LANDING TYPES: ARRIVAL AND DEPARTURE FROM BARGE

BARGE AS EXTENSION
(via barge "arm")

**PRO**
- Self-sufficiency - Barge brings its own landing gear and integrates with land
- Curriculum opportunities of approach sequence / walk through complex ecologies of river shore. Visceral land experience prompts land/water associations once on the barge
- Barge planting faces shore, creating a room in between barge and shore
- Children walk themselves to the barge, through a strong threshold (litoral/liminal) rather than being dropped off.

**CON**
- Private property of shoreline - difficult access
- Compared to #2, less experience of river

BARGE AS ISLAND
(via water taxi "Baywatcher")

**PRO**
- Boat ride introduces kids to environment, river panorama
- Curriculum begins on Baywatcher

**CON**
- Potentially short visit (1hr)
- Water Taxi has unrelated architectural program
- Barge dependent on outside agency + program
- Objectification of barge

BARGE AS ADJACENCY
(via traditional dock)

**PRO**
- Easy access
- Makes use of existing infrastructure

**CON**
- Context, few curricular opportunities in approach
- Objectification of barge
- Identity of barge becomes murky