

**LANDSCAPE**

**DEVELOPMENT**

## LANDSCAPE DEVELOPMENT PHILOSOPHY

Organization and development of space within the campus structure, and preservation of the existing landscape in all other areas, will be the two major influences in the landscape architectural treatment of The Evergreen State College campus.

In the organization of space, the landscape development can be the unifying element or the common denominator for areas which encompass a group of buildings of diverse but not incompatible design. Therefore, to ultimately create an atmosphere that is at peace with itself, it is necessary to control the size, proportion, color, texture, and use of contrasting elements that are basic to the organization of spaces. Moreover, the relationship of the landscape to the buildings in a structured environment is of critical importance since the landscape architectural treatment should properly be an extension of the spaces generated by the architectural forms. Within the core of the campus structure, a landscape will be created which is stimulating to the extent that each individual might be challenged to observe, enjoy and preserve his environment.

In order to preserve the existing landscape, the solution will be the dedicated and constant protection of the positive existing natural features of the site. Seldom does a college have an opportunity for on-campus, out-door instruction in the fields of plant ecology, botany, marine biology, zoology, and the other fields related to woodland, waterway, and shoreline environments as is found at The Evergreen State College site. Here again, as in the structure of the campus, the individual should be able to experience and fully comprehend his environment. In the process, it is hoped that each person will gain a better understanding of how he fits into, influences, and can care for and preserve this landscape element that we are privileged to live in.

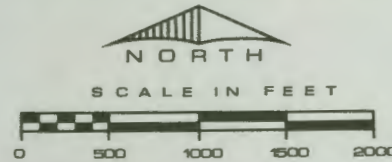
## Ecological and Botanical Aspects

The College site occupies a portion of a peninsula that juts northward into the southern end of Puget Sound. This region is characterized by soils of glacial and more recent origin. Exact rainfall records are not available for the site, however, Olympia, four to five miles to the southeast, has an average rainfall of 51 inches. Shelton, eleven miles northwest of the site, averages 64 inches. This area is somewhat protected from the heaviest precipitation of the Pacific storms by the Black Hills, ten miles to the southwest, and the foothills of the Olympia Mountain Range to the west. It should be noted that the monthly pattern of rainfall in this area includes a dry period in middle and late summer, when very little precipitation occurs. This dry period can put considerable stress on plants found growing in well-drained areas.

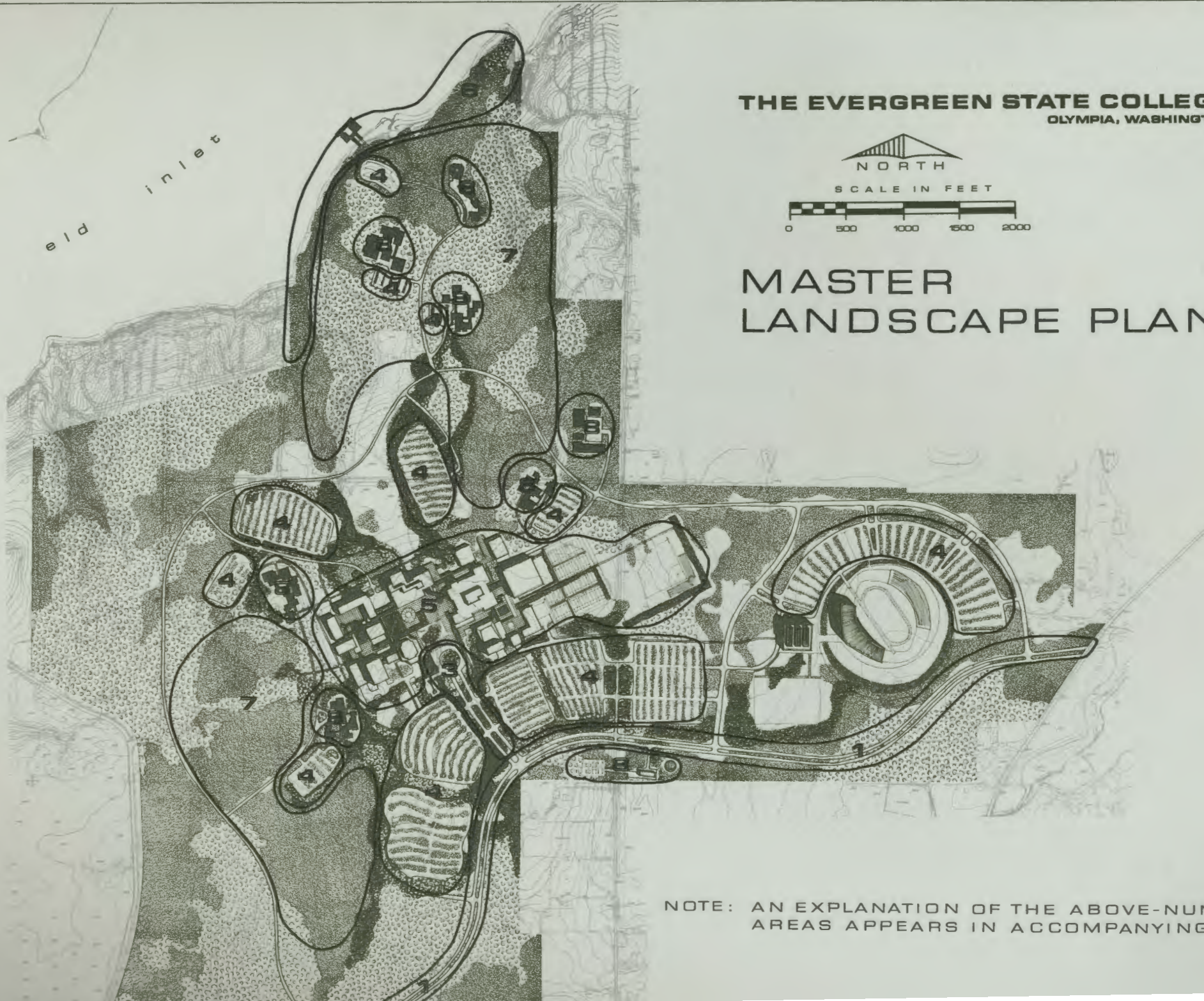
Ecologically, the site lies in a glaciated portion of the Puget Sound-Willamette trough. It is part of the humid transition life zone, which extends along the Pacific coast of the United States. The vegetation is dominated by the coniferous forest, the character of which changes with the passage of time and is affected by natural and man-made disturbances. When the disturbance is logging, grading or fire, a succession of plant types begins with small mosses, liverworts and algae. These are then largely replaced by herbaceous plants, such as fireweed, wood groundsel, and grasses. These in turn, are superseded by various shrub plants and small trees that may have become established as early as the bare-earth stage. Douglas fir and alder are often the main trees during this early development stage. The alder, being short-lived, die out after 60 to 80 years, while the Douglas fir will persist for hundreds of years. During later stages, more shade-tolerant trees, such as western hemlock, red cedar and grand fir, become more prominent. Shade-tolerant shrubs, with some herbs and mosses, constitute the understory of the forest at the present stage on the site.

The college site occupies an area that owes its present physiography to the action of glaciation and erosion during the past 10,000 to 20,000 years. Since the white man came, the site has suffered major vegetational changes due to logging, fire, some agriculture, settlement, and road building. The site includes a variety of vegetational types, ranging from boggy areas through wet, poorly-drained creek bottoms to the higher, more sloping areas with good drainage. Exposure to sunlight and dry winds varies considerably with the topography. The combination of these factors of drainage and exposure, with the additional factors of soil and disturbance by man, produce the vegetation regimes observable today.

**THE EVERGREEN STATE COLLEGE**  
OLYMPIA, WASHINGTON

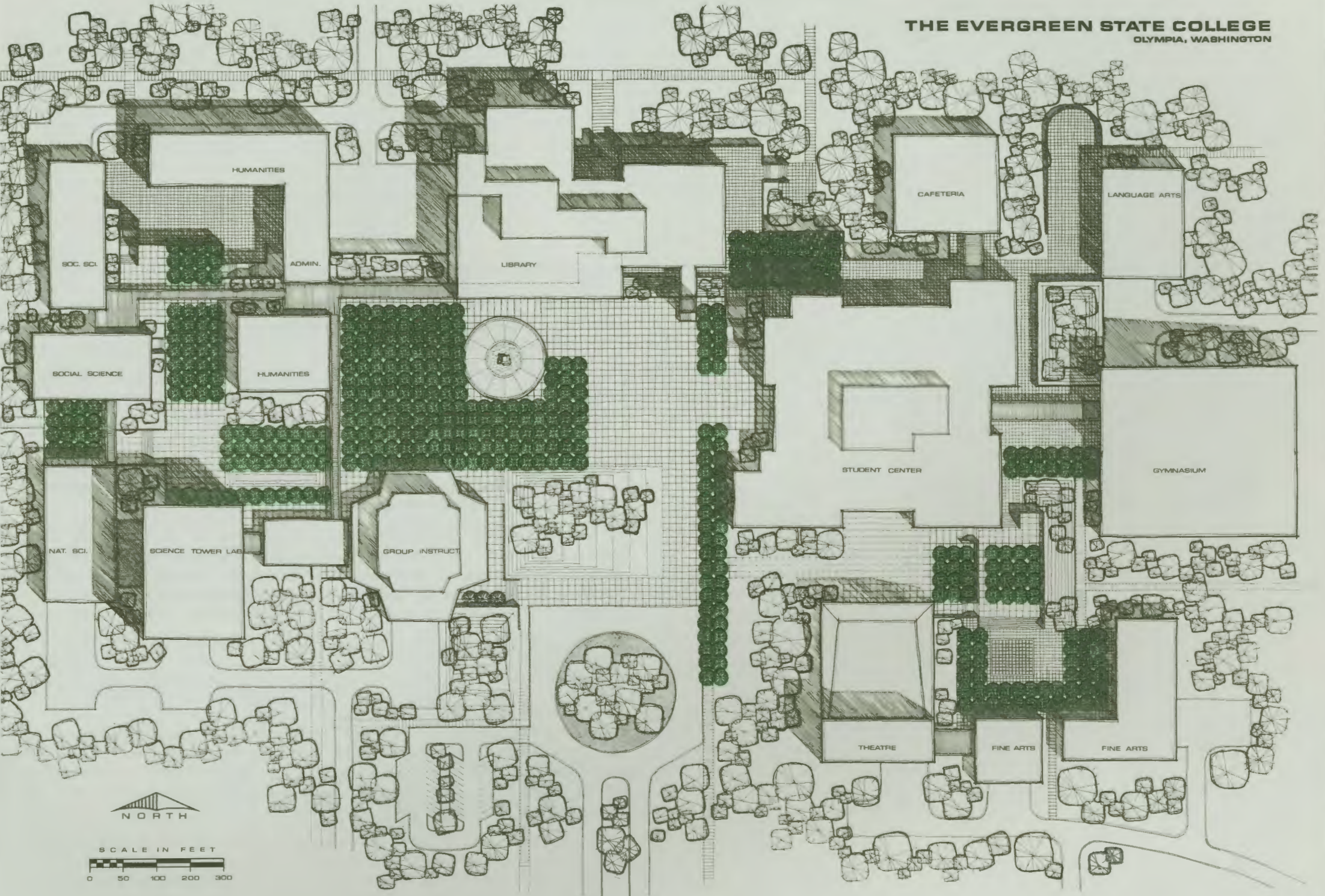


**MASTER  
LANDSCAPE PLAN**



NOTE: AN EXPLANATION OF THE ABOVE-NUMBERED  
AREAS APPEARS IN ACCOMPANYING TEXT.

**THE EVERGREEN STATE COLLEGE**  
OLYMPIA, WASHINGTON



SCALE IN FEET  
0 50 100 200 300

## LANDSCAPE DEVELOPMENT GUIDELINES

In order to provide landscape control for The Evergreen State College, guidelines have been established in a separate landscape architectural report. A synopsis of these guidelines is set forth as follows:

**Four Lane Divided Road:** Following the general alignment as set forth in the Development Plan, this south loop entrance parkway will be designed to preserve, where possible, the important existing physical features of the site.

**Tree Clearing:** The basic philosophy for the clearing work will be to totally clear a site, only when the exact design for that area is finally known, and when total clearing is absolutely necessary. Other areas, where development is uncertain, will be selectively thinned of undesirable plant material only.

**Entry Drive to the Campus Core:** This will provide the major vehicular penetration point into the campus. In so doing, it will act as a transition "passage" between the natural and structured areas of the site. Plantings connected with this roadway will be compatible with the surrounding native vegetation, but at the same time will be controlled and enhanced in a manner to relate to the core area landscape.

**Parking Lots:** Because of the large parking area requirement, the lots will make a considerable visual and physical impact on the site. To soften this impact, design of the lots will conform to existing topography and will recognize and preserve existing vegetation to the greatest extent possible.

**Landscape Treatment of Campus Core:** The basic design objective within the core area will be to allow native trees to remain in defined areas thus encouraging the forest to penetrate to some degree, the core complex. Supplementing this objective will be the effort to create a total balanced landscape, compatible with the structural quality of the core.

**Campus Shoreline Area:** Few colleges in this country enjoy the benefits of a saltwater shoreline. Because of this, efforts must be made to preserve the marine study value of this part of the campus. In general, the landscape philosophy will be to preserve as much of the native quality of the area as possible. Where construction is planned, every effort will be made to integrate the development into the natural surroundings along the waterfront.

**Ecological Preserves:** The primary concern in these areas will be to completely maintain the native quality of the site. Any plantings occurring in these areas would be those varieties most appropriate as additions to the existing family plant groups.

**Structures Outside the Core Area:** The basic landscape concept outside the core area would be a single structure. Insofar as possible, structures will be visually integrated in the existing vegetation. Multi-structure areas, such as the student residences, will be more informal than the campus core but will still express the building structure within defined architectural spaces.

**Landscape Planting:** In general, the basic concept for all planting will be simplicity of expression and compatibility with existing native vegetation.

**Surfacing Materials:** The selection of materials and the treatment of the basic plane of the core area will be a major determinant as to whether the landscape development fulfills its role as a unifying element throughout the core and other campus areas. It is with the treatment of this base plane that the landscape architects will make a clear statement of design without sacrificing the ability of the surfacing materials to attract, to direct and to influence pedestrian movement.

**Landscape Irrigation:** Whereas, on an average annual basis, there is more than adequate total rainfall at the college site to sustain plant growth, the months of July, August and September do not produce sufficient amounts of precipitation to sustain turfgrass plantings and the months of May, June and October can have prolonged periods where combinations of high temperature and lack of natural moisture can cause stress in turf areas. Thus, irrigation will be required to support a healthy growing condition. In addition, many ornamental plants also will require irrigation to survive this summer drought period. Finally, the maturity and density of initial plantings can be greatly accelerated by providing irrigation during the optimum growing period, which is midsummer. An adequately designed irrigation system installed as rapidly as possible and to the extent economically justified, can recapture installation cost in reduced maintenance expense and improved plant growth quality.

**Graphics and Street Furniture:** The design of graphics and street furniture will assume that such elements of the physical surrounds have a role compatible with the campus architecture in detail, materials and design. Colors, form of symbols and directional indicators, and content of verbal messages or signs will become an exercise of art and psychological interpretation. Too often the use of "stock" signs improperly located produce confusing, inadequate and visually-disturbing results. Street furnishings and lighting fixtures have long been the source of much of the confused visual jumble of our urban scene. Properly designed furnishings will be of well-selected materials and colors, and assembled in pleasing and efficient arrangements. These items in the campus landscape can do much to create and preserve a community image which can be a beneficial educational experience to all who use the campus.

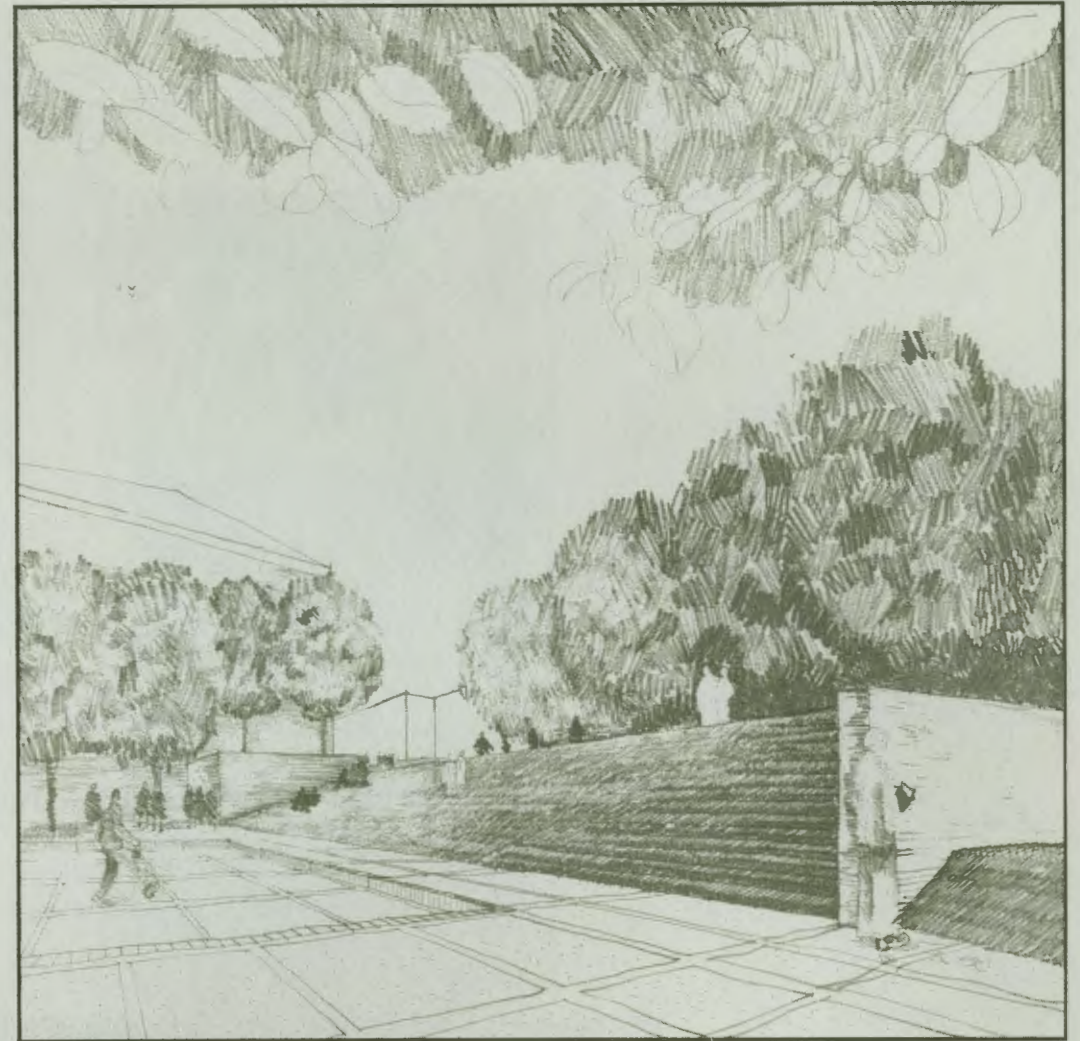
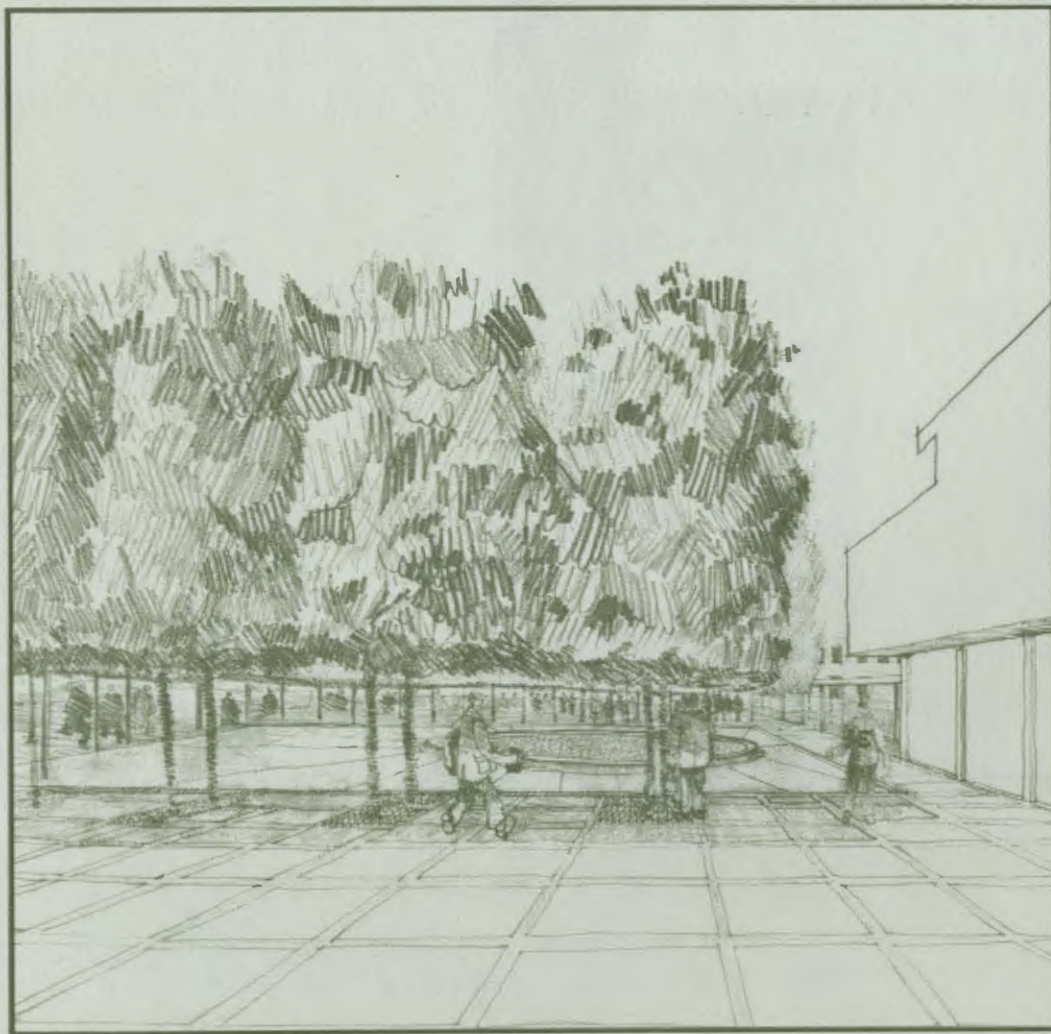


PLATE 14 Entry road to campus core area.

Main pedestrian access to campus core orients to clock tower.



A quiet space off the main plaza provides an outdoor study area and a view from inside the library.



Court area adjacent to theater arts provides for amphitheater and sufficient space for other complex activities. **PLATE 15**



A vertical expression of Figure 1. A variation of the context would be used for control/directional-indicators, walk lights, and information signs, as illustrated by Figure 6.

A statement of identification for monuments, buildings, parking areas, courtyards, etc.



FIGURE 1

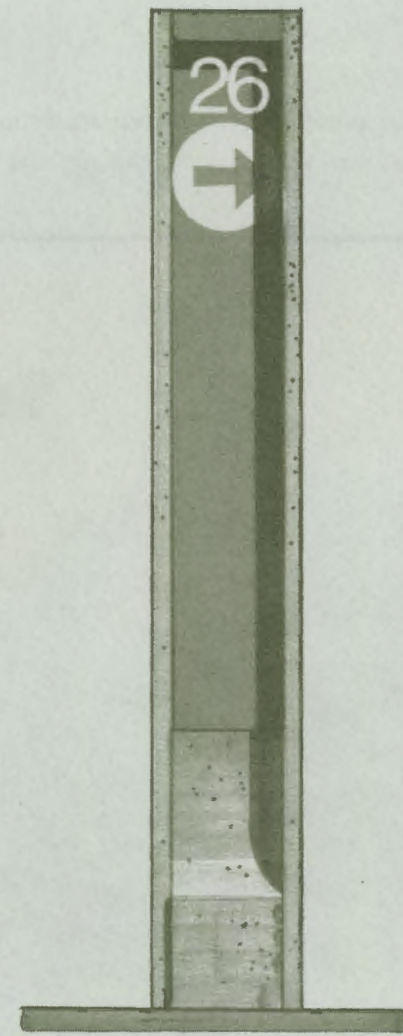


FIGURE 2

A kiosk, or display enclosure.

A trash receptacle, drinking fountain or small planter.

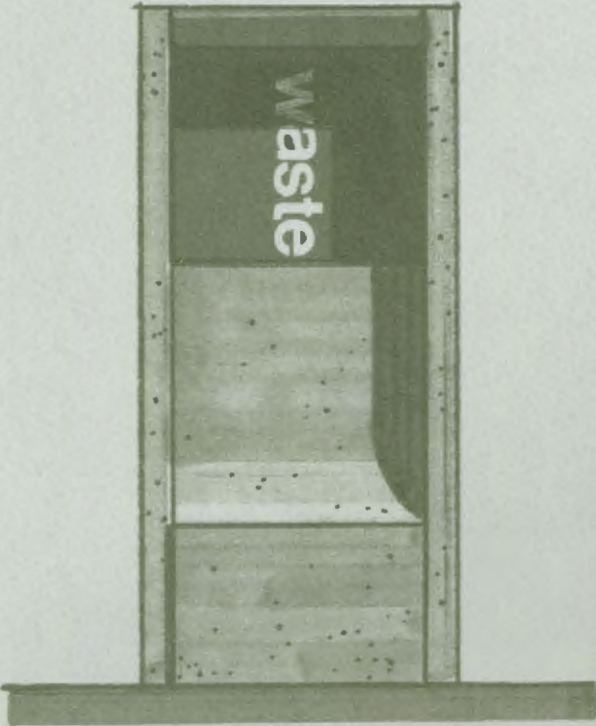


FIGURE 3

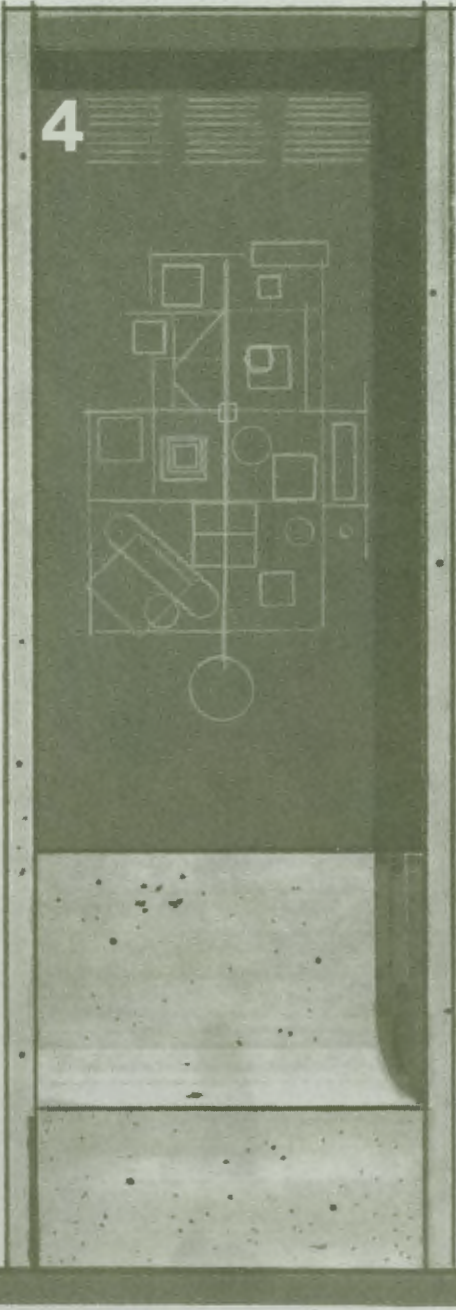


FIGURE 4

Identical to Figure 2. As shown here, it is adaptable for use as a sign of information, a mounting for alarm boxes, etc.

An adaptation of Figure 1. To be used for seating accommodation, plantings, or both, as illustrated.

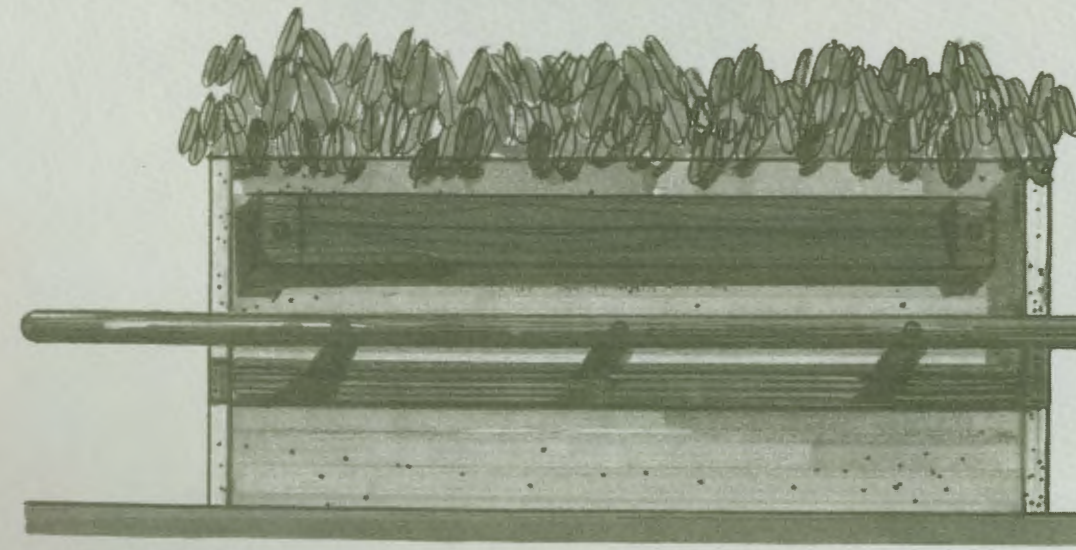


FIGURE 5

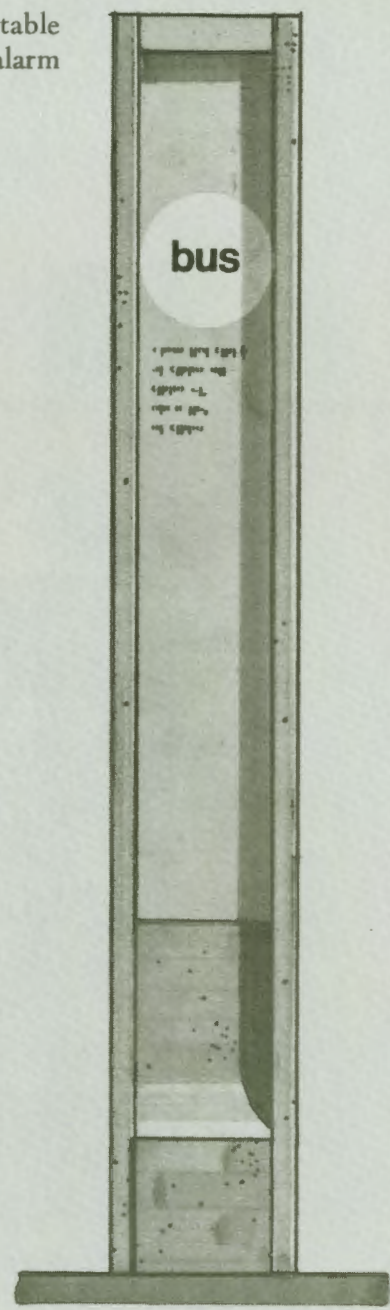


FIGURE 6