

CMV
New York

MEMORANDUM

To: Bob Simon
Carol Lubin
Bernie Norwitch
Jane Wilhelm

March 24, 1966

From: Joan Wofford

Re: Ford Foundation Presentation (some rough ideas very roughly typed)

We need to group the various isolated programs, pet ideas, and miscellaneous projects you have suggested into clusters around which coherent programs can be built. And to the extent possible--and I think it is very possible--we need to see these clusters in relation to the most pressing problems, facing not only Reston but the country as a whole, i.e. the need to improve formal education; the need to train people in human service occupations (many of which have to be restructured); the need to help women find satisfying combinations of education, child rearing, and jobs; the need to make adult education more meaningful; the need to offer the elderly a chance to continue utilizing productive skills ~~and~~ while obtaining new ones; the need to integrate the insights of mental health into ~~all~~ all of these areas. All are important to the good life--that should be easy to demonstrate--and all should be integrated into the total social life of Reston in such a way as to permit the greatest personal freedom while simultaneously taking advantage of ~~Reston's~~ Reston's uniqueness as a planned community.

Below I have ~~tried~~ tried to do some grouping. Perhaps I have over-grouped; certainly the grouping occasionally merges categories like education and community services, but I believe that--for the time being anyway--we may learn more from their merger than from their strict separation. At any rate, my clusters are built on top of each other; one can reject the final building and still accept (I hope) some of the parts.

It should be noted, at the outset, that much of what I have listed, particularly in terms of the exciting possibilities for new combinations of services, do not require large amounts of money. Rather they require the right kind of imagination and creativity on the part of the persons running the programs. Perhaps, therefore, we are asking in those instances for no more than the salaries with which to hire immediately the right kinds of people who can help plan and then administer some of the following embryonic programs.

I. THE NEED TO IMPROVE FORMAL EDUCATION AND TO HELP CHILDREN FIND A MORE RESPONSIBLE SOCIAL ROLES

A. A Flexible School Day

The whole movement of curriculum innovation, at all levels of education has been toward greater student participation and responsibility, more ~~flex~~ flexible scheduling, more highly individualized instruction, and greater opportunities for independent study. With the

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perfection of programmed instruction and the other possibilities of the new educational technology, students will spend increasingly less time in a traditional classroom situation (i.e. in a room with other students and one teacher for a prescribed period of time). Presumably, all of this is being taken into consideration in developing the physical plans for the schools. It also should be taken into consideration in planning the ways in ~~which~~ which the schools will fit into and ~~serve~~ serve the community.

For instance, we could work out with the Fairfax Schools a different pattern for the school day, one that affords students a two hour period in the middle of the day for community involvement, volunteer (or paid) work experience, outdoor recreation (for instance, the nature program), cultural experiences (special seminars with the artists-in-residence), independent study, outdoor educational experiences (Funderberg's idea), remedial work, and other useful activities.

~~In other~~

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In other words, the concept governing the present handling of school children--namely, to keep them off the streets--need not necessarily govern Reston's schools. (Indeed, not having them all descend at 3 or 3:30 may have real advantages.) It surely has real advantages for the kids since it does not automatically relegate to after-school hours all of those things which the adult world values: a chance to work for pay, a chance to enjoy recreational activities, a chance to be independent. Its greatest advantage is in scheduling (for instance, seminars with artists, work experiences, etc.) and in allowing both the students and the teachers to take advantage of what Reston offers during ~~the~~ the day, instead of trying to enjoy Reston only at the end of a long, exhausting day on the way home to homework or, for the teachers, to a home that may not even be in Reston. (How ironic if many of Reston's teachers were never to enjoy Reston but only to pass through it to and from work.)

Why not a staggered two hour period in the middle of the school day for everyone in junior and senior high school (maybe even for the upper elementary grades also) used on a rotating basis for:

work experience (in Day Care Centers, schools hospitals etc.)

cultural experience (in Community College's center for the performing arts, at the Heron House art show, in special seminars with artists-in-residence, etc.)

independent study time (alternatively remedial time)

community involvement (seminar exploring the Reston phenomenon of a physical environment containing all age groups in a situation that enables them to form a real community, leading from there into ways of involving junior and senior high school kids, out of which would hopefully come some ~~xx~~ programs of real community service)

nature program (surely we ~~xxx~~ should include the nature program in our general education program, and what a natural to tie it in

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~~Rich~~ with a more flexible schooling program

Outdoor education (perhaps primarily for elementary students)

In other words, Reston as a community ~~pre~~ permits us to bethink some of the assumptions of the way we school youngsters, forces us to so arrange their days as to allow them to benefit from Reston, and thereby enables us to anticipate American education by a little in planning more productive uses for students' time.

B. Teacher Training and Curriculum Experimentation

By itself, flexibility in scheduling does not guarantee quality either in the schools or in the out-of-school activities. Some reasonably simple program is needed to insure that the schools of Reston are the explorative, open-minded, exciting institutions which good schools can be and most schools so seldom are for long. One way to guarantee quality is to attract top people. The ~~xx~~ experience of teacher-training institutions would indicate that the readiness of a system to experiment and innovate tends to attract top teachers--once its openness ~~xxxxxxxxxxxx~~ to experimentation becomes ~~xx~~ known--more effectively than do high salaries and small class loads.

One of the simplest ways to guarantee an open-mindedness to the business of educating is to incorporate a substantial number of young inquiring people who see the schools afresh as they enter them as teacher-trainees, and to have as the trainers of these young people, educators of stature. The latter can be attracted by offering them genuine freedom to innovate and the chance to train promising teachers.

A teacher-training program, tied perhaps to the Community College or else to one of the universities which has agreed to offer adult education courses at Reston (or maybe even with a Harvard), could be exciting and experimental enough to attract a top educator for a year of residence (in the David Riesman, ~~Jerome~~ Jerome Bruner tradition). Presumably, it could raise the level of ~~x~~ instruction in Reston and could also:

- provide a source of well-trained teachers for the county (since teachers often stay in the ~~xx~~ system in which they are trained)

- provide ~~xxx~~ a framework for the training on a part-time basis of frustrated housewives who want to work with children in the schools but do not have the credits or the time to work fulltime,

- provide a framework for a first step in the training of high school students who want to work with children and who might help in the Day Care Centers (as part of a work-study program) or even in the elementary classrooms as teacher aides,

- provide seminars for "talented amateurs" who, drawn to service in the schools (provided Fairfax Country would permit them),

may well become excited by what they discover about the kids, about themselves, about teaching, and may want to discuss their reactions with ~~xxxx~~ broad-minded professional educators,

provide what is ~~xx~~ sorely missing everywhere: a training program for school administrators (again a service to the county and a drawing card for Reston's schools) who could receive a unique kind of on-the-job training in an exciting, yet small complex of schools,

In essence, the teacher-training program ~~y~~ might provide the ~~xxx~~ opportunity for ~~almost~~ an ungraded university set-up in which teenagers, mothers, talented amateurs, teacher-trainees, regular teachers, potential administrators, and noted scholars explored together the business of education.

II. THE NEED TO TRAIN PEOPLE IN HUMAN SERVICE OCCUPATIONS AND TO HELP WOMEN ACHIEVE SATISFYING LIVES

As in the first section--where the need to improve education was closely related with the need to give youth a more active and responsible community role--so in this section, I see the need to train people in human services as intimately related to the need to provide many of those same services for the inhabitants of Reston.

Certainly, we are all aware that the job market is substantially shifting toward the automation of the skills which, in the past, usefully employed large numbers of relatively uneducated persons. (I am assuming that not all of Reston's school population will be going to college--add even if they do, many of them would welcome an opportunity in school to learn something truly useful while helping other people.) We also know that even when unemployment is great, other ~~from~~ fields like teaching, nursing, social work etc. are drastically starved for personnel. Clearly, something has to be done nationally to right this imbalance.

Reston has a unique opportunity to do something significant in the area of job creation and training because Reston needs to establish from scratch, so to speak, some of the very services for which it will have difficulty finding staff. Yet, resident in the New Town itself will be those who need to serve somewhere. Why not in those very service areas? All that is needed is to rethink some of the occupational roles and to ~~not~~ divide up the responsibilities in new, differentiated ways. Or, to think of the jobs as something for which one might prepare over the course of half a dozen years, a little as the Peace Corps has now altered its training program so ~~xx~~ that young people still in college can begin their training by taking certain courses and by choosing special summer activities. So a young person who was interested in teaching (or who wanted to find out whether he was interested) might spend a summer doing special work with kids, might work for a semester during the school year in a school, might, in other words, receive exposure and experience long before he would be ready to step into a class-

room. (And such experience counts when he does finally enter the classroom as a teacher, as any ex-camp counselor turned teacher will tell you.) Ideally, the experience might be even made to count in more than intangible ways; it might in some way be accredited which would then make the ~~all~~ pattern of experiences less than haphazard.

A. Child Services

1) Day Care Centers

I participated recently in a panel discussion with Secretary of Labor Wirtz, the President's Science Advisor, Hornig, Congressman Reuss, and a number of distinguished women. I am now more convinced than ever, both from what the panelists said and from the comments of the audience, that the great need for middle class women is some new kind of institution which will enable them to feel that their children are well cared for, at least a portion of the day, and that they themselves are free to pursue, on a part-time basis, the work or study that they deeply want to do. It is not a question of economics. (Secretary Wirtz pointed out that the problem was the logic of the affluent society: rising expectations include everyone and in a short time there just is not going to be a group of people to whom the wealthy can hand their dirty work.) Daily I hear a steady beat of complaints from educated, affluent women who are totally frustrated by the problem of baby and child care as it prevents them from fulfilling themselves doing something for which their educations prepared them (in addition to having babies). (In Washington, the new pattern has become to bring a girl to this country from Europe for a year as the ~~only~~ only way to get someone reasonably responsible to care for the children. But after one year, she returns to her own country to pursue her own studies, and one has to get another girl. This is hardly a universal answer to the problem of America's educated women: either to hire a person less well educated than the mother or a foreigner to ~~bring~~ ~~up~~ educate one's own children.) Nor have the women's colleges found the answer as they seek to solve the problem by setting up flexible advanced degree programs, and even scholarships (is it Danforth?) which not only pay all tuition costs but also for all housekeeping and babysitting expenses as well. But the problem is not solved by these measures, for, although ~~it~~ flexibility and babysitting money always help, the real difficulty ~~lies~~ lies in the lack of qualified personnel and in new patterns of utilizing these persons which will afford them dignity, status, and a good income.

As in so many other areas, Reston has a unique opportunity to solve the problem of many of its women while creating a new occupational role for other of its residents.

How about ⁱⁿ centers for infants through three years of age, which would be different, although possibly connected with, the centers for children three years and up for times when they are not in school, with a new kind of highly paid professional who would care for perhaps four or five babies and who would also train other women--teenage girls and others--in the techniques of child care? This hopefully would lead

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to a new kind of institution and to the personnel with which to staff it (with high status presumably following from ~~high~~ high salary and the idea of expertise).

2.) Child Parking Facilities and Baby-Sitting Services

These are a possible ~~variation~~ variation--or supplementation--but all would be part of the same basic complex (if State law permits). Again, they would offer the chance for teenagers, the elderly, and others to get some real training while serving in a much needed area. Ideally, these services would be flexible enough to permit women who may work part-time or at varying hours--or who simply need to get away from their kids long enough to have their hair done or to do some quiet shopping--to leave their youngsters and know that the kids will be well cared for. This kind of a flexible arrangement might be ideal also for some elderly women who would only want to work for short periods when they felt up to it.

3.) Pre-School

I gather you have already made plans for the extension of the present pre-school. Again, I would recommend the combination of training and service--a combination, incidentally, which may well make it easier to obtain Federal funds (i.e. Head Start money) if the center is really training Head Start teachers in some of the newer techniques.

B. Other Training and Service Areas

I have not really touched upon other areas--like nursing--in which people need to be trained to meet the enormous demand for human services. Perhaps someone better qualified than I could do this. But one thought would be to tailor a small health program around Reston's needs (which, presumably, at the beginning will not be extensive) and then train personnel to staff it. Such a center might mainly offer X-ray facilities, inoculations, first aid etc., and could be staffed by someone less fully trained than a doctor or registered nurse (but under their supervision). Certainly, whatever hospital plans are drawn up might well include the facilities for training personnel in a graduated sequence of skills, ranging from ~~low~~ those currently handled by Nurse's Aides up through some of the more complex ones still reserved for nurses (who are dwindling fast).

III. THE NEED TO MAKE ADULT EDUCATION MEANINGFUL

Presumably the largest group served by an adult education program would be women and the elderly, and so this topic perhaps belongs here. But its placement here in no way negates the ~~possibility~~ possibility (a real one I hope) that a good adult education program would be attractive to other segments of Reston's population: working men seeking courses in their own ~~area~~ or in other fields, teenagers seeking courses not offered in the high schools. (Kids need much more chance to work and

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study with persons older than themselves--young children with older children, older children with adults.)

I am~~y~~ unhappy with Beggs' report on adult education for Reston for the same reasons that I am unhappy with the state of adult~~s~~ education generally: it seems to miss out on all that is exciting and new about the business of teaching and learning.

I also question whether Ford would see very much to be gained (in terms of returns on its money) ~~xx~~ from subsidizing the same "old stuff" even if it does occur in a new place, Reston. (Obviously, I could be very wrong on this.)

Finally, I am not optomistic about the idea of bringing to Reston the usual pedants from a local university to teach adults when, within Reston, there are going, hopefully, to be interesting people who can speak to others out of the shared experience of living in Reston. (On the order of the lecture series on the planning of a New Town.)

~~There~~

Therefore, a program worth funding in this area ought to have built into the regular adult education offerings (from which we cannot get away for a while, I gather), the framework for 1) tapping local talent in~~y~~ flexible ways, 2) ^{hiring} a person--perhaps from a university--to working on the business of getting accredited some of the courses which~~y~~ inhabitants of Reston want and can themselves offer to each other, 3) making the program more highly relevant (than adult education offerings usually are) to the special needs and interests of the participants, rather than ~~fixing~~ tailoring the group to fit the course description, and 4) seeking to incorporate the new insights of learning theory and curriculum innovation, like team teaching, ungraded classes, emphasis on discovery--as well as programmed instruction, educational ~~television~~ television, some of the new work in extension courses, etc.

IV. THE NEED TO OFFER THE ELDERLY THE CHANCE TO CONTINUE UTILIZING PRODUCTIVE SKILLS AND TO OBTAIN NEW ONES

I need help here because I really know~~y~~ nothing about this field.

V. THE NEED TO INTEGRATE THE INSIGHTS OF THE MENTAL HEALTH DISCIPLINES INTO ALL OF THESE AREAS

If we interpret mental health as broadly as do most of its practitioners, we are in the enviable position of viewing the whole of Reston as an ideal laboratory in the spectrum of human relations--for those who wish to take advantage of it. Not only can we offer child-care studies to teenagers who wish to work in Day-Care Centers, but we can move into the training of wholly new personnel in new roles within the human services: community workers, guidance personnel, people (I haven't even a name for them) trained on-the-~~xxx~~ spot to work with teenagers, the elderly, new arrivals to Reston, what have you.

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In effect, the combination of services and training described throughout this document really leads to a kind of multi-discipline Human Relations Laboratory (or Institute) which, incorporating the teacher-training program outlined in Section I, would then--as a start--offer training in:

and research
teaching (to women and teenagers as well as trainees)
school administration
child care
nursing
guidance specialities
mental health
summer work with kids (camp counseling)
specialty areas for those college students who want to work at
Reston summers and during the work periods of the college year

and many other things which I have not thought of, things that you will think of, add things which would grow out of the flexible interaction of people working in these areas.

QUESTION: MIGHT WE DO WELL TO DEVELOP FURTHER THE CONCEPT OF A MULTI-PURPOSE HUMAN RELATIONS INSTITUTE AS THE AGENCY TO BE FUNDED?

--how does the Community College fit in? (Presumably, well)

--Are we being too comprehensive?

--If this is not too comprehensive and you can stand some more, how would it be to tie in some of the cultural and artistic programs also?

The council of the arts, the artists-in-residence, even the planning money needed to determine the kinds of theatres that are needed--all seem naturals for the kind of approach described here:

--Apprenticeship programs in the performing arts
(with perhaps talented youngsters selected to work closely with artists-in-residence)

Recreational programs also clearly fit.

--Unless this is pushing the idea too far (and it probably is) I could even see asking for the additional \$5,000 for the book on Reston on the basis of an educational venture, in which the author agrees to teach a special class at the high school on how he collected and organized his material, or, alternatively, the author could agree to have a student work closely with him (what an education for a kid!)

as an assistant

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--Where does this leave us in terms of planning money for underground parking and "total energy" transportation systems?

--Where does this leave us in terms of low-income residents

WHERE DOES THIS LEAVE US, PERIOD??

Some additional thoughts after talking with Mrs. Duggan, Mar. 25, 1966

1. How about an advisory board composed of ~~selected~~ ^{representative} outstanding people in education, the arts, government, labor, ^{religion} business etc?
2. How about a research group as part of the "institute" (bad name) who would continually be asking itself and the rest of us whether Reston was living up to its promise?
3. How about systematically tapping the resources of Washington, by providing opportunities for Cabinet officers and others in government to address themselves to key problem?
4. Mrs. Duggan was very excited about the institute idea as a framework for all kinds of as-yet unthought of activities. She stressed the importance of thinking big, of having a comprehensive plan and of not coming in with isolated, little pieces. She thought it particularly important that we have resolved in our own minds just how we intend to integrate low-income people. (Perhaps I was overly fuzzy on this point.)
5. She also felt that it was important that we include plans for the financing of our program once the initial grant has expired.
6. In general, she was terribly enthusiastic, stimulating, and delightful to talk with.
7. Incidentally, she was worried a little that in over-stressing the teaching function I might be losing sight of the importance of having first-rate people performing the services. A Good POINT. I need to stress more of a balance.