

MEDIA

Page 11 a

RON - notes are not
marked here (as under A)

B

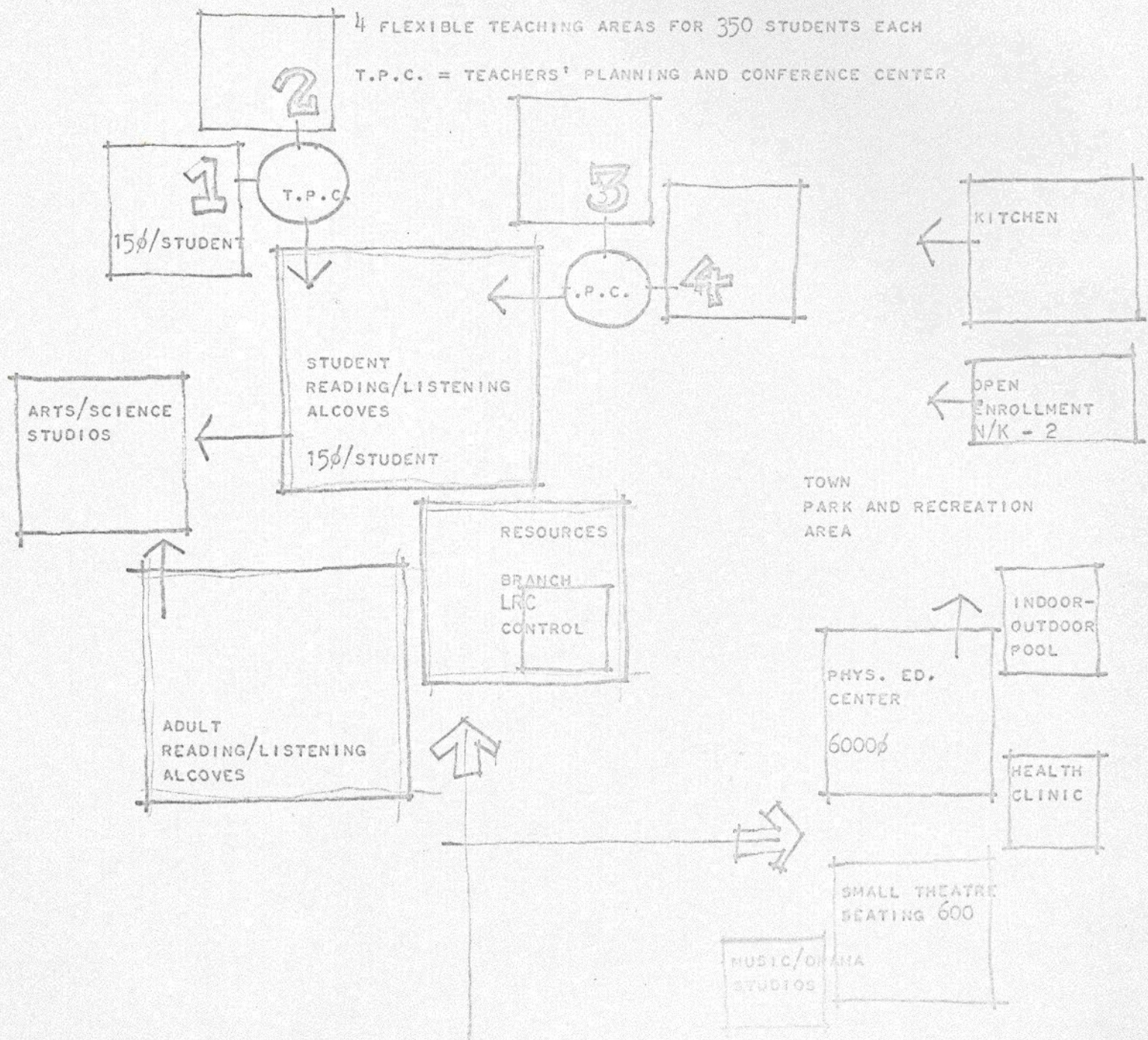
TOWN "LEARNING RESOURCES CENTER"

3000 FAMILIES

10,000 - 12,000 RESIDENTS

1800 STUDENTS, GRADES 3 - 8, x 0.75 ENROLLMENT FACTOR = 1350

TWO TOWNS WILL BE COMPLETED BY 1980. PRIOR TO THAT, STUDENTS IN GRADES 3 THROUGH 8 WILL USE THEIR NEIGHBORHOOD "LRC" FOR ACADEMIC WORK WITH SPECIAL SCIENCE AND ART WORK DONE ON FIELD TRIPS AND IN THE INDUSTRIAL LABORATORIES AND PLANTS.



TOWN "LEARNING RESOURCES CENTER (CONT.)

- NOTE #1 - FLEXIBLE TEACHING AREAS SHOULD ACCOMMODATE SEMINAR SIZE GROUPS OF 12-15 AND UP TO DOUBLE-CLASS SIZE GROUPS OF 50-60 IN A VARIETY OF PRESENTATION AND DISCUSSION PATTERNS.
- NOTE #2 - STUDENT READING/LISTENING ALCOVES ARE TO PROVIDE APPROPRIATE WORK AND STUDY FACILITIES FOR INDIVIDUALS AND SMALL GROUPS OF 2-6 STUDENTS.
- NOTE #3 - ARTS/SCIENCE STUDIOS ARE TO BE THE ACTIVE WORK AREAS IN WHICH STUDENT PROJECTS AND EXPERIMENTS ARE UNDERTAKEN. THE SHOP AND LABORATORY FACILITIES WILL ALSO BE AVAILABLE TO THE ADULT COMMUNITY FOR HOBBY AND RECREATION PURPOSES.
- NOTE #4 - THE KITCHEN IN THE TOWN-LRC IS TO BE A CENTRAL KITCHEN PREPARING FOOD FOR SHIPMENT TO THE NEIGHBORHOOD SATELLITES AND TO THE STUDENT READING/LISTENING STATIONS WHICH DOUBLE AS DINING AREAS.
- NOTE #5 - THE "OPEN ENROLLMENT" N/K - 2 FACILITY SERVES ALL NEIGHBORHOODS IN EACH TOWN, BOTH AS A HEDGE AGAINST POSSIBLE SOCIAL OR ECONOMIC SEGREGATION PATTERNS AND AS A SPECIALIZED FACILITY FOR ADVANCED OR HANDICAPPED STUDENTS AT THESE GRADE LEVELS.

C. Senior "Learning Resources Centers"

In the two open space areas, in the north and south, which are circled by the Town Centers, Senior Learning Resources Centers should provide the equivalent of high school education. Ultimately, the facilities in the northern area will specialize in the arts and humanities, with programs staffed by professors in these fields. Emphasis in the southern campus will be on the sciences. However, television and other communication procedures will make it possible for students in one to take any or all appropriate courses given in the other. The difference would be that the "live" course or instruction would be different - and the research facilities and laboratories would be separated and not duplicated, except where this might be needed in some basic or elementary courses.

All the facilities in both would be open to all age levels and all citizens of Media - but the geographical separation would ease parking, specialization and full time usage.

Initially, high school students of Media will be transported to schools in nearby communities. When the first two Town Learning Resources Centers are built in 1980, high school students will be accommodated there along with middle school students, receiving special science, art and shop education in the industrial facilities of Media. By the Year 2000, one high school can be built for an initial enrollment of 3,000, later expanded to 6,000, and a second high school built for another 6,000 students. Each high school will have as satellites a middle school and a lower school (the equivalent of a Town Learning Resources Center and a Neighborhood Learning Resources Center, respectively) to accommodate children of this age level living in the City Center and to provide open enrollment opportunities for children from any part of the community.

(Diagram C and notes for "Senior Learning Resources Centers" follows.)

MEDIA

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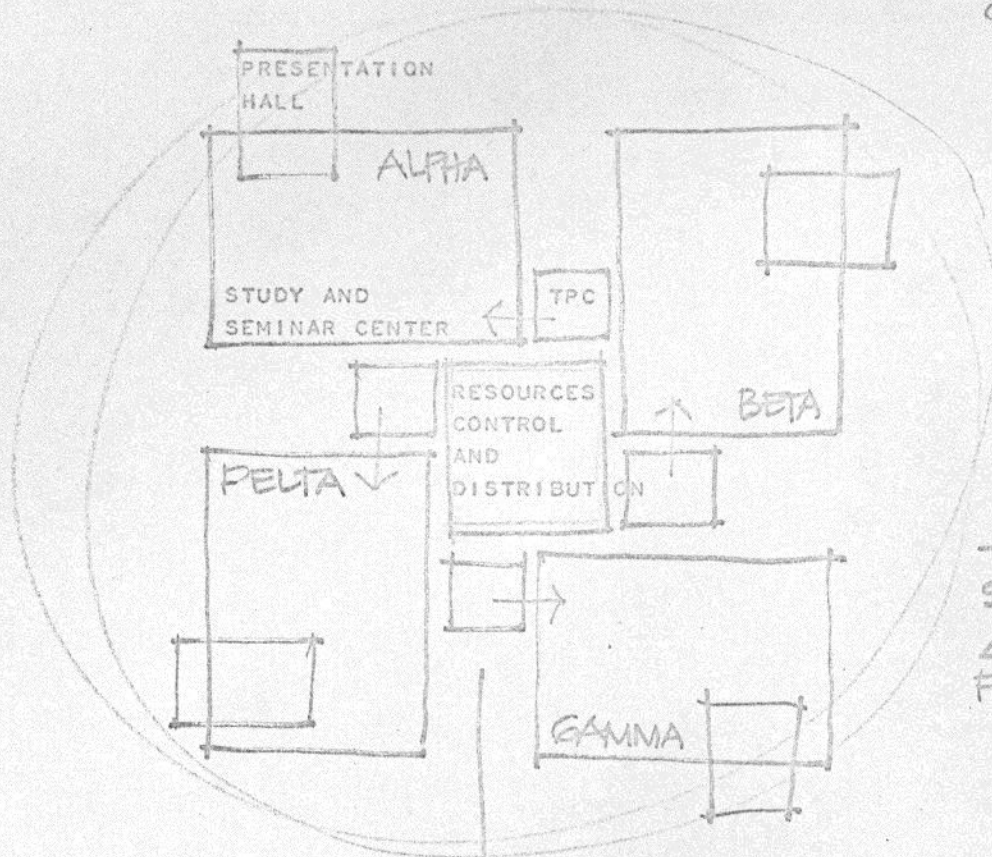
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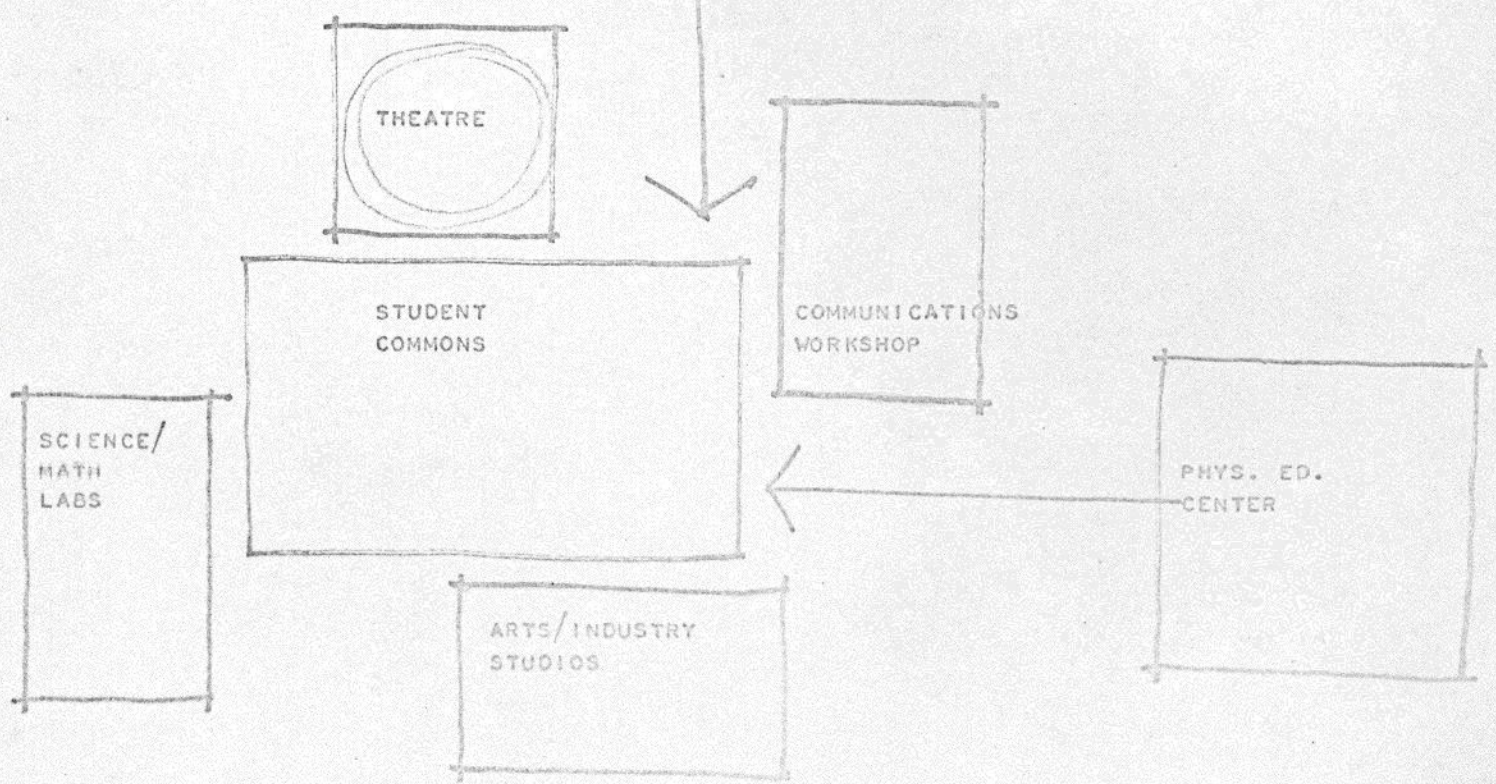
"LEARNING RESOURCES CENTERS"

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conform to the
others?

also mark the
note
references?



TYPICAL
SUB-SCHOOL
4 THUS
FOR 1500 EACH



~~CITY~~
SENIOR

"LEARNING RESOURCES CENTER"

~ SENIOR CENTER

NOTE #1 - THE POPULATION IN EACH 6000-STUDENT HIGH SCHOOL ^{~ SENIOR CENTER} IS DIVIDED INTO FOUR 1500-STUDENT SUB-SCHOOLS. EACH 1500-STUDENT SUB-SCHOOL IS LIKEWISE DIVIDED INTO FOUR HOUSES OF 375 STUDENTS (DESIGNATED ALPHA, BETA, GAMMA AND DELTA ON DIAGRAM). THE HOUSES ARE SHOWN CLUSTERED ABOUT A COMMON CONTROL AND DISTRIBUTION AREA TIED INTO CENTRAL RESOURCE MATERIALS AND DEVICES. THE HOUSES THEMSELVES WOULD HAVE THEIR OWN FACULTY AND GUIDANCE PERSONNEL WHO WOULD COORDINATE THEIR ACTIVITIES IN CONTIGUOUS PLANNING AND CONFERENCE CENTERS (T.P.C.).

NOTE #2 - FACILITIES IN EACH HOUSE SHOULD ALLOW FOR A TEACHING LEARNING SCHEDULE THAT WILL APPROXIMATE

- 25% LARGE GROUP PRESENTATION (> 50)
- 25% SEMINAR DISCUSSIONS (< 15)
- AND 50% INDEPENDENT AND SMALL GROUP STUDY

NOTE #3 - A CENTRAL STUDENT COMMONS WILL SERVE ALL FOUR HOUSES (6000 STUDENTS) AND PROVIDE VARIETIES OF DINING, SOCIALIZING, EXHIBITION, STUDENT ACTIVITIES AND EVEN SHOPPING OPPORTUNITIES.

NOTE #4 - SPECIALIZED PROJECT AREAS FOR SCIENCE/MATH, ARTS/INDUSTRY AND COMMUNICATIONS (MUSIC, DRAMA, JOURNALISM, LANGUAGES, ETC) WILL ALSO BE PROVIDED CENTRALLY AND BE SHARED BY ALL SUB-SCHOOLS.

NOTE #5 - A SPECIAL THEATRE SEATING GROUPS OF 200 TO 1500 WILL BE PROVIDED IN EACH ^{SENIOR} CITY-LRC. IN THE SCIENCE HIGH SCHOOL, THIS THEATRE WILL BE MEDIA-ORIENTED, SERVING AS A 'PLANETARIUM'-CUM-ENVIRONMENTAL CHAMBER IN WHICH A VARIETY OF HISTORICAL, GEOGRAPHICAL, SPATIAL OR FICTIONAL SETTINGS CAN BE "PROJECTED" TO SURROUND THE AUDIENCE. IN THE ARTS AND HUMANITIES HIGH SCHOOL, THE THEATRE WILL BE MORE PERFORMER-ORIENTED, SERVING AS A CONCERT HALL AND DRAMA AUDITORIUM.

NOTE #6 - THE PHYSICAL EDUCATION CENTER IS TO HOUSE "PARTICIPANT"-ORIENTED ACTIVITIES, RATHER THAN "SPECTATOR"-ORIENTED ONES.

D. City Learning Resource and Exhibition Center

The City Learning Center will include major buildings which will serve as the visual symbols and focal point for intellectual, artistic and scientific activities of Media as a whole, and provide the resources for higher education and large scale community activities. The Media Educational Foundation, as the supporter or operator of many of these activities, will have its own offices in the central structure and will be in a position to schedule and direct existing programs, innovate new programs as needed, and provide for filling the educational and cultural gaps that will emerge as the city grows.

Although the central facilities will not duplicate the facilities of the towns and neighborhoods, the equivalent of two town learning centers and at least two neighborhood centers should ultimately be provided within the structure of the downtown or city area for use by residents of the center area on the same basis as the residents in the town and neighborhoods use their own facilities. These units designed, as noted earlier, for use at the lower educational levels should not be in the same location as the major city resource facilities; they should be placed close to high density residential groupings in the city. The equivalent of the high schools, provided both in the north and the south, should not be repeated in the center. Students residing in the center or core should go to the appropriate facilities in the northern or southern area.

The city learning center should be equipped, both with respect to facility and material resources, to provide educational programs at the college, university and postgraduate level. Such programs should be designed to receive credit, as desired, from more formal colleges and universities. There should also be optional arrangements for teacher training and supervision of educational programs developed in or from the central facilities. Provisions to permit such activities, including offices and listening areas, must, therefore, be

designed into the central buildings or spaces. However, no formal college or university structures would be needed, since students wishing to participate in such institutions could attend those in the nearby larger urban areas. Similarly, no full scale medical school, law school, or regular business school would be provided, on the assumption that these call for larger population resources than will live in Media, and that Media students would have access to these facilities in the surrounding larger urban centers.

The major resources available in the center would be used by all the citizens of Media and would be connected both by television and other electronic devices to the smaller and more limited facilities. Some sections would be restricted to persons working on university or postgraduate or cultural projects. The Center should include areas specially designed for continuing education conferences and full scale living in conference centers for executive and general community use; highly technical library facilities; basic research materials; laboratory areas; a printing press and other communication and reproduction facilities; areas for sculpture, ceramics and metal work; music and practice rooms. The central area would also include a small museum or art gallery, (it being assumed that the larger cultural facilities would be found in the nearby large urban areas). The facility should, of course, include rooms for discussion, projection, television, etc. and areas where material borrowed from other libraries or individuals could be used on a 24-hour, 12-month basis.

The City Resources Center should also provide special areas, with ramps, etc. for the elderly and for the handicapped -- as well as supervised playgrounds for the very young. It should, in general, serve as the central community facility -- both for individual use and group use. It should include in its staff -- and, therefore, have adequate facilities for this -- a highly competent director -- prepared to give particular help to the disadvantaged and the

handicapped -- and to provide -- or make provision for -- family counselling and guidance and mental health programs.

The Center would have direct electronic or computer connections with all the town and neighborhood resources -- and with the specialized facilities spread throughout Media -- such as industrial facilities; airport and garage facilities, theaters, laundromats, hospitals, etc. with which the Center would have supervisory and program responsibilities. (These activities would be financed by the Media Educational Foundation.)

The phasing of the city facilities will also have to be planned so that the essential elements can be provided initially, while the larger more specialized areas must wait until the population is large enough to support them. In the interim period probably some of the programs will have to be given in the town facilities and by use of available facilities in the existing urban areas.

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City
(Diagram D and notes on "~~Industrial~~ Learning Resources Center" follows.)

MEDIA

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D

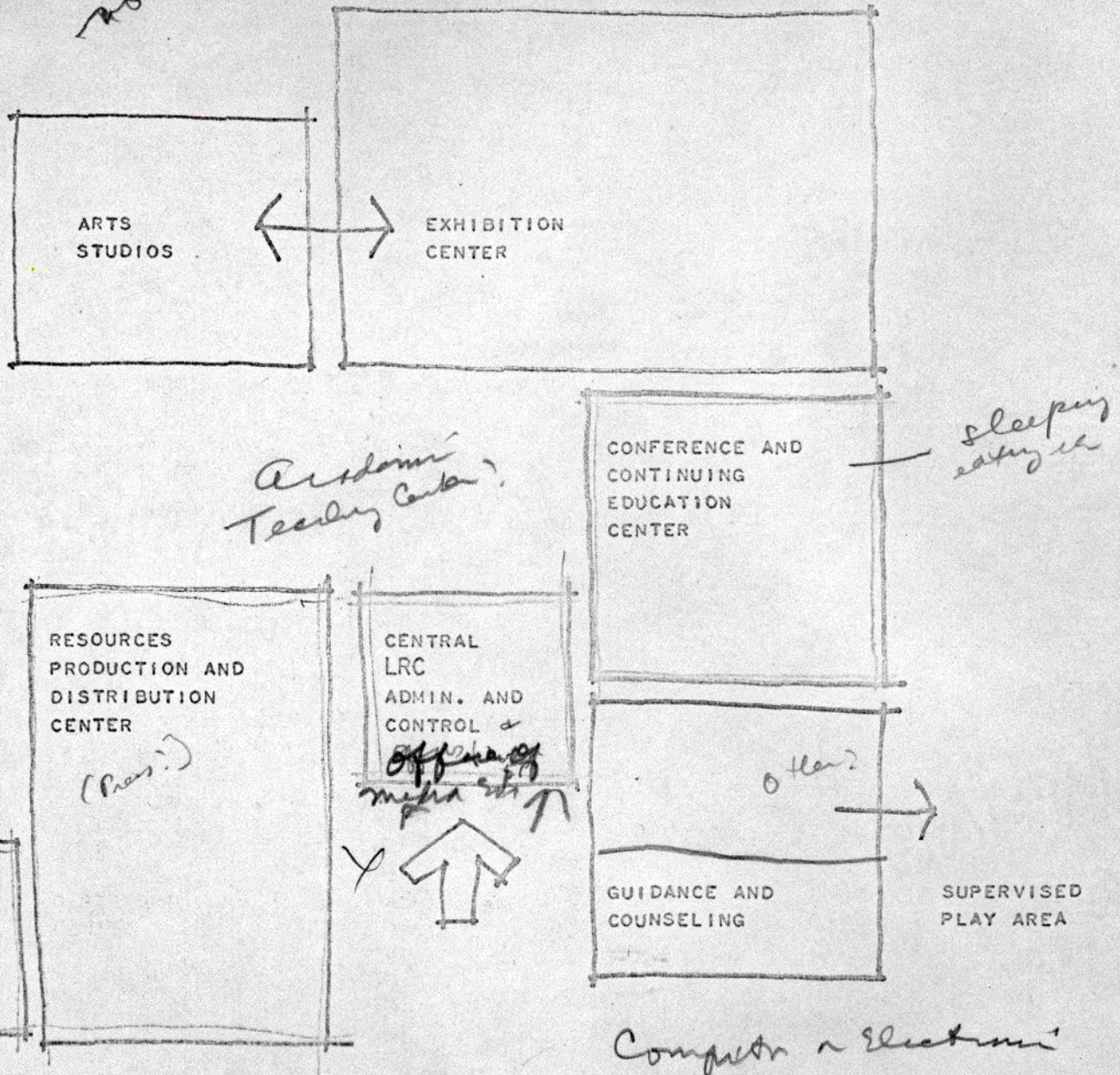
~~COMMUNITY~~ CENTER CITY LEARNING RESOURCE

40,000 FAMILIES
150,000 RESIDENTS

modern learning center

ROM

*Please detail this
a bit - see my added text -*



FACILITIES SHOWN IN HEAVY OUTLINE WILL BE PROVIDED INITIALLY (1970) AND OTHERS COMPLETED BY 2000.

BY 2020, THE ARTS STUDIOS FOR SEMI-PROFESSIONAL STUDIES IN ART, MUSIC AND DRAMA WILL HAVE BEEN ADDED.

E. Industrial Area

Branch facilities should also be included in the industrial areas, with special rooms designed for industrial experimentation and with areas for educational and recreational use by persons working in the industries. This would, of course, include teaching machines, television and reading rooms, as well as stacks. Each industrial resources center should also include eating facilities so located that it would be possible to plug in for a class on television or on tape, borrow and read a book or do a laboratory experiment while eating lunch or dinner.

While these facilities would be small scale, they would serve the industrial and research employees in much the same way as the "service stations" described earlier serve the adult residents of Media's various neighborhoods. In some cases, the industrial facilities should also include day care facilities for the pre-school age children of employees in the industry. These should be small scale, designed primarily for persons working swing shifts or who, for some reason, cannot make use of the appropriate facilities in their own residential areas. Incidentally, these facilities will be most important in the first industrial area, which may be in operation before some of the basic residential areas and learning facilities are available. Therefore, at least one day care facility should be planned for stage one of the industrial area. It should not be repeated in every industrial area.

(Diagram E and notes on "Industrial Learning Resources Center" follows.)

MEDIA

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E

INDUSTRIAL "LEARNING RESOURCES CENTER"

THE INDUSTRIAL-LRC WILL BE RELATED TO SPECIFIC RESEARCH, ELECTRONIC AND LIGHT-MANUFACTURING FACILITIES THAT WILL LOCATE IN MEDIA. THEY WILL VARY IN SPECIFICS BUT WILL GENERALLY RESEMBLE MORE PROFESSIONALLY SOPHISTICATED VERSIONS OF THE NEIGHBORHOOD "SERVICE STATIONS" (SEE DIAGRAM A/2).

Ron: Please draw something that shows
Day Care for the first area!

Summary

The educational development of Media is to be carried out in stages as the city grows. Since some aspects of almost every program will be called for immediately, many of the facilities must be planned and designed in modular form. The learning centers, based on library-school-community concepts, will be designed for multipurpose use, but with specialization possible for different age groups and different educational levels. When Media is completed, in 2020, with a total population of 150,000, it will have the following facilities:

- A. One Neighborhood Learning Resources Center for each neighborhood of 500 families, serving primarily children from pre-school to second grade, but also available for adult usage.
 - A-1. A Neighborhood Educational Service Station for many (but not all) clusters or blocks of 40 dwelling units within the neighborhoods.
(In some areas these will not be necessary; in others, they may serve up to 120 or 150 dwelling units.)
- B. One Town Learning Resources Center for each of the 11 towns, each comprising 3,000 families, serving primarily children of the age level of grades three to eight, but with open enrollment and including some facilities for the younger children, and available for adult community programs.
(In addition, there would be 2 such centers in the City Core of Media to serve these residents.)
- C. Two Senior Learning Resources Centers, one located in the north and one in the south, designed to serve approximately 6,000 high school level students, but, again, on an open enrollment basis for younger students or adult educational programs as desired.

- D. One City Learning Resources and Exhibition Center, for Media as a whole, providing for higher educational programs, special programs, informational materials, distribution facilities, conference centers and exhibition halls.
- E. Industrial Educational Resources Centers, similar to the Educational Service Centers, serving the employees in the various industrial areas. The number and size of these branch centers will depend on the nature of the industries and the needs of their employees.