

Fundamentals of Creation of Socio-Cultural Interaction with Particular Reference to Educating City Theory in Case of Iran, Tehran

Mohammadjavad Mahdavinejad, Mostafa Shamshirband, Mahin Ebrahimi, Nikta Pilbala
Department of Architecture, Faculty of Art and Architecture, Tarbiat Modares University, Tehran, I.R.Iran
Faculty of Art and Architecture, Tarbiat Modares University, Tehran, I.R.Iran
Faculty of Art and Architecture, University College of Ruzbahan, Sari, I.R.Iran
Faculty of Architecture & Urban planning, Imam Khomeini International University, Qazvin, Iran
Mahdavinejad@modares.ac.ir,
Shamshirband.ud@gmail.com, Ebrahimi.kp@gmail.com
N.pilbala@gmail.com

Article Info

Received: 16th July 2012
Accepted: 25th July 2012
Published online: 1st August 2012

ABSTRACT

In the permanent interaction, mankind and his perimeter environment, have the effective role on each other's formation evolution; matching to his nature, he has formed communities and prolong it he got efficacy of his own manufacture; Agoura in west and square in east, represent this innate inclination to social communication; as Aristotle's description about human being: Social Animal! Since every effect presents some features of its cause, so by studying about the cities, it would be realized the creator's essence and cogitation, so that by development of modern technology in new cities, the significance of this issue and its regression influence on its creator, has been bold. Representation the idea of educative cities is an evidence for, but the vague point in this subject is recognition the method and ratio of this city affection on its citizens. The basic questions in this research are: 1. What are the educational features of urban environments; what influences, any of these features inducts on its addresses? How a city can be the background of citizen education in the variable cultural and social fields?

In this paper, the methodology is qualitative and for data collection; the technique of indirect interview has been used and discourse analysis method for paraphrases of city language has been chosen in data analysis. To gain to required inferences, 10 samples of Tehran urban spaces has been chosen by random, so that five samples situated in the public predominantly affluent regions and five other related to less benefited regions. Research achievements represents that one of the significant strategies to obtain the socio-cultural city is endeavoring to comprehend and utilization evident and covered aspects of city efficacy on its citizens. Habitation in every city gives implied education of its rules and skills to residents, lessons which this destination would be accessible with them on bases of culture and civilization; so the creative and dynamic environments give the guarantee of citizenship skills development and upgrading the quality of civilization.

Keyterms: socio-cultural city, educating city, citizenship skills, urban squares, Tehran

1. Introduction

If we intend to investigate the position of human being in history, we should trace it back to the literature of the late 50s and the early 60. During this period with the expanse of C1, this term called the attention increasingly. Calling a city a living creature means that there are several factors involved in its growth and progress (just like a living creature) that if any of them are not considered in planning, the city doesn't stop for us and continues to grow. Therefore, by adopting a systemic approach we should to take all these factors into account and by carrying out the necessary measures lead this living creature to our goals. In this approach this living creature is construable and all of its features and attributes are known and could be recognized for planner, this is what led to the formation of Comprehensive Plan.

All in all, in western societies this statement became a caption for the planners in order to yield the other approaches. The city is a living creature which lives, is gets ruined and repaired, flourishes and would die one day. The city, from this perspective and in this method of C2, in addition to its earlier concepts (urban Planning principles), is a text in its broad definition, and is open to review, interpretation, and even to another compilation; and seemingly the more phrenetic this text, the more proper it is for more interpretations. From what was mentioned above about the cities as living creatures and their alive organism it can be concluded that human's position in the city is of paramount importance and the relationship between human and the city is a mutual one that makes it essential for us to pay attention to the characteristics of the major inhabitants in order to have a fine and efficient city. Since a city is a dynamic and alive foundation and its inhabitants must feel comfortable in it.

2. Materials and Methodology

2.1 Statement of Issue

Nowadays paying attention to the concept of the citizen's behavior and the methods for its progression has become one of the first priorities of the city designers and planners. Apart from the social and cultural effects of planning and designing city environment on the patterns of the citizens' behavior, this matter would improve the environmental quality of the city spaces.

Generally, the essential condition for the flourishing and ascendancy of any society is expansion and improvement of human resources and their training. Education and in particular citizens' education is the fundamental element in improving the development processes (although not the only element), in addition citizens' education can have a significant role in people's cooperation for their own progression and in their active supervision of social, economical, political, and cultural changes.

Citizens' education is in fact the provision of information and raising the awareness about general issues in the society that would prepare the individual for gaining the citizen culture of their own living situation and in local, national, and global scale. Such instructions have the civil as well as community values and morals and entail the necessary skills for the

cooperation in the political, social, cultural, economical, and religious arenas. Citizen education from the childhood is in a way that engages the child in the comprehensive cooperation with the society and the surrounding atmosphere; and also teaches fair decision-making and judgment in social relationships, and creates reciprocal respect in ethnic, linguistic, racial, cultural, and sexist identities in an individual.

Here, the importance and the effect of the city environments on the people have not been as evident as today. The contemporary psychologists have demonstrated that the sensational, psychological, and moral reactions of an individual would make inextricable links with the childhood, mental and emotional upbringing, and the living environment (Nouhi, 2009).

The relationship between human being and the city is an interactional one and it seems that there exists a relationship between human and the environment in which they live. The present study is aimed to admit this relationship or discover the quantity and essence of it.

Human \longleftrightarrow the city

2.2 Research Questions

The main research questions of the present research are as follows:

1. What are the educational features of the urban environment? And what effects on the receiver are induced by each of these characteristics?
2. How can a city be an infrastructure for the education of the citizens in various cultural and social fields?

2.3 Research Method

In this study the qualitative method of research is used. For the data collection, indirect interview with people is employed. In the data analysis, the researchers made use of Michael Foko's theory (the analysis of city discourse and language). It means that in addition to the blatant message the latent message attended to.

2.4 Research Process

With regard to the related literature, the main analyzable issues in field observations are selected which are: (1) the traffic transmission, (2) visual contamination, (3) construction quality, (4) function and activities, (5) city furniture, (6) environmental advertisement, (7) acoustic contamination, (8) environmental. Then based on the issues mentioned in the charter of an educating city, for each of the issues the corresponding principles of the charter of the educating city are extracted. The cases showed that the issue of traffic and transmission is related to the principles number 4, 5, 6, 9, 11, 12, and 19, visual contamination is related to principles number 5, 7, 8, 9, 11, 18, 20, the issue of construction quality to principles 5, 7, 8, 9, 11, 12, 19, the issue of function and activities to principles 1, 3, 4, 6, 9, 11, 16, city furniture to principles 5, 7, 9, 10, 11, 12, 15, 18, 19, and 20, the issue of environmental advertisement to principles 1, 2, 3, 4, 6, 11, 13, 17, 19, 20, the issue of acoustic contamination to principles 1, 5, 9, 11, 12, 18, 20, and the issue of living environment is related to principles 9, 11, 12, 13, 14, 18, 19.

Table 1: The extraction of the corresponding principles in the charter of educating city for each of the observed issues

observations	Transmissi on traffic	Visual contaminat ion	constructio n quality	Function and activities	City furniture	Environment advertisements	Acoustic contamina tion	Environ mental
Issues in the educating city	4-5-6-9-11- 12-19	5-7-8-9-11- 18	5-7-8-9-11- 12-19	1-3-4-6- 9-11-16	5-7-9-10- 11-12- 15-18- 19-20	1-2-3-4-6-11- 13-17-19-20	1-5-9-11- 12-18-20	9-11-12- 13-14- 18-19

3. Literature Review

3.1 Effect of Culture on the City

Edward T. Hall in his book titled “The hidden dimension” (Hall, 1990) stated that the booming population in the world cities has caused destructive behavioral cycles that are more lethal than hydrogen bombs. Human being is faced with a chain reaction and is practically unaware of the structure of its constitutive cultural atoms. Currently, we are facing horrible repercussions in civic processes. Attention to the studies of animal behaviors and analogical methods of study and research might beware us of the hazards caused by the massive immigration of the rural population to the city hearts, which is at hand. There are also other more complicated issues regarding the encounter with unknown communication systems, incongruent spaces, and the pathology of an active and inflating behavioral cycle, added to the present circumstances. What has often been ignored is the fact that the lower class of the black society is totally different from the middle class of the white society regarding the cultural aspects. The distinction between this minority group and the dominant culture is fundamental and dealing with important values like the consumption and construction of space, time, and material that are all learnt early in life.

The city is a type of social organization in space which must be counted on as a constant creator of culture. If we consider culture the collection of the acquired behavioral and mental phenomena of each society, which characterizes and identifies that society so the society tries to reproduce itself using some procedures to transfer from a generation to the next, so considering these, we should certainly account the city as the best infrastructure for the process of “culture formation”. The pace which the city has created in the processes of dividing the societal work and the distribution that is made as a result in relation with the space as in line with the dominant culture would decompose the society in general to some divided parts. The dominant culture is defined as the dominant forms of behavior and belief. These groups are also the fortifying elements of the dominant culture, since each of them somehow carries out the reproduction process inside (Fokouhi, 2004). City cultures naturally focus on the elements like institution, city, and the living styles or the defined cultural forms of these cultures which expand in cities. Urban knowledge is on constant move toward an idea of the cities and urban cultures which are devoid of racism and enjoys a widespread intercultural and historical credit.

In the book “the cultural role of cities” by Robert Redfield and Milton Singer, it is tried to improve the past ideas of cities, including the idea that Redfield himself used in the model of urban people by emphasizing the different educational roles performed by the cities in

societies. Redfield and Singer sketched two educating roles for cities that all city places perform it, however, with different degrees of concentration and complication. The cities, the dominant educational roles of which are construction and development of society traditions, do the developmental functions (Redfield & Singer, 1954). The educating aspects in urbanism are more preferential and stylistic and enjoy more variety, since each city differs from others due to the taste and culture of its inhabitants and the appearance and the educating function of the city is composed of aesthetic, educational, and artistic aspects as entangled with different various facets of community life. For instance turning the pedestrians into garden paths, crafting exquisite and eye-catching visual displays on the city walls and buildings, expanding green spaces, creating opportunities for community to spend their leisure time like making healthier and more appropriate gardens and parks for families, amending the form of residential, business, and institutional buildings location so that a city would be in reach and receiving different services be easier.

It should be noted that the city constructions and the social activities in city, has to be in line with the educational and social accommodations so that it would not disturb the internal and mental serenity of the citizens. This is while the social and educational approach requires us to expand the city structure and framework principally by considering its educational and social functions. It means that from the beginning we think about how we can satisfy the need of the citizens to social relationships, amplitude and eminence, spiritual, mental and virtual composure in a parallel fashion with the administrative requirements provision.

3.2 Effect of Society on the City

In his famous book called “Urban Sociology”, Dickens defines a city as it is ultimately the result of a collection of relations among social actors and hence, there is this belief that the formation of city spaces and relationships follows these relations (Dickens, 1990).

The city is an environment with great diversity, high or low level of facilities, parks and gardens, broad and narrow neighborhoods, and with various streets and paths which associates the social space together. The urban space makes most of the connections between people and the living environment and therefore has a significant role in providing citizens with identity and sense of tranquility. Beauty, decency, cleanliness, and integrity are part of features and important criteria for evaluating a soothing city.

Also in the book of “Urban Anthropology” (Fokouhi, 2004), the city is enumerated as a kind of social organization in space which should be accounted as a perpetual generator of education. If we consider education as a collection of acquisitioned behavioral and mental phenomena of each society which grants individuality and identity to that society, so the society also tries to reproduce itself via a procedure or transmission from a generation to the next.

3.3 Social-Educational Approach

The relation between human and the city is of interactional type and apparently there is a relation between human and the environment in which they live. The present article is aimed to confirm this relationship or investigating the quantity and essence of this relation.

For this end, in the present study at the outset the concept of the Social-Cultural approach⁵ in the city, which is directly related to human condition and its living environment, is discussed. This approach notices the cultural issues, which means that the issues referred to are dynamic and specific to the culture matter in the city. Culture is very varied in cities and in each city it's distinct from others. The other equally important issue that has to be explored in the city is related to the social aspects which are socially agreed upon. The Social-Cultural approach can expand the framework and structure of the city basically by considering its cultural and social functions. Currently, if we face a number of troubles like delinquency, anxiety, violence, aggression, threats to the urban environment, as well as different acoustic or visual contamination, it is because of the ignorance of cultural-social aspects in the urban environment.

For the above-mentioned reasons, in city planning there has to be a permanent obsession for adopting the technological changes to the social and cultural alterations. In cultural-social approaches of city to the city management is emphasized and the fact that the enforcement of laws and city regulations, getting the citizens' cooperation, and city growth and development in all aspects would not be possible without the prior reflection on the cultural and social dimensions. In a city till an issue becomes social and cultural it wouldn't be stabilized.

One of the most important issues that should be generated in city is the education for the citizens. These educations can be direct or indirect. For the study of citizens' education and the role of cities in this instruction there are other presupposition that one of them refers to the difference between urbanite and citizen, when our view to city management changes to a cultural, social, humane, and virtual look, the city settlers would no more be passive subjects. Adopting this viewpoint, the urbanite would become individuals who are inside the social life and any future services or activities has to be tendentious and related to these people. In this way these individuals change from urbanites to citizens and the city becomes an infrastructure which could educate the citizen in a direct or an indirect way and the urban design and architecture as well as the perspective architecture should move towards the direct or indirect usage of these education in service of citizen skills. Also modern human receives different instruction from a modern city and this education is different and sometimes contradictory in different cities or in cities with more community environments, a citizen is instructed to think socially and grows as a social individual. In the cities where the environmental skeleton is designed with an individualist mentality, with less community places, a citizen would be educated to be individualist.

3.4 Cultural Reification

As Georg Simmel assumes the origin of culture is in this situation: the subjects produced in life process and are generated for reserving life energies, and they gain their self-organization structures position which have their own innate value. Although the ultimate origin of these subjects is in their life energies, they change into some objectified, identified realms that obtain a relative independence from life. Reification is constructed through two closely-nit processes. However, regarding the analytical aspect, it would be helpful to recognize objectivism and instrumentation as the constitutive elements of reification.

Simmel's theory of moral objectivism is the consequence of the theory of forms. Cultural forms are separated from life interests and energies. The world constructed with the form subjects would be the definite for the logical function which is inside as against that form, therefore, objective culture would be different from subjective culture. Moreover, there are innate limitations for the growth and development of an individual's subjective culture, but there are no innate restrictions for the development of the objective culture. Hence, from the viewpoint of an individual, the world of objective culture starts to acknowledge a wide range of topics which cannot be either dominated or ignored. Subjectivism, narcissism, and solipsism of the people with the modern culture can be considered as a reaction to the process of objectification. This reaction is the expression of understanding the fact that inserting the objective world that is being increasingly incongruent, into their personal life culture is impossible (Simmel, 1957).

The other aspect of culture objectification is closely linked to objectivism process. Evolution of culture brings about an unusual and extraordinary result: as humans get more culturally developed, their lives get more indirect and more sophisticated. The reason is that the relationship between humans behavior affects their goals by an increasing number of instruments, means, and techniques. In a simple culture the relationship between desire, means, and oblique satisfaction, is clear and unambiguous. Nevertheless, in developed cultures this is no more direct and obvious. The ring in this chain is multiplied and reproduced. Using one technique would depend on using another, which in turn requires a third technique. This demonstrates the instrumentation of the culture.

There are many situations in which having a clear understanding of the final stage in this chain in each of the stages of their behavior is impossible for the individuals who live with the modern culture. This outcome has two points: first, the range of this chain has become so broad and impossible to direct that they cannot gain an unambiguous idea about this chain as a whole. Second, each new technique is so complicated and difficult that mastery over it demands expertise and concentration of all of an individual's energies. Consequently, modern understanding is not restricted to knowing techniques and instruments. An individual is confined in a web of projects, institutions, and organizations for which s/he cannot identify an ultimate goal. Absolutely benefit-oriented interests and activities which have no innate sense are represented as they have illuminating and precise values. The outcome of this trend can be considered as the instrumentation of values or axiological objectification of the objective culture. In other words, the innate values disappear from the culture and instrumental values of cases, which no innate value can be ascribed to them, evidently replace them.

The instrumentation of the cultural values creates an aesthetic orientation, where it seems there is a unique value position for all of the values. If distinguishing values is not possible at all, it is imagined that no innate value can be identified. In that case, none of the cultural products seems to be more valuable or less valuable than others. Therefore, the instrumentation of values causes the downgrade of values, and the skepticism and relativism of values which results in philosophical nihilism and makes the final stage of crisis (Simmel, 1957).

4. Theoretical Framework

Regarding the objectivism theory of George (Simmel, 1957) and the concept of hidden dimension proposed by Edward T. Hall, we can conclude that the city affects the way the citizens live and the life style of the citizens is effective on the meaning understood from the city.

This theory together with the framework of the experiences existing in educating cities displays a kind of unity and harmony. Thus researcher's recon that they can investigate the mutual effect of the city on the citizens' behaviors, and the citizens' behavior impression on the sense of the city by selecting a resultant from the ideas of George Simmel and Edward Hall.

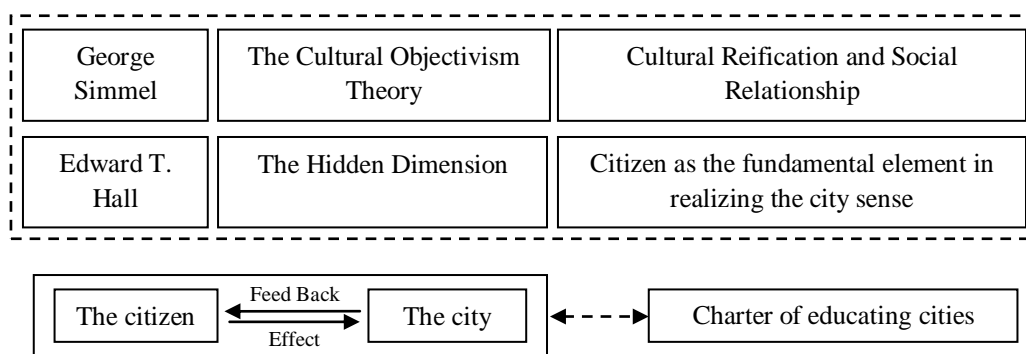


Fig. 1 Knowing the theoretical framework of the study

According to the educating cities convention enforced in 2004, three basic principles and twenty clauses were agreed upon and cities can be registered as educating cities if they have a certain plan for obtaining these twenty purposes (Educating Cities, 2004).

Table 2: The principles and clauses of educating cities

Educating Cities																			
Realities of Educating Cities						City Commitment						Giving Services to Inhabitants							
Liberty and equity	Freedom of speech, cultural diversity, and dialogue	Dialogue between generations (peaceful symbiosis)	Social equity, life quality, individual education	Different cultural aspects (uniform education)	Carrying out proper measures to record the situation and needs of the inhabitants	Discovering the sophisticated identity of the city	new needs and the old and new	The citizens' cooperation	Particular attention to the youth and kids	Guaranteeing the life quality	Educational plans for the city structure and system	leisure time, educational, and	their help in their children growth	Recognizing the position of the citizens in the city	between neighboring units and inhabitants of different	relationship between administrative authorities and	Encouraging the citizens for cooperation and being responsible	sufficient and comprehensible	educating the citizens at all of the social levels (respect, ...)
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

5. Case Studies

Social inequity is one of the most important concepts and matters in the society. Its importance is more due to the effect it has as an independent variable on the other social variables and is, in other words, the root of most social issues. Urban space, as a location for making connections among individuals in the society, has a significant effect on the social issues. So in order to draw the conclusions needed, 10 cases of Tehran urban spaces are chosen randomly, so that 5 of them are among the community regions of the upper economical class (well-off) and the other 5 cases are from community spaces in the lower economical class (vulnerable).

5.1 Introducing the Cases

The urban spaces of the upper class are Niavaran, Vanak, Kaaj, San'at, Madar Squares, and the urban spaces of the vulnerable regions are Molavi, Qazvin, Razi, Shoush, and the Nazi Abad Squares.

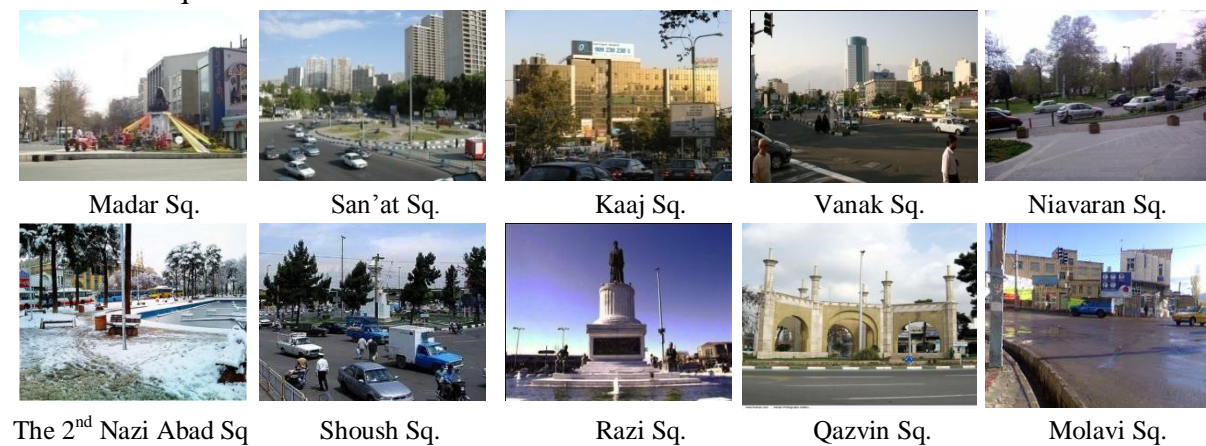


Fig. 2 Introducing the Cases

5.2 Case Studies

Regarding the presented material, in this project there are two different life styles chosen which have tremendous differences. These differences can be classified into four categories:

- ❖ The difference in appearances, personalities, interests
- ❖ The natural, intellectual, talent, and power differences
- ❖ The difference between same-value positions (taxi driver, sales person, carpenter, ...)
- ❖ The differences based on position and wealth as the distinguishing features of social class (Rafi'pour, 1998, 442)

After the field observations, the 10 selected cases were analyzed and for the sake of brevity only four of them are pointed to here, but the conclusions are based on all the 10 cases. In this section, two of the upper class regions, i.e. Kaaj and Vanak Squares, and two of the vulnerable regions, Molavi and Qazvin Squares are introduced as instances, and here they are analyzed based on the presented theoretical frameworks.

Table 3: The analysis of Kaaj Square case based on the effect extent in the educating city principle and the related educational recommendations.

Kaaj Square	observation	Subordinating topics	Educational Recommendations
	Transmission traffic	Intense car traffic	- educating traffic regulations to children through creating small scale urban spaces - Educating citizens for the right of priority of pedestrians and galloping through holding workshops in sidewalks
		The presence in the environment	
		The priority of the pedestrians	
		Lack of parking lot	
	Visual contamination	The harmony of the facades	- Educating citizens about the importance of proper body construction through comparing the improved situation with that of the past - Holding workshops in parks concerning the situation of disabled people - Holding painting workshops for kids with the theme of a nice neighborhood
		Insets on city facades	
		Proper flooring	
		Attention to disables in the sidewalks	
	Construction quality	High quality construction materials	- Teaching citizens' behaviors through proper environmental ads valuing the utilization of proper construction materials
Functions and activities	Field appropriate functions and activities	- Educating the citizen to enjoy the artistic activities of decoration	
	Relative adjustment of activities		
City Furniture	Harmony with the environment	- Teaching kids how to use the furniture through games - teaching citizen behaviors in relation to the retinue of city furniture - holding sport matches (dart, ping pong, ...) for raising the public cooperation	
	Nice design		
	Proper functionality		
Environment advertisements	The effect on environment	- educating citizens for the behavior about the retinue of proper advertisement spaces - educating the citizens to enjoy the artistic activities	
	Harmony with the environment		
Acoustic contamination	High number of cars	- education concerning the quietness through pantomime in sidewalks - Education regarding citizens' behaviors toward respecting the laws.	
	Homogenous functions		
Environmental contamination	Proper gathering of garbage	- Education regarding the retinue of environments through games for kids - Citizen education about the importance of cover crop using their cooperation in planting trees	
	Proper cover crop (green spaces)		
	High number of cars		

As an instance in filling the above table, the transmission traffic is the subject of the observation and in this topic the intense traffic of cars, the presence form in the environment, the priority of pedestrians, and the lack of parking lots are some of the observations. Each of

these titles addresses the criteria in the charter of educating cities. As an example intense traffic of cars is related to the title of the principles number 4, 5, 6, 9, 11, 12, and 13. For its control and direction the educational recommendations for the citizens' behaviors towards respecting the law and the right of one another can be appropriate.

Table 4: The analysis of Vanak Square case based on the effect extent in the educating city principle and the related educational recommendations.

Vanak Square	observation	Subordinating topics	Educational Recommendations
	Transmission traffic	Intense car traffic	<ul style="list-style-type: none"> - educating traffic regulations to children through creating small scale urban spaces - holding small local gatherings in park - educating the citizens for using public transportation
		The presence in the environment	
		Pedestrians and cars	
		Lack of parking lot	
		Proper width of the line	
	Visual contamination	The lack of harmony of the facades	<ul style="list-style-type: none"> - Educating citizens about the importance of proper body construction through comparing the improved situation with that of the past - Holding workshops in parks concerning the situation of disabled people - Holding painting workshops for kids with the theme of a nice neighborhood
		Proper flooring	
		Attention to disables in the sidewalks	
	Construction quality	High quality construction materials	<ul style="list-style-type: none"> - Teaching citizens' behaviors through proper environmental ads valuing the utilization of proper construction materials
Functions and activities	Field appropriate functions and activities	<ul style="list-style-type: none"> - the culture of the respecting the clients and interacting with them - Islamic morality and earning Halal (morally right) income. 	
	Relative adjustment of activities		
City Furniture	Harmony with the environment	<ul style="list-style-type: none"> - Teaching kids how to use the furniture through games - teaching citizen behaviors in relation to the retinue of city furniture 	
	Nice design		
	Proper functionality		
Environment advertisements	The effect on environment	<ul style="list-style-type: none"> - educating citizens for the behavior about the retinue of proper advertisement spaces - educating the citizens to enjoy the artistic activities 	
	Harmony with the environment		
Acoustic contamination	High number of cars	<ul style="list-style-type: none"> - Education regarding citizens' behaviors toward respecting the laws. 	
	Homogenous functions		
	Proper cover crop (green spaces)		
	The high number of cars		

Table 5: The analysis of Qazvin Square case based on the effect extent in the educating city principle and the related educational recommendations.

Qazvin Square	observation	Subordinating topics	Educational Recommendations
	Transmission traffic	Intense car traffic	<ul style="list-style-type: none"> - education through holding traffic regulations classes (the Culture House) - educating traffic regulations to children through creating small scale urban spaces - education regarding respecting other's rights
		The high number of present cars	
		The interference of the cars and pedestrians	
		Lack of parking lot	
	Visual contamination	The low width of the lane	<ul style="list-style-type: none"> - Educating citizens about the importance of proper body construction through comparing the improved situation with that of the past - Holding workshops in parks concerning the situation of disabled people
		The lack of harmony of the facades	
		Insets on city facades improper flooring Lack of attention to disables in the sidewalks	
	Construction quality	low quality construction materials	<ul style="list-style-type: none"> - educating the citizens' behaviors through holding related classes for the supervisor engineers and the employers
	Functions and activities	Relatively active functions and activities with inappropriate showcases Relative lack of adjustment of activities	<ul style="list-style-type: none"> - education regarding the citizens' behaviors in respecting each other - the culture of respecting the clients and interacting with them
		Lack of harmony with the environment Lack of a nice design weak functionality	<ul style="list-style-type: none"> - holding sport matches (dart, ping pong, ...) to raise the people's cooperation - teaching citizen behaviors in relation to the retinue of city furniture
	City Furniture		
	The negative effect on environment Lack of harmony with the environment	<ul style="list-style-type: none"> - educating citizens for their behavior in relation to the retinue of proper advertisement spaces 	
Acoustic contamination	High number of cars	<ul style="list-style-type: none"> - education through holding classes in neighborhoods (the Culture House) - Education regarding citizens' respecting each other's rights. 	
	Inhomogeneous functions Piling garbage in margins of the gutters		
	improper cover crop (green spaces) High number of cars		
Environmental contamination	Education regarding the retinue of environments through games for kids education through performing street drama with the topic of garbage		
	High number of cars		

Table 6: The analysis of Molavi Square case based on the effect extent in the educating city principle and the related educational recommendations.

Molavi Square	observation	Subordinating topics	Educational Recommendations
	Transmission traffic	Intense car traffic	<ul style="list-style-type: none"> - educating traffic regulations to children through creating small scale urban spaces - Educating citizens for respecting each others' rights
		The high number of the present cars	
		Interference of cars and pedestrians	
		The low width of lanes	
	Visual contamination	The lack of harmony of the facades	<ul style="list-style-type: none"> - Educating citizens about the importance of proper body construction through comparing the improved situation with that of the past - Holding workshops in parks concerning the situation of disabled people - Holding painting workshops for kids with the theme of a nice neighborhood
		Insets on city facades	
		improper flooring	
		Lack of attention to disables in the sidewalks	
	Construction quality	Low quality construction materials	<ul style="list-style-type: none"> - educating the citizens' behaviors through holding related classes for the supervisor engineers and the employers
Functions and activities	Relatively active functions and activities with improper showcases	<ul style="list-style-type: none"> - Educating the citizen to retinue the city furniture - educating the citizens' for respecting each other's rights 	
	Relative incongruence of activities		
City Furniture	Lack of harmony with the environment	<ul style="list-style-type: none"> - educating the citizens for respecting each other's rights - teaching citizen behaviors in relation to the retinue of city furniture 	
	Lack of nice designs		
	weak functionality		
Environment advertisements	The negative effect on environment	<ul style="list-style-type: none"> - educating citizens for the behavior about the retinue of environmental advertisements - educating the citizens to enjoy the artistic activities 	
	Lack of harmony with the environment		
Acoustic contamination	High number of cars	<ul style="list-style-type: none"> - educating the citizens for respecting each other's rights - education concerning the quietness through pantomime in sidewalks 	
	Inhomogeneous functions		
Environmental contamination	Piling garbage in the margins of gutters	<ul style="list-style-type: none"> - education through performing street drama with the topic of garbage - educating the citizens for using public transportation 	
	improper cover crop (green spaces)		
	High number of cars		

5.3 Discussion and Analysis of the Results

In this phase of the research the individual cases of the two groups of upper and lower economic classes are categorized. The upper class includes Niavaran, Kaaj, San'at, Vanak, and Madar squares, and the lower class includes the 2nd Nazi Abad, Molavi, Shoush, Razi, and Qazvin squares. For completing the data for each of the locations twenty of the principles related to the charter of the educating cities are listed. Afterwards, with the emphasis on the method of the discussion group and the opinion of the expert professors, the rank of each of clauses (according to the numbers 1 to 10) is determined. The result of the data indicates the situation of each of the two cases in various locations.

Table 7: The evaluation of each of the principles of the charter of the educating city in each of the five locations of the upper class group according to the field observations

Items	Niavaran	Kaaj	San'at	Vanak	Madar	Resultant of group A
1	8	7	7	7	6	7
2	8	8	8	8	7	7.8
3	7	8	8	7	7	7.4
4	9	8	8	7	7	7.8
5	7	7	7	8	7	7.2
6	9	8	8	8	6	7.8
7	9	7	7	8	8	7.8
8	8	7	7	7	7	7.2
9	9	9	9	8	7	8.4
10	8	9	9	8	7	8.2
11	9	8	8	8	7	8
12	8	7	7	8	7	7.4
13	8	7	7	8	7	7.4
14	8	7	7	8	7	7.4
15	7	8	8	7	6	7.2
16	7	8	8	7	6	7.2
17	8	8	8	7	7	7.6
18	8	7	7	7	6	7
19	7	7	7	7	7	7
20	8	8	8	7	7	7.6
Resultant	8	7.65	7.65	7.5	6.8	7.52

The studies carried out indicate that the highest number in the resultant of the group A is related to principle number 9 and the lowest number is associated to principles 1, 18, and 19. The average of the provision of each of these twenty clauses is equal to 7.52. In the same way, the highest number in the resultant of the group B is associated to the principles 4, 8, and 9; and the lowest number to principles number 3, and 19. The average of the provision of each of these twenty principles equals 6.02.

Table 8: The evaluation of each of the principles of the charter of the educating city in each of the five locations of the lower class group according to the field observations

Items	Qazvin	Molavi	Shoush	Razi	Nazi Abaad	Resultant of group B
1	6	6	5	6	6	8.5
2	6	6	5	6	6	8.5
3	5	5	5	6	6	4.5
4	8	7	6	6	7	8.4
5	5	5	5	6	7	6.5
6	8	7	7	6	5	6.6
7	8	7	7	5	4	2.6
8	7	7	7	7	6	8.6
9	7	7	7	7	6	8.6
10	6	6	7	6	4	8.5
11	8	7	7	7	4	6.6
12	7	7	7	7	4	6.6
13	7	7	6	6	6	4.6
14	6	6	6	5	5	6.5
15	6	6	6	6	4	6.5
16	6	6	6	6	4	6.5
17	6	6	7	6	4	8.5
18	6	6	7	5	4	6.5
19	6	6	6	5	4	4.5
20	6	6	7	5	4	6.5
Resultant	6.5	6.3	6.3	5.95	5.05	6.02

The comparative study of the group A and B cases demonstrates that in principle 1 the resultant in group A is 7 and in group B, 5.8; which shows the difference of 1.2. Similarly, in principle 2, the resultant is 1.8 and 5.8 accordingly, the difference of which is 2, and in principle 3, the resultant is 7.4 and 5.4 and with the difference of 2. For principle 4, the resultant is 7.8 and 6.8 with the difference of 2, in principle 5 the resultant is 7.2 and 5.6 and their difference is 1.6; in principle 6 the resultant is 7.8 and 6.6 with the difference equal to 1.2, in principle 7, the resultant is 7.8 and 6.2 and their difference is 1.6. In principle 8, the resultant is 7.2 and 6.8 with the difference of .4, in principle 9, the resultant is 8.4 and 6.8 and their difference is 2.4, in principle 10 the resultant is 8.2 and 5.8 and their difference is 2.4, in principle 11 the resultant is 8 and 6.6 and their difference is 1.4, in principle 12, the resultant is 7.4 and 6.6, with the difference equal to .8, in principle 13, the resultant is 7.4 and 6.4 with the difference of 2, in principle 14, the resultant is 7.4 and 5.6 with the difference of 1.8, in principle 15, the resultant is 7.2 and 5.6 and their difference is 1.6, in principle 16 the resultant equals 7.2 and 5.6 with the difference of 1.6, in principle 17 the resultant is 7.6 and 5.8 and their difference is 1.8, in principle 18, the resultant is 7 and 5.6 with the difference of 1.4, in principle 19 the resultant is 7 and 5.4 with the difference equal to 1.6 and finally, in principle 20 the resultant is 7.6 and 5.6, accordingly with the difference equal to 2. According

to the data analysis, the highest difference between group A and B is in the principles 9 and 10, and their least difference is in the principle number 8.

Table 9: Results of evaluation: The evaluation of each of the principles of the charter of the educating city in each of the five locations of the lower class group according to the field observations.

Items	The resultant of the 20 principles	Percentage
The upper class (group A)	7.52	37.6
The lower class (group B)	6.02	30.1

This comparison demonstrates that the ultimate average of the principles in group A is 37.6 and in group B 30.1 percentages and their difference equals 7.5. Even though the upper economic classes have performed better than the lower economic class, the ultimate number, is a small one and this is worrying and indicates that Tehran in general does not enjoy a completely appropriate condition in the provision of the goals of the educating cities.

Conclusion

At the end, achieved results show that people's emotion and feedback over the influence of city clear and latent messages can be different so as their reaction on the subsequent way, to achieve the educative city on the cultural and social basis, the most effective factors on the development of citizenship skills are social and cultural activities arenas (creative urban environments), so this affairs verifies incidentally, George Simmel's theory of cultural reification. According to analysis, north of Tehran is prosperous region which utilized more facilities, benefited high social level and gives more detailed education to addresses. The cultural diversity is higher in north of city. In comparison to the south and its indication are the varieties in people's clothing, city furniture, construction bodies, and even in the decoration of the shops' showcases. The point worth of attention is that along with diversity, makes less contrast, because the general social principles perform while the variety exist. Whiles in the south regions of city (Vulnerable), there's some kind of uniformity, as much as creating boredom, and it is recommended here that in these regions attention be paid to the social concept so that this condition changes to a more varied one. According to studies, getting required education benefit, as urban potential utilization prerequisite, seems necessary to improve the urban spaces about citizens' required capacities, in fact to achieve to a dynamic and vivacious city, in parallel of urban substructure development, it should be appropriate to give the citizens the required education of optimum usage.

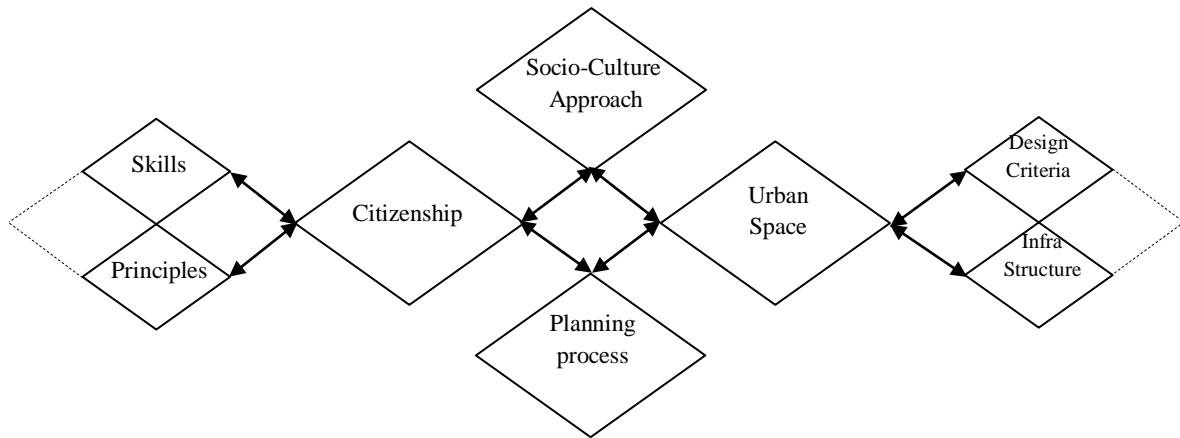


Fig. 3 Socio-Cultural Approach to Create an Educative City

References

- Dickens, P. (1990). *Urban Sociology: Society and Human Nature*, Harvester Wheat sheaf 28-36.
- Fokouhi, N. (2004). *Urban Anthropology*. Tehran. Ney Publication. 281-289.
- Hall, E.T. (1990). *The Hidden Dimension*. Publisher: Anchor .
- Educating Cities. (2004). *Education and Urban Life*, Educating Cities. 28-36.
- Nouhi, H. (2009). *Reflections on art and architecture*. Tehran: Ganj-e-Honar Publication.
- Rafi'pour, F. (1998). *The anatomy of society*. Tehran: Shami-e-Enteshar publication company.
- Redfield, R. & Singer, M., (1954), *Cultural role of cities*, Publisher: The University of Chicago Press.
- Simmel, G., (1980), *Essays on Interpretation in Social Science*, Publisher: Manchester University Press.