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**HARLEM PREPARATORY SCHOOL:
AN ALTERNATIVE**

**A Dissertation Presented
by
M. HUSSEIN AHDIEH**

**Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of
DOCTOR OF EDUCATION
March 1974**

Major Subject: Education

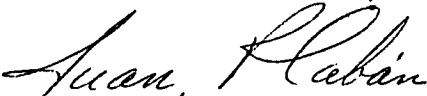
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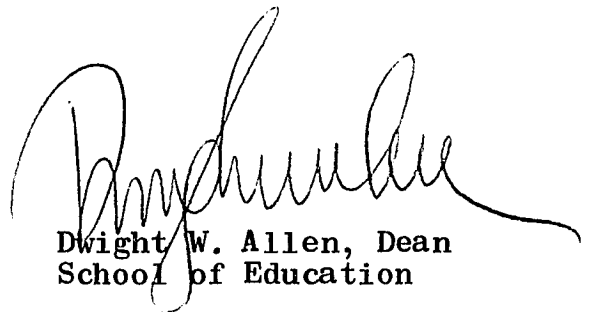
Dr. Donn A. Kesselheim, Chairman of Committee



Dr. Juan Cabán, Member



Dr. M. King Deets, Member



Dwight W. Allen, Dean
School of Education

March 1974

iii

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Dedicated to ROBERT J. MANGUM

HARLEM PREPARATORY SCHOOL: AN ALTERNATIVE

(March 1974)

M. Hussein Ahdieh, B.S., New York
Institute of Technology

M.A., Fordham University

Directed by: Dr. A. Donn Kesselheim

Harlem Preparatory School was originally conceived to provide creative educational experiences for some of the 70,000 dropouts residing in the ghetto areas of New York City. Students who, for the most part, had dropped out of the public schools, were to have entered Harlem Prep after having attended a Street Academy. A concomitant goal was for Harlem Prep to develop into a model of creative educational activities. Through its innovative educational system, it would place the drop-out in colleges and universities. By doing so, a major impact would be made on the existing New York Board of Education to emulate Harlem Prep's successful program.

The HARYOU Document, Youth in the Ghetto: A Study of the Consequences of Powerlessness and a Blueprint for Change indicated an average of one thousand

dropouts per month in Central and East Harlem. Recent studies indicate that over 30 per cent of high school students in the United States are dropping out of school yearly. The tragedy of the ghetto is the appalling fact of wasted talent and the drain on the national economy. It is estimated that nearly 70 per cent of the dropouts on the streets of Harlem have the capacity for college work, and that they are not lazy, unmotivated, and apathetic. It is significant that only 1 per cent of the residents of Harlem went to college in 1967, the year that Harlem Preparatory School was founded.

Harlem Preparatory School as one of the leading alternative schools in the country plays a major role in the development of these community schools, and this document is the study of its foundation and its possible financial and educational development in the future.

The author has attempted to formulate two plans, an educational and financial one based on his experience as one of the two chief administrators of the school.

Harlem Prep has been dedicated to providing for each student the opportunity to realize the highest intellectual, social, cultural, physical, and personal

development of which he is capable. The school seeks to foster the total growth of its students, preparing them for their educational and career objectives, and for their roles in society as enlightened, responsible human beings.

For the next ten years, the organization, administration, and curriculum of Harlem Prep should attempt to be open and flexible. The students whom it serves are, for the most part, those who have already rejected the usual approach to learning and the conventional curriculum. These students should be given opportunities to develop according to their individual capacities. An open, cycle-breaking system approach should offer the best means for accomplishing this. Using this approach has been successful in educating a large number of students and placing them in colleges, and this should continue. Additional courses in vocational training should be offered.

The main difficulty of an alternative school in urban areas outside the public educational system is not the attitude of teachers, the learning ability of students, or community environment, but rather it is the financial difficulties that all these institutions face.

Any agreement with the Board of Education or any other governmental agencies that does not guarantee Harlem Prep freedom of appointing administrators, and teachers, developing and implementing new curriculum, and hiring staff or allocating a budget will, in the long run, change the ideals upon which the school was originally founded. Therefore, a ten-year development plan has been proposed, which could serve as an alternative or a supplementary program to funds received from the Board of Education.

TABLE OF CONTENTS

INTRODUCTION.	1
Chapter	
I. ALTERNATIVE SCHOOLS AND DROP-OUTS	3
II. HISTORICAL AND EDUCATIONAL BACKGROUND OF HARLEM PREPARATORY SCHOOL	32
III. AN ACADEMIC PLAN FOR HARLEM PREP.	84
IV. A DEVELOPMENT PLAN FOR HARLEM PREP. . . .	112
V. CONCLUSION AND RECOMMENDATIONS.	132
APPENDIX A: DESCRIPTIONS OF FEW ALTERNATIVE SCHOOLS: HIGHLAND PARK, SHANTI, AND SASSI.	139
APPENDIX B: MEMORANDUM OF UNDERSTANDING BETWEEN NEW YORK URBAN LEAGUE AND MANHATTANVILLE COLLEGE	153
APPENDIX C: FINANCIAL STATEMENT, PERIOD ENDING APRIL 30, 1970	157
APPENDIX D: FINANCIAL STATEMENT, PERIOD ENDING FEBRUARY 28, 1970.	167
APPENDIX E: SUMMARY OF THIRTY-THREE PROPOSALS SUBMITTED TO H.E.W.	177
APPENDIX F: LETTER: DR. SIDNEY MARIAND, U.S. COMMISSIONER OF EDUCATION.	182
APPENDIX G: LETTER: ISAAH E. ROBINSON, MEMBER OF THE NEW YORK BOARD OF EDUCATION .	187

APPENDIX H: PARTIAL STATISTICAL INFORMATION ON HARLEM PREP GRADUATES.	190
APPENDIX I: TABLE OF ORGANIZATION.	202
APPENDIX J: COMMENTS ON HARLEM PREP.	222
BIBLIOGRAPHY.	227

LIST OF TABLES

Table	Page
1. Median Income for Black and White Males in 1969 by Highest Grade Completed	15
2. The Decreasing Demand for Unskilled Labor .	19
3. Family Income and Drop-Outs	28
4. Mental Ability and Academic Achievement . .	29
5. Harlem Prep Total Income by Year, 1967-1973	72
6. Harlem Prep Total Expenditures by Year, 1967-1973	73
7. Fund Balance.	75
8. Estimated Expenditure Per Pupil in Average Daily Attendance.	76
9. The Educational Organization Chart.	96
10. Gift Table, Long-Term Plan.	120

I N T R O D U C T I O N

A great deal of interest has been generated over the last fifteen years in the problems of our educational system. One of the outgrowths of this interest was the creation of a new solution—the alternative school, the brain child of concerned community leaders and alarmed professional educators. Most of the alternative schools in the inner cities took shape largely due to the support of private funding organizations, and the unhappiness of parents and students with the prevailing educational system.

During this same period another problem has become increasingly serious—the number of students who each year drop out of the public school system. While many alternative schools have sought to deal with the inadequacies of the public school system in general, only a very few have also tried to deal with the problem of the drop-out as well. One of the most successful of this latter group is Harlem Preparatory School.

Initially, in the following study, we shall try to define the problem of drop-outs and the serious consequences of this problem to the individual and to

society. Then we shall trace the history of Harlem Preparatory School as it has attempted to deal with both the problem of inadequate schools and that of drop-outs. We will pay attention to the successes of the school and also to the problems that have beset it and other alternative schools.

The major emphasis of the study will be on the future of Harlem Prep, both educationally and financially. On the one hand, we will suggest possible curriculum developments over the next ten years that will further enrich the course of study at the school and at the same time better serve both the students themselves and the Harlem community as well. On the other hand, we shall deal with the most troublesome problem of Harlem Prep and most other alternative schools—funding. As a solution to this problem a ten-year development plan will be discussed in detail.

The two educational and financial plans are based on the author's experience as one of the chief administrators of the school and will foreshadow the future of Harlem Preparatory School.

CHAPTER I

ALTERNATIVE SCHOOLS AND DROP-OUTS

The American inner-city communities by and large are fixed, closed, and inert as they exist. They are no more than the embodiment of past human indifference and the manifestation of human injustices. The mummification of the total community has led to the mummification of the individual's thinking, his or her ability to live, to be free, and to be a whole person. The apathy in these communities is a direct, logical consequence of this decay of the inner cities.

The present public educational system is the by-product of this milieu. Charles Silbermann, after visiting public schools in the inner-city for three years, wrote:

It is not possible to spend any prolonged period visiting public classrooms without being appalled by the mutilation visible everywhere—mutilation of spontaneity, of joy in learning, of pleasure in creating, of sense of self. . . . Because adults take the schools so much for granted, they fail to appreciate what grim, joyless places most American schools are, how oppressive and petty are the rules by which they are governed, how intellectually sterile and esthetically barren the atmosphere, what

an appalling lack of civility obtains on the part of teachers and principals, what contempt they unconsciously display for children as children.¹

Such public schools lead to enforced relationships of exploitation, create competition to weed out the "mighty" from the "weak," demand rigidity and submissiveness, and compound inferiority. Administrative problems in these schools have been solved by routine control. This process is often deemed a regrettable necessity for efficiency and discipline. Ronald Gross, commenting on these schools, has written:

Our schools fail to achieve their stated purposes. Rather, many are not even decent places for our children to be. They damage, they thwart, they stifle children's natural capacity to learn and grow healthily. To use Jonathan Kozol's frightening but necessary metaphor: they destroy the minds and hearts of our children.²

The large number of schools that have developed in rebellion against these prisons of the mind are

¹Charles E. Silberman, Crisis in the Classroom: The Remaking of American Education (New York: Random House, 1970), p. 10.

²Ronald Gross, "Introduction," Radical School Reform (New York: Simon and Schuster, Inc., 1969), p. 13.

testimony to the barrenness of the preoccupation with efficiency in these institutions. Alternative schools, like Harlem Prep, Shanti, SASSI, and Highland Park are evidences of dissatisfaction with public education as it is presently conducted in the United States.³

The creation of alternative community schools is part of a continuous struggle toward the creation of a new social system based on genuine human kindness, free social interchange and choice for students. An alternative school within a community attempts to help create less destructive relationships among people. This means helping them to meet basic physical and psychological needs in a way that does not destroy them or others. Instead, it may transform the conditions which have molded all of us.

While the most well known alternatives to the public school are private and parochial schools, there are a growing number of community alternative schools. Kenneth Clark writes:

While there are no alternatives to the present system—short of present private and parochial schools which are approaching their limit of expansion—then the possibilities of improvement in public education are limited. . . . Alternatives—realistic, aggressive, and

³See APPENDIX A.

viable competitors—to the present public school systems must be found. . . . If we succeed in finding and developing these and better alternatives to the present educational inefficiency, we will not only save countless Negro children from lives of despair and hopelessness, and thousands and thousands of white children from cynicism, moral emptiness, and social ineptness, but we will also demonstrate the validity of our democratic promises.⁴

Within these alternative schools there is a continuous effort to develop some degree of collective consciousness and collective responsibility among the faculty, students, and administration, unlike most other large American schools which are atomized, not only by different grades but within each grade and even within each classroom. Their continuous effort is to contribute more effectively to the needs of the larger community of men, women, and children outside the school. The contrast between this approach and the competitive individualism which has marked the relationship between most of us throughout our lives is continuous, ever present, and obvious. The collective responsibility and caring are vital for the survival of an alternative school, because

⁴Kenneth Clark, "Alternative Public School Systems," in Radical School Reform, ed. by Ronald Gross (New York: Simon and Schuster, Inc., 1969), pp. 122-125.

of the tremendous social pressure which operates on the school. In most alternative schools, sharing work, emphasis on the multi-faceted human being's awareness of the oneness of man, warmth to visitors, and mutual aid are indications of the success or failure of the school to affect the consciousness of the students and staff. Any major drop in these indicators would probably mean the end of the school.

Some might argue that the alternative schools cannot be much of an alternative when they still have grades, stress academic strength, and prepare students for entry into college. Grades and college acceptance in and of themselves do not say whether they were accomplished in a public or alternative school's environment. There are, however, real differences between the two kinds of schools. In most alternative schools, there is a high degree of pragmatism concerning the survival needs of the students. The struggle to change the totality of individual lives will not succeed by teaching children or adults how to make a canoe, nor by offering courses in creative sewing, organic gardening, pottery, weaving, and gourmet cooking. If the alternative school did not pragmatically strengthen the ability of students to live while the struggle to change their relationship

with each other was being fought, the school's value to the students and the community would be severely limited.

In most of these schools, the prevailing emotional tone is non-violent, gentle yet militant, in the pursuit of the school's defined goals. They may even look conservative rather than radical. They are indeed "humanely conservative" in their stress on basic education. Their aims are accomplished in non-traditional ways, while combining the humanistic and intellectual values.

Does this seem to be a possible conflict? Yes! Does the need for students to have food, clothing, and shelter often times result in the continued exploitative individualism we are against? Yes! But it is our consciousness of these facts which allows us to have some effect on how these needs will be met. It is the height of naïveté to believe that an alternative school alone is going to change the unjust system we live in. Therefore a pragmatic element is necessary, if, for nothing else, to survive.

Another difference between alternative and public schools is the ability of these schools to create (given the limitations imposed by cost and objective physical structures) a free moving environment

filled with variety and controversy. This is a major goal at these schools and one which has nearly been met. Unlike public schools they are not locked in static molds—sharp teacher-student division, rigid union contracts, lock-step curriculum, and tracking. Students and teachers are encouraged to create an environment which will allow the greatest degree of inquiry and learning. These relationships vary from teacher to teacher, from class to class, and from school to school, but all are aware of the general goals that they are striving for.

Most of these schools stress the following goals in their blueprint:⁵

1. Enabling students to learn at their own rate.
2. An array of course offerings designed to meet the needs and interests of students of all ability levels.
3. Individualization of instruction and a serious attempt to avoid the impersonalization of large, overcrowded schools.
4. The development of a sense of self-reliance and independence among students and an ability to learn on their own outside of the formal classroom.
5. Teacher and student involvement in the development of the educational program.

⁵Sol Levin, "The John Dewey High School Adventure," Phi Delta Kappan, October, 1971, p. 108.

There are standards that must be met. Accountability shows a seriousness of work, a belief in one's strength and in each other, an affirmation of our attempt to be more human. Non-accountability, non-responsibility, and non-involvement are signs of contempt for people; and if these attitudes become predominant, they will subvert the purposes of the alternative school and ultimately will destroy the school itself. To set no standards of work is to do exactly what many schools have done to disadvantaged students⁶—not taking them seriously. That the use of standards can become oppressive is true, but consciousness of its danger can make it less likely to happen. In an alternative system this understanding varies from person to person and school to school.

Alternative school administrative decisions may not always be made in consultation with staff or students, but this is not necessarily evil. The direction and content of the school is affirmed and

⁶As defined in Title I of the Elementary Education Act of 1965, the term "disadvantaged" has been used to designate those pupils who come from families whose income is below \$3,000 per year. In addition to economic impoverishment, however, it is clear that the term also is used to designate segments of racial or ethnic minority groups and, in such instances, the term often is intended to connote that such groups are culturally different.

made real in the daily relationships among faculty, students, and administrators. Major decisions which will affect all of them are made through consultation and general assemblies. Many people do not seem to understand that often non-involvement is a negative form of decision-making, and can oftentimes be a very powerful factor, that renders impotent any decisions arrived at without general discussion. This reality has a strong influence at these schools and colors the functioning of the school.

As to actual alternative schools, the immediate causes that led to formation of some of these in New York City are interesting. In the 1950s, parents of some of the children attending predominantly Black and Puerto Rican schools became aware that their children could not read or write. Under a questionable process called "progressive promotion," pupils were passed on to higher grades without having acquired the basic skills in earlier grades. This resulted in the tragic situation of high school graduates attempting to enter the labor market when they were essentially "functional illiterates."

The HARYOU document, Youth in the Ghetto:
A Study of the Consequences of Powerlessness and a

Blueprint for Change,⁷ depicted a dismal future for young people attending public schools in New York and other cities of America. Teachers and administrators of the New York City Board of Education reacted feverishly. A rash of supposed corrective programs were superimposed upon an already ineffective educational system. The High Horizons Program, the Career Guidance Program, and the Cooperative Educational Program all purported to rectify the learning disabilities of children already crippled from miseducation. Countless meetings with the Board of Education officials, community strikes, and the formation of many community action groups were unable to bring about the needed institutional changes whereby young people would be sufficiently educated to compete, create, and live in a pluralistic-technological society.

Charles E. Silberman, commenting on this point, wrote:

Far from being "the great equalizer," the schools help perpetuate the differences in condition, or at the very least, do little to reduce them. If the United States is to

⁷Harlem Youth Opportunities Unlimited, Inc., Youth in the Ghetto: A Study of the Consequences of Powerlessness and a Blueprint for Change (New York: Harlem Youth Opportunities Unlimited, Inc., 1964), p. 95.

become a truly just and humane society, the schools will have to do an incomparably better job than they are now doing of educating youngsters from minority groups and the lower class.⁸

The differences in education between the disadvantaged and others might not have been so crucial if access to many jobs, promotions, and earning power were not greatly influenced by the level of education. As Silberman points out, many employers now require a high school diploma or more for the ordinary kinds of jobs. Credentials rather than job performance are valued heavily at the time of promotion. Because of this, education has assumed an unusual significance as a "gateway" to middle and upper reaches in society. And the schools and colleges have become the "gatekeepers" of this "credential" society.⁹ In addition, the minority often fail to obtain jobs comparable to those of others with similar educational qualifications because of the still existing racial discrimination. It has been pointed out that one of the effects of unequal education combined with restricted job opportunities has been a high level of unemployment and

⁸Silberman, op. cit., p. 53.

⁹Ibid., pp. 68-69.

poverty among the majority of the minority peoples in the United States. According to Saturday Review dated August 23, 1969, in 1967, a black family's average income was 59 per cent of that of an average white family. In dollar terms, this was \$4,939 as compared to \$8,318 for whites. Since more than half of the blacks live in urban areas as compared to one-fourth of whites, they experience relatively higher levels of poverty because a dollar buys less in the city than in rural areas. This additional factor also should be considered when comparing the dollar income of blacks and whites. Even the percentage of employment is deceptive. Since most blacks have low-paying jobs, they also suffer in terms of earning power. In the July 23, 1973, issue of The New York Times, it was reported that there is a rising economic gap between the races.

TABLE 1
MEDIAN INCOME FOR BLACK AND WHITE MEN
25 TO 54 YEARS OLD IN 1969 BY
HIGHEST GRADE COMPLETED

Years of School Completed	Median Income		Black Income as Per Cent of White
	Black	White	
Elementary:			
Less than 8 years	\$3,922	\$5,509	71
8 years	4,472	7,018	64
High School:			
1 to 3 years	5,327	7,812	68
4 years	6,192	8,829	70
College:			
1 to 3 years	7,427	9,831	76
4 years or more	8,669	12,354	70

Source: U.S. Department of Commerce, Bureau of Census, "The Social Status of Negroes in the United States, 1970," Special Studies, Current Population Reports, Series P-23, Number 38 (Washington, D.C.: U.S. Government Printing House, 1972), p. 34.

The table indicates that the level of black males' income is only about two-thirds to three-quarters of the income of white males.

Alternative schools began to emerge because of these historical conditions. Compounding the need for alternative schools was the fact that hundreds of thousands of disadvantaged students were dropping out of school annually.

According to Daniel L. Schreiber:

A dropout is a pupil who leaves school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school.

The term dropout is used most often to designate an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (grade 12) or before completing an equivalent program of studies. Such an individual is considered a dropout whether his dropping out occurs during or between regular school terms, whether his dropping out occurs before or after he has passed compulsory school attendance age, and where applicable, whether or not he has completed a minimum required amount of school work.¹⁰

The problem of the school dropout has taken on deep significance during the last two decades. These youth, unskilled, and unemployed, spend their days aimlessly milling around in the stagnant atmosphere of the congested areas of the large urban centers. They are a keystone of a conglomeration of problems which threatens to damage seriously the American existence. The exploding population, automation, and migration from rural to urban areas have

¹⁰Daniel L. Schreiber, Dropout Studies—Design and Conduct (Washington, D.C.: National Education Association in Cooperation with the United States Office of Education, 1965), p. 17.

changed the patterns of social and economic forces in the total culture. These young people—the drop-outs—cannot fit into the specialized, technological society, can no longer be absorbed into agricultural and urban industrial jobs, and thereby are being denied their rightful heritage of opportunity in our society. Daniel Schreiber wrote:

The school dropout for all the authentic concern the public has recently shown is not a new phenomenon, but the problem of the school dropout is. A little more than fifteen years ago, when more students dropped out of school than graduated, there was no noticeable public concern. A boy could leave school, find a job, and become an adult; today, he quickly finds out that he is not wanted by industry. Instead of a job, he has a promise of long periods of unemployment interspersed with short periods of working at dead-end unskilled jobs for low wages.¹¹

The completion of high school has become a minimum for professional adequacy. Yet in the decade between 1961 and 1970 there was an estimated total of 8,000,000 youths in the United States who did not finish high school—a third of these not even completing grade school. It is almost impossible to read

¹¹Daniel L. Schreiber, ed., "Introduction," Profile of the School Dropout (New York: Vintage Books, 1968), p. 3.

this figure with complete detachment. After all, it represents thousands of lives wasted in this affluent society.

The study prepared by Stanford University Professor Henry M. Levin for the Senate Select Committee on Equal Educational Opportunity surveyed young men aged 25 to 34 who did not complete their high school education. In the summary of his findings, The Costs to the Nation of Inadequate Education, he wrote:

An inadequate education for a substantial portion of the population not only handicaps those persons who are undereducated but also burdens society with reduced national income and government revenues as well as increased costs of crime and welfare. The purpose of this study was to estimate the costs to the nation of such educational neglect where an inadequate education for the latter third of the twentieth century was defined as an attainment of less than high school graduation.

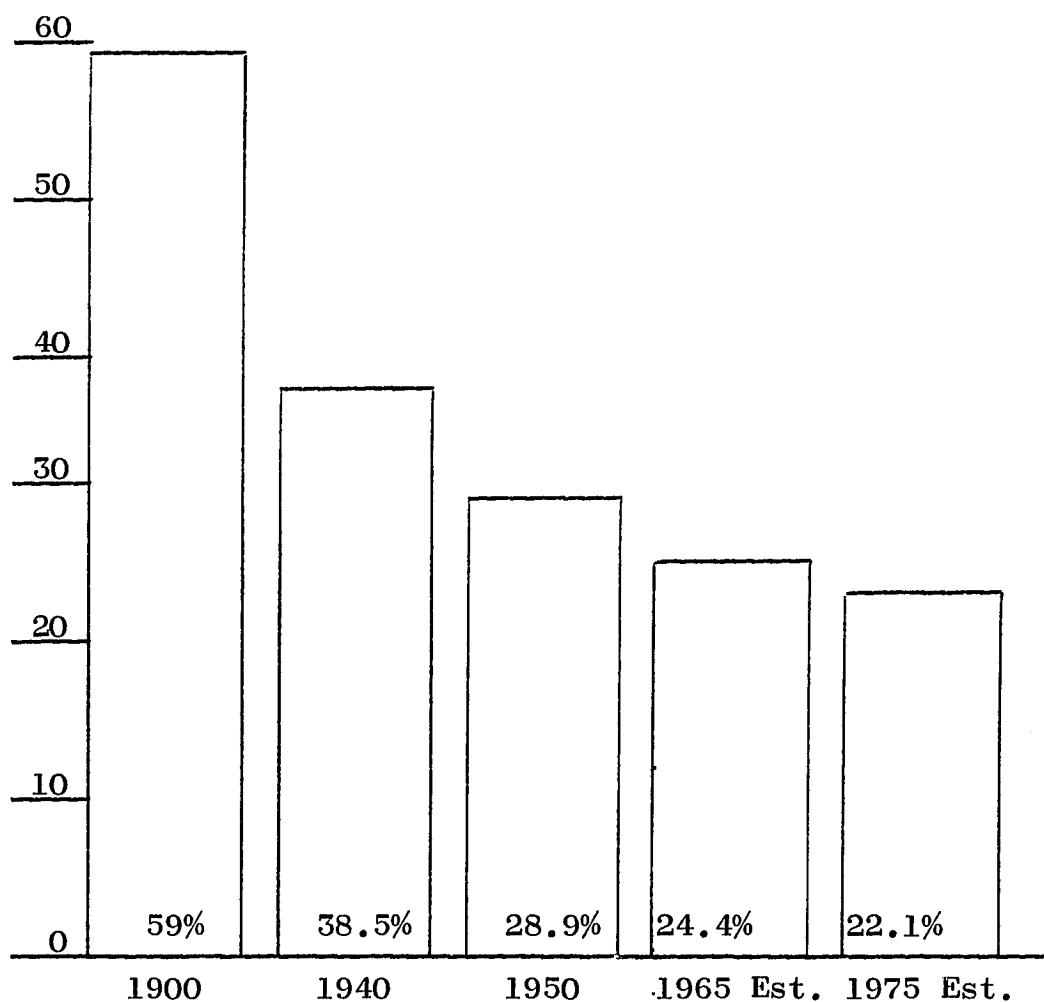
\$237 billion in income over the lifetime of these men; and \$71 billion in foregone government revenues of which about \$47 billion would have been added to the federal treasury and \$24 billion to the coffers of state and local governments. In contrast, the probable costs of having provided a minimum of high school completion for this group of men was estimated to be about \$40 billion.¹²

¹²National School Public Relations Association, Dropouts: Prevention and Rehabilitation. Schools Rescue of Potential Failures (Washington, D.C.: National School Public Relation Association, 1972), p. 53.

While every year there is a falling demand for unskilled labor, the rate of dropping out unfortunately remains the same. The following table gives a schematic view of this historical demand trend:

TABLE 2

THE FALLING DEMAND FOR UNSKILLED LABOR



Source: National Education Association, Research Bulletin, Volume XXXVIII, Number 1 (Washington, D.C.: National Education Association, February 1960), p. 12.

According to this chart, in the earlier part of the twentieth century the high school dropouts did not constitute a major problem, since upon leaving school they continued to be able to find some type of employment as unskilled workers. Formal training standards had not dissolved occupations in urban trades. Now, however, the style of modern life has made the dropout problem in our high school, particularly in the inner-cities, an intolerable one. There is a continuous shortage of labor in the areas requiring skill, but this is a shortage the dropout cannot alleviate.

At this point, it should be added that these losses to the individual and the country are not inevitable. Dropouts are not a homogeneous category. Available data indicate that at least half and perhaps as many as three-quarters of all dropouts have the ability necessary to graduate from high school.¹³ These capable dropouts are a major contemporary and social problem.

Why, then, do these students, especially those in urban areas, drop out? There are several

¹³Warren K. Layton, Special Services for the Dropout and the Potential Dropout, Publication No. 408 (Washington, D.C.: National Child Labor Committee, October 1952), p. 4.

reasons:

1. Lower class blacks, Puerto Ricans, and children from other minority groups are inadequately prepared to complete high school. James S. Coleman's study and the work of a few other sociologists are a good testimony to this fact. On behalf of the United States Office of Education, Coleman and his associates undertook a study which covered more than 645,000 children in grades 1, 3, 6, 9, and 12 in about 4,000 schools throughout the country. The findings of this study indicated that 85 per cent of the black children performed below the average of white children. The disparity was even greater between groups in the same grade level in the Northeast; at the third grade level, a black child read one grade level below that of the average white child in the same grade. As the grade level increased, the gap widened between the black and white children. By the twelfth grade, the difference between groups in reading was nearly three years.¹⁴

2. The children of the poor and the disadvantaged lack an adequate self-concept, motivation,

¹⁴James S. Coleman et al., Equality of Educational Opportunity (Washington, D.C.: U.S. Printing Office, 1966), p. 93.

regular study habits, and other social values necessary for school success. Hope and expectancy play an important role in all human achievements. The problem is not that blacks lack hope or expectation. They do have plenty of high hopes, sometimes very unrealistic ones far beyond their capacity. What is lacking, essentially, is a will to sustain those hopes and continuous efforts to attain them.¹⁵

There are several reasons for developing such attitudes. It is said that the parental education level sets the level for the educational goals of the offspring. Similarly, the educational level of the parents affects the occupational status and family income, which simultaneously influence the child's motivation for a good education. If the child could have models either in his family or his community of higher educational, occupational, and economic achievement, he would more likely work harder and would seek higher education.

As to his self-concept, there is much evidence to support the theory that it is closely linked to the student's performance. Deutsch, in an empirical study

¹⁵Robert A. Rosenthal, Pathways to Identity (Cambridge, Massachusetts: Harvard Graduate School of Education, 1968), p. 21.

covering 292 students from Harlem, reported a "significant relation between deprivation and more negative self-concept."¹⁶ He further remarked:

Social disadvantage occasioned by the conditions associated with poverty may result in some cognitive and learning deficits relative to the demands of the early grades. With early failure or difficulty in academic tasks, the child's self-confidence may be impaired so that learning becomes more difficult and unrewarding. The lower achievement level may even feed back on the slower development of the original abilities. In any case, lowered abilities may produce lower achievements, lowered achievements may induce diminished self-confidence which in turn may feed back upon the achievements and so on.¹⁷

There are a few educators who challenge some of these assumptions about dropouts. A study conducted by Jerald G. Bachman, from the University of Michigan, indicates that there are hardly any differences in self-esteem, behavior patterns, levels of income between those who drop out or those who stay in.¹⁸

¹⁶Deutsch, Martin, Katz, and Jensen, eds., Social Class, Race, and Psychological Development (New York: Holt, Rinehart, and Winston, Inc., 1968), p. 142.

¹⁷Ibid., p. 112.

¹⁸Jerald G. Bachman, Swayzer Green, and Ilona D. Wirtanen, Youth in Transition, Volume III, Dropping

The study looks at dropouts as a symptom rather than a problem:

There is little evidence to support many of the claims of the anti-dropout campaign (your chances of being unemployed are doubled if you quit school before graduating), and what evidence there is has sometimes been badly abused in order to make it more convincing. The . . . comparison of dropouts and "stay-ins" (sometimes all "stay-ins," including those who go on to college) can be terribly misleading, for the implication is clear that if the potential dropout only stays in school then he can be just like the rest of the graduates. In fact, this simply is not so; by the time he reaches 10th or 11th grade the potential dropout usually has basic problems and limitations that will not be cured by another year or two of high school.

Bachman raised another issue in his report which appears destined to have a more profound impact—the necessity for everyone to have twelve years of schooling:

Even if we hope eventually to reduce or eliminate experiences of early school failure and other problems which are presently associated with dropping out, . . . it is still worth asking whether our current approach to high school education is ideal.¹⁹

Out—Problem or Symptom? (Ann Arbor, Michigan: Braun-Brumfield, Inc., 1971), pp. 3-11.

¹⁹Ibid.

3. The home-school environment of lower-class children provides little or no educational support for them such as time, convenience, or encouragement to study. There is considerable agreement among educators that "environment deprivation" of the lower-class home affects the children's development of linguistic, cognitive, and effective skills and values, crucial to success in school. However, the notion of "environmental deprivation" has been somewhat exaggerated and distorted by many contemporary writers.

While it may be true that lower-class families put less emphasis on the "behavioral assets" (essentially middle-class values), which schools stress, to say that lower-class parents do not encourage their children to learn and do not kindle their aspirations at all is certainly a distorted view of lower-class life. It is not that ghetto children do not learn or are incapable of learning (they do learn quickly to survive in the harsh world of the ghetto), but that they do poorly in relation to the demands of the schools.²⁰

²⁰Jonathan Kozol, Free Schools (New York: Bantam Books, 1972), p. 68.

4. Remedial instruction in academic subject along with intensive counseling and guidance do not exist for the disadvantaged students. If they did exist, it would increase the students' chances for staying in school.

Often there exists a relationship between reading ability and withdrawal from high school—more than three times as many poor readers as good readers dropped out of school.²¹ Reading retardation is considered as one of the most reliable indicators of future dropouts. Any pupil retarded two years by the time he reaches the seventh grade is unlikely to finish the tenth grade and has only a negligible chance of finishing high school. If a pupil is retarded three years, he is not likely to enter the ninth grade.²²

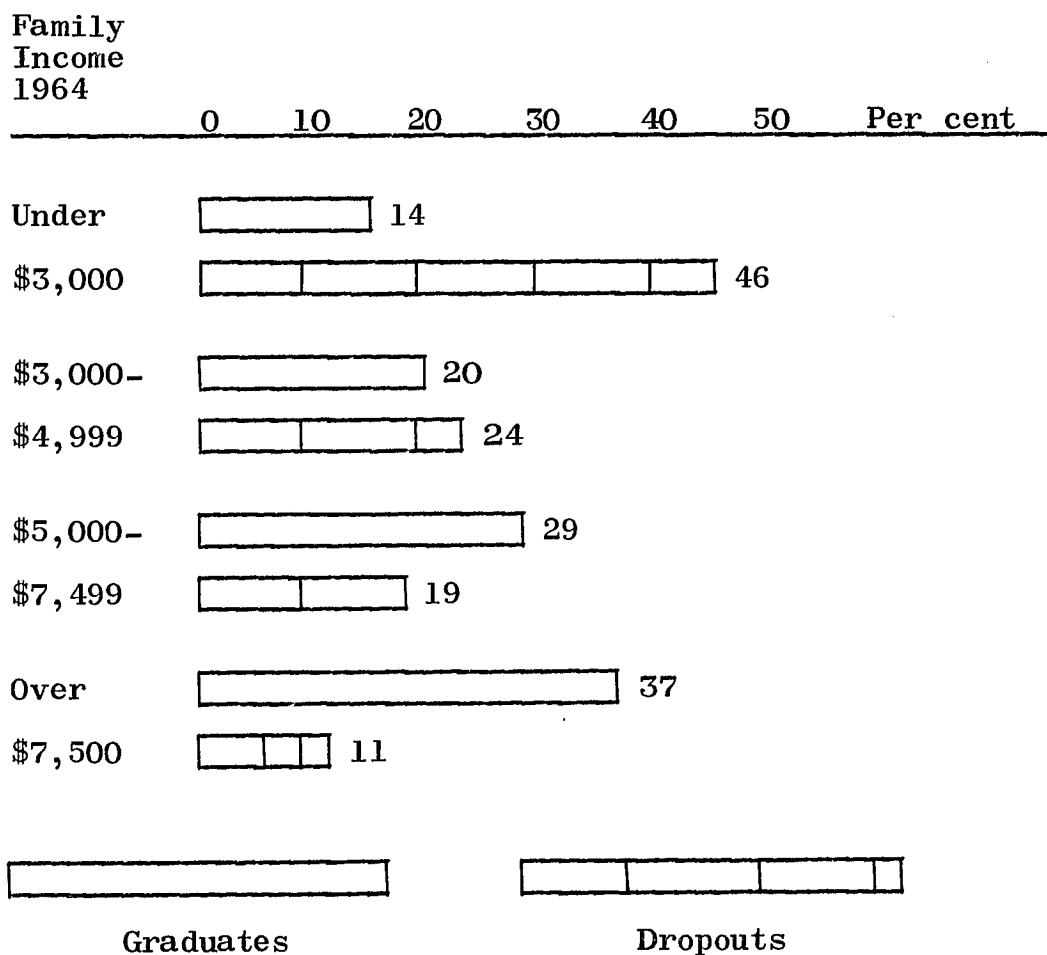
5. Low income families produce the largest number of high school dropouts. The table below, which refers to dropouts from October 1963 to October 1964, illustrates this point.

²¹Ruth C. Penty, Reading Ability and High School Dropouts (New York: Columbia University Teacher's College, 1956), p. 48.

²²National Education Association, School Dropouts—Research Summary (Washington, D.C.: U.S. Government Printing Office), p. 7.

Generally, the youths who are better educated come from families with higher socio-economic backgrounds whose parents themselves usually had more education. One should not believe, however, that lower income families do not send their children through school at all. There is an overlapping of IQ, academic achievement and also an overlapping of family income. It is simply that as a whole fewer young people from low income groups get a higher education than those from higher income groups. The presence or absence of family finances is a major variable in the early school withdrawal but not the only one.

TABLE 3
FAMILY INCOME AND DROPOUTS



Source: Christian Science Monitor, December 28, 1966.

6. Intelligence as a factor in high school dropouts is a controversial issue. In New York City, the Board of Education found little difference in the average IQ scores of graduates and non-graduates;

all the IQ scores were within the normal range. In contrast, the following chart, prepared by the Department of Health, Education and Welfare, presents a somewhat different picture:

TABLE 4
MENTAL ABILITY AND ACADEMIC ACHIEVEMENT

Item	Total	IQ			
		Less than 85	85-89	90-109	110 and over
High School Graduates	100%	10%	11%	63%	16%
Dropouts	100%	31%	15%	48%	6%

Source: Department of Labor, Bureau of Labor Statistics, School and Early Employment Experience of Youth, Bulletin Number 1277 (Washington, D.C.: U.S. Government Printing Office, August 1960).

Despite the Department findings, however, one should note that the largest percentage of dropouts falls within normal IQ range.

By way of remedy, foundations such as the Ford Foundation and Carnegie Corporation were the first to support alternative educational programs to reduce the disparity between disadvantaged and

others, to give a second chance to dropouts, and to improve the quality of ghetto schools. The Demonstration Guidance Project in New York City was the forerunner of the pre-college programs in this country. Through this project, efforts were made to provide increased student counseling and supplementary instruction to disadvantaged children in public schools. The project was expanded into the Higher Horizons Program, with the specific goal of helping disadvantaged students and dropouts go to college.

The basic assumption underlying these programs was the belief that remedial educational activities are necessary in order to enable a large number of disadvantaged youngsters to complete high school or to enable those who have left school to continue on to a college education. It was also assumed that college education will greatly assist minority groups to advance economically and socially.

Harlem Preparatory School, which is the focal point in this study, is one of the leading projects in this area in the country. The school was organized as a college preparatory center designed to generate skills and motivation necessary for success in education beyond high school among youngsters from low-income backgrounds, who have inadequate secondary

school preparation, and have dropped out of the public school system. It has tried to offer an alternative program to these students who for a variety of reasons have left school.

C H A P T E R I I

HISTORICAL AND EDUCATIONAL BACKGROUND OF HARLEM PREPARATORY SCHOOL

The history of the disadvantaged generally and their recent outspoken protests, specifically, have led to today's long due overhaul of American society and its so-called traditional values. It is within this milieu that this analysis of the phenomenon known as Harlem Prep will take place.

Harlem Prep's basic philosophy is designed to counteract negative influences on school performance and to explode the myths surrounding the education of minority students. The term "dropout" is rarely used when referring to our students, because it is an educational jargon that has failed to solve an educational problem. The most important element of the program is based upon the sincere belief that any child, unless brain-damaged, can be taught to function intelligently. Every child has the desire to learn. Every child has a God-given potential that can be developed. And, with the exception noted above, every

child can be taught basic skills if the teacher is accountable, responsible, and responsive.

Much of the current emphasis in education has been on how to change or to improve the performance of lower-class children, and to fit them to the various requirements of the school system as well as to make their passage through these institutions smoother and easier. There is very little awareness of the necessity of changing the institution to fit the requirements of lower-class children. Charles Silberman, talking of the attempt to mold the students, wrote:

Like Procrustes stretching his guests or cutting off their limbs to make them fit the standard-sized bed his inn provided, educators and scholars, frequently with the best of intentions, have operated on the assumption that children should be cut or stretched or otherwise "adjusted" to fit the schools, rather than adjusting the schools to fit the children. And most of us tend to accept this without question.¹

Among other reasons, Harlem Preparatory School was formed in order to reverse this pattern. It has organized itself to fit the needs of the students.

¹Charles E. Silberman, Crisis in the Classroom: The Remaking of American Education (New York: Random House, 1970), p. 80.

The school was chartered by the Board of Regents on behalf of the New York State Department of Education on July 28, 1967. The outline of the school's objective is included in the charter:

To establish, conduct, operate, and maintain a non-sectarian, private college preparatory school for boys and girls between the ages of 17 and 21 who have dropped out of school, or who are about to drop out of school, and who, in the opinion of the administration of the school, can be motivated to complete a secondary education, to provide such education for such boys and girls, and to develop a liaison with a number of colleges willing and eager to accept such graduates; and to provide, when feasible, tutorial and remedial instruction on the premises for younger children who need not be enrolled in the formal program.

Harlem Prep was originally conceived to provide creative educational experiences for some of the 70,000 dropouts residing in the ghetto areas of the city.

A concomitant goal was for Harlem Prep to develop into a model of creative educational activities for other schools. Through its innovative educational system, it would place the dropout in colleges and universities. By doing so, a major impact would be made on the New York City Board of Education

to emulate Harlem Prep's successful program.²

Since there was no high school in Central Harlem,³ the school was also to stand as an educational beacon within the community demonstrating to the community and to the nation that minority youth did, in fact, possess the intellectual capacity and strong motivation to enter and complete a college education. To a considerable degree, this purpose, directed into an action theory, has been achieved. Within the period of six academic years, 641 young men and women have completed the courses at Harlem Prep, received academic diplomas, and have been placed in over two hundred colleges and universities throughout the nation. Those who after a few years of studies are not accepted by any colleges are encouraged and helped to find other alternatives, including receiving skill training.

²Harlem Preparatory School records, news release, June 5, 1970.

³According to the 1964 HARYOU document, "the boundaries of Central Harlem may be described as 110th Street on the south, Third Avenue on the east, the Harlem River on the northeast, and the parks bordering St. Nicholas, Morningside, and Manhattan Avenues on the west. . . . The community crowds 232,792 people within its three and one-half square mile area. This represents over 100 people per acre. Given the fact that 94% of its population are Negro, it is not surprising that Harlem is frequently called a ghetto . . . " (p. 2 and p. 8).

The related goals which the school seeks to implement vigorously are: academic preparation of students, personal and social responsibility given to the students for their own learning and lives, and a commitment on the part of the institution to help the students get admitted to colleges and receive financial help. This last purpose is very important because nearly all the students come from families with low income, and in many cases have no means of financial support whatsoever to complete their education.

The other primary purposes of the school are: to bring about institutional changes within the college community so that the former dropout will be admitted to these universities; to develop methods of education that can serve as models for other alternative schools; and to stimulate public schools to change so as to be more effective in educating inner city young people. The means to achieve these primary goals are: a) to individualize educational materials so that each student can progress in proportion to his own ability, achievement, interest, and needs; b) to employ teachers who possess the necessary academic qualifications, but, who also possess the attributes of empathy, kindness, and service to these young people; c) to involve students, parents, and the community in the

major decision making of the school; d) to develop a philosophy of education that would enhance the academic, psychological, and social development of the students and instructors at the Prep; and e) to seek external evaluation and make use of this information as input for internal changes.

When, however, did this begin? In 1966, Dr. Eugene Callender,⁴ pastor of Harlem's Church of the Master, conceived a new educational approach designed to bring alienated youngsters into an educational process radically different from the one that had not worked for them. The program consisted of street academies and the Academy of Transition. The street academies were located in store fronts, primarily in Harlem, but also in the Bronx, the lower East Side, and Brooklyn. They were to serve as induction centers (informal settings) in which young men and women were given basic remedial instruction where they were freed from the traditional stigmatization of established institutions. A major factor was the

⁴Eugene Callender, the president of the New York Urban Coalition, is the former Deputy Administrator of the New York Housing and Development Administration, Executive Director of the New York Urban League, and the Chairman of the Board of HARYOU-ACT.

"street workers," who were similar to guidance counselors but utilized the psychology and language of the street to meet the needs of the students.

In September 1966, Michael Guerriero stressed the positive potential of ghetto adolescents and set forth the premise that " . . . about seventy percent of the teenagers who live on the streets of our depressed areas, many of them high school dropouts, could go on to junior colleges or colleges, if given quality educational opportunities and motivational support" He expressed the belief that the means of reaching such adolescents was the "street worker" as "the very heart of the Urban League program, who attempts to establish positive relations with the adolescents, lives right in the same neighborhood, and is, literally, always available for support."⁵

The street academy was intended to provide an atmosphere of genuine and open acceptance based on respect and understanding. It was meant to break the cycle of hopelessness and failure of the adolescents of Harlem. It was meant to help the students to build leadership qualities and to raise their

⁵Michael Guerriero, A Report on the Street Academy Educational Project, A Program of the New York Urban League, p. 15.

aspiration levels, so they could become more effective in meeting life's problems in the community. It tried to provide improved teaching techniques, curriculum, and enriched educational services, in addition to a host of other services crucial to survival in the ghetto, i.e., housing, legal aid, health care, drug rehabilitation services, and employment. As the program developed, various large corporations were to assume support for the academies at an annual cost of \$50,000 each.

The Academy of Transition, the next step, prepared the students for entry into a formal learning situation. The third step, a prep school to be followed by college as the ultimate goal, was suggested by Dr. Callender, when he said that the aim was to "set up a competitive school system to expose the deficiencies in the public school system by equipping dropouts for college."⁶ Initially, students who finished the Academy of Transition were sent to Newark Preparatory School. Not only was it too long a distance to travel, as things turned out, it was also not an enduring arrangement. The school closed in 1970 due to financial problems.

⁶Charlayne Hunter, "Harlem Prep and Street Academies Periled," The New York Times, February 16, 1971, p. 37.

In the meantime, the Urban League was moving toward the establishment of its own preparatory school in Harlem. Nor was it alone. Manhattanville College in Purchase, New York, had long been interested in education in the inner city, and many of its nuns had been working actively in the street academies. When the Reverend Eugene Callender, then head of the New York Urban League, approached Mother Elizabeth J. McCormack, the president of Manhattanville College, a very happy "academic marriage" resulted. Harlem Prep was born from a joint sponsorship of financial assistance and educational "know-how." A Memorandum of Understanding was drawn up on June 7, 1967.⁷ The Urban League supplied the funds and Manhattanville College supplied professional leadership.

Application for a provisional charter was made to the Board of Regents of the University of the State of New York. Application subscribers were the Reverend Callender, Mother McCormack, Mr. Tyson, Mr. Spear, and Mr. Ifil. A three year provisional charter was granted on July 28, 1967.

Finally, after much planning, scheduling, and interviewing, Harlem Prep opened at the 369th Armory

⁷See APPENDIX B.

in October 1967. On this occasion The New York Urban League News wrote:

With much ado and a lot of hope for a new day in education for Negro youth in the ghettos of America, Harlem Prep opened its doors for the first time to some sixty students on Monday, October 2. Each of these youngsters, most of whom were former dropouts, had found the magic of the League's attempt to provide the best kind of education possible for the deprived children of New York's minority communities.⁸

Dr. Stephen Wright, Chairman of the school's Board of Trustees, a former president of Fisk University and president of the United Negro Fund, said:

More than anything, the new school symbolizes the hope of the community that better education for its children will assure opportunities long denied them. . . . This idea was dreamed up because there are people who wanted to be sure that the students received the chance that they deserved.⁹

The school continued to meet in two rooms of the Armory for the rest of that year. The facility was less than ideal. Dim lighting, poor acoustics, and cramped quarters all made the Armory inadequate. If the creativity and enthusiasm, already present in

⁸"Harlem Prep Open," The New York Urban League News, Number 5, Fall 1967, p. 1.

⁹Ibid., p. 3.

abundance, were to continue, more functional physical surroundings were needed.

Faculty, students, and Trustees shared this feeling. Accordingly, a former supermarket with 10,000 square feet of space, located at 2535 Eighth Avenue, was purchased from National Stores at a cost of two hundred and fifty thousand dollars. One hundred thousand dollars was paid as a down payment by one of the early supporters of Harlem Prep, Mrs. Sheila Mosler.¹⁰ The balance of \$150,000 (mortgage issued to the New York Urban League) was amortized by Franklin National Bank at the rate of \$30,000 per year. Net proceeds from the May 2nd, 1968, Frederick Douglass Dinner were earmarked for Harlem Prep's capital fund. Accordingly, \$52,000 was paid to Franklin National Bank to reduce the mortgage.

In the meeting of the Board of Trustees of Harlem Prep on August 2, 1967, Edward F. Carpenter¹¹

¹⁰Sheila S. Mosler has been special assistant to the New York State Labor Commission, Assistant Commissioner in the New York State Division of Human Rights, Honorable President of "Women's Adoption International Fund," has served on the African Refugee Relief Committee. She has contributed substantially to the survival of Harlem Prep as late as 1970.

¹¹Edward F. Carpenter is a graduate of Commerce High School, Long Island University, and the University of Massachusetts. Dr. Carpenter has been in the

was employed by the corporation as the headmaster of Harlem Prep. He was selected from a list of nine different candidates. The Board also decided that Harlem Prep should reimburse Manhattanville College \$13,000 annually for the costs incurred by the college in making Mother Ruth Dowd¹² available to the corporation as the school's assistant headmaster.

The need for more community representation in the Board of Trustees was also apparent. The Parent Association represented a valuable source from which to obtain future membership of the Board. Therefore the Board directed the headmaster to obtain recommendations for three board members from the parent organization.

teaching profession for all his professional life. He created the prototype of most of the job training programs, later developed for hardcore unemployed youth throughout the country. Together with Queens College and the United Federation of Teachers, he established freedom schools in Prince Edward County, Virginia, when public schools refused to admit black students in the early 1960s.

¹²Mother Ruth Dowd, Order of the Sacred Heart, is a teacher, counselor, administrator, and innovator who contributed a great deal to the establishment and financial maintenance of Harlem Prep. She was a full-time professor at Manhattanville College until 1971. In April 1972 the National Council of Women of the United States elected her the "1972 Woman of Conscience" for her pioneering work in the field of education.

Shortly thereafter, Harlem Prep began to function as a totally separate and independent unit apart from the New York Urban League. The Board of Trustees was increased to twenty-four. At its June 1968 meeting, the Urban League Board of Directors voted to transfer the title of the building to Harlem Prep. However, the Urban League was still responsible for the mortgage. Students continued to be fed into Harlem Prep from the Urban League's street academies. Harlem Prep, in order to continue its educational program, started a major effort in the area of fund-raising. In their meeting on January 25, 1968, according to their minutes, the Board of Trustees resolved to set up a development committee to raise funds. The Committee was headed by Mrs. Sheila Mosler. Harvey M. Spear, another Board member, filed an application for exemption from federal income tax. Another group, called "Committee for Foundation Presentations," chaired by Dr. John Henry Martin, was formed on April 13, 1968, for preparing and presenting different proposals to the foundations.

The year 1968-1969, the second year of the school's existence, was a year of expansion and consolidation for Harlem Prep. More students could be accommodated in the new quarters than at the armory,

and therefore the enrollment increased to 183 students. Five new faculty members were hired. With the additional teachers, more courses were offered. Thus, Harlem Prep was able to offer its students a curriculum that was unique in New York City schools.

At the beginning of the year, teaching was confined to the main floor of the former supermarket building. It was agreed that greater fluidity and "togetherness" could be maintained if the original "all-in-one" appearance of the supermarket was preserved. The lack of inner walls and the exposure to the street became an asset in two ways: the feeling of common action within the building was maintained, while the interest of the total community and of the street was enlisted.

It was the hope of the administration and the faculty that, as students and teachers worked together at the common task, exuberance, interest, concentration, and spontaneity would be heightened. The visibility of the whole operation would attract support from the entire community. The relaxed, unstructured classroom situation gave the students more freedom to explore and discuss their ideas openly.

On October 23, 1968, the Board of Trustees made some important decisions concerning community

and student representation on the board. The Parents Organization and members of the board were asked to submit plans to provide for a student-faculty-parents group, made up of all the students, faculty members, and parents. This group would formulate the curriculum and establish rules and regulations for daily operation in the school, and it would recommend three leaders of the community-at-large to serve as members of the Board of Trustees. The president of the Student Organization at the Prep was elected to full membership to the Board of Trustees.

That fall Harlem Prep confronted one of the most significant events of the year. Prior to Harlem Prep's occupation of its new residence, permission was given to the People's Program (a "grass-root" community organization) to use the building during the summer months. The group planned to set up an addicts' rehabilitation center.

As a result of poor communication, no written agreements were made. Consequently, hostility arose between the two groups. The People's Program, exercising its "squatters rights," assumed the authority but not responsibility for the building. In this capacity they tried to prevent the renovation and other essential activities from taking place, as well

as causing much difficulty for many individuals connected with the Prep. These actions caused additional friction in September when the students, faculty, and staff sought to begin the Fall term. Conflicts arising between the two groups extended well into the Fall. All attempts on the part of the Board of Trustees to bring about some calm proved to be fruitless. Finally, on the 5th of November, the Urban League took over full responsibility for the People's Program, fulfilling some of their more basic needs. This allowed Harlem Prep to move into the school without further difficulty.

The Parents Organization, in the course of the second year, became more active in the school's program, more united in its action and more aware of its role in the over-all work of Harlem Prep. A significant part of its activities was the organization of an adult education program, operating in the building four nights every week during the Spring semester. More than one hundred adults, including some of the parents, were enrolled. The volunteer teachers in this program, offered a curriculum that varied in its subject matter from Swahili and African history to stenography, basic English, and mathematics. The adults registered in the evening school were primarily

interested in obtaining a high school equivalency certificate or a regular high school diploma. There were attempts to fund the evening program, but it did not succeed. Therefore, despite its educational success, the program was discontinued.

In June 1969, the academic year closed with a graduation, which those who were present will not soon forget. The day was one of brilliant sunshine as the invited guests, families, faculty members, and neighbors gathered outside the school and listened to the speeches and applauded seventy graduates.

The Sunday issue of The New York Times wrote:

The white guests at the second annual commencement exercises of the Harlem Preparatory School seemed transfixed by the spectacle of the family that pervades the Black community when it gathers to celebrate victory or mourn defeat. The community had an encouraging victory to celebrate last Wednesday. Under the guidance of an expert, dedicated, interracial teaching staff, 71 of its sons and daughters, most of them school dropouts only a year ago, had been accepted into 37 universities and colleges, including Harvard, Cornell, Fordham, Hamilton, Antioch, and Bryn Mawr. Some of the graduates had been accepted by as many as four institutions.

The self-conscious attitudes that inhibit white and Blacks in each other's presence dissolved as the meaning of Harlem Prep's achievement, in the second year of its existence, dawned upon them. Harlem Prep, under the leadership of Edward F. Carpenter, its dynamic Black headmaster, had proved that a student's potential, not the ability

to fit into the lockstep disciplines of traditional methods, may be the key to the education problems of hopeless causes.

Charles Trahan, one of the graduate speakers last Wednesday, told the audience how he wandered "in the dark streets of New York," then he exclaimed, "Thank you Harlem Prep for saving my life"

The following September 283 students were admitted.

A typical student who entered Harlem Prep in this year or the following years had attended a large public high school in New York City. He had probably completed part or all of the 11th grade (or at least part of the 10th grade), but probably not in an academic course. His grades had been poor. The typical student was probably black, was unmarried, and was about two or three times more likely to be male than female. When he graduated, his age was around eighteen or nineteen.

While at Harlem Prep, he was most likely to live in Manhattan; and almost all students lived in New York City. He had had a time lapse of one to two years between leaving high school and entering Harlem Prep, and attended Harlem Prep for two consecutive semesters, taking five or six courses each semester. He was likely to receive grades of A or B in more than half his courses. He was likely to receive no credit (D) in less than one-fifth of his

courses, and if this happened, it was likely to be in his first semester. Unless he entered after 1969, it is likely that he had no entry reading score. If a reading score was recorded, it was likely to be at the 11th grade achievement level (which was probably close to his actual grade level). If he took the PSAT, he probably scored between 30 and 39 on both the Verbal and the Math tests, with a slightly higher score on the Verbal test. If he took the SAT, he probably scored between 300 and 399, and almost certainly between 200 and 500, on both the Verbal and Math tests. Again, his Verbal score was probably slightly higher than his Math score.¹³

In order to continue meeting the needs of such students as these, two major fund-raising efforts began early in 1970. After receiving extensive media publicity, the school concentrated on obtaining state and federal support, and contacted the Ford Foundation to seek a large contribution. It should be mentioned here that Senator Jacob Javits, the senior Senator of New York State, along with a few other individuals,

¹³Institute for Educational Development, *An Assessment of the Alternative Educational Program at Harlem Preparatory School* (New York: Institute for Educational Development, 1972), p. 17.

including Dr. Mario Fantini and Dr. Joshua Smith, helped a great deal. In a letter dated April 6, 1970, to Mr. McGeorge Bundy, the president of the Ford Foundation, Senator Javits wrote:

Recently I visited Harlem Prep's facilities and was terribly impressed with the dedication and capability of the faculty. In my view, it is truly an extraordinary school that holds many lessons for New York City's public school system which has had such difficulty relating to youngsters of depressed areas. As you know, the school has survived for several years on private contributions, and it is obvious to many concerned supporters that if it is to continue to survive, the school must develop a relationship with permanent government programs. I am doing all I can to bring about that result. In the meantime, I would very much appreciate your serious consideration of support for Harlem Prep.¹⁴

The effort eventually led to the receipt of a grant of \$284,496 from the Ford Foundation. The granting period began in June 1970 and was continued through a period of fifteen months. This amount partially covered teachers' salaries and educational expenses. Later on, it became necessary to direct the money to other areas of expenses which met the approval of the Ford Foundation.

¹⁴Letter from Senator Jacob Javits to Mr. McGeorge Bundy, April 6, 1970.

At the level of the national government, the Office of Economic Opportunity granted \$75,000 for an Upward Bound Program. The purpose of this program was to admit students who would not normally be admitted to Harlem Prep and provide them with a program of compensatory education which would enable them to internalize standards of excellence and/or develop a positive attitude toward self-achievement. Ordinarily, applicants to Harlem Prep must demonstrate the ability to read at grade level nine, as measured by standardized reading tests. For Upward Bound students, this requirement was waived. Through the process of an interview, the school tried to discover whether an applicant manifested the explicit desire to continue their education and enter college, since the objective of the Upward Bound Program at Harlem Prep was to place them in two or four year colleges of their choice.

On the state level, under a bill passed by the New York State Legislature for the support of non-public schools, the school was entitled to receive \$35,000. It had collected \$8,286.97, when the New York Supreme Court declared the law unconstitutional.

During this period, The Evening Star carried a front page story on Harlem Prep. After covering

our educational program, Mr. John Matthews wrote of the financial situation:

Despite their demonstrated success, the Prep must continually scratch for funds. They are unable to grow to meet the demand and scarcely able to survive. Mr. Carpenter is now spending up to 75% of his time in fund-raising, including drafting a proposal which he discussed recently with presidential aides at the White House.¹⁵

Meanwhile during the spring of 1970, Harlem Prep encountered a series of internal problems, which resulted in the loss of several trustees, administrators, and faculty members. The major crisis came when a few members of the Board of Trustees requested the resignation of Mr. Carpenter, a request not approved by the whole Board. He was accused by his secretary of exceeding approved budget allocations for renovation of the building and of mishandling other funds. Rumors of mismanagement reached the newspapers and funding agencies. This, in turn, led to a demand for an official investigation of the whole situation. Mr. Joshua Smith of the Ford Foundation in a letter to the Chairman of the Board of Trustees on October 30,

¹⁵John Matthews, "Store Front Academy Rescue Harlem Kids," The Evening Star (Washington, D.C.), February 12, 1970, p. 1.

1970, indicated that:

A number of allegations about the operation and the administration of Harlem Prep have come to my attention. While the truth or falsity of these allegations are for the Board of Trustees of Harlem Prep to determine, we, at the Foundation, given the lack of clarity about the situation, must now respectfully request from you an accounting of the expenditures made under our grant. So far, the school has received \$103,798.40, and the next payment is not due until December. This payment to the school shall be held until the accounting of the expenditures is received.

Finally, it is my understanding that an investigation of the allegations is to be made; I would appreciate it if you could share the results of any investigation with us.¹⁶

The seriousness of the allegations and the extensive investigation requires that the entire case be reviewed in detail.

At the special meeting of the Board of Trustees of Harlem Prep on October 15, 1970, an investigating committee was formed to investigate the charges made, and also to look into certain other matters relating to the administration of the school. The procedures of the Board of Trustees and the relationships between the board and the school administration were also to be investigated. This October 15th resolution was

¹⁶Letter from Joshua L. Smith to Percy Ifil.

supplemented by a further resolution adopted by the Board of Trustees at a meeting held for that purpose on October 30, 1970. This resolution provided for the designation of the Reverend James E. Gunther (Trustee) as Chairman of the Investigating Committee; the appointment of Harvey M. Spear as a representative of the Executive Committee of the Board; and the authorization to the Chairman of the Investigating Committee to retain the services of an independent outside attorney, as a special counsel to the Investigating Committee.

In accordance with the resolutions of the Board, an Investigating Committee was created. The first formal meeting of the Investigating Committee took place on November 10, 1970. Present at that meeting as guests were Parnell Drayton, C.P.A., and Oliver Simmons, C.P.A., partners of the accounting firm of Lucas, Tucker & Co., the school's auditors.

Mr. Drayton reviewed the audit report prepared by his firm for the eight months ending April 30, 1970.¹⁷ Mr. Drayton pointed out that the audited report superseded the unaudited report for the six

¹⁷See APPENDIX C.

months ending February 28, 1970,¹⁸ and that the six-month report should be disregarded because it had not been an audited report and also because it had been superseded by the April 30th report.

In answer to the questions, Mr. Drayton pointed out that the audited report and opinion letter prepared by his firm for the period ending April 30, 1970, amounted to a statement that his firm found no evidence of any improprieties, wrong doings, or misappropriation of funds in the accounts of the school, or in construction contracts or invoices thereof.

Mr. Drayton also made reference to footnote 3 of the audited report of April 30th, and emphasized that his firm had seen and compared the invoices for each and every check written to the General Contractor in connection with the work done on the school building and found them all in order and properly paid. Although the audit report pointed out that the auditors did not find a written contract for each job order for work done, they had seen either an invoice or a bid proposal or a contract for each check issued to the general contractor during the period ending April

¹⁸See APPENDIX D.

30, 1970.

In reviewing his firm's audit report, Mr. Drayton updated footnote 3 to the financial statements by indicating that, subsequent to the completion of that audit report, the auditors had received the confirmation which they had requested from the general contractor who had done the construction work on the school building during that eight month period.

The auditing firm of Lucas, Tucker and Company strongly recommended to the Investigating Committee that, although they had found no evidence of wrong doing and no evidence of misappropriation of funds, a better system of bookkeeping be maintained for the accounts of the school, a recommendation which the Investigating Committee adopted.

At the conclusion of this meeting, the Investigating Committee unanimously voted to invite the headmaster's secretary, the General Contractor, and Mr. Edward Carpenter to attend the next committee meeting which was scheduled for Monday, November 16, 1970.

On Sunday, November 15, the Investigating Committee retained the services of William S. Ellis, of the firm of Ellis, Paterson, Springfellow, Patton and Leibowitz, as independent counsel to the

Investigating Committee.

In preparation for the meeting of November 16, the services of a court reporter were retained to take a verbatim transcript of all proceedings at the meeting. At this meeting, besides the regular committee members, William S. Ellis, Edward Carpenter, Frederick Hayes, Attorney to Mr. Carpenter, and Eric Witt, Accountant to Mr. Carpenter, were present. Prior to the meeting, Mr. Ellis had received all the material he had requested to become familiarized with the work of the Investigating Committee and the nature of its investigation.

Mr. Ellis told the committee that he had studied all the records and spoken to the headmaster's secretary who, at that time, indicated that she could not attend the meeting of the Investigating Committee on November 16. Mr. Ellis further reported that he had invited her to attend a meeting at some later date but that she had indicated she did not think she could attend.

After detailed discussion, the Investigating Committee concluded that, due to the refusal of the secretary to attend the meeting on November 16, or to make any other appointments to meet with the Committee, and her refusal to answer the letter of inquiry,

and that in view of the affirmative findings by the auditors, as stated at the November 10 meeting, no further investigation should be made into the specific allegations made by the secretary. The committee then invited the headmaster to make whatever statement he might wish to make under the circumstances.

The headmaster began by introducing his accountant, Mr. Eric Witt, who reported that he had just completed a series of conferences with the Internal Revenue Service as to the tax returns of Mr. Carpenter for the year 1969 which, audited by the Internal Revenue Service, had been the result of a spot check by the Internal Revenue Service, and which was in no way related to the inquiry of the Investigating Committee. Mr. Witt further indicated that the financial affairs of the Carpenters were such that it was necessary for them to take out a second mortgage on their home in order to complete certain construction work and renovations on their home. Under these circumstances it was hardly likely that Mr. Carpenter had used school funds for himself.

During his own statement, the headmaster observed that it was true that the renovation work done on the basement of the school, during the period ending April 30, had exceeded the amount authorized

in the budget which he had understood to be \$60,000. The actual work on the basement renovation project during that time period had amounted to \$188,166, and he explained his reasons why he had exceeded the amount authorized in the budget, as follows:

It was my decision along with the Board of Trustees' permission to renovate the basement to the tune of \$60,000. . . .

If there is one thing I can be accused of it is spending more money without direct Board authorization and this I would accept. And, also I would say I would make the same decision to renovate the basement again.

. . .
Right or wrong, this was my decision and I would do it again because if I would not bring my own daughter into this basement, I am not going to bring any other child down. Every decision I made I would make again. Call it good or bad administration, that would be your decision. . . .

I will answer any questions that you want any way, any time. The last statement, at the meeting where the allegation was made, I asked for a Grand Jury investigation because I wanted it all to be exposed—commonly said "let it all hang out," but wiser heads felt this would do the school no good; that I might vindicate myself individually but in the process it may damage the reputation of the school. I will never believe this. I don't think it would damage the reputation of the school because those who believe in the Prep are still with the Prep. And those who aren't will never be with the Prep. . . .¹⁹

¹⁹Harlem Preparatory School, Records, Investigation Committee Transcripts, pp. 57-67.

In conclusion, the headmaster offered to make his statement under oath if it was so desired and also offered to answer any questions from any persons present, either under oath or otherwise at the request of the Investigating Committee.

At the conclusion of the headmaster's statement, all persons present were offered the opportunity of asking questions. No further questions were asked. Thereupon the Investigating Committee adopted the following conclusions:

1. As a committee, on the basis of the information presented and the fact that we have contacted the individual involved, we have found no fact to support any accusations. . . . Mismanagement of funds in connection with renovations of the building.
2. We are satisfied with the report of the auditors Lucas, Tucker and Company of April 30, 1970, and the personal audit of the accounts of Mr. Carpenter. . . . 20

Under the leadership of the Hon. Robert J. Mangum,²¹ Frank Shea, Vice President of the Chase

²⁰Ibid., pp. 73-74.

²¹Robert J. Mangum of New York City was appointed a judge of the Court of Claims by Governor Rockefeller in 1971 for a term to expire in 1980. Prior to his appointment to the court, he had been Commissioner of the New York State Division of Human Rights since July 1967. He is also a lecturer in public health and administrative medicine at Columbia

Manhattan Bank, a few remaining Board members, and parents, the school pulled through another crisis and they returned to the problem of how to save the school financially.

At this time the close friends of the school were not the only ones aware of the financial difficulties. In the editorials which appeared in The New York Times and The New York Post, the public was told of the crisis under which Harlem Prep had been operating. The articles mentioned that besides the recession, there were many other contributing factors, such as lapses in educational leadership and the charges of fiscal mismanagement, which caused a drop in confidence on the part of the school's supporters. This drop in confidence had resulted in less financial assistance. Both articles also focused on the particular importance of keeping Harlem Prep alive, noting that the Prep was a school with a significant demonstration of a possible cure for the educational pathology of urban slums. It also stated that with a careful review of the records, and if it was shown that there was no intentional mismanagement, the

University. Prior to this he was a member of the New York City Police Department from 1942-58, rising through the ranks to Deputy Commissioner of Police.

support of various corporations would probably be reenlisted.²²

Just at the time, however, that closure seemed certain, EXXON returned to the school's aid with a grant of \$250,000.²³ The grant was to be spread over a period of two years: \$100,000 to relieve the current year's deficit and \$150,000 to be spent over the following two academic years. Thus, the school was able to remain open during the spring and was assured of reopening in the fall of 1971.

At the end of a lengthy speech on Harlem Prep before the United States Senate, Senator Mondale of Minnesota congratulated the school on its achievements:

²²"Rough Days for Harlem Prep," The New York Post, February 17, 1971; and "Experiment Worth Saving," The New York Times, February 22, 1971.

²³EXXON, which for the last twenty years has built the reputation of being the support and impetus behind different reforms in urban education, has not only given financial support to Harlem Prep since 1968, but has played a big part in encouraging other corporations to support the school. Following much in the footsteps of their former chairman, the late Mr. Frank Abrams, the past few presidents, Haider, Brisco, and Garvin, have given much time and incalculable support to keeping the Prep alive. James Harris, Robert Kingsley, Harold Rosa, and Vincent Hoey, executives of EXXON, have also, more recently, been the source of concern and aid for the school. There have been many points on which the school and EXXON did not agree. However, the relationship has remained amicable throughout many crises.

Mr. President, I read with pleasure in a recent article by Barbara Campbell, and published in The New York Times, that Harlem Prep has survived a financial crisis which threatened to close its doors in the spring. I commend the students and faculty of Harlem Prep for their outstanding achievements.²⁴

For the school year of 1971-72, beginning September 1971, Harlem Prep admitted 485 students.

There were 160 graduates in June and the speaker of the commencement was Ossie Davis. A congratulation statement appearing in the June 7 issue of The New York Times on the behalf of EXXON read:

This morning, on 125th Street and Seventh Avenue, Harlem Preparatory School is graduating 160 of its students. This graduation is not like most graduations because the Harlem Preparatory School is unique, and so are its students.

Harlem Prep reached out to offer a second chance to students who quit the conventional school system. Instead of facing unemployment or a lifetime of unskilled work, they were placed on the track to college. This is a school that understands disadvantaged youth and does something about its problems.

The secret of Harlem Prep's success is that it relates education to the student and his needs by teaching him "how" and "why" along with "what." Harlem Prep cares about its students and the students feel it. That's why there is so much spirit, so much self-confidence and so much effort

²⁴U.S. Congress, Senate, 92nd Cong., 1st Session, July 7, 1971, Congressional Record, Vol. 117, No. 104.

to overcome the fantastic obstacles presented in ghetto life. That's why youth who once quit school are now committed to personal achievement and community service through higher education. In fact, no one graduates from Harlem Prep until he or she is accepted by a college or university.

Altogether, 516 students have gone to college. We think that's something to be proud of, and we would like to join the countless friends of Harlem Prep in wishing the latest graduating class our warm congratulations and best wishes for a productive life.²⁵

The June graduation was held in the heart of the Harlem business district at the corner of 125th Street and Seventh Avenue, by this time the traditional site for the school's graduation. Some 10,000 people attended the affair.

The effort to get Federal support for Harlem Prep goes back to the middle of 1969, and the school's record shows extensive correspondence with different agencies in Washington. At first the school showed that its program and aims were along the Administration's national educational objectives. Dr. James Allen, then Assistant Secretary of the Department of Health, Education, and Welfare, had asked Congress for \$25 million to fund directly programs like Harlem

²⁵"Today 60 More Young People Who Had No Place to Go Are Going to College," The New York Times, June 7, 1972, p. 37.

Prep and street academies. Congress turned down this request in 1968. With the support of Daniel Moynihan and Lee Du Bridge, more attempts were made, but were unsuccessful. The basic approach was for Harlem Prep to develop a method that would meet the government's objective of contracting for specific results. This method eventually gained more support in Washington, but Harlem Prep has not received any contract from them, except Upward Bound Program.

During the fall of 1971, the school submitted thirty-three different proposals to various government agencies.²⁶ There was extensive correspondence based on those proposals of which eventually two were approved. The approved programs are in the area of vocational training. A long letter from Dr. Sidney Marland, then United States Commissioner of Education, explained the crux of the situation.²⁷ He stated that he felt Harlem Prep could more easily get grants in the vocational area. It should be admitted that part of our failure to receive more Federal support had been our involvement in various projects that never allowed us to pursue each case more fully,

²⁶See APPENDIX E.

²⁷See APPENDIX F.

even though the proper contacts were made and the good will had been there. The difficulty is that there are complicated procedures that one must follow carefully before any governmental grants are offered.

In July 1972, Judge Robert Mangum and the school administrators visited the offices of Health, Education, and Welfare. The purpose was to obtain some action on the thirty-three proposals previously sent to Dr. Sidney Marland; to meet with the then Secretary of the Department of Health, Education, and Welfare, Mr. Elliott Richardson and his assistant, Mr. Martial Moriarty; to enlist the higher level decision making for expediting Federal assistance to the school; and to obtain information about other possible funding sources in the Federal government. Unknown to the group, Mr. Moriarty had prepared an itinerary for them to visit officers in the Department of Health, Education, and Welfare. Under the Elementary and Secondary Education Act: Title 1, they were referred to Mr. Lee Pierson, Assistant United States Commissioner of Education. He informed them that by the law, the school was entitled to receive some funds from this Act. However, the administrative procedure for disbursement of funds provides that Federal funds be sent to designated city or state

receiving agencies. In the case of New York City, the receiving agency is the Board of Education. The Board of Education disburses these funds to districts within the city. Harlem Prep is a part of District 6. However, if it were to receive funds from the District under the formula allotted to non-public schools, it would get much less money than if funds came directly from the Central Board of Education. Mr. Pierson assigned Washington's representative in New York, Mr. Gene Satin, to expedite a meeting with representatives from Chancellor Harvey Scribner's office. A meeting took place on August 3 with Dr. Jack Woodbury, which led to the approval of a few services to Harlem Prep students.

The representatives of the Prep were also instructed to send proposals to Mr. Howard A. Matthews, Director of the Division of Manpower Development and Training, Department of Health, Education, and Welfare. Ten separate proposals, totaling \$845,247 were sent. The school has since received assurance that two of our vocational training proposals will be accepted by the Federal government. If the school is to get any funds, it will have to provide these programs, even though Harlem Prep's primary purpose has been to prepare students for college entry. The support

of more than ten senators and congressmen and governors has been sought to expedite the funding of these proposals, but the bureaucrats do not react easily.

The financial crisis of this school year reached its peak in December, 1972. In the Board meeting that took place then, it was decided that the school had to begin a phaseout. If, during the phaseout, some aid was received, the school could remain open until June, to send perhaps its last group of graduates to college. Media and corporations were informed of the decisions and almost twenty interviews with the press were arranged.²⁸

The New York Post, under the heading "School for Dropouts May Have to Dropout," reported:

In an effort to keep classes operating until June for the 600 students attending the school, the Headmaster has asked his administrative staff and his twenty-five faculty members to take a ten percent salary cut. He says he will be forced to release nine instructors next month.

With a pained sense of irony, many who have watched the institution go through its perennial funding crisis, feel that its present dilemma can be traced to its tremendous success in the field of ghetto education.

²⁸C. Gerald Fraser, "Harlem Prep Is Striving to Survive As Funds Fall," The New York Times, December 4, 1972, p. 43.

Many people feel that it's no longer fashionable to support the school now that they are no longer new and innovative. Now that they have proved that the so-called "uneducables" can perform on the college level, supporters are concluding that the noble experiment is over.²⁹

On this very uncertain note the school year ended in June 1973, and 171 students were graduated and prepared to go to college.

At this point, it is appropriate to review the school's financial development graphically to give a clearer picture of our incomes and expenditures.

These graphs are given in terms of dollars and cents. However, the success of the school must ultimately be calculated in terms of the individuals involved and the educational activities that have touched the lives of hundreds of people.

The graphs point up the most serious problem: an over-all deficit of \$150,000. This was caused by continuous increases in the number of students, faculties, and major renovation in the school.

By way of a preliminary summary, an average 40 per cent of school expenditures was for administration and general expenses including salaries of

²⁹"School for Dropouts May Have to Dropout," The New York Post, November 22, 1972, p. 35.

administrators, non-faculty staff, auxiliary services; 45 per cent went to educational expenses including teacher's salaries and instructional materials. The remaining 15 per cent was spent on operation and maintenance of the physical plant, paying the mortgage, and on students' aid.

Table 8 indicates that the average per capita cost of educating students at the Prep is less than the amount the state government and city administration spend per student.

TABLE 5
HARLEM PREP TOTAL INCOME BY YEAR
1967-1973

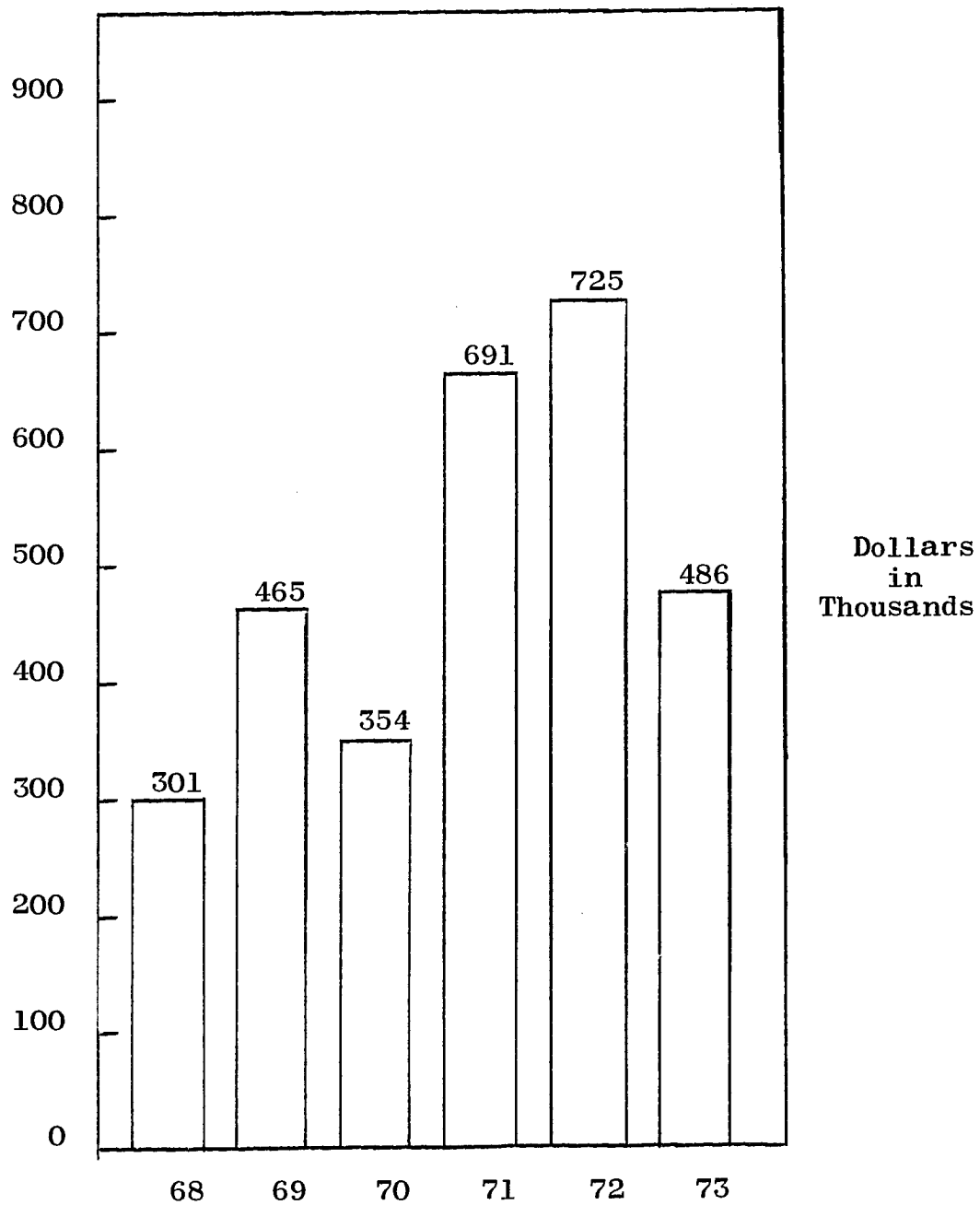
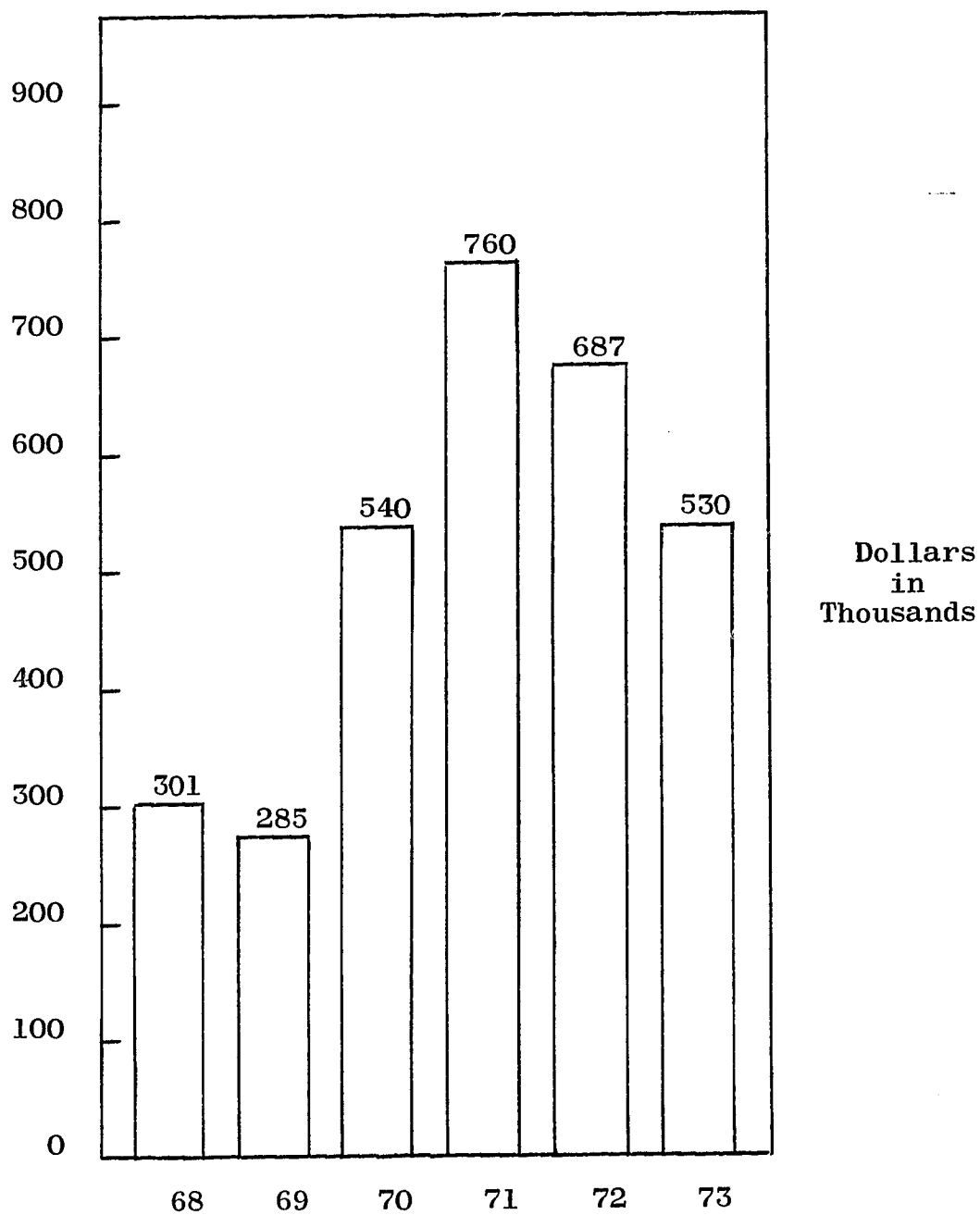


TABLE 6
HARLEM PREP TOTAL EXPENDITURES
1967-1973



The following fund balance shows the difference between the school's income and expenditures for the years of 1967-1973. During the school year 1969-1970, the school faced the largest deficit of \$180,000. Realizing that such a trend could not go on forever, the school was forced to cut both services and expenditures with relation to its income.

TABLE 7
FUND BALANCE

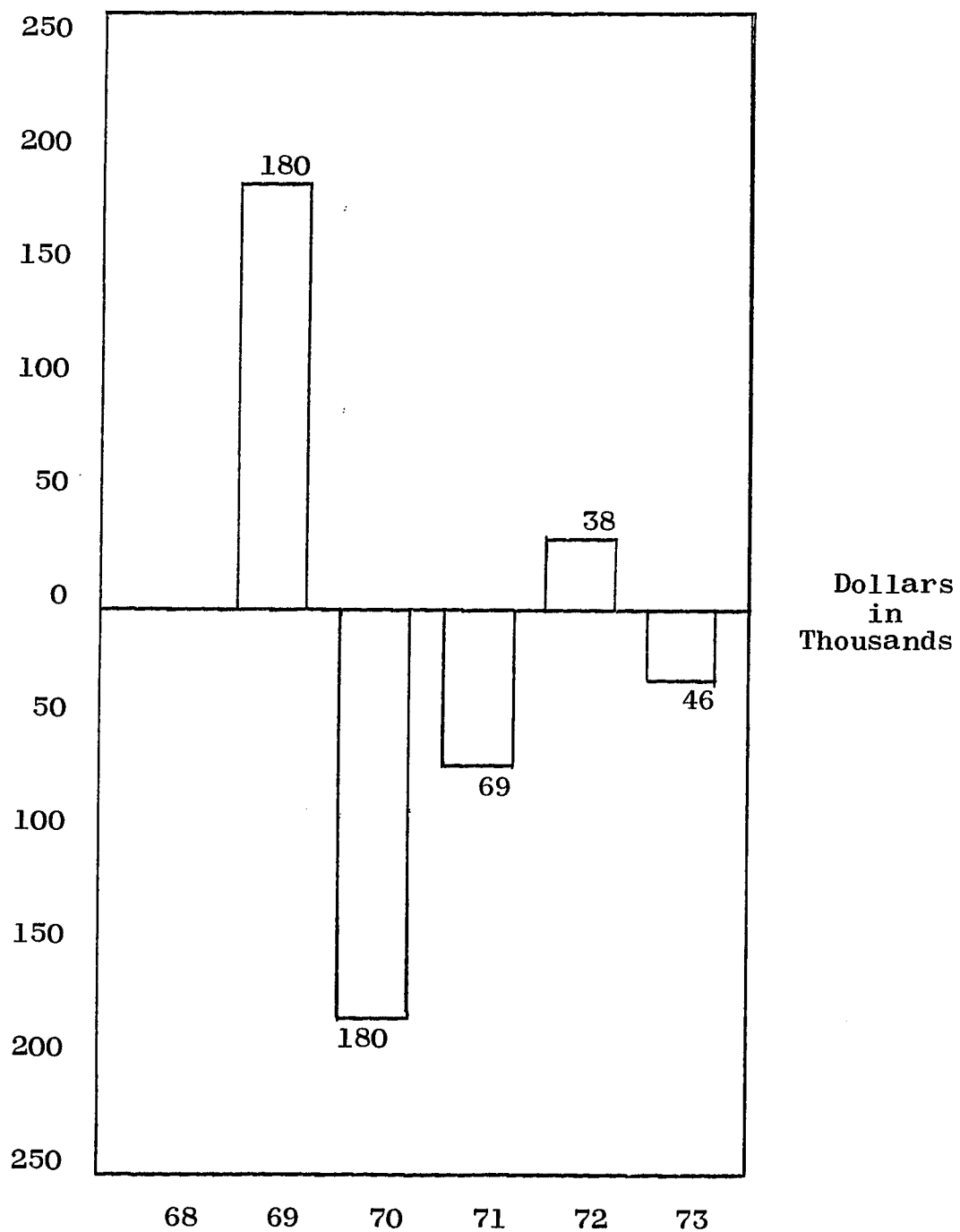


TABLE 8
ESTIMATED EXPENDITURE PER PUPIL IN
AVERAGE DAILY ATTENDANCE

School(s)	1967-68	1968-69	1969-70	1970-71	1971-72
Harlem Prep*	\$ 900	\$1,562	\$1,252	\$1,594	\$1,281
Private Non-Sectarian Schools*	\$1,483	\$1,858	\$2,234	NA	NA
New York City*	\$1,230	\$1,379	\$1,509	NA	NA
New York State#	\$1,149	\$1,302	\$1,414	\$1,561	NA
Federal**	\$ 786	\$ 834	\$ 926	\$1,008	NA

*Institute for Educational Development, An Assessment of the Alternative Educational Program at Harlem Preparatory School (New York: Institute for Educational Development, 1972), p. 20.

*Otto F. Kraushaar, American Non-Public School (Baltimore: Johns Hopkins University Press, 1972), p. 223.

*Office of Statistical Coordination, N.Y. State Statistical Year Book (New York: State Division of the Budget, 1972), p. 212, Table 1-11.

#Ibid., p. 213, Table 1-12.

**Department of H.E.W., Digest of Educational Statistics (Washington, D.C.: Superintendent of Documents, 1971), p. 59, Table 79.

For the years 1968-69 and 1970-71, Harlem Prep's expenses were substantially higher than other years. This is due to the large building expenditures.

For the year 1971-72 (an example), according to an audited financial report and using the categories created by the New York City Board of Education, the cost per student is as follows:³⁰

DIRECT INSTRUCTIONAL COST

Personal Services	\$ 848
Instructional	\$470
Supportive	378
Other than personal services ³¹	
(including supplies and equipment and fringe benefits)	295
<u>PLANT OPERATIONS</u> ³²	138
Total	\$1,281

³⁰Institute for Educational Development, An Assessment of the Alternative Educational Program at Harlem Preparatory School (New York: Institute for Educational Development, 1973), p. 20.

³¹If fringe benefits are excluded as they are by the New York City Board of Education, the "other than personal services" category is reduced to \$186 per student, for a total cost of \$1,172.

³²If amortization of capital costs is excluded, as is done by the Board of Education, the "plant operation" category is reduced to \$112.

Harlem Prep has existed since 1967 as an independent corporation, primarily supported by private funds. However, the willingness of foundations, companies, and individuals to support programs to aid the disadvantaged has diminished in terms of dollar support. A contributing factor to this situation is the failure or unsatisfactory performance of some projects such as the street academies.

Another factor is that the proliferation of minority causes made companies set priorities in giving and reduced the number of projects to which the contributions are made. In some cases, the companies have maintained or even increased their dollar support but have reduced the number of projects.

In trying to secure permanent financial support, the school has explored other possibilities. One was voluntary donation by the students (charging tuition is forbidden in the school's charter). This is clearly not a viable alternative, because private schools that charge tuition cannot remain open solely on this basis. In addition, the economic circumstances of most of the students at the Prep prevent them from contributing in any substantial amount.

Since Harlem Prep has been open only since 1967, an avenue of support used by private schools,

the contributions of alumni, is not available.

Another possibility was the Harlem community.

Dr. Carpenter, on one occasion, said:

There are many headaches in maintaining an alternative school system. Strangely enough, none of these problems surrounds the attitudes, abilities, or "disciplines" of the students. The problem is money. Commerce, industry, and funding agencies who become caught up in the glamor of a new organism will provide initial sums of money. However, as the system thrives and disproves the aforementioned myths, former contributors draw back and money, the life blood of the organism, dries up. It is my sincere belief that if alternative schools like Harlem Prep are to exist, primary support will have to come from the community. We have demonstrated that through concerted efforts, churches, serving our spiritual needs, can be developed and maintained. A new thrust toward developing and maintaining community schools, reflecting community needs, must receive the same priority.³³

However, the Harlem community has in fact not aided the school substantially.

Administrators and the Board of Trustees have investigated other alternatives: the possibility of obtaining state aid and local tax levy funds, though both, collectively, spell out "control."

³³Harlem Preparatory School Record, Statement by Edward F. Carpenter, June 6, 1971.

There have been two attempts, so far, to arrange for some support from the City University. The first occasion was a discussion with CUNY authorities in the early part of 1970 of which Harlem Prep proposed to make a contractual agreement or an affiliation with them. The second attempt is still in the process. It followed a meeting between Judge Mangum and Dr. Kibbee, Chancellor of the City University. There is some hope that an arrangement can be made with CUNY.

For the last two years, extensive communication has taken place between Harlem Prep's administration and the Board of Education of the City of New York. In spite of the Board's familiarity with the fiscal problems of Harlem Prep, no help has yet come from that source. On the contrary, the Board of Education's officials have indicated the conditions under which Harlem Prep could receive aid. For instance, the Harlem Prep must replace most of its present staff with licensed union member teachers and supervisors from the Board of Examiner's list, in rank order. Also, Harlem Prep's Board of Trustees must be dissolved, and all authority placed with the High School Division of the Board of Education. The admission procedure and the school's curriculum would be

determined by the Board's regulations.³⁴

This correspondence obviously implies that the structure, the organization, and the educational philosophy of Harlem Prep, as it now stands and has been proven successful, is a total departure from bureaucratic system of the Board of Education. At the present time, with the present regulations, receiving public money depends on obeying rules set down by that system. This is otherwise known as "control." In the wake of this control would come pressures toward standardization of the school, which do injustice to the diversity of students and their needs. We will be subject to paralyzing effects which are inherent in Board of Education bureaucracy. It will remove the school's motivation for providing quality education.

Any agreement with the Board of Education or any other governmental agencies that do not guarantee Harlem Prep's freedom of appointing administrators and teachers, developing and implementing new curriculum, and hiring staff or allocating a budget will, in the long run, destroy the ideals upon which Harlem Prep was founded. If the school fails to receive

³⁴See APPENDIX G.

such guarantees, then Harlem Prep may either refuse the Board's help or devise a way in which some of the basic characteristics of the school can be maintained by waiving certain Board requirements.

If Harlem Prep does not reach some reasonable agreement with the Board of Education, we are yielding the achievements that many hard years of careful nurturing have enabled it to garner; if it adapts itself to the practices that have destroyed the very individuals that it has sought to save, then not only would the aforementioned time, energy, dedication, and financial support be rendered in vain, but there would be total betrayal of the humanistic qualities on which, not only Harlem Prep, but all other alternative schools have been bounded. To quote Khalil Gibran:

It is more admirable to be like the moth
who hovers about the light until he dies
than to be a mole and retreat into a tunnel
of tranquility.

In Chapter IV a plan is proposed, which if put into action may save Harlem Prep for at least another ten years. Harlem Prep must be presently supported by private sources, as well as public funds, in order to keep its independence and thrust. Meanwhile,

continued attempts should be made to seek State and Federal support and negotiate with the Board of Education for an agreement, which could be satisfactory to all parties.

C H A P T E R I I I

AN ACADEMIC PLAN FOR HARLEM PREP

Harlem Preparatory School, while remarkable and unique as an institution, is still largely experimental and faces perplexing problems. Perhaps the most important of these problems is what happens to the tremendous number of dropouts who do not receive the general education necessary to live an adequate life in today's world and contribute to the demands of society. How can this problem be eliminated? Adequate solutions have not yet been devised which can be applied to large numbers of these students. For this reason experimentation must continue, and changes in the school's administrative organization and curriculum should be welcome.

The present curriculum of the school centers on English and mathematics. To prepare students for the late-twentieth-century society calls for a new concept in education. In the case of Harlem Prep, this demand has been reenforced by the particular needs of the student body. Those who have left the traditional high schools have already rejected both

the inflexible approach to education and the conventional curriculum. Therefore, the students are provided with opportunities to develop and progress according to their individual capacities for learning. A social environment is created in which students, with the advice and help of teachers who are also co-learners, assume the responsibility for their own education. In essence, the educational objective is also focused on providing the framework for enabling each student to become a confident, independent individual. This is done through a flexible arrangement of class structure in which individually prescribed instruction can be given on a one-to-one basis or in small groups, according to the needs of students and the judgment of the teachers.

The development of curriculum has been used on occasion to provide in-service training for teachers and administrators. When the method and teaching techniques for the implementation of curriculum were discussed, teachers often discovered a new dimension of their role, as well as that of the teaching-learning processes. Each year students and teachers have developed a fresh school plan as to course offering and content, which has resulted in the renewal of teacher interest in their work and created a pressure

that would force the teachers to seek information outside and above the accepted school norms. The new curriculum, thus, has served as a vehicle for the teachers' instructional and personal growth. It has given the staff a better opportunity to observe and study the youngster in a highly motivating climate. This participation has stimulated the teachers to guide rather than indoctrinate. At the same time the problems of the students have posed a constant challenge to the teachers and have forced them to develop better perception of individual personality and social interaction. In the midst of this Harlem Prep's curriculum has remained in accord with its commitment to qualify all its students for college entrance. Students and teachers were well acquainted with this single goal while devising the curriculum.

The teachers at Harlem Prep have not been concerned with regulating the students' life styles or approaches to learning. The school's main objective is to help the students channel their energies into constructive activities leading to attainment of their educational goals. Harlem Prep has been successfully capitalizing on its students' diverse learning styles by encouraging their free and productive development in an unstructured learning environment.

Along with the two major subjects in the school, English and math, the students have been able to take whatever courses they wanted. They had a wide range from which to choose. Some of the school's courses at first glance seem largely technical and terminal, e.g., a computer course set up by IBM and several courses in media. But here also the ultimate goal has been professional competence. In a number of cases students have been able to take courses that most likely they would not have taken until they got to college had they attended the average high school, e.g., sociology, anthropology, philosophy, African studies, calculus. Although many of these courses are college type courses, Prep has been successful in teaching them in a high school curriculum.

The college preparatory objectives of the Prep have dominated the school's programs to the point of virtually eliminating planning for those who aim for a non-college high school training. In some instances, students have been placed in difficult positions because the whole program has been geared to college preparation. It is suggested now that in addition to the college preparation program, a vocational program should be devised to meet the needs of some drop-outs.

Much controversy will arise over how the school can best meet the students' educational needs. This will be difficult to resolve within the school and outside since the supporters for a college preparatory type of educational program are ardent in their beliefs and arguments.

The lives of thousands of American youths are warped each year because the traditional offerings and requirements for high school graduation are unrealistic. They do not serve the best interests of the entire school population. Many young men and women find that the school curriculum in which they are enrolled is dull and uninteresting. Some find that the general academic subject offerings are too difficult. Still these students are expected to compete with others in this too-difficult level of achievement and too lengthy educational program.

No human being can experience failure after failure for years and remain a well-adjusted individual. The students should have the opportunity to experience success. This success will come by improvement in their concept of personal worth, for when a person's opinion of himself improves, so does his behavior.

From its inception, the school has offered high school education and college preparation. The

preposal suggests that the school offer "career" programs in a variety of occupational areas, with particular emphasis on health and ecology, preparing students for entry into technical and semi-professional positions after certain periods of training.

These two categories of curriculum—college preparation and vocational training—should not be discrete and isolated endeavors in the school. In the first place, it may be observed that students in both kinds of programs often share similar goals: both are engaged in "career" education. Students enrolled in college preparatory programs are usually preparing for professional fields such as teaching, law, business administration, and the like, where higher education is required. For these students, career education begins at Harlem Prep, and will continue in four-year colleges or universities. But students preparing for positions in technical and semi-professional fields may complete all their formal "career" education at Harlem Prep.

In the second place, it should be noted that all students enrolled in technical programs will be required to complete a minimum number of academic courses not directly related to their area of specialization. In this sense, faculty members in the

academic areas will serve the entire student enrollment and provide to all students the humanizing effects traditionally identified with the academic courses. There will be enough mobility in the plan so that students can transfer from one area to another with relative ease.

A third aspect of the relationship between the academic and the technical programs must be noted. As knowledge accumulates with breath-taking rapidity, and as the applications of this new knowledge yield vastly accelerated technological changes ranging through all phases of human life, education must prepare students to live and work in the world of the future. Occupational education which merely prepares students for today's jobs will not enable them to adjust as their jobs change; today's skills will make tomorrow's technologically unemployed. Hence, our program of occupational education, while developing immediately usable job skills, must also teach students how to learn, must equip them with the basic knowledge of mathematics and science, with communication abilities, and with behavioral science concepts which will enable them to grow, to develop, and to change as the world about them changes. There must be close integration between the liberal arts

and sciences, and the technical programs.

This last point suggests an answer to a question which is sometimes raised as to whether Harlem Prep or other alternative schools are the appropriate place for technical or career programs. Should not the vocational high schools or industry provide this technical training? If career programs are to be built upon a solid core of academic courses, as seems to be essential, then such programs should be operated by an institution similar to Harlem Prep, which can offer programs integrating general academic education with technical training in job skills.

At the same time, a program like this can broaden the role of Harlem Prep. It will provide students greater opportunity for choice and open up options in a system that previously has been fairly prescriptive and tracked. It will also provide an opportunity for students of diverse backgrounds and abilities to come together for at least one year of common education with the opportunity to explore their own unique interests and abilities through an expanded curriculum and co-curriculum. The ultimate goals are that the new plan would open equal educational opportunity for all and that students would be better prepared to choose vocational goals.

This is a time when the dream of a college education for as many as possible still dominates the imagination of the poor American inner-cities. In point of fact, however, more than 80 per cent of the jobs available in this past decade have not required a college education. Moreover, employment problems of the last few years have involved an imbalance—not enough skilled workers in some fields, such as health services and ecology, and overtrained and consequently underemployed workers in others, such as teaching and engineering. One is also aware that due to new technology, some jobs are disappearing through automation, while others are being created. New kinds of jobs are emerging with the efforts to solve some of the major social problems associated with housing, health, ecology, and civil rights. Many of these jobs, while they will require sophisticated technical skills, will not require a college education. The expanded curriculum will deal with future job availabilities as well.

It is known that in spite of the many programs of the late sixties to provide skills, jobs, and training for those unprepared to enter the job market, the high school drop-out problem is still very much with us. In many cases, it was not that students were actually unable

to do the work, but that their needs were not being met by the present school curricula. The traditional high school programs have forced students to choose early between academic and vocational education, with the result that the vocational students have been the ones given a direct exploratory experience. Unfortunately, however, this has been looked upon as something to do if one cannot handle the academic curriculum.

This walling-off of the employment-bound from the college-bound has resulted in an unfortunate dichotomy in which work is something for the employment-bound while college-bound students defer thinking in vocational terms as long as possible. The walling-off has also perpetuated a curriculum in which academic subjects and vocational subjects have been in their own boxes. It has caused a fragmented curriculum which has not capitalized on possible ways of integrating academic and vocational subjects to make schools more relevant to the present goals, future plans, and preferred life styles of students.

There is a special dilemma now in that, at a time when many minority persons have gained access to a college education, the college diploma is no longer unquestionably the key to success. At the same time, there is concern among blacks and other

minorities that career education will attempt to train their youngsters for vocational and technical careers. Disadvantaged students have suffered most from the school's unwillingness to accept responsibility for career preparation, from the heavily verbal academic curriculum which often has not met their needs, from the unfortunate perception of vocational education as a dumping ground for the problem students rather than as a positive, viable option which can open up opportunities. The schools have continued to be rooted in the old dichotomy of academic versus vocational education. Their reluctance to relate curriculum to the total world of work and to be flexible in accepting students in different curricula has done a special disservice to those who have been outside of the opportunity structures. Career education as one means of bringing education and work closer together in an integrated curriculum offers some promises.

Outline of the Modified Plan

The Harlem Prep's Board of Trustees should authorize the establishment of the vocational training program along with the college preparatory program. These two programs would provide career-education

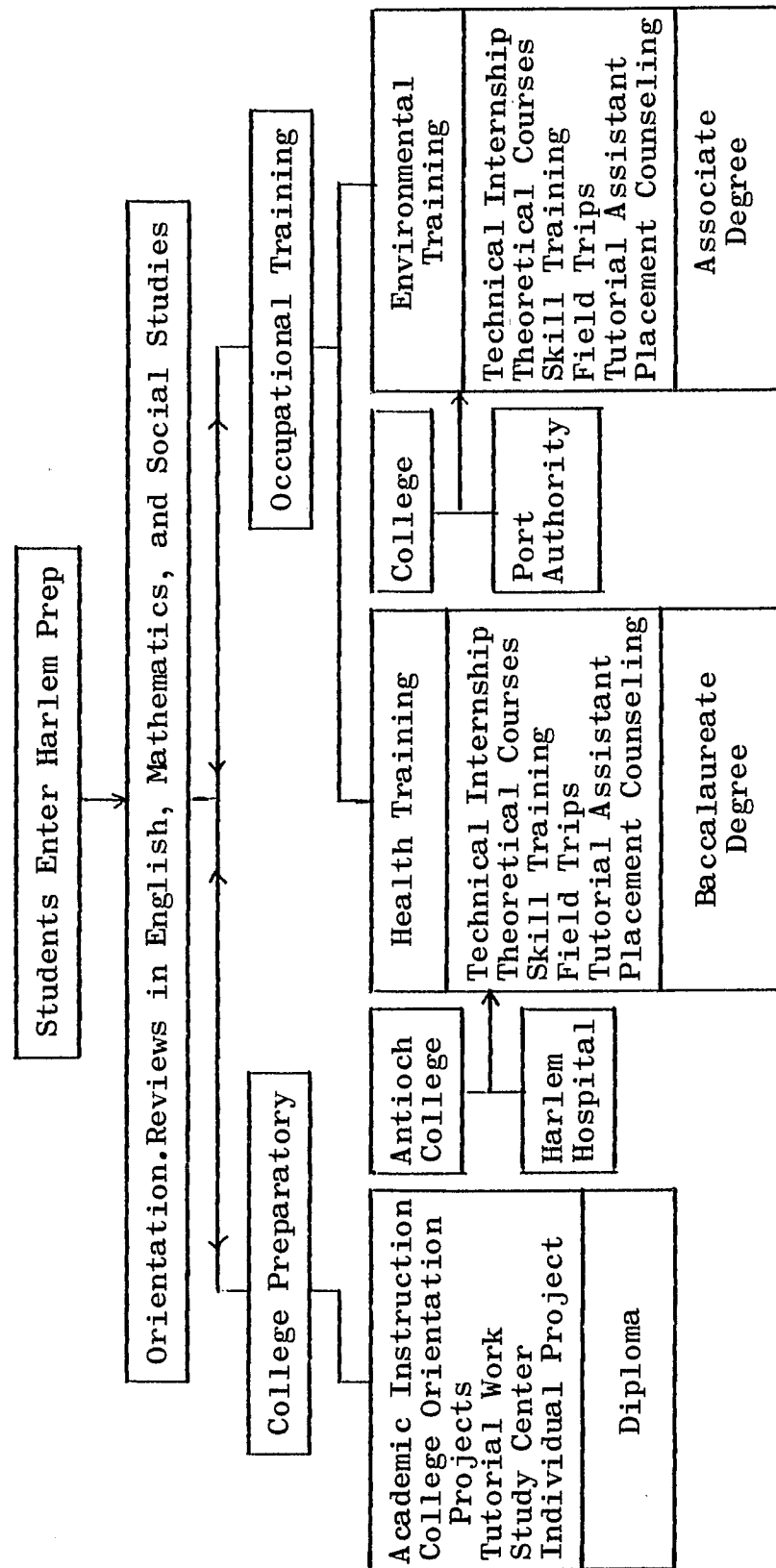
curriculums designed to meet the needs of former dropouts and would lead, in the two suggested areas of health and environment, to a degree.

In the health area, since September of 1971, the Harlem Hospital Physician's Associate Program has been run as an adjunct to Antioch College. They began their courses at Harlem Prep with eleven students; this was later increased to twenty-five individuals. These students, after two years of extensive training, receive a baccalaureate degree and are able to work as assistants to doctors in the hospital or in private offices. Under the new plan the number of students in this program will increase substantially.

In the environmental program, based on the grants already received, we could make arrangements with some college or university to issue an associate degree. The students who are going to regular four-year colleges will continue to receive the regular high school academic diploma.

The following chart will graphically demonstrate the suggested educational plan.

TABLE 9
HARLEM PREPARATORY SCHOOL EDUCATIONAL CHART



Administration

Responsibility of the Administration of the School:

1. Policy making and planning. The school shall provide a staff adequate to administer, supervise, and evaluate the academic and vocational programs, services, and activities under the Board of Trustees' guidelines. The administration will seek to assure quality in all programs and at the same time will plan the programs to be realistic in terms of actual or anticipated employment opportunities and college requirements.

2. Physical Facility. The Headmaster of the school will be charged with the responsibility of developing with local schools and industry, a cooperative policy covering all aspects of the joint use of facilities, such as laboratories, hospital equipment, and supplies.

3. Advisory Committees. The advice and consent of the community, students, and faculty will be used in the development of a relevant curriculum.

Instructional Program

The major purpose of the school curriculum must be to make appropriate academic and occupational

training opportunities of high quality readily accessible to all students in the community. The following levels of instruction should be provided:

1. Preparatory instruction
2. Supplementary academic courses
3. Occupational offerings
4. Extensive practical experience.

Veterans

In previous years Harlem Prep has enrolled a large number of veterans. Veterans' educational benefits became available to Harlem Prep in 1971. It is the school's responsibility to continue to provide a sound educational program to these individuals. Those veterans who worked as medics in the armed forces should be encouraged to enter the health training program.

Degree Requirements

Among the minimum requirement for any degree from Harlem Prep is the satisfactory completion of the following course work:

1. Minimum of one to two years of successful study at the school.
2. Completion of six courses of study each term.

3. Vocational students must complete vocational courses, with extensive practical experience either in hospitals or in industry.

4. College-oriented students must be accepted by a university prior to issuance of a diploma by Harlem Prep.

5. Faculty approval must be given for each graduate.

Accreditation

The school academic program is already approved by the State Education Department. The occupational training division should also apply for accreditation.

Admission

A general admissions policy of Harlem Prep should be to select students who have a reasonable probability of succeeding in either of the two programs and for whom the programs seem to be suitable. In order to make final selection of students and to help them to decide if the program meets their needs, it will be necessary to identify specific predictors for prospective students and to give complete and accurate information about the programs.

No admissions procedure can identify with complete accuracy which applicants will benefit from the program. However, from past experience the school has found two types of data about students to be fairly accurate indicators of the student's probability of success in the school. The first deals with concrete facts about the student's life situation, including his skill level and likely access to financial support. The second kind of data concerns his motivation to achieve the goals of the program. For example, a student with a low academic level but with high motivation to achieve will probably benefit from Harlem Prep as much as a student with a higher ability but less motivation.

Admission test scores and application forms provide pertinent data about prospective students, but they are not adequate to present a complete perspective. Candidates for admission to the school are more likely to reveal supplementary detail about themselves in a warm, personal interview than on a written test or form. A personal interview also provides an opportunity for the interviewer to assess the candidate's degree of motivation.

In the past the number of applicants to Harlem Prep has been much greater than the school's capacity.

If this trend continues admission to the program could be limited to students who live in the designated poverty neighborhoods, pass the Metropolitan Achievement Tests at grade level nine, and show an interest in and potential for a college education or vocational training.

Admission to the school carries with it rights and responsibilities. Students who do not show progress or continued interest should not be allowed to continue in the program. In other words continued attendance in the program should be conditional on a satisfactory level of performance.

Orientation

All the incoming students would be required to participate in at least three weeks of orientation.

The success or failure of an educational project largely depends upon what occurs during the orientation period. The crucial first impression is worth all the energy, planning, and long preparation. As a positive element of the new program suggested here, orientation can result in a realistic sharing of expectations between staff and students, and in a sense of joint effort over the entire school period.

The diagnostic assessment of each student's abilities as they relate to the program objectives is a primary function of orientation. The assessment should be designed to give the staff the most complete picture possible of those abilities upon which the program objectives depend. The purpose of this assessment should be made clear to the students. Any rigorous program designed for completion in a year or two demands commitment, as well as academic ability, from the students. It is necessary for the staff to define the level of required commitment and to use the orientation period to determine whether the project can elicit this level from each student. Standards in attendance and participation for the whole program should be set quite high and emphasized.

No matter how thoroughly a project is described to prospective students, it cannot be assumed that students fully understand the project until they are actually attending classes. By demonstrating the scope and requirements of the program during orientation, each student is given time to evaluate the program and has the option to withdraw from the program if it does not seem to meet his needs. Such critical judgments by the students should be encouraged during orientation.

Another important aspect of the orientation is to establish an honest and direct relationship between teachers and students. Everybody involved benefits from a clarification of the individual responsibilities which constitute an educational experience.

The most effective part of the orientation period will be that part which provides some actual instruction in the basic skills of mathematics and language usage. To remain consistent with the high expectation for the students, it is important this instruction be approached as a review of skills and not as an introduction to those skills. Class participation and homework during this period produces additional material for the initial assessment procedure. Textbooks are not practical during orientation for several reasons. First, most courses only meet a few times during orientation, and thus there is not time for adequate reference and use of a text. Furthermore, the content of the orientation course is very specific and the material in no single textbook is compressed enough for this short period of only three weeks.

The student who successfully completes the orientation part has opened the door to several

options. The particular course he can follow should be selected with the assistance of teachers. The bases for this selection should be the following:

1. The student feels he is potentially qualified for college work.
2. The student has an employable skill, which further training will strengthen.
3. Teachers' recommendations.
4. The students who decide to go to college must have demonstrated the ability to do college work. They must be proficient in verbal and writing skills, as well as in mathematical concepts.

Tutoring Center

One of the main features of the new program will be the establishment of a tutoring center. Mass educational systems, too frequently, do not meet the needs of people as individuals. Their design is geared toward the skill abilities and educational development of groups and is based upon national norms. A tutoring center is a place where individualized instruction is the adopted approach and self-learning is the major activity.

Individualized instruction provides a student with the opportunities, methods, and material to help

him teach himself to learn within a structured setting. An instructor or a fellow student is available to guide him on a one-to-one basis as needed, but the student will be required to make his own responses. He will actively participate in his own learning and progressively take on increasing responsibility for his own personal growth.

The natural extension of individualized instruction will be independent study in which the student applies learned self-teaching skills to his everyday life and academic and vocational experiences. The ability to do independent study will be a high priority goal, because structured education that directs learning is only a temporary situation in the lives of the students. Therefore, students should be equipped to assume full responsibility for their own personal growth.

The tutoring center will not simply be a place for remedial work. Since any group of students exhibits a variety of skill weaknesses and educational strengths, a tutoring center that primarily concentrates on improving weak areas reduces its potential uses. Instead, it should address itself to all of the student's needs, including the slow and fast learner, the poor and good-to-excellent reader.

Although the center would be an independent entity, its use should be correlated with the rest of the curriculum. Therefore, all staff members will have some degree of responsibility and participation in its operation.

Teaching and Counseling Staff

The Headmaster of Harlem Prep will have the final responsibility for acquiring a total staff that will work together and with students smoothly and efficiently. Obtaining a competent staff involves more than selecting people who have professional credentials. It is important that teachers in the school understand and be committed to the program goals. Therefore, in order to avoid hiring teachers who are unlikely to adapt to the school environment, it is necessary to give applicants extensive information about the program's policy and operation. Arranging interviews for teacher applicants with a teacher in the same subject area in which they are applying, as well as a few students, is helpful to round out the selection process and assess the applicant's suitability for the school and vice versa.

From past experience, the Harlem Prep administrators have found that the teachers who are most successful in the program are those who have a commitment to the student's acquisition of specific academic development and a high but feasible expectation of student performance. Furthermore, it is necessary for prospective teachers to have enough self-confidence to accept challenges from the students and enough flexibility to deal with the changing demands of the program.

The inherent pressures and demands of any serious educational program generate a need for supportive services which are usually provided by professionally trained guidance counselors. Unfortunately it is within these traditional educational structures that most Harlem Prep students have experienced a sense of inadequacy and academic failure. The new program will require an innovative approach to counseling and strong supportive services.

University Based Projects

The responsibility of the participating universities in the two vocational programs should be

to provide technical and personnel resources and leadership for strengthening the educational advancement of the students. Technical assistance should be given in preparing a suitable curriculum and a viable academic program to meet the needs of the participants. Similarly, college faculty, advanced graduate students, teacher corps, teacher trainees, researchers, and university-based specialists should be provided to work with the school programs. The college facilities, such as library, language laboratory, reading laboratory, and testing services, should be available for the use of the students. Moreover, those students who have the academic preparation should have an opportunity to take courses in the universities for credit. Furthermore, the universities should seek funds and should sponsor programs designed to improve various aspects of the school and they should cooperate in developing an appropriate training program for the staff.

Conclusion

For the past six years the school has been successful in fulfilling the educational needs of many young people in the community along the line

of accreditation for college entrance. Now it realizes the need for training students in technical services as well as academic endeavors. Environmental awareness and health programs are pertinent subject areas that can be offered to prepare students to meet community needs.

For the next decade, the organization, administration, and curriculum of Harlem Prep should attempt to be an open, cycle-breaking system. The most constructive way of breaking the vicious cycle of welfarism, the continuous failure of minorities, and the high rate of crime is to attempt to break the cycle that they are in. Through a program of college preparation and vocational training, with the constant opportunity for students to move from one of these to the other, Harlem Prep—and other alternative schools—can break this cycle and meet the broad needs of the community which it serves.

The other anticipated program benefits are:

1. The new program, as conceived in the modified plan, will not overshadow the main responsibility of preparing the students for a higher education. Instead, this program will be supplementary and complementary in nature. Presence of university faculty and other qualified staff, increased counseling

facilities, access to the university resources, additional vocational courses, and increased budgetary allocations would have positive effects on the school's entire academic program

2. Using the program as an instrument of change, new training for teachers could be instituted, and within the framework of such an innovative program a better organization of the entire staff could be made.

3. More teachers and more students can be brought into the main thrust of the program.

4. By involving the students in various aspects of the program planning and development, the project will result in their maximum participation. Fewer students are likely to drop out of the school.

5. The community and parents can participate more effectively in the vocational program.

6. Harlem Prep has been a symbol of success in Harlem and indeed in all black communities. The school should continue to prove that the myths of conflict between white teachers and black students, the inability of minority students to learn, the disinterest of children and their parents in education, the community's incapability to work with school

administrators, and finally the idea that the drop-out will find himself on the welfare rolls are all untrue and should be set aside.¹

¹See Appendix H.

C H A P T E R I V

A DEVELOPMENT PLAN FOR HARLEM PREP

Harlem Preparatory School has reached a point where it either has to plan or perish, and planning must not be confining to educational goals only. The dire financial crisis which confronts it has resulted from a lack of long-range financial planning with clear objectives and goals. The planning at this time may not save Harlem Prep as it is presently organized, but even if the school joins the Board of Education, the funds could be used to pay for the program and staff members which the Board would not support.¹

Harlem Prep must learn from the experiences of industrial firms, merchandising organizations, and government agencies, to have long-range projections of income and expenditures on which it can base its future educational program.

Even though the school is not a business organization, financially it should follow a wise,

¹As of February 1, 1974, Harlem Prep has been taken over by the Board of Education.

pragmatic course of action. Our educational responsibility as well as financial difficulty will grow tremendously in its complexity in the next decade. To meet these problems Harlem Prep must sharpen its approach and the long-term planning will help us in this area. Developing its case and planning for the future will serve the school as a tool for dealing with rapid changes, a way of coping with the unexpected.

The plan will provide a guideline, increasing the chances for corrective action and keeping the school on course. This does not mean that the plan must solidify the future. It will not be a static plan, but a continuing, corrective effort which will take full possible cognizance of constantly changing circumstances.

The first step in the direction of the long-term plan is the development of our case. The preparation of our case will put the house in order. It will develop a head of steam for us to devise ways for bringing about desirable changes. It is not enough to say that we are an "alternative school." There are hundreds of these. There is little distinction or novelty about being a "good" or "excellent" or an "outstanding" school. What is required in developing

our case is a delineation of the special purpose of Harlem Prep.

Our job in development of our case is to go beyond high-sounding and meaningless phrases and to arrive at a clear set of objectives for Harlem Prep. The case will pinpoint the place of Harlem Prep in society, define its particular setting and orientations. It will identify our constituents and students. It must treat the unique ways in which the school achieved its purpose in the past and what it is proposing for the future. The case should lift the campaign from the level of institutional self-perpetuation to that of selfless service to the public.

The Case for Harlem Prep

What really is the case for Harlem Prep? It is, in short, ideas, programs, and policies of Harlem Prep, its administration, faculty, students, Board, and friends, distilled into a manageable document that tells a story with a consistent point of view. A case is not meant to be a straight jacket; a good one must be able to adapt and be adapted. It may change at any one time, but it must also give a sense of cohesion and direction. From it—just as their thoughts went into it—the Board, administration, students, faculty, and friends, all Harlem Prep people, must

take their cue so that the position represented in the case statement may become second nature to those who are in any way involved with the school. At the same time, new friends and major donors can become involved.

Our case appears as follows:

1. A national need to educate drop-outs and other disadvantaged young people has been met in an experimental situation. While it demonstrates that some of these young people can be given a college preparatory education, it also serves as a catalyst for institutional changes in our educational system. Public education throughout America has been benefitted by it. The disadvantaged, especially blacks, Puerto Ricans, and poor whites are potentially the largest recipients of Harlem Prep's knowledge and experience.

2. A regional and local need to bring into Central Harlem a high school level teaching facility has been met. The effect is widespread, not only dealing with education, but social problems, human relations, and urban economics.

3. The clients of Harlem Prep—the student, and to an extent his family—are receiving a quality product as shown by the increasing numbers of applicants to Harlem Prep, and the school's excellent

retention rate.

4. The comparatively lower costs for education between Harlem Prep and the city system is a positive achievement.

5. The success of Harlem Prep as compared with public schools in placing students in college is, in itself, a vital part of our case. The number of students accepted into college shows that Harlem Prep is able to produce what it promised and has done so even though many of these students were drop-outs.

6. The Prep demonstrates techniques that enable disadvantaged youth in urban ghetto areas to succeed.

7. Although Harlem Prep is one of the leading alternative schools in the country, we should not give the impression that it is just another "free" school, "open" school, or "unstructured" school. Somewhat unfashionably Harlem Prep, in relation to other alternative schools, is seriously concerned with acquiring basic skills in a strongly academic setting.

8. The American public and educators have discovered the contribution of "open space" to the learning experience of students. Harlem Prep was one of the first schools in the nation that established

this fact.

9. Harlem Prep is showing to the public school system what can be done with students who leave the school early. It is showing that "drop-outs" are not necessarily lazy or stupid.

The other areas that should be covered in our case are longevity, size, sponsorship, health services, drug rehabilitation, teacher performance, individualized programs, voluntarism, innovative administrative decision making, humane education, and job employment and training.

The second step in the direction of the long-term plan is the approval of the Harlem Prep Board of Trustees, which has already been given.²

Financial Goal for Harlem Prep 1973-1983

\$6,000,000

It is not feasible to try to raise endowment moneys for Harlem Prep today, although some such funds may well come in during an active funding program, and no statement should therefore imply that they

²Exxon Corporation has shown interest in the following development plan and along with a few other major corporations is negotiating with the school concerning ways of implementing the plan.

are not needed. However the main emphasis should be on raising \$6,000,000 for operating costs. This sum can be broken down into an average budget of \$500,000 over the following years.

The \$6,000,000 goal needs a full documentation and break-down, not just by categories within Harlem Prep's own needs, but packaged for potential donors. For example, a teacher's salary certainly may be an educational need, but if the salary is for a case worker in drug rehabilitation, it could well encompass not only education, but social work, juvenile delinquency, the veteran, and so on. Imaginative approaches will more often receive positive responses.

Another area worth exploring is a "Harlem Prep Share Plan," where one share will be equal to the mathematical cost for one student per year. If 4,000 young men and women attend the school over a ten-year period from 1973-1983 at a total cost of \$6,000,000, then \$1,500 will support one student at Harlem Prep per year. As a further example, one block of ten IBM stocks at Harlem Prep would come to \$15,000 and that equals a lot of lives for the money. As an alternative we could ask industries or our friends to pay the expenses of Harlem Prep for one day to one month at the rate of \$1,500 per day. The possibilities

for effectively "marketing" Harlem Prep are many.

Categorical federal or state grants, and public moneys should be included in itemizing the \$6,000,000 of expected receipts over the next ten years, and a government liaison committee should concentrate on such possibilities. However, this is a point that depends on many other decisions, and specific allocations of such receipts cannot be undertaken at this time.

Gift Table

A gift table as it now stands is a guide, and can be adapted to the plan. The directors can estimate its chances for continued success in a program by matching each gift to a definite place on the table. The table, in turn, is a compendium of experience of past campaigns, intelligent evaluation of the current situation, and estimates of longer term possibilities by the institution. The donation table looks like this:

TABLE 10
LONG TERM GIFT TABLE

Gift	Number	Total	Cumulative	Prospects
\$500,000	1	\$ 500,000	\$ 500,000	10
250,000	4	1,000,000	1,500,000	40
150,000	6	900,000	2,400,000	60
100,000	8	800,000	3,200,000	80
75,000	10	750,000	3,950,000	100
50,000	15	750,000	4,700,000	150
25,000	24	600,000	5,300,000	200
10,000	30	300,000	5,600,000	250
5,000	80	400,000	6,000,000	400
	178	\$6,000,000		

A major public appeal for Harlem Prep shares could cause there to be a total of many more than eighty gifts in the bottom category. In another case, \$1,500 could be the lowest figure on the table and other figures might well be in multiples of this.

The gift table shows that five gifts of \$250,000 or more are needed to lead the program and that for other gifts to come in on an appropriate schedule and in the appropriate amount, these five should be

on hand or pledged at an early date.

Should a million dollar prospect appear on the horizon, then the other required gifts shown in the line could decrease or disappear completely in the number needed. Less than twenty gifts on the table are expected to account for half the goal; this is a normal guideline and, as indicated in the above table, could slide up or down depending on whether more major donors are identified or whether the program reaches more prospects. At the bottom of the scale, \$5,000 is shown as the smallest gift; this, in turn, depends very much on the sliding scale. There will be many gifts in the less-than-\$100 category. Although they total very little, coupled with gifts that fit in, for example, between the five and ten thousand categories, they would change the total of \$5,000 gifts required.

The 178 gifts shown are needed for the \$6,000,000 goal to succeed (if we leave out here any small gifts and for the time being use gifts of less than \$5,000 as a balance with larger gifts that are not on the table).

The last column on the table, prospects, is a rule of thumb indicating how many prospects are needed at one point to come up eventually with gifts

in those particular categories. This can be loosely interpreted, of course. When we say "prospect," we are not talking merely about people who could give if they would, but who actually have an interest in Harlem Prep and therefore would possibly become financially involved with the school. This column is not added up because each prospect category is not necessarily in addition to each other, meaning that a \$500,000 prospect may well not give at that level, but may then give in the \$150,000 level and through discussion and cultivation may turn out to be prospects at a much higher level.

As a rule of thumb, it might be wise to start with a "prospect" list of perhaps 5,000 names of individuals, corporations, and foundations which would then be reduced to the needed two thousand prospect list which would hopefully come up with the 178 gifts needed for the campaign to succeed.

Prospects

The prospective donors to Harlem Prep consists of the following:

1. Past donors
2. Those who have inquired about Harlem Prep
3. Board members
4. New friends

5. Foundations interested in education, urban affairs, disadvantaged youth, social causes, and those concerned in the New York City area

6. Businesses and industries, especially those having headquarters in New York City or with major activities in the metropolitan area

7. Organizations such as labor unions, church groups, business and fraternal organizations, and others

8. The Harlem Community

9. Alumni, faculty, and the parents and families of students and alumni

10. State and federal government agencies.

Each of these groups should be researched and listed. A number of logical prospects are the Astor Foundation, Carnegie Corporation, Besser Foundation, Danforth Foundation, Ford Foundation, EXXON, IBM, Mosler Fund, Meyer Foundation, Mott Foundation, Union Carbide, Andrew Mellon Foundation, General Electric, Consolidated Edison, General Foods, New York Foundation, Field Foundation, Time Inc., Rockefeller Brothers Foundation. These suggestions are the type of prospects to be pursued because they are concerned foundations, New York City corporations, and friends of the school.

Time Table

A time table for the school's campaign is not outlined here. At this point, it is not possible to be specific, but there are a few key elements to the time table that can be indicated. First of all, although the program is intended to cover the needs for ten years, the active campaign period will be conducted during the "excitement phase" of the first two years. In other words, two years of organized and intensive campaigning would be required to find the \$6,000,000 for the school.

In suggesting this idea, we recognize the possibility that funds at this level may not be available until certain things are "proven" by Harlem Prep and that some of the goal may be reached only during a special follow-up program at a later date. There is, of course, the other possibility, a happier one, that success will be easier to come by than experience has shown in similar situations. For example, the initial funding for Harlem Prep was quite easy.

A development time table should cover not only the obvious fund raising activities, but all areas of organization. The time table would also include public relations in its traditional sense, special publicity, events at the school that are not

purely internal, the announcement of appointments and plans, and generally, anything that would have a positive effect for Harlem Prep.

Public Relations

Despite considerable television and newspaper coverage, and speaking engagements by key administrators, an organized and systematic public relations program does not yet exist. Harlem Prep has received much publicity, however, due to the hard work of the Headmaster and his assistants. Also, some of the credit for so much good coverage must go to the advice and involvement of EXXON's Public Relations Department. This momentum will not carry itself. A fully conceived public relations plan is needed to dovetail with the over-all fund raising program. Modern, ingenious, and successful methods of collecting information by means of questionnaires, in-depth interviews, and polling techniques are available and we could use them profitably.

Public relations activities and considerations should be organic to the program of Harlem Prep and not a set of exercises which we superficially add to the stream of events.

The emphasis should be on improving and projecting our program, rather than upon creating events

or materials for public consumption. We will not replace public relations with publicity, reality with exhibitionism, and our solid continuing record of accomplishment with gimmicks.

As part of our public relations work, the following steps should be taken as soon as possible:

1. A written case to be developed as the program proceeds.
2. Special publications to be issued under professional guidance.
3. A budget projection spelling out total needs and breakdowns for gift opportunities.

Publications

After completing the writing of our case, a pamphlet should be available which would be a profusely illustrated, exceptionally interesting, and professionally written document. Since it will not always be possible to bring all prospective and major donors and key leaders to Harlem Prep at a moment's notice, this pamphlet should bring Harlem Prep to them, serving as a solid ambassador for the school in the absence of a leader to tell the story in person.

Since the school will look to the corporate world in New York for a major share of the early years

of support for Harlem Prep, a publication aimed at the top business man and his share in Harlem and Harlem Prep will be extremely important in getting both leadership and funds. Hopefully, such a booklet might be sponsored by a business organization, and its quality should be of a type that a top businessman is familiar with in his own organization. Although its entire contents should be a revelation, it should bring the message that to be behind Harlem Prep is not just good citizenship and perhaps a moral duty, it is also plain, old fashioned good business.

If one considers dollars spent on a school like Harlem Prep as a social investment, the rate of return earned by this investment as measured by the increased productivity of those educated is greater than the rate of return earned by other investments in the United States economy. It should be shown that company support for education in general and Harlem Prep in particular will foster direct or indirect improvements in their manpower supply.

Goodwill is a significant commodity that most companies do a great deal to foster. Their image in the community leads to improved sales and other benefits for the company.

Economists have demonstrated that schooling, income, and consumption are highly correlated. Industry knows it cannot sell ever more sophisticated products at ever increasing rates if greater numbers of people do not go to school, before earning larger and larger incomes.

Staff and Budget

Personnel expenses and costs have always been an involved and sometimes unsettling experience for the Prep. However, it is definite that a few of our regular contributors would pay for the manpower needs of this kind of development plan. The expenses for a fairly concentrated six million dollar program will come to about five to nine per cent of the goal. This is low when compared to running expenses of similar operations.³ The figure assumes the achievement of the total goal, which may be surpassed or may be missed by a substantial amount. Actual expenditures would remain, however, very close to those indicated. The expenses include the services of a professional

³According to American City Bureau/Beaver Associates, the average cost of raising funds for hospitals is 7 per cent, youth agencies 7 per cent, and colleges 17 per cent of the total fund-raising goal.

fund raiser. These services are never based on a percentage of money raised, but always on a straight-forward fee.

The school has been given a \$25,000 grant from the Rockefeller Brothers Foundation for the purpose of helping the school's development plan. That grant will be used for the proposed program.

The school hopes that space will be donated by a New York organization so that Harlem Prep neither has to pay rent, nor become involved in a long-term lease situation.

These are the suggested human resources:

1. Personnel. A Campaign Coordinator with great initiative, abilities, and professional knowledge to guide, research, inspire, and with the ability to work intimately with different teams is needed. By necessity, he may have to be selected with the help of professional counsel. He would provide expert professional counseling in writing our case statements, publicity and other campaign materials, as well as skillful handling of special events, information about foundations and making proposal presentations to them. He would also be responsible for preparing and evaluating the prospect lists, volunteer and leadership training, and tax information which

encourages giving. He should be paid a set fee, and should be assisted by an excellent secretary.

2. Volunteers/Leadership. We should not treat the great number of our friends and volunteers as the "leg men." They should be used effectively in the entire program, including planning, organization, public relations, solicitation, evaluation, and reporting. It is not suggested that all volunteers be used in all phases of the program, but it is proposed that selected volunteers be used in all phases. Few of them will serve on some of the major committees which should be organized.⁴

While prestige is a highly desirable characteristic of volunteers, willingness to learn about the cause and a desire to work for it brings as much success. To keep a balance among the number of volunteers which we will have, it is suggested that the following key persons be involved in our program from the very beginning.

A. The school's administrators: Headmaster Carpenter and his assistant, M. Hussein Ahdieh.

⁴See Appendix I for a detail table of organization for the financial campaign.

B. At least six from the following list:

- (1) Hon. Robert J. Mangum, Judge, New York State Court of Claims
- (2) Charles Rangel, U.S. Congressman from New York
- (3) Robert Kingsley, Vice President, EXXON
- (4) Charles E. F. Millard, President, Cocoa Cola Co.
- (5) Hon. Sheila Mosler, Mosler Foundation, Inc.
- (6) Dr. Joshua Smith, Program Officer, Ford Fdn.
- (7) Madison Jones, Vice President, Metropolitan Life Insurance Co.
- (8) Dr. Charles Smith, Associate Director, Rockefeller Brothers Foundation.

C H A P T E R V

CONCLUSION AND RECOMMENDATION

Somewhere in between the incredible Apollo moonshots and the blight of the American ghettos is the reality that is known as Harlem Preparatory School. We have faith, we strive for the unknown, we know we must not fail while knowing we could fail, and we know at the same time that not just faith, but much thought, planning, sweat, and tears have gone into the project. We also know that to keep the school open, much more effort must go into it.

The Apollo flights were successful because the actual landings on the moon were, for all intents and purposes, the second landing, not the first. The American scientific knowledge has so far surpassed anything else we have done or are able to do at the moment in our human and cultural relationships. About the only thing really new about each Apollo moon landing was the fact that the public was watching. Simulation had enabled a "dry-run" so complete that the astronauts experienced very few surprises when they actually took off into space. Essentially, they had

to copy what had been done before in simulation on the ground, and to follow the instructions of highly sophisticated scientific machines. This is not meant to downgrade this fantastic achievement, both human and scientific.

The millions and millions of dollars of scientific know-how loaded the possibilities of success on behalf of the Apollo astronauts. It has been said that the achievement of Lindbergh, the Lone Eagle, crossing the Atlantic in the Spirit of St. Louis in utter loneliness, surpassed anything that we can do today with all our scientific knowledge and computers.

Harlem Prep's experience in Central Harlem is, after all these years, and after all our national experiences and laws and advances, closer to the experience of Lindbergh in human endeavor and challenge than to the Apollo flights. Except for a number of very recent studies, beginning as late as 1963 with Youth in the Ghetto, hardly any scientific backlog of knowledge exists that gives us the ability to simulate a Harlem Prep experience, or to conduct a sterile test tube experiment. What is being done at Harlem Prep is happening now without compromising the basic goals of the school and without precedent. Trial and error, with little leeway for error, is the

daily operating procedure at the school. It represents, indeed, a new world aborning, and the voice of experience is just unheard of in that land.¹

In its first six years of experience, Harlem Prep has, in a way, reached that unreachable goal and made it obtainable, made it possible, made it happen. In much the same way, any analysis of the Harlem Prep experience and an examination of its financial and educational situation must be based to a large extent on faith in human experience. This does not mean, however, that this examination and dissection of the situation has been based simply on some kind of emotional reaction or commitment. Rather, it has been based on experience that has been gained over five years of hard work and extensive studies of other schools. The specific objective of this study has been to assess how this project met its stated goals of motivating and preparing disadvantaged high school drop-outs for a college education. After delineating the project's goals, the researcher reviewed the development of the school and how it was structured and administered. Then he suggested broadened goals and the means of achieving all these goals. The continuous

¹See Appendix J.

financial crisis of the school has affected the overall growth of the school and therefore has been a major concern of this study.

The educational program as it was suggested should incorporate the basic objectives of the existing program and broaden its scope. The drop-out problem cannot be solved by educating a few or creating an elite group. The educational needs of these inner city dropouts require a broad-based program. In this effort all potentially able students, including those who are vocationally oriented, should have an opportunity to participate in the program of Harlem Preparatory School.

An extensive development plan has been suggested, which has met the preliminary approval of the school board of Trustees and hopefully will be put into action shortly.

Recommendations

The following recommendations, along with the earlier suggestions, will help the school's growth and its contribution to the American educational system:

1. Our experimental program in accepting former drop-outs, preparing them for college entry

which has been proven successful, should continue. A new curriculum in terms of vocational training should be added to the present program.

2. Educational methods which can serve as tangible and working models for other alternative schools or public schools should be further developed and tested.

3. More extensive in-service educational programs for high school teachers and administrators should be arranged either with the New York City colleges and universities or with the Board of Education.

4. Intensive research should be conducted on following up Harlem Prep graduates who are either in colleges or have left universities.

5. An open dialogue between Harlem Prep and existing Street Academies in New York City is necessary. A system of communication and cooperation should be re-established as soon as possible.

6. Further external evaluation and studies on Harlem Prep program should be initiated; this information could be used as an input for internal

changes or for public use.

7. More extensive involvement on the part of Harlem community in terms of planning programs should be sought.

The successes, innovations, challenges, and excitements that one encounters in forming and administering schools like Harlem Prep are never the result of a mechanical turn of events; they are always the result of the direct involvement, leadership, and sense of purpose felt by human beings. It is this knowledge that one is always dealing with the human element in educational reforms and radical changes that causes me to be so positive about its influence. Because of the effect of Harlem Prep on the ills of today's society, I am proud to be identified with this cause, and hope that this study will shed some light on its past and give guidance for its future.

A P P E N D I X E S

A P P E N D I X A

**DESCRIPTIONS OF A FEW ALTERNATIVE SCHOOLS:
HIGHLAND PARK, SHANTI, AND SASSI**

HIGHLAND PARK¹

Highland Park Free School is a community school in almost every sense of the word. Its present Director, Charles E. Lawrence, states its purpose this way: "We are educating the total community, not just educating kids."

The school's governance and operation is in the hands of the parents, from the governing board to the personnel committee (hiring and firing) to the community teachers in every classroom. The population of the school, as of the Highland Park area of Roxbury, is over 80 per cent Black. Over 80 per cent of the students also come from homes where the income is under \$1,000 per family member. Every major decision is made by these parents, and as a result there is a growing sophistication in the skills of educating children, administering a school, and working cooperatively. Power sharing is not an abstract principle at Highland Park.

¹Center of Law and Education, Alternative Schools: A Practical Manual (Cambridge, Mass.: Center of Law and Education, 1972), pp. 10-13.

The genesis of the school lies in painful awareness of the inadequacies of public schools. A year and a half ago, before he became director of Highland Park, Charles Lawrence wrote an article about free schools in which he gave a description of this awareness:

The black community school, more than any of the other alternatives, is the product of a destructive and unresponsive public school system. Accounts of the criminal behavior of public schools "serving" poor black communities multiply endlessly.

Increasingly, black parents are questioning the legitimacy of an absentee school system which fails to educate their children then blames the failure on the community, adding insult to injury in the most literal fashion. They see the public system's lack of success not simply as a job badly done, but as a deliberate racist attempt to continue black exclusion from the society.

It is not surprising that parents who view the public system as promoting educational genocide should look elsewhere for an education for their children. Nor is it surprising that the schools that result from these impulses should strongly assert what is most strongly denied in the public schools they are fleeing. It is not surprising that children in these schools are told that they are beautiful and capable and not that they are ugly and stupid. It is not surprising that parents and community people are encouraged to help run the school rather than treated as an unprofessional and intrusive rabble.

The control of the school by parents is only one of the steps which Highland Park has taken toward

educating the community. The curriculum at the school and its staffing pattern also reflect this philosophy. In the lower school (K-6) where most of the children have not been heavily damaged by experiences in public school, classrooms are open-structure and ungraded with heavy emphasis on relating to the individual learning styles and interests of students. Every classroom is different—in response to the students and teachers who inhabit it. In the Director's words:

Highland Park is committed to experimentation, not to Summerhill or Montessori or basic education or Marshall McLuhan. All are welcome. The teachers decide on what is best for their particular abilities. In one classroom you see all the desks arranged in a hollow square with the teacher in the center leading an old-fashioned session of rote learning. Next door the children may be bouncing off every wall in the room, fingerpainting, writing poems, dancing, and dipping fall leaves in hot wax. Obviously, what the school will look like next year, or even next month, is not clear.

Every classroom has two teachers—a community teacher who is in charge and a certified teacher who provides technical assistance and works cooperatively with the community teacher. There is emphasis on pride in being Black and on the study of Black history in America and Africa as well as all the basic skills. Malcolm X's birthday is a holiday, George Washington's is not.

The upper school is somewhat more structured since it poses at present a fundamentally different problem—students whose experience in public schools has been so long and so destructive that they are turned off about learning. Here there is even greater emphasis on the unity of the school and on the pride of blackness.

Highland Park has 200 students and has been in operation for three years. It has 22 full-time staff members. It is one of three members of the Federation of Boston Community Schools. Its financial support is drawn from foundation grants, government contracts and programs, private contributions, benefits, and the hustle of its parents and staff. There is no tuition. It is located in a large grey building which once housed a Catholic school. The statue of Jesus in the yard is painted black. On one wall of the school a child has painted "Happiness is the Highland Park Free School."

THE SHANTI SCHOOL²

As long ago as 1969 the Hartford Board of Education expressed interest in the development of an alternate high school program for the city. A year earlier, the Philadelphia, Pennsylvania, Board of Education had established the now famed "Parkway Program" which offered community-based secondary instruction to students of that school district. Pursuant to that, the Boards of Education of Chicago, Illinois, Cleveland, Ohio, Rochester, New York, and Berkeley, California, engaged upon programs based on the Philadelphia model.

In the summer of 1970, a group of parents and citizens in Hartford began forming the plans for the present Capitol Region alternate high school. John Bremer, Director of the Philadelphia program, came to Hartford at the invitation of Trinity College to address educators, business leaders, and interested citizens. So great was the community response in the

²Gene Mulchay, Director, "Shanti School Information Brochure," Hartford, Connecticut, 1972, pp. 1-3, 5. (Mimeographed brochure.)

city that the parent/citizen group requested that the Capitol Region Education Council adopt the proposed program in order to involve many school districts in the Greater Hartford region.

In May of 1971, the Hartford Board of Education committed \$30,000 to the project to support thirty Hartford students. Other Boards soon followed the commitment, securing twenty more positions in the school.

The design for the present program emerged after extensive consultation with parents, students, educators, Boards of Education, administrators, and the teachers and students of existing successful programs. Area colleges and universities, as well as region businesses and industries, have been especially helpful. The program has received local Chamber of Commerce endorsement. Programs in New Haven and Middletown were consulted.

The name Shanti was decided upon in a community meeting in July, 1971, while the school's students and staff were together at a ten-day summer planning session. There were group discussions on several suggestions of a name. Suggestions were then voiced in a community gathering and the group finally decided upon Shanti, which is Hindu for "the peace that surpasseth all understanding."

Objectives

To provide relevant community-centered education to students of the region.

To provide a regional urban-based program for students from Hartford environs.

To provide wide opportunity for flexibility and individualization of programs and learning encounters within the framework of a planned and inclusive program.

To establish means by which the program can be of service to the broader community.

To establish a climate of innovation and experimentation in education.

The Selection of Students

Because the Shanti School seeks a diverse student population, selection for the program is by lottery of those students who, with parental consent, apply. The only students who would not be eligible are those who require some special educational program which the school would not be prepared to offer (for example, retarded, disturbed, severely physically handicapped).

Each Board of Education makes annual budgetary commitments to the program. Thereafter a lottery

shall be held to fill the positions offered in the contributing district. Students already enrolled have automatic preference for positions offered by their local board.

SASSI PREP³

In the controversy currently swirling around "alternative schools" it's forgotten why they started and why they have proliferated: to reach out and pull back into the mainstream of American education those children shunted aside or left behind, as well as being laboratories for educational experimentation in an area of great change.

The most successful ones involve a hard discipline and a tough curriculum, not the let's-pretend-we're-a-school approach of many "free schools" public attention dwells on. Nor are the best alternative schools reactions against the public school system or revolutionary indoctrination centers. Too, they are not on Vermont hillsides, in suburbia or as outgrowths of a new cultural or political movement but where they are most needed, in the inner cities.

For whatever reasons the children of minority groups and the poor failed in regular schools, the

³"SASSI Prep—Academic Recycling," The Common (Durham, N.H.), February, 1973, p. 6.

best alternative schools offer dropouts their only second chance. And they do it against great odds—no mandatory attendance, limited financial resources, underpaid staffs and volunteers, and entirely dependent on persuasion and innovative teaching to get through to and motivate ex-drug addicts, welfare recipients, gang members, and disillusioned.

One ranking among the best of several hundred alternative schools throughout the country is the Street Academy System of Springfield, Inc. (SASSI), so judged by educators who come in contact with it and by the results of its two and a half years of operating out of a Springfield store front. Attracting high school dropouts primarily through word of mouth, offering difficult remedial and academic skills as well as such specialties as art, dance, and photography, SASSI has enrolled more than 250 students—many of them adults—and placed fifty in colleges, with some going to spectacular success. With a credo of "Unity with Diversity in Learning," SASSI's student body has averaged 50 per cent Black, 38 per cent White, 10 per cent Puerto Rican, and 2 per cent American Indian at a time when some of Springfield's public high schools have been racked by racial disorders.

As importantly, SASSI has demonstrated that at its roots education is a sizeable economic resource. The school not only salvages what would have been wasted lives but has built around the educational center a community service corporation that helps sustain the operation financially, provides skill training and places its graduates in specialized fields that have a shortage of talent. From its courses in communications and journalism came a new community newspaper called SALT for Springfield Area Life and Times and which focused on inner-city problems and issues SASSI leaders felt weren't being covered by the standard press. A little more than a year old SALT now has a special Spanish-speaking edition, a total circulation of 10,000 and approaching profitability. There followed a closed-circuit television system created at the low-income Riverview apartments, with SASSI students and staff producing local interest programs (e.g., thirty-minute documentaries on available social services). With that background and experience SASSI is planning a strong bid for one of the new cable television channels when the system is organized in Springfield. In addition SASSI provides a laboratory for professionals and educators who are given sabbaticals from their employers to study and aid

SASSI's operation.

But the core of SASSI is the preparatory school and the effort to pull up dropouts by the bootstraps, theirs and SASSI's. The lessons from the experience of the staff, many of them experienced teachers, provide guidelines for all of education. "We begin with two premises, that in this country it is necessary to the over-all process of education to have a diverse make-up and input, and secondly, to stress the positive side of education, that each student is a mind loaded with gems of inestimable value," says William H. Smith, SASSI's twenty-six-year-old Headmaster. "We simply try to give the self-confidence to extract and polish those gems himself." Emblazoned on the yellow and red sign across the school front on Pearl Street is SASSI's other motto, "Everybody is a Star" (from the Sly and the Family Stone song's line, "Everybody is a star, one big circle moving round and round") that underlines the school's major emphasis on students.

With a core curriculum of math, science, English, and writing, SASSI offers sixteen other courses that include sculpture, morals, Black history, video production, drug education, women's studies, and a variety of arts. A full-time staff of several is supplemented by volunteers and a group of

"Lancastrians," students with some skill or expertise who teach under staff direction. There are no grades given, instead periodic evaluations by the teachers measuring attitudes and ability; nor are there any class levels or time limit.

A P P E N D I X B

**MEMORANDUM OF UNDERSTANDING BETWEEN NEW YORK
URBAN LEAGUE AND MANHATTANVILLE COLLEGE**

Memorandum Made This 7th day of June, 1967,
between New York Urban League, 204 West 136th
Street, New York City and Manhattanville
College, Purchase, New York

WHEREAS, development of the New York Urban League's Education and Youth Incentive Program has indicated the need and opportunity for a neighborhood college preparatory school; and

WHEREAS, New York Urban League and Manhattanville College (Sponsors) have determined on the creation of such a school to be designated "Harlem Preparatory School" as a modest, neighborhood preparatory school; and

WHEREAS, Academy of the Sacred Heart, Collegiate School, Horace Mann, Riverdale Country Day School, Trinity School, Columbia Grammar School (Co-operators) have all indicated their interest in furnishing cooperative services,

NOW, therefore, this memorandum of intent has been executed by the parties to memorialize the ambitions, hopes and agreements of the parties, as follows:

(1) Application will be made to the Board of Regents of the University of the State of New York for

a provisional charter for Harlem Preparatory School as a college preparatory school for boys and girls;

(2) Neither of the parties hereto assumes any liability for the operation, control, finances, etc., of said school, except as expressly accepted in this and in the accompanying statements to be filled with said application.

(3) Manhattanville College will provide three persons, one of whom shall be the Administrator, for whom reasonable salaries, as agreed to by the Board of Trustees on one hand, and the individuals or Manhattanville College on the other, shall be paid by the Corporation. The selection of additional teachers shall be solely in the province of the Principal and the Administrator.

(4) Administrative responsibility, other than financial, shall rest with the Principal and the Administrator and any faculty committee the two of them shall appoint.

(5) The undersigned endorse the proposed course of study set out in the statement, so endorsed, also to be filled with said application, but accept as a fact that the decisions as to implementation, modification, and innovation necessarily must rest in the first instance with the administration.

(6) While contributions to Harlem Preparatory School will obviously be welcome from other sources, the New York Urban League will undertake to obtain the necessary funds for the budgetary needs of the school. The Administration and the Board of Trustees shall annually prepare a budget which will be presented to the New York Urban League as a request for the necessary funds.

(7) It is recognized that the help of the street workers employed by The New York Urban League is necessary to recruit properly motivated students for this project, as to act as some control upon such students during their period of instruction and to secure maximum community acceptance and endorsement of the program, and their help in these areas will be cultivated by the Administration.

New York Urban League

by _____
Eugene Callander

Manhattanville College

by _____
Elizabeth J. McCormack,
President

A P P E N D I X C

FINANCIAL STATEMENT, PERIOD ENDING APRIL 30, 1970

LUCAS, TUCKER & CO.

CERTIFIED PUBLIC ACCOUNTANTS

103 EAST 125TH STREET

NEW YORK, N. Y. 10035

PHONE EN 9-6760

ALFRED W. TUCKER, CPA (1936-1959)
WILMER F. LUCAS, CPA, RET. (CONSULTANT)
OLIVER D. WALCOTT, CPA
PARNELL F. DRAYTON, CPA
JAMES L. TATUM, JR., CPA
BERT N. MITCHELL, CPA
OLIVER R. SIMMONS, CPA

To the Board of Trustees
Harlem Preparatory School

We have examined the balance sheet of the Harlem Preparatory School at April 30, 1970, and the related statements of revenues and expenditures, and changes in fund balances and transfers for the eight months then ended. The statements were prepared in accordance with the reporting standards of the National Association of Independent Schools. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying financial statements present fairly the financial position of the Harlem Preparatory School at April 30, 1970, and the results of its operations for the eight months then ended, based upon the reporting standards of the National Association of Independent Schools, and in conformity with generally accepted accounting principles.

Lucas Tucker & Co.

DATED: June 30, 1970

HARLEM PREPARATORY SCHOOL
BALANCE SHEET
AT APRIL 30, 1970

Assets

Current Funds:

Unrestricted:

Cash in banks (Note 1)	\$110,085.41
Unexpired insurance	1,756.57
Receivables and exchanges (Note 2)	<u>6,810.72</u>

Total Unrestricted	<u>\$118,652.70</u>
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<u>Restricted:</u>	<u>\$ 0</u>
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Total Current Funds	<u><u>\$118,652.70</u></u>
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Plant Funds:

Investment in plant, at cost:

Land and building	\$250,000.00
Building improvements (Note 3)	290,421.38
Kitchen equipment	4,209.00
Office equipment	8,857.58
Library - books	5,350.69
Furniture and fixtures	35,907.92
Photographic equipment (Note 4)	9,880.07
Laboratory furniture	<u>2,800.00</u>

Total Plant Funds	<u><u>\$607,426.64</u></u>
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The accompanying notes are an integral part of the financial statements.

LUCAS, TUCKER & CO.
CERTIFIED PUBLIC ACCOUNTANTS

HARLEM PREPARATORY SCHOOL
BALANCE SHEET
AT APRIL 30, 1970

Liabilities And Fund Balance

Current Funds:

Unrestricted:

\$110,085.41	Construction contracts payable	\$ 18,000.00
1,756.57	Notes payable (Note 5)	20,995.00
<u>6,810.72</u>	Accounts payable and accrued expenses (Schedule 1)	50,789.02
	Payroll taxes payable (Note 6)	28,430.39
	Deferred revenues	3,750.00
	Fund balance (deficit), per Exhibit C	<u>(3,311.71)</u>
<u>\$118,652.70</u>	Total Unrestricted	<u>\$118,652.70</u>
<u>\$ 0</u>	<u>Restricted:</u>	<u>\$ 0</u>
<u>\$118,652.70</u>	Total Current Funds	<u>\$118,652.70</u>

Plant Funds:

Investment in plant:

\$250,000.00	Accrued interest on mortgage	\$ 950.00
290,421.38	Mortgage payable (Note 7)	175,000.00
4,209.00	Fund balance, (Exhibit C)	<u>431,476.64</u>
8,857.58		
5,350.69		
35,907.92		
9,880.07		
<u>2,800.00</u>		
<u>\$607,426.64</u>	Total Plant Funds	<u>\$607,426.64</u>

part of the financial statements.

HARLEM PREPARATORY SCHOOL
STATEMENT OF REVENUES AND EXPENDITURES
FOR THE EIGHT MONTHS ENDED APRIL 30, 1970

Revenues:Educational and General:

Gifts and grants (Schedule 2)	\$339,980.18
Contributions-in kind	14,140.00
Student support services: cafeteria (Note 8)	<u>380.32</u>

\$ 354,500.50

Expenditures:Educational:

Salaries	\$107,214.10
Materials and supplies	8,313.32
Photography, art and music	10,270.62
Library	648.74
Recreation advisor	880.00
Student support services:	
Travel	618.60
Unreimbursed loans	757.00
Direct assistance	11,454.77
Medical and sundry	438.26
Cafeteria (Note 8)	<u>797.67</u>

\$ 141,393.08

General And Administrative:

Salaries	\$ 82,143.99
Payroll taxes and fringe benefits	15,667.79
Fund raising and promotion	40,663.29
Office expenses	10,502.03
Travel and conferences	3,666.53
Legal and accounting	15,651.59
Mortgage refinancing, interest and bank charges	7,551.67
Insurances	<u>4,458.11</u>

180,305.00

Building Maintenance:

Salaries	\$ 2,124.98
Improvements and renovations	188,166.14
Furniture and equipment	18,172.36
Repairs and maintenance	6,775.14
Utilities	<u>3,657.85</u>

218,896.47

Total Expenditures

\$ 540,594.55

Excess of Expenditures Over Revenues

\$ (186,094.05)

The accompanying notes are an integral part of the financial statements.

LUCAS, TUCKER & CO.

CERTIFIED PUBLIC ACCOUNTANTS

HARLEM PREPARATORY SCHOOL
STATEMENT OF CHANGES IN FUND BALANCES, AND TRANSFERS
FOR THE EIGHT MONTHS ENDED APRIL 30, 1970

	<u>Total</u>	<u>Current Unrestricted</u>	<u>Funds Restricted</u>	<u>Plant Fund</u>
Revenues, per Exhibit B	\$ 354,500.50	\$ 319,487.54	\$ 35,012.96	\$
Expenditures, per Exhibit B	<u>540,594.55</u>	<u>505,581.59</u>	<u>35,012.96</u>	
Excess of Expenditures Over Revenues	<u>\$(186,094.05)</u>	<u>\$(186,094.05)</u>	<u>\$ 0</u>	<u>\$ 0</u>
<u>Additions:</u>				
Fund balance, September 1, 1969	\$ 401,811.48	\$ 64,427.28	\$	\$ 337,384.20
Mortgage payment-New York Urban League	5,000.00	5,000.00		
Refund of insurance premium	<u>1,109.00</u>	<u>1,109.00</u>		
Total Additions	<u>\$ 407,920.48</u>	<u>\$ 70,536.28</u>	<u>\$ 0</u>	<u>\$ 337,384.20</u>
<u>Transfers:</u>				
Improvements and renovations	\$	\$(188,166.14)	\$	\$ 188,166.14
Furniture and fixtures		(18,172.36)		18,172.36
Mortgage refinancing, net increase		<u>112,246.06</u>		<u>(112,246.06)</u>
Total Transfers	<u>\$ 0</u>	<u>\$(94,092.44)</u>	<u>\$ 0</u>	<u>\$ 94,092.44</u>
Current fund expenditures which were also capitalized in Plant Fund	<u>206,338.50</u>	<u>206,338.50</u>	<u>0</u>	<u>0</u>
Fund Balances At April 30, 1970	<u>\$ 428,164.93</u>	<u>\$(3,311.71)</u>	<u>\$ 0</u>	<u>\$ 431,476.64</u>

The accompanying notes are an integral part of the financial statements.

LUCAS, TUCKER & CO.
 CERTIFIED PUBLIC ACCOUNTANTS

HARLEM PREPARATORY SCHOOL
SCHEDULE OF ACCOUNTS PAYABLE
AS OF APRIL 30, 1970

	<u>Total</u>
Bonded Products	\$ 112.30
The Camera Mart, Inc.	1,325.60
Eastman Kodak Co.	178.71
Gestetner Corp.	93.95
Harlem Stationery	364.05
Hercules Seating	1,012.80
Institutional Commodity Services, Inc.	39.48
Optic Media	86.20
Sun Dew Corp.	379.87
V.I.P. Color Center	463.42
Peerless	10.80
Xerox Corp.	1,820.19
Bergen Camera Repair	105.00
I.B.M.	740.00
John Price Jones	25,201.82
New York Telephone	535.48
Pitney Bowes	22.50
Richards & Fenniman, Inc.	1,135.00
Data Guide	12.00
Olstens Temporaries	1,120.00
Educational Testing Service	558.35
Heathkit Electronics	29.80
Appleton Century Crofts	49.18
Auers' Van Express	129.00
Bronen's Music Co.	187.00
Dell Publishing	23.40
Doubleday & Co., Inc.	6.87
Educational Publishing Service	1.68
Nedisco Corp.	10.48
Pen Suppliers	15.30
Noble & Noble	23.02
Sargent-Welch Scientific Co.	883.46
West Farms	5.45
Winnell Co.	345.05
R. K. Bomber	9.00
William Erdman	4.14
G. Schirmer, Inc.	65.92
E. G. Bowman	791.00
Lucas, Tucker & Co.	9,500.00
Frederick C. Hayes	3,250.00
National Office System, Inc.	141.75
	<u>\$50,789.02</u>

SCHEDULE 1

LUCAS, TUCKER & CO.
CERTIFIED PUBLIC ACCOUNTANTS

HARLEM PREPARATORY SCHOOL
LIST OF CONTRIBUTORS
FOR THE EIGHT MONTHS ENDED APRIL 30, 1970

<u>Name</u>	<u>Amount</u>	<u>Restricted</u>
Standard Oil of New Jersey	\$ 80,547.96	\$ 5,547.96
International Business Machines	50,000.00	
Anonymous contributor - stock	31,699.61	
Sheila Mosler Fund	25,000.00	
Union Carbide Company	23,547.67	19,465.00
Metropolitan Life Insurance Co.	20,000.00	
Rockefeller Family Fund, Inc.	20,000.00	
Field Foundation	15,000.00	
Feigen Gallery	10,009.00	
New York Urban League	10,000.00	
Con Edison	10,000.00	10,000.00
WNEW Radio Station	9,800.00	
Industrial Press	6,000.00	
New York Telephone Company	5,000.00	
Billy Rose Foundation	2,500.00	
Joy Hirshon Parkinson Foundation, Inc.	2,500.00	
William Leuchtenburg	2,000.00	
Franklin Foundation	1,500.00	
American Climax	1,500.00	
The Anthony Anastasio Foundation, Inc.	1,250.00	
Lee Brown	1,000.00	
Bertha Koempel Foundation	1,000.00	
James M. and Margaret Foundation	1,000.00	
National Lead Fund	1,000.00	
Fordham University	1,000.00	
Yuletides Inc.	1,000.00	
R. Keith Kane	500.00	
Erits Markus - First National Co.	500.00	
Orisha Foundation	500.00	
American Standard	500.00	
Cornell University	500.00	
Laurence Ward	500.00	
All other (less than \$500)	<u>17,646.26</u>	
 Total	 <u>\$354,500.50</u>	 <u>\$35,012.96</u>

SCHEDULE 2

LUCAS, TUCKER & CO.
CERTIFIED PUBLIC ACCOUNTANTS

HARLEM PREPARATORY SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 1 - Cash In Banks

The cash accounts of the school are held in the following depositories:

Chase Manhattan Bank - 135th Street branch	\$ 15.61
Franklin National Bank	33,873.57
Freedom National Bank	0
Chase Manhattan Bank - 79th Street branch	<u>76,196.23</u>
	<u>\$110,085.41</u>

Total deposits into and disbursements from the Freedom National Bank account for the period July, 1968 to September, 1969 were \$9,555.27. Our examination revealed that \$2,328.00 was transferred into this account from the Franklin National account, we could not determine the source of the remaining deposits. With the exception of the above mentioned transfer of funds, none of the activity had been reflected in the books and records. Inquiry indicated that the funds were used to make disbursements to students however, we did not find any supportive documents. The total of \$9,555.27 is reflected in this report as part of direct assistance, in Exhibit B, under Student Support Services.

Of the amount on deposit at Chase Manhattan Bank, 79th Street branch, \$75,000.00 was used to purchase two certificates of deposit on May 6, 1970. The first was in the amount of \$50,000.00 due July 6, 1970, the second \$25,000.00 due June 5, 1970, both bearing interest at 5 %.

NOTE 2 - Receivables And Exchanges

Anthony Anastasio Foundation pledge	
receivable in four installments, \$1,250 received	\$3,750.00
E.G. Bowman, Inc., insurance	1,109.00
Employee loans	949.72
Mortgages	352.00
Parents association	<u>650.00</u>
	<u>\$6,810.72</u>

HARLEM PREPARATORY SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 3 - Building Improvements

The property was extensively renovated to accommodate the school.

	<u>Total</u>	<u>Prior Period</u>	<u>Current Period</u>
George H. Campbell (Prep Contractors)	\$185,937.00	\$ 28,200.00	\$157,737.00
Blackwood Construction Co.	68,845.00	68,845.00	
Billen Air Conditioning, Inc.	26,583.14		26,583.14
Other	<u>9,056.24</u>	<u>5,210.24</u>	<u>3,846.00</u>
	<u>\$290,421.38</u>	<u>\$102,255.24</u>	<u>\$188,166.14</u>

We were able to compare specific bids, proposals and invoices of the major contracts to payments made during this period. However, we did not see an overall contract for the total renovations. We have not received any replies to our requests for confirmations and therefore, we are unable to report on the contractors' estimates of the percentage of completion of the work. The School has not yet obtained a Certificate of Occupancy.

NOTE 4 - Photographic Equipment

Video tape equipment valued at \$9,800.00 was purchased for \$4,800.00 from Kwami Taha. The invoices representing bills of sale were from Sonocraft Corporation to N.Y.C. Youth Board, Satellite program, Horizon 4.

NOTE 5 - Notes Payable

New York Urban Coalition, non-interest bearing note due on demand in the amount of	\$20,000.00
Colonel Store Fixtures, Inc., \$2,000 interest bearing payable in five (5) installments of \$335 each, and one of \$325. The present balance outstanding is	<u>995.00</u>
	<u>\$20,995.00</u>

NOTE 6 - Payroll Taxes Payable

Social security tax	\$ 8,158.80
Federal withholding tax	13,928.10
State withholding tax	2,843.14
City withholding tax	339.44
State disability insurance	138.00
State unemployment insurance	<u>3,022.91</u>
	<u>\$28,430.39</u>

LUCAS, TUCKER & CO.
CERTIFIED PUBLIC ACCOUNTANTS

HARLEM PREPARATORY SCHOOL
NOTES TO FINANCIAL STATEMENTS

The payroll tax liability represents the current portion for the first quarter of 1970, due and payable April 30, 1970, and the liability for the month of April. The payroll reports for the first quarter were not filed on time, due to a lack of funds. We instructed the bookkeeper to file the returns without payment in order to minimize penalty costs.

On May 12, 1970 a notice and demand for unpaid state withholding tax was received in the amount of \$1,055.13 for the year 1968. This liability was not recorded in the beginning balances and we were unaware of its existence. A search of the prior period's transactions will be necessary to establish the validity of this claim.

NOTE 7 - Mortgage Payable

On April 8, 1970, a new indebtedness in the principal sum of \$126,543.09 was entered into with the Franklin National Bank. This mortgage and the unpaid balance of \$48,456.91 were consolidated and constitute a first lien as though they were a first mortgage for \$175,000.00. Interest is payable at 8 1/2 % per annum, the first interest payment of \$950.00 was due on May 1, 1970. A coupon book containing monthly coupons of \$2,500.00, represents payments of principal and interest to commence on June 1, 1970. The mortgage note is payable on demand.

NOTE 8 - Cafeteria

Cafeteria receipts and disbursements have not been entered as part of the formal books and records of the School. We examined all of the available bills and documentation pertaining to the cafeteria, total receipts were \$5,815.86 and total expenditures were \$5,825.43. The internal controls regarding cafeteria activity should be strengthened perhaps the opening of a separate bank account and a formal set of books would accomplish this end.

General

The by-laws of the School indicate a fiscal year of July 1 to June 30. The law firm of Muldoon and Horgan obtained an extension of the School Charter for three years from June 26, 1970 from the State Education Department. Attorney Harvey M. Spear obtained a determination letter from the Internal Revenue Service, dated March 21, 1968. This letter exempts the School from the requirement to file federal income tax under section 501(e)(3) of the Internal Revenue Code. However, form 990A, annual information return must be filed. The determination letter also states that contributions made to the School are deductible by donors, as provided in section 170 of the code.

LUCAS, TUCKER & CO.
CERTIFIED PUBLIC ACCOUNTANTS

A P P E N D I X D

FINANCIAL STATEMENT, PERIOD ENDING

FEBRUARY 28, 1970

HARLEM PREPARATORY SCHOOL
UNAUDITED FINANCIAL STATEMENTS
FOR THE SIX MONTHS ENDED FEBRUARY 28, 1970

LUCAS, TUCKER & CO.
CERTIFIED PUBLIC ACCOUNTANTS
NEW YORK

LUCAS, TUCKER & CO.

CERTIFIED PUBLIC ACCOUNTANTS

103 EAST 125TH STREET

NEW YORK, N. Y. 10035

PHONE EN 9-6760

ALFRED W. TUCKER, CPA (1938-1959)
WILMER F. LUCAS, CPA, RET. (CONSULTANT)
OLIVER D. WALCOTT, CPA
PARNELL F. DRAYTON, CPA
JAMES L. TATUM, JR., CPA
BERT N. MITCHELL, CPA
OLIVER R. SIMMONS, CPA

To The Board of Directors
Harlem Preparatory School

The accompanying comparative balance sheet of the Harlem Preparatory School, as of February 28, 1970 and the related statements of revenues, expenditures and changes in fund balances for the period then ended were not audited by us, and accordingly, we do not express an opinion on them.

The statements are submitted in the following order:

Exhibit A	Balance sheet at February 28, 1970 and at August 31, 1969.
Exhibit B	Statement of Revenue.
Schedule 1	Gifts and grants.
Exhibit C	Statement of Expenditures
Exhibit D	Statement of Changes in Fund Balances.

These financial statements are restricted to internal use by the Board of Directors of the Harlem Preparatory School and therefore do not necessarily include all disclosures that might be required for a fair representation.

Lucas, Tucker & Co

DATED: April 6, 1970

HARLEM PREPARATORY SCHOOL
COMPARATIVE BALANCE SHEET

UNAUDITED

	Six Months February 28, 1970	One Year September 30, 1969
<u>Assets</u>		
Current fund:		
Cash on hand and in banks	\$ 5,909.56	\$ 63,241.54
Prepaid insurance	2,103.27	2,103.27
Receivables and exchanges	689.50	1,046.50
Deferred expenses - employee loans receivable	1,200.75	1,692.30
Total Current Fund	<u>\$ 9,903.08</u>	<u>\$ 68,083.61</u>
<u>Liabilities And Fund Balance</u>		
Current fund:		
Payroll taxes payable	\$ 10,473.44	\$ 2,574.46
Accounts payable (Note 3)	3,648.58	1,081.87
Loans and notes payable (Note 4)	29,940.00	
Accumulated fund balance - per Exhibit D	<u>(34,158.94)</u>	<u>64,427.28</u>
Total Current Fund	<u>\$ 9,903.08</u>	<u>\$ 68,083.61</u>
<u>Assets</u>		
Plant And Property Fund:		
Land	\$ 250,000.00	\$ 250,000.00
Building	257,771.40	102,255.24
Building improvements (Note 1)		
Improvements other than building	8,117.58	7,446.96
Office equipment (Note 1)	5,350.69	5,350.69
Library - books	30,853.84	28,363.16
Furniture and fixtures (Note 1)	8,526.59	7,672.09
Photography (Note 1)	1,165.43	
Video equipment (Note 1)	43,359.00	
Property contributed in current year (Note 2)	<u>\$605,144.53</u>	<u>\$401,088.14</u>
Total Plant And Property Fund		
<u>Liabilities And Fund Balance</u>		
Plant And Property Fund:		
Mortgage payable	\$ 53,353.94	\$ 63,703.94
Reduction in value of fixed assets	10,505.64	10,505.64
Accumulated fund balance, per Exhibit D	<u>541,284.95</u>	<u>326,878.56</u>
Total Plant And Property Fund	<u>\$605,144.53</u>	<u>\$401,088.14</u>

The accompanying notes are an integral part of the financial statements.

HARLEM PREPARATORY SCHOOL
STATEMENT OF REVENUES
FOR THE SIX MONTHS ENDED FEBRUARY 28, 1970

U N A U D I T E D

<u>Current Fund</u>	<u>Current Six Months</u>	<u>Previous Year</u>
<u>Educational And General</u>		
Student fees	\$	\$
Government appropriations		
Endowment income		
Gifts and grants (Schedule 1)	217,197.77	471,859.58
<u>Auxiliary Enterprises</u>		
Cafeteria	329.23	
Stocks	31,708.61	
<u>Student Aid</u>		
Scholarship	500.00	
Total Current Revenues	<u>\$249,735.61</u>	<u>\$471,859.58</u>
<u>Plant And Property Fund</u>		
Science Lab	\$ 19,465.00	\$
Contribution in kind - Con Edison	10,000.00	00
Contribution in kind - Union Carbide	20,500.00	
Total Plant And Property Revenues	<u>\$ 49,965.00</u>	<u>\$ - 0 -</u>
Total Revenues	<u>\$299,700.61</u>	<u>\$471,859.58</u>

SCHEDULE OF GIFTS AND GRANTS
U N A U D I T E D

Summer school	\$ 550.47	
Claims	510.00	
Stock dividends	10.50	
Art show	7,000.00	3.16
Telephone commissions	6.57	
Social club	1,100.00	
Agencies	41,257.67	
Standard Oil	80,547.96	
Vincent Aster fund	500.00	
Other foundation	50,760.00	
Individuals	34,954.60	
	<u>\$217,197.77</u>	

Schedule 1

The accompanying notes are an integral part of the financial statements.

LUCAS. TUCKER & CO.

HARLEM PREPARATORY SCHOOL
STATEMENT OF EXPENDITURES
FOR THE SIX MONTHS ENDED FEBRUARY 28, 1970

U N A U D I T E D

<u>Current Fund</u>	<u>Current Six Months</u>	<u>Previous Year</u>
<u>Educational And General</u>		
<u>Administrative</u>		
Salaries	\$ 62,388.19	\$ 76,456.36
Telephone	811.53	3,147.50
Rent armory		60.80
Bookkeeping and accounting	501.59	2,007.75
Postage	121.00	887.74
Office expenses	125.25	4,585.55
Promotion	574.82	15,173.75
Graduation	75.00	
Food	339.82	
Payroll tax expense	2,267.69	3,401.86
Mortgage interest	2,150.00	5,475.29
Interest expense	877.90	120.56
Other expenses	3,832.95	2,926.27
Conference	432.86	280.00
Rental of equipment	249.50	555.00
Travel	2,619.77	1,465.32
Insurance	2,885.41	2,672.14
Miscellaneous	2,098.20	5,000.00
Special studies: John Price Jones	5,547.96	1,100.00
Consultant		1,079.32
Loss on sale of donated stock		
Total Administrative	<u>\$ 87,899.44</u>	<u>\$126,395.21</u>
<u>Educational</u>		
Salaries	\$ 80,261.15	\$102,132.69
Payroll tax expense		4,454.53
Material and supplies	10,242.51	4,621.03
Summer school		4,029.00
Fringe benefits	2,431.30	6,313.74
Graduation expenses		548.00
Other	938.76	1,449.52
Total Educational	<u>\$ 93,873.72</u>	<u>\$ 123,548.51</u>
<u>Student Aid</u>		
Travel	\$ 468.60	\$ 625.40
Loan unreimbursed	206.00	698.00
Direct assistance	1,113.00	9,265.04
Medical	12.50	72.25
Scholarship	640.00	1,375.00
Total Student Aid	<u>\$ 2,520.10</u>	<u>\$ 12,035.69</u>

The accompanying notes are an integral part of the financial statements.

HARLEM PREPARATORY SCHOOL
STATEMENT OF EXPENDITURES
FOR THE SIX MONTHS ENDED FEBRUARY 28, 1970

<u>Building Maintenance</u>	<u>Current Six Months</u>	<u>Previous Year</u>
Repairs and maintenance	\$ 2,710.40	\$ 4,149.13
Salaries	817.30	
Protection		9,800.00
Utilities	2,170.39	4,009.82
Outside services	880.00	
Cleaning including supplies	689.09	3,087.22
 Total Building Maintenance	 \$ 7,267.18	 \$ 21,046.17
 Total Current Fund Expenditures	 \$191,560.44	 \$283,025.58

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16

The accompanying notes are an integral part of the financial statements.

HARLEM PREPARATORY SCHOOL
STATEMENT OF CHANGES IN FUND BALANCES

U N A U D I T E D

	<u>Current Fund</u>	<u>Plant And Property Fund</u>	<u>Total</u>	
Revenues, per Exhibit B	\$249,735.61	\$ 49,965.00	\$299,700.61	
Expenditures per Exhibit C	<u>191,560.44</u>	<u> </u>	<u>191,560.44</u>	
Excess of Revenue Over Expenditures	\$ 58,175.17	\$ 49,965.00	\$108,140.17	
Add: fund balances at September 1, 1969 per audit report (Note 5)	64,427.28	326,878.56	391,305.84	
Correction for unpaid checks (Note 5)	7,680.00		7,680.00	
Additions to Plant and Property Fund out of current fund income	<u>(164,441.39)</u>	<u>164,441.39</u>	<u> </u>	
Fund Balances At February 28, 1970	<u><u>\$(34,158.94)</u></u>	<u><u>\$541,284.95</u></u>	<u><u>\$507,126.01</u></u>	00

The accompanying notes are an integral part of the financial statements.

HARLEM PREPARATORY SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE 1

Building Improvements:
George Campbell:

Construction in basement per contract dated 7/28/69	\$ 8,500.00
Additional work on basement per contract dated 9/ 12/69	7,607.00
Additional work library and basement	25,475.00
(Accepted bid) "reparation" of cooling on first floor	10,200.00
Unidentified item	(370.00)
Accepted bids for paneling first floor	16,300.00

✓ Checks paid to George Campbell which cannot be identified with any particular contract

64,105.00

Total George Campbell

\$131,817.00

Billins Air Conditioning:

Installing air conditioning in basement and repair main floor unit, balance on original contract	\$ 16,920.00
Additional work 11/12/69	740.00

Checks paid to Billins Air Conditioning and cannot be identified with any particular contract

3,283.16

Total Billins Air Conditioning

\$ 20,943.16

LUCAS, TUCKER & CO.

HARLEM PREPARATORY SCHOOL
NOTES TO FINANCIAL STATEMENTS

- NOTE 2 During the six months ended February 28, 1970, Science Laboratory and Kitchen Equipment were added. The Science Laboratory was donated by Union Carbide in the sum of \$20,500. Consolidated Edison made a donation of \$10,000 toward the installation of the Kitchen.
- NOTE 3 Accounts payable as recorded in the books, shows a balance of \$3,648.58. An inventory of the unpaid bills at February 28, 1970 shows a total liability of \$25,566.44. Two invoices from John Price Jones dated December 31 and January 31 shows amounts of \$4,520 and \$5,000 respectively. These invoices among others, such as the fund bill for air conditioning \$5,640, were not entered in the books of account. The expenditures as per Exhibit C are therefore understated by approximately \$22,000 since the accounts payable were not entered.
- NOTE 4 A demand note payable to Franklin National Bank in the amount of \$30,000 has been renewed and is unpaid at February 28, 1970.
- NOTE 5 The fund balances at August 31, 1969 were not examined by us. The item of \$7,680 purports to represent the cancellation of voided checks. We were not able to examine the original documents in connection with the write-off of this amount. The statement of changes in fund balances indicates that during the last six months, a major portion of the revenues of the Harlem Preparatory School was utilized in improvements to plant and property. The items of major improvements were listed in Note 1 above.

GENERAL:

We will submit a memorandum of engagement and a proposal for the annual audit to the Harlem Preparatory School. In addition we will present our recommendations for revision of the accounting system and procedures to improve the system of internal control.

A P P E N D I X E

SUMMARY OF 33 PROPOSALS SUBMITTED TO H.E.W.

HARLEM PREPARATORY SCHOOL—EDUCATIONAL
AND TRAINING PROPOSALS

<u>Proposal</u>	<u>Total Amount of Proposal</u>
1. Adult Evening School—to prepare adults to pass High School Equivalency Test, receive academic diploma, and gain new skill	\$ 62,798
2. Students Tutor Program—300 students —tutors to be assigned to elementary, junior high schools, Harlem Prep, churches and social agencies	\$250,875
3. Drafting Program—to help students who plan to pursue their education in engineering, architecture, and designing, upon their entry to college	\$ 33,100
4. Renovation—to enable use of attic space for library and media center	\$326,000
5. Art Workshop—to enable students to develop their visual aesthetic and perceptual awareness; to discover the relationship of man and his universe; to develop a stronger feeling for beauty	\$ 36,050
6. College Course—to develop specific skills necessary for success in college	\$ 20,700
7. Technology Center Program—to build math, science, and computer technology for problem-solving	\$ 52,800
8. Math-Science Lab—part of the above proposal	\$ 10,500

9. Mathematics Department—to upgrade and integrate more scientifically minded students into the pluralistic-technological world of industry \$ 8,592
10. Reading Lab—to develop reading and basic study skills \$ 17,000
11. Drama Workshop—to prepare students for public speaking and theater arts \$ 8,991
12. English-Social Studies-Filmmaking—to establish facilities to provide direct experiences exploring historical sites and to record impressions on film and in written reports, historical reporting, and social studies research \$ 17,000
13. Touch-typing Classes—to develop typewriting skills for students of Harlem Prep and the Adult Evening School \$ 38,476
14. Boricuas-American Integrative Skill Development Program—to enable Spanish-speaking people to learn English, mathematics, and vocational information \$ 60,375
15. Dental Program—to provide dental care to Harlem school-age children using Harlem Prep as a core center \$ 24,375
16. Reproduction Center—to facilitate rapid production of original curricula materials, for use by Harlem Prep and other educational institutions \$ 12,600
17. Student Tutorial Program—to use Harlem Prep students in good standing as reading and mathematics tutors \$140,070
18. School band—to teach students to play musical instruments and develop a school band, orchestra, and chorus \$ 50,075

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|-----|--|------------------------|
| 19. | Science Department—to expand the present science laboratories to include the study of organic and biological chemistry, oceanography, and pollution control | \$325,000 |
| 20. | Media Center—to set up a center for all facets of visual and sound media for use by students and the community | Included in Proposal 4 |
| 21. | College Follow-up Program—to provide continued contact between Harlem Prep and graduates until graduation from college | \$ 49,925 |
| 22. | Summer Teen Tutorial Program—to provide remedial reading instruction to needy junior high school children | \$ 41,536 |
| 23. | Ecology and Conservation—an interdisciplinary approach to familiarize Harlem Prep students and the community to the problems of conservation and ecology | \$ 63,085 |
| 24. | Hospital Services—to expand an already existing program at Harlem Prep and Harlem Hospital to teach interested students health delivery service skills and enable them to attain a bachelor's degree | \$103,950 |
| 25. | Technical and Trade Skills Center—to provide students who do not desire a college education with means of entry into skill trades | \$158,537 |
| 26. | Machine Shop Trades | \$ 55,165 |
| 27. | Television and Radio and Repair Shop | \$ 52,893 |
| 28. | Automotive Trades | \$ 88,407 |
| 29. | Tailoring and Clothing Design | \$ 79,283 |
| 30. | Computer Technology | \$ 66,550 |

31.	Para-Professional Training—to provide community residents and parents with employment skills	\$163,185
32.	High School Equivalency—to provide community residents with a high school diploma	\$146,570
33.	Women's Studies—to familiarize students with contributions made by women and to develop a curriculum which may be utilized by other institutions	\$ 35,100
GRAND TOTAL		\$2,602,963

A P P E N D I X F

**LETTER: DR. SIDNEY MARLAND, COMMISSIONER
OF EDUCATION**



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

JAN 18 1972

Mr. Edward F. Carpenter
Headmaster
Harlem Preparatory School
2535 Eighth Avenue
New York, New York 10030

Dear Ed:

Thank you for the kind remarks in your letter of December 3 and for the opportunity to be of some service to you in locating resources that might assist Harlem Preparatory School. I have asked the appropriate bureaus in the Office of Education to review your proposals and identify potential funding sources. Enclosed is a guide to Office of Education programs outlining potential funding sources in OE for Fiscal Year 1972.

Proposals such as 3, 7, 13, 26, 28, 29, and 30, include drafting, typing, computer technology, machine shop, automotive trades, tailoring, and clothing design, which are vocational-technical programs under the Bureau of Adult, Vocational, and Technical Education. Federal funds are allotted to the States for the support of these programs, which are administered by the State board for vocational education. Each Federal vocational education dollar must be matched by the State or local community, i.e., dollar for dollar. For national projects, Federal monies are overmatched 5 to 1.

To discuss specific funding considerations for the support of your vocational-technical education proposals that may be available to you under the Vocational Education Act of 1963, as amended, you should contact Mr. Robert S. Seckendorf, State Director of Vocational Education (State Department of Education, Albany, New York 12224).

Under Part D of the Act "Exemplary Programs and Projects" (page 17) of the enclosed Vocational Education Amendments of 1968, half of the funds appropriated are administered by my staff. These funds are available "to create a bridge between school and earning a living for young people, who are still in school, who have left school either by graduation or by dropping out, or who are in postsecondary programs of vocational preparation." State boards or local educational agencies and non-profit private agencies, organizations, or institutions are eligible for grants or contracts

Page 2 - Mr. Edward F. Carpenter

to carry out the purposes of this part of the Act, when the grant or contract provided will make an especially significant contribution to attaining the objectives of this part. The State board may use the remaining half of the appropriation to make grants or contracts to local educational agencies or other public or non-profit private agencies, organizations, or institutions including business and industrial concerns, consistent with the provisions of this part and with its State plan.

Instruction for applying for these funds will be available sometime before the beginning of Fiscal Year 1973 (July 1, 1972) and will be forwarded to the Director of Vocational Education and the State Board. We shall add your name to the list so that you will receive the announcement at the same time.

There are no authorities under the Bureau of Elementary and Secondary Education that can provide the direct subsidies which you seek. The limited discretionary funds available under the Elementary and Secondary Education Act of 1965 (P.L. 89-10), Title III (Innovative and Exemplary Programs), Title VII (Bilingual Education) and Title VIII (Dropout Prevention) have already been allocated.

Harlem Preparatory School may be eligible for a loan covering equipment to be used in mathematics and science (in proposals numbered 8 and 9) under Title III of the National Defense Education Act. Attached is a fact sheet on eligibility requirements and guidelines for applying, along with an application form.

Certain educational opportunities may be available to educationally disadvantaged students of Harlem Preparatory School through the public school program in the neighborhood operating under Title I, ESEA. There is also the possibility of obtaining a loan of library materials under Title II, ESEA. Another possible source of assistance may be a tie-in with a local Title III, ESEA, project stressing innovative and exemplary educational procedures, under the State-administered phase of this title. All three of these sources of assistance should be explored with the Superintendent and staff of the District of the New York City Board of Education in which Harlem Preparatory School is located.

The Nutrition and Health Services staff has determined that proposal 16 for dental care does not meet the basic criteria for the projects we are supporting under authority of Title VII Section 808, ESEA as amended. Dr. Thomas Loudon, Division of Dental Health Service, reports that of all the areas of health care, funds for dental

Page 3 - Mr. Edward F. Carpenter

services are among the most difficult to come by. For advice on resources which may be available (e.g., Harlem Model Cities, Harlem Hospital) you could contact:

Dr. Ernest Leatherwood
Regional Dental Program Director
Division of Dental Health
DHEW Region II
26 Federal Plaza
New York, New York 12224

Our educational technology staff have raised some questions about the technical aspects of three proposals.

In proposal 7, given the hierarchy of needs and objectives in the Harlem Preparatory School Program, is the need documented for acquainting students with computers important enough to justify devoting the funds, resources and time which this proposal would require? Can students and faculty devise actual computer assisted instruction packets for use in various Harlem Preparatory School academic programs, since some highly specific and sophisticated skills are required for writing computer assisted instruction programs?

It is not clear why proposal 12 is listed separately, since it would seem to be subsumed under No. 20. More detail is needed, especially on the degree of cinematographic capability envisioned. With that specified, one can then work backward to judge equipment (and also staffing) needs. In proposal 20, what would be gained by giving adolescents such hands-on training in media production, especially when those interested in the area can select one of the 150 to 200 colleges offering undergraduate majors in broadcasting, film, etc.?

The technology staff thought the devices in proposal 10 would be justified to accomplish the program goals.

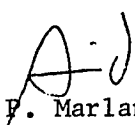
The Right to Read program staff have indicated that the reading lab (proposal 10) is not clearly described and appears to be conventional in its conception. However, the location of a lab at Harlem Preparatory School offers the potential for innovation and national impact which a more detailed proposal could emphasize.

Page 4 - Mr. Edward F. Carpenter

The proposal which relates to other OE programs such as Adult Basic Education (BAVTE) and the Division of Student Special Services (Bureau of Higher Education) and to other agencies in HEW such as the Bureau of Health and Manpower (NIH) has been sent to the respective offices with the request they reply directly to you concerning their resources. I shall urge them to contact you promptly.

I hope this information is useful in launching your program. Please keep me informed of your progress.

Sincerely,



S. P. Marland, Jr.
U.S. Commissioner
of Education

3 Enclosures

A P P E N D I X G

**LETTER: ISAIAH E. ROBINSON, MEMBER OF THE
NEW YORK BOARD OF EDUCATION**

ISAIAH E. ROBINSON, PRESIDENT
SEYMOUR P. LACHMAN, VICE PRESIDENT
MURRY BERGTRAUM
MARY E. MEADE
JOSEPH MONSERRAT
HARVEY B. SCRIBNER, CHANCELLOR
HAROLD SIEGEL, SECRETARY

BOARD OF EDUCATION
THE CITY OF NEW YORK
110 LIVINGSTON STREET
BROOKLYN, N. Y. 11201

NOV 21 1972

ROBERT J. MANGUM

November 20, 1972

Honorable Robert J. Mangum
Chairman of the Board of Trustees
Harlem Preparatory School
270 Broadway
New York, N. Y. 10007

Dear Bob,

Your letter to President Monserrat with respect to the continuance of Harlem Preparatory School presented me with quite a problem during my term as President of the City Board.

I had the occasion to speak with Ed Carpenter about it, concerning possible solution involving the City Board, which, in my opinion, is no real solution. The problem I faced was a simple one of jurisdiction.

I felt then, as well as now, that it is possible for the City Board to assume responsibility for Harlem Prep. by adding such enrollment to our current High School enrollment and seek budget modifications for State aid, Tax Levy and Federal funds. But, by doing so, the nature and character of Harlem Prep. would change in these ways:

First, we would have to replace most of the staff with licensed teachers and supervisors from the Board of Examiners' lists, in rank order, thereby negating the dedication presently exemplified by the current staff.

Second, the school would have to be placed under the jurisdiction of the High School Division, as an alternative school. The high school division would be charged with the responsibility of zoning for attendance, program, and curriculum, etc.

Third, the Board of Trustees would become advisory only, thereby losing its control as the policy making body for the school.

**BOARD OF EDUCATION
OF THE CITY OF NEW YORK
110 LIVINGSTON STREET
BROOKLYN, N. Y. 11201**

ISAIAH E. ROBINSON, PRESIDENT
SEYMOUR P. LACHMAN, VICE PRESIDENT
MURRY BERGTRAUM
MARY E. MEADE
JOSEPH MONSERRAT
HARVEY B. SCRIBNER, CHANCELLOR
HAROLD SIEGEL, SECRETARY

November 20, 1972

Honorable Robert J. Mangum
Chairman of the Board of Trustees
Harlem Preparatory School

Page 2.

These and other legal impediments that must be exercised by the City Board would do violence to the commitments, dedications and achievements of Harlem Prep., unless we can find other ways of accomplishing both the current private structure with the philosophy of public financial support.

Perhaps you could research the legal ramifications for us and make some recommendations.

With fondest regards, I am

Fraternally yours,



ISAIAH E. ROBINSON

IER:GH

A P P E N D I X H

**PARTIAL STATISTICAL INFORMATION ON HARLEM
PREP GRADUATES**

FOLLOW-UP INFORMATION ON THE 35 HARLEM
PREP GRADUATES OF 1968 (FIRST
GRADUATING CLASS)

Total N = 35 graduates

- 16 graduated from college in June 1972
- 1 needs 2 credits for college graduation
- 3 are still in college (2 took a leave of absence)
- 6 attended college for 2 years and then dropped out
- 8 attended college, but no further information is available
- 1 attended college but is now deceased

This first graduating class contained 30 male and 5 female students. The follow-up information is very impressive; all 35 graduates entered college, and about half of them completed college within 4 years. The majority attended college in New York City or elsewhere in New York State. Five of the college graduates are now teaching at Harlem Prep. One graduate is in medical school, and one is working in special educational programs at the university he attended.

SAT Verbal and Math scores were available for 32 of the 35 graduates. The majority of scores on both tests were in the 300's. Of the 16 who have graduated from college, 7 had both Verbal and Math scores below 400; for one of these, both scores were below 300. Five other students had either a Verbal or Math score below 300; of these 5 students, 2 graduated from college and 1 is still in college after a leave of absence. Many students had SAT scores considerably below the means for the college they were attending. Only 3 Verbal scores and only 2 Math scores were above 500; of the 3 students represented by these scores, 1 is in medical school, 1 graduated from college, and 1 is still in college.

In summary, inspection of SAT scores in relation to college outcomes after four years indicates that Harlem

Prep graduates with relatively high scores are likely to succeed in college; but they also indicate that low SAT scores are not necessarily predictive of failure in college.

NUMBER OF GRADUATES WITH SOME INFORMATION AVAILABLE
(1969-1971)

<u>1969</u>	<u>1970</u>	<u>1971</u>
N=77	N=80	N=123

Information on some items shown in the tables that follow was not available for some students. Unless otherwise noted, the percentages shown are based on students whose scores were available; this N is shown under each column of percentages as "N with data." The "N with no data" is also shown where it applies.

SEX

Male	73%	64%	63%
Female	27	36	37
	<hr/>	<hr/>	<hr/>
	100%	100%	100%
N with data	77	80	123

In all these graduating classes, there were many more male than female students. In 1969, the ratio was about 3 to 1; in 1970 and 1971, the ratio was somewhat more equal—about 2 to 1.

MARITAL STATUS WHILE AT HARLEM PREP

Single or probably single	86%	96%	94%
Married	12	3	5
Separated	2	1	1
	<hr/>	<hr/>	<hr/>
	100%	100%	100%
N with data	77	80	123

Most of the students in these groups were single. Very few of them had any children; 7 in the 1969 group, 3 in the 1970 group, and 5 in the 1971 group had children. The number of children ranged from 1 to 5.

BOROUGH OR PLACE OF RESIDENCE WHILE AT HARLEM PREP

	<u>1969</u>	<u>1970</u>	<u>1971</u>
Manhattan	48%	40%	37%
Bronx	27	23	25
Brooklyn	11	21	20
Queens	14	12	15
New York suburban	0	3	1
New Jersey	0	1	2
	<hr/>	<hr/>	<hr/>
	100%	100%	100%
N with data	77	77	118
N with no data	0	3	5

These students most commonly lived in Manhattan while attending Harlem Prep. Many of them also lived in the Bronx, Brooklyn, or Queens. What these figures do not show is the amount of mobility in the students' backgrounds. Many of them, for example, have moved from one borough to another, or from the South or Puerto Rico to New York City. One student came from Detroit to attend Harlem Prep, and went back to Detroit after graduation and entered college there.

AGE AT GRADUATION FROM HARLEM PREP

	<u>1969</u>	<u>1970</u>	<u>1971</u>
17-18	8%	15%	22%
19-20	61	43	36
21-22	18	29	21
23-25	10	8	18
Over 25	3	5	3
	<hr/>	<hr/>	<hr/>
	100%	100%	100%
N with data	77	79	121
N with no data	0	1	2

These students were most commonly 19 or 20 years old when they graduated from Harlem Prep. The next most common age at graduation was 21 or 22.

LAST REGULAR HIGH SCHOOL ATTENDED PRIOR TO
ENTERING HARLEM PREP (LOCATION AND TYPE)

	<u>1969</u>	<u>1970</u>	<u>1971</u>
New York City:			
Public	88%	90%	84%
Catholic	1	1	3
Newark Prep	1	4	1
Other New York State and New Jersey	1	3	5
Other non-Southern United States	1	0	4
Southern United States	3	1	1
Puerto Rico, Jamaica, Trinidad	4	0	2
Southwest Africa, Upper Volta	1	1	0
	<hr/>	<hr/>	<hr/>
	100%	100%	100%
N with data	77	78	121
N with no data	0	2	2

The outstanding feature of the tabulations above is the very large number of students who attended a large public New York City high school. In their autobiographical sketches, it was common for students to report that they liked school and did well until the ninth grade, which they may have attended in a junior high school. For many of them, problem began in the tenth grade, when they went to a huge public senior high school.

GRADE COMPLETED IN LAST REGULAR HIGH SCHOOL
ATTENDED BEFORE ENTERING HARLEM PREP

(This information involved many approximations.)

	<u>1969</u>	<u>1970</u>	<u>1971</u>
10th grade (part or all)	12%	6%	26%
11th grade (part or all)	13	12	32
12th grade (part or all)	75	82	42
	<hr/>	<hr/>	<hr/>
	100%	100%	100%
N with data	61	17	31
N with no data	16	63	92

Precise information concerning the student's schooling prior to entering Harlem Prep was very incomplete. For the 1970 and 1971 groups, if the student had graduated from his regular high school, that fact was recorded; but if he had not, then it was difficult to determine how much schooling he had completed. High School transcripts were often too blurred or faint to read; or the information on them was inconsistent with other definite information that was not available.

More information was available for the 1969 group; this was taken largely from the student's autobiographical sketch. The 1970 and 1971 groups seldom had such a sketch in their folders. The large majority of the 1969 class had completed part or all of the 12th grade, and all of them had at least started the 10th grade. The students' autobiographical sketches revealed a wealth of other information, not apparent in the figures above, about the students' efforts to continue their education after leaving high school. Some went to evening school after leaving high school; some took High School Equivalency exams while in the Armed Forces or elsewhere; a few were accepted by a college or even attended a college for a short time before failing and then entering Harlem Prep.

It was also difficult to determine what kind of course the student was taking in his regular high school. This information was available for only 33 of the 77 students who graduated from Harlem Prep in 1969. Their courses were evenly divided among academic, general, and vocational. Many of these students, however,

shifted from one kind of course to another while they were in high school. They might start in an academic course, do poorly, and then shift to general. Or they might complete a general or vocational course, but then realize in their senior year that they lacked courses necessary for college entrance.

READING SCORES AT ENTRY

Different reading tests were given to the 1969 class and the other classes, so the scores will be presented separately.

1969 Reading Grade Equivalent Scores (Gates-McGinitie Form 2)

8.0 - 8.9	6%
9.0 - 9.9	24
10.0 - 10.9	18
11.0 - 11.9	37
12.0 - 12.9	15
	<hr/>
	100%
N with data	33
N with no data	44

The range of grade equivalent scores was from 8.7 to 12.5. Of the students for whom scores were available, almost all scored at least at the 9th grade level or better, and a little over half of them scored at or above the 11th grade level.

1970 and 1971 Reading Scores

(STEP Test 2A—Sequential Tests of Educational Progress)

	<u>1970</u>	<u>1971</u>
231 - 250	2%	0%
251 - 270	5	23
271 - 290	35	27
291 - 310	47	50
311 - 330	11	0
	<hr/>	<hr/>
	100%	100%
	62	22
	18	101

On this test the national norm for the 11th grade is 289.5, and for the 12th grade, 293.7. For the Harlem Prep graduates, the large majority of scores fell between 271 and 310; that is, the scores centered around the national norms. (Note that percentages for 1971 are based on only 22 scores.)

NUMBER OF SEMESTERS SPENT AT HARLEM PREP

(In these figures, a summer session has been counted as a semester.)

	<u>1969</u>	<u>1970</u>	<u>1971</u>
1 semester	17%	9%	2%
2 semesters	69	62	67
3 semesters	8	22	8
4 semesters	5	6	18
5 or 6 semesters	1	1	5
	<hr/>	<hr/>	<hr/>
	100%	100%	100%
N with data	77	79	121
N with no data	0	1	2

The usual pattern for these students was to spend two semesters at Harlem Prep, entering in the Fall semester and graduating at the end of the Spring semester. There appears to be a shift toward a slightly longer stay for the 1970 and 1971 groups than for the 1969 group. No one stayed longer than 6 semesters; a stay of more than 3 semesters was very rare.

A semester's work in the Fall or Spring term usually consisted of 5 or 6 courses, although there was some variation in the number of courses taken per semester.

GRADES WHILE AT HARLEM PREP

Students stayed at Harlem Prep for differing lengths of time, and the total number of courses they took varied. Grades were therefore examined in relation to the total number of courses taken. Included in the total count were summer and six-week courses, but not audited courses or ones from which the student withdrew.

There were slight changes in the grading system from one year to the next. Grades of 1 or 2 (or A or B) are considered honor grades. Grades of 4 or 5 (or D) receive no credit. A grade of "Pass" was treated as a 3 (or C). Tabulations are presented separately for honor grades and for no-credit grades.

In interpreting the figures below, remember that they are for students who graduated from Harlem Prep and were accepted for college entrance.

PERCENTAGE OF ALL COURSES TAKEN AT HARLEM PREP
IN WHICH THE GRADUATE RECEIVED HONOR GRADES

	<u>1969</u>	<u>1970</u>	<u>1971</u>
81 - 100%	26%	22%	29%
61 - 80%	24	30	19
41 - 60%	26	23	28
21 - 40%	12	20	19
0 - 20%	12	5	5
	<hr/>	<hr/>	<hr/>
	100%	100%	100%
N with data	76	79	120
N with no data	1	1	3

PERCENTAGE OF ALL COURSES TAKEN AT HARLEM PREP IN
WHICH THE GRADUATE RECEIVED NO-CREDIT GRADES

0 - 20%	87%	92%	78%
21 - 40%	7	4	19
Over 40%	6	4	3
	<hr/>	<hr/>	<hr/>
	100%	100%	100%
N with data	76	79	120
N with no data	1	1	3

The majority of graduates received honor grades in more than half their courses. Many graduates had no no-credit grades. There were, however, more no-credit grades in the 1971 group than in the 1969 and 1970 groups. It was relatively rare for graduates to receive no-credit grades in more than one-fifth of

all the courses they took at Harlem Prep. When this happened, there seemed to be a consistent pattern for these graduates, namely, performing very poorly (all 4's or D's) in an early semester, and then improving considerably or greatly by the final semester at Harlem Prep.

PSAT SCORES

In 1969, only 2 students had PSAT scores recorded, so no distribution can be presented.

1970 and 1971 Scores

	<u>1970</u>		<u>1971</u>	
	<u>Verbal</u>	<u>Math</u>	<u>Verbal</u>	<u>Math</u>
20 - 29	17%	30%	33%	24%
30 - 39	49	43	43	63
40 - 49	21	23	19	11
50 - 59	9	2	5	2
60 - 69	4	2	0	0
	<hr/>	<hr/>	<hr/>	<hr/>
	100%	100%	100%	100%
N with data	53	53	54	54
N with no data	27	27	69	69

Students usually took these exams in October preceding their graduation. The range of Verbal scores was from 20 to 67, and the range of Math scores was from 21 to 67. No scores were available for about one-third of the 1970 students and more than half the 1971 students; this probably means that they did not take the PSAT. For those students who did take this test, the commonest score was in the 30's and the large majority of scores fell between 20 and 50. The Verbal scores were, in general, slightly higher than the Math scores.

SAT SCORES

	<u>1969</u>		<u>1970</u>		<u>1971</u>	
	<u>Verbal</u>	<u>Math</u>	<u>Verbal</u>	<u>Math</u>	<u>Verbal</u>	<u>Math</u>
200 - 299	24%	15%	20%	16%	16%	13%
300 - 399	35	59	45	55	46	55
400 - 499	29	22	24	19	22	26
500 - 599	11	4	8	10	12	6
600 - 699	1	0	3	0	4	0
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	100%	100%	100%	100%	100%	100%
N with data	72	72	62	62	69	69
N with no data	5	5	18	18	54	54

Most students took the SAT just once, in the spring of the year in which they graduated from Harlem Prep. Most scores fell between 200 and 500; scores above 500 were relatively rare. For nearly one-fourth of the 1970 group and nearly half the 1971 group, no SAT scores were available in the student's folder.

If we multiply the PSAT scores by 10, we see that both the PSAT and SAT scores fell in the same range, from 200 to 500. Also, as with the PSAT, Verbal scores were generally slightly higher than the Math scores.

LOCATION OF ACCEPTING COLLEGES (1969-1971)

	<u>N</u>
New York City	32
Other New York State	32
New England, Pennsylvania, New Jersey	28
Midwest	12
South	13
West	5
Other Countries	3
	<hr/>
	125

About half the students were accepted by colleges in New York City and New York State. About one-fourth

were accepted by colleges not very far from New York State.

The number of colleges accepting Harlem Prep graduates increased each year. These colleges represent a very great variety—public and private, small and large, highly prestigious and not-so-prestigious, two-year and four-year, technical, and more general.

STUDENT ATTENDANCE

The average daily attendance presented below is for the months of September, October, and November. Figures are approximate; they were obtained from checking attendance as listed on report cards and in teachers' roll books.

<u>Year</u>	<u>Total Register</u>	<u>Average Daily Attendance</u>
1968-69	183	151
1969-70	283	215
1970-71	400	293
1971-72	485	368

It should be noted that the attendance recording procedures at Harlem Prep are much more stringent than those in New York City public high schools. To be considered "present" on any given day, a student must attend all classes for which he is scheduled on that day.

A P P E N D I X I

TABLE OF ORGANIZATION

Table of Organization

The table of organization acts as a guide. It may often be impossible to pull together enough workers to fulfill all of the committees and columns that are blocked out for them. However, the table does serve to spell out the functions and responsibilities that must be met and carried out successfully if the program is to succeed. We will discuss here in detail each of the columns on the chart, suggest the number of members for each committee, the kind of leadership each committee should have, and some of the committee's responsibilities.

The primary and final responsibility for the program for Harlem Prep, as for anything that is done at the school, depends on the Board of Trustees, the Headmaster, and his administration. In the case of a financial program like this, rather than in other internal operations, perhaps more of the responsibility depends on the Board itself as opposed to the administration.

At this point it is appropriate to make the following suggestions to improve the Board:

1. The role of the Board of Trustees should be more clearly defined.

2. The committee structure of the Board should be more effective.

3. More active interest among the Board members should be generated. Presently, their interest appears to vary widely, and their attendance at Board meetings is not regular. The absentee landlord type of trustees is of little practical value.

4. The Board of Trustees should be strengthened by establishing qualifications and categories of membership. Effort should be made to bring the membership to twenty-five, which is allowed by the school's by-laws.

5. The term of office for the trustees should be increased to two years. There should be no limitation on the number of terms the trustees can serve. Interest in Harlem Prep should be a prime consideration in the nomination of a trustee. We need trustees who are young in spirit, vigorous, and dedicated to our cause.

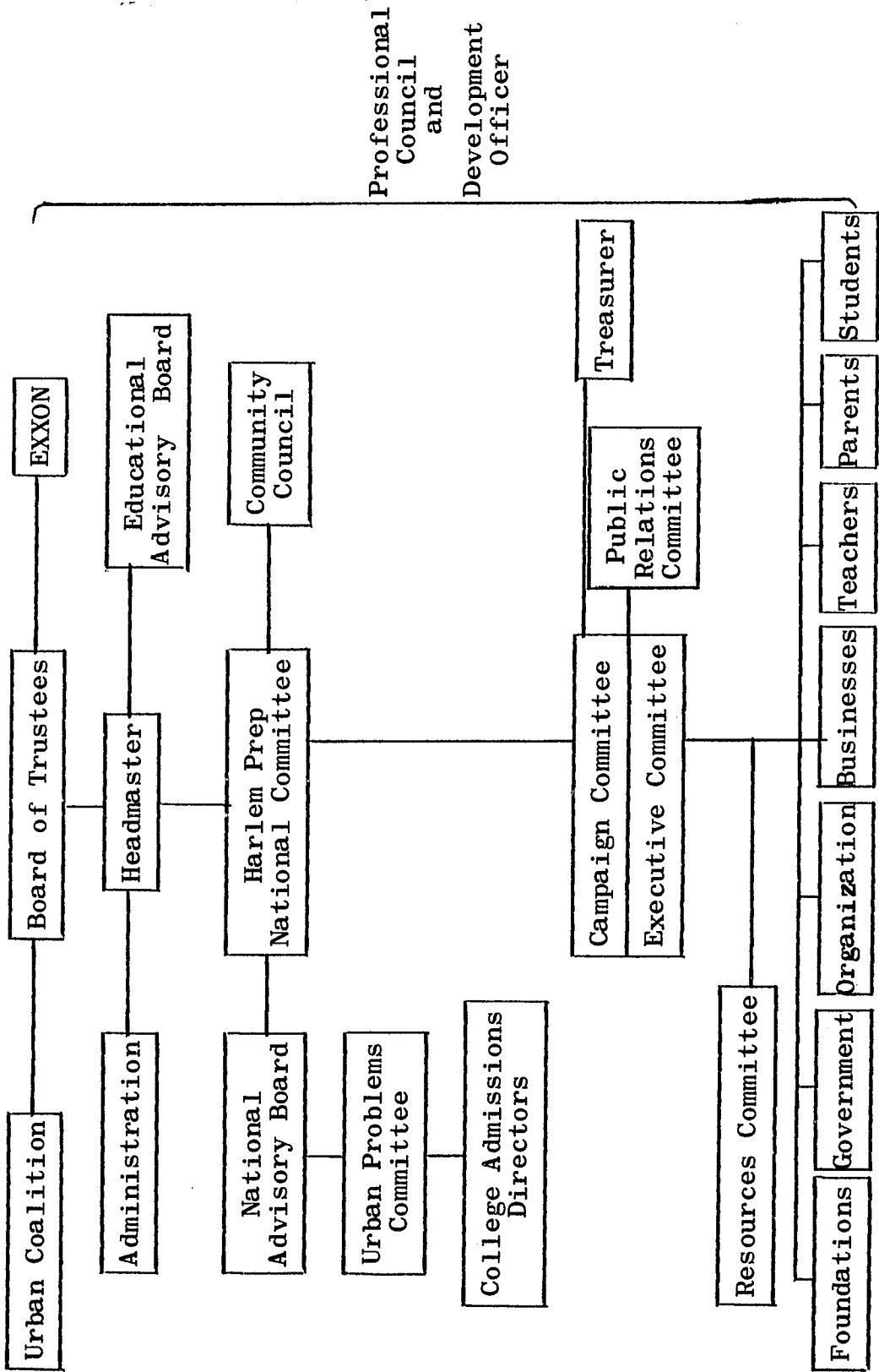
6. At least three giants of business, a few of the early donors, a national governmental personality, and one or two television celebrities should be added to the Board.

7. A Trustee Committee on development should be established. The Board's desires and influences

could be funneled to the rest of the organization through this committee. This should be a standing committee of the Board, with about eight of the strongest members on it, and should be activated immediately with at least four members to start. Only then can the rest of the program proceed.

8. A Finance Committee to concentrate in the areas of budgeting and financing should be immediately established by the Board.

TABLE
HARLEM PREP ORGANIZATION CHART



At the top of the chart are two groups directly influencing the Board. On the one hand, the conglomerate effect of the Urban Coalition and on the other the good will and support of EXXON are definitely needed.

The Educational Advisory Board, also shown as an indirect connection with the administration, may not have a direct involvement in the development program as such at this time, but is shown here to give a fuller representation to the kind of outside volunteers and committees that could make a commitment to the school.

Harlem Prep National Committee

This committee of forty members will be the cohesive center of the entire program. Included on it will be representatives of the various friends and volunteers who have been associated with Harlem Prep. It will be an operating committee in a larger sense, since the Campaign Committee and the Executive Committee, as well as special committees such as Business and Industry, will be sitting on it. There will be representatives of the National Advisory Board, the community, public relations, and so on. It would meet perhaps three times a year as a group, but would

essentially function through its various committees and divisions. Because of the representative nature of the membership, it will run the gamut from the most important persons in the United States to perhaps a very young and unknown student. Its chairman must be a national figure of the highest order, one whose name or whose affiliation can open any door anywhere. This could be a former Senator, the head of a major corporation, a national hero, or someone of like stature. The Committee should be well balanced between Black and White. The National Committee will get its authority directly from the Board of Trustees and will recommend action in those cases where it finds it necessary. Their recommendations will go directly to the Campaign Committee, which will have the central control in the entire program.

Campaign Committee

This Committee will consist of sixteen members, and will be the active, controlling, and operating group, where all the decisions will be made and where the action really will take place. All sixteen members of this committee should have the ability to lead, as well as to solicit, and in some cases, hopefully, to give. One-third of the members should be members

of the Board of Trustees; its Executive Committee and Chairman and two Vice Chairmen could be members of the Board. The Committee should meet six times a year during the program. Chairmen of the individual operating committees should be members of the Campaign Committee.

Executive Committee

This Committee will consist of five members, all on the Campaign Committee and include the Chairman, two Vice Chairmen, and two members at large. The Executive Committee should meet regularly, at least once a month, and be prepared to meet weekly if necessary. It should be in constant and close touch with the Chairmen of the Board, the Headmaster, the campaign director, and other key staff and volunteer personnel.

Chairmen and Two Vice Chairmen

The Chairman of the Program who is also the Chairman of the National Committee, of the Campaign Committee, and of the Executive Committee, should be of top national stature, as discussed above. He will be expected to be the official spokesman for the program, to approve all special actions and budgets, to be available to make speeches at top events, and to

solicit personally the very top givers and leaders. He should be the sort of individual who could assign staff associates to work with the Harlem Prep Program so that he could be released from his own direct involvement at certain times. In all, he may be expected to devote up to five working days in each month to the program during its most active phases.

The two Vice Chairmen should have a stature equal to, or as close to the Chairman's as possible. Not only will this add executive volunteer authority to a larger area of activity, but will enable the Chairman to divide his responsibilities at such times when he is pressed for other duties. Ideally, with the Chairman to take over-all responsibility, it would be effective for one Vice Chairman to be largely responsible for internal operations, organization, leadership enlistment, and, generally, all that is needed to keep a program together. The other Vice Chairman might well be a salesman for the program. As such, he should devote a large share of his time specifically to seeking volunteers and to soliciting funds.

National Advisory Board

Over one hundred members would serve in a number of special committees. The National Advisory Board is a catch-all for identifying leadership and involving a number of important people, both in different fields of endeavor and in different areas of the country. It should have a chairman of great stature to add additional endorsement to the program, and perhaps even an honorary chairman, who might well be someone like Governor Rockefeller, who has shown a great deal of interest in Harlem Prep. The Board would be composed of a number of specialized committees, each committee to conduct its business interests in its own way. For example, a Committee of College Admission Directors might actively work with and advise the Harlem Prep National Committee. Likewise, there might be a Committee on Urban Problems of Secondary Schools that might be primarily a study committee of educators and sociologists, and possibly even legislators. Further, there might be a committee of concerned businessmen whose only "duty" should be to add their names to a list and possibly issue a report. The key point to remember here is that each of these groups and committees should begin with one man or woman to head them, and out of that—within the context

of their own activity as part of the larger National Advisory Board—become a group that adds sponsorship and, hopefully, participation, and leadership training for Harlem Prep's top personnel needs. The Advisory Board is just that, advisory, and does not have a line responsibility within the table of organization.

The Community Council

This Committee will consist of a hundred members. At the present time, some Harlem Prep administrators and faculty members are involved in a few of the community organizations, serving as their board members or officials. They include the New York Urban League, Harlem Team for Self-Help, Harlem Advisory Committee, and the Harlem Neighborhood Association.

The Community Council should eventually consist of members from the entire city and state. However, at this time, it is important that the council deal with the people in whose midst Harlem Prep has been placed. Muslims, integrationists, nationalists, Puerto Ricans, shopkeepers, union leaders, Black Panthers, Garveyites, and policemen should be invited to serve on this committee. Its chairman should be responsible, but not necessarily well-known outside of the community. His or her strength must be inside

the community, and he or she must be responsible from the point of view of trying to build Harlem Prep in direct cooperation, not competition with the Board, the Administration, and the program leadership. As with the National Advisory Board, the Community Council will not be a line committee and will serve in a purely advisory capacity. It could assist the Parents Association to do the following activities: utilizing the school building as a community center for various cultural activities, establishing a summer program for children who cannot afford to go to camp, establishing adult education classes. Most of these programs could receive grants from state and federal governments. The Act of 1964 (PL-88-210) and Basic Adult Education Act of 1970 (PL-91-230) are two examples. The Council should work closely with such organizations as YMCA, YWCA, Red Cross, Chamber of Commerce, Council of Social Agencies, and Boy Scouts. If most of these organizations did not support the school financially, they could provide in-kind services.

Public Relations Committee

This Committee will consist of ten members and will become extremely important for Harlem Prep throughout the development program. It is advisable

that EXXON, which has been so closely involved with the school, pull together at first opportunity a number of communications practitioners in the city composed of publicity people, journalists, and radio/television personnel, some of both White- and Black-oriented media, to begin working with the Executive Committee and the Headmaster in developing a public relations point of view and then, from a service outlook, educate the public as to what Harlem Prep is about. The Public Relations Committee will not be a line committee nor an advisory group, but will fall somewhere in between as a special sub-committee of the over-all Campaign Committee.

Resource Committee

This Committee will consist of six members and will perhaps be the most important one of all, both general staff and front line. Its responsibility will be to consider all the information that every one else gathers—of course, it will take staff work—and then to evaluate this information. Evaluation will consist of taking the information, digesting it, deciding what it means for Harlem Prep, and then assigning to different action committees, and in some cases to specific individuals, the job of cultivating

and soliciting particular donors. Further, this committee's responsibility will be to see that either it or others evaluate the donor from the point of view of potential and interest. The Committee should consist of at least one or two bankers, at least one business man, at least one head of a major urban program, and also should include representatives from the investment field, insurance, government, and public service, law, and possibly the society pages. Members of the Board, administration, staff, other committee chairmen and members, friends of members, the Campaign Chairman and others, should, whenever possible, be invited to the Resources Committee meetings.

Foundations Committee

This Committee will consist of six members, including a chairman and other volunteers who logically will have a knowledge of and will be able to deal with heads of and boards of the key foundations. In addition, there would then be a pipe line to foundation information, not just for solicitation and cultivation. This and the following committees will be in a large sense action committees, devoting a good part of their time to solicitation. On more than one occasion, the Foundations Committee would sit as a whole with the

Resources Committee, as would other committees on the front line.

Government Liaison Committee

This Committee will consist of three members—one of our "friends" in Washington or Albany, a lawyer, and possibly an urban service organization executive. The ability to interpret and utilize government decisions and in some ways act as a two-way funnel between Harlem Prep and the various governments—local, state, and federal—are of vital importance for the school.

Organization Committee

This Committee will consist of three members. Unions, fraternal groups, honorary societies, professional associations, and other organizations offer a wide field for potential support for Harlem Prep. At this point, three representatives from the above groups should sit on such a committee specifically to help begin identifying the kind of involvement and support any organization can give to Harlem Prep. Religious organizations are a vital and key part of this and might well have their own special representative on this committee; how the involvement of a religious organization is interpreted will depend on

policy decisions but involvement by religious groups is both an actuality and a long-term potential benefit for Harlem Prep.

Business and Industry Committee

This Committee will consist of fifteen members. Despite the fact that the school is counting on a large number of businessmen to be responsible for a large share of the needs for the over-all program, a special business and industry committee is necessary nonetheless. This Committee, plus additional volunteer and staff help, will have the responsibility of investigating, organizing, cultivating, and soliciting the rank and file of New York City business. The Committee should be well representative of the kinds of businesses and industries in New York City and should be headed by a top corporate officer of the highest leadership status. The committee might divide up into different service groups, for example, manufacturing and retailing, but should treat the entire concept of New York business support for Harlem Prep as an entity.

Teacher Organization

This Committee will consist of five members. In our experience, it has been demonstrated that faculty members who have no share in policy-making are not

much moved by the announced plans of trustees and administration for promotion and fund raising. Development plans are educationally more promising and promotionally more salable if they are drawn from the give and take of faculty and other volunteer discussions. This Committee could study, propose, and arrange agreements with schools of education and research institutes which have shown interests in studying and evaluating Harlem Prep's programs and curriculum. They could prepare a journal which would reflect students' work, faculty writing, community news, and other interesting items. The journal would not only be a good public relations vehicle, but it could be sold at public places. The journal would take advertising from community merchants. Harlem Prep has arranged with a few universities to have their interns spend one or two terms at school. This program could be expanded to the rest of the colleges in New York City. Preparing progress bulletins, academic bulletins, instituting long-range projections, inviting outstanding lecturers, organizing concerts and exhibits are just a few areas in which this organization could be helpful.

Parents Associations

This Committee will consist of twenty members and will work closely with the Community Council. They could arrange for the following: hold bazaars, white elephant sales, raffles, bingo, carnivals, theater parties, movies, luncheons, open houses, cocktail parties, obtain a proclamation from the mayor or the governor, make honorary awards, monitor accountability, issue a community press release, write letters, rallies, demonstrate.

Harlem Prep enjoys wide support from its parents associations and should continue to receive their services.

Students Council

This Committee will consist of seven members. Students of Harlem Prep have come from a variety of backgrounds, with a variety of stories, but there is a central theme in all their past, the theme of the failure of schools to meet their needs, to provide any relevance to their situation. Therefore, their concern for Harlem Prep is real and it manifests itself in a short essay that one of them wrote recently, called "If We Should Die":

I cringe to think what would happen if we should die. If for one moment the heart of

Harlem Prep should stop beating, for me the sun would never rise again. If we should die, a beautiful family would no longer exist, and our hopes to help our country and world would cease.

We, at the Prep, have never thought of dying because a family that has loved together and cried together could never think of death. We have experienced inside the walls of Harlem Prep all the emotions and moods which characterize the love relationship of a family. We have gathered here as a family for weddings and for funerals.

It began one morning in 1967 when Harlem was invaded by the light and warmth of learning. It is here that Harlem Prep began the journey to teach young people who had terminated their public school education in frustration. We had virtually nothing to work with. Despite that, we succeeded with our dream.

So impressed were we with our newly found success that a school motto was formed by a graduate who wrote, "We have done so much with so little for so long that now we can do anything with nothing at all."

These are fine words, but as Harlem Prep has grown, we find that we have not been able to make it alone. Throughout the years we have had to call on you, the public, to come to our assistance. Your response to our pleas had been gratifying. Some of you may feel we have treated your offers coldly or given you rude dismissals. We apologize deeply. But understand that as an institution, we are still undergoing growth pains. We have been handicapped by shortages of experience, time, and, of course, money.

We are now in the midst of our most severe crisis in a short life filled with crises. If Harlem Prep should die, one more dream will be broken in a community that can't stand any more broken dreams. If we should die, it will mean a loss for my child, your child, and the children of the world. Most of all, if we should die, it would mean the loss of leaders and positive contributions to our nation, indeed, to our world. Help us live and grow.

This kind of talent could offer the best source of support that Harlem Prep needs. The student body has done so much so far, and should continue their services.

A P P E N D I X J

COMMENTS ON HARLEM PREP

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Neil Postman, in his book The Soft Revolution, while praising Harlem Prep, wrote:

The faculty of Harlem Prep has included nuns and atheists, hard revolutionaries and soft, black and white, and several other intriguing combinations. As of this writing, close to two hundred kids who would otherwise have found themselves on the streets, probably permanently, have been accepted to colleges. Kids learn at Harlem Prep. Maybe because at the Prep they are given a second chance. Maybe because they love Harlem Prep and the carpenters. Maybe because they play a decisive role in how the school is run. No one is quite sure. But they do learn¹

Charles Silberman, in his celebrated book Crisis in the Classroom, wrote extensively on Harlem Prep:

Housed in a remodeled supermarket, New York's Harlem Prep has also had striking success in demonstrating the untapped reservoir of talent that exists in the black ghetto. . . . The school is ungraded, with students moving at their own pace; teachers are free to develop their own curriculum. The accent is on informality, "relevance," and black pride. . . . The school is demonstrating that informality, relevance, and black pride fully compatible with academic rigor; Plato's Crito

¹Neil Postman, The Soft Revolution (New York: Dell Publishing Co., 1971), p. 180.

and Sophocles's Oedipus Rex are read, along with Eldridge Cleaver's essays and the Autobiography of Malcolm X.²

Otto F. Kraushaar, in his lengthy study on American Nonpublic School, wrote:

The atmosphere of Harlem Prep is relaxed and informal, with the head and faculty as deeply concerned with the personal problems and welfare of each student as with his academic progress. The program is extraordinarily flexible and in many ways defies the conventional concept of the prep school. In the groups that assemble in one corner or another with an instructor, the emphasis is not on the coverage of subjects or acquaintance with facts, but on the practice of conceptualization and logical thinking with reference to the discussion of brief position papers on a variety of topics. The curriculum is divided chiefly into English, math and science. . . . The aim is to try to place students in college after two years at Harlem Prep, and so time is of the essence.³

Dale E. Bussis, Vice President of Institute of Educational Development, expressed a sense of frustration, when he wrote:

It is difficult to measure the "humanistic climate," and convey to outsiders in words

²Charles E. Silberman, Crisis in the Classroom: The Remaking of American Education (New York: Random House, 1970), p. 97.

³Otto F. Kraushaar, American Nonpublic Schools, Patterns of Diversity (Baltimore: The Johns Hopkins University Press, 1972), p. 86.

all the positive benefits the school provides. . . . After six years of operation, the school has demonstrated that it can take high school students who have been low achievers or potential trouble-makers, and educate them so that many of them can "climb the ladder" in our social structure, graduating from college and becoming productive members of society who have personal satisfaction in the contributions they are making.⁴

Jonathan Kozol, in his recent book Free Schools, wrote:

The Free School press and Free School writers speak more often of Bill Ayers' Free School, up in Ann Arbor, which did not work out, than they do of Edward Carpenter's remarkable and long-sustained success at Harlem Prep. . . . I believe we can and ought to honor people like Bill Ayers. In the same way, many of us love and revere the name of Che Guevara. There is also Fidel, however, who was not afraid to sit within the Victor's chair, and there are also strong and stable people like Ed. Carpenter. It would not hurt us to have upon the walls or in the stairways of our little schools not only photographs of those who do not fear to die for their beliefs, but also photographs of those who do not fear to win.⁵

Joshua L. Smith, Program Officer, from The Ford Foundation, wrote:

⁴Institute for Educational Development, An Assessment of the Alternative Educational Program at Harlem Preparatory School, 1973, p. 11.

⁵Jonathan Kozol, Free School (Boston: Houghton Mifflin Co., 1972), p. 62.

Moving about with the Headmaster, Edward Carpenter, from class to class, one is constantly aware of a tremendous Esprit de Corps that is buttressed by all teachers and that serves to provide students with a psychological atmosphere that permeates the institution and that seems to convince one that everyone will succeed. To listen to or read what students produce in their communication classes causes feelings of sadness, joy, and rage, Sadness because of the depth of feeling which students express about their environment, joy because of the ability of students to use words or film creatively, and rage because one realizes that all of these students are dropouts from the public system.⁶

And finally, Governor Rockefeller, while declaring Sunday May 21, 1972, as Harlem Prep Day, wrote:

The beneficial effects of this school do not end with the number of students graduating, but I believe Harlem Prep serves as an example of what can be accomplished educationally with inner city young people, and further it functions as a social beacon in the communities of New York City where it is so important that there be encouragement and hope.

⁶Joshua L. Smith, "Free Schools: Pandora's Box?" Educational Leadership, February, 1971, p. 466.

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