
When authors gather up pictures, generally well-known, and annotate them with text, generally common knowledge, the result is often described in terms of the piece of furniture on which the book sits, the coffee table. The Landscape of Man is not a coffee table book. In it, the Jellicoes have assembled an array of unusual photographs to illustrate their provocative comments. The result is a remarkable journey through time and space and a valuable work of reference.

The book traces landscape design from its beginnings to today. Covering the entire history of the world is a huge task, especially when landscape is defined in the broadest possible terms. At first it seems no different from so many other volumes, but the Jellicoes have been both extremely selective and thorough. What sets their work apart from others is the way in which they relate buildings to people, people to ideas and ideas to history and environment.

Aerial photographs, distant views, simple site plans and maps reveal new relationships. It is one thing to see a view of columns or stairs among the ruins at Persepolis and another to see Persepolis as a city. Here we see the whole city from above and then from a distance, its built-up plateau extending out from the mountains, 60 feet above the plain. Unlike photographs which merely document buildings as art objects, these convey a sense of setting, a you-are-there perspective. They are all in black and white and many were photographed by Susan Jellicoe.

The text is concise, yet filled with facts. Students may wish for a clearer arrangement of captions and dates with the illustrations, but this layout no doubt permits more entries.

At Gizeh, with a familiar view of the pyramids, the Jellicoes include a surprising air view showing the three pyramids, the Sphinx and the overflowing Nile.


This work is not the greatly needed drafting table manual on designing barrier-free schools. Nor is it quite able to make up its mind as to whether its focus is the special school that successfully educates children whom the authors insist upon calling "exceptional," that is to say, handicapped, or whether its focus is the basic public school fit to handle educational programs for the mentally or physically handicapped.

Still, one should not quibble. The book is clearly aimed not so much at providing pat architectural answers as at helping educators and designers think through the problem. It will clearly help the reader who can wade through the rather prolix, platitudinous style (the school "should be a product of today's cultures and, at the same time, a friendly and helpful beacon for children on their way into their own futures . . .") come up with a sound, workmanlike educational and architectural program.

And that, in an age that jumps to solutions without properly defining the problem, is no mean feat. Stephen A. Kliment, AIA


If you are interested in the faults of local government, particularly in metropolitan areas, this book exposes it all. It is an autobiographical study of Kaplan as he discovers the perils of local suburban government. He focuses his attention on his own community of Port Washington on Long Island in New York State, a suburb of New York City. All the usual problems are there: Balkanized self-serving local government, political corruption, pollution, growing crime, lack of low- and moderate-income housing and deteriorating schools—but, compared to New York City, a decent place to live for a married author with two children and a dog.

The book is yet another excellent anal-