

JUL 1980

AFRAM Souvenir

THE EDUCATION AFFILIATE  
BEDFORD-STUYVESANT DEVELOPMENT AND SERVICES CORPORATION  
Granada Hotel (Room 1206) - 268 Ashland Place - Brooklyn, N.Y. 11217  
522-6010

William M. Birenbaum  
President

An A F R A M  
Slice of History

Staff Associates

Mordecai Abromowitz  
James Farmer  
Abraham I. Habenstreit  
Albert Vann  
Preston R. Wilcox

THE COLLEGE IN BEDFORD-STUYVESANT \*  
PROSPECTUS

Medgar Evers College Library  
City University of New York  
Brooklyn, New York

I.

THE PROPOSAL

This is a proposal for the creation of an internship college in Bedford-Stuyvesant.

The college would grant the bachelor degrees in arts and science. It is to be governed by an autonomous community board. Insofar as practical it is to be administered by students on a cooperative basis.

The college will function on a twelve month calendar and a six day week. It is to be a tuition-free institution.

The first class of the college will number not less than 300 students. During its fourth year the college will accommodate a maximum of 1,200 students, plus those engaged in adult and special programs who will number between four and five thousand.

\* This plan ultimately was adopted a possible format for Project # 7, City University of New York. Project # 7 ultimately became what is now - and without any semblance of this plan - Medagr Evers College, 1150 Carroll St., Brooklyn, N.Y. 11225. MEC became ten years of age in 1980!

JUN 5 1980

At the beginning the areas of professional educational concentration in the college will be:

- Administration and Management
  1. in commerce and industry,
  2. in public agencies and government,
  3. in educational, cultural and technically-oriented institutions such as hospitals.
- Creative Arts
- Teacher Education
- Pre-Law.

In due course it is planned to add Nursing, Pharmacy and Medical Technology to this roster.

The curriculum of the college will consist of four main streams in which every student will in some manner engage. These are:

- 1. Skills Studios.
- 2. Liberal Studies Core.
- 3. Professional Subjects Core.
- 4. Internship Component.

The design of the Teacher Education program in the college requires from the beginning demonstration activities in lower school situations. A basic premise of the college as a whole requires mounting an extensive adult education program from the beginning.

The college is planned to begin operations during the last 60 days of 1968 or during the first 60 days of 1969. Programs in anticipation of the opening of the college are designed for launch during the spring of 1968. Intensive pre-opening programming is scheduled for the summer of 1968.

The operational costs for the college are estimated in the range of \$1.5 to \$2 million for year one, increasing generally at the rate of  $\frac{1}{2}$  million per calendar year through years two, three and four, for a total operational range for four years of \$12 to \$14 million.

Assuming new construction, the completed physical accommodation for the college will cost in the range of \$2.5 to \$3 million. Assuming the conversion of existing structures, the cost range may be somewhat less.

For operational years one and two it is assumed that the college will be housed in temporary quarters which may be leased in the range of \$30,000 to \$45,000 per annum or purchased in the range of \$200,000 to \$250,000. To these costs must be added the expense of the preparation of the facilities.



## II.

### WHY A COLLEGE?

It is common knowledge that there are critical educational problems at all levels in Bedford-Stuyvesant.

Lower education is essentially a monopoly of the Board of Education. The two or three private lower systems operating in the community are church-based and small. The private systems are hard-pressed financially, inadequately housed and staffed. While there are innovations in progress in the public system, these are wrapped up in giant organizational and other problems which have yet to be solved.

There is no institution for higher education located in and directly serving this community of a half-million people, more than ninety percent of whom are black.

Data regarding the drop-out rates from schools in this community is either not wholly available or where available, unreliable. Two high schools serve the community more or less exclusively. Ten others do so peripherally. To the extent that information is available, it appears that more than 85 percent of those completing a secondary education in this community emerge with a general or commercial diploma rather than an academic diploma---the kind that creates a presumption of college admissibility. At this time apparently something less than one-third of those graduating from the two high schools exclusively serving the community qualify to apply for admission to a four-year or a two-year college. How many actually do, and are admitted, cannot firmly be ascertained. In sharp contrast, however, it should be noted that on a national basis, 47% of high school graduates actually go on to attend college.

The vast majority of those aimlessly roaming the streets of this community are teenagers or young adults in the third decade of life. This is a community in which there are a very limited number of options for the young adult at the age of eighteen. Most are unprepared for rewarding employment. Beyond the military, what institutional connections can the young adult make in Bedford-Stuyvesant? There is Youth-in-Action. There are a variety of so-called job training programs, most funded under OEO. There are the youth programs of such organizations as CORE and a few of the churches. But generally speaking, regarding economic and educational opportunity and with respect to institutional activities



allowing for the expression of self-respect, self-esteem, and intellectual potential our society says to the Bedford-Stuyvesant young adult that he is already trapped---that while still in his teens, he is already "deficient" in those skills and talents necessary for adult exploitation of American opportunity.

There are four key points-of-entry into the most difficult and urgent problems of this community.

1. Education for children of pre-school age through eight who may be involved in elementary education through grade three. This is an important category because it represents a foundation period for the acquisition of the basic skills, and because it is the period of basic transition in which the school as a social institution is imposed upon an existing pattern of community and family life.
2. Education for young people ages 13 through 15 who are crossing the bridge between the intermediate grades and the high school. This is a time bearing critically on the drop-out decision.
3. Education for the student facing the transition from the secondary school to the world of work or advanced education.
4. Education for adults, especially
  - a. those in some direct and continuing relationship through the home or the community with young people in any one of the three above levels, and
  - b. the young adult who having either dropped out of the public school system before completion or, having completed may be capable of reassessing his potential and future in the light of intervening work, military or other significant life experiences.

These four key entry-points have been viewed through three major problem realities:

1. The teacher-training programs feeding personnel into Bedford-Stuyvesant public schools are inadequate.
2. The free university system in New York has heretofore established thresholds which exclude rather than include the majority of the young people involved.

The private university system has effectively priced itself beyond the reach of the potential Bedford-Stuyvesant clientele.

By their arbitrary standards and modes of organizing and presenting knowledge, neither the private nor the public systems are addressing themselves effectively to the potential of the college-age youth in this community.

3. No educational institution in the city is effectively accomodating the potential of the relationship between itself and the communities it purports to serve with a view toward the promotion of educational opportunity and the development of community integrity.

What organizational format can most effectively be addressed simultaneously to key educational problems at various levels while also achieving quick community-wide visibility and penetration?

A college of its own has the capacity of inspiring community-wide support in Bedford-Stuyvesant. A college, while aiming head-on at the critical young adult category, can also provide a viable base for demonstration programs at lower educational levels and for effective adult education programming. A college will provide an effective platform for innovative programming in the arts and in the field of communications. Activities at these various levels through the college may have a direct and immediate impact on established educational systems without forcing a direct competitive confrontation with the large public educational monopolies.

III.

THE FORM AND CONTENT OF THE COLLEGE IN BEDFORD-STUYVESANT

A. An Autonomous Community Governing Board

1. The idea of this college has evoked an excitement and an unusual opportunity for unity in a common undertaking within this community. Scores of leaders and more than 60 organizational groupings have been consulted informally about the idea of the college and participation in its development and organization. The entire left-to-right range of opinion has been tested in this consultation, including such groups as CORE, the Welfare Recipients Association, youth organizations, civic groups, etc. A panel of more than a hundred nominees has been submitted through these organizations for governing board positions.
2. The laws of the State of New York require that a governing board of an academic institution be not less than five nor more than 25 in number. Within the next forty days The Education Affiliate will establish a nucleus board of six to eight members, and will encourage that group to enlarge its number up to 25 as it deems appropriate. The nucleus group will represent a wide range of community opinion. It will play an immediate role in perfecting the design of the college, moving the institution toward chartering, and undertaking initial implementation.

B. The Internship Component

1. Every student admitted to the college will be insured part-time employment in an internship position intimately connected to his declared professional major and/or subject of greatest interest at the point of admission. He will be insured such employment for the duration of his student status in the college.
2. The internship program will involve 16 to 20 hours of the student's time each week, said employment to be grouped in two working days or over four half days each week. Interns are to be paid at the rate of \$2 per hour, for a total income of \$36 to \$40 per week over 50 weeks.



3. The place of employment is to be regarded as one of the staging grounds for the college education, and those in direct supervisory capacities on the job are to be integrated, for some purposes, into the regular teaching faculty of the college.
4. Initial soundings in industry, commerce, the arts, government, and the professions regarding the recruitment of internship positions have met an enthusiastic and cooperative response.
5. The internship component of the college will provide a unique approach to the problem of motivation through the direct linkage of academic learning to the practice of what is learned, between thought and action.

C. The Student Cooperative Principle.

1. The management of the college itself should produce between 25 and 35 student internships in such areas of administration as registration, admissions, certain areas of counseling in connection with extra-curricular programming, etc.
2. A professional administrator in each of these areas will be engaged permanently. He will organize and direct an intensive preparatory training program over the summer of 1968. Thereafter, once the college begins operations, a council of cooperating students in each office will be formed to set policy for that office subject to the overall direction of the college. Representatives from each cooperating student council together with elected representatives of the general student body, will share policy-making responsibilities in the college with representatives of the faculty and the administration.

D. The Twelve Month, Six-Day-a-Week Calendar.

1. The college will operate regularly on a twelve month cycle, and will be scheduled over six days each week. The abandonment of the traditional semester or quarter academic calendar will require an innovative accommodation of the credit-hour currency and will permit a fresh approach to the packaging and presentation of subject-matter. The traditional course-approach will give way substantially to the informal instructional situation provided by the internship position, an extensive tutorial program, skills studios, workshops and seminars.

2. Most subject-matter will not be paced over the conventional 50 minute class period or in terms of four or five such periods each day ranging over four or five disparate subjects. Instead, subject matter will be concentrated by days, i.e. a language arts day (reading, writing, speaking, and appreciating literature in the language), a science day, a humanities day, etc. Consequently, on a given day a student will confront a team of teachers representing a common cluster of subjects, permitting more intensive concentration in that grouping.
3. The typical student will be engaged in a 45 to 50 hour college week, roughly divided as follows: 16-20 hours on the internship job; 15-20 hours in the scheduled academic program beyond the internship; and the balance in regulated individual study and preparation.
4. Given the above pacing of the college, students may proceed through it to the degree within the range of three to six years on the average, though presumably, some may require something in excess of six years for completion.

#### E. Admissions Criteria.

Regarding students seeking admission to the college, a capacity to complete the curriculum will generally be presumed until evidence is amassed leading to a contrary conclusion. Possession of any high school diploma will create a presumption of admissibility. In the absence of a high school diploma, a student may be admitted to the college on the basis of examinations linked to the curriculum of the college.

Possession of the high school diploma or successful performance on the admissions examinations will create the presumption of admissibility. Beyond these indicia, students must be certified by committees of the faculty through an intensive counseling program at the time of entry.

Once admitted, during the course of the first several months of study, an effort will be made through additional testing and counseling to place students more precisely at given subject-matter levels within the college curriculum.

As a consequence of these techniques, by the end of the first year it will not be possible to categorize students in terms of freshman, sophomore, junior and senior. Students will be



and the older adults with whom those students reside. Every effort will be made to recruit and engage those adults in a parallel curriculum at the time of the collegians' admission.

2. Regarding these adults the curricula being developed stress three themes:
  - a. components of the curriculum in which the younger adult is engaged;
  - b. educational problems (vocational, family life, etc.) unique to the older adult;
  - c. education specially related to the major public events of Bedford-Stuyvesant (community planning, relationships with public agencies, administration of poverty programs, etc.)
3. From the outset it is anticipated that the college will become a major staging ground for many aspects of community life, and that it should provide special technical services and facilities to encourage and accommodate community-wide communications and action.

I. The Basic Components of the College Curriculum.

1. The student in the college in Bedford Stuyvesant will divide his collegiate time among four basic curricular pursuits:

a. The Internship Program.

In this sector the student will work, and begin to learn the practical, nuts-and-bolts aspects of performance in his professional field. He will be subjected to the discipline of a job and he will begin to see (hopefully in an atmosphere where neither ignorance nor mistake will be prejudicial) the practical connections between work-performance and particular areas of knowledge acquisition. Generally the internship program will move the student beyond the Bedford-Stuyvesant community, and will engage him in environmental settings to which he normally does not have access.

b. The Skills Studios.

The mastery of basic language and numbers skills will



be directly linked to practical exigencies growing out of the internship environment and the parallel requirements of the academic curriculum. The chips here will be put not only on the intensive use of the learning technology, but also upon the creation and maintenance of high-motivation centers in the internship and the collegiate settings.

c. The Liberal Studies Core.

There will be a master-design of a liberal arts curriculum addressed to the question: What should every citizen in a free society know? But the form of the presentation of this curriculum and the pacing of its presentation is to be linked to progress in the other components of the college. Efforts will be made to relate the more formal study of subjects like psychology, economics, philosophy, the basic sciences, etc., to progress and events in other areas of the collegiate engagement. This part of the curriculum is meant to be problem-oriented. The key problems are meant to grow out of the internship situation and the life of the Bedford-Stuyvesant community. The central connection here must be the thought/action one. The formidable educational challenge here is not mechanical; not is it in the usual sense the problem of subject-matter selectivity. It is the challenge of relevance---ultimately, of motivation.

d. The Professional Studies Core.

There will be master-designs of core curricula in each of the college's professional areas of concentration. But the degree of engagement in the student's chosen area will be related to his response and progress in the internship and liberal studies components. When should a student formally be taught the elements of accounting, marketing, philosophy of education, theories of law? When the teaching of these things is relevant to his experience as the overall college context may shape. and broaden that experience.

2. These four dimensions of the college's curriculum are planned as vertical columns running throughout the entirety of the academic experience. The width-of-concentration in each shaft will depend upon the student---his competences at any point in time, and his progress as a result of exposures on the various fronts. As a general rule, the internship and skills studio components are foreseen as constants (more or less); and during year one the liberal studies column is significantly larger than the professional studies one. As the student progresses through years two, three and four, the professional column will broaden so that the student's exposure would be about equal in the liberal and professional components by the time he is mid-way in year three.

J. The Lend-Lease Plan.

1. The college in Bedford-Stuyvesant is being planned on the assumption that the mobilization of talent in large cities for higher educational purposes is presently highly inefficient and inadequate.

- a. Industry and the professions in New York are being approached for the lend-lease of particular teaching, testing, and managerial talents and for the provision of certain kinds of materials and technology. Conversations are in progress, for example, leading to the provision of a basic college library by the publishing industry. Other industries are being approached for the provision of model laboratories (language arts and the sciences). Legal and architectural services are being donated.
- b. Five universities have been invited to be associated nationally with the college in Bedford-Stuyvesant.

These institutions have been asked to assign selected personnel on a full-time basis by the semester or annually to this collegiate experiment; to assist in the provision of library resources; to serve as a national academic advisory group especially with regard to accrediting problems. In return, these institutions will be provided a unique research-and-operations laboratory with regard to certain aspects of their urban affairs programs.

2. In general this college will assume that the part-time urban talent-connection is desirable when related appropriately to a full-time talent cadre; and that the mixture of adults of various ages (typical college-entrance age, tutorial collegian, work-supervisor, adults in the community) is desirable educationally; and that a variety of educational settings (on the job, in the college, in the community) enhances rather than detracts from the educational undertaking.



IV.

THE STAGING OF LAUNCH EVENTS

Preamble: THE COLLEGE IN BEDFORD-STUYVESANT BEGINS REGULAR OPERATIONS IN THE PERIOD OF OCTOBER TO DECEMBER, 1968.

A. December, 1967-January, 1968.

The Nucleus Community Governing Board is Brought into Being.

During the period prior to chartering, The Education Affiliate will act as the administrative and technical staff for the new college. It will review all major policy with the provisional board, and accept the direction of that board with regard to policy and implementation matters. During this period ultimate decisions will require agreement between the Affiliate and the provisional board.

The immediate tasks of the nucleus board will be:

1. The enlargement of its own membership and the delineation of its own by-laws.
2. The review of the design of the college as advanced by the Education Affiliate.
3. The pursuit of a Charter for the College.
4. The governance of all programs undertaken as a part of the college-launch.
5. The performance of all other normal governing board functions in anticipation of the opening of the college such as the engagement of a top administrative official, the review of all personnel and budgetary matters pertaining to the college, etc.
6. The further organization of the community in support of the college, such as the creation of working advisory groups (law, churches, civic organizations).

B. December, 1967-January, 1968. Site Acquisition.

February-June, 1968. Facility Preparation.

An appropriate site and facility in Bedford-Stuyvesant have been identified, and can be prepared on schedule. This matter is treated in greater detail later in this prospectus.

C. January-September, 1968. Compliance with Chartering Regulations in New York.

September-October, 1968. Provisional Chartering.

D. January-February, 1968.

A core faculty is identified, engaged, and charged with the detailed delineation of curriculum.

E. February-June, 1968.

1. A library is assembled.
2. An entering class (300-325) is recruited.
3. The tutorial cadre is identified and brought into planning activities.
4. The internship program is firmed up.
5. Intensive managerial program for student cooperators is begun. (25-35 students.)

F. June-September, 1968.

1. Intensive skills studio program for entering class. (300-325 students)
2. Training program for tutorial cadre. (100-125 students)
3. Community Conference to launch college.
4. Faculty rounded out. Administration assembled.