

of courses from across campus that will round out the educational experience received in the home department in the hopes of becoming a generalist with a unified view of the biosphere. This course of study should be at the graduate level, and should lead to a Masters of Science in Landscape Design.

The undergraduate who comes to this program should have a well-rounded education in the earth sciences, humanities, and basic graphic skills. Those that come out of an undergraduate Landscape Architecture curriculum that is heavy on design but light in the sciences, should articulate to increase their science fluency. Those with no graphics and design fluency should articulate in that area. It is important to realize that it is not a course of study that leads to the professional degree in Landscape Architecture, but one that parallels the existing degree tract, and may share some courses, but results in a student prepared to quantitatively analyze ecological and landscape systems and manage the interfaces of humanity and nature. This is not to say that existing programs should be radically altered to accommodate different objectives. Prudence would suggest that offering this program as an option would make more sense. As a graduate program it would increase the potential population of students from which to draw from.

The key to developing a unified understanding of humanity and nature in the program is a core course or two in what might be called systems ecology, or as Buckminster Fuller was fond of saying, "a course in the operating instructions for spaceship Earth." This course is a course in principles that provides the structure upon which all the various subjects can be hung and unified. It should provide the unification by illuminating the organization and wholeness of the biosphere, rather than its compartmentalization.

Design should be explored as a tool, more for solving problems and managing landscapes, than as a means of creating aesthetic objects. Not that aesthetics does not have an important place, only that the emphasis is placed on problem solving. Through design training and a strong background in additional applied science course work at the graduate level, the student is prepared to develop a masters thesis related to some relevant applied research topic.

I propose this new curriculum to you today out of a sense of frustration. A frustration born out of the recognition that the need for a unified course of study in environment that is aimed at developing a cadre of educated individuals who are capable of dealing with the immense task of living on the water planet is going unfulfilled. There is an incredible need for landscape scientists that have the scientific and design training to monitor the environment, understand its status and trends, and design solutions that increase productivity, close the loops of recycle that will stop the poisoning of the biosphere, and lead to a sustainable future for us, our children, and our children's children.

Thank you for your attention.