

## EDUCATION IN MEDIA

### Educational Philosophy

The ultimate educational system for Media will be based on the use of libraries as learning resources centers, with emphasis on the needs and desires of the individual. The facilities must be designed for use both by the individual and by the community and <sup>be able to</sup> ~~can~~ serve community bodies as well as students and teachers.

The major problem is to ensure that a library-centered educational system provides for every age level, every economic level, and the varied artistic, cultural and technical requirements of the total population of Media by 2020. Although Media is a New Town which will eventually be largely self-contained, its educational system must take into consideration both the facilities and the requirements of the two major cities which are already in existence and which will affect the initial development, the growth rate and the ultimate way of life of Media's population. Similarly, because Media will be populated, especially in the first stages, primarily by people who move into it from cities with standard educational systems and who will maintain some contact with their previous habitats, Media's educational system must take into account the previous educational experiences and the initial prejudices of the new citizens. In developing the physical structure for the learning resources that will comprise a library-based educational system, account must be taken of the different situations that will arise during the periods of initial development and ultimate growth. The political structure of the surrounding areas, as well as of the New Town itself must also be taken into consideration by the architects and planners.

The educational facilities or learning resources centers should be designed on a scale appropriate for individual as well as group use and permit:

a) Early childhood education related to family needs and convenience of location, as well as to the development of the individual child; -- e.g., day care and "child parking" as well as formal early education programs; parent and teacher training; recreation and physical education.

b) Twenty-four hour, year round, education and recreation programs for school age youngsters; -- e.g., formal and informal use of materials and resources in the facility or at home or elsewhere -- on individual, and group basis. Learning programs will be ungraded to permit progress at whatever rate is appropriate for the individual.

c) Adult education and university programs of widely varied types -- either in the educational facilities, the homes, businesses, industries, restaurants, other commercial areas, railroad or bus waiting rooms, etc.

d) Special programs for the handicapped, the slow learners, the dropouts, the very bright, the retired, etc.

e) Special services for retraining, and for community life adjustment.

f) Health -- mental, preventive, corrective, etc. -- programs and materials, as part of general education.

g) Special technical and scientific programs for all age levels.

h) Music, art, theatre and other cultural activities calling for practice areas as well as for teaching and performances.

i) Programs for urban adjustment -- similar in concept and related to the agricultural extension programs of land grant colleges.

j) Sunday school and other religious education programs.

k) Leadership -- and conference -- programs related to administration as well as education.

There will be an open enrollment policy to permit changes in levels or in areas -- e.g., from primary to middle or high school levels, or from village to town.

The organization of the facilities should reflect this policy.



Physical Characteristics, Method of Development and Rate of Growth

The ultimate population of Media by the year 2020 will be 150,000 people. Media will be built on approximately 15,000 acres, zoned for mixed use of land. Since it has good road and rail communications with two major cities, near the eastern seacoast, it will, at least in the early stages, depend upon them for major commercial and educational facilities. It will eventually have a large enough population to support its own educational resources but it will always look to the surrounding cities for large scale and highly specialized facilities; -- e.g., opera, university, etc.

Media is being developed primarily by private enterprise. However, there is a large private foundation, the Media Educational Foundation, with funds available to experiment with new educational programs and to enable educational resources centers and related institutions to be constructed in advance of residential or industrial settlement in Media. The Educational Foundation is prepared not only to underwrite the initial library-cum-school facilities but to help financially in developing the community-library-educational centers, finance special programs and teaching staff, and ensure the possibility of the 24-hour all-purpose community <sup>educational</sup> library program. The offices of the Foundation will be housed in the city learning center described below. These offices must be large enough to provide for the administration of the Foundation and the staff required to implement its operations. Its Board of Directors will meet periodically in Media. At these meetings it will receive reports not only from its Executive Director and staff, but also from the staff and educational experts working in the community and developing the library and other learning facilities under the auspices of the two county governments involved in Media's political structure, described below. One task of the Foundation will be convincing the County governments to implement the advanced educational program and to take over the supplements to the salaries and other budgetary requirements of the school system

so as to enable the new program to operate. Part of this implementation program will be developed on a basis similar to that of "counterpart funds" used in connection with American government aid programs abroad. There will, therefore, be need for a substantial number of specialists on the Foundation staff, and office space for this staff, so designed to permit conferences, flexible individual use, community participation in meetings with the staff; <sup>they should be</sup> and connected by television and other electronic devices with the various learning centers throughout Media.

The Master Plan of Media provides for a major City Center which contains, in addition to commercial, cultural and some industrial development, high density residential sections which will support and require educational programs and library facilities. Close to the railroad on the outskirts of Media, are three major industrial areas. South of the City Center are six Town Centers interconnected by transport and utilities. Six similar centers are north of the major City Center, interconnected in the same manner as those in the north. These centers each ring an open space area in which the high school and some other learning resources will be located. Surrounding each of the Town Centers is an area of mixed residential and major recreational use. Within the towns, the development is on the basis of smaller neighborhood fingers, or villages fanning out from the Town Centers.

The staged development involves starting with one section of the City Center, one section of the industrial area, and one town between the City Center and the first industrial area. This stage should take approximately three years. Some five hundred families should be in residence by 1970. The second stage, which will be reached by 1980, should include a population of approximately 22,000. The increment in the next 20 years or third stage should bring the population to 70,000 and in the following 20 years, (the final stage) to 150,000.



The employment centers should grow at about the same rate, making it possible for all kinds of families to be employed in Media. However, in practice, with two nearby urban centers and good transportation between them, a number of Media residents will be commuters -- with all the family, educational and community problems that result from commuting. Adjustment for this must be included in the plans for the various learning centers.

In addition, as Media is to include a substantial amount of low and middle income population, the educational system must include special research facilities designed to aid in devising community adjustment programs and in strengthening the education potential of the economically disadvantaged residents as such residents move into Media.

#### Political Structure

Media is located in one state, but its boundaries cross two counties. The county to the north relates more closely to the major urban area north of it and the county to the south of the major City Center relates to the southern urban structure. The City Center itself has been placed entirely within the bounds of the southern county so that its development does not require consideration of two different political structures. It is assumed that ultimately Media will secede from both counties and become an urban county on its own. To do this, however, will require political strength and will be greatly affected by the educational system. In the county to the south where the development of Media will begin, there is an existing strong library system. There is also a fairly forward looking overall educational structure with considerable local autonomy provided for the individual school districts. Normally, a school district would encompass one fully developed town in Media.

The northern section of Media is in a county that has a very undeveloped library system and a highly centered county-wide educational system. Part of the problem, therefore, in providing for learning centers based on library and

*established as unified*

other material resources will be to permit a <sup>unified</sup> single educational system for the new urban county which will draw both on the library experience of the southern county and the centralized educational system of the northern county. This will involve intensive community education programs to eliminate prejudices in favor of standard educational facilities and arrangements, and to permit the development and use of the learning resources centers by all members of the community of Media as a whole.

### Educational Development

As indicated, the initial development of Media and, therefore, of Media's educational structure facilities will begin both in the City Center and in one town of the southern area where it will be recalled there is local autonomy for the school districts and a strong overall library system.

The first problem is to devise appropriate learning facilities for the initial population in such a way that they can be enlarged and adapted to meet the needs of Media as it grows. The second problem to be resolved as part of the first stage of planning and construction stems from the fact that the early population will be accustomed to standard educational and library systems and may not be ready to accept a system that is too different in concept. Therefore, the facilities in the first stage must not only be adaptable for expansion, but must be acceptable to the 1970 concept of education and capable of change and technical advancement in the subsequent years.

The first stage program should provide the facilities needed in one to six neighborhoods, one Town Center, the initial portion of the City Center, and the first industrial area. The second stage should increase these facilities, and adjust them to the concepts that may be applied in 1980. The third program should provide all the facilities called for at completion of Media, in 2020 -- when its population will reach 150,000 -- and when all the population under the age of 60 will have had some experience with new educational concepts.



A. Neighborhood Learning Resources Center

Each neighborhood facility should be planned and built for its ultimate capacity. It should not have to be adapted subsequently, since the learning resources at this level should be completed before the residents move. (Financing of this type of procedure could be undertaken by the Media Educational Foundation.)

In each of the five or six neighborhoods (500 families each) circling Town B, there should be a neighborhood learning resources center, with facilities particularly geared to the needs of the small children in the neighborhood but which also includes training and teaching areas where adults may be trained in parent-teacher education programs, in other kinds of early childhood education, and in programs of special concern to young mothers or retired persons seeking opportunities for study or employment (probably part time) near their homes.

The neighborhood centers would be designed as "home schools" permitting nongraded classes for children up to the second grade, as well as varied adult education programs. All the requirements of a "children's center" including day or night care would be available so that parents could take advantage of such services close to their homes. Therefore, the facilities would have to include rooms for living in; a small kitchen and eating areas as well as the educationally-oriented reading and play areas. These living areas would also be connected directly with offices for staff and for consultants such as a psychologist and a nurse.

The Neighborhood Learning Resources Center should be usable on a 24-hour basis. The facilities should include outdoor playgrounds, sheltered play spaces, recreation and craft areas and community assembly rooms. The resources stored in the centers, of course, include reading as well as visual and auditory materials. The centers should be particularly planned for easy entry and exit -- in some instances with ramps or other gadgets to help the handicapped.



The resources of the neighborhood center would be enlarged by the use of both mobile visiting units and closed circuit television. Thus there would be special "plug in" areas where bookmobiles, artmobiles, scientific exhibitions and health-mobiles could visit and service the neighborhood. In addition, television hookups would permit use of the larger resources of the town and city centers.

(Diagram A and notes for Neighborhood "Learning Resources Center" follows)



## NEIGHBORHOOD "LEARNING RESOURCES CENTER" (CONT.)

### NOTES

1. LEARNING AREAS
  - ESSENTIALLY SELF-CONTAINED LEARNING SPACES FOR 15-20 STUDENTS, EACH TO CONTAIN A RANGE OF ENVIRONMENTS GROUP ACTIVITIES, ACTIVE PLAY AND QUIET WORK. EMPHASIS WILL BE ON READING AND READING-READINESS, MAKING EXTENSIVE USE OF RESOURCE MATERIALS AND DEVICES.
2. COMMUNITY AREAS
  - PROVIDING POLITICAL, SOCIAL, RELIGIOUS AND EDUCATIONAL MEETING GROUNDS FOR GROUPS WITHIN THE IMMEDIATE NEIGHBORHOOD.
3. RESOURCES
  - PRIMARILY RECEPTION, STORAGE, DISTRIBUTION AND WORK SPACE FOR RESOURCE MATERIALS AND DEVICES.
4. RECREATION AND CRAFTS
  - CONVERTIBLE OR OTHERWISE ADAPTABLE TO A WIDE RANGE OF AGES AND USES (E.G., CUB SCOUT CRAFTS PROJECTS, GARDEN CLUBS AND TEEN-AGE "DANCES").

5. overnight rooms -



# MEDIA

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Ron

Please note  
also <sup>see my</sup> note page



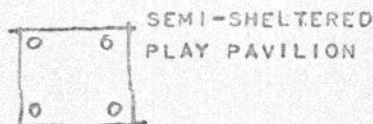
## NEIGHBORHOOD "LEARNING RESOURCES CENTER"

500 - FAMILIES/NEIGHBORHOOD

1500 - 2000 RESIDENTS

150 - CHILDREN, GRADES N/K - 2 (x 0.75 ENROLLMENT FACTOR = 120+)

NEIGHBORHOOD  
PARK AND RECREATION  
AREA



OUTDOOR  
CREATIVE PLAY AREA

150¢/CHILD

N/K - 2  
LEARNING  
AREAS

50¢/CHILD

NOTE #1

RECREATION  
AND CRAFTS  
AREA

5¢/RESIDENT

NOTE #4

LRC  
ADMIN.

SMALL SERVING  
KITCHEN -  
SUPPLIED FROM  
TOWN - LRC

COMMUNITY  
LEARNING  
AND ASSEMBLY

10¢/FAMILY

NOTE #2

NOTE #3

RESOURCES

"PLUG-IN" CAPACITY  
FOR MOBILE  
RESOURCES  
AND REALIA

mainly  
rooms

(space/child?  
note 5?)



Educational "Service Stations"

As appropriate, there should be some central "service station" in each block *or cluster* of 40 or more homes where television connections and other teaching facilities could be used at any hour by individuals or families who do not want to work by themselves in their own home and do not want to go to the neighborhood library *center* for some reason. In some cases, these service areas should be on the basis of a "plug in" system so that the use of their facilities could be paid for by the individuals who use them instead of providing television in their own homes. Both in the block and in the *neighborhood* village facility, there should be practice rooms for music and some arts and crafts for work in clay, hobbies, etc. There should also be community meeting rooms big enough for block meetings or neighborhood meetings in the respective facilities.

(Diagrams and notes for "Educational Service Stations" follows.)



# MEDIA

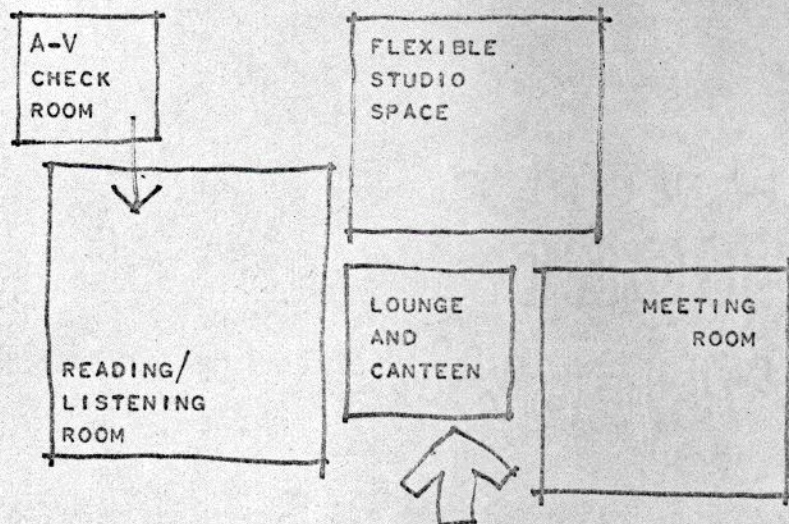
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A

## NEIGHBORHOOD EDUCATIONAL "SERVICE STATIONS"

SERVING CLUSTERS OF 40+ FAMILIES



SEE NOTES ON INDUSTRIAL - LRC



B. Town "Learning Resources" Center<sup>s</sup>

In the first phase of development, only one portion of a town will be constructed. This first town, and all its surrounding neighborhoods, may not be completed before the second town is begun. The staged development of each town requires that the town Learning Resources Center must also be built in stages and, consequently, must be designed on some kind of modular system. <sup>Each</sup> They should be so located and designed to be appropriate both economically and program-wise for initial use by as few as 250 families but adaptable to meet the educational needs of a town of 3,000 families encompassing all age groups. Moreover, the town facilities must have some elements acceptable to the usual library and educational programs so that there is a likelihood of approval of the program in the initial period by the existing county school and library boards.

The learning resources and facilities in each town should emphasize the needs of children of the middle school age (standard grades 3 to 8), and be developed on the basis of "House" plans. One lower school, similar to a neighborhood resources center, should be provided in the town center for the young children and families living in the town itself. The ungraded system would continue and the open enrollment policy would permit children from the various neighborhoods to make use of the town facilities and, as appropriate, for all of them to have access to the more specialized facilities provided for in the upper levels of education. (The Senior Learning Resources Centers.) Moreover, the planning should provide for some staggering in the timing of lectures and group activities so as to ensure utilization of the resources and facilities during the maximum number of hours in the day and months in the year. Obviously, facilities should be available for adult individual and community activities in the evenings and on holidays.

Although the emphasis of the educational programs in the Town Learning Resources Centers would be on the needs of the children, the facilities would be used, as indicated, for varied purposes by all age levels. Therefore, the Learning Resources Center in each town should ultimately contain:

Reading and listening rooms for varied use including:

Areas for record playing;

Carrels for language and other teaching machines;

Individual study areas or carrels for one to four students;

Multipurpose discussion areas;

Projection room appropriate for slides, films, and small theatre or a small concert;

Television area for use by up to 20 persons but with small areas that could be used for special study by one or two students;

Flexible teaching areas to include office space and teacher planning, consultation and conference area:

Arrangements for observation -- both of students and of teachers (in the teachers planning and conference center);

Community (including adult discussion) use rooms;

Resource area for books, tapes, records, catalogues and television retrieval;

Control areas for checking in and out tapes, records, books, etc.;

A music and drama area - for teaching and practice;

A special area for scientific and technical laboratories and arts and crafts (small scale);

Lavatories with indoor and outdoor access;

A health clinic -- for group and private consultation;

Kitchen and cafeteria areas;

Physical education, recreation and park areas:

Indoor and outdoor swimming pools.

(Diagram B and notes for Town "Learning Resources Center" follows.)