

YWCA o. nia	Unitarian Church
YMHA of Phi. phia	Philadelphia Magnet School
YWHA of Philadelphia	of Languages
Philadelphia Community College	WIP Radio
Comet Camera Repair Co.	Philadelphia Credit Bureau
Taurus Leather Co.	Spectrum Film Processing
Joy Camp Co.	Drexel Institute of Technology
Center City Hospital	United Health Services
John F. Kennedy Vocational Center	Horizon House
Neupauer Conservatory of Music	Committee of Seventy
Society to Protect Children	Philadelphia Gas Works
Center for the Whole Person	General Tire Co.
Resistance Print Shop	Evening and Sunday Bulletin
B. Bornstein and Sons	KYW
World Affairs Council	Philadelphia Daily News
American Red Cross	Philadelphia Inquirer
Philadelphia Wireless Technical Institute	Philadelphia Tribune
McCarrie School of Dentistry	WCAU
1st Baptist Church	WFIL
1st Presbyterian Church	WIBG
Swedenborgian Church	WPEN
	WUHY
	WIBF
	WKBS

V. ORIGINAL ANALYTIC DESCRIPTION OF THE PARKWAY PROGRAM
(AUGUST 1968)

The Philadelphia Board of Education, in cooperation with the cultural, scientific and business institutions along and around the Benjamin Franklin Parkway, has initiated a four-year educational program for students of high school age. The Parkway Program, as it is called, has starting points which differ from those of conventional high school education in at least two basic respects. In the first place, the Parkway Program does not have a schoolhouse, a building of its own--it is a school without walls; in the second place, the institutions and organizations along and near the Parkway constitute a learning laboratory of unlimited resource.

The adoption of these two starting points opens the way for a complete reformulation of what education means for the present-day urban student. There is little doubt that such a reformulation has far-reaching consequences for both the theory and practice of education since it indicates reformation in every aspect of the student's activity. The spatial and temporal boundaries of the educational process have been subjected to a thorough examination and have been radically altered; within these new limits, the social structure of the learning community has grown and the description and allocation of roles has been revised to conform to the Program's purpose as a learning community. In addition, the nature and function of subject matter has been redefined and brought into a new relationship to life so that the total learning community, the Parkway Program itself, has assumed a different role and status within the greater community of Philadelphia.

The spatial boundaries of the educational process in the Parkway Program are co-terminous with the life space of the student himself. Learning is not something that goes on only in special places called classrooms, or in special buildings called schools; rather, it is a quality of life appropriate to any and every phase of human existence, or, more strictly, it is human life, itself. The problem that the Parkway Program confronts has two aspects; first, how to help the student to live learningly within his present life space, and, second, how to expand this life space.

From the time of their application, students view the Parkway Program itself as a proper object of study, so that there is a continuing reflection on what is going on, as it is going on. Not only are there opportunities for continuous reflection and evaluation, but also for planning and execution by the total learning community; in short, the students as well as the faculty and cooperating institutions are responsibly involved in conceiving and carrying out the educational program. In this way, the educational program is itself a component

in the student's education, instead of being simply a precondition.

In addition, from the beginning, the parents of Parkway Program students have been cooperating in forming current educational programs, within the framework afforded by the Program, in planning with their sons and daughters further educational and career possibilities, and in pursuing their own educational purposes, partly through programs offered by the faculty and participating institutions. It is to be hoped that some sort of parents' association will offer help and support to the Program in a variety of ways, although the interest and involvement of the parents alone will be a material factor in the progress of students.

Responsibility for education planning carries with it the incentive to think more deeply about educational purposes. By sharing responsibility among students, parents and teachers, a continuing dialogue on education has developed which must have a beneficial effect on the people involved. Through this dialogue, students, particularly, have come to reflect on, to understand, and to control more effectively their own lives.

At the same time, the facilities of the institutions along and near the Parkway are available, to a greater or lesser extent, to the students in the Program. They choose their activities from offerings made by such scientific centers as the Franklin Institute, by such humanistic centers as the Museum of Art, by such business centers as the Insurance Company of North America, by such manufacturing centers as Smith, Kline and French, and such communications centers as KYW and the Philadelphia Bulletin and Inquirer. By choice and with encouragement and support, the student goes beyond the restrictions of his present life and, by furthering his experience, he will further his capacity to have an experience.

If learning is not confined within the spatial limits of schools and classrooms, then it is not confined within the conventional temporal limits either. The concepts of class period, school day, school week and school year all need serious modification and possible abandonment. The Parkway Program has abandoned them, for the most part, and it provides a year-round, full-time learning opportunity for anyone in the Program. The schedule of each student is determined by his learning requirements and not by the clock hours of administrative and organizational convenience.

By adopting these new spatial and temporal boundaries, determined by the view of education as a mode of life and by the learning needs of a particular student, school has ceased to be a building and has become a process, an activity, in which the student participates, or more properly, which is nothing other than the life of the community of learning. The fundamental teaching problem is how to help the student enter the process.

Since learning is a human activity--and, in a sense, the

characteristic human activity--it is intimately bound up with the human group. The problem of how to enter into the learning process, or to be a learner, can be restated in terms of group membership--how to be a member of a learning community. It is for this reason that the social structure within the Parkway Program is of utmost importance. What are the characteristics of a community which has as its purpose the learning of its members? To frame the question in this way--and it is the appropriate way--indicates that the community is concerned with the learning of all, and not merely some, of its members. This acknowledges frankly the need of everyone for more learning--it is not something appropriate only for people cast in the role of "student"--and it makes easier the possibility of cooperation, of partnership, of a true sharing in a common enterprise. This view is in strong contrast to the conventional view of education in which there are teachers and learners--that is, superiors and inferiors--and in which knowledge is treated as alien and self-subsisting to be imposed on the student from without by the exercise of authority. In the Parkway Program, energies are not tied up in maintaining the conventional social system of the school, which is under considerable tension from the conflict arising from declared inequality, and which has little or no relation to learning; students' energies are enlisted on behalf of their own education, individually and in formal and informal groups.

The appropriate model for the Parkway Program is the kind of working together seen in space exploration teams, or in medical teams engaged in transplant surgery. With differentiation of function, there is an intricate pattern of interdependencies in such teams dictated by the complexity of the means necessary to achieve the end and by the variations in functional responsibility, generated as the situation changes. The activity of the Parkway Program is not essentially different. The hierarchical ordering of the roles in such teams is determined and re-determined as one stage of operation succeeds another, as crises and emergencies come and go. This has its counterpart in the Parkway Program but, in addition, the people change their roles as the learning needs require it. Members of the learning community are acquiring adaptability and flexibility as they respond to the potentialities of the Program, learning how to play new roles and, by so doing, achieving new satisfactions.

It has already been stated that by using the institutions along the Parkway, students extend their life space and increase their capacity for experience. This is a very real function but it is one which any area--urban or rural--could perform. The unique and specific importance of the Parkway institutions lies in the unparalleled wealth of material and human resources which they bring to a very small area of the city. Within a few short blocks there can be found some of the best museums and collections in the world, and the

research work that is conducted along the Parkway is of civic, national and even international importance. To have easy and continuous access to the fine collections of paintings, sculpture, scientific instruments and books available along the Parkway would enhance any educational program. Beyond this, however, business, industrial and communications organizations--again of national and international reputation--have expressed interest in providing opportunities for students to study intensively with them, and to pursue work-study programs.

There are two further advantages for Parkway Program students. First, in addition to the material resources of these institutions, there is the possibility of intense and varied contact with the highly skilled professional personnel who are responsible for their continuing life; to have such people as, in a sense, faculty members, is to provide specialist teachers of the highest possible caliber. Second, as an optional and additional activity, there is the possibility of participating in the work of these institutions, and, particularly, in their research work; this is an opportunity for sharing in exciting, creative and original work denied even to most college students.

Finally, it must be remembered that the Benjamin Franklin Parkway begins at City Hall and that for many years the organization of Philadelphia's city government has been a model for the nation. Students in the Parkway Program will be able to study, at first hand, the administration of a city which is a recognized leader in urban renewal. It is not necessary to point out that the modern city government of Philadelphia is the outcome of a tradition as old as the Nation, itself with a wealth of historical resources available, almost on every street corner, even to the most casual student.