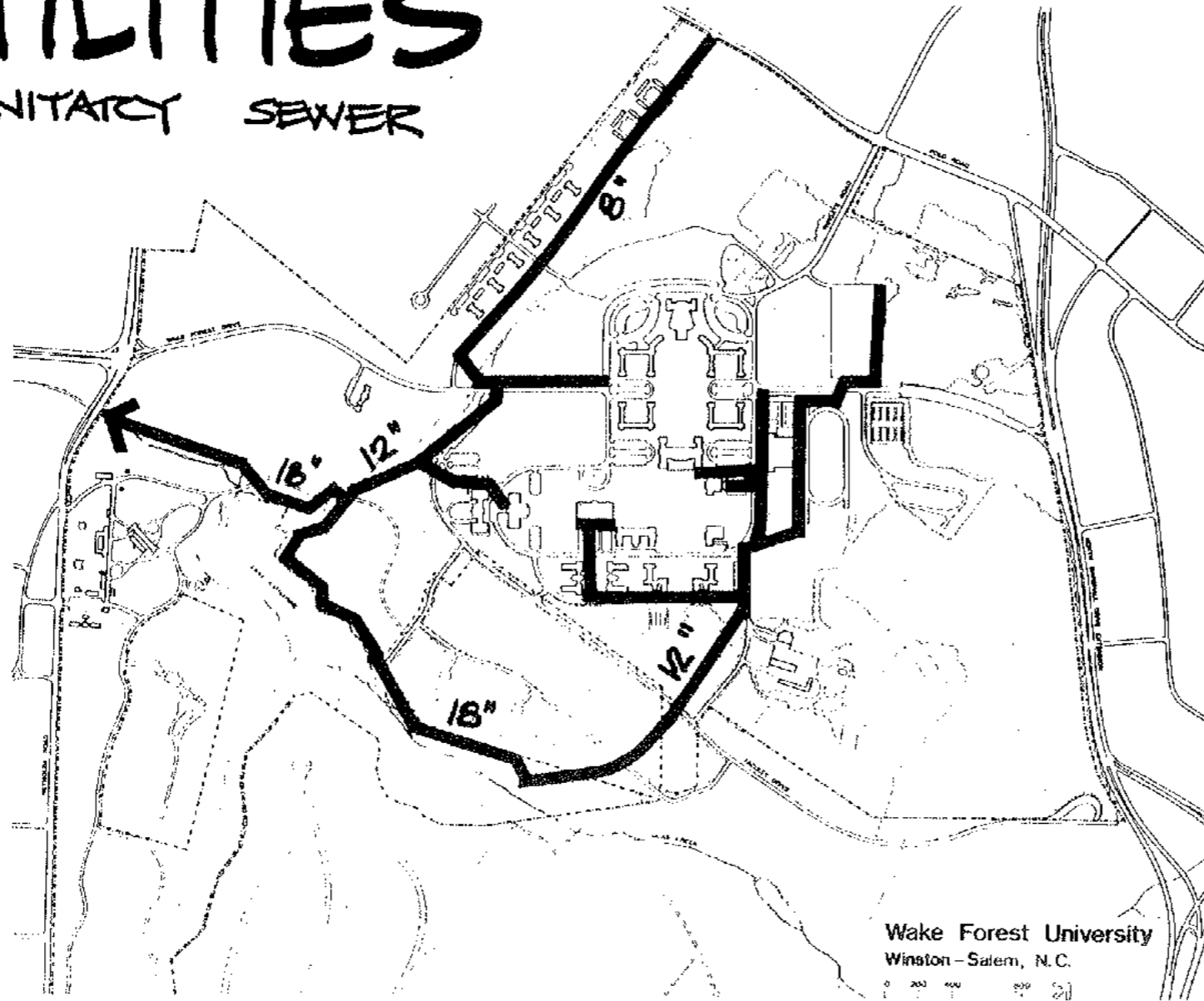
TUNNEL ROUTING



Wake Forest University
Winston-Salem, N.C.
0 75 150 300

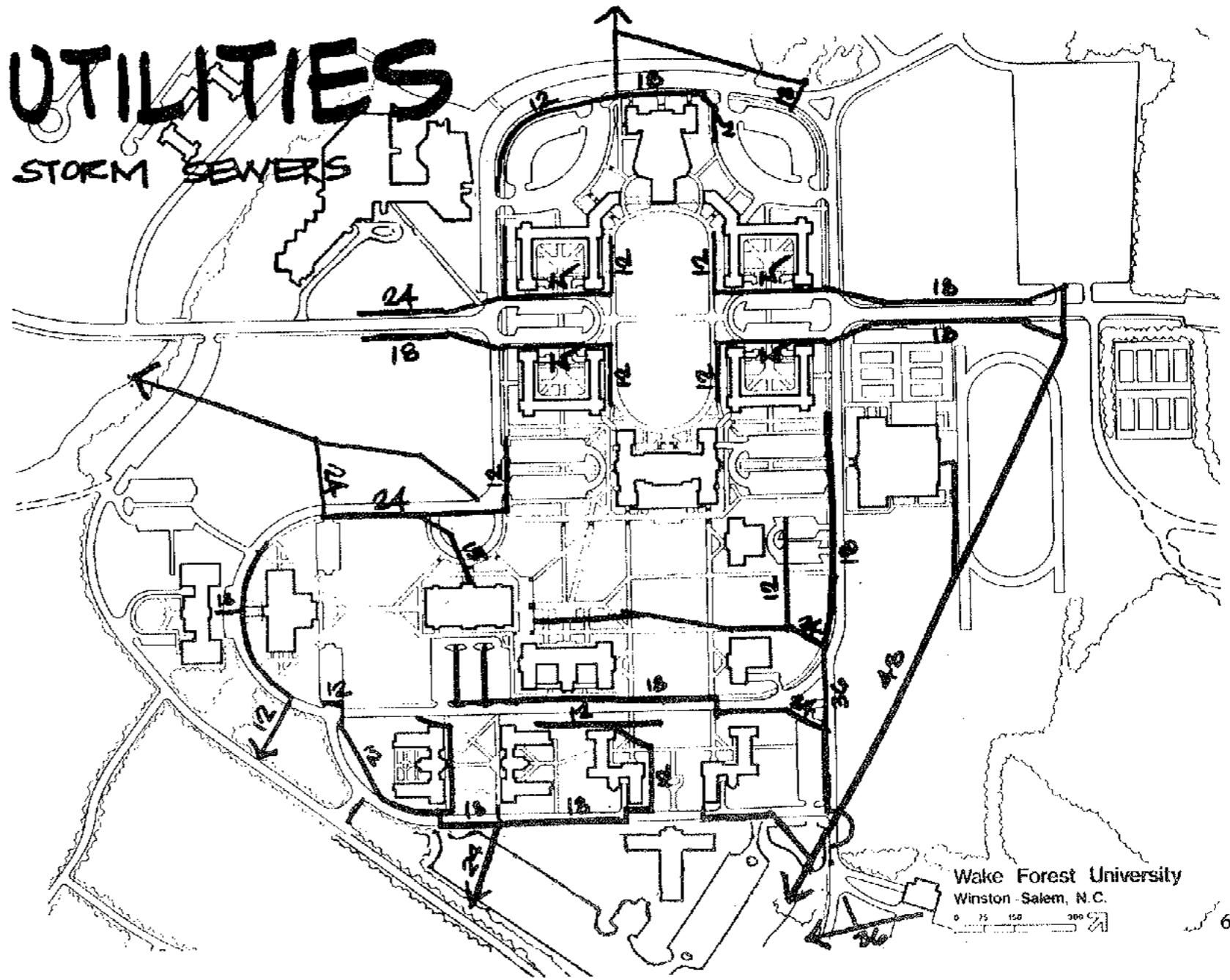
UTILITIES

SANITARY SEWER

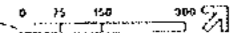


UTILITIES

STORM SEWERS



Wake Forest University
Winston - Salem, N.C.



LANDSCAPE DETAIL SHEETS



The landscape section of the Campus Plan (pages 30-36) gives the basic principles which shape the landscape plan. The following pages (65-83) give the details of the proposed landscape plan. Each page is a segment of the total Reynolda Campus plan. Refer to pages 65 and 66 to locate the area covered by each separate sheet.

These landscape sheets cover only trees and large shrubs. Obviously a good deal of work needs to be done on the foundation plantings, and it is assumed that this work will be carried out at the same time as the major landscaping work.

Since it will be impossible to accomplish all the work indicated in these plans immediately, it is important that an orderly schedule be devised for the project. As many as possible of the trees indicated on the plan should be planted quickly, since it takes several years for a newly planted tree to reach maturity. Even if all of the trees were planted in the next two years, the full effect of the planting would not be realized until the turn of the century.

Although there may be difference of opinion as to which parts of the landscape plan should have first priority, certain sections of the plan obviously must be done early since they affect other parts of the Campus Plan. These include:

The secondary plantings on the plaza should be started at once, even while the replacement of the elms is proceeding. This will provide the highly desirable shading of the sidewalks, and help to soften the starkness of the plaza as the elms are lost.

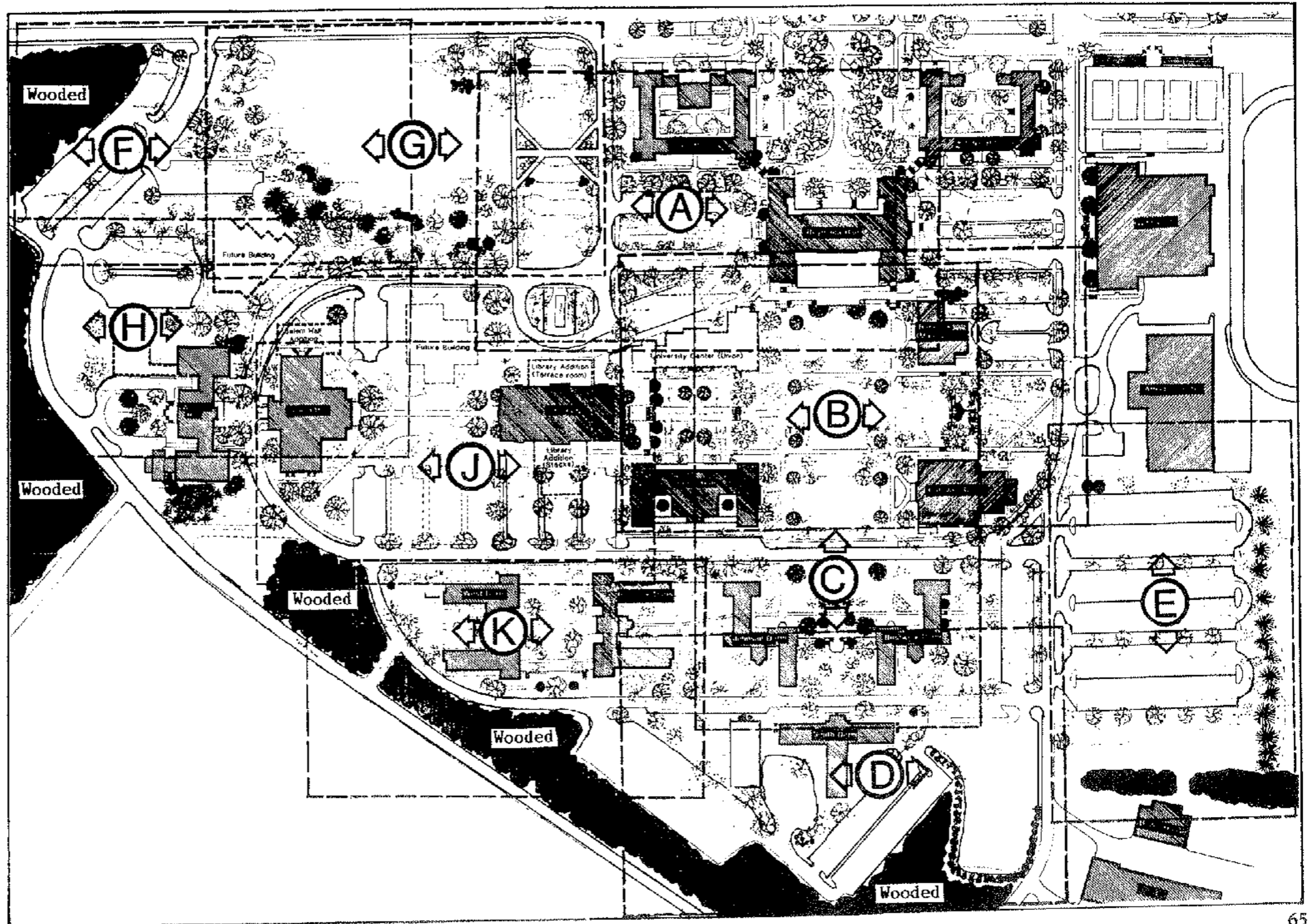
Planting of the proposed trees in the Magnolia Court area should proceed without delay. This area has remained bare and poorly defined far too long.

The new practice fields should be established as quickly as possible (see section on the athletic complex). The new parking lots at the site of the present practice fields can not be realized until the new practice fields are well established, and these lots are critical to the entire traffic and parking plan of the Campus Plan.

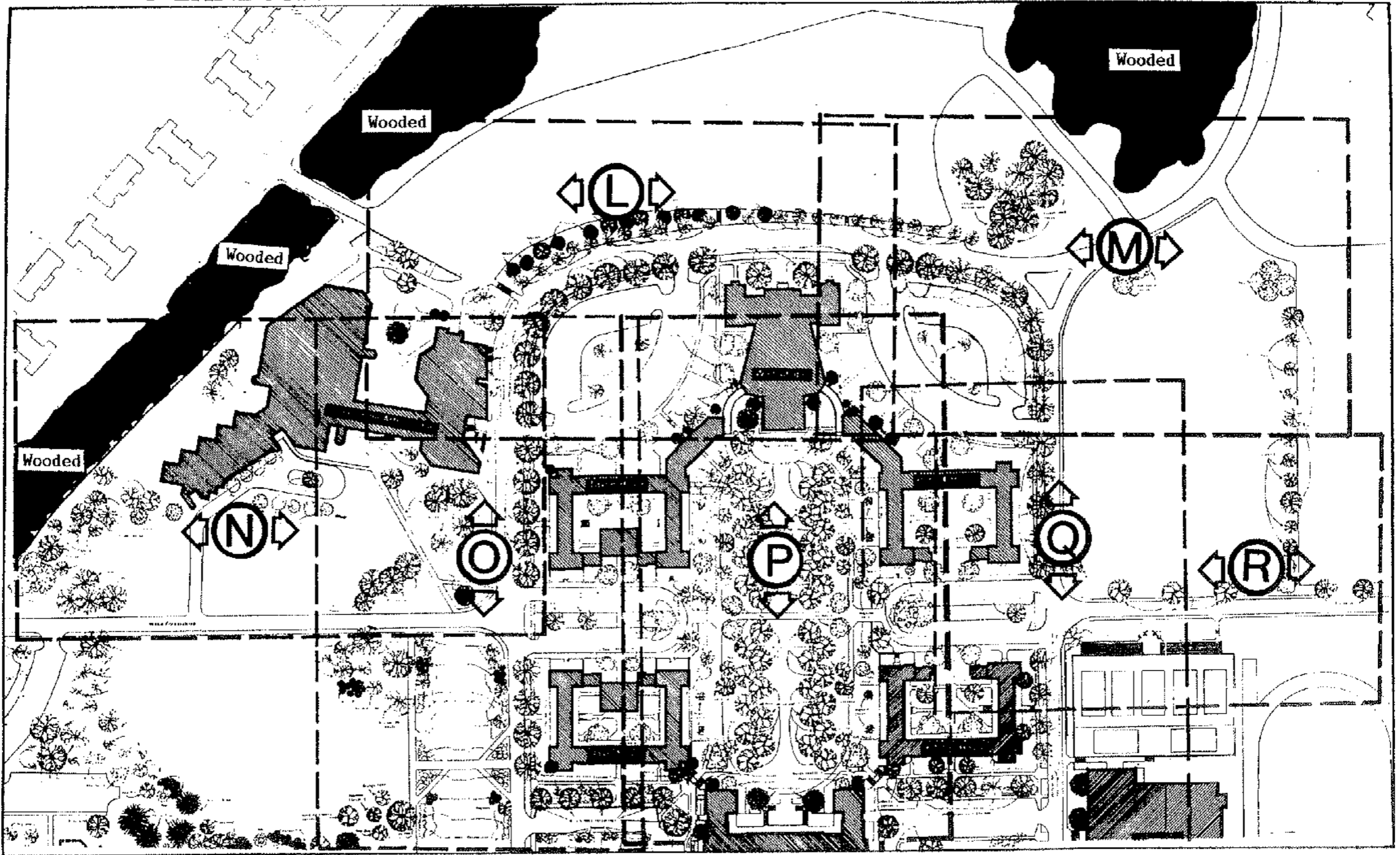
The other parts of the landscape plan are less critical, and their phasing can be done as rapidly as funds are available.

The landscape report notes that many shrubs and trees have become seriously overgrown and need severe pruning. This is particularly true of the hollies planted close to a number of buildings and most of the plantings around Johnson and Bostwick dormitories. Because these plants have been neglected so long, the pruning will have to be done in stages, but it must be started immediately.

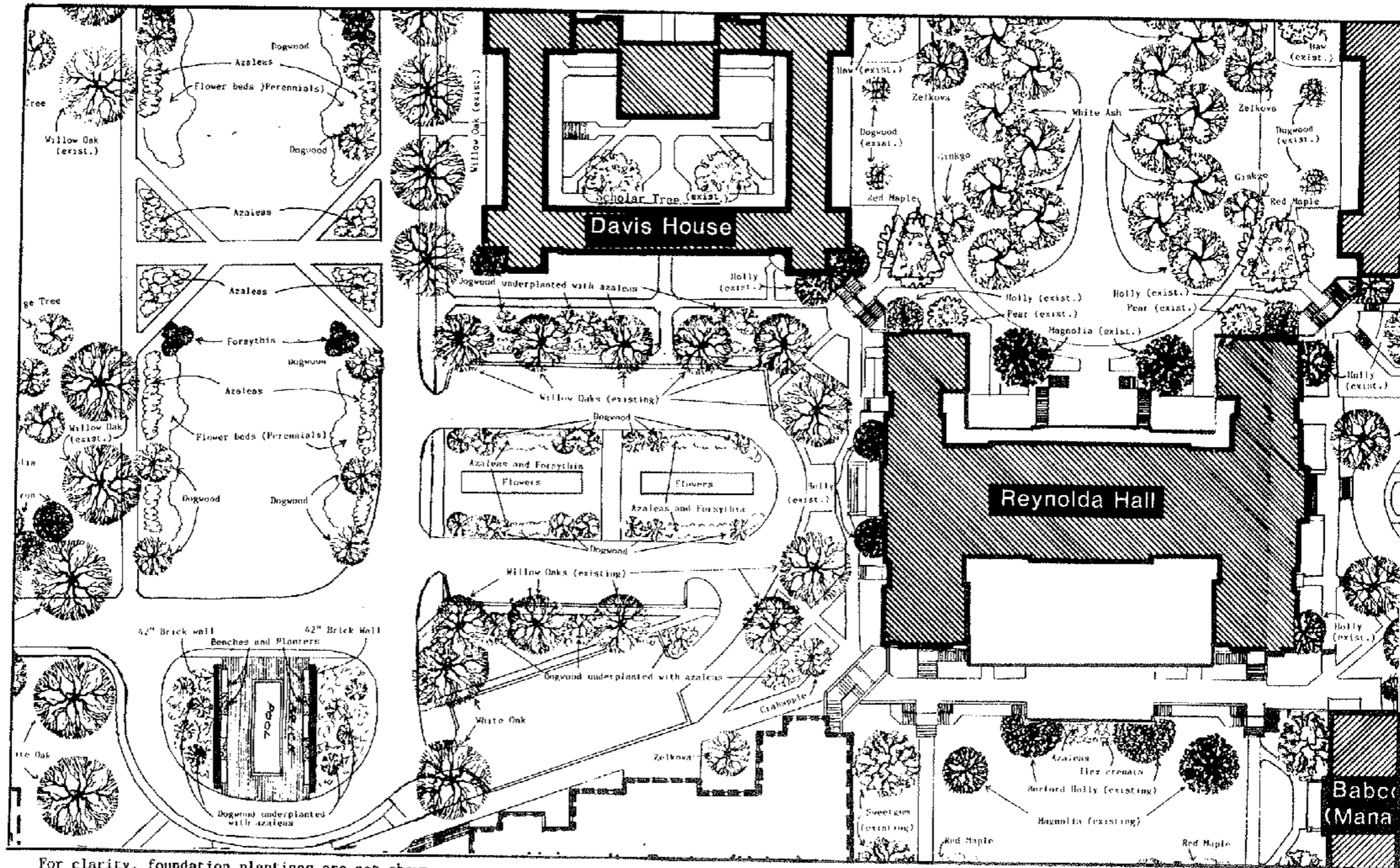
INDEX TO LANDSCAPE DETAIL SHEETS A-K



INDEX TO LANDSCAPE DETAIL SHEETS L-R

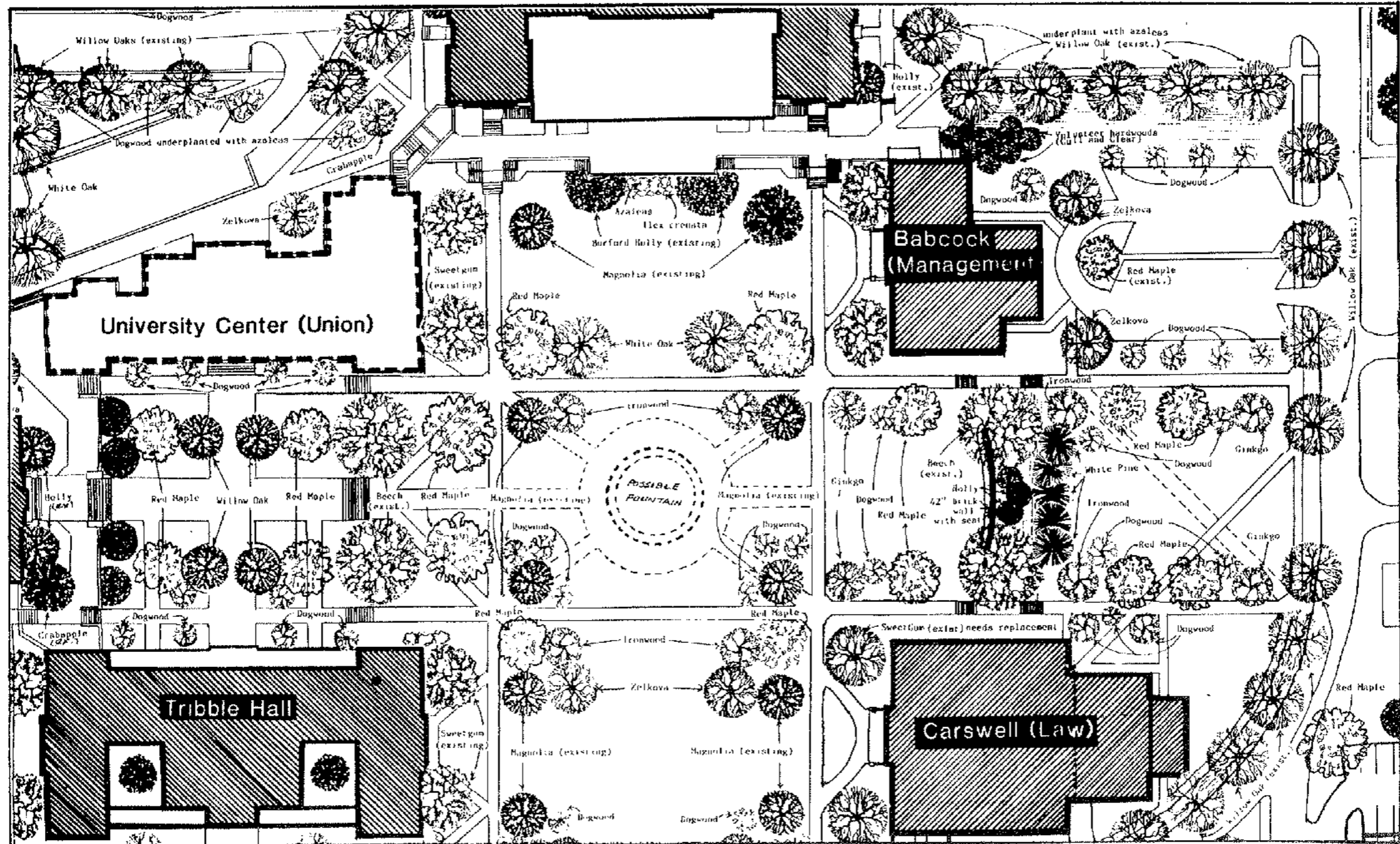


LANDSCAPE DETAIL SHEET A



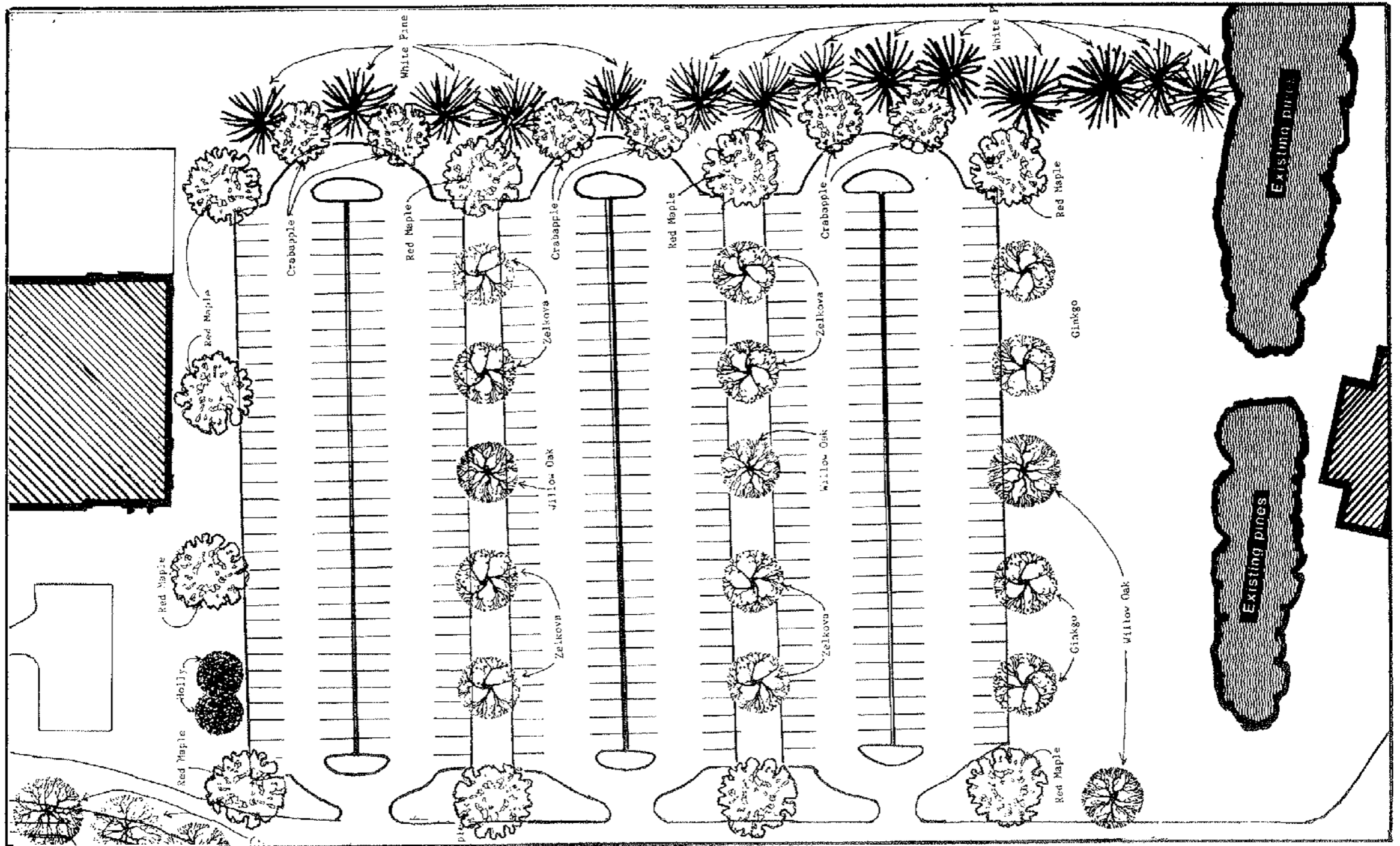
For clarity, foundation plantings are not shown

LANDSCAPE DETAIL SHEET B



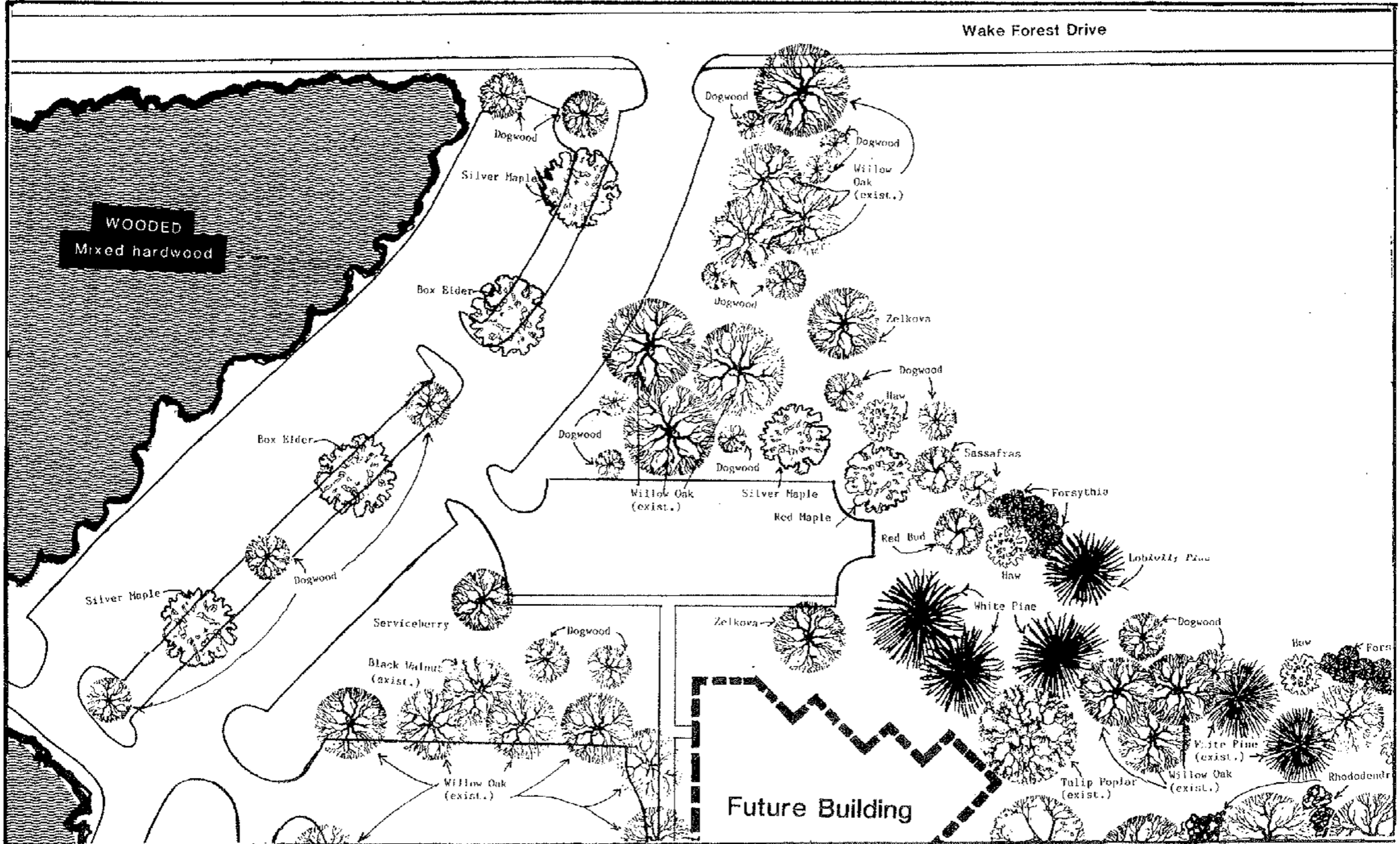
For clarity, foundation plantings are not shown

LANDSCAPE DETAIL SHEET E



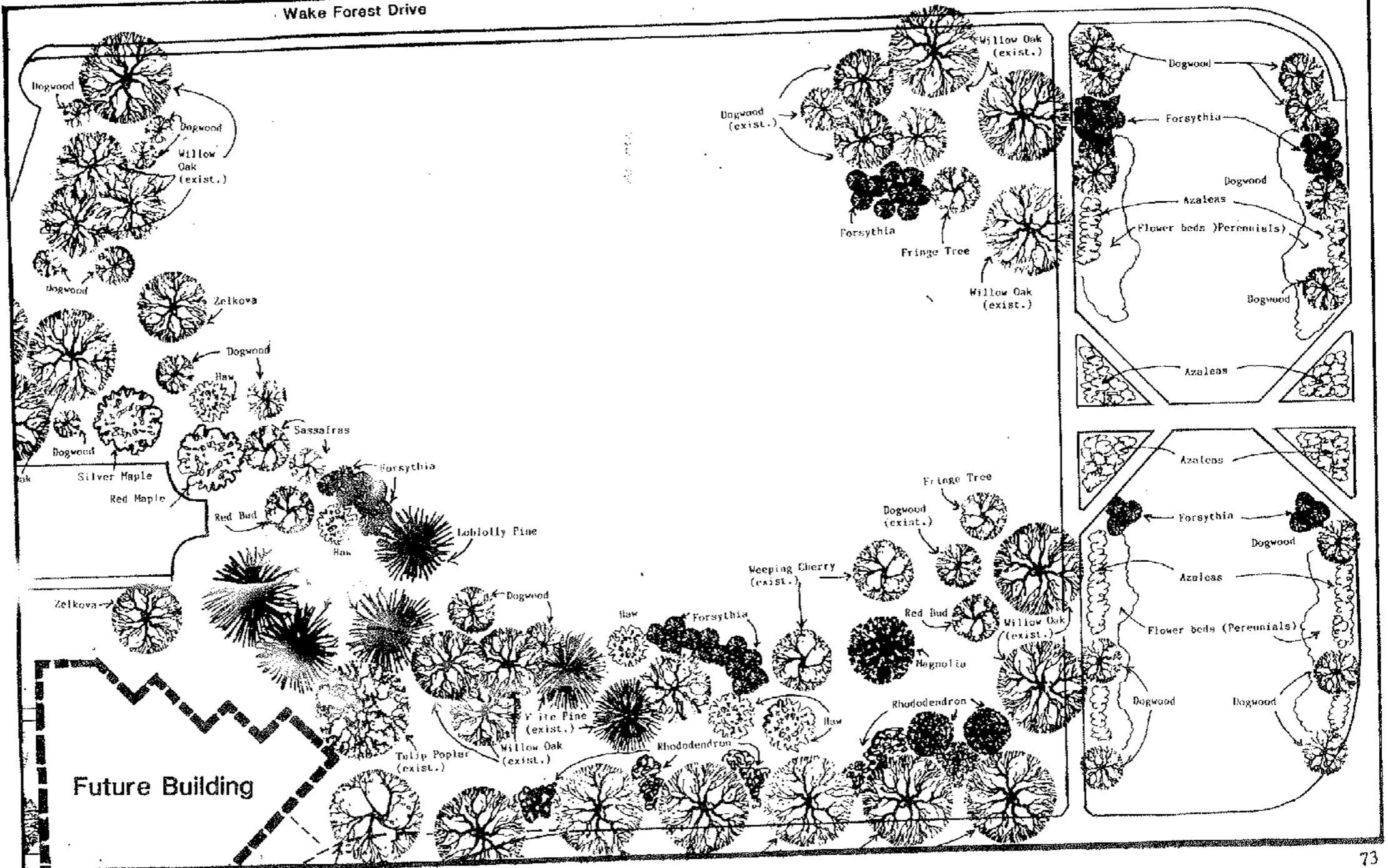
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LANDSCAPE DETAIL SHEET F



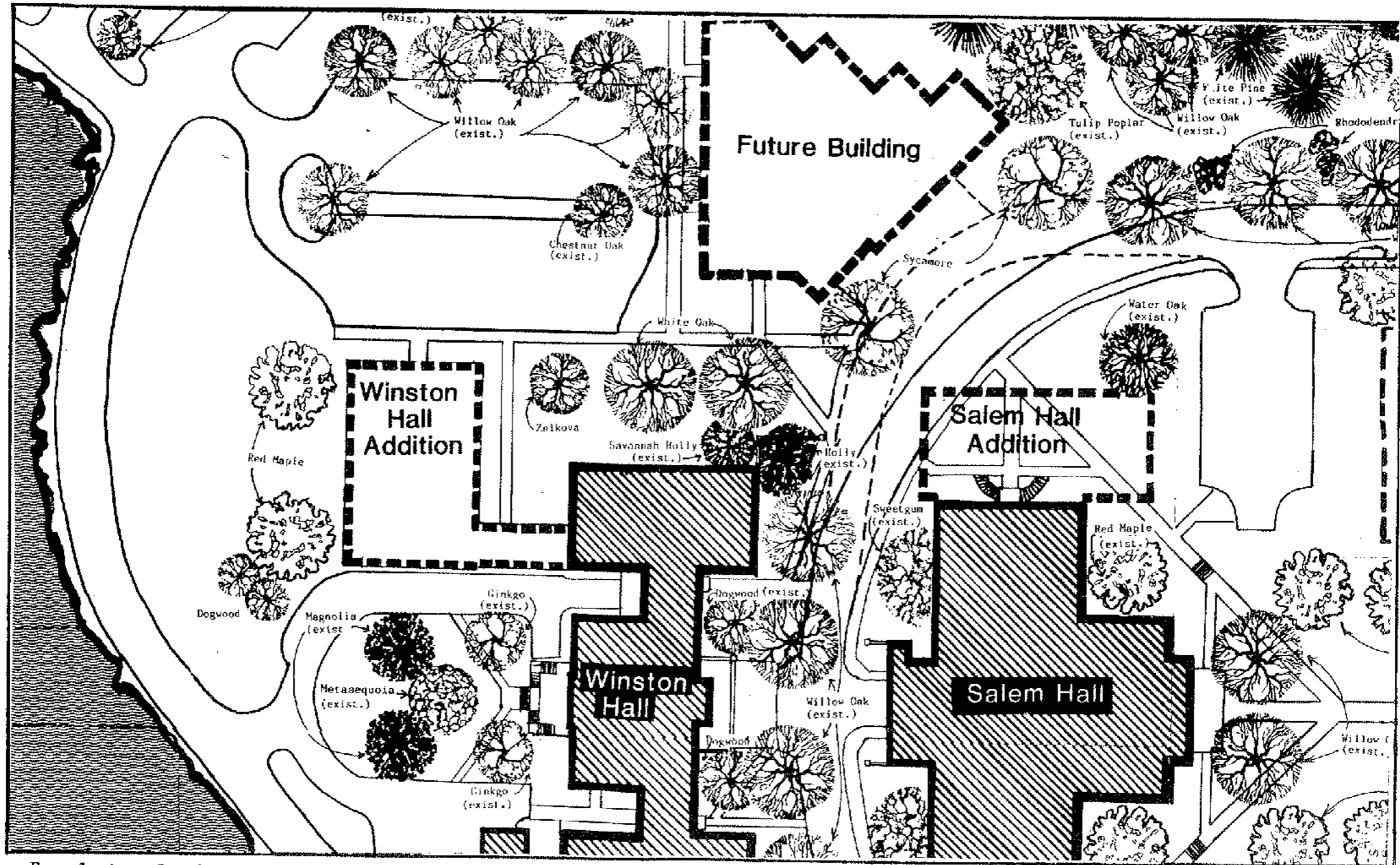
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LANDSCAPE DETAIL SHEET G



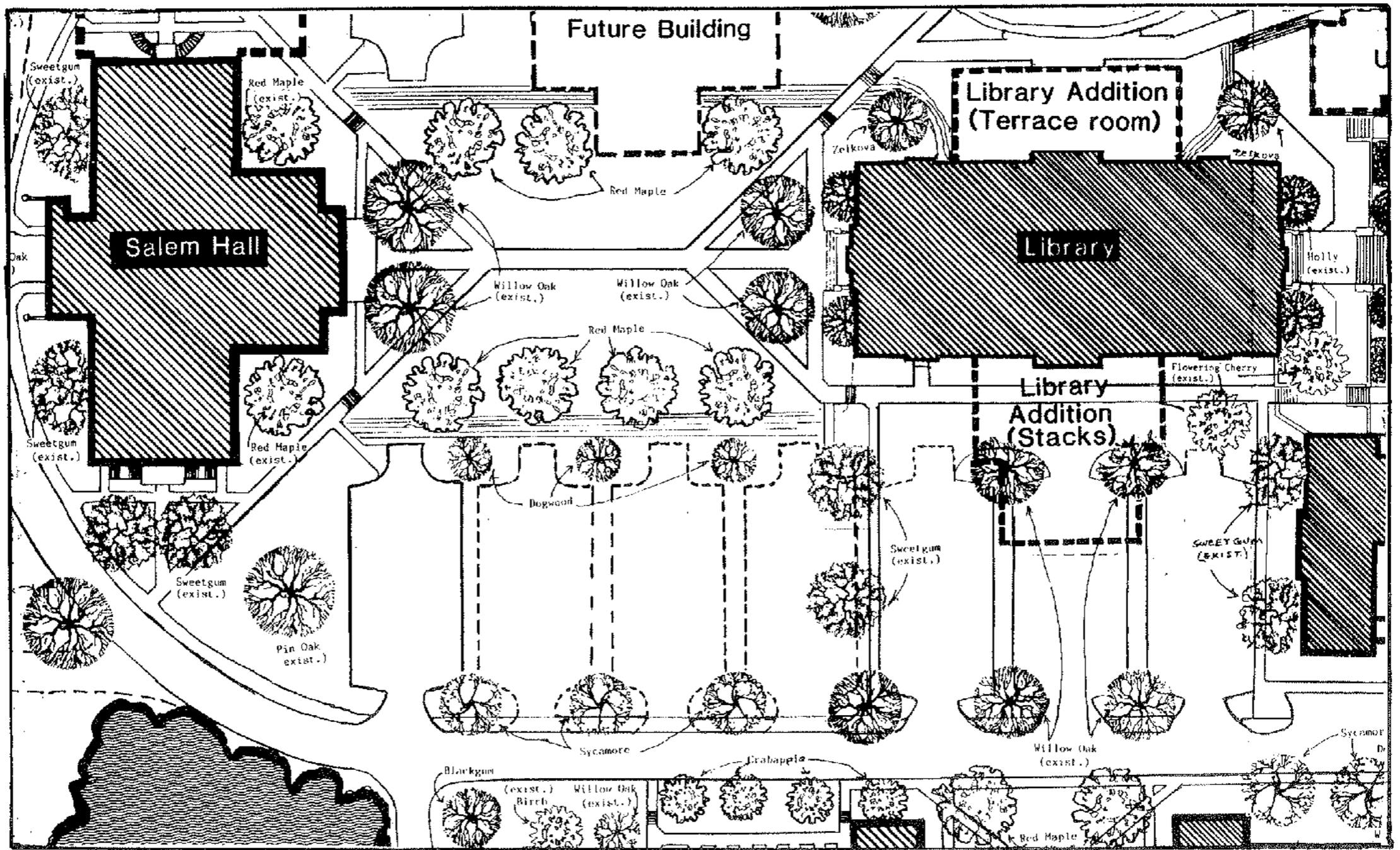
For clarity, foundation plantings are not shown

LANDSCAPE DETAIL SHEET H



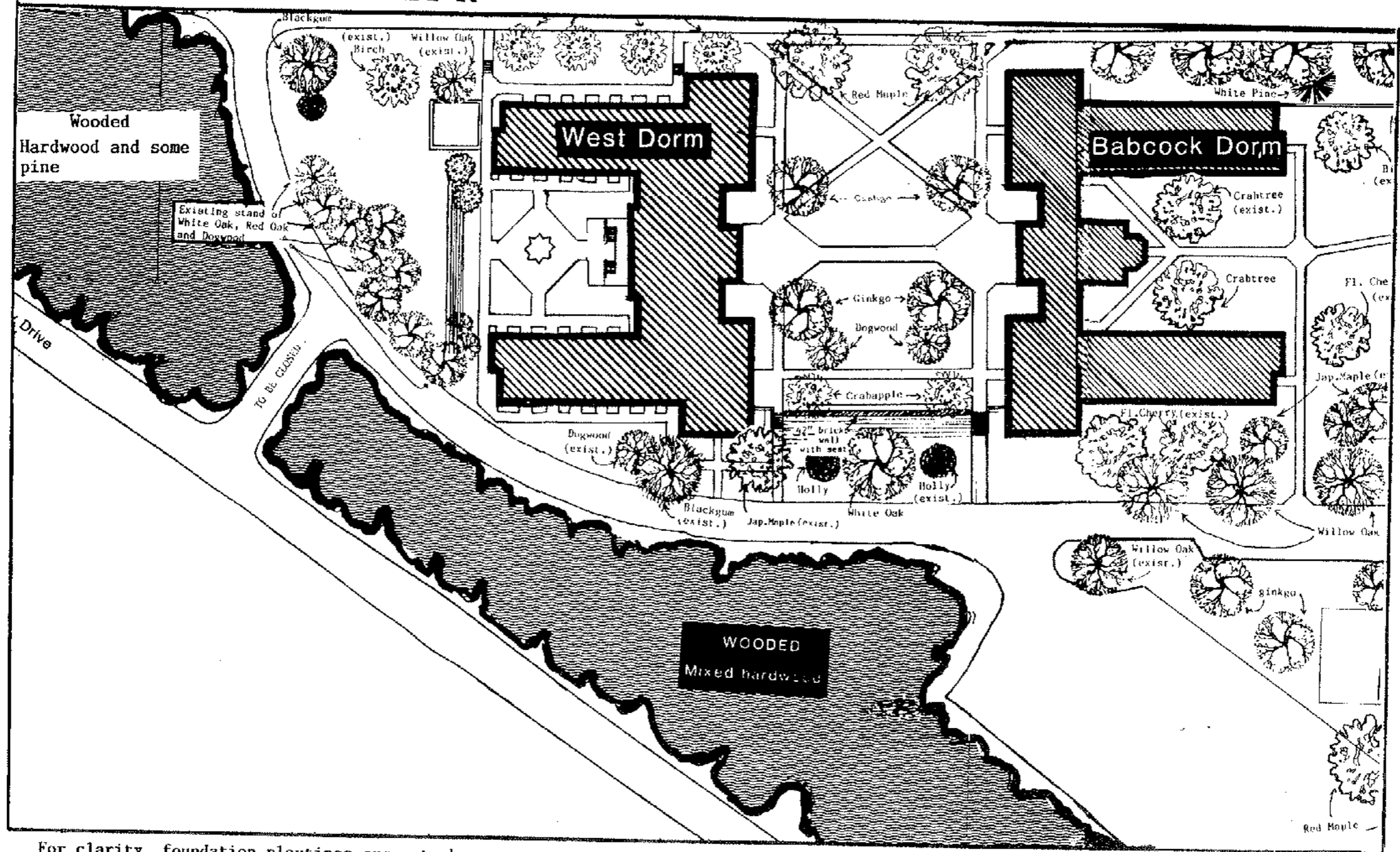
For clarity, foundation plantings are not shown

LANDSCAPE DETAIL SHEET J



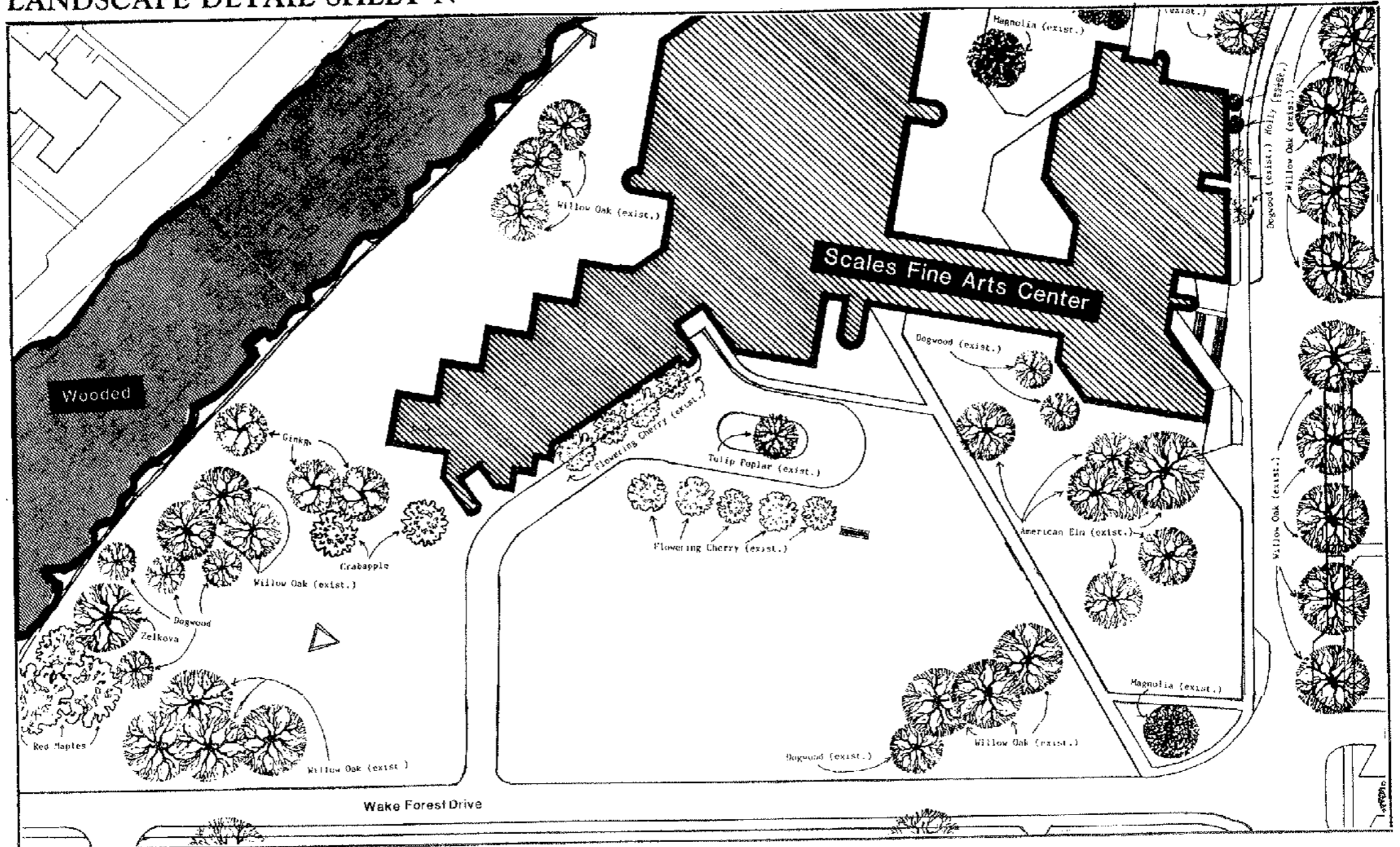
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LANDSCAPE DETAIL SHEET K



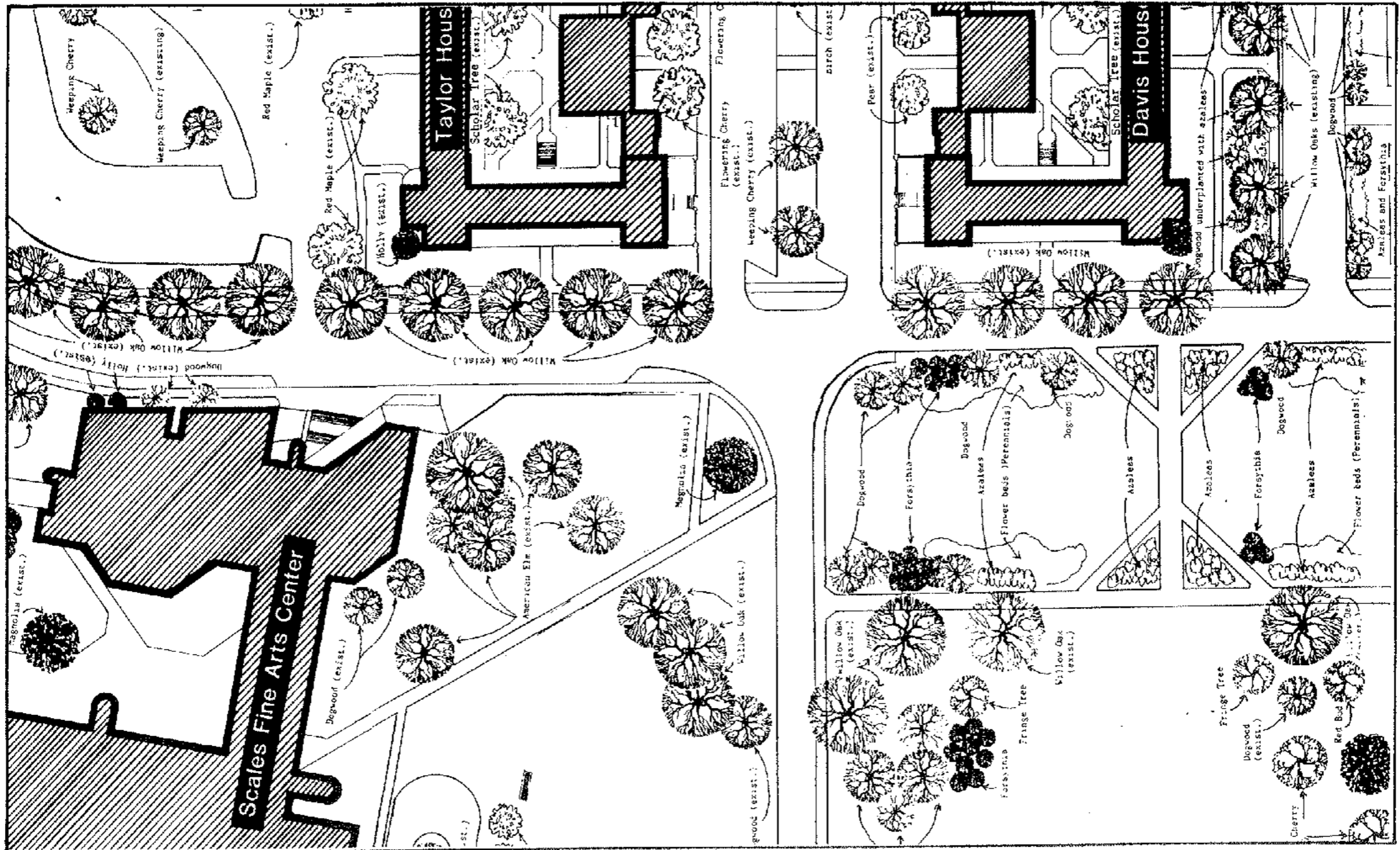
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LANDSCAPE DETAIL SHEET N



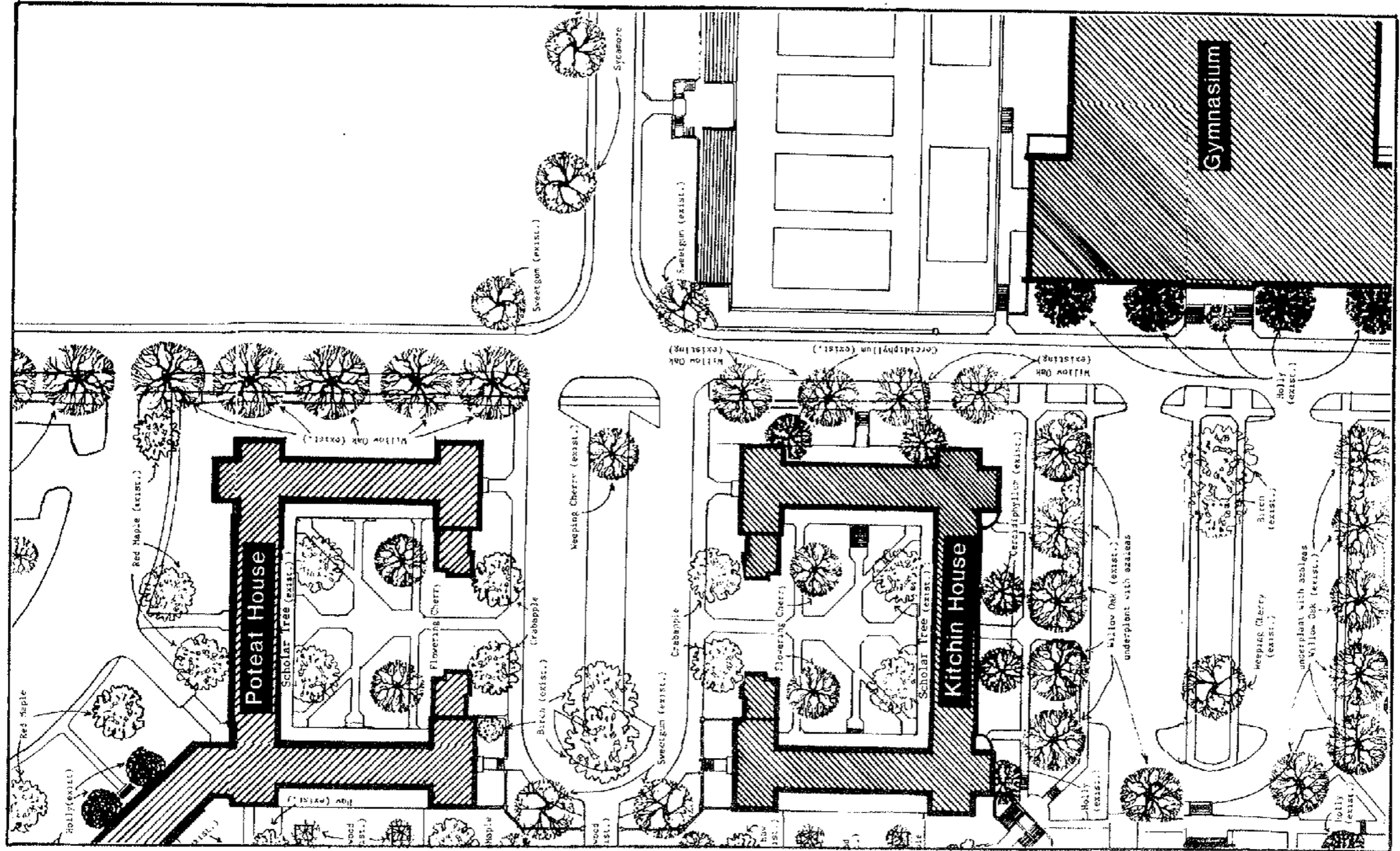
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LANDSCAPE DETAIL SHEET O



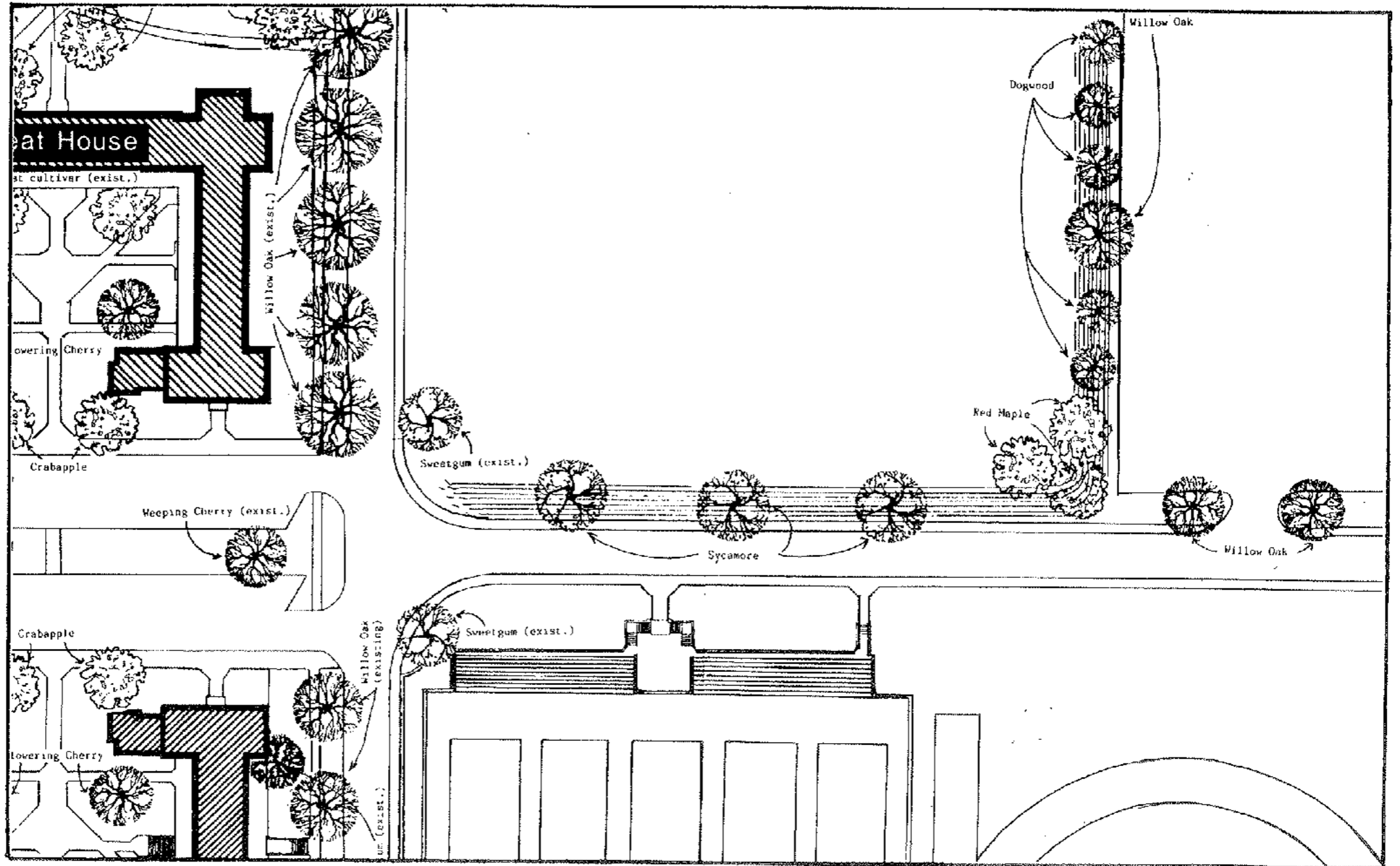
For clarity, foundation plantings are not shown

LANDSCAPE DETAIL SHEET Q



For clarity, foundation plantings are not shown

LANDSCAPE DETAIL SHEET R



For clarity, foundation plantings are not shown

Oct. 1, 1986

The last section under SUPPORTING DOCUMENTS consists of a listing, building by building, of details of the physical conditions of the buildings. This is being prepared by a consultant and will be added to this report as soon as it is available. In the meantime, refer to page 38 where the general conclusions of this survey are summarized.