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Intellectual Evolution in the Field of City and Regional Planning: A Personal Perspective
Toward Holistic Planning Education, 1937-2010

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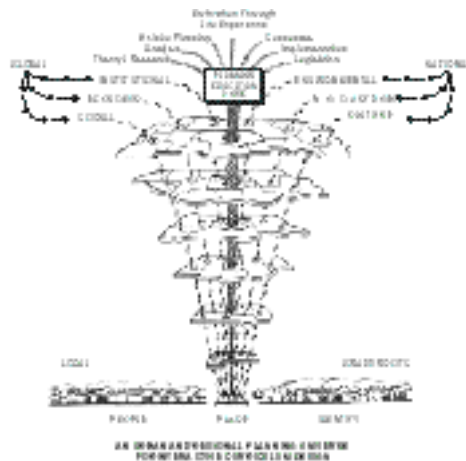
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Intellectual Evolution
in the Field of City and Regional Planning:
*A Personal Perspective Toward Holistic
Planning Education 1937–2010*

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Intellectual Evolution in the Field of City and Regional Planning:

A Personal Perspective Toward Holistic Planning Education 1937–2010

Francis Violich

Abstract

Throughout my sixty years of professional and academic experience in endeavoring to advance the field of city and regional planning, a critical deviation from its origins has taken place. In our youth in the 1950s, the problem-solving and future-oriented prospects for the new field, particularly here in California, captured our participation. In this paper, I seek to see clearly my own role in that direction and to understand how this was altered by the phenomenon of social science dominance without reference to its interdependence with the reality of spatial structural systems that make cities the stimulating holistic places they are.

Activated by those of the preceding half-century, who left behind cities to learn from and improve upon, we had our minds set to play roles in the further evolution of urban places. We saw professional practice in a context of planning education and unknowingly pioneered its evolving as the source of human betterment of cities and regions. Thus, I have placed in chronological order a selection of thirty-four writings on planning curricula, decade by decade from the 1940s to 2001. For each, I quote excerpts from the authors, most of whom I have known personally. These make clear the obstacles our generation has carried forward from the 1940s to the 1960s. In a personal writing style, I then reflect on points of view that may assist in re-establishing the interrupted evolutionary process begun earlier to join together social sciences advances made through these decades with those in physical planning and design.

In Part III, developed as the major sequence of references was being completed, we update current steps being taken to restore comprehensive planning that were generated at the APA Conference held in New Orleans in March 2001. My writing is slanted toward the young people coming into the professional field from our planning schools. Becoming aware of the critical changes in curriculum content over this 65-year process, they can identify with the past as they move forward with the

evolution of the field in the coming decades. Part IV concludes the paper with prospects worth exploring to give vigor, spirit, and reality to planning education and research and its professional responsibilities for the decades ahead. The list of references excerpted will facilitate further exploration by the reader.

The issues generated by my review for which solutions need to be found include the gap between theory and practice, the spatial and socio-economic integration, the dominance of economics with the social sciences, the lack of connection to the environmental design field, a return to a focus on local and regional scales, form, and identity, and the maturing value of life experience in dealing with our increased urban complexities since mid-century. These are considered in the context of an Urban and Regional Planning Universe for Interactive Curriculum Design through which a more interconnected quality of planning education might evolve.

I. Purpose and Origins of Study

In recent years, I have undertaken the writing of a Memoir, motivated primarily by my own need to understand the nature of my role as a planning educator and active professional in our field. In the process, I felt the need to clarify how my experiencing first-hand the sharp and contentious changes in the goals and style of planning education shaped my own particular make-up. As a founder of the Department of City and Regional Planning (DCRP) at the University of California at Berkeley in 1948, I have felt these tensions since they first arose in the early 1960s and over the four decades since then. Taken aback by outliving my lifetime cohorts and being able to more fully reflect on the past, the question became, where was I along the way and what am I today?

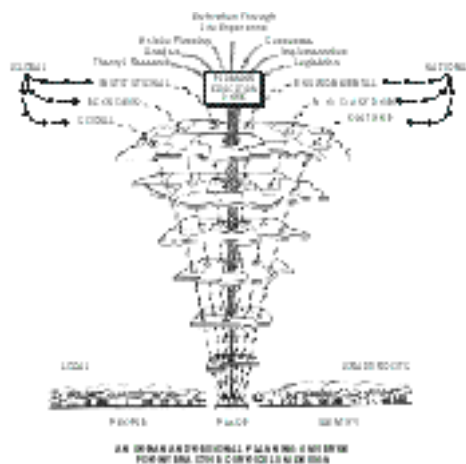
As a result, I have gained an insightful perspective on the evolution of the DCRP, as well as the situation in the city planning schools around the country. I can now compare the present character of the DCRP and many other programs with those existing in the '40s and '50s, assess strengths and weaknesses, and perhaps influence the intimidating future lying ahead in the decade 2000–2010. Can we meet the social responsibilities of the professional practice so challenged by ever-worsening qualities of urban place? Can we maximize our potential effectiveness by recapturing those positive gains made since 1948? Now, at the outset of the millennium, is this the time to awaken a spirit of innovation and inventiveness to lay out new paradigms for the profession suited to the coming decade?

This process of personal updating revealed a sequence of overlapping generations of faculty members and students, each leaving behind its particular inheritance, depending on how the sense of DCRP defined its purpose in that period. In the first generation, from the **late '50s to the late '70s**, our focus was on advancing professional physical/spatial practice, through T.J. (Jack) Kent's comprehensive Urban General Plan process developed in the Bay Area. The newcomers of the **late '60s to the late '80s** broadened the DCRP and gave the lead to academia, theory, and science, though not intentionally applied to planning as a profession. Their progeny of the **late '70s to the '90s** re-established practice by clarifying specialties and concentrations, and creating a roster of undergraduate courses. From this logic, a fourth generation is shaping up right now to go from the **late '90s to 2010** with such fresh activist approaches as sustainability, smart growth, urban growth boundaries, urban ecological goals, and community and regional identities, not unlike those of our beginning.

Through my contact at California Polytechnic at San Luis Obispo, William Siembieda, I came across Linda Dalton's paper, *Weaving the Fabric of Planning as Education*, presented at the Convention of the Association of Collegiate Schools of Planning in October 1999. This comprehensive coverage of the evolution of Planning Education provided just the updating I needed. The reference list of one hundred items became the source of some twenty that I obtained to review, adding more of my own. I placed the total of thirty-four in chronological order to experience the evolutionary pattern of the field, one that I participated in from even before the first entry of 1948 and up to this writing, in 2001.

This experience gives support to my own issues and concerns and a personal perspective for imagining innovative alternatives in curricula. Such a chronology can also make the past more real for recent generations and offer a basis for planning future curriculum make-up. I now go through the references I selected and cite the points that echo my own concerns, validating my personal mission.

I knew well many of the writers and they comprise a national group to which I belonged, people who were stimulated by the chance to shape a new field, through a particular outlook here in the West. By the time we founded the DCRP, we had already worked as professionals from eight to ten years in the cities and counties of the Bay region. In creating the DCRP in Berkeley, we were fully aware of the particular needs and potentials for the profession in California and the West. We held a strong sense of the Bay Region, a unique environment of its own, not to be guided by a standard set of precepts.



II. Decades Traced by References: 1940s–1990s

The 1940s

1. **John (Jack) Howard** had preceded me in 1936 with a Master's degree at MIT. Jack contributed to my work at MIT, and his European tour (just completed) was the model for mine in 1937. In the 1940s, he headed a committee of the American Institute of Planning (AIP), American Society of Planning Officials (ASPO) and leaders in the profession to publish *The Content of Professional Curricula in Planning* in 1948. The AIP adopted this document in 1937, and as the first of the references which I examined, I was struck by how salient and critical are his points today, fifty years later.

The report opens with "*Careers as Goals of Planning Education,*" including "*exceptional preparation for the planning of **unified development** of urban communities . . . through determination of the **comprehensive arrangement** of land uses, land occupancy, systems of public services and utilities and the regulation and programming thereof.*" He states "*the need for two types of planners, the '**generalist**' and the '**specialist**'*" and for those with desirable characteristics in the profession such as ". . . *foresight, **social consciousness**, ability to analyze broad situations, and to synthesize details, and common elements . . . imagination.*"

His committee sees planning as "*primarily concerned with . . . the relationship of things to each other*" and in that regard makes clear that "*urban planning needs to **fully use the social science contributions**, i.e. *Sociology, Economics, and Government.*" (Political Sciences, Law)*

Under "*General Educational Objectives,*" he covers: "*Planning's Essential Function and Its Implications, Difficulties in the Way of Basic Education for Planning, Current Educational Trends - A Hopeful Sign.*" His coverage of the social sciences is comprehensive and given priority over physical factors. Sociology is broken down into the following categories: *Population, The Family, Social Groups and Forces, Social Legislation, Special Factors.* Economics covers: *Basic Principles, Employment and Income Groups, Economic Analysis and Fiscal Policy, Economic Geography and Special Factors.* Government focuses on: *Governmental Organization, Law and Police Power, Public Finance and Taxation.* His breakdown of specialties are similar to those adopted today in planning curricula, and was formulated in the 1930s through the work of leaders in the field of municipal administration.

* * *

2. About the same time, the International City Manager's Association invited **Howard Menhinick**, Director of the Tennessee Valley Authority and Harvard School of City Planning faculty member to prepare an enlarged **Local Planning Administration**. First published in 1941, this 1948 edition became the first comprehensive work covering all aspects of the new field. Well-recognized planning specialists added more illustrations and included revisions for each subject. The pioneer city planning consultant Ladislav Segoe, later known for his General Plan for Cincinnati, edited this work, which became a model for that of San Francisco under Jack Kent and which was supported by our Bay Area Telesis Environmental Group. In support of the forward-looking quality of the early Bay Area planners, I note that John Marr, Oakland's first city planner, contributed to the 1941 issue, as did Ross Miller, City Manager of Berkeley for the 1948 issue.

These works were widely used in planning schools — at that time there were only five, graduating thirty-five to forty each year, and by 1935, there were nineteen, graduating two hundred each year. At that time, a third addition appeared. In 1967, one year before the fourth edition came out, there were fifty schools graduating six hundred. This edition, directed by Dennis O'Harrow, one of the most recognized leaders in the field in this country and internationally, was greatly enlarged and refined by some twenty-four leading planners, including Jack Howard, then Chair of City Planning at MIT. This edition of six hundred pages was double the size of the first edition.

Thus, the planning schools had a substantial framework within which to work long before the social sciences joined the field. In my years from 1948–1976, the book became a useful starting point from which to explore our faculty's professional and academic experience. I elaborate on this to demonstrate to the reader that at the time of the shift to social science urban studies, the field of city and regional planning was solidly established in a central position in local government. I still question why the social scientists, earnestly seeking to understand the real world of cities, did not choose the field of city and regional planning to work in as a logical institution striving to make cities better in both physical and social term.

The 1950s

3. The founder of MIT's planning school, **Fred Adams**, made possible my being the first Californian to study there. He took me in for urban planning when I learned of Henry Hubbard's absence at Harvard, where I held a Fellowship from UC Berkeley's Department of Landscape Architecture in 1936–37. This change enriched my whole graduate

experience, and I enjoy memories of walking across the Boston Common Rose Garden toward Commonwealth Avenue. There, in the vast, old Victorian Rogers Building on Boylston Street, Adams instilled in both myself and Jack Kent, who followed me at MIT, the stimulus of pioneering a new field not just in general, but for our own roots in California. He then stayed with us on an advising board through the founding of the DCRP, even heroically coming to Berkeley when disabled, wheelchair and all. These thoughts came when my old copy of his 1958 report on *Urban Planning Education in the U.S.* turned up in 1998 as I vacated my Wurster Hall office. This solid work, aided by the Alfred Bettman Foundation, leaders of the AIP and ASPO, and Catherine Bauer, drew on his two decades of experience in expanding the field at MIT. Little did I realize in the 1950s that Fred, the two Jacks — Howard and Kent — and I would be named National Planning Pioneers of the AICP forty years later.

Adams made points that lent drive to our work at Berkeley and still carry meaning today. For example, ". . . *that, a planning program should have the status of an independent professional field.*" This was just what we who had graduated in the 1930s in Landscape Architecture and Architecture at UC Berkeley believed should be done when creating a Department of City and Regional Planning a decade later. Adams called for specific minimum requirements in the social sciences, theory and philosophy, physical planning and design, giving ". . . *major importance to the **relationship** between the various subjects, both required and elective.*"

Adams instilled in us the concept that "*in the field of urban planning, the **interrelationship between the social, economic and physical aspects***" is essential to the professional practice. He quotes Thomas Adams, his father and pioneer author of the New York Regional Plan that "*urban planning policy is concerned with guiding physical growth **in harmony with social and economic needs.***" He quotes from others on this point — Frederick Guitheim, the early regionalist and Jacob Crane, the housing pioneer in Washington, Christopher Tunnard of Yale University, Harvey Perloff of the University of Chicago and later of UCLA's planning school. I encountered these men and their work when I was in Washington, D.C., with the Pan American Union from 1945–47, carrying forward my field research in Latin America begun in 1941–42.

Adams' views are based on a detailed survey of the twenty leading planning schools in those early days, focusing on evaluations of research programs, alumni of the schools and their eventual employers. Adam's devotion and accumulated professional experience held MIT's approach to planning in place under Jack Howard up to the 1970s when the department

under Lloyd Rodman changed its name and emphasis to Urban Studies and Planning under the influence of the social sciences.

* * *

4. I now turn to **Harvey Perloff's *Education of City Planners: Past, Present and Future***, 1956, that extends the above study for the comprehensive coverage of the 1950s. Contemporary to Fred Adam's report, its unbiased review of the past, and firsthand vision for the future went far to take a constructive position in the turmoil yet to come (so unnecessary I believe) on issues of academia versus practice and the reality of spatial structures versus social science rationality. His sentences communicate concepts that pull together all elements with which we have to deal. I noted particularly his continued use of the modifier "City" to specify the type of "Planning," thus giving an identity to "real-life" places forming the core of the profession's social responsibilities.

I came to know Harvey through his work with the U.S. Agency for International Development (AID), the financing program for Latin America. I remember well when I met with him in Washington in 1956 while I was en route to three months in Latin America again; he gave me the broadening nudge towards academia and objectivism with . . . "***Adios... and remember, Fran, this time, . . . conceptualize, . . . conceptualize, . . . conceptualize!***"

In his paper, with the future in mind, Perloff speaks of ". . . *the increasing complexity of urban life . . . and still greater pressures to be expected of our city planning.*" He is right in judging that city planning education needs to be ". . . *adequate both qualitatively and quantitatively,*" calling for use of both the objective and the intuitive sides of the human brain.

In California in the 1950s, we well knew that Perloff sought social science involvement, though I believe not to replace physical planning. His context of the evolutionary nature of planning education as early as 1956 agrees with my own now in 2000. He recognized that city planning, beginning in 1909 and in 1917, institutionalized itself with "*skill grants*" to architects, engineers, and landscape architects given responsibility for shaping urban places. The next step of the 1930s brought ". . . *the evolution of an administrative function of planning in municipal government through the American Society of Planning Officials (ASPO).*"

In California with our new beginning, we accepted this as a welcome vehicle for becoming an urban planning professional, even a

decade before we created the DCRP at the University. But we embraced this **within our own natural environment** as context for a consistent relationship for the social sciences and for cities yet to form. As younger folks these days take responsibilities for guiding planning education, all should read Perloff's elaboration of these evolutionary strains into the so-much-more complex urban scene of today. Central to his model is his distinction of **specialty** subject matter from the **planning core**. This would "*bring together with a fruitful amalgam of general administrative political know-how with substantive skills related to the physical socio-economic development of the urban community.*" These are splendidly put forth in his context.

This perspective on the past holds today. Perloff has summarized some fifty landmark achievements in city planning in the first half century from 1893 to 1954, a valuable source of reinforcing urban planning in continuing education into the following decades. A similar summary for the second half of the century to 2000 would serve well in shaping future teaching needs up to 2050.

* * *

The 1960s

5. **T.J. Kent's** book, *The Urban General Plan*, published in 1968 and reprinted in 1990 after widespread use by the profession, was given National Landmark status by the American Institute of Certified Planners. Selections from it are contained in the DCRP's anthology, *50 Years of City and Regional Planning at UC Berkeley*, published in 1998. In this half-century timeframe of my review, readers should bear in mind that this 1968 work was a product not of intensive academic research, but the accumulation of learning planning process skills through professional experience starting in 1943. In March of that year he and I went to work on the same foggy morning for the San Francisco Planning Department as the first staff members with postgraduate training at MIT under Fred Adams.

During the following intensive years the concept of the book grew from his professional experience as Director of Planning in San Francisco at age 29, the founding of the DCRP in 1948, and three decades applying these concepts in teaching at the heart of the planning field in the San Francisco Bay Region.

Highly relevant to the DCRP today is the unifying role the Urban General Plan (UGP) concept played in bringing together the special subject

areas that comprised the effective management and physical-spatial functioning of the city. Indeed, under the UGP in San Francisco, Kent's political and educative skills gained the Mayor's support in overcoming the frustrating and ineffective competition for funds among city departments. Each staff member was assigned continuous liaison with city agencies governing special elements of the UGP. For example, mine covered policies and proposals of the Board of Education and the Park and Recreation Department.

As the *Urban General Plan* states ". . . the professional ideas, the scope and structure of the General Plan have evolved largely through the practical experience of preparing and using plans and not based on extensive theoretical thinking." Reprinted recently, the book's sales continue. I urge the reader to note in the introduction, Kent's quoting of Frederick Law Olmsted Jr.'s description of the Urban General Plan given in 1911 at the Third National Conference on City Planning. Its accuracy defines our needs for reconstituting planning education for professional practice today.

* * *

6. When **Kevin Lynch** produced *The Image of the City* in 1960, our generation of that time in California had already been following his attempts to apply objective research to urban analysis acceptable in scientific terms. Today he stands in my mind as an example of the value of innovative thinking toward moving along the evolution of planning education toward its effectiveness. In this he maintained high levels of scholarship.

This message is contained in these opening paragraphs of his book that ultimately served to broaden our minds from the procedural contents of the planning process as it took shape in the 1950s.

Looking at cities can give a special pleasure, however commonplace the sight may be, the city is a construction in space, but one of vast scale, a thing perceived only in the course of long stands of time . . . At every instance, there is more than the eye can see more than the ear can hear, a setting or a view waiting to be explored. Nothing is experienced by itself but always in relation to its surroundings, the sequences of events leading up to it, the memory of past experience.

Lynch's quiet and subjective thoughts in time served to offset the rising influence of the social sciences in planning education. However, recognizing this, fitting his concepts of identity with place experienced in an orderly system became acceptable to scientific reasoning. In fact, I believe he pursued these innovations in order to steer his career away from the academic pressures of the 1950s to achieve a more holistic dimension to the field. My interpretation stems from the linkage that Kevin held out west that to a certain extent Kevin reflected beginnings similar to those of our Telesis group. This occurred partially through Bill Wurster, who, while Dean at MIT and who sponsored our group in the 1940s, played a major role in gaining Rockefeller support for the extensive further work Kevin did for **The Image of the City**. Our new Department at Berkeley held close relationships to MIT and this linkage continued as Don Appleyard studied and worked with Kevin and then came to join us at Berkeley, I am pleased to say through my own influence, and at one time did an intensive study of image and identity in the Los Angeles region. With Don's death — discussed in the section on the 1980s — Michael Southworth, another Lynch disciple, came to Berkeley as I became Emeritus, and he continued carrying the message. While together here and stimulated by the vastly differing "images" of San Francisco and Los Angeles, Kevin and Don took on our southern neighbor.

Returning to **The Image of the City**, Kevin introduces the concept of "legibility" that prevails throughout this work. Legibility implies the holistic character of cities not readily perceived in daily use.

This book will consider the visual qualities of the American city by studying the mental image of that city which is held by citizens. It will concentrate especially on the apparent quality or 'legibility' of the cityscape. By this we mean the ease by which its parts can be organized into a coherent pattern just as this printed page, if it is legible, can be visually grasped as a related pattern of recognizable symbols, so a legible city would be one whose districts, or landmarks or pathways are easily identifiable and easily grouped into a pattern.

The 1970s

7. In the light of my preceding references, **Herbert Gans** in *From Urbanism to Policy Planning*, 1970, opens by quite erroneously claiming that ". . . in the past, the profession was not really planning, but advocating an ideal urban community . . ." thus revealing his narrow understanding of the field. How completely out of focus is this image from

what we were practicing in California some twenty-five years before, and incorporating into our Urban General Plan process applied to San Francisco, the City of Berkeley and the DCRP. I brought it to Latin America as well. We were not, as Gans said " . . . *trying to create the City Orderly, Efficient and Beautiful . . . with vast amounts of open space.*" As a sociologist coming into planning education he had no idea of the reality of State enabling legislation's institutional framework and its requirement for close participation in guiding the growth of cities.

On a visit to Berkeley in the early 1970s, Gans sat opposite me at my desk and we conversed agreeably at first. Under consideration for a faculty appointment, I was attracted to him for the social concerns we shared. However, I was soon taken aback by his utopian image of our field and his not having attempted to learn the reality of our particular brand of urban and regional planning in California, recognizing social reform through environmental guidance.

Gans makes the case for a " . . . *new approach and profession . . . which I will call policy planning, with short and long-range goals.*" But "policy planning" implies authoritarianism, the opposite of the participatory planning process contained in the State enabling legislation. Though limited to guiding urban structural systems, its purpose is still to achieve social and economic ends. Gans goes on to describe how policy planning would create with the collaboration of those non-physical fields "*new policy planning professions ranging from job creation, leisure, health and transportation to income redistribution and political . . . physical planning as we know it will disappear.*"

I just cannot understand how an intelligent social scientist, so attuned to the need for social-economic reform, can not be aware of the reality of the urban physical/spatial environment in which we all try to live and breathe daily. To those of us in California, policy-making simultaneously with both physical and social realities in a context of experience and common sense was clearly the way to go. Indeed in my teaching and consulting in Latin America in the 50s and 60s, my goals in planning were defined as purely non-physical, implemented by physical/spatial means, to reinforce social/economic measures through those channels.

* * *

8. It was engaging for me to review **Harvey Perloff's *The Evolution of Planning Education***, 1974, sixteen years after his 1956 writing, a period covering the core of my own three decades at DCRP.

Perloff looks forward another sixteen years to 1990, (the period when the fourth generation of the DCRP began to form and places planning education) " . . . *in a responsible and steady way in the context of social trends and governmental programs and planning practice.*" He sees the reality of " . . . *the very powerful forces bringing about rapid urbanization and that in the 1940s to 50s the profession reflects a narrow reluctant approach to planning.*" He then conjectures on what planning practice and planning education would have been like if the federal government had retained and strengthened the National Resources Planning Board. Indeed, it was such far-sighted initiatives of the Roosevelt era that sparked our pioneering drive in California.

Perloff's national figures on student enrollment in planning schools were far beyond what I could have imagined in 1973: 5,000 in all —1,000 in bachelor degree programs, 3,700 in master's degrees, and 300 in Ph.D.s. Contrast that with my class of six students in 1936 at MIT. Surely, today in 2000, even with the conflicts between theory and practice, physical versus social issues and general planning versus specialties, we are an established field. The problem is, however, how to use this half-century of experience in the real world's ever-increasing complexities to move forward into renewed collective action. In terms of these tensions, I find Perloff's summary discussion of the 1974 status of planning education to be most constructively and pragmatically balanced. His position is still reliable on which to move beyond 2000. His closing section "**Opposing Requirements and Demands**" should be read by all.

* * *

9. I call attention to a piece of my own on the **Telesis Environmental Group** of the 1940s and early '50s: *Francis Violich, The Planning Pioneers, 1978*, featured in *California Living*, the weekly magazine of the San Francisco Chronicle. Central to the concepts of the group on which the DCRP's founding curriculum was based, this article was republished in the celebratory anthology of the 50th Anniversary of the founding of the Department.

I quote from the two opening paragraphs:

*Early in September 1939 a small group of young architects, landscape architects and city planners gathered in a Telegraph Hill apartment in search of identity, direction and a role in the shaping of San Francisco and the Bay Area. The conversation that evening led to the formation of a group known as **Telesis**, whose efforts over*

a fourteen-year span played a lively role in the beginnings of the environmental planning and design movement in San Francisco and the Bay Area. Indeed, the word "environment" came quickly into our vocabulary at a time when it was rarely used . . . While not realizing it, we found ourselves in a truly pioneering position. Products of the depression, stimulated by the potentials of new technology and aware that all was not well in the world at large, we had singled out the betterment of the physical environment and its social purposes as our mutual goal.

In the 1997 re-publication, I added an Epilogue that looked to a possible future of the Telesis concept:

Now, in 1997, let us look back across these five decades of DCRP's co-existence with the San Francisco Bay Region . . . and the outcome of the initiatives the Telesis energy triggered. Clearly we can see the mutual sense of environmental identity as the prime ingredient of our productive grassroots origins. The question in my mind is: could that concept of a community of joint thinkers as led by Jack Kent be restored by a more proactive style of teaching and research? . . . During the DCRP's first decade, it was this local identity that gave both Departments an open door to having an effective impact on advancing planning movements in the Bay Area and activating regional community leaders. In view of the extensive environmental activism now in the 1990's, would not this be a stimulating way to start up the next fifty years?

Now in the year 2001, the Telesis organization has been given American Planning Historic Landmark status by the American Institute of Certified Planners at the APA Conference. The following documentation identifies these basic qualifications for Landmark Status:

- *Interdisciplinary*
- *Comprehensive*
- *Social Factors*
- *Local Plans in a Regional Context*
- *Focus on the Individual*
- *Citizens Groups Involved*

These ideas and beliefs were embodied in their 'Credo,' intended as the core for building some kind of popularly understandable action program. The Credo stated their common and deep-seated belief in:

- *The use of a comprehensive and planned approach to environmental development;*
- *The application of social criteria to solving physical problems;*
- *The importance of the individual as the module;*
- *The team efforts of all professions that have bearing on the total environment;*
- *The involvement of an informed public in the ultimate choice of potential solutions.*

Needing a name to launch their action program . . . the group found 'telesis.' At times an utterly unknown Greek-based word (originated by turn-of-the-century sociologist Lester F. Ward), remarkable for its ring of accuracy in reflecting their common aims: progress intelligently planned and directed; the attainment of desired ends by the application of intelligent human effort to the means.

* * *

10. The chronological order of this half-century review places **T.J. Kent's** paper, *A History of the Department of City and Regional Planning*, 1979, in a logical sequence to my Telesis essay above. His essay is featured as the leading work in the DCRP Celebratory Anthology. Consult this volume for other essays by Faculty and to learn about the Department's role in planning education over the years.

Jack so clearly identifies the particular influences of the 1930s and '40s that led to the founding of the department. Under his leadership, these factors collectively activated all of us as recent graduates of UC of the 1930s and comprised a pioneer effort unlike the origins of any other school of city planning in the country.

Among these factors, I quote the following as they appear in the piece:

- *"The inspiration of Lewis Mumford's **Culture of Cities** in 1938"*
- *"The Experience of the Great Depression and World War II"*
- *"Involvement in FDR's New Deal Administration"*

- *"The encouragement of UC Berkeley's President and other faculty who knew us"*
- *"The founding our Telesis Environmental Group in 1939 referred above"*
- *"The works in the Bay Area prior to World War I by F.L. Olmsted, Daniel Burnham and Willis Polk"*
- *"The significance of the Bay Area Arts and Crafts Movement of William Morris and Bernard Maybeck"*

These are expanded on in the following years:

- *"1948: Post-War Planning Dreams"*
- *"1960: DCRP's Expansion, the Free Speech and Great Society Movements of the Kennedy/Johnson Era"*
- *"The New Realities of the 1970's"*
- *"Old cities vs. New Programs"*

The essay conveys the breadth of Kent's insightful awareness of external forces bearing down on the professional field: from within the University and beyond. He tells how what he called his "fertile brain" contended with these forces with great political skill, optimism and common sense shared with colleagues. In my opinion these are traits most sorely needed to be acquired in planning education for the younger generation now taking over in view of the greatly increased problems facing the professional.

The 1980s

11. In *Statewide and Regional Land Use Planning in California, 1950-1980*, **Jack Kent** left behind for us a brief, to-the-point oral history that brings to life the philosophical framework of his professional and academic life. He sets a real-life personal tone throughout covering his family and educational background gained from his "roots in San Francisco," his students at UC Berkeley, MIT and a year of study in Europe mentored by Lewis Mumford. These experiences generated the Telesis Environmental Group and its "Space for Living" exhibit in 1940, a major influence in his remarkably heading up a renaissance of City Planning in San Francisco, under his directorship at the age of twenty-nine. The book describes his pioneering in regional planning for the Bay Area based on work in the Bay Region office of the National Resources Planning Board. He describes his influence in stimulating the widespread formation of non-governmental grants such as the Greenbelt Alliance and their

continued major influence on the success of city planning agencies of government in the 1990s.

He concludes by '*Looking Back*' from his premature retirement in 1974 from the DCRP during the decade of "*Continuous Upheavals*," then offering a "*Cautionary Optimistic View of the Future*" to the younger generation of City and Regional Planners. All of this, in my opinion, is of great value for the younger generation of the year 2000, as a positive way of looking at the incredibly more complex urban growth problems of today. From this, they too might shape their "*Philosophical Framework*" as they go through our two-year Masters program and the Ph.D. in a "real world" context.

Unlike the written words of his Historic Planning Landmark classic *The Urban General Plan*, this oral history conveys his voice speaking and the language reflects so much more of his lively and spirited expression. Sentences are short to make a point and never too long to capture meaning, often touched with humor and irony. Re-reading this now awakens endless feelings about our local environment that he and I shared, from Lowell High School in San Francisco to UC Berkeley, the Campanile, the Campus and to the hills that orient us to the West and the Pacific. It was out of these "grassroots" that we built our lives and approach to planning education.

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12. Don Appleyard joined the DCRP in 1967, during the decade of the highest proportion of faculty of social sciences origin. Allan Jacob's appointment to the faculty eight years later on Jack Kent's initiative led to a renewal of attention to design and physical planning. As a result of this tension, in 1979 Don and Allan joined forces and worked with a graduate student seminar on producing *Toward an Urban Design Manifesto*, circulated in the college in 1980. This was issued as a working paper by IURD in 1980 and published in the APA Journal. It generated a **Human Environment Group** with Faculty and Ph.D. students from all three departments. Holding regular meetings at each other's homes throughout 1982, a shorter more succinct **Humanistic Design Manifesto** was developed under Appleyard's leadership intended to extend beyond the University.

This clearly interdisciplinary group included such faculty from sociology as Russ Ellis and Galen Cranz in Architecture and Clare Cooper Marcus and Randy Hester in Landscape Architecture, an indication of their aim to bring the social sciences into the urban design and planning process.

These efforts as a grassroots initiative on an issue basic to all three departments were brought to a tragic halt, when Don Appleyard was killed in an accident in Athens on September 23, 1982. Reflecting the College-wide role he had played, the activist student-run news sheet **CONCRETE** published on November 7th a Memorial issue for Don, entitled *Towards a More Human Environment* featuring both of these works.

In this Kim Dovey, a member of the 1982 Human Environment Group wrote:

Professor Donald Appleyard was one of the most passionate and productive members of the College of Environmental Design. . . . was a major force in shaping the college . . . In trying to meld his ideas about 'The Quality of Life' into the department, he brought sensitivity toward social needs into design. To the Department of City and Regional Planning he brought a resurgence of interest in the physical environment. Prior to his and Allan Jacob's appointments to their positions at Berkeley, the DCRP was for the most part statistically and economically oriented. Appleyard's joint position provided a link with a substantial part of the architecture faculty, Appleyard held similar views and concerns. His ideas on the 'livable environments' can be looked at as architecture, but at a larger than building scale . . . He was ready, to go beyond the conventional border lines between architecture, landscape architecture and city planning, and to consider environmental design as a whole.

The first paper *Toward an Urban Design Manifesto* opens with: "We think it's time for a new urban design manifesto." The authors refer to development carried out under the **Charter of Athens** as being devoted solely to residential places and devoid of the related uses of a true city alive with diverse human vitality and interaction:

The 1960's saw the birth of community design and an active concern for the social groups affected, usually negatively, by urban design . . . many involved professionals left the design field altogether, for social or planning vocations, finding the physical environment to have no redeeming social value. But at the beginning of the 1980s the mood in the design professions is a conservative one. There is now a withdrawal from social engagement, back to formalism . . . City planning is too immersed in the administration and survival of housing, environmental and

energy programs, responding to budget cuts and community demands, to have any clear sense of direction with regard to city form.

In formulating their new Manifesto, they "react against a different phenomenon than did the leaders of CIAM," one in which our cities today present utterly different problems than those of 19th century Europe. They identify and elaborate on five problems:

- *Poor living environments*
- *Gigantism and loss of control*
- *Large scale privatization and loss of public life*
- *Destruction of valued places*
- *Injustice*

While all of these are stimulating in terms of our coming 2000-2010 decade in planning education, I quote the most significant one in its entirety for its strong relevance to my own half-century perspective: **“Rootless Professionalism.”**

*Finally, design professionals today are often part of the problem. In too many cases, we design for places and peoples we do not know and grant them very little power of acknowledgment. Too many professionals are more part of a **universal professional culture than part of the local cultures** for whom we produce their plans and products. . . This floating professional culture has only the most superficial conception of particular place. **Rootless**, it is more susceptible to changes in professional fashion and theory than local events . . . The planning profession’s retreat into trendism, under the positivist influence of social science, has left it virtually unable to resist the social pressures of capitalist economy and consumer sovereignty. Planners have lost their beliefs.*

For these problems to be resolved the Manifesto generates a set of Goals to work toward:

- *Livability*
- *Identity and Control*
- *Authenticity and Meaning*
- *Community and Public Life*

- *Urban Self-reliance*
- *An Urban Fabric for an Urban Life*

The second version, in 1982, **A Humanistic Design Manifesto** opens with:

In the 1960's the call clearly rang out for a more socially responsible and humanistic approach to environmental design. Twenty years later, despite pockets of change, much of our physical environment has become more alien, less responsive, less healthy, less public, in a word... less humane. Though ordinary people everywhere are demanding a say in the design of their environments, they remain excluded from the conception, design, and construction of the places in which they live and work. The rhetoric of social responsibility is still mouthed, but experiments in private form manipulation have become the obsession.... which effectively distance designers from the everyday world of people.

The Group then "manifests the following principles as essential to a more human design." From each of a selection from the ten, I quote one significant line as a sample of the overall breadth of meaning.

- *Fight for Environmental Justice*
- *Empower People*
- *Use What We Know*
- *Enhance Community*
- *Break Down Bigness*
- *Free Pedestrians*
- *Learn to Listen*

To sum up this vigorous and insightful initiative in terms of its significance to the evolution of the College as a whole is perplexing these twenty years later. Who can tell where its energy would have led had Appleyard's life continued? Would the social scientists have been challenged to participate? Would the term "planning," so lacking in the Manifesto, have been introduced as a College-wide context for "design?" Would the coverage of the movement in **CONCRETE**, with Appleyard as its leader, have drawn the student body into an image of the mission of this new initiative?

Perhaps in today's perspective, making the Manifesto known might lead younger faculty and mature students to pick up where Appleyard left off. Certainly, shortcomings are obvious in the content and in how it would be applied. This step forward would stimulate the bridging of environmental fields in teaching throughout the College as a whole and motivate the DCRP to take the lead in broadening curriculum content for 2000–2010.

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13. To enter into my selections of **Donald Appleyard's** manuscript *Identity, Power and Place*, 1982, published in brief in the DCRP's 50th Anniversary anthology, strikes a tragic note. His untimely and sudden death in an automobile collision in Athens, marks a time when his sixteen years with us might well have matured to achieve his goals in the College: reducing the tension between physical and social-economic, profession vs. academy and community-scale in relation to regional. In addition to his being "at home" in all the fields of the College, his warmth of personality and open-mindedness with all faculty made him a key figure in the College. This is a role yet to be filled.

With these qualities in mind I had initiated his joint appointment - in City Planning and Landscape Architecture. I drew him into my work on identity with place in Dalmatia on a project offered to us by the regional planning agency there, learning from this manuscript that he was never allowed to finish. Don was ideally suited to the DCRP particularly, as stated in the biographic summary in the Anthology:

Appleyard was that rare combination of innovative path breaking academic researcher and quiet, insistent, activist, professional, intent on getting things done . . . that made cities better places for people to live in. He was . . . especially concerned with expanding the scope of urban design to encompass thinking from the social sciences.

Furthermore, I quote from **Identity, Power and Place** itself:

*The social critique of physical planning that peaked in the 1960s (Webber, 1963; Gans, 1968) has led to a conceptual **schism between the physical environment and the social and physical** that needs to be bridged. The concept of social symbolism, the link between the physical environment and the social-political structure, is one way to re-establish that link.*

It is ironic to me that twenty years later that condition still stands. As a legacy of Don's combination of social goals, and community activism in the framework of Academia, I point to his so effectively having diverted through traffic in South Berkeley neighborhoods by playing the activist role in the installation of well-designed bollards in the 1970s. Indeed, this stands as the only example of urban design ideas that originated in the College and were carried out in reality in Berkeley. His range of capability from activist to academic contributed to the vitality of his creativity and teaching. His manuscript is available in the CED library.

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14. It is striking that **Donald Krueckeberg** opens his *Introduction to Planning History in the U.S.*, 1983, with Chapter I entitled *The Culture of Planning*, the only time this characteristic is used in these references to identify our field as an established and collective way of thinking about cities. He then follows this ironically with such public works as sewage and sanitation systems as the first step toward America's planning movement as early as 1840. We then hear from ten authors on the steps that followed in city planning evolution. These voices can symbolize the many contributors to the field's solid establishment within its own pragmatic cultural context of long ago. To me, having lived through the years of this progression from the 1930s on, I felt again the fervent stimulus of a down-to-earth cultural trait generated by the San Francisco Bay Area culture that led my generation "onward and upward" (to use Jack Kent's words) into leadership roles.

Krueckeberg has a writer's way of describing how the field developed its methodology through experience with problem solving generated through leadership and vision for the future. He makes clear this solid ground on which to unfalteringly advance the maturing of planning education. His coverage of the lasting value of humanistic leadership is the quest of a widely shared *cultural* basis for planning. His contrast of Lewis Mumford with authoritarian Robert Moses is for me reinvigorating. Other high points in the book include Eugenie Birch's defense of Radburn and its adjustment to the changes in planning analysis in the social sciences and the realities of people/place containment. The material on the National Resources Planning Board, urban renewal, freeways, and case studies of planning in San Francisco and in Cleveland carry a sense of the immediacy of problem solving built into advancing planning from year to year and decade to decade. These points suggest answers to the teaching of planning in the 2000–2010 decade.

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15. In *Planning and the New Depression in the Social Sciences*, 1984, Donald Krueckeberg writes of a further step in my review sequence. That is, as I reach the 1980s, it is timely that Krueckeberg describes an alliance of planning ". . . with the social sciences that have taken place and with it" relinquishment of technical and design concerns. He refers to ". . . a sentiment arising today that the pendulum has swung too far toward the social sciences." His discussion of this relationship in a broad national context of the ups and downs of degrees is offered in "*The Discussions of Society, Community and Cooperation*" and in "*Economy, Technology, and Competition*" (including Planning and related fields). His finding states that "*we need not abandon our achievements as social scientists to solve our problem, but planning is an art as well as a science.*" There ". . . are signs of hopefulness in change."

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16. Amy Glasmeier (and Terry Kahn) in tandem conducted a survey of various fields worked in by graduates of planning schools, *Planners in the 80's: Who We Are, Where We Were*, 1989. In this I found one point particularly significant to my inquiry. While it was found ". . . that planners work in a wide variety of fields the largest concentration is in the traditional field of land use planning, where 28 percent are employed." In my experience land use planning is not a field in itself, but a specialty in the field of comprehensive urban planning. This low percentage could mean that the subject matter covered in curricula course work surveyed failed to focus convincingly on the subject of urban planning as a collection of *fields* whose outstanding *tradition* has been comprehensive in nature as put forth in California's state enabling legislation, where "land use planning" is one *element* among a dozen others. This misdirection into a specialty could be at the cost of sending graduates into practice without a fully professional direction stimulated to enter public service. The term "land use planner" describes only one type of urban and regional planning. A better term suggesting the real world connectedness of all systems in a given city should be something like Urban Spatial Structure Planning.

Furthermore, I take issue with using the term "traditional" being applied to the field of planning to describe a professional field built solidly on commitments by its members since the first decades of the 20th century, virtually my own life. As Jack Kent once said, the trouble began with

dropping "city" or "urban" from "planning." Then, finding most of us who initiated our careers in that subject finding themselves "planners" with no clear set of responsibilities to pass on to the generation of 2000–2010.

The 1990s

17. Raul B. Garcia's Ph.D. dissertation entitled *Changing Paradigms of Professional Practice, Education and Research in Academe: A History of Planning Education in the U.S.*, 1993, is a unique and sensitive contribution to understanding the overall evolution of planning education. My having already accumulated from other references a substantial sense of that sequence, Garcia's work filled out the gaps by his probing deeply into the interrelationship between interests represented. I rate it as the most comprehensive and valuable of all my references used and include the Abstract as a way of stimulating reading the whole work.

The professional field of planning is by many indications facing a severe paradigmatic crisis, shaken by the discrediting of its underlying intellectual rationale as well as by disappointment from repeated instances of practical impotence and failure, and threatened with impending decline or even possible dissolution. The desire to reformulate an appropriate paradigmatic consensus has prompted a considerable amount of research of the concrete aspects of contemporary planning practice as well as on the history of planning and the planning profession. This study extends this research to the academic sub-community of planning, to learn how the discipline has actually been defined in the schools of the profession from the beginnings of formal planning education in this country to the present.

Detailed research was conducted about the planning programs at ten universities in the United States, involving site visits to obtain information about the past and present characteristics of each school from interviews, current publications and other descriptive information on the programs, official catalogs, and other historical documents and records. The research was expanded through additional interviews as well as an extensive survey of the literature on American planning theory, practice and education to obtain a sense for the general development and present state of the field. On the basis of this research, a preliminary history of planning education is presented as

a way to illustrate how specific paradigms of planning practice, education and research were defined at the schools of the profession during different periods of development and changes leading up to the present condition of crisis.

A final chapter undertakes a retrospective-prospective comparative assessment of American planning education, discussing several paradigmatic currents ' of professional practice, education, and research and the factors influencing their development and change in the planning schools, the dilemma of the academization of planning education and the loss of balance between theoretical and practical learning, and the possibilities for changes and innovation for the planning schools in response to the major challenges and opportunities of the present and future.

I urge faculty and students to use the work as a stimulus to take seriously an updating of the status of planning education and understanding its creative potential for the profession. That Garcia's work has been rarely referred to at UC Berkeley is evident in that the copy I took from our library had only been taken out twice before: in 1993 and 1998. Our DCRP was one of the ten thoroughly researched case studies of U.S. planning schools Garcia carried out in 1985. Since he and I share Latin American interests, we have a productive relationship.

With the text of 375 pages alone and notes, bibliography, appendices and index adding another 160 pages, I held back from excerpting highlights. However, as one example, Garcia makes crystal clear the origin of the word "paradigm" and describes its serving as a function of groups joined by a common set of cultural values: modern, postmodern, deconstructive. Using verified sources, he then shows how in planning education, faculty of academic leaning apply paradigms of universal origin that widely govern their collective thinking: theory building and research based on science and rationality and regardless of localities. Whereas in the process of spontaneous community formation a diverse group may be formed to solve common problems shared by local experience and to carry out visions for the future of their city. Even based on common sense, Garcia shows (backed with academic standards) that self-formed paradigms become legitimate within their realm. Indeed, such was the case with Telesis that led to the founding of both DCRP and CED.

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18. Ed Blakely in *Planners, Heal Thy Selves*, 1993, goes far toward capturing the heart of the current problems of **Planning Education and Educators and Practitioners in the Next Century**. He does this by denoting six colleagues responding to award-winning essays on planning education in the winter 1991 *Journal of the American Planning Association*. I believe this piece would serve as a fruitful orientation for entering students to shed light on their directions in such a changing and challenging field as ours. Here they are:

Seymour Mandelbaum in *The Field as Educator* puts aside the "theory and practice" gap of planning schools and points to the learning in a real world of practice following the MCP degree. *"Representing the field as the dominant educator, re-frames the topic . . . Established planning practices are resilient and will not be readily transformed by new recruits or criticism in the Academy."*

I am reminded here of the meager academic introduction to the field and Jack Kent's and mine at MIT in the late '30s and early '40s. Yet our years of work in San Francisco produced the strength of our first decade as planning educators in the new DCRP. Mandelbaum speaks for *"Believing in Education"* and *"Learning from Experience"* as a basic resource for influential leadership. Seeing the Agency ultimately replacing the Academy, as Principal Educator he suggests that if *"agencies were to be so certified, the end result would be considerable strengthening of the Academy's teaching in a kind of partnership with the Academy."* For me, our DCRP might well explore the possibility. Indeed, in DCRP's beginning years using studio projects, we did work closely with municipalities, "educating" both them and our students so that they would readily become planning directors in Richmond, Fremont, Fresno and elsewhere.

Michael Brooks in *A Plethora of Paradigms* focuses on issues raised in defining paradigms involving the legitimacy of the **process** dimension of planning as *". . . the heart of Mandelbaum's fictive Planning Accreditation Board for planning agencies."* In portraying the unlimited roles planners play, and each with its own paradigm, he states: *"There is no shortage of mandates . . . and I have finally come to realize that all of these approaches are valid some of the time. . . The future of planning might well be perilous if we were suddenly to become the visionaries whom I greatly admire. I consider it critically important that some planners serve in this capacity. . . My concern about the paucity of vision as activities in current planning practice remains strong."*

Among all of these references, **Bruce McClendon's** piece, *The Paradigm of Empowerment* most closely matches up to my own point of view gained from experience in practice. From the opening sentence on he

uses the term **city** planning as having evolved over the years from physical determinism, to social reforms, to advocacy planning ". . . *and now to people planning for themselves (empowerment and self-help).*" He refers to Brooks' outlining the dimensions of these and to this position:

*At each transition point there was made sound and fury as . . . academics and practitioners bravely glorified and defended their past failures and did their best to stop the revolution . . . Our effectiveness would be greatly enhanced if we could only recognize the positive aspects of change and work to accelerate the **evolutionary process**.*

McClendon quotes Judy Innes' position as one direction to adopt

. . . for the profession to develop a new way of seeing the problems and the task of planning . . . that will promise a more satisfactory mesh with reality, more usable goals for practice and more fruitful direction for theoretical inquiry.

More so than any of my academic colleagues over the years, McClendon (APA President in 2001) clarifies for me in a pragmatic way how the word "paradigm" entered plain English. He states:

*Strangely held paradigms induce filtering and screening of information, in . . . influencing . . . the way we look at reality . . . Today the profession is suffering from its own form of meltdown, right in front of the eyes of a large number of unseeing or uncaring scholars . . . Too many in the academic community suffer from **paradigm paralysis** as the essays of Mandelbaum and Brady clearly indicate . . . What was once a **gap** between planning and theory has become a **gulf** that warrants immediate action.*

McClendon proposes ". . . a pragmatic theory of planning, based on human **experience**, practical **activity** and democratic community **participation**." This theory has certain characteristics:

- *Planning as a service profession*
- *Part of a political process in a participatory, collaborative democracy*
- *Trust people to make decisions*
- *Face-to-face collaboration, rather than top down decision making*
- *Logical implementation*

And in promoting his paradigm of empowerment, he forecasts "An ethic of empowerment will guide the profession to the 21st century . . . Planners will be promoters of people's self-respect, self-reliance and self

determination." I couldn't agree more! For this is what the 1990s has brought to Latin America's newly empowered local governments. Of the remaining essays and in view of my compatibility with McClendon, I comment only briefly on two.

Linda Dalton in *The Dilemma of the Times* states that "If the profession is to be relevant and have a future in a changing world scene, its education processes must be guided by a new set of principles." This recognizes Stuart Merch's (another essayist) call for *Community* and McClendon's notion of *local capability*. These principles are elaborated on in her paper *Weaving the Fabric of Planning as Education* (1999) that follows later in my review. In planning schools she stresses grooming for leadership to meet the challenge of practice, and the need for more attention given to new themes of **urban spatial structure**. Again, I believe this term may prove a more accurate one than **land use planning**, since it involves interrelationships of all elements of the city. As to my view on the real world vs. academia, Dalton's most telling statement is: "*The real world of planning is in the trenches.*"

Sergio Rodriguez in *Schools In Today, Graduates for Tomorrow?* points to the resources we now have in the profession to provide answers to the issues raised throughout *Planners, Heal Thyselves*. He states:

For a profession that argues that we are experts at anticipating the consensus of the future, we as planners seem to lack a comprehensive needs assessment of the profession for the next few years. We now have 120 planning programs in the ACSP, 20 accredited in the US and 28,000 planners in the APA. We have the resources to address the relationship between the demand and supply of professionals in the field and a large number of institutions to respond. He offers down-to-earth answers to these potentials with emphasis on the need for maintaining a core curriculum plan for our future, developing professionals with a strong basic knowledge as generalists.

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19. The title of **Karen Christensen's** article, *Teaching Savvy*, 1993, identifies itself with a bit of "pop lingo" that gets right to the heart of pragmatic, real world practice. She writes in her abstract:

Savvy is defined as intelligence and understanding and connotes common sense, discernment, shrewdness, and an ability to grasp a situation. Planners have always needed intelligence,

but today planners need to go beyond technical expertise to organizational and political savvy. As planners have become direct participants in governmental decision-making they need savvy to be effective in interactive practice setting, the medium of planning today. Therefore planning educators should find ways to prepare planners for practice settings which are widely diverse and dynamic.

After establishing the background on changing planning power, roles, and practice settings, and the need and prospects for teaching savvy, this article sets forth learning tools in the form of templates. The templates are tools to prepare planners for diverse and dynamic practice settings.

And I couldn't agree more, since it was on the basis of these paradigms that T.J. Kent's leadership enlivened city planning in San Francisco supported by the interactive public education of the Telesis environmental group. We then brought this "savvy" into the curriculum of the DCRP from 1948 on. Then we passed it on to our graduates who became pioneer planning directors or consultants. Although we only had self-made "*templates*," described by Christensen as specific guides to the planning process, we were all then insiders to Bay Area cities and counties that made it easier to pick up the particular "savvy" of each place.

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20. The opening paragraph of **Judith Innes's** paper *Planning Through Consensus Building: A New View of the Comprehensive Planning Ideal*, 1996, also speaks right to the core of my concerns, that are now sharpened by this chronological review of planning activities.

In the mid-1960s, Alan Altshuler subjected the city planner's ideal of comprehensive planning to a devastating critique (1965a, 1965b). He said, in essence, that the comprehensive physical plan is neither practically feasible nor politically viable, and that the comprehensive planner has no basis for legitimacy as a professional. Meaningful public debate on comprehensive planning is virtually impossible, he claimed, because of such planning's scope and generality. He saw the role, power, and knowledge of planners as too limited, in any case, for them to prepare a comprehensive plan. Their only claim to legitimacy, he argued, is that they are experts who know and measure the public interest.

This core of my concerns stems from several segments of my own professional life experience. In the concept of “comprehensive plan,” Innes referred to the **spatial, physical make-up of cities** that seem to function effectively, and not to non-physical social and economic factors. These would be related to the profession determinants by the **full participation of citizens** and their elected governments and not determined by planners. Thus planning is a **continuing process** building from year to year on the fruitful experience and outcomes of policy implementation.

Even this definition of "planning" (always with the adjectives urban or regional for clarity) by the late 1960s had grown out of the evolution of our "city planning" field reaching back a full century, as illustrated in my selection of significant writings. Finally, in our base in California, as I've commented elsewhere, the Bay Area's unique environmental makeup is anchored by the inner-conceitedness of all physical elements. These forces shaped a particular culture, a sense of belonging and identity of citizens. They then responded to our concept of our general planning process through which non-physical social and economic needs would be met.

My question: In this perspective, how then to account for the often narrow-mindedness of social scientists who came into our professional field and failed to recognize the physical environment on which they and all of us depend for our quality of life. My own perspective nurtured by some sixty years of diverse professional and academic experiences goes back thirty years before Altshuler developed his critique of comprehensive planning. It also looks forward from the 1960s to the year 2000. In that respect I see, at least in California, the outcome of Altshuler's critique as having broken the constructive evolution of the field. Rather, unbridled economic impact on the environment has created business "office park" sprawl of workplaces, residential sprawl of housing and sprawl of malls — all served by overburdened transportation systems.

Innes's response to this challenge in 1995 was long overdue. It can well serve as a keynote to moving the social science contribution to our professional field and to connect directly to the physical spatial scene. As Innes says in her abstract:

The article argues that consensus building with stakeholders offers a model for planning that responds to each of Altshuler's critiques . . . Evidence is taken from eight in-depth case studies of consensus building over growth and environmental issues in California, and from a study of the New Jersey State planning process. The article concludes with a discussion of how consensus building may be used for local comprehensive planning

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21. The student editors of the **Berkeley Journal, 1998**, chose my essay, *The Grassroots Origins of the DCRP* to underscore the Department's vernacular origins in the Bay Region that laid the paradigms for forming the curriculum in the first two decades. Here is the editor's introductory note:

The following is a revised version of comments made by one of the key founders of the Department of City and Regional Planning, after a tribute to him on the occasion of the Department's Founders Day Celebration on September 6, 1997. In it, Francis Violich traces the intellectual and personal origins that led to the founding of the department. He highlights the sense of place and grassroots connections that served as the guiding principles in his own work, in the leadership of T.J. Kent, and the entire intellectual community surrounding them at the time.

In putting forth the significance of these two references, it appears to me that one of the hazards to sensitive planning education of the recent decades is the attempt to guide the growth and form of regions by a common set of paradigms. Rather, we could accept the fact that each metropolitan region has its own intrinsic natural environment, spatial structural character and resulting cultural values. We may then do well in the 21st Century to let paradigms grow out of a broadly expanded awareness of place at the regional level in relation to its people and their particular identity.

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22. **Mel Webber and Fred Collignon's** essay: *Ideas that Drove DCRP*, appearing in the **Berkeley Planning Journal, 1998**, is devoted to the department's history along with one by **Manuel Castells**, which follows. This piece quite accurately describes the changes decade by decade that came about in the 1960s with the introduction of social science content and approach. This move, by strengthening research at the expense of physical planning, affected planning schools throughout the country. Unlike elsewhere, in the 1970s professional practice in the DCRP returned and tended to focus on specializations, though integrated into comprehensive planning.

However, with all due respect to my colleagues, the opening material on DCRP's origins carries questionable implications. For example, it states that we were defenders of city planning as "*the last stronghold of utopianism.*" Not so, for as we rebelled against rigid planning of Beaux Arts, we in the 1940s turned against rigid Beaux Arts planning, in favor of guiding city form incrementally with the participation of city dwellers. Nor is it true that the department is ". . . *lacking a history of its own.*" Its history began - as I have repeatedly stated - in the minds of graduates of Architecture and Landscape Architecture by the late 1930s, my studies at MIT in 1936-37 and Jack Kent's there in the early 1940's.

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23. In view of **Manuel Castell's** enormous intellectual capacity, I refer only to a few lines particularly pertinent to this planning curriculum updating and to the DCRP students in the **Berkeley Planning Journal, The Education of Planners in the Information Age**. He states clearly my own view of the DCRP's purpose, but with my own modifier "City and Regional" added to his "Planning" (emphasis added):

[City and Regional] Planning is a profession, not an academic discipline. A tradition of professional work, not a meta-ideology of rationality. It has always drawn from a variety of academic disciplines. . . Its strength was, and is, in its interdisciplinary character that allows for breathing space in dealing with new issues, that makes it possible to build tools from whichever materials are available, without having to surrender to the normative approach on which academic disciplines are bound. Planning moves freely across borders to think, design, and act . . . To link up with the extraordinary transformations currently taking place, city planning students should be required to spend some time in professional internships, both local and international, depending upon their interests, and this program should be a major systematic undertaking of the department.

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24. **Stephen Wheeler's** essay, *Perspective, Regional Planning: A Call to Re-Evaluate the Field* in the **Berkeley Journal's** 2000 edition remarkably echoes the very positions on which the DCRP was founded. His abstract speaks for a throwback to more comprehensive and pragmatic concepts.

*It is the argument of this brief commentary that the regional planning field has been primarily focused in recent decades on economic geography and economic development at the expense of other elements of regionalism. More holistic perspectives are needed to provide guidance in the future. A "New Regionalism" should include attention to **urban design, physical planning, place making, and equity as well as economic development.** It should include qualitative as well as quantitative analysis, and needs to be based on **direct observation and experience** of the region to a much greater degree than at present. Perhaps most fundamentally, it should re-evaluate economic growth as the main goal of regional development, and find ways to balance economic development with **environmental and social objectives.***

These lines speak particularly for Jack Kent's concentration on a similar scope of regionalism and on his leadership in making this a public issue in the San Francisco Bay Area. His 1981 oral history, **Statewide and Regional Land Use Planning in California, 1950–1980** features his role in founding the Bay Area Planning Directors Committee and its drafting proposed legislation for a Bay Area Regional Planning District in 1960. Out of this grew the Association of Bay Area Governments and the 1970-1990 Regional Plan. The DCRP's second-year curriculum focused on the regional scale of the Bay Area.

Wheeler's reference to Geddes, Olmsted and other leaders of the early 1900s, 20s and 30s were our sources of inspiration. He shows how recently regionalism took an economic direction. . . "*Regional analysis became rooted in economic modeling and abstract analysis, with very little attention to the actual experience of place.*" How true this speaks for us as native Bay Area founders of the field! In pointing out the "new concerns" in shaping a "New Regionalism," Wheeler states that we need ". . . *a highly inter-disciplinary, strategic vision of the urban regional which could provide planners, politicians, and ordinary citizens with information about how to bring about long-term positive change.*" Bravo! Lamentably however, let's keep in mind that present patterns of land use, transportation, housing and social infrastructure have become so much more entangled, over-burdened, and fragmented that such "real-world approaches" to planning education hold far more challenges to our effectiveness now than they had decades ago.

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25. To further clarify the basis for my position on these issues, I now call attention to my **review** of **Houser's *The Life and Work of Catherine Bauer***, in the *Journal of the American Planning Association*, Spring 2000. In it I point out the book's failure to make clear the set of local environmental and social concepts on which we based the design of our curriculum in its first decades. For example:

When Catherine comes to the West Coast . . . the linkage in the book between content and context falls short. California's city planning history had its own beginnings, responding to very different developmental and cultural situations than the East Coast. In that sense, Catherine's relation to the West is a void in the book . . . Although she was attracted to our budding approach to planning activities in the Bay Area, this was left out of the book. For example, our grassroots environmental planning group called 'Telesis' which from 1939 to 1953 promoted local self-determination, represented a completely new and, I believe, fascinating experience to Catherine, who lacked roots to identify with a particular place.

The book fails to cover Jack Kent's in-born leadership for establishing modern city planning in San Francisco and Berkeley, founding the DCRP and creating the CED. He led in addressing the cause of regional planning for the Bay Area and the comprehensive general plan concept. For these achievements he was given National Planning Pioneer status and his book ***The Urban General Plan*** was named a Historic Landmark by the AICP. I point out that under Catherine's influence . . .

The new leadership of the department in the 1960s made valuable advances into basic research approaches essential to effective urban planning practice. Yet this shift away from physical planning toward social science caused a harsh break in the process towards gradually weaving research and practice into a durable fabric. . . All too quickly the long line of teachers that our generation had learned from were put to one side: Geddes, Howard, Unwin, Osborne, Olmsted, Adams, and even Burnham.

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26. Michael Neuman's insightful and timely commentary *Does Planning Need the Plan?* carries a strong personal significance in addition to having been awarded the **1999 "Best Commentary"** by the *Journal of the American Planning Association*. He and I hit it off from the first day of his arrival to the DCRP in 1990. At the Fall student orientation I had spoken of my research and writing on place and identity in Dalmatian towns and then introduced Dusko Bogunovic, a Visiting Scholar colleague of mine who had just arrived from there to work with me. That night Neuman called me quite late, saying he had never heard the nature of place identity made so eloquently. Throughout his Ph.D. work he served as a critic and creative collaborator on my manuscript, his reinforcing my humanistic and experiential position intimidated by the predominance of scientific proof in planning education.

Michael's abstract makes clear our mutual understanding of the core of our profession, but does so in a most scholarly way. The essay is fully noted by some one hundred and eighty references tightly woven into the fabric of his relatively short text. These alone are worthy of review. Here is the abstract: (emphasis added)

*From modern city planning's inception in the mid-nineteenth century, the Plan was its centerpiece. After World War II the plan's fortunes ebbed. **Plans and comprehensive planning were subject to powerful critiques.** In spite of eloquent defenses, practice and theory shifted from plan to process. Urban planners were advised to perform "middle-range" rather than comprehensive tasks. Theorists focused, first, on decisions and, later, on discourse and communicative action. Paradoxically, this situation has existed alongside the fact that many important recent advances have been the result of plans. **Why is this tendency not being researched more? Why is contemporary planning theory generally quiet about the plan? Why are planners themselves shying away from general plans in favor of quicker fixes?** This article compares plan-based and non-plan-based planning by looking at both practice and theory in historical and transatlantic perspective.*

To pick up the momentum of the reader's experience, he allows us some energizing, non-scholarly language like these choice examples:

- "Oh, Great - Another Paradigm Shift!" In three succinct paragraphs he runs through changing "archetypes" in planning content. These range from Nolen in 1916 with "*the traditional physical plans... of*

earlier civic designers" to Innes in 1995 with "Amidst this cacophony the announcement of a single new paradigm becomes tenuous."

- "The Power of a Dream" draws on the theme song of the 1996 Atlanta Olympic Games, where . . . "Athletes refer to attaining their dreams . . . by visualizing their performances they create powerful mental images of running . . . Persuasive plans, too, possess the power of the dream . . . taken together, plans and images form a research agenda for analysis and an action agenda for practitioners." Then a series of provocative subheadings:

- Plans use images of place to portray collective hope.
- Plans are the loci of conflict.
- Plans are powerful because they are built into the power structure.
- Plans have built the profession and institutions of planning.
- Powerlines: Lines on maps decide who gets what, when and how.

Michael ends with: "Does planning need the plan? Or can planning go plan-less, naked and exposed? . . . As it is, planning is blessed with an active verb. City planners bring cities to life and life to cities . . . and to be used with the soundest legal basis, they need to be **linked to a general plan**. After all, the plan did give planning its name." And to close these insightful truths, I say "Bravo!"

* * *

27. The comprehensive assembly of essays, *The Profession of City Planning: Changes, Images, and Challenges 1950-2000*, edited by **Lloyd Rodwin** and **Bish Wapriya Sanyal** appeared as I neared the completion of my own half-century review. However, I felt that taking excerpts from the work would be somewhat out of scale to the reference already used. Rather, I have gone through the two reviews in the *Journal of the American Planning Association*, Winter 2001 by Britton Harris and Bruce McClendon. I suggest that the book and the reviews be read along with my paper since they cover the same span of time. Several significant differences occurred to me.

One is the question of chronology. The years from 1950 to 2000 represent in themselves a sequence of time in which changes took place through certain initiatives in the field. The book might have given some

emphasis to the way that the evolutionary and inter-generational patterns created the "changes, images, and challenges." This might give insights on the direction in planning that the incoming generation might wish to set forth.

A second point is that there is a high degree of uniformity to planning processes as practiced within the United States without distinguishing between local and regional character. In the perspective I gained in the review as well as in my life experience local characteristics of environment, culture, history, social problems, and the like call for sensitively considering different adaptations of planning methods. I have made this point in my review as a native of the West who has experienced the rise and fall of planning due to local forces. The Kent comprehensive planning concept is clearly derived from the strong, local character of the Bay region.

A third observation is that attention is not given to the legislative framework at the State level that was launched in the 1930s under which planning must operate. Since that time the legislation has evolved as it interacts with professional practice. The few elements adopted at the outset have now become quite comprehensive.

And finally, in facing these challenges the enormously increased activities of the profession itself should be recognized. Evidence of this is shown in the high quality of the annual conference of the American Planning Association, to be held in March, along with the activities of the AICP, ASCP, and the Planning Accreditation Board. Bruce McClendon implies in his support of synthesizing physical and social planning supports these professional organizations by quoting Sanyal:

...who favorably compares the planning discipline to the fields of economics, political science, philosophy, and literature. He balances this positive assessment with a warning against complacency with a call for change... Based on a new synthesis of physical and social planning to new procedural theories about how to be effective in planning practice, and three, new normative theories to justify government in shaping the destinies of cities and regions.

McClendon praises Sanyal often-stated view that the profession needs to return to its physical planning heritage with an emphasis on designing livable and enjoyable communities and cities. In view of McClendon's role as president-elect of the APA, he is setting forth the professional organizations as a lively resource with which the research side of the

planning schools can work effectively in dealing with change, creating new images, and overcoming challenges.

* * *

28. We return to **Linda Dalton** where her **Weaving the Fabric of Planning Education** started this journey-seeking to clarify my own position in the decades of the ups and downs of our field. Developing my observations of her work after having completed my list of references had an advantage. It tended to reveal how much more insightful of the divisive issues involved my mind had become, making my half-century perspective more real in relation to the problems we face today. Now, placing my comments on Dalton's work together with the Rodwin half-century scope, the three papers together my bring a high level need to extend our perspective forward to the coming decade.

I quote samples of the many points made that support my own. Starting with the Abstract, she shows how:

- *In planning education, the more things change, the more they stay the same (or return to the previous situation).*
- *The basic elements... have been similarly persistent over time, again with shifting emphasis – e.g. studio instruction has been re-interpreted. . . . Throughout, tensions persist regarding identity of the field of planning itself as well as the nature of professional education.*
- *The biggest changes have occurred among the weavers themselves. Early charismatic educators influenced planning education throughout long careers. The latter half of the century saw the role of practitioner as teacher replaced by the social scientist. Since the late 1960s students have emerged as more demanding learners calling for an active role in their education. Finally, institutions like ACSP have become strong presences around the loom.*
- *As we enter the 21st century, the author sees the promise for planning education in multiple theories of practice – applied knowledge that helps planners (1) understand ethical responsibility, (2) communicate effectively, and (3) address community problems meaningfully as they create the future.*

Dalton's metaphor of the loom is made real in a spirited paragraph envisioning planning education as a highly collective and interactive process illustrated with a diagram **The Metaphor: Planning Education as Fabric**.

Imagine, now, competing sages sending the shuttle across to eager students, who return it with insightful questions; or citizens passing the shuttle to the planner through a statement of community values; or the reflective practitioner contemplating the web of an effective career. Indeed, teachers and learners, theorists, practitioners, students and community members may be weaving the fabric from all sides of the loom at any time. In tracing planning as education over the past century, then, we can ask what knowledge, processes and skills have been considered important at different points. . . . And, we have, in the metaphor, a way of applying the answers to these questions to the future of planning education.

Readers of the stimulating paper will find that the various stages in the development of planning education are shown on several diagrams representing the metaphorical steps in "weaving the fabric". The section *Early Weavers – Socialization in Civic Design* opens with early planners who shaped my period of planning education at Harvard and MIT in the 1930s and after. "As the century opens, we find the loom in the Boston area, with Landscape Architect Frederick Law Olmsted and partners such as Charles Eliot busily weaving the civic design strands, passing the shuttle to aspiring proteges working as apprentices with the master." In recognition of our broadening of the field in the 1940s and '50s, Dalton states that: "... although professional education focused on people with design and engineering backgrounds, the early weavers acknowledged the importance of broader exposure to the field of planning for the general public."

This broadening might have been more accurately stated in that the focus is consistently on the East Coast without reference to the fresh start that the "early weavers" who preceded our generation in California as a new and distant place still in the first stages of urbanization. I mention this as a native of California rooted to its distinctive culture and environment – the source of our motivation for the shaping of a new field here. Thus, the **California Planners Institute**, the CPI, was formed, independent of the AIP.

In *Searching for Planning Knowledge in the Social Sciences*, Dalton further emphasizes the East Coast participants in shaping planning education. In speaking of the rising dominance of the social scientists, little is said about the impact of that momentum on our well-established program at Berkeley founded mainly on the initiatives of natives of the Bay Region and firmly supported by the University and public. That leaves out the bold West Coast initiatives taken in regional planning through T. J. Kent whose concept of comprehensive planning in his book, *The Urban General Plan*, was given National Historic Landmark status and has carried national influence since the 1960s. What differentiated us in formulating our planning concepts was the only partially urbanized western region of highly diversified environmental qualities as compared with the heavily urbanized setting of the East Coast where the social scientists shaped their thinking.

Following the accumulative changes, we see the pattern of fabric unfold as times moves on. For example, *Social Awareness – Weaving Multiple Threads* deals with the period from the 1960's to the 1980's. In *Sizing the Web – Institutional Forces*, Dalton refers to the process of stiffening a fabric for endurance, or in planning to formalize new disciplines to implement policies.

The section of Identity sets out the evolution of curricular contents focused on the issue of comprehensiveness in relation to specializations. This sequence should become known to students new to the field, summarized by Dalton as, "*In sum, over the past fifty years, then, the official statements about planning education have embodied the succession of central threads in planning education --but, with a time lag of about a generation! Whereas the Chicago School introduced the notion of specialization in the 1940s and 1950s, it became an accreditation requirement only from 1989 to 1995.*"

For myself, having lived through the past half century, the most intriguing of these evolutionary steps is the last accumulation on the loom in graphic form that looks into the dilemma of the future: *Carrying Threads Forward – Implications and Directions for the 21st Century*. Here with all the ingredients of the past shown in their interwoven positions, we can readily envision alternative ways of dealing with our field. This is expressed in Dalton's closing paragraph entitled: January 1, 2000 – Just Another Day at the Loom?

As January 1, 2000 dawns, I see weavers across the U.S.: Bruce Stiftel in Florida, Sandi Rosenbloom in Arizona, JPER in New Orleans, JAPA in Portland, JPL in Columbus, and PAB in Des Moines. Their compact computer work stations contrast sharply with the generous drafting tables in Frederick Law Olmsted's Boston studio in 1900. Yet, we recognize the threads on the loom, even as some of their colors have faded and strands thinned. We also note the shiny new fibers introduced during the latter years of the 20th century becoming more dominant without displacing earlier ones. Thus, we see a rich fabric flowing into the 21st century and eagerly await its emerging patterns.

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29. To point up the value in planning education of the maturing of personal development through direct life experience, I close my references with **Witold Rybczynski's, *A Clearing in the Distance: Frederick Law Olmsted and America in the Nineteenth Century*, 1999.** Olmsted came alive to me as I read this wonderful portrayal of a leading founder of America's own city planning profession while retracing the steps in my own role in the field.

With no college education at all, he allowed himself to pursue a broad range of diverse opportunities for finding his major contributions to society. At college age, rather than taking courses, he shipped out as a seaman to China, then handled shipping import accounts. Later, off and on he engaged intensively in farming that led to writing on horticulture, he studied the nature of parks by walking through verdant England, and engaged in social issues by roaming on horseback over extended periods in the South studying slavery, and writing for the NY Times. He began taking over the design and directing of Central Park for human betterment in an overly urbanized New York of the 1860's and managed the pioneering development of the Civil War Sanitation Commission, while establishing the National Public Health Service. Through all of this he raised a family on his various sources of income. Olmsted experienced California and the west by managing gold mining of the Mariposa property and in the process established the basis for Yosemite National Park. He then put all those experiences together to enrich American cities and their citizens with a new and enlightened profession of city planning for us to carry on through the 20th century.

III. Update to APA Annual Conference: March 2001

In developing the preceding review of my selected references in the months before the APA Annual Conference in New Orleans, I discussed my progress with colleagues holding similar concerns. That led to my finding a growing emphasis among practitioners on renewal of comprehensive planning. Coincidentally, Ruth Knack interviewed me by phone and included a quotation in an article she was preparing as Editor of APA's Planning Magazine.

Among a number of colleagues to whom I sent drafts of the paper, and who were making presentations at the conference, Roger Hedrick and Larry Gerckens sent me their writings put in final form for publication later. They had drawn on the points I made and suggested two additional references of high quality. I then added this section III as an opportunity to bring my work right up to date and making it more timely.

30. Ruth Knack's article *Future Perfect*, featured in *Planning's* December 1999 Special Issue on the 21st Century provided me with an optimistic view of new life for comprehensive planning. In Knack's section of the article on *Visionary Thinking* she cites in convincing detail a number of examples of how fragmented and short term patterns of urban planning have stirred a return to more comprehensive, all-inclusive planning. For example, in Northfield, Minnesota the city's consultant says, ". . . *The old plan, done in-house in 1998, is not really comprehensive...it does not include the documents developed in the last few years, notably transportation plan and trails plan.*" He points out that his ". . . *17-year-old firm has been made busy by an amendment to the Metropolitan Land Planning Act which requires communities to update their comprehensive plans.*"

Comments from a senior planner in Decatur, Illinois, tell us that "*Decatur's last comprehensive plan was created by the planning staff in 1990.*" In answer to Knack's question "Why, then, do a new one?" he answered, "*I think there was a sense after about five years that the planning commission and the public in general had stopped paying attention.*"

Another example is St. Tammany Parish, Louisiana, south of New Orleans, where our 2001 APA AICP national conference is to be held soon. There, "*In the last two decades, its population tripled in the 1980s and is about 180,000 today. Growth has brought major traffic congestion, drainage problems, and many unhappy residents. The Parish has had a planning department for twenty years... but its work has primarily focused*

on zoning. That means a high learning curve." The reference here is to "learn" comprehensive planning.

And finally Knack refers to the Atlanta Regional Commission for the 20-20 Plan and its evaluation in 1996 in a broadly representative survey. This showed ". . .*that Vision 20-20 had little effect on the many civic decisions in the Atlanta area.*"

In my own view the whole concept of Visionary Planning, a term introduced in the 1980s, is at fault. It runs counter to the comprehensive planning approach. In the 1940s, we called for a planning process that was to be not only comprehensive but continuous, setting forth long-range periods of ten or more years for a General Plan that is renewed and updated incrementally at short-term periods of one to five years.

In this light, Knack, in her article, includes my own concerns about what is taught on the General Plan process, that our courses are almost all specialties that are valuable but not intentionally related to each other. I also indicate that there are few of them that deal with the integration process and techniques of developing the Urban General Plan, pointing out "*That is particularly ironic, says Violich, in the department founded by Jack Kent, author of the **Urban General Plan** (a book that Stuart Meck's *GROWING SMARTS* cites as the best guide on the subject).*" She quotes Meck further on this point,

For a long time the profession pooh-poohed comprehensive planning in favor of sexier things like advocacy planning. Now there's a resurgence of interest in general planning and comprehensive planning in particular. I was amazed, at how many topics the new plans are addressing, as compared with the 701 plans of the 1970s. Well-done new plans see the world as much more complex.

To further back up these examples, I find that the forthcoming 2001 National Planning Conference has set up a "Local Host Committee Track on Comprehensive Planning." This consists of some dozen panels, such as *Comprehensive Planning (CP) in Large Southern Cities, CP in Iowa, and Evaluating the CP, Technology and CP's, Evaluating CP's, CP's for Commissioners*, and other related topics. The most appealing for the purpose of my review and gaining perspective from the past is *The Comprehensive Plan in the 20th Century: ". . .an excursion through 20th century American planning... the derivation of the master plan and comprehensive plan concept... the role of the comprehensive plan in defining the profession and practice.*" To conclude, I say, 2001 may be

just the time for moving toward unifying academia and the profession in planning education in general and curriculum content in particular.

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31. Roger K. Hedrick, FAICP at the APA Conference, presented *Roles for Practitioners in Planning Education: The Next Big Issue?*, a survey carried out under his direction as Chair of the Planning Accreditation Board (PAB) Task Force on Practitioner Involvement in Academic Planning Programs. In the final version after the Conference, his Introduction opens with quoting my statement on “the gulf” as follows:

AICP Planning Pioneer Francis Violich most recently has identified six issues representing his concerns that need to be resolved for more responsible planning education to occur in the 2000-2001 decade. He says the issue number one is ‘Theory and Practice: The gap-or gulf as has been said-between the academic theory and research side of or field and the urgency of effective professional practice in our out-of-control urban spatial patterns of social/cultural and economic characteristics and qualities.

Hedrick also restates excerpts in support of “The Next Big Issue” included in my review from writings of Raul Garcia (No. 17), Bruce McClendon (No. 18), and Judy Innes (No. 20) and elaborates on these to underscore the responsibilities of the Task Force’s Charge. Two Critical Goals are:

- 1. The need of the planning community to work together to increase practitioner involvement in the planning academy; and*
- 2. The need of AICP to reassess its educator outreach programs and increase the effectiveness of these programs that strive to “build bridges” between planning practice and education.*

Hedrick’s survey is carried out among Faculty, Students and AICP liaison personnel. And the Task Force now seeks concurrence on the goals and input on how to achieve them. Recommendations for adoption are being developed by the Task Force for PAB consideration at its Fall 2001 meeting in Cleveland.

Responding to my deepening understanding of the problem, Hedrick sent me two more papers, favorites of his that hit directly at the heart of these issues in convincing and real life terms. One, dated 1997 and the other 1983, call attention to the two-decade span of this continuously

unresolved problem.

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32. The most recent and carrying the sharpest message of urgency is: *Social Science, Social Work and Surgery: Teaching What Students Need to Practice Planning*, by **Howell S. Baum** of the University of Maryland, in JAPA.

Baum opens with “What do students think about planning?” pointing out that their motives are vaguely articulated, their substantive interests general and their view of planning practice featureless. All of these express general curiosity or sympathies. Even those who have worked in planning have a limited basis for knowing what they would do in practice, compared to their daily life experiences in other fields, such as medicine, law, journalism or teaching. Under these conditions Baum asks, “Can academics teach students to be practitioners?” he then explores this question by “distinguishing the characteristics of academics.”

Using the metaphor of his title, Baum sets forth three basic functions in planning: Research, Interaction and Intervention, defining the extent to which academic and practitioners are involved in each. He shows how the “culture of academics” maintains a prime focus on Research, while practitioners work on and interconnect all three functions in a continuous process. In a specific and innovative way, Baum outlines directions to adopt in joining academics to practice in the concluding section, “What Can Academics Do? Where There’s a Will There’s a Way.” In the section “Changing the Culture,” he states:

Most planning programs easily conform to the research university culture. They distinguish ‘academic’ faculty and courses from ‘practice’ faculty and courses. The former do what the university rewards. The latter often have sole responsibility not only for teaching practice, but for integrating academic material with practice situations.

In the section “New Curriculum,” he writes:

In a curriculum centered on planning practices, research courses should teach students not only to generate knowledge, but also to use it and get others to use it. Students should have opportunities to conceptualize, practice, and reflect on efforts working with others in groups, complex organizations, and communities. They should not only learn theories of decision-making, but have practice in making decisions. They should

confront ethical, intellectual, emotional, and practical predicaments in acting and should develop personal approaches that fit their interests, inclinations, and abilities.

Summarizing principles to govern curricula designed to bridge the gap. His itemized principles phrased in concise language that carry with them a sense of opening the door to discussion and adoption in a relatively near future. Nine of these are listed under “New Teaching Practice” and “New Roles” and five under “The Planning Profession”, indicating each role by supporting university programs as they make changes and by expecting graduates to be different by having adhered to these principles. He concludes with saying that:

Planning education requires a partnership between academics and practitioners. As in most professions, these groups have enjoyed an uneasy relationship. On the one hand, academics may see practitioners as bogged down in organizational or programmatic particulars, and practitioners may see academics as wandering in the clouds. On the other hand, planners may appreciate academics’ opportunities for developing broad ideas, and academics may appreciate planners’ possibilities for affecting the world.

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33. Highly pertinent to my focus here is *The Evolving Dualism of the Planning Educator: Can Those Who Develop the Science of a Discipline Train Practitioners in a Profession? Or, Linking Science and Practice*. This was prepared by **Lee Rodgers** of the University of Oklahoma, for the 25th Annual conference of the ASCP in San Francisco, 1983. Rodger’s clarity in getting at the point of the differences between academic science and professional practice fourteen years before Baum’s paper dramatizes the lack of progress in the further evolution of planning education.

In his Foreward, **Rodgers** introduces his commitment to the need for comprehensive planning by describing his own experiencing deeply the environmental character of the place where he grew up. Years later as a beginning planner he came to learn from the citizenry that strong feelings of attachment and belonging were not enough on which to alone base the guiding of oncoming urban growth. He states that:

What seems evident now is the unique relationship that is

involved between science and practice in the creation and protection of cities. Science is needed to study the physical characteristics of the city to build an environment that is safe, convenient, and healthy . . . to study how people use the city and validate theories about how it works; but scientists, whether they work in the physical or the social science fields, must also experience the city to know what is relevant to study On the other hand, feeling and sensitivity are not enough. Competent scientific and professional planning practice both require the mastery of a knowledge base. Protecting the 'character of a neighborhood' demands restoration, not neglect, and restoration requires leadership and action, often at both public and private levels.

In the body of the paper, he makes clear that his central issue is the role of science in advancing the knowledge base of planning and in what ways science and practice can be linked to advance planning as a practitioner profession. Under the heading, "Characteristics of Professions," he reviews in scholarly fashion the distinctive ways that such fields as Medicine, Architecture, Law and Teaching were formed and authenticated early in the century. Using a limited number of qualifications, each early movement reached a point in their evolution to become known as an 'emerging profession'. Rodgers describes the role in this process for the planning profession played by John T. Howard, as I have referred to at the beginning of my review.

He then traces this type of authoritative evolution for the "Characteristics of Science" and points out in a section on "Contrasts in Science and Professional Practice," the following:

The methods, objectives and responsibilities of those who engage in scientific research are markedly different from those of the professional practitioner. The role of scientific research as conducted by most academic departments ' . . . is to ask prototypic questions and to seek generalizable answers that are completely accurate within the limitations of known data.

Based on this approach defining differences between science and practice, in his most constructive section entitled "Links Between Science and Practice" Rodgers makes the case for a joint pursuit of a committed partnership goal.

Two distinct ways can be identified in which science and practice differ and yet are inextricably linked. First . . . the practitioner, though heavily dependent on sound scientific

knowledge, must make decisions in practice that are very often 'scientifically indefensible' because the practitioner is dealing with those areas of knowledge that science has not yet adequately developed. Practitioners simply cannot safely be held to the same standards as the scientist, cannot be trained the same way as the scientist, and cannot be judged by the same criteria. Second, from science comes the new knowledge needed by the professional practitioner to reduce ignorance and advance practice skills. Therefore, there should be no more critical partisan to support scientific advance in his/her field than the practitioner, who should become and advocate for science of the highest order Where would the development of the knowledge of medicine be today if practitioners had relied upon scientific knowledge generated outside of the medical discipline?

Rodger's paper was the first I found that dealt with the distinction between academics and professional practice among various other fields. By chance one more appeared on Baum's long reference list, entitled "The Case for Practitioner Faculty" and fortunately by one of our own faculty, Martin Wachs. I call this work to the attention of the reader by adding a brief review here as follow-up on Rodger's coverage as an opportunity to underscore the issue more fully.

This work not only probed more deeply into the issue, but did so in a clear and convincing way. He spells out the current concerns on both sides and the need for closer exploration of the positions taken with regard to finding mutually positive solutions for planning education. To do this he carries out extensive research on "How Professions View Practice on the Part of Faculty" to see how planning compares with other professions. Wachs then takes the reserve position to understand "How Universities View Professional Practice on the Part of Faculty," particularly with reference to Planning education.

Together both papers stirred me in a personal way, by my having fully experienced being a faculty practitioner for a half century and earned a considerable degree of productivity and recognition. I have come to see more clearly my own role in endeavoring to serve responsibly in spanning both the professional and academic realms in the face of this tenuous and divisive situation. More importantly I have gained a sense of personal fulfillment through adhering with colleagues along the way to the shared content of collective thinking on which we founded the

department. Enriching values have accumulated from multicultural life experiences close at hand in the real world of practice at both local and international levels. This response to my newly broadened perspective is in the following lines in Wachs' closing section, "A New View of Professional Practice":

*While some planning practitioners are being lost to the academy because we reward the scholarship of **discovery** to the exclusion of the scholarship of **application**, the **far greater** loss is that we fail to understand the phenomena we study and teach by . . . detachment [away] from applications and professional practice.*

* * *

34. The remaining response to my paper generated by the Annual Conference was the lecture entitled *Comprehensive Planning in the 20th Century* given by **Larry Gerckens**. As National AICP Historian, Chair of the National Planning Landmarks and Pioneers Jury, and Emeritus Professor of City and Regional Planning at Ohio State University, who could cover our professional evolution more authoritatively?

Having reviewed my earlier version of this paper, he told me that it served as a made to order sequence of decades within which to develop his historic commentary. At the same time, his vast knowledge based served to confirm for me the solid progress made by the wide range of farsighted leaders and devoted followers who built the profession in spite of setbacks.

For example, Gerckens contrasts the rise of comprehensive planning as put forth in Jack Kent's, *The Urban General Plan* in 1964 with its condemnation by Alan Altschuler and others who argued:

. . . Analysis has shown that decisions are not made that way, but in . . . isolation, and that, therefore, because life is this way, comprehensive planning cannot work. They promoted 'disjointed-incrementalism' a fancy word for non-comprehensive, short term, short-sighted, limited functional planning. With this shift . . . entry into the planning profession became less and less attractive to those with a creative-synthetic background.

Gerckens demonstrates the futility of this approach by closing with its outcome forty years later in the form of a resurgence of the Comprehensive Plan:

Now, in 2001, as the Growing Smart project initiated by APA in October of 1994 nears its end, a program to update our state planning enabling laws to deal with 21st century problems

IV. Prospects and Paradigms for 2000–2010

My experience of having traveled this chronology of planning education by decades raises the question: Why stop at 2000? Let us use this momentum to focus on the decade starting in 2001. As planners we could apply our professional responsibilities and future-oriented skills to examine the past for successes and failures. Determining resources and goals, paradigms and short-range actions to guide the future of the field could emerge from a collective approach to planning education particularly suited to the decade ahead seen in the perspective of the 1990s.

My 50-year review has been essential to firm up the academic substance of my memoir in its personal context. I have been rewarded in seeing the ways that my ideas and convictions formulated in my beginnings have held up through recent years and what I have learned in my post-meritus years about our advances. This suggests a fruitful attitude for young people who read this to adopt, given the current rapid-fire changes we've seen. Holding on to one's perspective of proven experiences becomes a resource to lean on in later phases of personal development. In such a future-oriented field, our awareness of the past is essential to personal maturity — and with it professional fulfillment.

For example, I can see how our generation of the 1930s responded to the despair of the Depression by the vision of the Roosevelt Era with a built-in social consciousness not taught in our classrooms. Our strong sense of identity with the Bay Area's diversely stimulating environment gave purpose to the fresh beginnings of city planning as a field. Our creative and collective energy brought forth the **Telesis** environmental. With that drive we pioneered our own paradigms in the Department of City and Regional Planning and the College of Environmental Design.

Since then, we see from my curricula review how an evolutionary process from generation to generation leaves a pattern of gains and losses as we advance our field. I believe it essential to nurture again this spirit of creative idealism and strive to further integrate the city planning process with the social sciences as originally intended. For me, giving human meaning and identity to the form and social purposes of urban places, lies at the heart of my message.

Key Issues & Themes for New Paradigms

I summarize six issues accumulated through the review that represent my concerns to be resolved for more responsible planning education in the 2000-2010 decade. These may serve as a collectively

agreed-to basis in seeking a consensus on new paradigms to be developed by the on-coming generation of faculty and students.

- **Theory and Practice:** The gap - or gulf, as has been said - between the academic theory and research side of our field and the urgency of effective professional practice in our out-of-control urban spatial patterns of social/cultural and economic characteristics and qualities.
- **Spatial and Socio-Economic Integration:** The failure to bridge non-physical, social and economic factors and their counterparts in the physical and functional make up of urban places. If physical planners have accepted fully the non-physical issues in pioneering the field from the beginning why cannot our social scientists face up to the spatial realities of cities, seeking out workable interrelationships?
- **Dominance of Economics Within the Social Sciences:** A cautious sense of balance among the social sciences was established at the outset of our generation of the 1950s to 60s. We did this to support the humanistic outcomes of the Roosevelt Era and the failure of the inequitable economic system we had experienced in our formative years following the Depression. The dominance of the ideology of economics in our DCRP gained in the 1960s to 1980s restrained the creativity in planning and design that we had established for the purposes of social equity particularly at the community level.
- **The Interdisciplinary Community of the College:** The need for linking more productively City and Regional Planning to Architecture and Landscape Architecture and Environmental Planning within our College of Environmental Design at Berkeley to re-establish the sense of community and the common ground on which the College was founded.
- **Local, Regional and Cultural Identity:** The critical value of local and regional cultural characteristics of place and the sense of identity they bring about in community formation that was the core motivation that created our Bay Area Telesis movement of the 1940's and led to the founding of the Department of City and Regional Planning.
- **Maturing Value of Life Experience:** The need for life experiences for students as a catalyst incorporated into planning education by faculty in order to bring about personal maturity and common sense

in judgments to be made in the practice of urban planning on leaving the academic realm of the University.

Let us now identify the factors to take into account to respond to these issues made evident by my updated perspective. In this accumulative experience of reflecting on the past, I took note of a number of innovations of stimulating interest that might overcome weaknesses in the curricula and these generate some of my own.

Three interrelated themes not covered in the references emerged from this experience that might serve to create paradigms that could guide planning education toward an integrative purpose and workable approach to a more compelling design of curricula.

- **Levels of Scale:** The establishment of differences in spatial geographic scale in defining the entire scope of goals and procedures appropriate to the specific properties of each environmental level. These are envisioned as a hierarchy of horizontal layers from the smallest point of human occupation up to the largest, which is the metropolitan scale and beyond. Between the lowest layer and the highest, there is a middle range, creating a three-dimensional structure that is joined by vertical connections integrating the institutional and economics forces on which policy determination and implementation depend.
- **Policy and Design:** Working "From Down Below Up" within this contextual mindset, any of the vertical two-way flows of decision-making can be given specific paths and destinations. Traveling these vertical routes starting at the bottom will assure the human focus and empowerment of the individual, family, community, ethnic or cultural group. I borrow this from Tim Campbell's **The Quiet Revolution**, the result of widespread local elections in Latin American with the fall of nationalism. In this way the concept of Place given so little attention in the references will assure recognition of the stabilizing senses of identity and belonging as social goals of physical planning
- **Individuality of Metropolitan Areas:** I observed a tendency to seek approaches to the issue of metropolitan regional planning as a science that leaves out the wide range of local differences in history and evolution, geography, cultures, demographic make-up and the like. My own references included in the review demonstrate how the unique qualities of the San Francisco Bay Region motivated in a major way the formation of planning concepts that were entirely different than those of Los Angeles or Seattle, for example. In this

era of major environmental movements and non-governmental organizations, I believe the planning curriculum and practice should be based on a particular environmental and cultural identity of each individual metropolitan area.

- **Intergenerational Evolution in Planning Education:** We see from my curricula review how an evolutionary process from generation to generation leaves a pattern of gains and losses as we advance our field. Through this process, I believe it essential to nurture in the minds of the newcomers a spirit of creative idealism and strive to further integrate the city planning process with the social sciences as originally intended. For me, giving human meaning and identity to the form and social purposes of urban places lies at the heart of my message to young people taking over in 2000–2010.

In order to bring these three concepts together into a common format I turned to Raul. **Raul Garcia's** writing has shown how the origins, evolution, and roles of paradigms were largely results of international movements using philosophical sources. Yet he argues that the paradigms developed on a localized basis can reach legitimacy from the common agreement among collectively self-established group members. As indicated earlier, such was the case in Telesis.

It was about at this point in rounding out my curricula review and these essential points of concern that I became aware of the extent to which the *ACSP Guide to Graduate Education in Urban and Regional Planning* had grown since its first edition in 1974. Since that was only two years before my becoming Emeritus, I realized that for over a quarter of a century of my professional practice, the planning schools had functioned under a loosely connected pattern of curricula. This also meant that prospective students were limited in their choice of planning schools.

For me in my process of updating the subject, this guide became a "fast-forward experience" to connect myself to the second half century from 1974 to 2000. It was somewhat overwhelming that the guide had grown from 95 pages in 1984 to 300 pages in 2000. On the one hand, the volume with its expansive coverage of specific information on courses, faculty, design requirements, has been invaluable and stimulating to young people to come into the field as a substantial career. It has put each of the schools in touch with each other in terms of faculty, courses, degrees, and the like. This expansion of information tripled the number of pages even though the number of schools had remained at about eighty-five.

With this resource, the prospect for advancing the evolution of the field during the coming decades could serve to avoid the drastic changes in the decades of the '60s to the '80s. Looking at my findings in this curriculum review in that light, I believe the guide could serve as a resource from which to evolve a comprehensive framework for interconnecting the some 35 specializations in the 2000 edition. To me this enormous spread of sub-fields of planning reveals a lack of adherence to goals of interconnectedness on which urban and regional planning was founded.

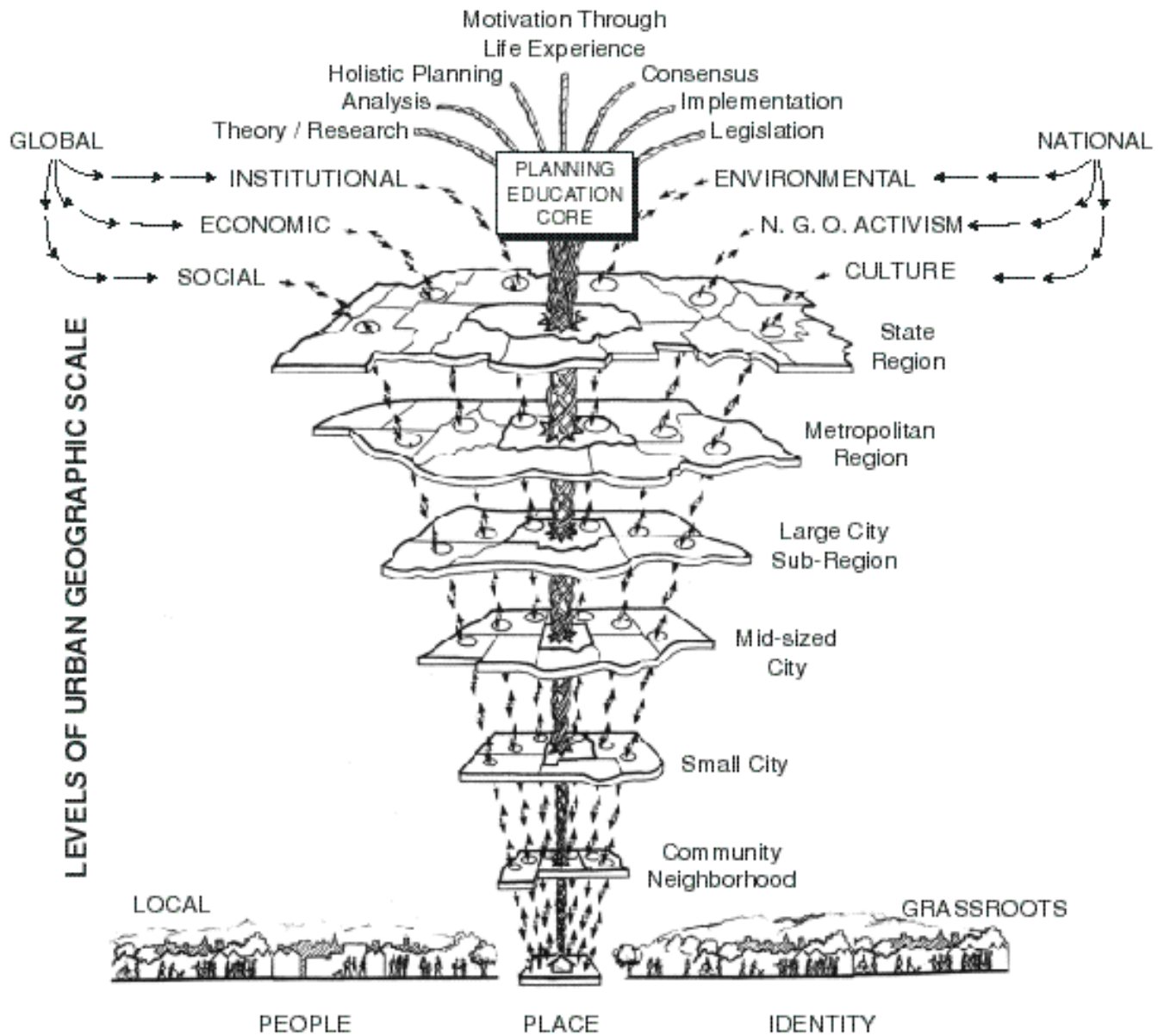
Looking ahead now to shaping the 2010 edition of the guide, we might ask what it should contain, directed to overcome the consistent fragmentation in planning education and its reflection in the disconnectedness of the metropolitan areas we live, work in and try to keep in order. Indeed, nowhere in the 35 specialties is comprehensive planning even referred to. Surely the expertise of over 1300 faculty members named in the guide, could each in their school aspire to innovate within their own regional environments, fresh ways of substantive leadership in planning methods.

An Integrative Structure for Curriculum Design

Stimulated by the need to bring an innovative and holistic approach back to planning education and overcome fragmentation, the question of how to devise a fitting structure to identify points of interaction and make them specific. I had been inspired by Linda Dalton's metaphor of the weaving of a fabric. The various elements of the planning process produce a fabric interconnecting the specific role of each of the ingredients to gain comprehensiveness and interdependence. The loom represents the continuity from analysis to action and the fabric as durable and sustainable environment, natural and built.

Another metaphor that stimulated me was the diagram of "**A Stalwart Family Tree**" in **Kaiser and Godschalk's *Twentieth Century Land Use Planning*** (*Journal of the American Planning Association*, Spring 1995). The "**Tree**" is rooted in the substantial works of pioneers from Burnham and Olmsted to Kent and Perloff and becomes a metaphor in support of the 20th century, though lacking the interweaving of planning elements of Dalton's loom. These led me to envision a **Diagram**, shown on the following page, that would portray within a planning universe, the ongoing dynamics of the planning process itself seeking the integrating of all its elements. Throughout the reviewing of the references I found nothing on geographic scale as a variable and local approaches — as against regional — needed for effective planning.

FLOWS OF FORCES SHAPING URBAN FORM AND IDENTITY



**AN URBAN AND REGIONAL PLANNING UNIVERSE
FOR INTERACTIVE CURRICULUM DESIGN**

For example in smaller cities, the potential for integrating the specializations through participation and consensus building is more readily achieved than in larger cities. However, within both categories a number of communities would be likely to become activated (as in Berkeley) and be able to communicate with each other in a larger city (as in Oakland). Furthermore, these communities serve to provide greater specificity on problems at hand and on generating non-governmental activist organizations.

Moving on upward in scale to larger cities, such as San Francisco, San Jose, and Sacramento, these may be clustered with other municipalities and counties forming the higher level of metropolitan scale. Here the approach to planning increases in complexity requiring inter-jurisdictional coordination and moves further away from the problems immediately at hand from the possibilities of action.

As we reach the full metropolitan scale, the forces external to the area itself come into play with economic issues and political influence. Indeed, beyond that level regional planning reaches the state level and in some cases, the scale becomes subject to national and global influences.

In this manner, a configuration took shape in my mind of a series of levels each represented by its own horizontal geographic scale. This starts at the lowest with the community and the smaller urban places and moving upward with larger urban areas, out to the metropolitan scale and beyond at the highest scale, as indicated above. Through this three-dimensional format visual images are created and allow one to be able to identify at each level of scale the differing types of analytical skills, social science goals that influence physical design concepts and make more specific the steps to be taken in the comprehensive planning process. The vertical connections essentially represent flows of forces with or without institutional channels through which policy and plan-making must pass for adoption and implementation. The horizontal layers can identify in specific ways at each level the relationship of physical places to such relevant powers as public authority or economic forces.

An Urban and Regional Planning Universe for Interactive Curriculum Design

Sparked by this concept, the three-dimensional Diagram that I have developed represents a potential source of solutions to the core of my concerns and for new paradigms as first steps towards the integration of physical and social science realms in city planning. I offer this **Urban and Regional Planning Universe for Interactive Community Design** not as a finite proposal, but rather as a way of ventilating and loosening up the

academic/professional innovations in planning curriculum to allow its further evolution. The system sets forth a hierarchy of three interactive elements that together contribute the ingredients of planning education and research. These are identified as follows:

- 1. Levels of Geographic Scale from local to national and global levels**
- 2. Two Directions of Non-Physical Flows intersecting each geographic scale**
- 3. Planning Education Itself as Interactive Monitor**

The first group shows the physical urban world divided into seven categories of **Levels of Urban Geographic Scale**. These rise up from the smallest at the bottom and accumulatively reach the largest at the top. To demonstrate this, the contents of each level are defined as follows:

1. Site and Individual Use. A given location on privately owned property, such as a home, a single dwelling, or a workplace with its own sense of place and identity held by the users.

2. Neighborhood and Community. The assembly of such individual uses to form a **neighborhood** reflecting common interests. The aggregate of these form **communities or districts** bound together by related services at a larger scale.

3. Smaller Cities. The accumulation of communities or districts into cities of a smaller size under 100,000 within a single jurisdiction, such as Berkeley, allows closer ties to the neighborhood and community levels, facilitating decision-making.

4. Mid-Size Cities. Moving up to the scale of 600,000 to 800,000 the factors of distance to travel, cultural diversity, external economic influences and the like increase complexity of planning processes and local government.

5. Larger Cities and Subregional Areas. Suburban patterns within and overlapping county lines extend into urbanized and open areas. These are more complex patterns and scales of urbanization and multi-jurisdictional decision-making for sub-regions, far above the neighborhood and community or district levels.

6. Metropolitan Regions. This is the most extensive and all-inclusive in urban geographic terms of all preceding levels, and the one most likely to include special districts in addition to counties.

7. Statewide Regions. At this level major metropolitan regions within states or among them are brought together by major transportation routes and serve as focal points of major geographic areas that are defined by distinctive and unifying environmental qualities.

The hierarchy ascends to the **national and global levels**, which for our purposes here, we leave simply as a frame of non-physical reference. Not to be overlooked, these more distant levels nevertheless influence the flows of people, place, and identity upward to this greatest geographic scale and downward to the lowest yet most significant level generated by local democratic empowerment of the citizenry.

The second group is comprised of **Two Directions of Non-Physical Flows** that intersect each urban geographic scale as shown in my diagram, playing a role in shaping urban form and identity. I've identified six categories to demonstrate the system. Each of these can be broken down into sub-categories as needed to make more specific the relationship of the flow to any one of the geographic scales. Each operates beyond direct institutional control by the planning profession, but are subject to control by planning-derived institutional requirements and potentials.

1. Social. This channel of thought dealing with such people-oriented subject matter, such as education, health, and demography, suggests that its greatest interaction would develop at the lower levels of scale of community and smaller urban places.

2. Economic. Economic forces would obviously play a role, high on the levels of scale, yet would ultimately become an issue at the site-planning level of neighborhoods, and communities.

3. Institutional. The factors in the institutional category can be identified by units of government and the authority granted in enabling legislation for urban and regional planning. More than other such forces, these clearly correspond to the levels of geographic scale, such as city as a whole, electoral districts of cities close to metropolitan and state levels, patterns of communities, counties, special districts and regions.

4. Environmental. In my updated perspective, I've found it striking that the factor of environment, which barely existed at the outset of defining curriculum content in the 1940s, has today become one of the highest influences at all levels, even global.

5. Non-Governmental Organization Activism. The widespread growth of activist groups financed generously by the private sector is a main resource in shaping planning curricula. First, they hold an intimate, activism-oriented position between development policy and the natural environment. Thus, they have been successful in filling the gap between academia and practice. As such they offer a major opportunity for students to gain real world experience as a part of course work.

6. Cultural Make-Up. Cultural characteristics grow out of the natural environmental setting and the built environment recording the past. This local area with all levels forges identity and sense of belonging to places, preservation of the past, and qualitative forces for determining future urban patterns and design.

I believe that lining up these flows in a three dimensional format can generate a flexible mindset to bring teaching and learning into a comprehensive context of collective thought for faculty and students and into professional practice. Just laying out this array of dynamic subject matter might break the logjam of abstract, scientific thinking that prevents full use of intuitive resources of visual design essential to cities from the beginning of urban civilization. With such a common goal, these forces can more directly focus on the goals of human betterment.

The third element in this integrative system, **Planning Education** itself, serves as a core capable of carrying out its holistic goals. While the physical geographic levels are given by nature and choice, the non-physical goals have a life of their own. The field of planning stands entirely in the hands of institutions created by humanity. Planning in its broadest sense is essentially a function of interconnected individual elements for maximum achievement for a given purpose. In this, the most critical act stands in interconnecting non-physical policies and the flows of forces with the particular geographic position involved. Central to all of these is the awakening of **Personal Motivation through Life Experience** for faculty and students.

1. **Planning Theory and Research**
2. **Analysis and Policy-Making**
3. **General and Specific Planning**
4. **Community Interaction**
5. **Implementation**
6. **Legislative Context**

Set in a position central to and separate from the flows of forces influencing policy making, the core of planning education serves to interact with the flows and geographic scales through the underlying categories in the planning education process and professional practice. As a light touch, this sturdy integrative core of planning education may be represented by a mixed metaphor. It combines Dalton's image of the loom, with Godschalk's "Stalwart Family Tree" spreading its branches over the fertile earth.

Critical to the enduring qualities of these metaphors are the organizations representing the planning profession as a whole. These include APA, ACSP, AICP, SACRPH, and others in a shared interdisciplinary relationship. On the forefront of shaping the future of the field, planning education through its curricula contents is now in a position to maneuver needed relationships using this integrative structure. With a half-century of experience behind us, we could build a greater profession than Howard, Adams, Perloff, Kent and others could accomplish at mid-century.

Putting the Integrative Structure to Work

This concept provides a number of ways to get at the issues raised in my particular perspective. First of all, it would provide a three-dimensional road map for students to orient themselves in applying for admission and guiding the learning process in moving through the MCP curriculum. For Ph.D. students the doors could be open to focusing in depth on ways the intersecting of physical levels and flows of non-physical forces, thereby advancing both scholarship and practice. Both could then emerge at graduation with a motivating mission in mind for 2000-2010 toward making comprehensive planning work.

- **The Specifics of Interconnectedness**

As a first step, this mindset could be shared by a group of students and faculty particularly interested in getting at the specifics of interconnectedness of **places and forces**. This would assist in clarifying for the faculty adviser and each student the particular position on the Integrative Structure for each person moving through the curriculum. In time a common footing could develop for all specializations to think through this issue of interconnectedness. Each student entering the department might chose a particular level of scale and focus on the integration of a chosen concentration to that level moving on to a different level in the second year. In our first curriculum design of the 1950s the first year was devoted to smaller scale cities, both for general planning and implementation, which I handled. In the second year students moved on to the regional scale under Jack Kent. Toward this end, the overall levels of

scale might be grouped into three segments, small, medium, and large, and thus facilitate exploring interconnectedness in greater detail.

- **Long-Term and Short-Term Policy Making**

Focusing our efforts toward integration of the various levels could also clarify the issue of how long-term and short term policy-making and implementation relate to each level. This might serve to reinforce methods of maintaining greater continuity of the planning process against interruption from political pressures. The current abundance of local governments is increasingly rising to the challenges of urban growth problems. Through planning education, faculty and students have an opportunity to take advantage of this new awareness and experiment with the interactive universe concept. Used as a context, the holistic system could also clarify the difference between the General and Specific Plan with relation to levels of scale. For example, urban design as an element in the General Plan would play a greater role in the lower levels of scale and as a function of the Specific Plan.

- **Innovations in Curricula by Schools**

My intention has been to demonstrate the potentials to be obtained for each planning school to seek innovative ways to achieve holistic planning education. For me, the experience of tracing curriculum content over the years in the context of my own role in the DCRP and that of the planning schools as a whole brought back to life the realities of my own position along the way.

As a result, I feel strongly that each of the planning schools would do well to reveal the evolutionary process that shaped them today and from that develop their own holistic context giving leadership to the incoming generation of faculty and students. A return to the fulfilling, interactive experience, holistic thinking in planning education is essential to deal with the vastly accumulated problems of each of the regions surrounding the schools themselves. In our San Francisco Bay Region it was our attempt in founding the DCRP to anticipate the growth to come that gave drive and individuality to the school at the outset. While great gains have been made, I speak as one of the few in our field at this point in time who has personally experienced the growth of planning education. My documentation over the years reveals how the academics in our field around the country have held back from grasping the reality of the cities as physical/spatial settings essential to social, economic, and civil life.

- **An On-Going Evolutionary Mindset**

This shift in curriculum content can best be overcome by building its positive contributions into an on-going evolutionary and creative attitude. This can move forward step by step in course content and interaction according to the pace of faculty attrition and addition and new generations of students with real-world goals. As one example, in June of 2000 I made a relatively simple proposal to our DCRP faculty to re-establish the Urban General Plan, as a concentration in place of Land Use. I did this since over the years that term, as my own specialty had become outdated, since it omits the structural and integrative character as it has evolved with the concept of comprehensive planning. That together with detailed application as proposed now before the faculty may serve as a modest but creative first step in updating curriculum to goals for 2000-2010 and the Strategic Plan of 1997.

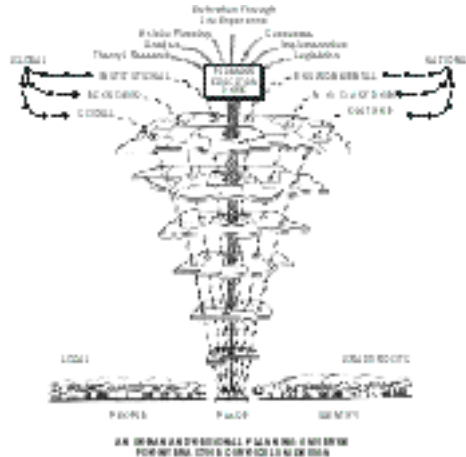
- **Focus on Local Regions of Schools**

Other planning schools around the country might come forth with other innovative first steps particularly related to their local regional characteristics and of environment and local or regional issues. It was that condition that launched the founding of our DCRP as the first planning school in the West. In this we as planning educators, responsible to the practice of our field, might create in the coming decade a variety of specialties among the 85 planning schools, reflecting the particular needs and strengths of their regions. These could draw on the most challenging problems, their local regions, and thus have the opportunity to go to greater depths of integrative, holistic planning methods. Thus, rather than having all schools attempt to cover all levels of scale, as they seem to now, some would focus on the lower and grassroots third of the seven levels, others on the middle group, and some on the highest.

In conclusion, for action now, widespread experimental use of the contextual integrative diagram as a working tool in the academic year 2001–2002 would lend spirited focus to overcome the increasing homogeneity and sameness generated by economic forces. This might supply interactive intellectual energy for revealing to students and faculty alike the reality of the interdependence of the physical to non-physical realms at all levels from the **grassroots to global**.

I have come to believe over the years that the basic responsibility of our field of city and regional planning is to advance in an intellectually resolute way its evolution based upon the effectiveness of response to urban problems. In this, the responsibility of planning education is to shape itself objectively to its research, teaching and practice to play a major

creative role in this task through interacting innovations in comprehensive approaches. Toward this end, shaping my "Personal Perspective" has revealed to me a certain joy of fulfillment, a rewarded outcome from holistic thinking and the bringing together of disparate elements and fellow contributors, that I believe lie at the heart of our field.



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Francis Violich, Professor of City Planning and Landscape Architecture and Environmental Planning, Emeritus, UC Berkeley, became a veteran advocate of comprehensive planning through his teaching and practice since the 1940s. His honors include: Planning Pioneer, 1992, and Fellow by the AICP in 2001, a Founder of the Department of City and Regional Planning in 1997, and Distinguished Alumnus of the College of Environmental Design in 1998.