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国外高等院校建筑学专业教材

建筑经典读本 Classic Readings in Architecture

[美] 杰伊·M·斯坦

肯特·F·斯普雷克尔迈耶 编

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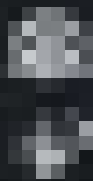
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内容提要

本书精选了建筑历史中,特别是现代建筑中最经典的理论和实践论著,撷取其中的精华部分编辑成36个读本,分为序篇、第一部分、第二部分、第三部分、终篇,三部分又分为9个专题,全面涵盖了从建筑历史和理论、建筑文脉到建筑过程的方方面面。每篇读本又配以中英文的导读,介绍了每本书的背景和价值。

本书的精彩内容和编排方式都决定了它可成为高等院校建筑学专业一本难得的学习辅导书,同时也可作为该专业双语教学和专业英语教学的教材。

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[美] 杰伊·M·斯坦 肯特·F·斯普雷克尔迈耶 编

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出版者的话

在获得本书的出版授权后，我们欣喜不已。这本选读本虽说读起来还不够酣畅淋漓，但对于我国今天的建筑教育也可谓解渴了。

现代建筑自上个世纪初伴随着我国第一代建筑师的实践在国内有所发展，但百年来几代人的努力似乎未能让现代建筑的脉络在这块古老的土地上梳理得更清晰，更谈不上所谓的“西学中用”。而究其原因，除了为建筑学人力所不及的社会变革的影响外，自身的研究和借鉴也是乏力的。迄今为止，尚未有一册脉络清晰的现代西方建筑史、建筑理论和建筑实践研究的图书刊行，这和今天如火如荼的建筑业是如此的不相称。

我们最初是希望将最有价值的西方建筑理论和实践的论著编辑在一起，勾勒出一幅西方建筑理论和建筑实践研究的粗略框架，为我国建筑史打开一扇眺望西方的小窗，而本书的36个读本和编排方式正契合了我们的想法。

本书将维特鲁威的《建筑十书》作为序篇，为读者点出了西方建筑的渊源。第一部分：作为人造物的建筑，将目光投向建筑本体的研究，其中包括了建筑理论与历史、建筑形式和建筑技术三个小章节。第二部分：建筑的文脉，以与建筑相关的人类生存环境为研究对象，又分为城市环境、自然环境和人文环境三个小章节。第三部分：建筑的过程，研究了建筑实践和与此相关的制约因素，分别研究了设计过程、建筑的社会含义、建筑职业三个层面的问题。最后，全书以鲍耶和密特冈意味深长的一篇《建筑职业的展望》结束全书。

纵览全书，一幅清晰的西方建筑的框架出现在读者面前，这个框架为读者今后的学习研究指明了方向。而36篇读本亦是篇篇生动、段段精彩，值得一读再读。

本书我们采用了英文原版刊印，希望读者能通过本书读到原汁原味的经典，每篇读本又配以中英文的导读，介绍了每本书的背景和价值。全英文的读本同时也为高等院校建筑学专业的双语教学和专业英语教学提供了一本很好的教材。

本书导读部分的中文翻译由南京大学王群教授组织并统稿，特此感谢！

我们希望本书的出版能为中国的建筑和建筑教育尽一份绵薄之力。

2003年11月12日

PREFACE

The purpose of this book is to introduce students of architecture to the important literature of the field. It consists of journal articles and selected book chapters by authors who are recognized as major contributors to architectural history, theory, and practice. The book also will serve as a reference document for architects, design educators, building clients, and others who seek an overview of architecture as an academic discipline as well as a professional pursuit.

The book is a companion work of Jay M. Stein's (1995) *Classic Readings in Urban Planning*. As such, this text is a continuation of the objectives contained in the previous book and is seen as a way of extending introductory material into a field closely allied with planning. The assumption is that one of the best ways to introduce a field is to expose the reader to its great works, the "classics." Webster's (1979: 334) defines *classic* as: "of the highest class; most representative of the excellence of its kind; having recognized worth." Thus, we define classic readings as those that are of superior quality, represent outstanding scholarship, and may have influenced or changed the field.

However, major distinctions between this book and *Classic Readings in Urban Planning* (Stein 1995) are the audience to which each is directed and the nature of the individual readings. The earlier book was written for upper-level undergraduate and graduate-level students of planning, while *Classic Readings in Architecture* will serve as a text for first-year students in architectural curricula. Also, the articles in this book have been selected as much as an introduction to important authors as a review of significant or seminal works. In this respect the term "classic" differs from that in the planning text. The research conducted by the editors for this book revealed that the definitions of "classic readings" in architecture are broader and less focused than the literature of planning. While fairly definitive categories of academic and professional fields can be drawn in planning—transportation, housing, economic development—no such fixed categories exist in architecture. Thus, it is more appropriate to view *Classic Readings in Architecture* as an introduction to significant contributors of architectural knowledge and as a guide to the larger body of architectural literature.

Classic Readings in Architecture contains 36 readings organized into three major areas, each with subcategories. Thus, the book is organized as follows: Architecture as Artifact (Architectural History and Theory, Architectural Form, and Architectural Technology); The Context of Architecture (The Urban Environment, The Natural Environment, and the Human Environment); and the Process of Architecture (The Design

Process, The Social Implications of Architecture, and The Architectural Profession). Each reading begins with a brief abstract of the work, and each of the nine category sections concludes with a “suggested readings” list of selected articles and books from that field of study. Faculty, students, and professionals will find the suggested readings to be useful for more extensive study in these areas.

Classic Readings in Architecture can be used as a major or supplementary text in introductory courses in architecture, as a reference guide in the various areas of knowledge, and as a companion text in courses that are focused on a specific architectural topic. The book would be valuable, for example, in a course in architectural history as a way of placing an historical concept in the context of a broad survey of architectural theory and practice.

THE CLASSIC CONCEPT

The objectives of this collection of readings are the same as those outlined in Jay M. Stein’s (1995) earlier book on planning, namely that “it is far more interesting and exciting to *directly* experience ideas and read—even struggle—with original writings, than it is to review someone else’s synopsis *about* those ideas.” In any introductory course in architecture, the student will be exposed to a wide range of architects, buildings, professional standards, and theoretical concepts. We feel that it is important for the student not only to be introduced to these concepts, but to be given the opportunity to hear the voices of the historians, theoreticians, and practitioners who were significant contributors to those ideas. The works contained in *Classic Readings in Architecture* will provide the student with that opportunity.

ORGANIZING THE SUBJECT AREAS

A primary challenge in assembling these readings has been to create a typology for the architectural literature presented in the book. To develop our typology, we have been guided by the results of a survey conducted in Spring 1996 of introductory architecture courses offered by departments listed in the Association of Collegiate Schools of Architecture (ACSA)’s *Guide to Architecture Schools*, 5th ed. (1994). Schools that responded to the survey are listed at the end of this Preface (we regret any unintended omissions).

The survey of introductory courses served two major purposes. First, it provided the basis for organizing the book into the nine categories by identifying the most frequently covered content areas in introductory courses. Second, the surveys provided important input as part of the process of selecting the readings included in the book.

SELECTING THE READINGS

Similar to the approach used in *Classic Readings in Urban Planning* (Stein 1995), we have used a systematic, four-step process to obtain information from several sources to help identify the “classics” included in this book. The four steps include:

- 1 A survey and analysis of introductory course syllabi.
- 2 A survey of architecture educators.
- 3 Identification of award-winning writings.
- 4 A general review of architecture literature.

The survey and analysis of course syllabi have already been discussed. We also conducted a survey in Fall 1996 of architecture experts listed in the *Guide to Architecture Schools*, 5th ed. (ACSA 1994) representing the now-identified subject areas to be covered in the book. The survey of architecture educators did not follow a purely scientific sampling procedure, but rather is only an attempt to obtain feedback from a diverse group of experts. The questionnaire sent to the respondents identified their field of expertise and asked two simple questions:

- 1 "Please outline a maximum of ten areas of knowledge that might form chapter headings in this book."
- 2 "Also please list three articles or book chapters that you consider to be *essential* readings for an introductory course in architecture . . ."

The results of this survey were a major information source in selecting the readings for the book. At the end of this Preface is a list of the architecture educators who were consulted and agreed to the publication of their names (we regret any unintended omissions). Others were consulted but preferred anonymity.

As a third source of input to the classics selection process, we also attempted to identify writings and authors who have received awards or special recognition for their work. Several of the readings selected for the book meet this criterion. Finally, we conducted a major literature review and consulted with several colleagues as to their suggestions for the book.

CAVEATS

Although surveys of curricula and educators in North American schools of architecture have provided valuable input for organizing the book and selecting the readings, our final selections for this collection were based on two important assumptions. First, the term *architecture* can be defined from at least three distinct perspectives: as a physical artifact; as a part of the larger built, natural, and human environments; and as a process. The readings, therefore, have been classified as contributions to the understanding of architecture within these areas of intellectual and professional knowledge. The second assumption has been that the readings would be by contemporary authors who had contributed an extensive body of knowledge to the literature of architecture. The two exceptions to this rule are the inclusion of works by Vitruvius, on the one hand, and Ernest Boyer and Lee Mitgang, on the other. In the case of the former, we felt strongly that a book of classic readings in architecture should include what must be considered an icon of architectural literature and a starting point of Western architectural thought. In the latter instance, we believe that the most recent study of the field by the American architectural establishment—*Building Community: A New Future for Architecture Education and Practice* (Boyer and Mitgang 1996)—requires the attention of the student of architecture. These two works form the Prologue and Epilogue to the text.

Although we followed such a painstaking process to select the readings, the needs of a textbook required several compromises. These include: consideration given to the suitability of the level and complexity of the writings for an introductory course; a desire to include different voices and views; and, finally, the difficulties involved in obtaining reprint permissions in a timely manner and at an affordable rate relative to our constrained budget. Nevertheless, we believe that this book contains an excellent collection of readings and offers a comprehensive introduction to the field of architecture.

Enjoy the readings and welcome to the adventure of architecture.

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- Stein, Jay M. *Classic Readings in Urban Planning*. New York: McGraw-Hill, Inc., 1995.
- Webster's New Twentieth Century Dictionary of the English Language Unabridged*. 2nd ed. New York: Simon and Schuster, 1979.

ACSA COURSE SURVEY RESPONDENTS

Auburn University	California Polytechnic State
Carleton University	University, San Luis Obispo
Harvard University	University of Florida
Illinois Institute of Technology	University of Illinois at Urbana-Champaign
Iowa State University	University of Illinois at Chicago
Lawrence Technological University	University of Kansas
Morgan State University	University of Minnesota
North Carolina State University	University of Nebraska-Lincoln
Notre Dame University	University of Southwestern Louisiana
Rensselaer Polytechnic Institute	University of Virginia
State University of New York at Buffalo	University of Tennessee
Tulane University	University of Wisconsin, Milwaukee
University of Cincinnati	Yale University
University of California, Berkeley	

PANEL OF ARCHITECTURE EDUCATORS

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Joseph Bilello	Marleen Davis
Edward J. Cazayoux	Sam Davis
Ruth Connell	Guido Francescato
Alan R. Cook	Benjamin Gianni
David Cronrath	Stephen Grabow
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*Jay M. Stein
Gainesville, Florida*

I am grateful for the suggestions I received during the preparation of the reading lists from colleagues in the School of Architecture and Urban Design at the University of Kansas, especially Dennis Domer, Steve Grabow, Jim Mayo, and Barry Newton. I would like to thank Tim Nielsen for the work he did during the literature surveys, and Cindy Muckey and Barb Seba for technical and editorial assistance. Finally, I would like to thank my wife, Antha, for her support and patience during another project that, once again, took longer than I promised.

*Kent F. Spreckelmeyer
Lawrence, Kansas*

We jointly wish to thank our friends and colleagues in the member schools of the Association of Collegiate Schools of Architecture who generously shared their introductory architecture course syllabi and also served as a "panel of experts" in helping to select the "classics" that are this book. Without their contributions, this book would not have been possible. Responsibility for any and all errors are, of course, ours.

We also appreciate the support and professionalism of our first editor, B. J. Clark, who believed in this project from its inception, and his very able successor at McGraw-Hill, Inc., Eric Munson, who helped us to successfully complete the book.

*Jay M. Stein
Kent F. Spreckelmeyer
June 1998*

ABOUT THE EDITORS

JAY M. STEIN is professor and chair of the Department of Urban and Regional Planning, College of Architecture, University of Florida. He previously served as professor and chair, Department of Planning and Design, SUNY-Buffalo; as acting dean, School of Architecture and Planning, SUNY-Buffalo; as visiting professor of Infrastructure Planning and Management, Stanford University; and as a faculty member in the Graduate City Planning Program, College of Architecture, Georgia Institute of Technology. He has also held major positions in national professional organizations and currently serves on four journal editorial boards. Stein is the author of numerous journal articles and four books, including *Classic Readings in Urban Planning* (1995).

KENT F. SPRECKELMEYER is professor of the Architecture Program, School of Architecture and Urban Design, University of Kansas. He has conducted building evaluation and programming studies for a variety of client groups in office and health-care settings. He has taught at the University of Kansas and the Edinburgh College of Art, and he is active in ongoing research projects that investigate the ways that analytic design methods can be integrated into the architectural process. He is the author of a number of books and articles in the fields of design methods and building evaluation.

ABOUT THE CONTRIBUTORS

CHRISTOPHER ALEXANDER is a professor of architecture at the University of California at Berkeley. He is also a practicing architect who has implemented a variety of analytic design tools and ways of design thinking in his practice. Alexander's writings include *Community and Privacy* (with S. Chermayeff), *Notes on the Synthesis of Form*; *A Pattern Language* (with S. Ishikawa and M. Silverstein); and *The Timeless Way of Building*.

REYNER BANHAM was an architectural educator and critic who studied the relationships between modern technology, social processes, and architectural design. He taught at University College, London; the State University of New York at Buffalo; and the University of California at Santa Cruz. His books include *Theory and Design in the First Machine Age*; *The New Brutalism*; *The Architecture of the Well-Tempered Environment*; and *A Concrete Atlantis*.

JUDITH R. BLAU is a Gillian T. Ceil University Professor of Sociology at the University of North Carolina, Chapel Hill. She is an expert on the cultural and social dimensions of the architectural, planning, and design professions. Blau has conducted a variety of research projects that focus on the ecology of contemporary cultural organizations. Her books include *Architects and Firms*; *The Shape of Culture*; *Remaking the City*; and *Social Contracts and Economic Markets*.

ERNEST L. BOYER served as president of the Carnegie Foundation for the Advancement of Teaching and is co-author (with L. Mitgang) of *Building Community: A New Future for Architectural Education and Practice*. His books have covered education at all levels and include *College: The Undergraduate Experience*; *Scholarship Reconsidered*; *Ready to Learn*; and the *Basic School*. Boyer also served as U.S. Commissioner of Education from 1977–79 and chancellor of the 64-campus State University of New York system from 1970–77.

GEOFFREY BROADBENT is an architectural educator and researcher, was the Head of School, Portsmouth, 1967–88, and retired in 1994. His books include *Design in Architecture*; *Urban Space Design*; and edited compilations on *Signs, Symbols, and Architecture* (with R. Bunt, C. Jenks) and *Meaning and Behavior* (with R. Bunt and T. Llorens). Professor Broadbent is retired, but continues a vigorous lecture schedule, especially in Latin America.

DENISE SCOTT BROWN is a partner with Robert Venturi in the architectural firm of Venturi, Scott Brown and Associates, Inc. As an architect, planner, and urban designer, she is responsible for the firm's urban planning, urban design, campus planning, and architectural and facilities programming projects. Brown's 35 years of interdisciplinary experiences cover building complexes, downtowns, commercial districts, inner-city neighborhoods, recreation areas, university campuses, small towns, and suburbs. She

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ALAN COLQUHOUN is an architect and educator who practiced as a partner in the London firm Colquhoun and Miller and also taught at several institutions including the Architectural Association, Princeton, Cornell, and the Polytechnic of Central London. His designs reflected the evolution of his theories of architecture, which are expressed in his books *Essays in Architectural Criticism* and *Modernity and the Classical Tradition*.

JAMES MARSTON FITCH is a leading authority in the United States in the field of historic preservation. Dr. Fitch founded Beyer Blinder Belle, an architectural firm in New York City known for its unique design and development approach to historic preservation. He was the founder and director of the graduate programs in historic preservation at both Columbia University and the University of Pennsylvania. He is the recipient of the Louise du Pont Crowninshield Award, The National Trust for Historic Preservation's highest honor for an exemplary career in preservation. His writings include *The American Building: The Historical and Environmental Forces That Shape It*; *Walter Gropius*; *Architecture and the Esthetics of Plenty*; and *Historic Preservation: Curatorial Management of the Built World*.

KENNETH FRAMPTON is an architect and architectural historian. He has taught at the Royal College of Art in London, was a fellow of the Institute for Architecture and Urban Studies in New York, and currently is the Ware Professor of Architecture at Columbia University. His books include *Modern Architecture: A Critical History*; *Modern Architecture: 1851–1945*; and *Studies in Tectonic Culture*. He is the 1991 recipient of the ACSA/AIA Topaz Medallion.

R. BUCKMINSTER FULLER was an architect, engineer, inventor, and philosopher who is best known in architectural history for his use of the geodesic dome as a structural form. He was a writer and publisher, the principal of the Dymaxion and Geodesic Corporations, and Professor of Design at Southern Illinois University. He authored the books *Critical Path*; *Earth Inc.*; *Operating Manual for Spaceship Earth*; and *Synergetics: Explorations in the Geometry of Thinking*.

ROBERT GUTMAN is a sociologist on the faculty of the School of Architecture at Princeton University, where he teaches courses on housing, housing practice, and architectural theory. Dr. Gutman has written extensively on issues of the built environment and the profession. He is an honorary member of the AIA, and has been the recipient of many awards, citations, and fellowships from associations and foundations in architecture and the social sciences. His books include *People and Buildings*; *The Design of American Housing*; *Neighborhood, City and Metropolis*; and *Architectural Practice*.

EDWARD T. HALL is a writer, educator, and anthropologist who pioneered the study of the relationships between human culture and the built environment. He has held a variety of positions in higher education, government, and business. His work has bridged the disciplinary boundaries of design, the social sciences, philosophy, and politics. His books include *The Silent Language*; *The Hidden Dimension*; *Beyond Culture*; *The Dance of Life*; *The Fourth Dimension in Architecture*; and *An Anthropology of Everyday Life*.

DAVID S. HAVILAND is a professor of architecture and Vice President for Student Life at Rensselaer Polytechnic Institute, Troy, New York. He teaches and conducts research in the building procurement process and practice management, and he has edited a number of practice publications for the American Institute of Architects (AIA), including *Managing Architecture Projects* (the 1988 and 1994 editions)

and *The Architect's Handbook of Professional Practice*. Haviland has earned the AIA's Institute Honor for his contributions to practice education, as well as the Architectural Research Centers Consortium's James L. Haecker Award for Distinguished Research Leadership.

DOLORES HAYDEN is professor of architecture, urbanism, and American studies at Yale University. As both a historian and architect, she writes about the social and political history of built environments in the United States and about the politics of design. Her books include *Seven American Utopias: The Architecture of Communitarian Socialism, 1790–1975*; *The Grand Domestic Revolution: A History of Feminist Designs for American Homes, Neighborhoods, and Cities*; *Redesigning the American Dream*; and *The Power of Place: Urban Landscapes as Public History*. She has received numerous awards, including Guggenheim, Rockefeller, and Ford fellowships.

STEVEN IZENOUR is an active participant in all architectural and urban design projects in the architectural firm of Venturi, Scott Brown. He has been the primary designer of several special projects of the firm in exhibition and graphic design, which have won numerous awards and received widespread public recognition. He is a noted lecturer and teacher at schools and universities worldwide.

J. B. JACKSON was an architectural and landscape critic and writer who popularized the study of vernacular places and structures. He was a professor at both Harvard University and the University of California, Berkeley. His books include *American Space*; *Discovering the Vernacular Landscape*; *The Necessity for Ruins*; and *A Sense of Place, A Sense of Time*.

JANE JACOBS has changed the way that we think about cities and nation states, urban economics, and the value systems within which we live. For over 40 years she has challenged conventional ideas about physical planning and argued the virtues of big, diverse, crowded, and dense cities. Her writings include *The Death and Life of Great American Cities*; *The Economy of Cities*; *Cities and the Wealth of Nations*; and from her Toronto vantage point, *The Question of Separatism*.

KEVIN LYNCH was a professor in the Urban Studies and Planning Program at the Massachusetts Institute of Technology. Lynch's numerous writings—including *The Image of the City*; *A Theory of Good City Form*; *What Time Is This Place?*; and *Site Planning*—all emphasized the importance of people's perceptions in designing the environment. Lynch was also a partner in the environmental design firm of Carr, Lynch Associates, which was involved in many important projects including site planning for the new town of Columbia, Maryland.

DONLYN LYNDON, FAIA, is a professor of architecture at the University of California, Berkeley, and a partner in the architectural firm of Lyndon/Buchanan Associates. Lyndon is the author of numerous journal articles and books, including *The Place of Houses* (with Charles Moore and Gerald Allen); *Chambers for a Memory Palace* (with Charles Moore) and *The City Observed: Boston*. He is the recipient of numerous awards, including the Twenty-Five Year Award given to Moore Lyndon Turnbull Whitaker (MLTW) for Sea Ranch Condominium One and the 1997 ACSA/AIA Topaz Medallion.

CLARE COOPER MARCUS is professor emerita in the Department of Architecture and Landscape Architecture at the University of California, Berkeley. She has contributed numerous articles to design and academic journals and authored four books: *Easter Hill Village: Some Social Implications of Design*; *Housing as if People Mattered: Site Design Guidelines for Medium-Density Family Housing* (with Wendy Sarkissian); *People Places: Design Guidelines for Urban Open Space* (with Carolyn Francis);

and *House as a Mirror of Self: Exploring the Deeper Meaning of Home*. Her consulting firm, People Places, specializes in user-needs/participation approach to design programming, particularly in the area of public housing modernization and public open-space design.

PETER MCCLEARY is a professor at the University of Pennsylvania and is the former chairman of the programs in architecture and historic preservation. He has been involved in private practice in London with Ove Arup and Frank Newby and more recently in Philadelphia. He has published numerous research and interpretive articles on philosophies, history, and concepts of technology. McCleary received the 1994 Association of Collegiate Schools of Architecture (ACSA) Distinguished Professor Medal and the 1992 *Journal of Architectural Education (JAE)* Creative Achievement Award.

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LEWIS MUMFORD was an urban historian who made significant contributions to the literature of architecture, urban design, social history, and philosophy. He is the author of numerous articles and over 30 books, including *The Brown Decades*; *The Culture of Cities*; *Art and Technics*; *The City in History*; and *Sketches from Life*. He taught at numerous universities, including Pennsylvania, California at Berkeley, and MIT. Over a long and highly productive career, Mumford received numerous awards, including honorary membership in the American Institute of Certified Planners and the American Academy of Arts and Letters.

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COLIN ROWE is an architectural educator and historian who is the Andrew Dickson White Professor Emeritus of architecture at Cornell University. He has also served on the faculties of the Universities of Liverpool, Texas, and Cambridge. Rowe is the recipient of numerous awards in recognition of his outstanding contributions to architecture and architecture education, including the 1995 RIBA Gold Medal. His books include *The Mathematics of the Ideal Villa and Other Essays*; *Collage City* (with Fred Koetter); *The Architecture of Good Intentions*; and *As I Was Saying*.

PETER ROWE is the Raymond Garbe Professor of Architecture and Urban Design at Harvard University, where he also serves as dean of the Graduate School of Design. Prior to joining the Harvard faculty in 1985, Rowe was director of the School of Architecture at Rice University and a senior member of several research organizations, including the Rice Center and the Southwest Center for Urban Research. The author of numerous articles, Rowe is also author of the books *Principles for Local Environmental Management*; *Design Thinking*; *Making a Middle Landscape*; *Modernity and Housing*; and *Civic Realism*.

MARIO SALVADORI was a civil engineer, a mathematical physicist, and an architect. He was born and educated in Rome, Italy, and came to the United States in 1939 to escape fascism. He was a professor at Columbia University for 50 years and was the author of 30 books on applied mathematics, structures, and a variety of other topics, translated in 15 languages. Salvadori's achievements have been recognized with many awards, including four honorary university degrees.

DONALD SCHÖN was Ford Professor Emeritus and senior lecturer at the Department of Urban Studies and Planning at the Massachusetts Institute of Technology. As an educator and organizational consultant, a former government administrator, and director of nonprofit social research organizations, Dr. Schön's research and practice centered on questions of education, professional knowledge, organizational learning, and technological innovation. His books include *Beyond the Stable State*; *Theory in Practice: Increasing Professional Effectiveness* (with Chris Argyris); *The Reflective Practitioner*; *Educating the Reflective Practitioner*; *The Reflective Turn*; *Frame Reflection* (with Martin Rein); and *Organizational Learning II* (with Chris Argyris).

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LOUIS SULLIVAN was an architect who practiced in Chicago in the late nineteenth and early twentieth centuries. His work defined the principles of skyscraper design, modern ornamentation, and functionalism in the American context. Frank Lloyd Wright, who apprenticed in Sullivan's office, credits Sullivan as the originator of modern American architecture. Sullivan wrote three influential books on architecture: *A System of Architectural Ornament According with a Philosophy of Man's Powers*; *The Autobiography of an Idea*; and *Kindergarten Chats and Other Writings*.

ROBERT VENTURI is a partner in the architectural firm of Venturi, Scott Brown. He is responsible for architectural and urban design. Under his guidance, the firm's achievements in design have been recognized internationally with numerous awards, exhibitions of the firm's work, and special publications. Venturi's book *Complexity and Contradiction in Architecture* has been translated and published in 16 languages. His other books include *Learning from Las Vegas* (with Denise Scott Brown and Steven Izenour) and *A View from the Campidoglio*. He won the Pritzker Prize in 1991.

VITRUVIUS (MARCUS VITRUVIUS POLLIO) was a Roman architect and engineer who lived in the first century B.C. He was the author of the influential architectural treatise *De architectura* (*The Ten Books on Architecture*), which served as the text that preserved classical design principles from the Hellenistic to the Renaissance eras. Little is known of Vitruvius's personal or professional life except what we read in the *Ten Books*, although it is probable that he served as an architect and historian in the court of Augustus.

WILLIAM H. WHYTE is a writer, activist, and consultant whose work has focused on the relationship between human culture and urban form. His publications include *The Last Landscape*; *The Organization Man*; *The Social Life of Small Urban Spaces*; and *City: Rediscovering the Center*. He served on the President's Task Force on Natural Beauty and is also the recipient of numerous awards, including the Benjamin Franklin Magazine Writing Award, the Liberty and Justice Book Award, and the Natural Resources Council Award.

FRANK LLOYD WRIGHT was one of the most influential and prolific architects of the twentieth century. He is known primarily for his contributions in defining the principles of "organic" architecture. His designs were executed over a period of 60 years, and his buildings were instrumental in establishing the qualities of modern American architecture. A prolific writer, Wright's books include *Modern Architecture*; *An Autobiography*; *An Organic Architecture*; and *The Future of Architecture*.

BRUNO ZEVI is an architect and architectural historian. He has taught at the Universities of Venice and Rome, and has been awarded honorary degrees from the University of Buenos Aires, Haifa Technion, and the University of Michigan. Zevi has consulted on design projects in Europe and North America. His books include *Storia dell'Architettura Moderna*; *Il Linguaggio Moderno dell'Architettura*; and monographs on Wright, Mendelsohn, and Terragni. He is an Honorary Fellow of the AIA.