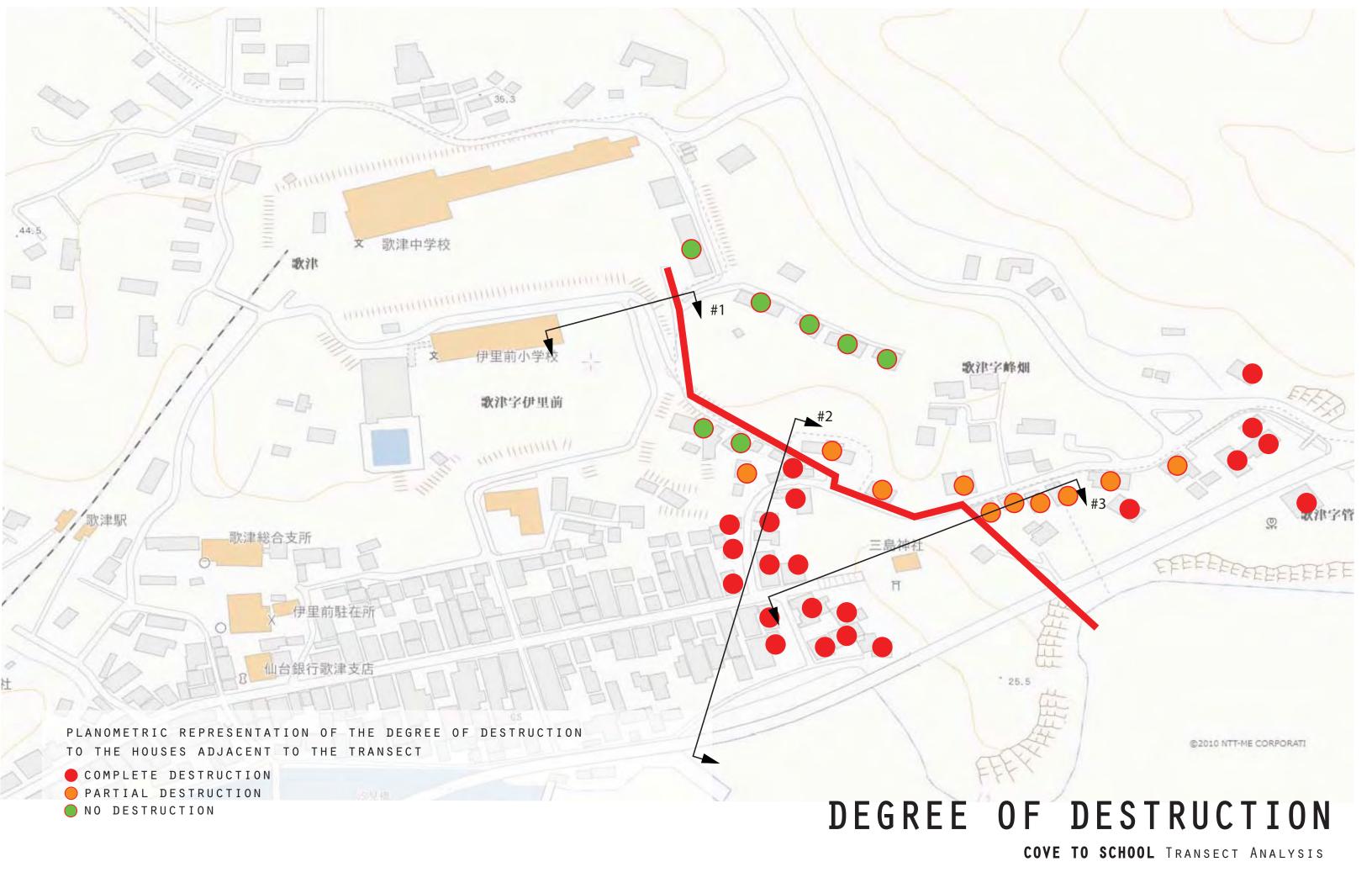
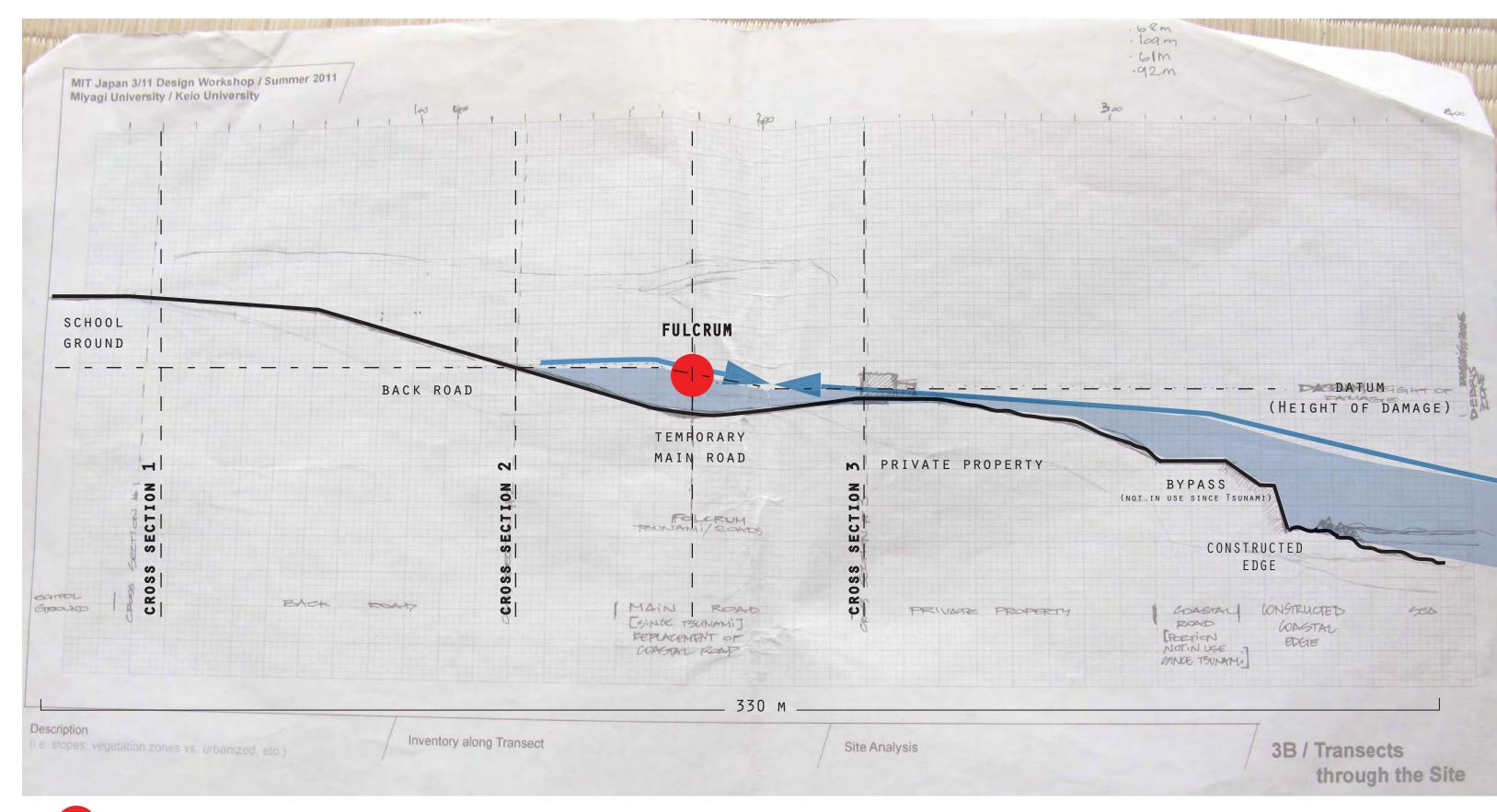


#### COVE TO SCHOOL TRANSECT

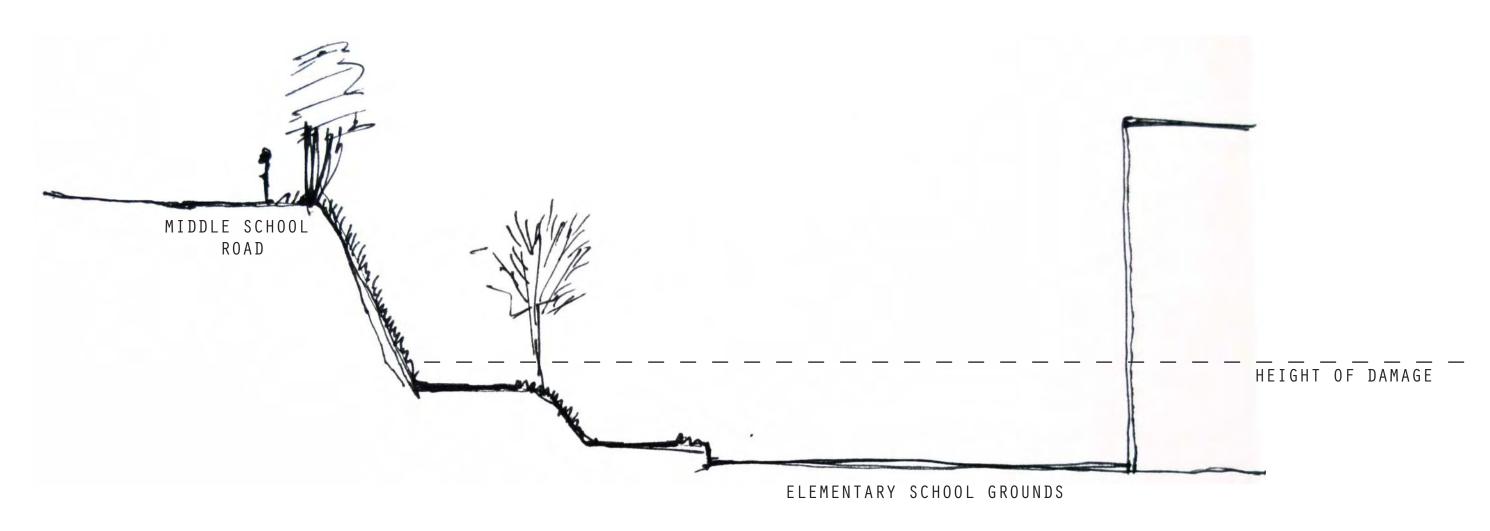
THE COVE TO SCHOOL TRANSECT ANALYZED CUTS UTATSU FROM A SMALL COVE ON THE OTHER SIDE OF THE SHRINE MOUNTAIN, AND HEADS UP TOWARD THE ELEVATED GROUND OF THE MIDDLE SCHOOL. THIS ANALYSIS PRESENTS THE GRADIENT OF DESTRUCTION ACCORDING TO HEIGHT AND LOCATION. IT ALSO DESCRIBES A POSSIBLE EVACUATION ROUTE FROM THE DANGEROUS SHORE LINE TO THE SAFETY OF THE ELEVATED MIDDLE SCHOOL GROUNDS, WITH THE AIM OF UNDERSTANDING THE DEGREE OF VULNERABILITY AND RISK FOR ANY FUTURE RECONSTRUCTION STRATEGY.





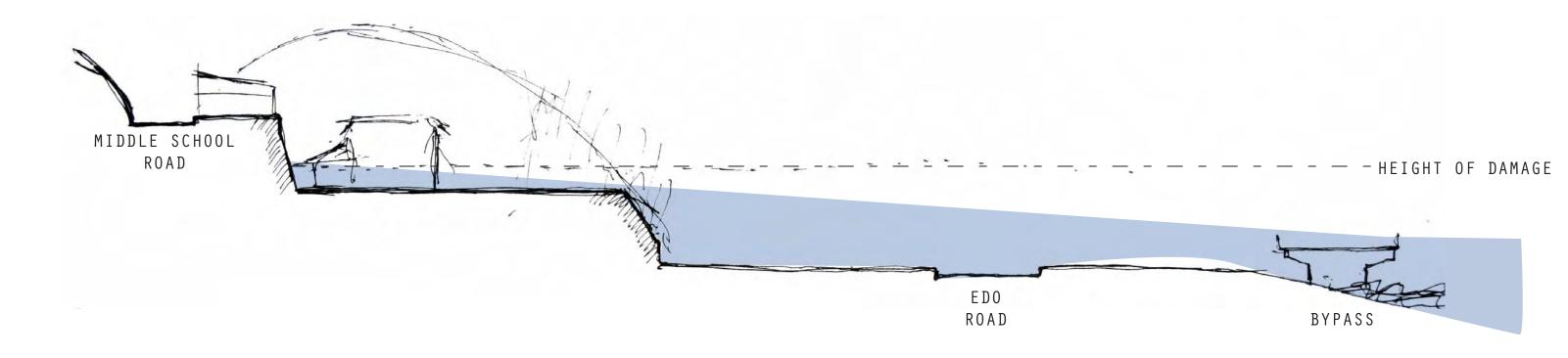
FULCRUM AT THIS PARTICULAR HINGE POINT, WE NOTICE THE EXTENT OF THE HEIGHT OF THE DAMAGE AS WELL AS ITS SPREAD.

### HEIGHT & SPREAD OF DESTRUCTION



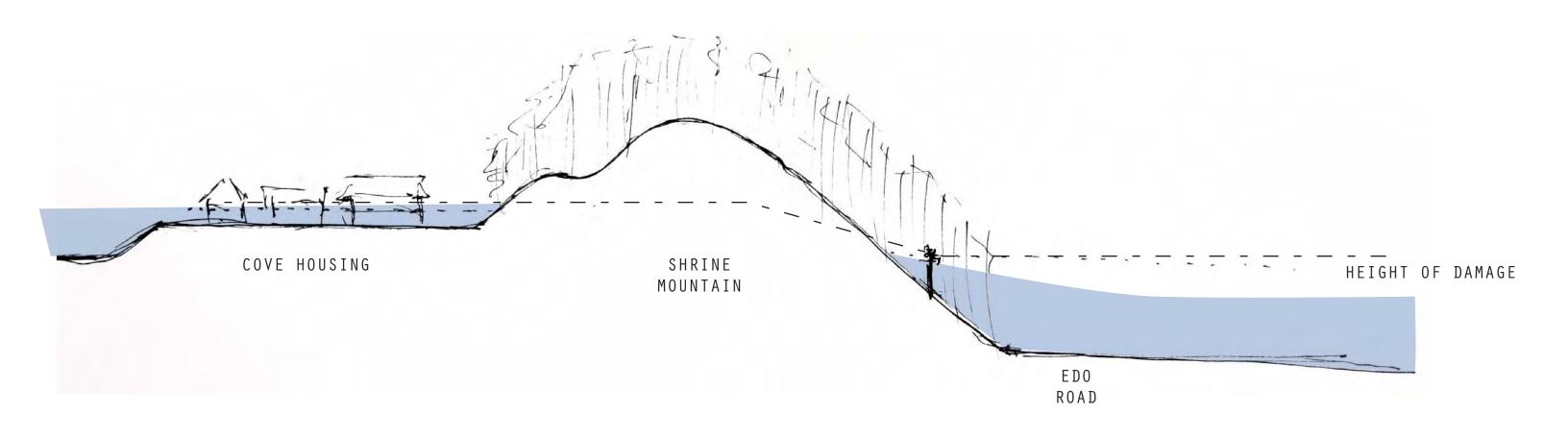
# CROSS SECTION 1NO APPARENT DAMAGE NEAR THE MIDDLE SCHOOL. WEALTHY HOUSES. LOWER DENSITY. NO VIEWS OF THE DEVASTATED ZONE.

## #1-TOP OF THE HILL SECTION



# CROSS SECTION 2FULL GRADIENT OF DESTRUCTION APPARENT. SMALLER + OLDER HOUSES. HIGHER DENSITY. WIDE VIEW OF THE DEVASTATED ZONE AND CLEAN-UP.

## #2- HAZARDOUS TO SAFE ZONE SECTION



#### CROSS SECTION 3-

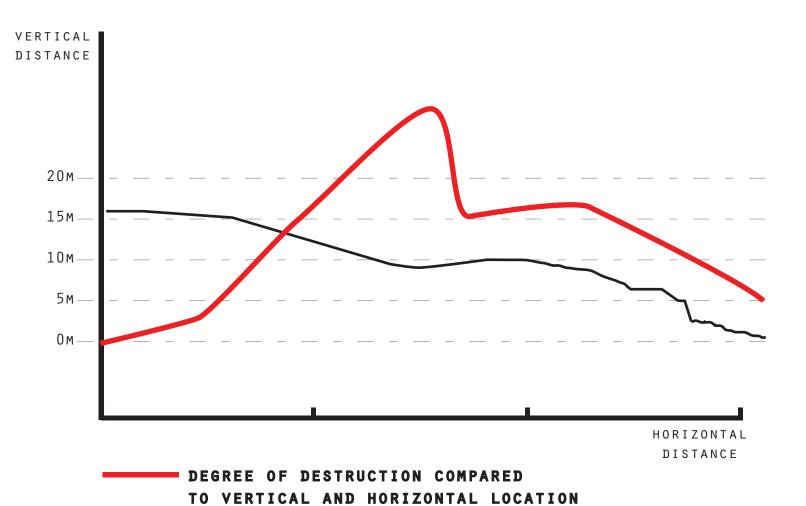
PARTIAL TO FULL DESTRUCTION.

MEDIUM DENSITY TO HIGH DENSITY.

DIFFERENCE IN ELEVATION AND IN COASTLINE EDGE CONSTRUCTION.

RECONSTRUCTION EVIDENCES ON COVE SIDE.

## #3- PARALLEL TO SHORE SECTION



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DEGREE OF HAZARD DIVIDED IN ZONES AROUND THE TRANSECT

THE COVE TO SCHOOL TRANSECT ANALYSIS DEMONSTRATES THAT THE PROXIMITY TO THE WATER EDGE DID NOT IMPLY TOTAL DESTRUCTION IN ALL CASES. **ELEVATION** IS AN IMPORTANT FACTOR TO CONSIDER AS A **NATURAL BARRIER** TO FUTURE TSUNAMI DAMAGE.

THE NATURAL TOPOGRAPHY WAS ALSO A CAUSE FOR WATER SEEPAGE AND SPREAD IN FARTHER POINTS DISPITE THE VERTICAL ELEVATION DUE TO A POSSIBLE **TUNNELING EFFECT**.

A POSITIVE ATTRIBUTE OF THIS TRANSECT IS ITS **DIRECT CONNECTION** TO THE HIGHER AND SAFER GROUND OF THE MIDDLE SCHOOL. THE POPULATION RESIDING IN THE PORT AREA CLOSER TO THE SHRINE AND OF THE COVE AREA CAN EASILY MAKE THEIR WAY TO HIGHER GROUNDS THANKS TO A **GRADUAL SLOPE**.

### CONCLUSIONS