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EDUCATIONAL PROPOSAL

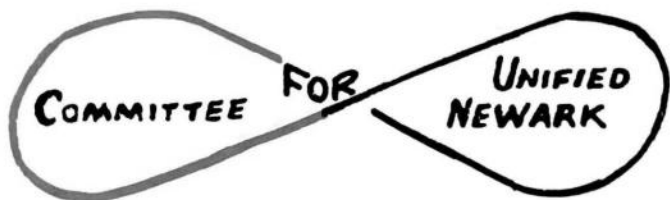
INTRODUCTION

This proposal seeks funds to initiate the functioning of an overall EXPERIMENTAL COLLEGE in the Black Community of Newark, New Jersey.

This Experimental College would be made up of several facilities and functions, with its main sites and thrust in the Black Community of Newark, but animated and expanded in its full influence and operation to include educational institutions throughout the North Jersey Area.

The main facilities personnel and resources of the Experimental College would be:

- A. Overall Administration
- B. Senior Teaching Staff
 - 1. Consultants
 - 2. Institutional Administrators
 - 3. Consultants in Residence

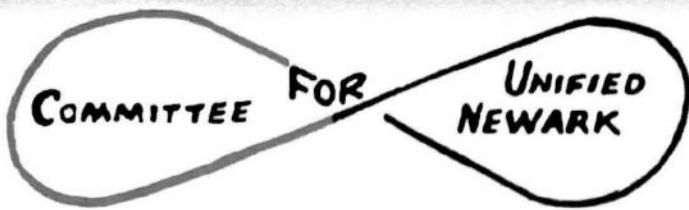


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- C. Black Studies Consortium
 - 1. Newark Facilities including Library, Arts Center, Lecture Series
 - 2. On Campus Site (s) and facilities
 - 3. Student Teachers (Tutors)
 - 4. Other Students
- D. Community School (5)
 - 1. Teachers
 - 2. Students
 - 3. (Use of) Black Studies Facilities, Art Centers, Library and Lecture Series.

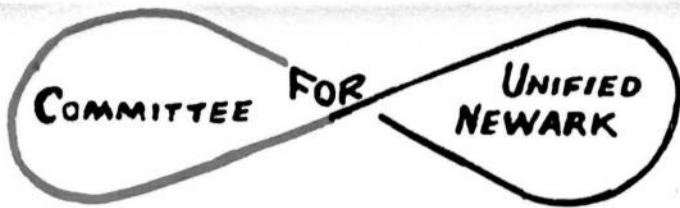
The Experimental College is called that because it would seek to function as an total cultural educational facility for African Americans from early elementary to Jr. High (community school) and from High thru College (Simba Wachunga), tutor training, Black Studies Consortium)

In other words what is desired is an overall approach to the supplemental cultural education of the Black student.



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What Black College students are demanding re: Black studies programs are what we are trying to formalize and create for the black student from the earliest possible age, but also and equally important not only provide supplemental cultural education but inspire youths to want to enter the educational field and provide the remedial training most schools in the black community do not give. They will not give the cultural supplement and do not give the remedial training.



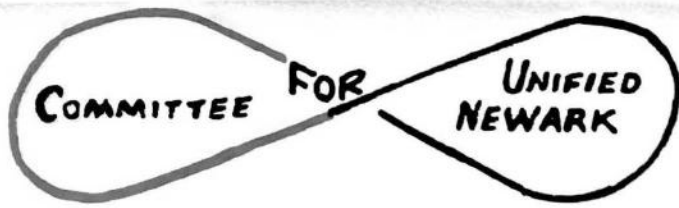
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In all cases administrative, curricular, technical and artistic decisions will be made by the Black Educational Council, the present administrators of the African Free School.

However, with the proposed extension of the program we want to suggest the formation of an Advisory Committee, which will advise the Black Educational Council at bi-monthly meetings and general overall functioning of the program, with especial emphasis on financial accountability.

Advisory Board should consist of:

- A. Representative of Community Organizations
- B. Representative of Participating Institutions
- C. Representative of Black Student Organizations and Institutions
- D. Representative of the Newark School System

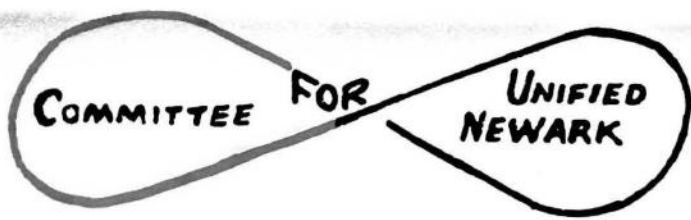


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I COMMUNITY SCHOOL

No one can seriously say that education in terms of its content and result is not one of the first considerations of today. It is the first consideration because it is so basic to the communication and inculcation of ideas and images that affect a people in terms of their self-concept and how they respond to that concept. In a word, it deals with the whole question of giving identity, purpose and direction. Therefore it is important to us that we insure that education is real education and not simple training, that is to say, that it is the communication of inspiration and information that one can use in relationship to his community in defending and developing himself.

This is especially important in terms of our young children from the ages of 3 to 14. For it is between these ages that the patterns of thought and behavior find their foundation. It is here where we realize the true relevance of Marehemu, W.E.B. Dubois' statement that "Education is development of power and idea. We want our children trained as intelligent human beings should be, and we will fight for all time against any proposal to educate Black boys and girls simply as servants and underlings, or simply for the use of

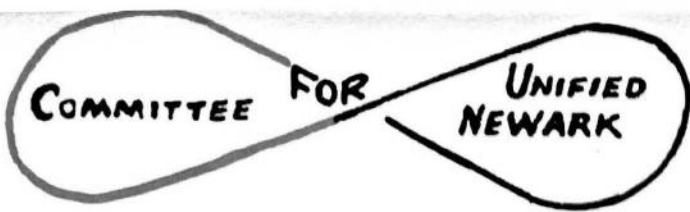


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other people. They have a right to know, to think to aspire." Therefore, if they have a right to know, think and aspire, we must in all honesty ask what should they know, think and aspire to and then raise the relevant question as to whether or not the system of public schools or related institutions in America can teach them this.

In terms of what one should know and think about, we say that our children must first know who they are, that is to say, they must have a positive identity which inspires them to achieve through thought and action. That identity above all must be a Black one not in protest, but in reality and in power; for Black is our ultimate identity in that it relates us to our community; i.e. our ethnic group or cultural nation which we feel is the most creative unit in the universe and that unit which colors and shapes all that we think and do, i.e. our very selves.

Secondly, our children must achieve a sense of purpose from that identity in terms of being given the value of making nation building a collective vocation. They must understand that a true sense of fulfillment must be in their contribution to make the world they live



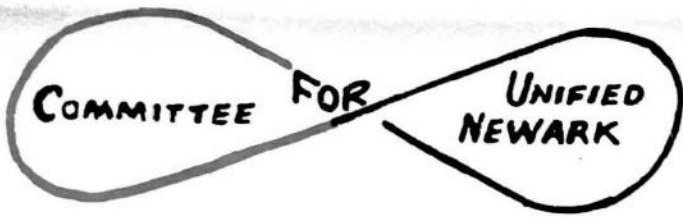
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in more beautiful and beneficial than when they inherited it.

Finally, they must be given adequate direction, i.e. counseling and guidance in terms of how they can best achieve this end.

So what we are saying is that what our children should know should be functional in terms of establishing a practical relationship between their needs and what they learn to satisfy those needs.

America and the educational system it has created and maintained can no longer claim to meet the needs of Black people today, either from the public educational structure itself or some illegitimate offspring, such as Project Headstart it might develop as a token gesture. For not only has a foreign value system conceived the structure, it also controls, therefore, our children are trained to serve the American society in terms of all its inconveniences rather than being educated so that they can better serve the Black community; student and parent revolts all over the country have proved that. Some are more publicized than others, but all of them equally important for they represent a national aspiration rather than a local one. For the educational revolt of the students and parents is simply another aspect of the whole Black revolt, in terms of its aspirations for



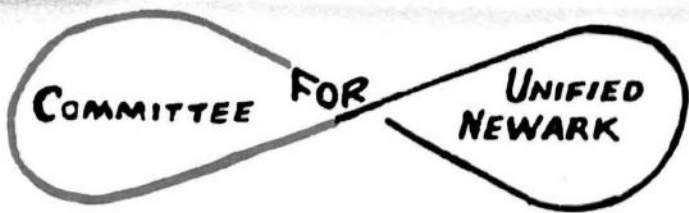
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self-determination, self-respect and self-defense: Self Determination in terms of being able to define and speak for oneself instead of always being defined and spoken for by others; Self-Respect, creating culture which legitimizes everything one thinks and does, in a word, himself; last, Self Defense, being able to defend oneself against the people and problems that threaten us in our development. However, two approaches evolve out of this revolt; one is to control the public institutions already in existence and second to create alternative schools, i.e. community schools as opposed to public schools.

We say that both are necessary for while the legitimate transfer of power in black communities shall certainly be realized, it will not be realized tomorrow. And we must realize that our children needed this positive identity, purpose and direction yesterday.

We are engaged in a cultural revolution to change attitudes from negative to positive self-concepts, and we feel that the best place to start is with our children who we say are our life after death.

To this end, we have established a community school, named the

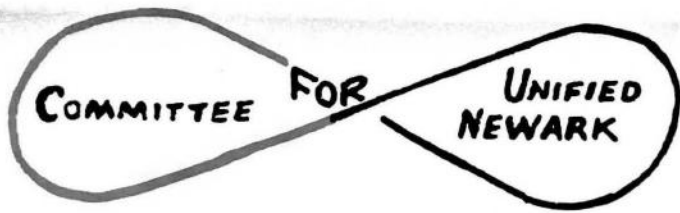


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African Free School, located in Spirit House, 33 Stirling Street, Newark, New Jersey. For we are always cautious to avoid making the reference and therefore, being able to relieve ourselves of the responsibility of making the reality. In line with this reasoning we would like to establish (4) four other community schools in Newark, in (4) four other sections of the city. A total, to begin, of (5) five, one in each ward of the city.

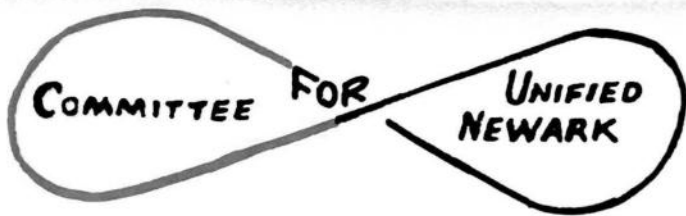
A community school in itself is not a novel idea, for Chinese and Japanese and Jews and Catholics as well as others, have them on Saturdays and weekdays* to supplement public education for they as other cultural nations in this political nation, see the need to maintain a positive self-concept in light of and inspite of the constant projection of the pure white image.

*The African Free School holds classes 2 hours, 3 days a week, Friday, Saturday and Sunday. It would expand 1 more hour and 1 day per week on staggered schedules, as classes grow to a maximum of 4 days, 3 hours per day or 12 hours per week.



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However, we have seen how easy it is to talk about what others are doing rather than what we are doing. We have in the past viewed other people's revolutions with romanticism and, therefore, did not deal with the making of our own seriously. So that in 1967, the Black Education Council of what was to be the Committee for Unified Newark set up its first community school and has since then been able to develop and project beautiful Black positive images. We have developed a new methodology based on black educator Maulana Karenga's assertion that education is above all inspiration and then information. For if one is only given sterile data which he does not understand, or identify with, he would not feel concerned to listen or want to learn and will ask a familiar question of what good is this, therefore, we have created new Black songs and have done research and collected African songs. We have written "his story" so that we could make it our history as we feel that no one can write another people's history except they themselves, in terms of its being a record of images, events and issues that give them positive self-concept. We have also created other material in the form of a Swahili primer for the children so that they can be



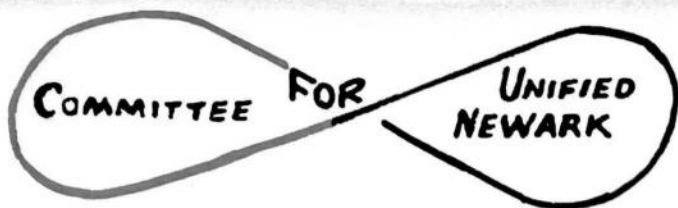
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in a sense tri-lingual. For everyone understands that we already speak a second language, even though others who have a different value system call it a dialect to degrade it.

We are now in the process of recruiting more college students to do more part time research for grammar books in English and Swahili, history, Black literature and concept and custom. Moreover, we have set up a training program for those students and parents as well as any other type volunteer who wishes to teach but does not know how to within a Black framework. For after all, modesty would force them to admit that the certificate they have is not to teach us to be Black and serve our community, but to try to be white and serve our rulers.

We have also recently been fortunate enough to find young artists who are moved by the movement and, therefore, project the type of images artistically that we need to inspire and inform our children of their potential greatness.

Finally, we are working on compiling all the material we have done and will complete in a given time and publish it so that it can be distributed all over the country. For there is no adequate Black



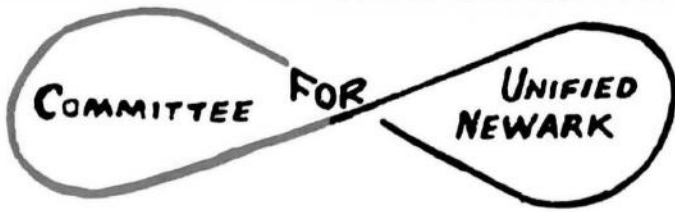
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material in existence now. And once this material is published, we expect also to establish other community schools which use the same methodology and materials. For above all, there must be a ideological and/or cultural unity to the movement if we are to become a nation. For a nation or more specifically, a cultural nation as opposed to a political nation, is first of all a place where we share a common value system which makes the nation as Senghor tell us, "A communal of Souls rather than just an aggregate of individuals."

II CURRICULUM

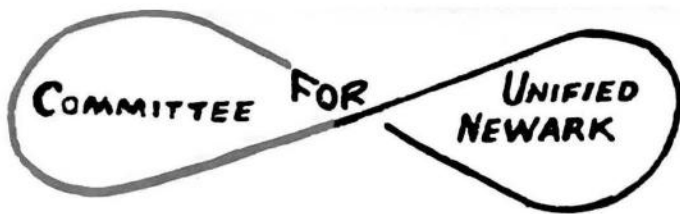
Our curriculum is reflective of our value system which has as its primary function the provision of identity, purpose, and direction.

a. SWAHILI - to give foundation to the value system which we adhere to in terms of its being collective and producing the same psycholinguistic effect. Moreover, it gives us roots which go deep to find us a foundation for the image we project. For as an African proverb says, "No matter how well an image is made, it must stand on something."



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- b. BLACK HISTORY - a record of images, events and issues that speak to our need for a positive self-concept. Heroic history is stressed to inspire instead of sterile data public schools use to inform, again recognizing duality of education which is inspiration and information.
- c. BLACK LITERATURE - African and Afro-American and even Asian and South American literature which reflects the same values of cooperation over conflict, feeling over form, intelligence over brute force. Showing the universality of a humanistic value system. (Folk tales, Proverbs, Aesops Fables).
- d. CUSTOM AND CONCEPT - based on the Seven Principles of the organization (Unity, Self-Determination, Collective Work and Responsibility, Cooperative Economics, Purpose, Creativity and Faith), which is a composite of all other values which reflect communal living such as the ones above. (Holidays-we learn about our holidays and the significance of them).



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e. TRAVEL LOG - going by film and book and sometimes for excursion to places all over the world where Black people are, to establish and develop an appreciation of our similarity both in custom and concept as well as aspirations.

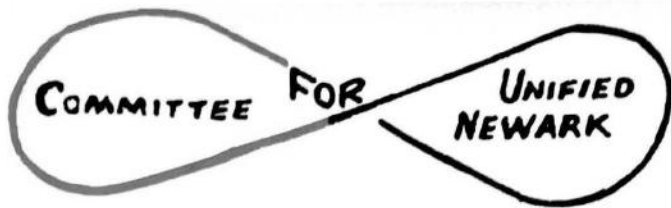
f. THE SIMBA WACHANGA (The Young Lions)

1. Boys - drill and other physical activities

2. Girls - Afro-American and African dance.

(from this dance troop which performs locally has been established to spread culture through contact and creativity. Also a small theater group has been established).

g. THE SEVENTH WONDER - a special class for guest speakers to come in. Ex: African students who want to come and tell us about Africa or a scientist who wants to show us the wonders of science in a form that children can understand. Anything that would tend to reinforce and heighten the level of inspiration.



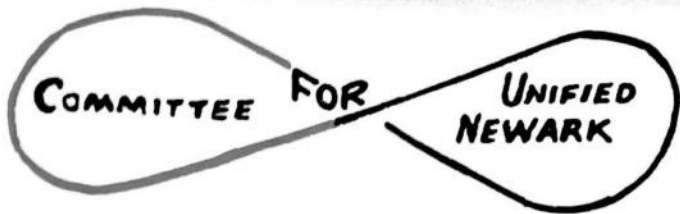
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h. REMEDIAL PROGRAMS IN READING, LANGUAGE ARTS, MATHEMATICS - these subjects would be necessary not only to correct the misteaching that goes on in our public schools, but in order that a standard of our own be set upon which we can judge our progress.

As the community schools move more and more into their own and with the addition of a totally experienced staff, they can very soon become accredited institutions.

III SENIOR TEACHERS PROGRAM/COMMUNITY TEACHERS TRAINING/ BLACK STUDIES

In addition to the community school concept, the Committee for Unified Newark has already instituted a senior teacher program whereby the student teachers (Mwanafunzi) of the community school receive training from a body of Senior Teachers (Mwalimu). This is because we have recruited and would like to expand our recruitment of high school seniors and college aged black youth

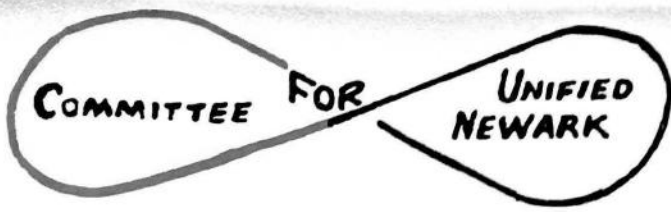


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to open and teach in the community schools in different areas of the city as well as administer any community tutorial programs that might be activated.

This is Tutor Training as well, as the teachers of the Community school are also equipped to administrate and teach in community schools or run tutorial programs for the public schools and other existing community facilities, and the level of achievement and knowledge of the community school teachers will be the level &c., of the tutors. These senior high school students (seniors) and College students coming into the senior teachers class who do not teach in the community school can be moved right into public school oriented or church oriented tutorial programs, as soon as these can be set up. They would at any rate be trained to set up teach and administrate community schools in each of the large school districts. At present we would set up five, to begin, or four in addition to the one that exists.

The tutorial programs, would deal with remedial reading, language arts, and mathematics, but also the other aspects of our curriculum,



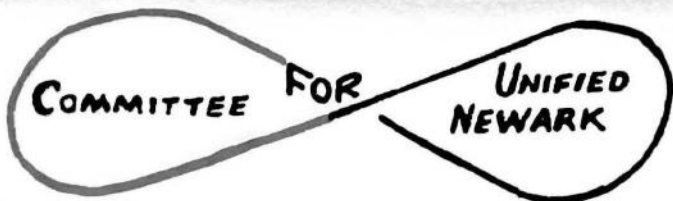
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culture and history &c. Tutors schedules would run a minimum of 4 class hours per week, at the outset. And they would begin as soon as possible after orientation periods to move into class-rooms, and one to one tutorial situations, in the existing community school, and hopefully the new ones proposed. Their hours would then be expanded according to the needs of the community school to which they are assigned.

In a school like Robert Treat School, Newark, the Title One Report for 1967-68, cited 50%* of the students as "Educationally Deprived". The Title One Project then went on to propose \$28,000.00 of the budget to be spent on 3 remedial reading teachers who admittedly would only effect 100 students tops. And this, of course, we believe to be widely conservative figures on the former statistic, and widely liberal on the latter.

The Black Educational Council proposed during title one meetings that the \$28,000.00 be used to employ some 28 high school seniors and college students to deal with the remedial problems in the school. Students from the Black community who would be involved in the community's affairs and could actually see to the healthy

* 600 students out of 1200

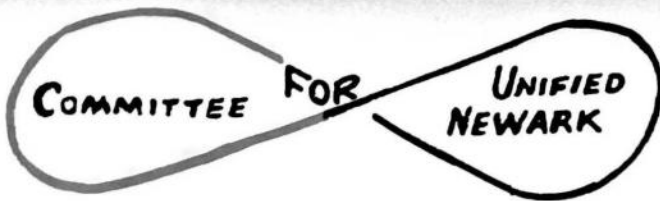


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education of the children involved. Not only this but the money involved would stay in the community, and perhaps, and this is not a casual hope, would influence some of our young people to go into the field of education where they are badly needed.

The Senior Teacher Program for the training of the community school teachers would consist of the basic courses the tutor level would be teaching at the community school (Swahili, Black History, Black Literature, Custom and Concept, Travel Log and Seventh Wonder and Remedial Classes for those who need them). However, we would call in many more guest lecturers, and deal of course in much more depth in teaching (the community school teacher-tutor) college level Black Studies Program.

The Senior Teacher (Tutor Training) Program would seek enrollees particularly in those areas where the public schools are admittedly unable to properly educate our youth. In cases where existing school facilities, could be used to house tutorial programs, they would be. However, in most cases it would probably be necessary to use other community facilities, as community schools,



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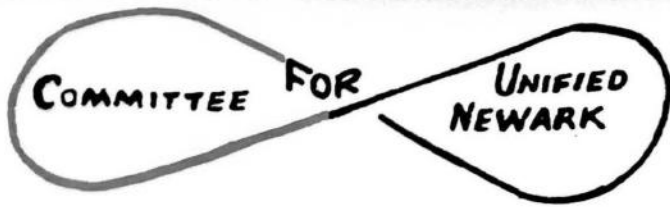
if not the already existing Committee facilities. These last facilities will have to be enlarged, however, as a matter of course, because they are already over crowded, and as the program expands, new facilities will be needed. In other words, the Senior Teachers Program will endeavor to do two things at the same time: Train youth in educational techniques relating to the overall functioning of an Afro-American community school; train and dispatch tutors for already existing community tutorial programs or to initiate such programs where the establishment of a community school seems impractical.

Phases of Community School Teachers, (Tutor) Training

1. Recruitment and orientation (30 days)
2. Instruction (60 days)
3. Instruction and class room visits (60 days)
4. Instruction and practice training (60 days)
5. Placement

Training will be a total of 6 months. This training would qualify the young people to be tutors and begin teaching in community schools. But this 6 months would only be part of training in an overall Black Studies Program.

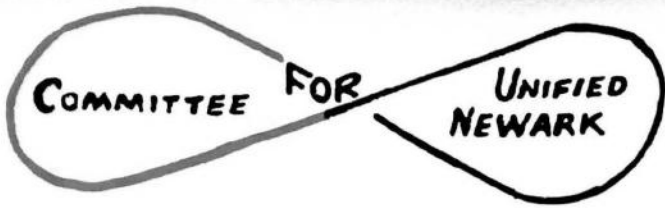
The Senior Teachers will be qualified community people, or specialists consultants, from neighboring communities who have



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had the necessary experience and training to teach the tutors, tho not in all cases possessing degrees or any other purely superficial qualifications. In all cases these qualifications will be determined by the Administrative staff of the Black Education Council.

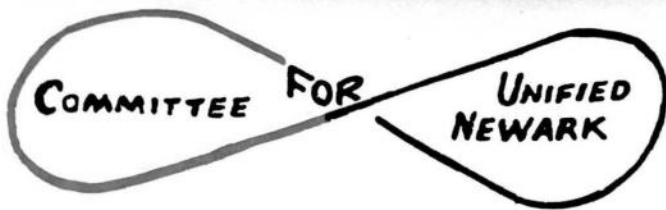
The Senior Teachers Staff, with necessary additions, (i.e. Library, lecture, communications arts sections), will also form the nucleus of a Black Studies Administrative and teaching staff which would function to shape a black studies program, for this institution if desired, and hopefully for a regional Black Studies Program that could take all the major institutions of higher education in the North Jersey area. This would create one large standardized Black Studies Curriculum, that could be utilized in a "consortium" so that Black students at most of the schools in the area could be enrolled, receiving credit from the institutions of their origin. This would lead to a much higher and qualitatively standardized program throughout Northern Jersey, and a program that would be larger and utilize the facilities and resources of all the institutions involved.



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URBAN ELEMENTARY CULTURAL EDUCATION: Would be the course title of the Community School-Tutor Training Program as it functions as part of the Black Studies Centers. This course, or series of seminars reflecting the total curriculum of the Urban Centers, would be offered on the campus of participating institutions, along with the lecture series which would feature the same speakers brought into the community facility.

Facility on campus would be Black Studies Center which would include library, large lecture hall, art center and class rooms. Community facilities must include same features, especially central black studies library of 10,000 volumes and 4 branch libraries at other schools of 1000 volumes. The consultant staff would include Librarian, Artist in residence as curator of art center, writer in residence. Input of community centers is community people, urban students. Input for campus facility is all students coming to campus. (So that the tutor training level of program would function as part of an overall Black Studies Program which would be able to take students even if they were not interested in teaching in the community schools)



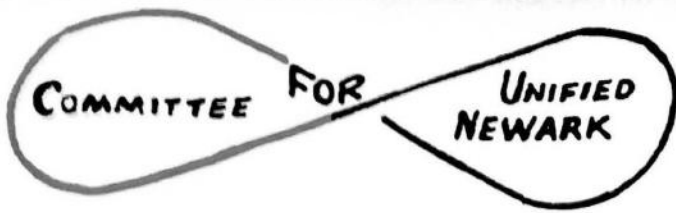
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FILM: Key class lectures in all of the seven criteria i.e.

(The Seven Criteria For A Culture according to Maulana Karenga,
(1) History (2) Myth (Religion) (3) Social Organization (4) Economic
(5) Political (6) Creative Motif (7) Ethos), will be filmed so
that these lectures might be used at similar Educational Centers
throughout the country. They certainly would form the basis for
tutorial programs and remedial training throughout the Newark
(and North Jersey) area.

The films would be made by the Senior Teaching Consultant Staff in
conjunction with Jihad Production's, a non-profit communications
corporation already set up to make such films (Jihad Production's
latest film production is THE NEW ARK. It deals with the emerg-
ing political consciousness of Newark's black community. Film
was shown on NET'S Public Broadcast Laboratory). Prints of these
films would be made available for the participating Institutions
Black Studies Library.

TRAINING INPUT: Student Teacher Input should begin with 50
students, plus 10 which would represent the faculty at the
African Free School. The other 50 would be recruited from the



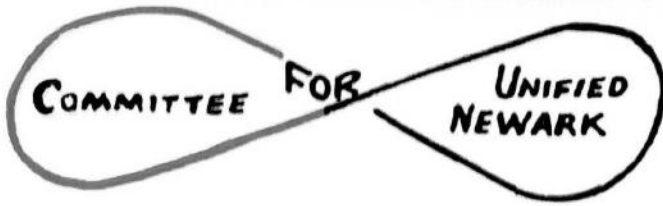
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same universities and institutions which participated in The Black Studies Consortium, plus high school seniors from the Newark area.

Eventually these 50 students would be able to move into other community school sites, but they would begin their studies under the senior teachers (with practical training given by the community school teachers now already teaching at the African Free School) at existing sites. The orientation and initial instruction will eventually be given at the Urban Black Studies Center.

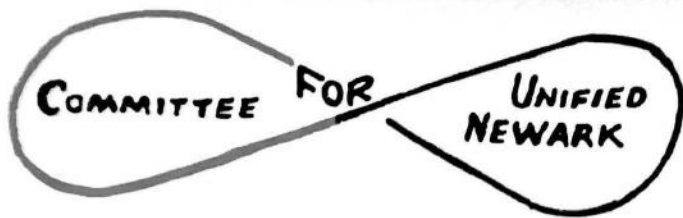
The community school, at its present site, could take from 50 to 250 students, according to the scheduling &c. Though it is a one room facility. These classroom facilities would be expanded so that they could take from 100 to 500 students, with an expanded teaching staff resulting from a steady trainee input from the participating institutions and area high schools.

The beginning input figure of 50 would represent the faculty at the four proposed community schools. We see this training period as being about six months, tho we recognize that teaching itself,



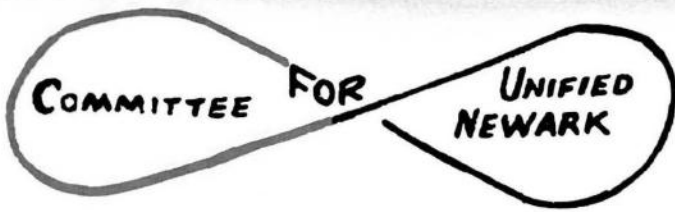
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is an art, and that the serious minded student will recognize that he has only begun to learn about the teaching profession. But we see the educational situation in the black communities as an emergency situation, and recognize that only emergency measures will be effective at this moment in our history. So that in six months we expect to turn out an aware Black Student who can do a real job as far as giving even younger students the rudiments of cultural awareness, and loving effective remedial courses that will immediately help the students in question to better cope with their public school work environments and not always relevant curricula. Add to this the fact that the tutors or teacher-trainees themselves will be given their first in depth understanding of where they as a people have come from, and who they are, and at this most crucial time of their lives (i.e. late high school/early college) they will be put on a solid realistic footing in our society, and will be better able to deal with the real world, and hopefully will move out into their communities, ready to make them healthier places in which to live.



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The Experimental College is a first step toward setting up a self determined educational system for the black community that will function one day the way the catholic school system functions in relationship to the overall educational picture. This community education system will also help strengthen the workings of the public school system immediately, and in the future.



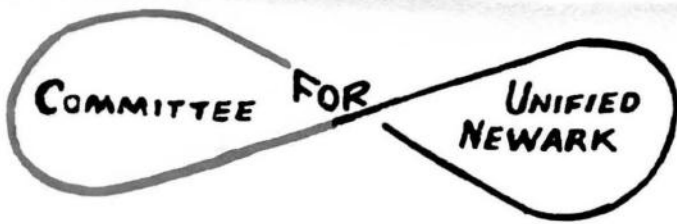
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AFRICAN FREE SCHOOL

Present Staff - (7) Teachers - (1) Senior Teacher

PHASES IN PROPOSAL

- A. Hiring of overall administration for entire "Experimental College" Complex. (30-60 days)
- B. Expand African Free School Facilities and Staff. (Less than 30 days)
- C. Enlarging of Senior Teachers Staff (10) (30-60 days)
- D. Recruitment of Community School Teachers (Tutor) Enrollees (50-100) (60-90 days)
- E. Selecting of New Community School Sites and establishing relationship with existing tutorial programs. (60-90 days)
- F. Orientation and Training of Community School Teacher Enrollees (6 months total)
- G. Establishment of Black Studies Programs at University Sites (90 days - 6 months)
- H. Opening of Art Center and Library Facilities in Black Community (to be determined)



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PROPOSED FACILITIES OF THE EXPERIMENTAL COLLEGE

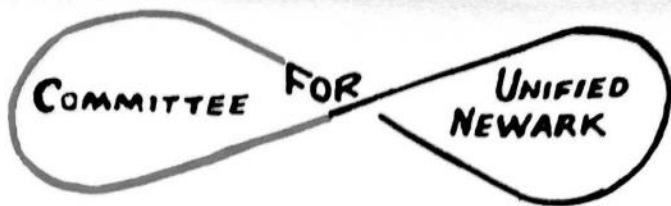
- A. Urban Center (s)
- B. Needs of on Campus Site

A. It is estimated that 25,000 square feet of floor space is required to house the facilities listed here. Footage in excess of this amount would be utilized for additional classrooms, since a growing attendance to the school is anticipated within a few months of its inception.

The cost of 25,000 square feet in the Newark business district is \$4 per square foot as compared to \$2 per square foot in Newark's Central Ward. The rental cost for the Central School in the Central Ward would be \$50,000 a year.

The cost for purchasing such a building would be \$200,000.00

Establishing the school in a single structure would be contingent upon availability of such a building at the time of funding. A school complex could render equal educational services in a number of smaller buildings



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located in close proximity. There are a number of such complexes available throughout Newark, especially in the Central Ward. It is estimated 4 suitable structures and a lecture hall would be adequate at a cost of \$1,749.49 per month and \$29,993.98 per year.

The following space would be allotted for the first and second floor of the Central School as shown in the school floor plan.

1st Floor

ADMINISTRATOR AND ASSISTANT ADMINISTRATOR

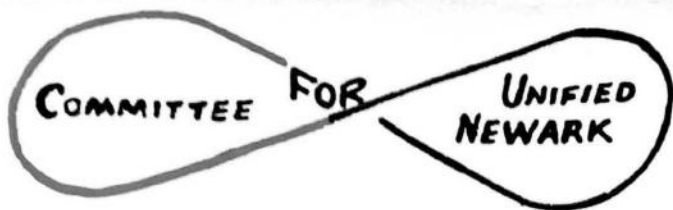
Private offices with lavatory facilities included in the Administrator's Office.

RECEPTION OFFICE

Requires adequate space to provide working area for a receptionist and two secretaries.

GYMNASIUM AND/OR LECTURE HALL

This area should also accommodate a minimum of 1000 chairs and a stage.



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LIBRARY

A conservative estimate of the number of literary works required for the library facility in the main school is 10,000 volumes. However, in the physical layout of such a library, continuing input must be considered and space should be determined accordingly.

ART CENTER

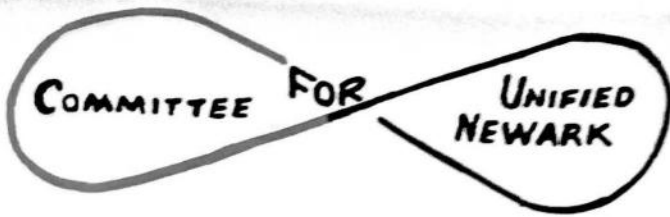
The art center would be utilized as an instruction area as well as arts and crafts display area, including shows and exhibitions of fine and applied arts by students and professionals.

PARENTS ROOM

Consistent with the community involvement policy of the school, a parents room in which parents could assemble for discussions or to meet with their children. This room would also be utilized to display pupil achievements and to post items relative to the community involvement aspect of the school.

LAVATORIES

Men and Women (2)
Teachers (2)
Boys and Girls (2)



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DEMONSTRATION CLASSROOMS (5)

The number of classrooms the school would require is a minimum of five. However, in view of the concept, the originality and curriculum of the school, continuing visitations by educators, public officials and the general public would necessitate transparent-opaque glass panels, so as to avoid any disruption of classroom activities while allowing total observation of the classroom and the pupils.

FACULTY ROOM

A faculty lunchroom, with lavatory facilities.

CONFERENCE ROOM

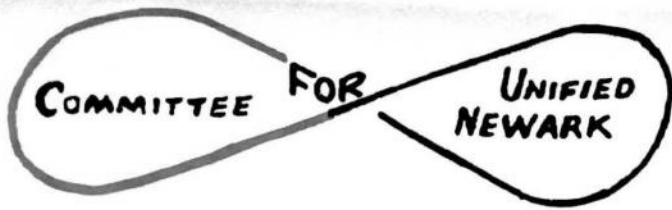
The conference room should seat at least 40 persons.

PUPIL LAVATORY FACILITIES (2)

Boys (1)
Girls (1)

FIRST AID ROOM

STORE ROOM (2)



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Facilities for each of the four community schools: located in four other wards would include:

THREE CLASS ROOMS

Seating should accommodate a minimum of 25 students in each classroom.

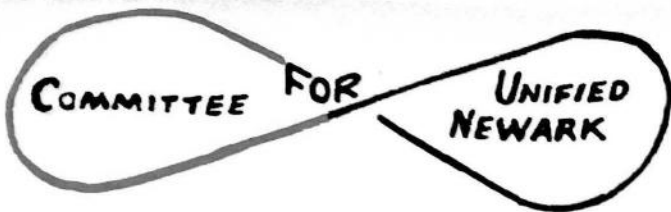
LIBRARY

A 1000 volume library would serve the needs in each community school. Additional materials might be drawn from central library of 10,000 volumes.

ART CENTER

The art center would be utilized as an instruction area as well as arts and crafts display area, on a smaller basis, including shows and exhibitions of fine and applied arts by students and professionals. Additional materials might be drawn from the Central Art Center when needed.

The rental cost for these four (4) schools would be \$300 a month each, total \$1200



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B. BLACK STUDIES CENTER

On Campus sites

LECTURE HALL

The lecture hall would require a minimum of 1000 seats to accomodate growing interest of Black Community.

LIBRARY

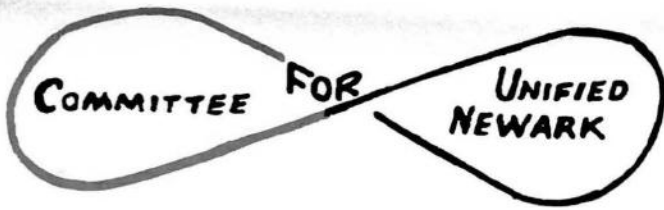
A 10,000 volume library modeled after the central school library. This library also must be established with a view toward expansion.

ART CENTER

A display and instruction area providing facilities for the full range of studies in the arts, and professional exhibitions.

ADMINISTRATIVE OFFICE

This office space would be provided for on campus coordinator and a secretary.



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SALARIES BASED ON A THIRTEEN (13) MONTH SALARY SCALE

ADMINISTRATOR

\$18,200.00

Responsible to Community Board. Responsible for overall functioning of all parts of program.

ASST. ADMINISTRATOR

\$13,000.00

Responsible to Administrator. Supervises Administrative functioning of Senior Teaching Program in conjunction with Tutorial Community School Teachers Program.

SENIOR TEACHER SUPERVISOR

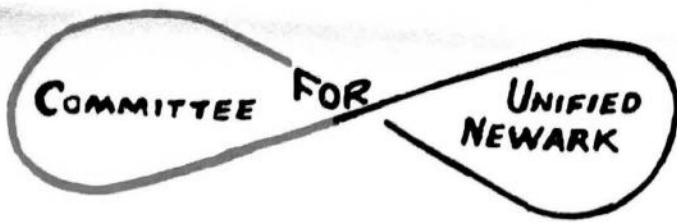
\$10,400.00

Responsible to Administrator and Assistant Administrator. Supervises functioning of Senior Teacher Program as well as recruiting for Senior Teachers, overall implementation of curricular.

SENIOR TEACHERS (10)
(Mwalimu)

\$78,000.00

Responsible to Senior Teacher Supervisor. Responsible for formulating specific aspects of curriculum under overall direction of Senior Teacher Supervisor, as well as the instruction of students



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SALARIES BASED ON A THIRTEEN (13) MONTH SALARY SCALE

As Tutors and Community School Teachers as well as general "Black Studies" Program on campus and at urban facility.

ON CAMPUS COORDINATOR \$10,400.00

Responsible to Administrator: Coordinate the functioning of an on campus Black Studies Program. Including functioning of Lecture Series.

TUTOR SUPERVISOR \$10,400.00

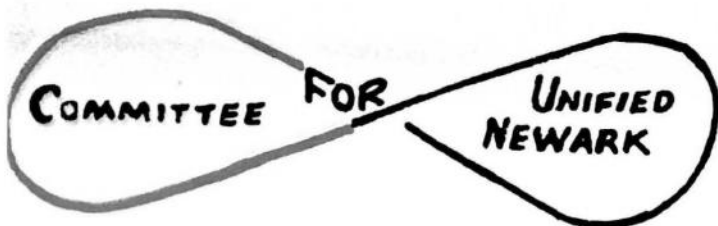
Responsible to Assistant Administrator. Directly responsible for placement and functioning of Tutor-Community School Teacher Trainees in Community Schools.

TUTOR-COMMUNITY SCHOOL \$50,000.00
TEACHER TRAINEES (50)

Responsible to Tutor Supervisor must function as students in Black Studies-Tutor-Community School Teacher Training Program. Fifty of whom will be selected to teach in Community Schools.

LIBRARIAN \$10,400.00

See to the overall functioning of Black Studies Library "System" on campus and at Urban Centers. Responsible to Administrator.



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SALARIES BASED ON A THIRTEEN (13) MONTH SALARY SCALE

ASST. LIBRARIAN \$7,800.00
(Campus)

Responsible to Librarian and on Campus Administrator. See to functioning of on Campus Black Studies Library.

ASST. LIBRARIAN \$7,800.00
(Newark)

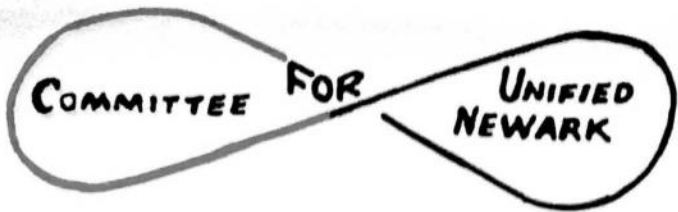
Responsible to Librarians, see to functioning of Urban Centers Black Studies Libraries.

RESEARCHER \$5,200.00

Responsible to Assistant Librarian on campus and Assistant Librarian on Urban Centers.

CURATOR \$10,400.00

Responsible to Administrator. Should see to overall functioning of Black Studies Art Centers on campus and urban sites, including artist contact, scheduling of exhibitions, sales, issuing of catalogues.



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SALARIES BASED ON A THIRTEEN (13) MONTH SALARY SCALE

ASSISTANT CURATOR-ART CENTER \$7,800.00
(Campus)

Responsible to Curator and on campus Coordinator. Should see to the functioning of on campus Art Center including, artist contact, scheduling of exhibitions, sales, issuing of catalogues.

ASSISTANT CURATOR-ART CENTER \$7,800.00
(Newark)

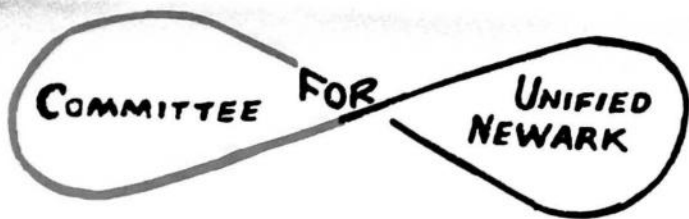
Responsible to Curator. Should see to functioning of Art Center including artist contact, scheduling of exhibitions, sales, issuing of catalogues specifically in Newark area.

SECRETARIES (4) \$22,620.00

As Directed

CONSULTANTS GOING RATE

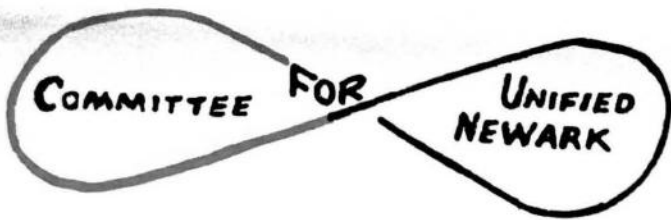
As needed to expand Senior Teachers functions especially as related to Black Studies Program. On Campus and at Urban Centers.



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COMPUTED ON A 13 MONTH SALARY SCALE

Administrator	1,400.00 mo	18,200.00
Asst. Administrator	1,000.00 mo	13,000.00
On Campus Coordinator	600.00 mo	10,400.00
Secretaries	1,740.00 mo	22,620.00
<u>LIBRARY</u>		
Librarian	800.00 mo	10,400.00
Asst. Librarian (2)	1,200.00 mo	15,600.00
Researcher	400.00 mo	5,200.00
<u>ART CENTER</u>		
Curator	800.00 mo	10,400.00
Asst. Curator (2)	1,200.00 mo	15,600.00
Researcher	400.00 mo	5,200.00
Senior Teacher Supervisor	800.00 mo	10,400.00
Senior Teachers (10)	6,000.00 mo	78,000.00
Tutor Supervisor	800.00 mo	10,400.00
Tutors Community School Teachers		50,000.00 per school term



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BUDGET OPERATIONAL COST

Rental Single Building (\$2.00 sq ft)		50,000.00
Rental Complex of Buildings (5)		20,993.98
Purchase-Building		200,000.00
Electric	300.00 mo	3,600.00
Fuel	360.00 mo	3,240.00

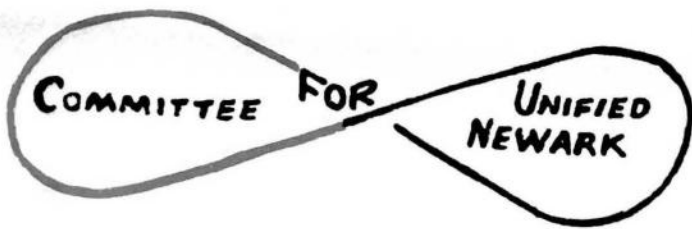
TRANSPORTATION

Volkswagons (5)		5,000.00
Drivers (5)		22,100.00

MATERIALS AND SUPPLIES

Telephone Average on Rising Amount of Calls 250 a month.

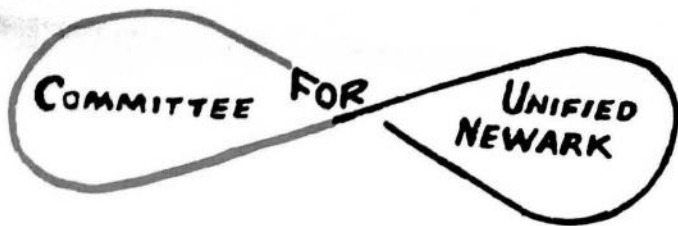
Main School (4 lines)	250.00 mo	3,000.00
Four Ward Schools (8 lines)	100.00 mo	1,200.00
Phone Installation	400.00	
Lectures-Speakers	1,000.00	12,000.00
All Inclusive both city and campus centers		
Consultants	Going Rate	



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OFFICE SUPPLIES PROJECT EQUIPMENT
AND FURNITURE

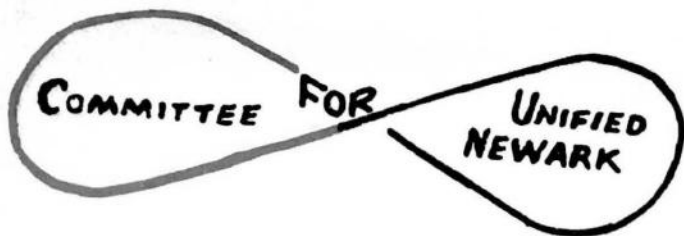
Mimeograph Machine	550.00
3 Electric Typewriters	1,560.00
9 File Cabinets	1,152.00
30 Supply Cabinets	2,532.00
1 Photo Copy Machine	995.00
17 Electric Pencil Sharpners	131.75
Adding Machine (Pitney Bowes)	300.00
Mailing Machine	439.00
Tape Recorder	175.00
Record Player	69.95
2 16mm Slide Projectors	300.00
2 16mm Movie Projectors	1,400.00
2 Movie Screens 52x70	120.00
20 World Maps (Wall Size)	200.00
2 Africa Asia Maps (Wall Size)	150.00
26 Desks	650.00
Desk Chairs (Class Rooms)	5,100.00
100 Folding Chairs	900.00



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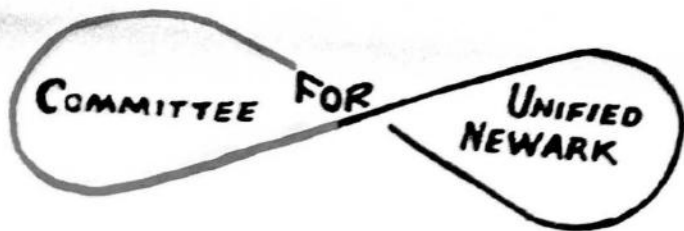
10 Coat Racks (48 hangers)	895.00
Volkswagon Buses (Pick-up Children) (5)	5,000.00
2 Card Files	120.00
16 Tables (Library)	240.00
4 Step Stools or ladders	
Desk Calendars	75.00
Blotters	120.00
Class Registers	75.00
Educational Games	500.00
Black Stuffed Dolls	250.00
Blocks	100.00
Puzzles	100.00
Stop Watches	50.00
Clocks	300.00
Rest Cots	500.00
Globes	500.00
20 Pointers 36" Ruler	15.00
Black Boards	84.15
Waste Paper Baskets	90.00



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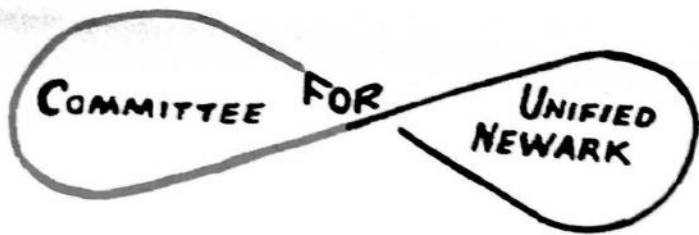
Paint Brushes (size 12x17)	50 doz	125.00
Felt Markers	50 doz	125.00
Felt Pens	50 doz	100.00
Scissors (blunt)	30 doz	75.00
Scissors (office shears)	10 doz	250.00
Rulers	25 doz	25.00
Yard Sticks	5 doz	50.00
Hole Punchers	10 doz	100.00
Paper Clips	25,000	25.00
Thumb Tacks	25,000	25.00
Transparent Tape	25 doz	125.00
Masking Tape	25 doz	125.00
Transparent Tape Holders	2 doz	80.00
Poster Paint (tempra) pt jars	50 doz	500.00
Paper Paste (small jars)	20 doz	130.00
Wheat Paste (small jars)	25 doz	150.00
Glue (elmers)	5 gal	25.00
Glue (elmers) pts	25 doz	175.00
Chalk	100 doz	100.00



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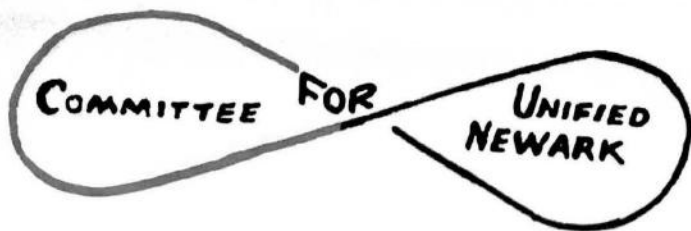
First Aid Supplies		200.00
Dictionary (20)		650.00
8 Paper Cutters		100.00
Lined Manila Writing Paper	250 reams	112.50
Newsprint	250 "	281.25
Construction Paper (Assorted Cols)	250 "	562.50
Manila Paper	250 "	270.00
File Folders	50 boxes	75.00
Mimeo Paper (For Supp. Reading)	100 reams	1,440.00
Composition Notebooks	50 doz	162.50
Stationery Envelopes	30 reams	250.00
Mimeo Ink (Tubes)	60 doz	230.00
Pencils (Average Grip) #2	250 doz	135.00
Pencils (Large Grip) #2	250 doz	135.00
Crayon (Large) Assorted Colors	300 doz	180.00
Pastels Assorted Colors (Large)	100 doz	115.00



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OFFICE SUPPLIES PROJECT EQUIPMENT
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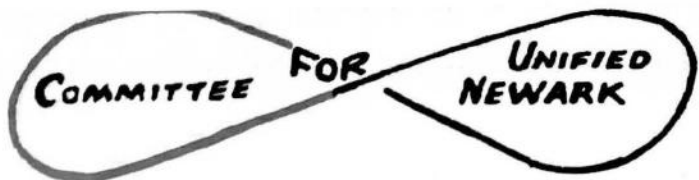
Clay	1000 lbs	
Blackboard Erasers	5 doz	50.00
Finger Paint (Pint Jars)	35 doz	150.00



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ART CENTER SUPPLIES AND TOOLS

Folding Easels #71 (15)	39.00
Amaco Electric Wheel (Potter's Wheel) (3)	969.00
Top Loading Kiln-Model N27 (2)	2,300.00
Work Benches #5A-2 drawers, one vise (8)	680.00
All purpose tables 25"-72"x30"-(Wood Top) (10)	364.00
Chairs #1478-16"-2 slats in back (80)	732.00
Art Tables-#8-34x20x29"-tilting top 24x20 (15)	682.50
All Steel Stools #1800 - 24" high (35)	176.75
All Steel Folding Chairs #1506 (20)	104.00
Portable Chalk Boards (Black) #504 x5ft. (3)	180.00
Paneled Steel Enamel Baskets-#34-14 $\frac{1}{2}$ " high (6)	9.60
Bulletin Boards - 42x60 #012 (30)	528.00
Work Bench (small children) #H306 D-C (10)	383.00
Arlington Adjustable Tables #820C 30x60" (10)	380.00
Display Cases-62"Wx22" D X 8" H-KB #1400 (4)	1,700.00
Book Case #6052 (3)	210.60
Steel Cabinets (Storage) #3487 (6)	314.70
Service Cart # 251- 36"lx24"Wx32"h (2)	64.30



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ART CENTER SUPPLIES AND TOOLS

Towel Dispenser #510 (Jackknife Cabinet) (3)	12.00
Modeling Stands (Metal) #162724 (10)	259.50
Kingspin Kinolite Turntable #169082 mfg #T-12 (15)	104.25
Pro Studio Easel #074944 (10)	399.50
School Pine Drawing Boards 20x26 #152540 (15)	61.50
School Easels #075431 (double sided) (10)	150.00
Folding Studio Easel #075333 (10)	175.00
Wall Clocks (3)	22.59
Weaving Looms-Artcraft #32452 (2)	74.00
Four Student Drawing Tables #28554 Model SB-Dt (5)	840.00

TOOLS:

Woodworking	500.00
Carving Tool Set	70.00
Ceramics	100.00
Jewelry Cutters	100.00
Silk Screen Printing	200.00
Sculpture	100.00



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LIBRARY (VOLUMES)

Central Community Library	10,000 volumes	70,000.00
Secondary Community Libraries (4)	1,000 volumes ea	28,000.00

COMMITTEE FOR UNIFIED NEWARK



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EDUCATIONAL PROPOSAL

BLACK EDUCATIONAL COUNCIL COMMITTEE FOR UNIFIED NEWARK

Administration Office	64,220.00
Library	31,200.00
Library (14,000 volumes total)	98,000.00
Art Center	31,200.00
Art Center Tools and Supplies	12,986.38
Faculty and Tutors	148,800.00
Operational Cost	6,840.00
Transportation	27,100.00
Telephone Cost	4,600.00
Lectures	12,000.00
Project Equipment-Office Supplies & Furniture	31,547.60
	<hr/>
TOTAL	459,493.98
With Rental of Single Building \$50,000.00	GRAND TOTAL
	509,493.98

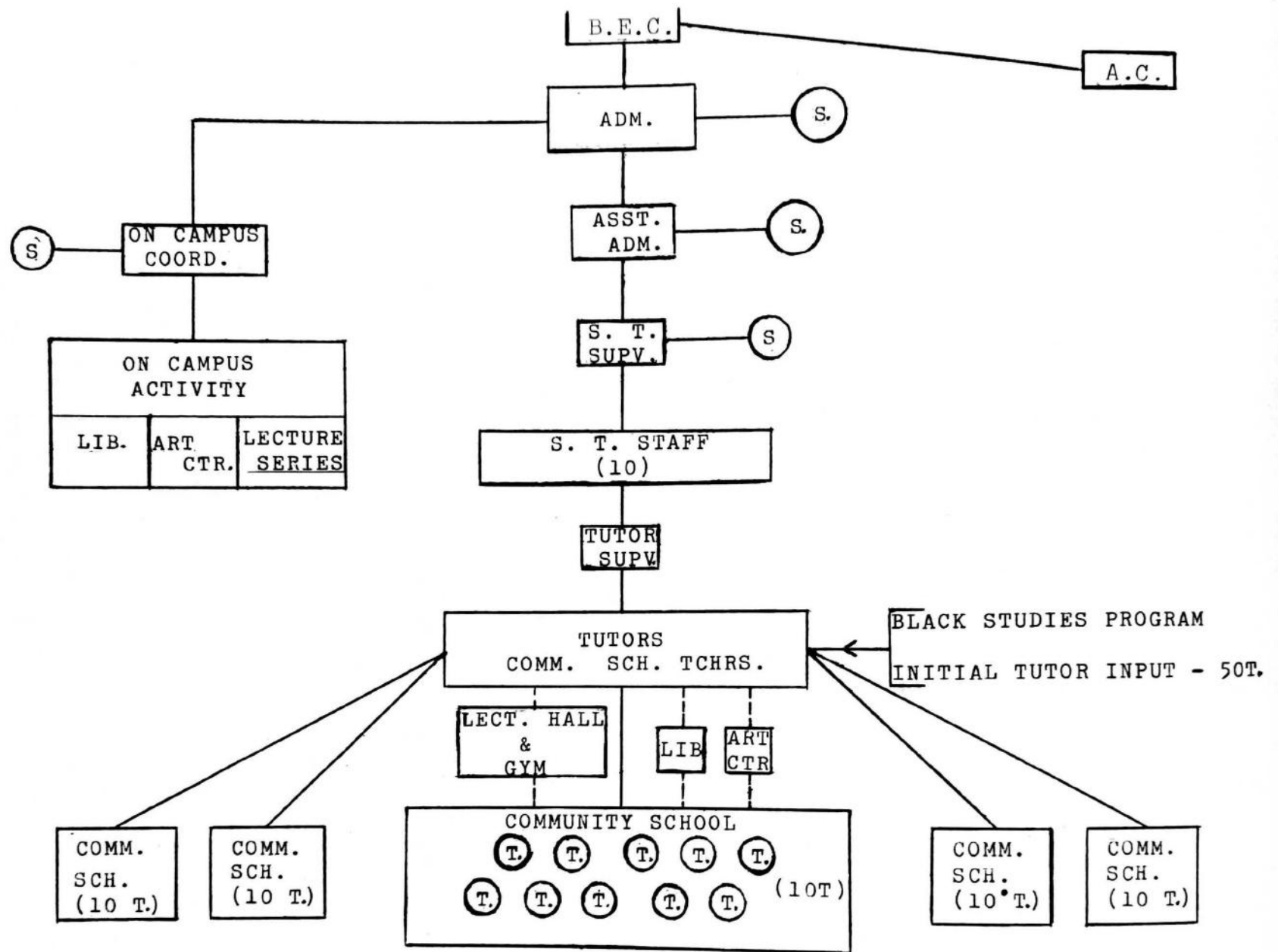


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With Purchase of Single Building \$200,000.00	GRAND TOTAL	659.493.98
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With Rental of Complex of Building \$20,993.98	GRAND TOTAL	480.487.96
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Contingency 10% of total-used for Consultants, and Outfitting.



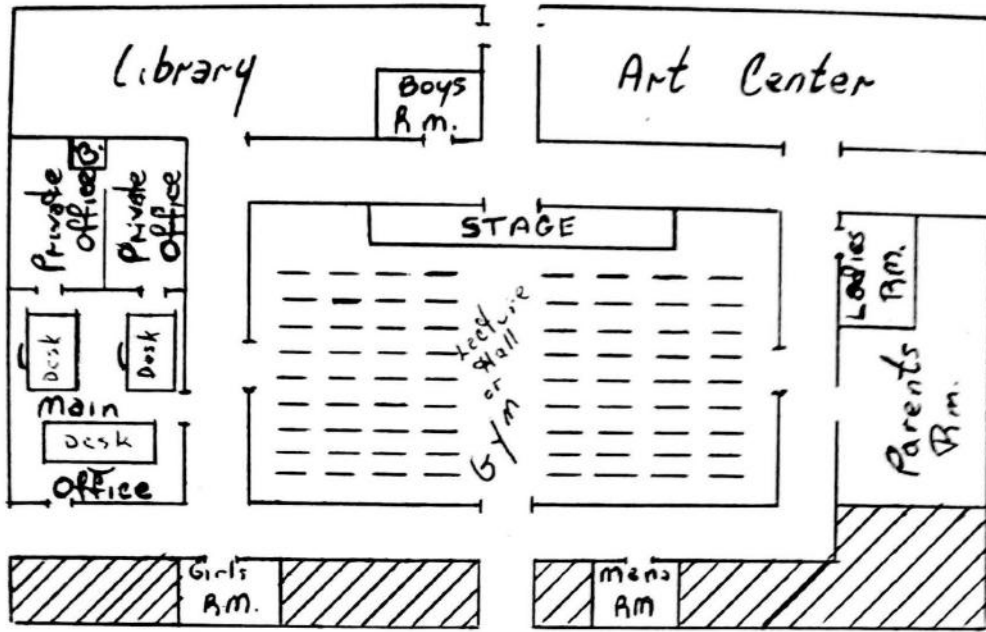
Key:

A.C. - Advisory Committee
 Adm. - Administrator
 Asst. - Assistant
 B.E.C. - Black Educational Council
 Camp. - Campus
 Comm. - Community
 Coord. - Coordinator
 Ctr. - Center

Lect. - Lecture
 Lib. - Library
 S. - Secretary
 Sch. - School
 S.T. - Senior Teacher/ing
 Supv. - Supervisor
 T. - Tutor
 Tchrs - Teachers

Proposed facilities for
 Community School should
 enable student input to
 be raised to 500 minimum

Proposed School Floor Plan 1st floor.



School Floor Plan 2nd floor

