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THE ORIGINS OF UNIVERSITIES.

The Middle Ages contributed the cathedral, parliament and the university to the sum of Western civilization. By the XI Century, comparative peace descended upon Europe. The papacy and the empire were the two reigning power units; the nation-state was emerging; feudal order became fixed, and with it a measure of security; travel again became possible; the cities and towns were slowly gathering political and economic strength. The cathedral, parliament and the university symbolized the established institutions of religion, political process and education. The flourishing towns of Europe, being political and social islands of freedom in regions still under rural bondage, provided the best possible locations for the growth of the university as a constituent institution of civilization. These towns were basically commercial, rather than ecclesiastical or manorial, and their relations were mainly with other towns, rather than with their surrounding regions.

Although there had been fluctuating bodies of scholars who performed the necessary function of carrying Greek, Roman and Jewish culture across the Dark Ages to modern Europe, not until about the year 1000 can the form of the university as a corporate institution be discerned. At that time two factors were introduced into the life of Europe which crystallized the function of the university. The first of these factors was the influx of new knowledge, chiefly through Sicily and Italy, produced by the powerful Arab civilization across the Mediterranean. The second was the need, not being met by the old monastic and cathedral schools, for trained personnel, by the rapidly organizing bureaucracies

of church and state, and by business in the towns. They required logicians, theologians, lawyers, doctors, secretaries and bookkeepers. A good education became a means of preferment in the church and state apparatus.

The term university is derived from the Latin universitas: any community or corporation. Originally, the customary designation for the university was studium generale: center of instruction open to all. These centers existed as vigorous informal organizations before their lawful recognition by church and state.

As an urban phenomenon, the relations of a university to its host city has always been something of a problem. In medieval times, urban life was especially lawless and violent, and conflicts between town and gown often erupted into riots and pillage. Composed very often of foreigners, the student bodies had to band themselves together for protection from the extortion and other abuses to which they were subjected by the townspeople. On the other hand, the universities were quickly recognized as conferring status and prestige to cities, not to mention their financial contribution. Impeding adjustment was the fact that not until the XV Century did the universities have their own buildings. Until then, they were housing in monastic buildings, if under the protection of religious orders, or in old palaces and buildings not originally planned for education, if under secular auspices. The faculty and students shifted for themselves in housing surrounding the school.

While there had been, of course, schools and academies reaching back to Greece, the uniqueness of the university lay in its corporate

organization. The first stage in the development of the university was the granting of permission by the chancellor of the cathedral or comparable authority, to establish other than a cathedral school in the neighborhood of the church. The second stage was the introduction of a formal examination, whose passing conferred the title of master to the graduate, which allowed him to teach at any comparable center in Europe. The third stage was reached at the height of the Papal and Imperial power, when it became necessary to be granted a license by the pope, emperor or king in order to open a new university. For the idea of a university caught on quickly, with towns, popes and emperors vying for its political control and its prestige.

Thus evolved the concept of an ordered course of education, with a degree or certificate of fitness at the end. The following elements, comprising a university, have formed a tradition reaching down to modern times:

1. An association of masters and students into a corporate whole.
2. A curriculum, generally established by the faculty (both in subject and their sequence), a means of testing, and a degree upon satisfactory student work.
3. An administration composed of chancellor, rector, dean and faculty.

Within this formal structure for a university, three distinct forms of social organization developed in Bologna, Paris, and Oxford, respectively. Bologna and Paris are generally recognized as being the first universities worthy of the name.

THE UNIVERSITY OF BOLOGNA.

The importance of Bologna as a scholastic center was based in great

part on its geographical position as the center of communication between northern Europe and the Italian peninsula.

Italy has always had a tradition of secular education, based upon the social order of Imperial Rome. With the rise of the medieval towns, there arose a great need for legal scholarship, and it is to fulfill this need that the University of Bologna was originally established. The university was unique in that its students were almost all foreigners of mature age, who already held bureaucratic positions, but needed legal training. The abuses of the citizens of Bologna towards these students prompted Frederick I, in November 1158, to confer special protection, immunities and privileges upon them. Thus, from being outlaws the students suddenly found themselves in the most favored political positions. The students were quick to take advantage of this, by organizing themselves into guilds, with a structure patterned on the merchant guilds. They prevailed in their struggle against the town, and held sway over it from then on, and they arrogated to themselves the power to hire and fire their faculty, and to penalize them for absence or tardiness. By the year 1200 the student body is said to have numbered 10,000.

THE UNIVERSITY OF PARIS.

The University of Paris owes its origins to the fact that Paris has always been strategically located, and moreover became the seat of the new French monarchy. Its exact founding cannot be determined precisely, but it is known that by 991 a charter was granted to the cathedral school. It was not until 1150-1170, however, that the university was granted its own charter. Logic became the chief study at Paris.

In 1079 the great French philosopher and teacher Abelard came to Paris, and he and his successors attracted hordes of students, creating administrative and organizational problems. With the merchant guilds as their precedent, with their definite corporate structure, strict rules of entry, and evidence of competence, the teachers, who resided on the Ile de la Cite, organized themselves into faculty guilds. Unlike Bologna, with its powerful student-oriented organization, these faculty guilds, with strong ecclesiastical support managed the universities.

OXFORD UNIVERSITY.

The third university type was developed in Oxford. At about 1168 a migration of English students from Paris settled at Oxford, and with Paris as their model, established a university. Its first charter was granted in 1249. In contrast to Paris and Bologna, Oxford was not located within a thriving metropolis, but was sited in a strong fortress, a commercial and market town at the junction of an important river and road crossing.

The originality of Oxford lies in its development of an independent federation of colleges. These originated through endowments for the purpose of providing decent, secure and permanent quarters to masters and students. By the addition through time of a library, a dining hall and other communal facilities, these quarters gradually became self-sufficient and self-governing. The charter of foundation of these colleges (the first were Balbiol and Merton 1264) was quite explicit and precise, and tended to create a strong tradition of autonomy and introversion. The colleges assumed all responsibility for teaching and social life, while the university as a whole retained control of testing and the granting of degrees.

Oxford illustrates the effect which external and internal conditions have on each other. In contrast to the slow powerful shaping of its internal organization, Oxford experienced continuous acrimonious relations with its town. But as the masters gained greater control over the university, and greater ecclesiastical and royal support, their power to deal with the town was strengthened to the point where they at first achieved independence from the town and finally control over it.

It has been necessary to dwell upon the origins of universities because Bologna, Paris, and Oxford established the prototypes which, while having undergone modifications, have retained their form to the present. Their history also exhibits the fact that the institution of the university is essentially an urban phenomenon and cannot be understood in abstracto, but must be considered as a whole with its urban context--geographical, cultural, social and architecturally.

THE HISTORY OF UNIVERSITIES.

By the end of the Middle Ages about eighty universities existed throughout Europe, from Salamanca to Vienna. This gradual withdrawal from the life of their surrounding cities, their belief that it was their special and exclusive province to further learning and scholarship, and their emphasis on scholasticism led to a period of sterility and decline which lasted until the Reformation. In fact the French Revolution abolished universities in 1793, not to reopen them again until 1808 under newly instituted centralized systems. By then the University of Berlin was recognized as foremost in Europe, having a reputation for its freedom from dogma or from domination from a particular school of thought.

The history of universities in England reached a turning point in the 19th Century. In response to the needs of the Industrial Age, the so-called "Redbrick" universities were founded, with their curriculum based upon the newly important technological and scientific fields, and less on the classics and the traditional professions which still remained the province of Oxford and Cambridge. The "Redbrick" universities, so named because their construction material was similar to the warehouses and factories which they in fact served, were located in the burgeoning industrial cities, were municipally run and had low tuition fees.

The first university to be founded in the Western Hemisphere was located in Lima in 1551, at a time, ironically, when the Spanish universities were in decline. In 1636 the Massachusetts Bay Colony authorized the establishment of a college, later to be named after John Harvard. By 1770 there were ten collegiate institutions in the colonies, devoted chiefly to training men for the Christian ministry, government and culture. The University of North Carolina was established in 1776 and opened in 1795.

THE HISTORY OF UNIVERSITIES IN THE UNITED STATES.

Universities in the United States, while retaining the prototype form of their originals, have been modified to meet the conditions and needs peculiar to American civilization. Education, in general, has been a function of the state, and not of the federal government. In fact, this issue was raised by George Washington, who suggested the establishment of a National University. His proposal was rejected by Congress. The United States has been a leader in creating women's

colleges, and in developing a remarkable tradition of individual endowments, either as general funds, or for complete new schools. One result of this has been that private institutions, although they have only 50 percent of total enrollment, outnumber public universities by ten to one.

Most public institutions in the United States were created under the federal Morrill Act of 1862, and were dedicated primarily to agricultural and mechanical arts. Many of these schools, unlike those in Europe, were, because of the importance of agriculture in our early history, located in isolated rural districts, on sometimes immense sites. Their architectural and planning solutions were as a result markedly different from their European counterparts, which were based upon closely knit cloister-type forms. One of the concomitant developments has been the popularity of college athletics.

After World War I the pressure of immigration plus the needs of a rapidly expanding industrial society led American universities to further abandon their reliance upon support from the wealthier classes, and to turn to the mass education of the population.

Generally American universities tend to have a greater degree of specialization, and have also pioneered in the development of adult education programs geared to the needs of an adult public which may not have the opportunity, desire or need for a full college career.

NEGRO EDUCATION

Public management of southern education has left most of the responsibility for Negro higher education to outside interests, mostly northern philanthropists. The progress in Negro education has been handicapped

by the lack of Negro leadership in the field, based upon a lack of funds and opportunity for teacher training.

Negro private colleges have traditionally kept education alive among Negroes at a time when every other force has tried to stifle ambition. With the drop in illiteracy from 33 per cent in 1910 to 8 per cent in 1960, and with increased opportunities, there has been an increase in the enrollment of Negro colleges. Between 1940 and 1960 Negro college attendance has doubled, while from 1950 to 1960 the percentage of Negroes who completed high school rose from 14 per cent to 22 per cent. Still, on a proportionate basis, the 1960 census indicates that those college educated among Negroes numbered 3.5 per cent of the total, as compared to 8.1 per cent for the rest of the population. In 1960 Negro college attendance was proportionately one-half of white.

At this stage of American history, the Negro colleges find themselves in a position of their greatest opportunity and responsibility. To share in the opportunities of this country, Negroes need jobs which pay adequate and fair living wages. The latest census reports Negroes in Raleigh receive an income approximately one-half of whites.

To qualify for better paying jobs increasingly calls for better and more education. Thus the Negro's hopes for the future, even more than the rest of the nation, centers upon education.

RALEIGH AND ITS INSTITUTIONS OF HIGHER EDUCATION.

In 1771 Wake County was organized. Following the American Revolution, there arose a desire on the part of the citizens of the new State of North Carolina for a centrally located permanent capital. This resulted in the buying and setting aside of 1,000 acres of land in Wake County.

In 1800 Raleigh had a population of 609 residents, and one State-aided private school. In 1840 the first standard gauge track railroad prompted an advance in the city's economy and population. In 1850 the first newspaper began publication.

Peace College was the first institution of higher education to be established in Raleigh. It was founded through the efforts of prominent men in the Synod of North Carolina who desired to create at the State Capital a school of high caliber for young women. In 1857 William Peace, an elder, gave \$10,000 and the present school site. However, the college, or institute, as it was then called, did not begin operations until after the Civil War, in 1872.

Before the Civil War, the City of Raleigh was divided on the problem of secession; but when the State joined the Confederacy, Raleigh became a concentration point for troops and material. On April 14, 1865, Raleigh surrendered and was occupied by Union troops.

On October 10, 1865, Henry Martin Tupper, a native of Massachusetts, and recently discharged from the Union Army, arrived in Raleigh and in December 1865, in a room located where the State Museum now stands, began a class in theology for illiterate ex-slaves, in time to expand into Shaw University.

In 1867 through the joint efforts of the Freedmen's Bureau and the Protestant Episcopal Church, a group of clergy and laymen organized what is now known as St. Augustine's College.

Meredith College was founded by the North Carolina Baptist Convention, was granted a charter in 1891 and first opened in September 1899. It too, like Peace, is a women's college.

Following the Reconstruction Period in 1889, the need for an institution of practical education to develop the State's resources and fill the need for an economy becoming industrialized and agricultural resulted in the founding of what is now known as the North Carolina State University.

Peace College has an enrollment of 450 students, with plans projected for 600 students. The present enrollment of St. Augustine's College is 700; Meredith College has 1,100 students; and North Carolina State University has an enrollment of some 11,000 students.

THE PROBLEM OF SOCIAL CHANGE.

The basic phenomenon of human society is its social interaction, and social change, either at violent or placid rate, is its most constant feature. Such change is brought about by a variety of causes, among which are physical environment, the cycles of the seasons, and the climate; the passing of the generations bringing in its train new needs and wants; economic fluctuations; political adjustments and realignments. Social systems are the process agents through which their members adapt to their environment, attain their goals, integrate their activities with the rest of the society, and manage tension. The United States is basically an associational society; it is composed of groups of diverse backgrounds, often of groups having a plurality of backgrounds and thus multiple loyalties and objectives, and depends for its social and economic well-being upon a division of labor. It does not, especially in urban areas, expect or demand self-sufficiency as a social method or a goal.

In a stable social system, ethnic stratification, one of the many stratifications comprising the totality of society, does not produce direct competition among people of different ethnic categories. They do not compete for jobs, homes, recognition, or mates. The result is that such patterns of separation create what is known as "social distance" between groups, in which the rejected minority develops group solidarity, and a strong sense of common identity.

Although a stable social system is an ideal condition, and is never fully realized, the term can be applied in a relative sense. In that sense it is possible to say that the South had a stable system of segregation between the period of Reconstruction following the Civil War and 1954, the year the Supreme Court struck down the legal foundations for segregated education.

Today the status quo is in the process of dissolution, and is meeting varying acceptance, cooperation and success.

The process of integration, of an orderly process of social change, wherein new social relationships arise, and all groups and classes undergo strains and stresses concomitant to finding their new levels, can be broken down into a number of phases:

1. Originally a system which maintains stability to the benefit of some groups and at the expense of others may be said to suffer a pathological social condition. This manifests itself in the lack of harmony between the pattern of relationship in one phase of human life with those prevailing in others, and gives rise to revolutionary movements which engage in organizing the alienated to disrupt institutionalized order. The subjected groups, finding redress through legal means within

the social order blocked, seek to correct the existing social disequilibrium through a reorganization of the social structure. Such a movement can play an important part, short of actually upsetting the social order, by acting as a spur to legalized and orderly social change.

2. The second phase is social action taken by responsible members of the community and by its institutions, who in acknowledging social imbalance seek to redress it through an orderly process of phased change. In this phase both groups undergo an educative experience in which their former values and goals undergo transformation. This experience consists of:

a. Accommodation: The organization of relations between the classes or groups on a mutually satisfactory basis. At this point conventional patterns of separation become increasingly difficult to maintain and enforce. "Social distance" begins to diminish.

b. Assimilation: At this point social discourse, or communication, is followed by selective mutual imitation. A certain amount of spontaneous assimilation, of a socially unstructured kind, exists at present, and in fact has always existed in a multi-cultural society such as ours. From such a mixing of values and goals a new culture may arise.

c. Amalgamation: This last phase completes the process of integration by the physical interbreeding of groups.

Of course, in reality, all of these phases overlap. There can be found evidence of each phase in all the others.

The history of intergroup hostility and tension can be changed through a change in attitude brought about by greater acquaintance between

groups, by physical conditions, such as a decent environment, and by economic stability, where enough jobs exist to remove them from competition.

The most successful social contact occurs with children, since they have not yet amassed the burden of history which may block communication. By being educated together, a fresh cycle of attitudes enter the social system. Mixed housing impels a transformation in social perspectives and therefore a closing of "social distance". The increased knowledge about the personal characteristics of members of other groups generates sympathetic identification with other viewpoints. It is during this period, when the status quo begins to disintegrate, that the minority group undergoes a period of social disintegration, alienation, bewilderment and role confusion.

For this, among other reasons, the transformation of the status quo, and the establishment of an equitable social order, should be a systematic social process within the legal bounds of society. It is at this point that institutions assume a crucial position.

ANALYSIS OF THE INSTITUTION.

An institution is not a group; it is an organized way of doing something, an organized procedure, a definite, formal and scheduled way of doing something. Some examples of such social institutions are business, government, religion and education. Such processes of carrying out the differentiated needs of society become embodied, in time, into associations, such as the state, the church, the corporation, the army, the family, and the school. The origins of the university, as previously described, is one clear example of the need for education being haphazardly met, but in time becoming formalized.

In the sense that everything in society can be an educational factor, the school and university becomes merely a more intensified and systematized social experience. It can serve in one facility or another the whole social system, from child to adolescent, to the young adult preparing to enter adult life and to the adult who may feel the need to "keep up with the times". The institution of education can serve as the channel for continuous social reorientation. When universities considered their function to be uniquely the transmission and creation of knowledge, especially of knowledge increasingly abstract, a certain amount of divorce from its environment, a certain amount of introversion could be accepted by the rest of society. The classic cloister plan for universities physically reflected this attitude. But when knowledge becomes an important factor of social and cultural activity, universities, along with other educational elements, return to their original function as an agency of social change. The university acts as a link: from research carried on an international scale, to contributions towards national planning, to community action programs.

HISTORY OF SHAW UNIVERSITY.

Shaw University, originating as a theology class for ex-slaves meeting in a room of the old Guion Hotel, the present site of the State Museum, has expanded to an enrollment of over 600 students, a campus of 15 acres in downtown Raleigh, and an operating budget of \$706,096. As the nation's oldest predominately Negro coeducational college, Shaw University has pioneered in its contributions to American higher education.

Founded in 1865, the University moved to its present location in 1870, and was granted its charter by the State Legislature in 1875.

Since then Shaw University: Established the first four year medical school in the United States which until 1918 graduated more than 600 physicians with the M.D. degree, and more than 70 with degrees in pharmacy.

Directly or indirectly founded five other colleges in North Carolina.

(Elizabeth City State College, Fayetteville State College, North Carolina College at Durham, Winston-Salem State College, and North Carolina A. and T. College which began as a department of agriculture at Shaw.)

Has trained and educated more than 10,000 young men and women and graduated more than 5,000 with degrees in the arts, sciences, theology, law, medicine and pharmacy.

Became the first institution of higher education for Negroes in the State of North Carolina to achieve an "A" rating by the State Department of Education.

Supplied more than 50 per cent of the Negro principals in the public school system in North Carolina, and ranks third among all colleges in the State in the number of its graduates serving as teachers in the North Carolina public schools.

Having been established as Raleigh's second oldest college for the last hundred years, Shaw University has now launched its Centennial Development Program. Its fund campaign seeks to secure \$3,300,000 for the construction of new facilities to replace the antiquated structures now in use. In addition, \$1,700,000 will be added to the endowment for scholarships to deserving students.

The physical expansion program seeks to organize the school into four specific centers: Residence, Learning, Fine Arts, and Multi-purpose. The target date for completion of this program is 1970. At that time Shaw University should have one of the most modern and best equipped small educational centers in the nation. Shaw University has committed itself to remaining upon its original site in downtown Raleigh, because it feels that being in the heart of a growing community, in close proximity to the State Government Center, the Raleigh Municipal Building, and the Central Business District, and the other expanding colleges, it can enter more boldly upon an expanded program of community services and intercollegiate cooperation. Thus, Shaw University follows the historical tradition of the university as an important element of urban life.

At present, Shaw University is a Liberal Arts institution concentrating on the Humanities, Natural Sciences and Mathematics, and the Social Sciences and Commerce. It also offers special programs in Honors, Teacher Education and International Studies, the latter stressing non-Western studies.

The new curriculum will provide a revised program of basic studies; the addition of new fields of specialization in areas where employment opportunities are becoming available; an extension of the International Studies Program to include areas other than Africa and Asia; a program in Adult Education; and a new range of cultural and social activities.

SHAW UNIVERSITY: PRESENT AND PROJECTED DATA.

FACULTY	<u>1953-54</u>	<u>1963-64</u>	<u>1973-74</u>
Number of Teaching Faculty	40	38	50
Cost of Instruction:			
Salaries	\$120,458.44	\$214,018.82	\$470,000.00
Fringe Benefits	3,613.74	23,823.63	70,500.00
Average Compensation:			
Salaries	3,011.46	5,632.07	9,400.00
Fringe Benefits	90.34	626.94	1,410.00
Percentage P.H.D.'s	14%	39%	70%

STUDENT BODY

Enrollment	542	680	1,000
Number of Freshmen	176	241	350
Percentage of Freshmen in top quarter of high school class	40%	42%	65%
Geographic Origin:			
Percentage from North Carolina	86%	65%	50%
Percentage of Foreign Students	1%	1%	5%

GRADUATES

Percentage entering Graduate and Professional Schools	5%	3%	45%
Percentage employed in Industry, Business and Government	3.1%	12.3%	40%
Percentage employed in Public School Teaching	91.9%	84.7%	15%

FINANCIAL DATA

Endowment Funds (Book Value)	\$315,188.09	\$435,112.57	\$2,000,000.00
Total Assets	1,863,889.04	2,935,643.15	10,000,000.00
Amount of Student Aid	43,952.00	147,336.19	330,000.00
Total of Student Loans	6,461.57	70,517.75	250,000.00
Number of Students receiving Scholarships	70	160	300
Number of Students receiving Loans	25	265	500
Annual Tuition and Fees	299.00	580.00	\$870.00
Endowed Scholarship Funds	9,200.00	33,551.60	\$1,500,000.00
Number of Endowed Scholarships	3	12	100
Education and General Budget	227,436.20	492,836.00	960,000.00
Library Budget	11,610.55	18,673.18	120,000.00
Number of Volumes in Library	19,835	30,000	150,000

THE SHAW UNIVERSITY URBAN RENEWAL AREA.

The immediate area surrounding Shaw University designated for urban renewal is bounded on the west by the Norfolk and Southern Railroad trackbed, on the south by East Smithfield Street, on the east by South East Street and on the north by East South Street and East Cabarrus Street. At present the area is zoned mostly for residential use, with some commercial and industrial use, and the rest zoned for institutional use. The area contains nine churches, but no schools, although two elementary schools are close to the area boundaries, and one high school is located seven blocks away. Its commercial establishments consist of four industrial shops, six storage warehouses close to the railtracks, eight groceries, one laundry, one laundromat, one tavern, one drugstore, five service stations, three restaurants, one candy shop and twelve other retail outlets. The degree of blight in the area runs from 40 per cent to 90 per cent, with the majority of the buildings in a condition dilapidated beyond rehabilitation, and the majority of the streets in substandard condition.

The whole area therefore, excluding the Memorial Auditorium and Shaw University, is slated for demolition.

LAND USE.

It is proposed that the northern boundary of this area, the northern side of East South Street, be zoned buffer commercial. This will effectively limit the expansion of the Central Business District to the north, and will control the quality and type of commercial establishments. Below this area, the space between the railway tracks and the Memorial Auditorium is an ideal location for a hotel and high-rise,

private, perhaps luxury housing. The hotel close to Western Boulevard and the Beltline, could provide excellent accommodations for visitors attending conventions in Memorial Auditorium to the east, and attending sports events in the projected stadium to the west. Its proximity to the Central Business District would act to their mutual benefit. Shaw University is in the process of completely rebuilding its campus, and is outside the scope of this study. South of Shaw University should be zoned for residential use, of a medium density level (R.20). It should also contain some neighborhood commercial establishments. It is suggested that the land bordering Shaw University, except for the Memorial Auditorium lying to the west, be bought and so controlled by the university. With a plant development fund goal of \$3,300,000, it becomes imperative that the environment of the new campus be protected from haphazard development. Thus, to the west the Memorial Auditorium area, with its possibility of expansion into a cultural center consisting of theaters and museum affords a measure of protection. To the south, the land should be bought by the university for use as athletic fields, presently lacking. This land may in the future be used for plant expansion. To the north, the north side of East South Street has been proposed as a buffer commercial zone. Some of the commercial establishments dislocated by the renewal of the area could well be located here, and serve the university. Also, this area lends itself to low-rise housing above street front store level, and could be rented to faculty or to those members of the community who wish to live in a quiet zone within walking distance of the Central Business District. If the university bought and managed this land, it could

control the design of the buildings located upon it, and the quality of the establishments facing it. It is suggested that this strip of land be designed as "background" architecture; that is, rather bland quiet facades which will act as a foil for the more exciting university structures and the monumentality of the Memorial Auditorium. To the east of Shaw University the land is to be used for middle income housing, because of the economics of land use. Much of this area, to be described below, will be of park-like quality.

The objectives of this land use plan are to create a belt of park land south of South Street. This land will act as a firm southern boundary for the Central Business District, with the Capitol and its landscaped square at the north boundary. With these two limiting areas acting as poles, it becomes logical for the projected landscaped pedestrian mall down Fayetteville Street to be extended from the Capitol to the Memorial Auditorium. The objectives are to contain the intensive activity of the Central Business District with Fayetteville Street mall acting as a spine to unite its diversity, and to make the southern end of Fayetteville Street as attractive as its northern end. At present, the intensive activity of the street tends to be diffused and petered out as it proceeds south. With the southern perimeter of the Central Business District enhanced, it is probable that that side of it will become as desirable for commercial purposes as the rest of it, with a gain in taxes and real estate values.

TRAFFIC

It is proposed that the future four-lane highway east of East Street be depressed, possibly with the use of Federal funds earmarked for

that purpose. Furthermore, South Blount Street, which splits the campus of Shaw University, should also be depressed and spanned by pedestrian bridges and possibly buildings. South Wilmington Street, which leads to U. S. 70 and 401, at present runs some few feet below the level of the Auditorium. It becomes feasible then to depress it still further and thus create a tunnel. This would permit the landscaped area of Shaw University to be continued to the grounds of the Memorial Auditorium. All Auditorium parking for 400 cars would be below ground level, exiting on South Salisbury Street leading north and South Wilmington Street leading south.

SHAW UNIVERSITY HOUSING

With Shaw University doubling its campus by expanding east across South Blount Street to South Person Street, the area east of the new campus is projected for the highest density housing (R.30).

The legal basis for rebuilding this area is the authorization of the National Housing Act's 221 (d) (3) program. Housing can only be approved under this program if a community has had its "Program for Community Improvement" accepted by the Department of Housing and Urban Development. The program was designed to fill the needs of middle income families (\$3,000 to \$6,000 per year income) who earn too much to qualify for public housing but not enough to afford private speculative housing. The program stipulates that the sponsor of such housing must be a privately-owned non-profit corporation. Thus churches, unions and educational institutions are in an excellent position to act as possible sponsors.

The procedure by which an area becomes renewed is as follows: The Raleigh Urban Renewal Commission assembles the land package, if necessary under the power of eminent domain. It then offers this land for open bidding by non-profit corporations. There is thus no guarantee that Shaw University would win the right to build on this land, but the likelihood exists that it would have the greatest interest and incentive in doing so. Assuming Shaw University to win the bid, it would arrange a table of rentals for the dwelling units which would have to be approved by the Renewal Commission. Upon approval, the Commission would guarantee the mortgage from a private lending institution, at an interest rate less than the market value. Shaw University would then choose a builder and architect to do the actual work of improving the land. After completion of construction, Shaw University would manage the housing complex on a non-profit basis. The mortgage, upon completion, is 38 per cent per annum, with the F. H. A. paying the difference to the mortgage holder. Since the maximum repayment period is 40 years, it is possible that Shaw University may need to expand at that time and change the land use for its own needs.

The area designated for housing, sponsored by Shaw University, is bounded by East South Street and the projected new YMCA building on the north, South Bloodworth Street and the proposed depressed expressway on the east, East Smithfield Street and housing on the south and South Person Street and Shaw University on the west.

The area consists of approximately eight acres of land, sloping sharply down from west to east, with a spring-fed stream running along a declivity diagonally from northwest to southeast across the site.

Maximum density zoning therefore allows 240 dwelling units to be broken down into:

70 - one bedroom units at 600 square feet each

120 - two bedroom units at 900 square feet each

40 - three bedroom units at 1100 square feet each

10 - four bedroom units at 1300 square feet each

Parking will be provided for 240 cars, taking up 75,000 square feet of land. Since total land area is 340,000 square feet and maximum land coverage is 70 per cent of this, 238,000 square feet is allowed for dwelling construction.

SHAW UNIVERSITY URBAN RENEWAL CONCEPT AND METHODS.

The renewal of the Shaw University neighborhood and especially of its sponsored housing has the following objectives.

1. To exploit the resources of the federal, state and city governments and to fully cooperate with them in establishing an organizing a better community.
2. To exploit the cultural and social resources of the City of Raleigh.
3. To consider Shaw University and its environment as an integrated architectural and social entity, and to consider Shaw University as a link, a bridge between the Negro and white community.
4. To ameliorate the social distance between ethnic groups through the organization of physical, cultural, social and recreational means of communication.

In order to achieve these objectives the project is physically organized as follows:

Taking advantage of the terrain sloping sharply to the east, the project is conceived as a loosely articulated series of interlocked buildings or wings of varying height upon a series of stepped terraces. The whole is anchored by the highest wing, which matches the height of the Shaw University dormitories across Person Street and closes off the fourth side of a square formed by the university dormitory, the Fine Arts Building and the Auditorium-Chapel. Thus the spatial concept of interlocking squares, which forms the basis for Shaw University's new campus, is extended past its nominal limits to an urban scale. This residential wing of nine stories is the apex of a chevron plan which encloses a communal area in its hollow. At the juncture of the chevron, below each terrace, is the community center. Since parking is relegated to the periphery of this project, its interior is completely open to pedestrians.

An attempt is made to emphasize communal activities and contacts through the choice of a hierarchy of exterior spaces. Schemes which seek to give each family its own plot of land, as in the typical suburban development, were discarded for a variety of reasons: The lack of space for an adequate plot for each dwelling; the fact that people of moderate incomes who will live in this project cannot afford the paraphernalia which makes families in suburbia relatively self-sufficient; the fact that those in the lower income brackets of society tend to be the most intensive users of their community facilities; the fact that overemphasizing family activity at the expense of community activity tends to lead to social discreteness and isolation, and thus to continue the pattern of "social distance" prevalent today; the

fact that activities can be pursued on a community scale which cannot be followed on an individual or family basis; finally, the fact that group belongingness is a source of security and satisfaction to the alienated individual, and a sense of loyalty, recognition and belonging to a community larger than the individual's ethnic group can contribute to the alleviation of social tension and cultural hostility.

The hierarchy of spaces proceeds from the individual dwelling unit and to its balcony. All units have, for their private use, a balcony some five feet wide and of varying length. Each wing, and each floor of each wing, has its own commons room, a general multipurpose space which can be used for spontaneous contacts or regular meetings, for children's play area or adult recreation. Each commons room, in turn, is a two-story space opening up to another commons room, so that spatial, and therefore, social stratification is avoided; the potential for extending social contacts is built-in. Similarly, each terrace opens on to another one, allowing people to wander about in complete traffic safety. On the lowest level, the lawn with its spring-fed pool, an outdoor amphitheater is located, with seats for 400 people.

At the heart of this complex, beneath each terrace, is located the non-profit community club, serving not only this project but the neighborhood at large. This club can be reached under cover from almost every unit, and consists of more specific and organized services than can be found in the series of commons rooms. A theater seating 300; a library; a children's day center; a cafeteria; a gymnasium and public health center providing dental, medical and psychiatric services; classrooms; model apartments; kitchens and shops, and general lounge areas are distributed throughout the three floors of the club.

Since the project is based upon open occupancy, the club will act as the field for intergroup and interpersonal contact of a spontaneous regulated type. The club is, as has been stated, a non-profit community owned and supported organization, with spaces allocated for government services, such as the public health facilities and the library. All those who wish to belong need to fulfill only one requirement, and that is that they pay their dues, even if it is only token dues by the poorest members of the neighborhood. This is proposed so that there will be no sense of "colonization", of passive acceptance by the community of services provided by distant and somewhat abstract bureaucracies, but rather that there be a sense of personal pride, involvement, motivation and responsibility towards their community by its citizens.

The club is central to the social planning of the project, for it is understood that even when ethnic groups live in proximity of each other, occasions must be provided for them to meet, interact in activities with mutually accepted norms, and so gradually transform their attitudes towards each other. Underlying all its activities is the educative experience of learning to adjust and to live in a pluralistic society. In this educative experience, Shaw University can assume an important role.

As an established institution in an area undergoing transformation; as a predominately Negro university with access and contacts with the rest of the community in the city, state and nation; as its students epitomize their group's aspiration for social mobility and integration, Shaw University has the opportunity and responsibility to lead the community

in many diverse activities. Conversely, the university gains by having a neighborhood in which it can conduct part of its expanded program of community services, in which it can exercise its rightful role as a community leader, in which it can experiment in social and educational programs, possibly with foundation support, and in which it can play an important part as a channel in the transition from the emphasis on civil rights to overall social responsibility.

In this connection, the community club can be conceived as an extension of the university plant, providing facilities for community programs, of which the following are tentative suggestions:

A series of courses, partly suggested by members of the community, partly introduced by the university. These could run the gamut from the most abstract to the most practical. In conjunction with its educational program, a number of tours visiting city, state and nation, possibly even international places of interest. This would broaden the perspectives of all groups, would encourage the self-realization of individuals by opening up directions to potential interests, and would contribute to the general enrichment of the community and to its greater cohesiveness.

Seminars open to the public could be held in conjunction with other colleges, with government officials, with visiting lecturers, with community churches and organizations and with selected members of the community, to discuss anything from international problems to community and family relations.

Music, drama and art classes, sponsored by the relevant departments, could provide an outlet for those so inclined.

All these programs, where possible, should be group-oriented, rather than teacher-student-oriented, where the student assumes a passive role. Group orientations would generate individual participation, motivation and decision, and would lead to maximum self-actualization of individual potential.

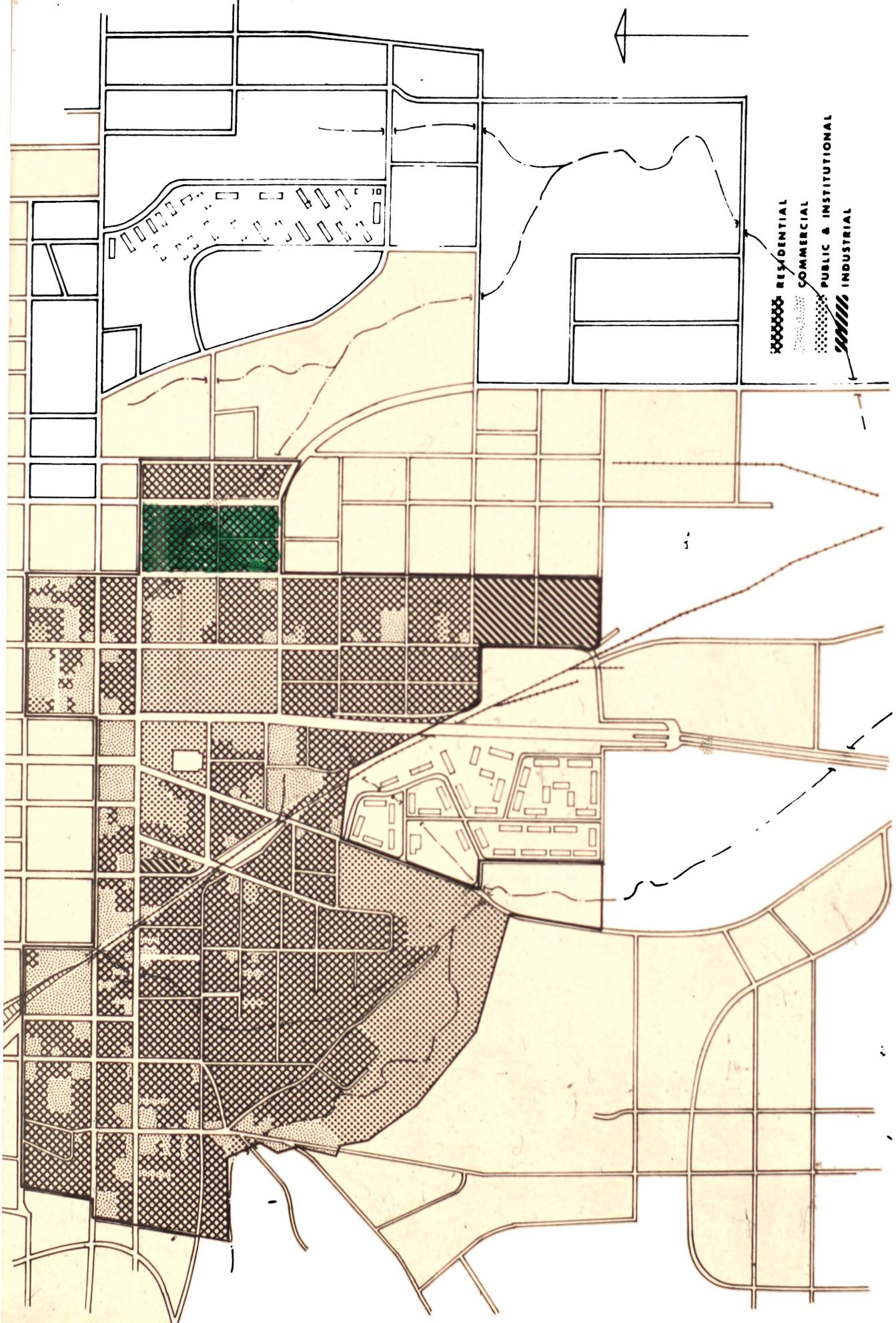
In addition to its purely educational program, Shaw University, by virtue of being an "inside" organization, so to speak, can act in concert with government agencies in running programs of civic value, such as preventive health programs, and could act as a transmitter of community wishes and needs which could be supplied by government.

The students of Shaw University could play a parallel part in the community through the organization of extra curricular services. Tutoring of neighborhood children, running certain athletic programs, participating in community activities in which they may find an educational value are some possibilities.

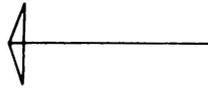
Research conducted by the Sociology Department could be of possible value not only to the community but to education and government as well. In conjunction with shops and stores in the Central Business District, a series of courses in efficient housekeeping, budget management and cooking may be held in the demonstration apartments and kitchens of the club.

The children's day center, in addition to providing care and recreation for those children whose parents work during the day, could also run a program of child rearing for those parents in the evening.

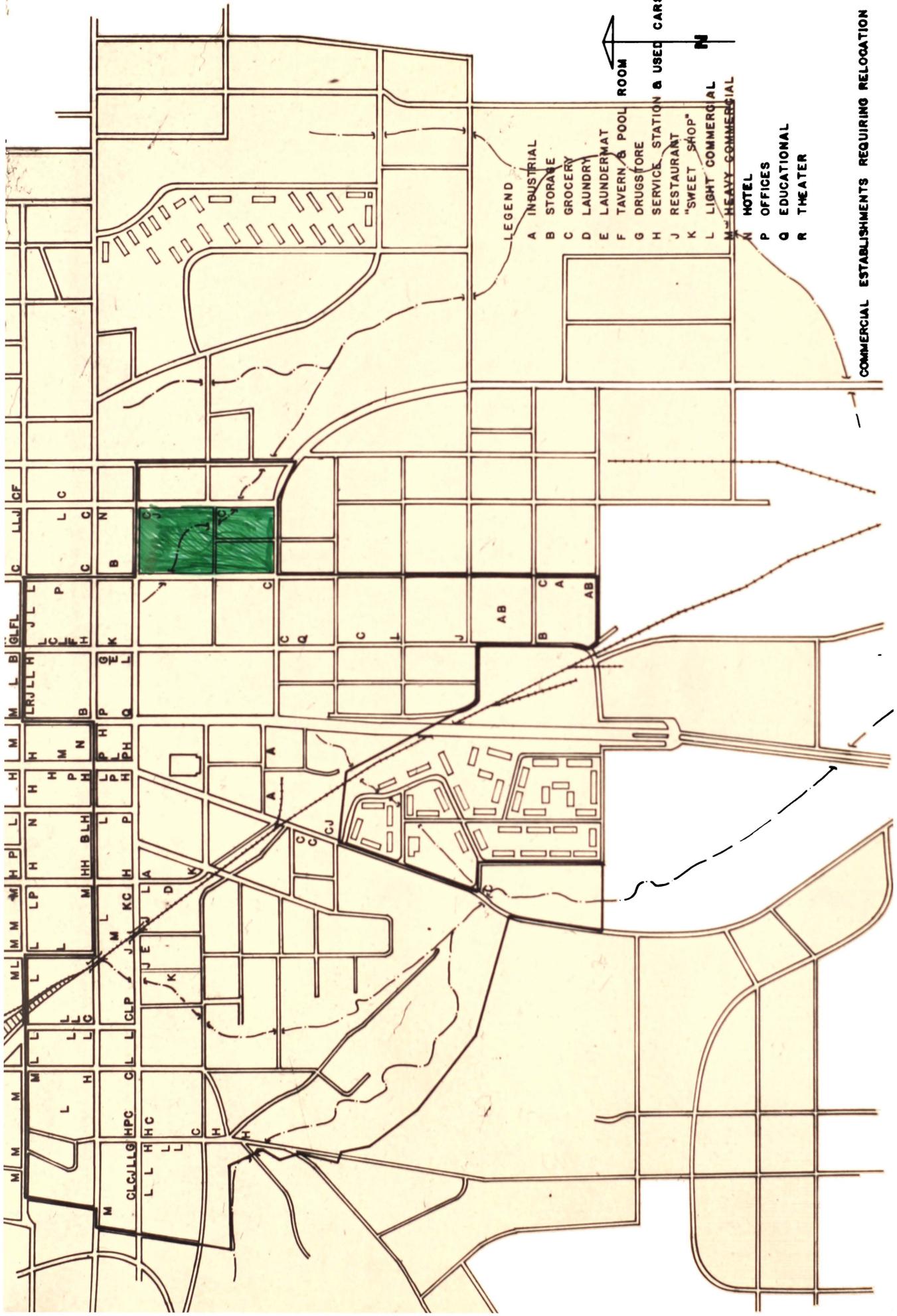
The attempt has been made, in the design, to create a variety of spatial and social experiences which will lead to a richness of everyday life



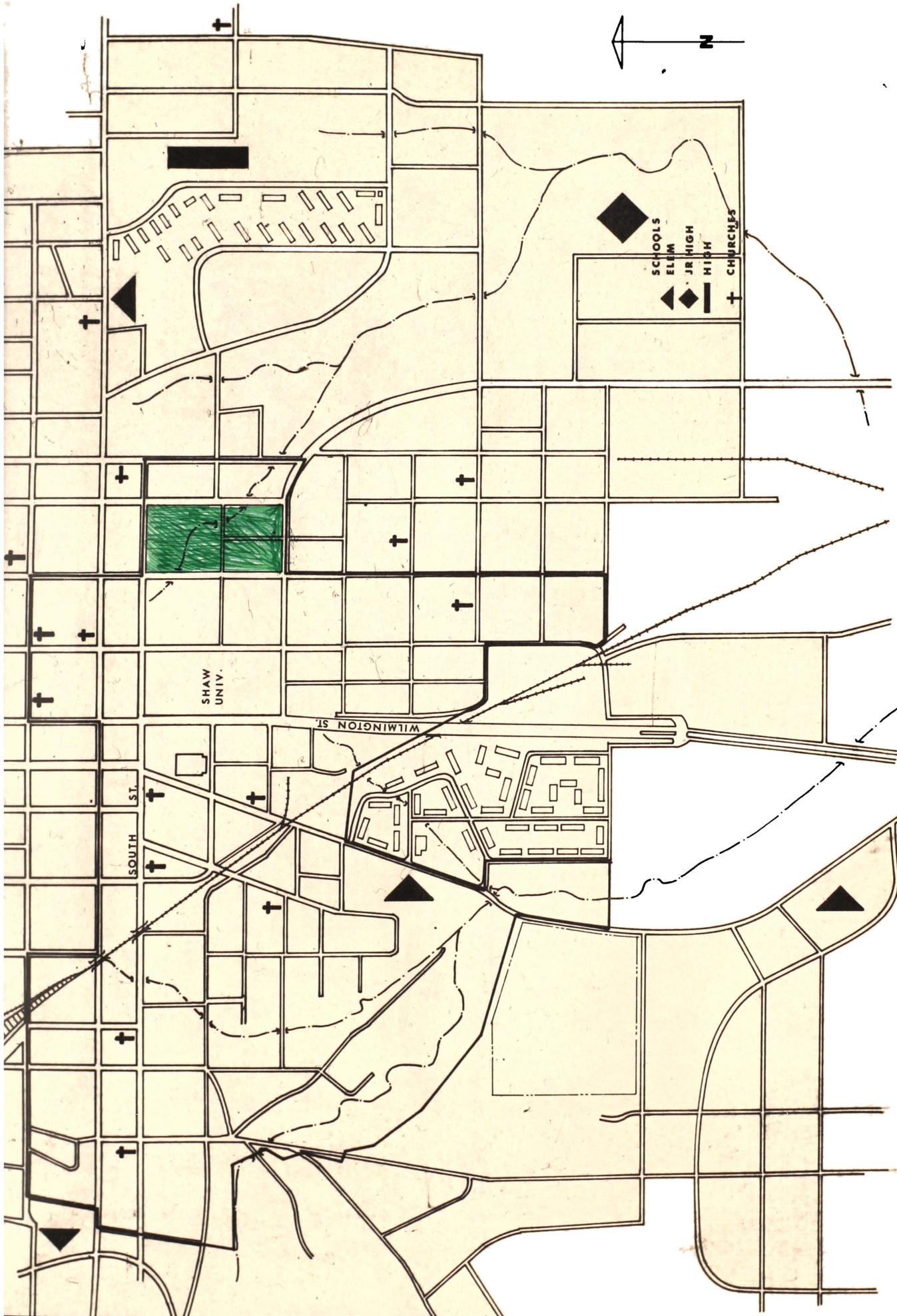
RESIDENTIAL
COMMERCIAL & INSTITUTIONAL
PUBLIC & INSTITUTIONAL
INDUSTRIAL

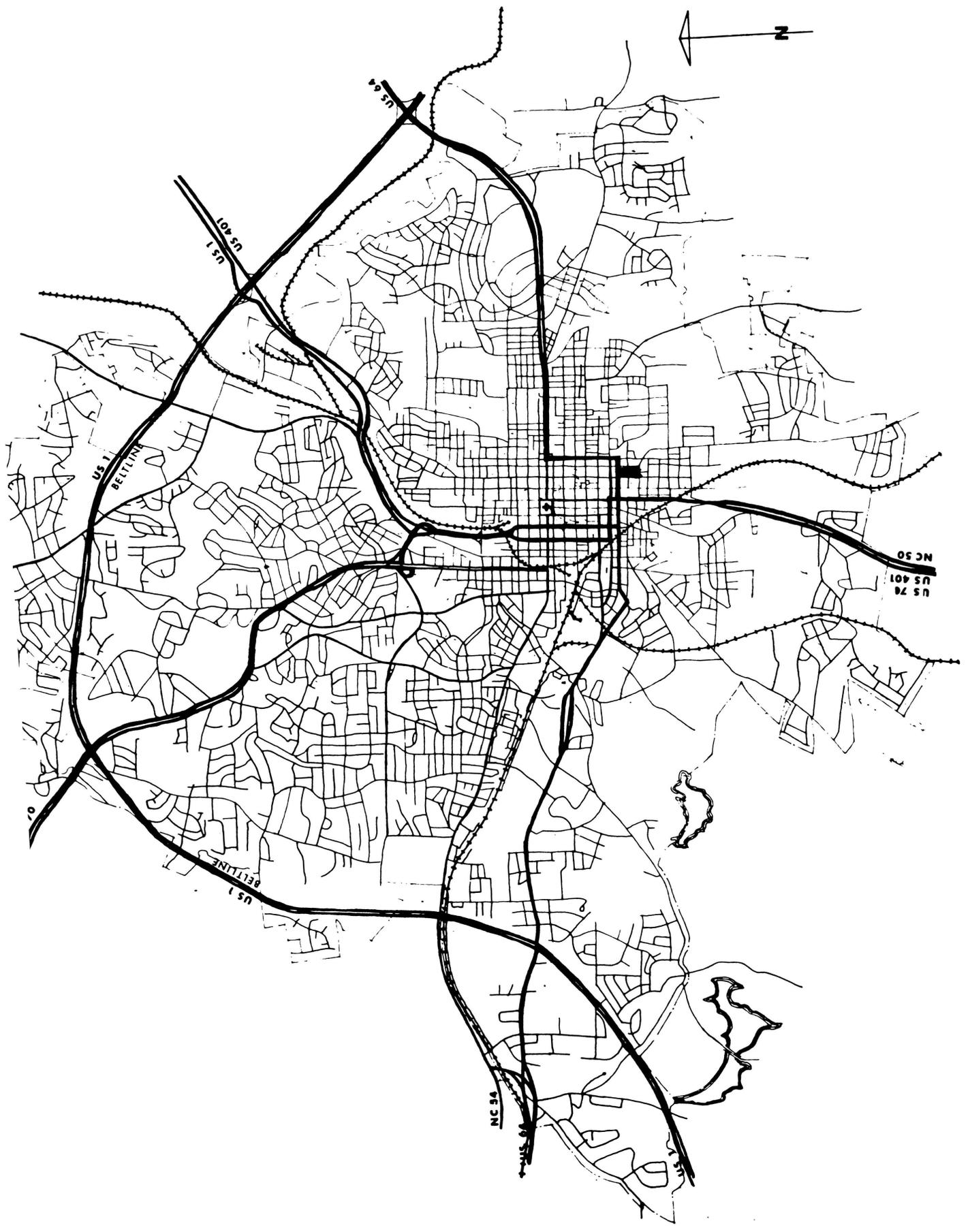


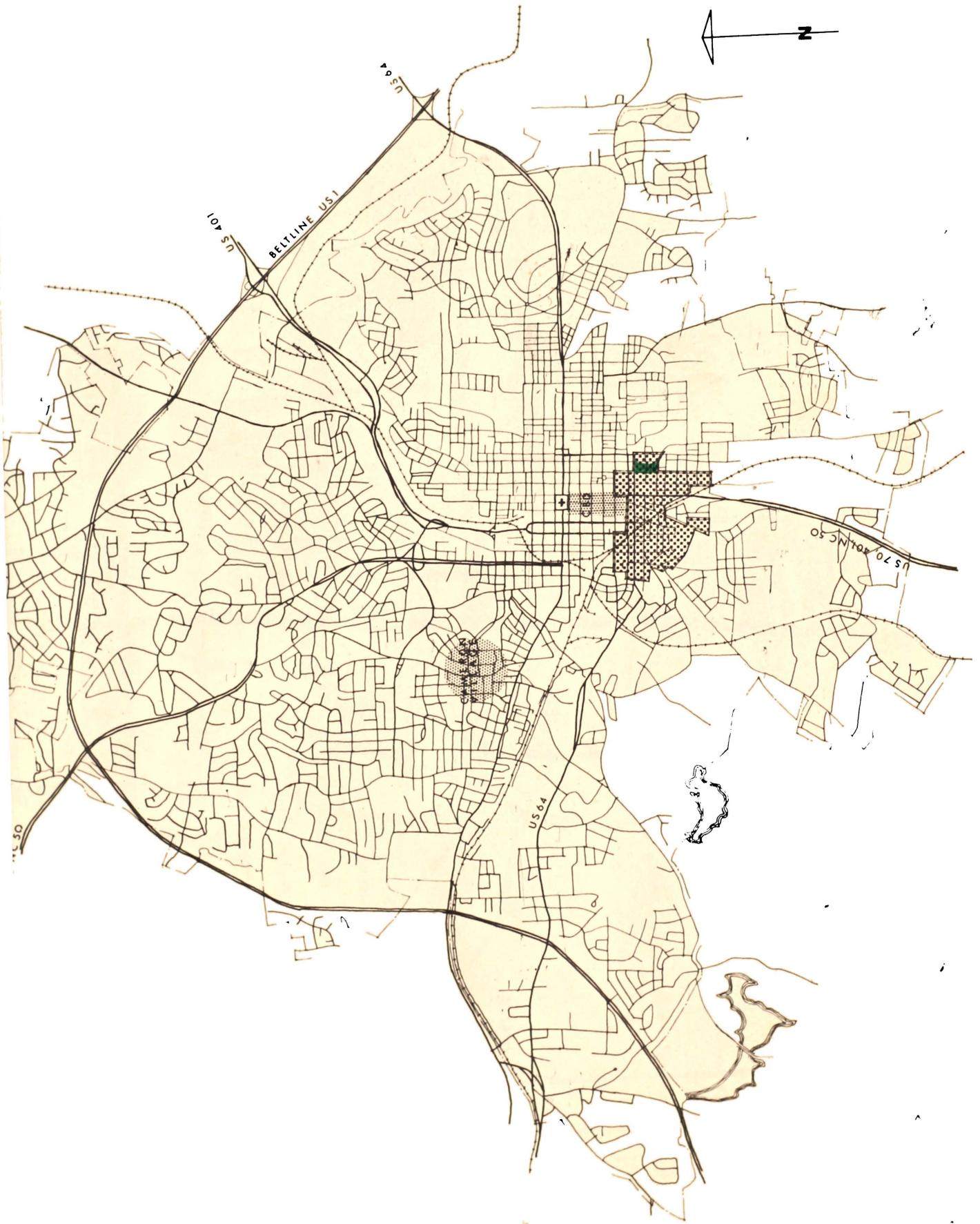
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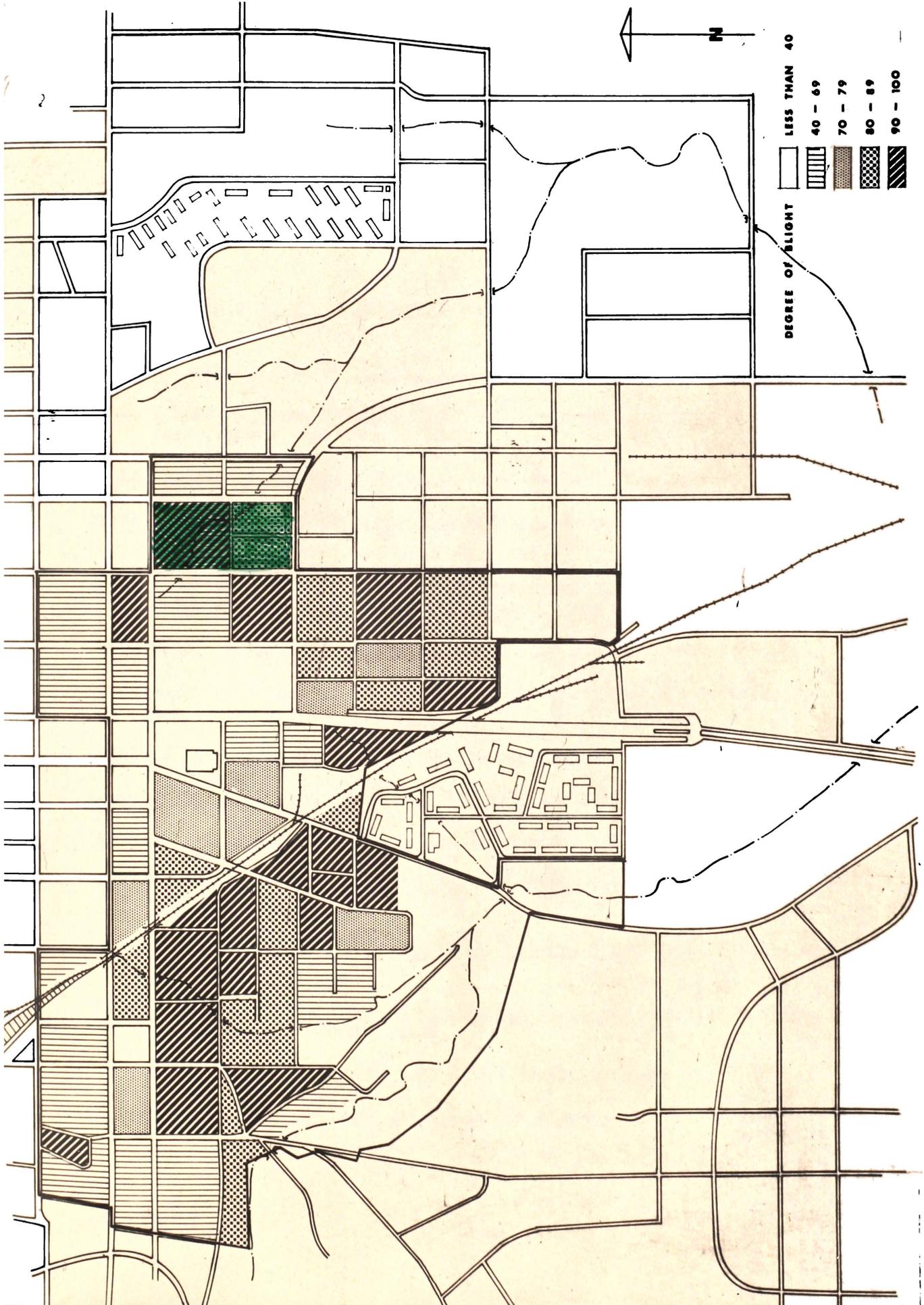


COMMERCIAL ESTABLISHMENTS REQUIRING RELOCATION



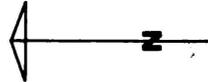






DEGREE OF BLIGHT

LESS THAN 40
40 - 69
70 - 79
80 - 89
90 - 100

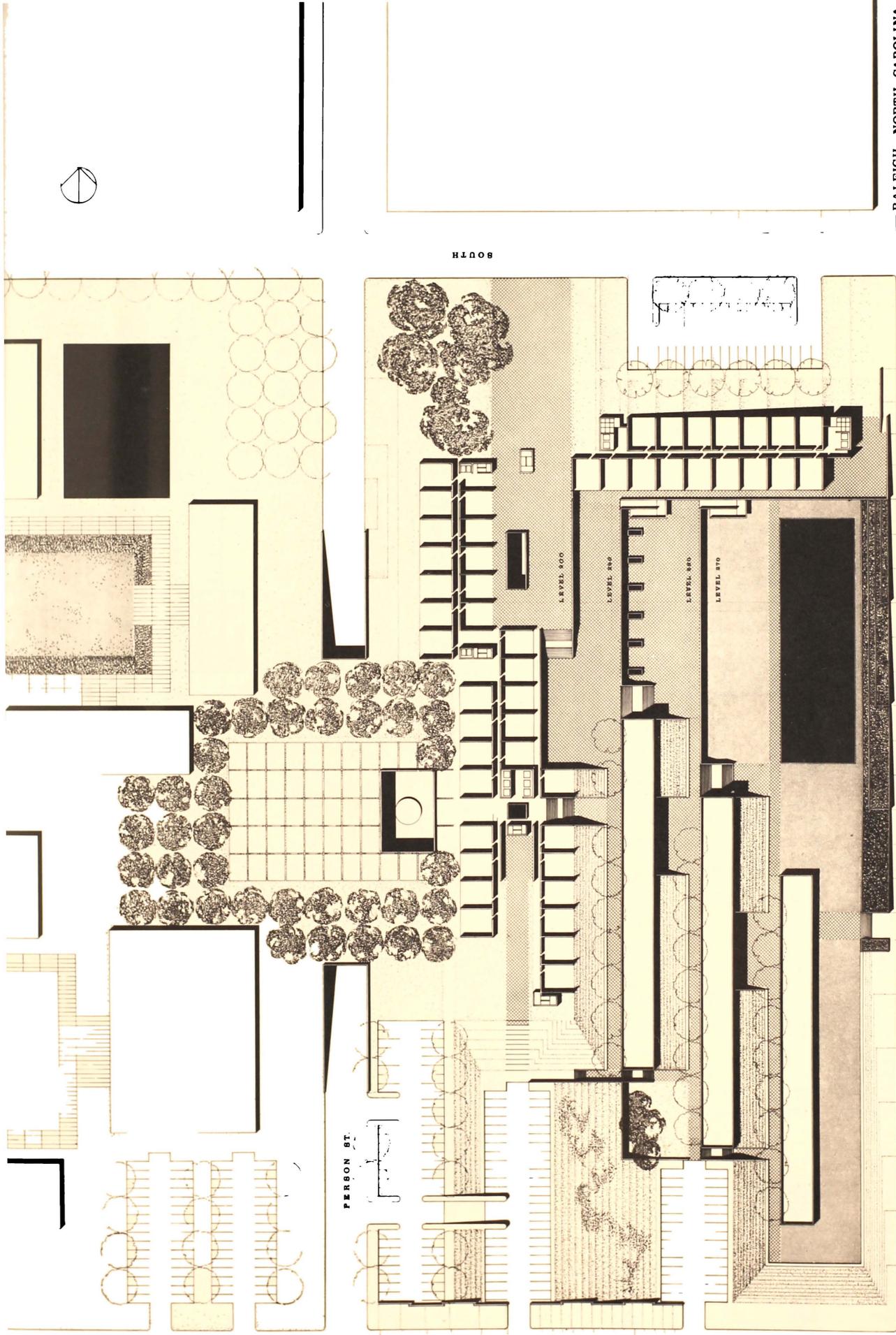


not available in the individual dwelling, private home or apartment, and will, furthermore, create such diverse opportunities for spontaneous and for regular social contacts that in time will lead to group adjustment and accommodation within the framework of law, order, and society.

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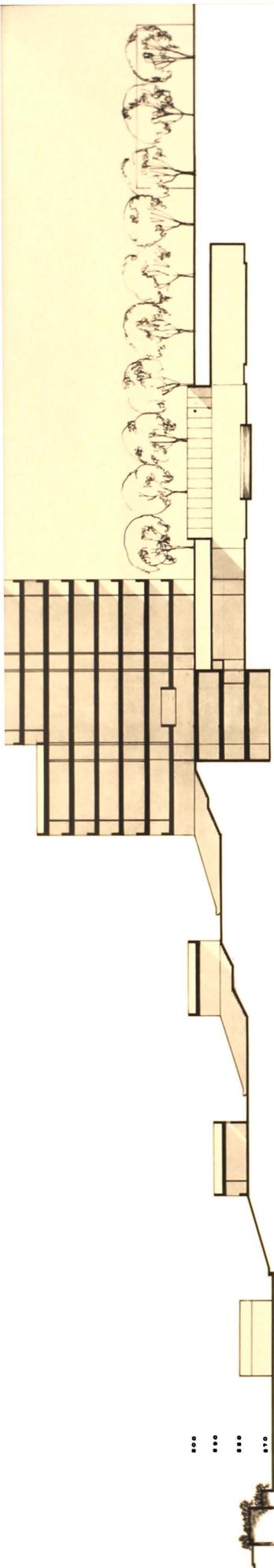


RALEIGH NORTH CAROLINA
 URBAN REDEVELOPMENT
 SHAW UNIVERSITY HOUSING
 EDWARD FRANK
 DESIGN 1968
 PROFESSOR R. F. BURKS
 SCHOOL OF DESIGN
 NORTH CAROLINA STATE UNIVERSITY

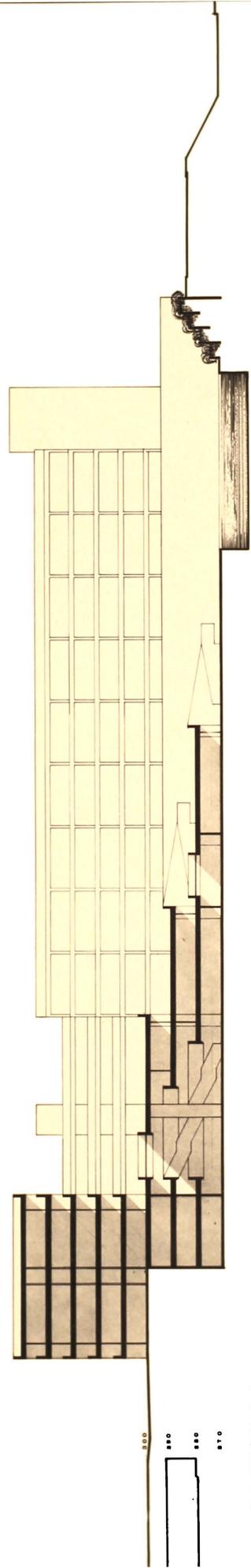
BLOODWORTH ST.
 PLAN LEVEL 300

SMITHFIELD

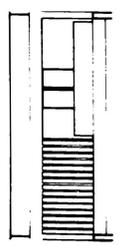
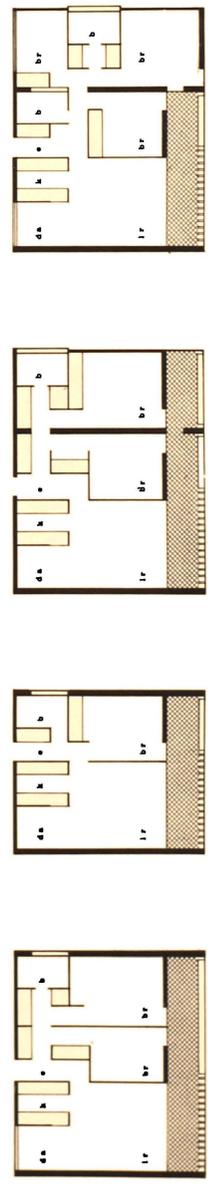
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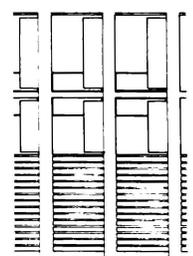
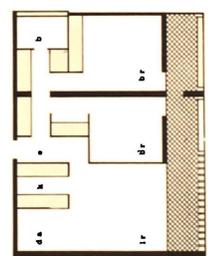
SECTION A-A



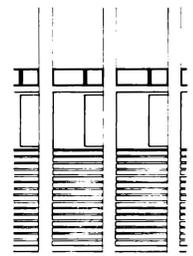
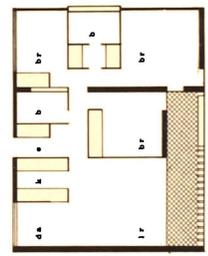
SECTION B-B



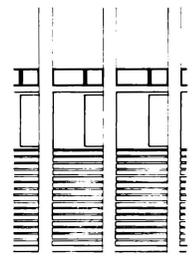
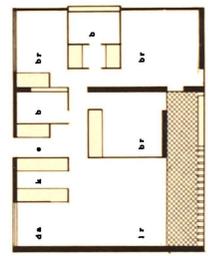
TYPE 1



TYPE 2



TYPE 3



TYPE 4