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informal approach where symmetry isn't the main idea. It depends on where you are, what the tradition is."

Benson said many urban campuses such as UNL's run out of space, leading to dense layouts.

"There's more stress in transportation patterns, parking, etc. There are many more high-rise buildings today than 50 years ago," he said.

Although the urban jungle is descending upon the nation's campuses, Benson still believes green space has a place.

"I think most campuses that have some agreeable impact on people and are a pleasure to be in have maintained plantings and landscaping," he said. "It's nice to be in an area that's green, with plantings and trees."

Benson said planners want to protect UNL's open spaces.

**T**oday's designers also have been moving toward large, open spaces within buildings, which Benson said provide students with a place to get together informally.

"This can be a very effective part of the learning experience," he said.

Benson said an example of such a design is the connecting link between

the the two wings of Architecture Hall.

"There's a lot of vertical space there. There's lots of things happening three-dimensionally," he said.

Benson added that these trends are making themselves apparent in designs for upcoming construction. The College of Business Administration addition is to include a large open meeting space, he said.

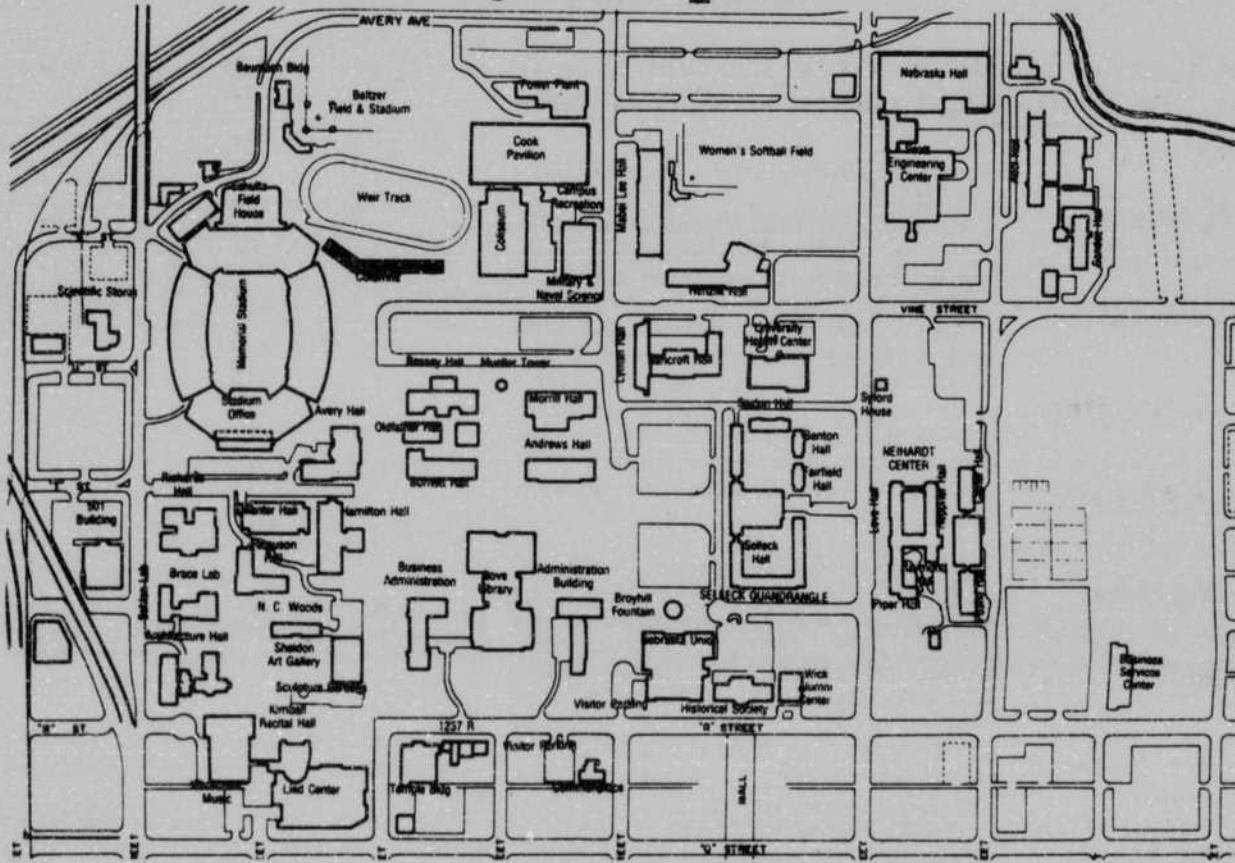
As for the rest of the campus, Benson said, he hopes new designs will be more integrated, unlike the layout of existing buildings.

"We have an opportunity as we expand east to 21st Street to create a quadrant of the campus that can have more cohesiveness," he said.

*Now things are  
looked at more  
closely. The plan-  
ning process has  
been refined and  
extended.*

*—Ray Coffey,  
UNL manager of business  
and finance*

**City Campus**



**STUDENT** from Page 3

"I've been impressed with how remarkably slow that technology's been used in the classroom," Griesen said. "If you'd asked me 20 years ago, I would have thought that technology would play a bigger role now."

Gade agreed, saying technology will not change the way students are taught, at least not in the next century.

"Television didn't make nearly the impact as we thought it would," she said. "I can't imagine that the normal university of the future will be electronic."

However, lower costs and greater availability of computers may ease

technology's entry into the classroom. And good, old-fashioned capitalism might also act as an impetus. Classroom technology may be marketed in the same way textbooks are now.

"In the future, one person will develop (classroom technology) and will market it all over the country," Griesen said.

Technology already has dramatically affected students' lives outside the classroom and will continue to do so, Griesen predicted. Just in the past five years, he said, the degree to which UNL offices rely on automation has increased dramatically.

**H**e cited the effectiveness of the new computerized card catalog at Love Library and the es-

sential role computers play in the services at the Career Planning and Placement Center.

"These are marvelous innovations," he said. "We'll have much more of those in the future."

Better technology will make the university more student-friendly, Griesen said. Even now, "if I get a call from a . . . student, I can prop the phone on my shoulder, turn my chair 90 degrees and call up information I need on my computer."

Although technological advances should ease the educational process for students, faculty and administrators, they will not make campus classrooms totally foreign to current students, at least in the next century.