

to work with Reston in planning such a program and subsequently carrying it out.

The Department of Community Medicine and International Health was established at Georgetown University in 1965. It offers undergraduate teaching research, and demonstration programs in biostatistics, epidemiology, communicable diseases, and public health practices. In addition, the Department is expanding into research and teaching at the undergraduate and graduate levels in chronic disease management in the community, community pediatrics, and reciprocal university experience for those engaged in community or administrative medicine - especially public health workers, assistants, and volunteers.

The Department wishes to plan and carry out jointly with the Reston Virginia Foundation for Community Programs, Inc., a comprehensive Reston Community Health Program. Such a program would have reciprocal benefits. For Reston, it could provide sophisticated preventive and comprehensive medical care at a very early stage of the community's development, as well as constitute a resource for the continuing education for all medical and allied

personnel involved at Reston. For the University, it would provide a training ground in community and preventive medicine for students and staff, research programs in environmental health, and population laboratory studies in epidemiology. As the Department views the program, great stress would be put on preventive care, health education, and the use of private group practice, with complementary private practice.

The use of facilities, the vexing problems inherent in the cost of a comprehensive program, and - more fundamentally - the determination of just what constitutes a comprehensive program in a community are among the basic questions for which answers would be sought. Education, preventive care, treatment, convalescence, out-patient care, mental health - these and many other elements of a full-scale medical program must be evaluated. The respective roles and degree of participation of the community via the Homeowners' Associations, the industries, the schools, the Reston Foundation, and individuals must be considered. The relationships with the County, State, and Federal governments must be studied. And, out of all this must evolve a program which does justice

to the premises on which Reston is being built, serve as a guide to other communities, and yield new information about and contribute to our understanding of the nature of modern urban life.

Only after such study - and after an effective demonstration of the way in which community health programs can be put into effect - can a full-scale program be undertaken. What is required here is the essential fund to initiate a demonstration program at Reston.

SCHOOL ENRICHMENT PROGRAM

Sites have been set aside in Reston for fifteen elementary, three intermediate and three high schools. Fairfax County will construct the schools, and Reston Va., Inc., will donate a considerable amount of land for the purpose, under the arrangement worked out with County officials and incorporated in the Master Plan for Reston filed pursuant to the basic zoning ordinance. The question of the quality of the schools is of utmost importance. Fairfax County school officials and the developers of Reston have been working on this fundamental aspect of Reston.

The rapid growth of Fairfax County required the County to add one classroom a day to cope with the increase in the school-age population. Whereas \$10,104,021.00 was spent by the County for the school system in 1956, \$54,379,947.00 is being spent today. To pay for this program, a larger share of the County's budget is being spent on the school system, and the County's portion of a recently enacted state sales tax is being set aside for educational expenditures. The County is doing a commendable job of raising public educational standards, and building a good school system. Reston would like to do even more.

The cooperation between the County and Reston has already resulted in a successful project which can serve as an example of how the educational objectives

they share can be of benefit to the County, to Reston, and well beyond. The first elementary school in Reston, now under construction and to be opened in January, was designed under a special grant to the County from the Educational Facilities Laboratory. It is considered a prototype for elementary school design and construction for Fairfax County and for the rest of the State of Virginia.

The difference between the campus-style Reston elementary school, and the standard design elementary school stamped out in Fairfax - as in most other counties around the nation was 18,000 in terms of dollars, but a good deal more in terms of education. It illustrated a fundamental problem we face in public education in this country today: that we often mistakenly believe that good design and the creation of a satisfying environment are "frills" that can be done away with in a time of pressing demand and supposedly high taxes, that a cost of less than 5% of a facility to ensure excellence is too high.

This point of view, all too characteristic of politically sensitive public bodies, whether in rich suburbs or poor cities, is hardly felt the fault of the school boards and taxing authorities across the nation, most of whom - as in Fairfax County - know better and what to do better. There is rather a lack of public understanding of the need to invest in better

design, better and more complete buildings, a truly adequate teaching staff. And Reston can help, has an obligation as a model community, perhaps, to help demonstrate what can and should be done to provide good public education.

This means many more experiences of the kind that produced the first elementary school, and both the County and Reston are anxious to do just that. Here are just a few of the possibilities:

1. Structures

The addition to the intermediate and high schools of a fully equipped multi-purpose auditorium, which could be used by the entire community for meetings, lectures, theatrical performances, and so on. The addition to the schools of better indoor athletic facilities, gymnasium swimming pools, in particular.

2. Programs

More opportunities in the school curriculum for courses in languages, art, music, human relations, community affairs and government.

3. Faculty

Specialized faculty to supplement the regular teaching staff for additional courses in languages, the arts and sciences, political science, and sports.

Needless to say, experiments in school construction, size, administration, use of facilities, relationship of facilities to the community and to other community facilities are other aspects of public education which could profitably be studied in Reston through the use of demonstration programs. The elements cited above are immediate needs which both the County and the developers believe have a high priority, and an obvious feasibility.

What is learned in Reston about the techniques and possibilities of upgrading public school education will be useful not just to the whole County, but the whole country. Reston is an ideal community in which to test new ideas and approaches to public education. The County and the developer have demonstrated their willingness to support such programs and the community itself will unquestionably be responsive to new ideas. There are, moreover, the unusually propitious circumstances for demonstration programs: the economic, racial and educational diversity of the population; the fresh start in a new community; the opportunity to relate all programs and facilities to other programs and facilities while still in the planning stage.

Such an opportunity should not be missed.

PRE-SCHOOL EDUCATION

While public education in the United States has a long and honorable history, dating from the 18th Century, the interest in pre-school education in this country is more recent. The kindergarten is a 19th Century innovation, but there are still states which do not provide them publicly. In the early 20th Century, Montessori, Gesell and others brought to our attention the possibilities of educating children from the age of three. And now the war on poverty has focused national attention, through the Headstart projects, on the importance of pre-public school education from the very earliest years.

Our interest in pre-school education is largely the result of the convergence of our most profound understanding of early childhood with our determination to remedy the social evils of poverty. This happy combination of circumstances can be of immense value to our society, and nowhere is the opportunity to benefit from it greater than in urban America.

The developers of Reston included a nursery-kindergarten in the program for the first village center for Reston, Lake Anne Center. It is a model facility which was completed in December, 1965. Interest of early settlers was such that for the three months preceding completion of construction, the school operated in a townhouse. The Lake Anne Nursery-Kindergarten was

sponsored by the Reston corporation which hired an able and experienced director to run the school under the general supervision of the Community Relations Director for Reston Va., Inc., herself a former teacher and school administrator.

In less than two years, the school has grown from six to more than 60 children, from one class to five, from one teacher to six. Its full capacity on a double shift of morning and afternoon classes, 92 pupils, will very likely be reached in 1967.

The Lake Anne Nursery-Kindergarten program was carefully and fully coordinated with the Fairfax County Public School System, and serves as a natural preparatory school for the public school program.

Not surprisingly, by the fall of 1966, there were a number of families in Reston who wished to have a different program of pre-school education for their children, who preferred the Montessori method and approach to early childhood education, and therefore joined with like-minded families in the neighboring community of Herndon to form the Herndon-Reston Montessori School. This school opened in September, 1966, with 12 children and will have reached the capacity of its temporary quarter of 16 children by January, 1967. (Double sessions are not feasible since in a Montessori school the older children, sometimes at four years of age, usually at five years of age, stay through lunch right into an early afternoon session.)

By January, 1967, the Redeemer Methodist Church now under construction will have opened its doors, and plans are already under way by that church to start a nursery-kindergarten affiliated with the church.

Thus, in a community of perhaps 1,200 people, with 225 children under six years of age, there will be three different nursery-kindergarten schools, none of them quite alike. This is impressive testimony to the interest and concern of this generation of Americans for the education of their pre-school children.

Since the legislature of Virginia in 1966 enacted a law to provide for kindergartens in the public schools beginning in 1968, it is likely that emphasis will shift to the pre-kindergarten years in the Lake Anne school after that time.

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All this is very heartening, but it is, of course, a far cry from having solved the complex problems involved in making it possible for the children of all those who will live in Reston to have pre-school training if they desire it. There are families in Reston today who cannot afford the relatively inexpensive tuition -- by competitive standards -- of the subsidized Lake Anne Nursery-Kindergarten, particularly where more than one child, or the expense of day care and education, is involved.

And the developer cannot be expected to build, operate, maintain and staff pre-schools for the residents

of Reston. The Lake Anne Nursery-Kindergarten was intended, in keeping with the Reston concept, to serve an immediate need which an insufficient population could not afford and did not have time to create, and to serve as a model and a stimulus to the community. Nor did the Reston Foundation believe that it should sponsor the Lake Anne Nursery-Kindergarten lest it be construed as a long-term commitment to the vast and expensive undertaking of providing such schools for the entire development and all of the people of Reston.

The Lake Anne school is now a separate corporation subsidized by the developer; it will -- with the exception of rental payments -- become a self-supporting institution. Designed as a model institution, it remains to be seen to what extent it will be a prototype for a series of similar schools to be built and operated in each village. At this early stage of Reston's development, it would be unwise and contrary to Reston's conception of organic institutional growth to make any kind of blueprint for the future of pre-school education in Reston. It is too early to know what the impact of the public kindergarten will be, what the role of project Headstart will be, what the County participation in a nursery school program might be and, most important of all, what the people of the community will want.

Two questions will have to be answered, however, and it is not too soon to begin the research or study for a demonstration program which might provide answers.

The first question that poses itself is how the capital for construction of additional schools will most appropriately be found. Part of the answer lies in the programs likely to be adopted by the various church organizations for construction of their own facilities. Typically facilities needed for Sunday schools are adaptable and used for nursery schools during the weekday. Will these facilities be adequate, and if so, appropriate for the entire expansion of the pre-school program?

Secondly, and not unrelated to sponsorship of pre-school programs, is the question of scholarships -- the problem of providing scholarships for the children of those families who will not be able to afford to send them to any of the nursery schools in Reston. It is questionable whether an adequate scholarship program could be financed by tuitions paid.

It is expected that the population of Reston by the end of 1970 will be 18,300 and the under six years of age population 2,000. (It is interesting to note that the number of children per thousand population in Reston is higher than the national average.) Without even looking ahead to 1980, when the estimated population of Reston will be 63,300, the dimensions of the

problems involved in adequate available pre-school education are substantial. Schools will be needed. And the proportionately greater increase in the number of children of lower income families in Reston, and the fact that these families will be least able to afford pre-school education at the same time that their children need it the most emphasizes the need for scholarships.

Thus, the exciting record to date in Reston of pre-school education must be tempered by the magnitude of what lies ahead. Money for study, planning and scholarships could, and no doubt should, be wisely and fruitfully invested.

DAY CARE FOR CHILDREN AND TRAINING FOR WOMEN

The desirability of establishing a model multi-purpose day care program and training center in Reston, Virginia, is now evident. There are already in Reston today, with a population of about 1,100 residents, specific social and educational needs for such an institution. These derive from:

- a. The desires of certain mothers, including professional and sub-professional women, to take advantage of educational and employment opportunities;
- b. The need to care for children of such mothers during their absence from home with programs for partial and full day care;
- c. The availability of certain mothers who prefer to remain at home to participate in the program, and want to supplement their family income.

The programs and facilities relating to day care, after-school activities and training for such activities could be initiated as a pilot project, appropriate to the present stage of Reston's development, and expanded as the population grows.

Innovative solutions that are developed in Reston would have implications for other New Towns that may emerge, as well as for established communities.

The implementation of a day care program would require funding for planning, design and construction of facilities and initial operational deficits.

There is a conflict between the tradition that the care of young children is best provided in the home, and the desire of many contemporary women to make use of their energies, education, talent and social interests in ways other than child-rearing. In most communities there is a lack of facilities outside of the home for the satisfactory care and development of children. Where reliable help is available for the home, many cannot afford it. To make it possible for these women to reach a greater potential, to satisfy their needs while giving their children an equal opportunity for successful development is the principal purpose of establishing a day care center.

Many years of experimentation in the United States and elsewhere have developed widely accepted programs for such centers. This experience has been based primarily on the particular needs of low income, full time working mothers, and of children frequently classified as "deprived," either by limited family income or limited cultural background. There is also a considerable body of experience with after-school

programs for children whose parents can afford to pay substantial amounts for such services to private schools or to group leaders, tutors, etc. In states where there has been adequate leadership, childrens' centers and after-school programs have been organized by public school and public recreation authorities. But nowhere have the facilities and programs been adequate to meet the present demand, which will increase sharply in the years ahead.

Few centers provide for training of teachers or apprentices in child care. Among these few are the childrens' centers that form part of a social work or training institution such as those at Smith College, Hunter College or the Bank Street College of Education, which provide both training of teachers and education of children. While the work of these latter institutions is interesting and valuable, they deal with situations and milieus that are not, for the most part, relevant to the problems in a New Town.

The children of working mothers in the United States are increasingly turned over to women with little or no training. These arrangements vary from babysitting by an untrained woman in her own home to an organized private "school" run by a nurse in her

own home or in the home of one of the families. Such arrangements have not, on the whole, proved very satisfactory. The need to provide something better is now generally recognized. Indeed, the growing concern with the welfare of children and the recognition of the importance of early childhood environment and guidance has led various voluntary or public institutions such as the Child Welfare League of America, Columbia University School of Social Work, the Bank Street College of Education, the Women's Bureau and the Children's Bureau of the U. S. Government, and city and state Departments of Health and of Welfare, to develop basic standards with respect to programs, minimum staffing, facilities and equipment for day care centers. These standards are helpful but not entirely appropriate in new communities where the physical and cultural environment differs markedly from that of most urban areas.

A nursery-kindergarten is located in Lake Anne Center. Its capacity of 92 children on a double shift will be reached within the 1966-67 school year, present enrollment being 67 children. The response to this program indicates the need to provide for additional age groups and additional hours through day care.

Reston's projected population increase is 3,000 persons during the next year with a higher subsequent rate. Census age distribution estimates indicate that by the time Reston has a population of 10,000 persons (probably in 1969), there will be approximately 1,040 children between the ages of 1 and 6, and 1,250 between 6 and 12. And as lower income housing is offered in Reston, the number of working mothers who need day care service will increase.

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This program is to create a model multi-purpose teaching and day care institution to provide day care services and train residents to provide day care services in their own homes under the supervision of a professional staff.

There are several aspects:

a. Full and partial day care for children up to 6 years of age.

b. Guided after-school activities for children from 6 to 12 years of age.

c. Twenty-four hour service that would permit children to be cared for during the day and overnight on a short-term basis.

The beneficiaries of the program would be:

a. The children who would have reliable, competent persons trained to provide appropriate activities and pursuits.

b. The mothers who are looking for a more positive role in society outside of the home.

c. The parents who need occasional periods of time away from home.

d. The mothers and older women who would supplement their income in the home by participating in the program.

The program is to be headed by a professional director whose functions will be:

a. To build a staff commensurate with the need.

b. To operate the day care center, and programs outside of the center.

c. To provide training for those Reston residents desirous of participating in the program.

d. To provide professional supervision of the family day care operation.

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Training of people desiring to participate in the program must be tailored to the individual applicant, using an apprenticeship system. The length of training

and the type of training depend on the individual's background and capabilities and on the specific job he wishes to fill. For example, the high school senior applying for work as a recreation counselor in the after-school program might require little or no training, while the young married woman without children applying for a responsible position in the day care program might require months of training.

The center's importance to the community would, therefore, be considerable as a training institution. Its apprentices would, while serving the children, learn from the example and instruction of experienced professionals in the fields of education, recreation, social work and psychology.

To supplement this training the University of Virginia is prepared to provide courses and seminars in child development at \$50 per course for a minimum of 25 students. Seminars with members of the Fairfax County School System are envisaged as not only furthering training but providing a valuable link for personnel involved in the center and its programs with personnel of the School System. If, as appears likely, a community college is located in Reston, this would become a further training resource.

The field supervision of all parts of the program is considered an extension of the training program, as well as essential to maintenance of high standards of service in all program areas.

Temporary quarters are available in the Redeemer Methodist Church in Reston. Planning for permanent quarters should only begin after sufficient experience has been had in the temporary quarters. And the design for the building or buildings might well be on a modular basis similar to the Educational Facilities Laboratories financed school designs for California; this would allow for expansion with the increase in population, as well as experimentation.