

TO: Mr. McGeorge Bundy
VIA: Mr. Howard R. Dressner
FROM: F. Champion Ward *FCW*
DIVISION: Education and Research

PROGRAM: Public Education
JUN 22 1970
Distribution Date

RESPONSIBLE PROGRAM
OFFICER: Joshua Smith

TYPE OF ACTION: Grant out of Appropriation

GRANTEE: Harlem Preparatory School

AMOUNT: \$284,496

TERM: 15 months beginning June 1, 1970

DESCRIPTION: Grant to improve Harlem Prep's potential to expand and influence public institutions with regard to teacher preparation and the creation of new and more successful learning environments.

SOURCE OF FUNDS: Appropriation for the Division of Education and Research as approved by the Board of Trustees. Balance as of June 1, 1970:
\$15,751,155.66

TAX INFORMATION: On file

ESTIMATED PAYMENT
SCHEDULE: Quarterly payments upon receipt of grantee's request.

TO: Messrs.	Bundy	Armsey (2)	Wilhelm
	Bell	Bohen	Wilkins (2)
	Dressner (8)	Borgmann	Gormbley (2)
	Bracken (2)	Edley	MacLeod
	Lenagh	Fredericks	Magat (9)
	Lowry (3)	Friendly (2)	Mayer
	Sutton (2)	Harkavy	Mistretta
	Sviridoff	Harrison	Information Processing
	Trottenberg	Meade (2)	Information Resources Unit
	Ward (2)	Robinson (2)	Library
	Winnick	Staples	Mailroom (15) -- Overseas
		Swearer (2)	Representatives

Comments and suggestions should be sent to the Secretary

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PRECIS

This proposal is for staff and departmental development of the Harlem Preparatory School. Harlem Prep, designed to meet the educational needs of drop-outs from the New York Public School System, has in its brief history had great success in providing high school and college opportunities for these youths. This grant, along with the anticipated support of several major corporations, will assure the survival of Harlem Prep for the next few years as it continues to negotiate with several public institutions for on-going support.

Background: The statistics of student (read school system) failure in urban high schools throughout the country are staggering. In most instances, less than 50% of a twelfth grade class graduate and less than one-third attend college. The percentages for students in schools that are predominantly Black, Chicano or Puerto Rican are even more appalling. Even with increased federal and local expenditures for education, the implementation of new and special programs of all kinds and greater attention (if not qualitatively better education) to the unique problems of the so-called disadvantaged, there is very little on the educational horizon to be hopeful about. Drug abuse, racial hostility and violence in the schools are increasing. Student resentment, alienation and impatience abound in high schools and carry over to earlier grades; growing numbers of students, parents and educators are realizing that present day education seems to be bankrupt for ideas on how to reverse the pattern of educational impotency. The present crisis and waste of human potential are particularly tragic at this time when there appear to be increasing opportunities and access to higher education -- especially for blacks and other non-white minorities.

As increasing numbers of high school students -- of all colors and backgrounds -- drop out, get pushed out, or are turned off their schools and formal education, the number of educational options and alternative schools is slowly growing. Unfortunately, the vast majority of these educational alternatives are developing outside the public educational framework. In most cases, these new educational alternatives are testing new means and approaches to commonly accepted

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educational objectives. Additionally, they are seeking to meet student needs and their demand for "relevance." Of the several alternative models that have been developed within the public educational framework only a few have received more than passing attention as points from which additional alternatives might be conceived and implemented.

Among the most well-known and successful of the non-public school alternatives is the Harlem Preparatory School in New York. An independent day school, Harlem Prep was established in 1967 to fulfill a specific need, "...to provide a means for getting high school drop-outs and other unqualified Harlem youths admitted to college." Located in central Harlem, the Prep started initially in an armory and is now housed in a renovated supermarket. Harlem Prep began as an extension of the Urban League Street Academy to insure the continued growth and development of students. It continues to serve the Street Academy - two-thirds of Harlem Prep's students are Street Academy graduates - and other students who have been victimized by the public system but want to continue their education. Of the one-third that do not come via the Street Academy route, most are referred to the school by public and private youth and welfare agencies. Admission to Harlem Prep is based on a 9th grade reading level and the absence of active narcotic using. All students, however, are either drop-outs from the public school system or possess only a public school general diploma and all must be actively interested in seeking college admission. The school covers grades 10 through 12 (although there are no formal grades within the school) and the age range is from 17 to 24. Harlem Prep charges no tuition or fees.

Although the student population heavily favors black males, it is open to all and has whites, Puerto Ricans, and women. Present enrollment is 191. Students graduate from Harlem Prep as soon as they are able to meet requirements for college admission. In some instances, this may mean one and one-half years, in others three years. Since its inception, Harlem Prep has graduated a total of 110 students; all 110 have been accepted at accredited colleges and universities; all have received scholarships, loans or other kinds of assistance. Only one has left college and that was for non-academic reasons.

Harlem Prep has survived, indeed flourished, against great odds. The school works with and for victims of the public school system; its funding has been insufficient and inconsistent; it is fiercely independent in thought and educational programming and unwilling to compromise its principles or goals; it is not traditional in its conception of education or style of operation; its success challenges the myths about the learning abilities of the so-called hard-core, disadvantaged, non-white children.

One reason the Prep has survived is Edward F. Carpenter, the Headmaster. In addition to his considerable skills, Mr. Carpenter has devoted time, energy, money, love and patience to develop the school, its students and the community. Although his title is Headmaster, he is the school's inspiration, educational leader, fund raiser and community organizer. Another reason for the school's success is that it has a genuine spirit of cooperation, dedication and active participation of student and faculty. Harlem Prep operates like an extended family group

and all experiences -- good and bad -- are shared by the total body and viewed as opportunities for learning.

The school occupies two entire floors, one at street level and another below. There are no classrooms at the Prep. Classes meet in clusters around the large open spaces that make up each floor. In the center of the first floor, in addition to regular tables and chairs, there are some soft chairs and lounges for independent study, individual or small group consultations and seminars. On the lower level, science equipment, a dancing area (modern and ethnic) and the cafeteria occupy much of the open space. In addition, there are special rooms for music, films, a book store, photography, art and offices. The physical structure of the building enhances the openness of the school and facilitates communication between students, faculty and the administration. On visiting the school, one gets the strange impression that the facility was built to be a school rather than a supermarket.

With the exception of English and mathematics (and science if the students have not had any), students select their own courses. The range of alternatives is broad and includes oceanography, logic, African, American, Asian, Caribbean and European studies, linguistics, television production, analysis of mass media and propaganda, and others. Harlem Prep offers more than 40 courses as well as workshops in ethnic dancing, short story writing, poetry and art.

There are 17 full-time and 5 part time teachers at the Prep. Their educational backgrounds range from a highschool diploma to Ph. D.'s. Like the student body

the faculty represents broad diversity in age, race and religious and political beliefs. The teacher-student ratio ranges from 1-4 in certain courses such as African studies or the black man's contribution to world civilization to 1-10 in mathematics and writing classes. The teacher-turnover since the school began has not exceeded 3%.

Last year, Harlem Prep ran an adult education program four evenings a week for more than 120 parents and community residents. This effort, although successful, was dropped because of inadequate funds. As a result of that program, however, Metropolitan Life Insurance Company and Mount Sinai Hospital are presently negotiating with the school to give an adult education and training program for their personnel.

Another important component of Harlem Prep's activities is a summer orientation and tutorial project for incoming students. Lasting for 6-8 weeks, this program not only orients new students to Harlem Prep's programs and style of operation but serves to strengthen areas of academic weakness before a student's formal entrance into the Prep. Tutors for the summer program are drawn from Harlem Prep graduates and seniors who need employment and want to work with other students. Plans for the 1970 summer program are not yet definite and depend largely on sufficient financial resources. In addition to the school's regular program, these projects aimed at serving the community underscore the school's commitment to community educational and human development.

Given the problems of operating an urban independent day school for casualties of the public school system, the strong evidence is that Harlem Prep has been and

continues to be successful. Problems of inadequate financing and of building unity into a school with a diverse but collectively alienated and at times embittered group of young people are not totally solved, but the signs are more hopeful than in most other schools -- public or private. The potential for influencing public and other established institutions has already begun and is likely to broaden in the foreseeable future. Thus far there are more than 175 colleges and universities who have offered admission to Harlem Prep graduates that at one time would not have considered "drop outs" for college admission. Now, with Harlem Prep and other alternative schools like it, colleges have been forced to redefine and reevaluate their criteria concerning "qualified students."

For more than a year, Harlem Prep has been pursuing negotiations with public agencies, including the Board of Education in New York and The City University of New York, in order to extend the work of Harlem Prep and to insure continued support via public sources. Should these discussions prove fruitful, Harlem Prep's style, approach and, it is hoped, some of its success could be filtered into public high schools and teacher training programs for potential teachers. Additionally, such an arrangement, on a contract basis or with some kind of direct or indirect association, could substantially diminish the annual needs of Harlem Prep. Although both the New York City Board of Education and the City University of New York are seriously exploring these alternatives with the school, each has indicated that final decisions cannot be reached for at least another year. The purpose of the following recommendation, therefore, is to insure Harlem Prep's survival and viability until a long-term cooperative and financial arrangement can be made with public institutions.

Nature of Proposal: Based on Harlem Prep's excellent record of success and its potential to expand and influence public institutions with regard to teacher preparation and the creation of new and more successful learning environments, a grant of \$275,000 for 15 months beginning June 1970 is recommended to insure Harlem Prep's continued growth and effectiveness.

The Prep, as a school, proposes no major changes in program or structure. Its goal -- to provide high quality, relevant, useful education and skills to young people and "instill the concept of equality of men and women" -- remains firm. Further, although it is predominantly black, the school remains committed to the notion of diversity in its student population and faculty, racially, religiously and in political outlook.

The funds requested would be used for materials, supplies and additional equipment in seven important areas* and to develop the resources of the school's library. The bulk of the grant funds would be used mainly to meet departmental needs although some would go toward salaries for additional teachers in the areas of mathematics, English, science, music and art. Mr. Carpenter and his board have specifically suggested this budgetary arrangement because they find it easier to raise money for salaries than for supplies and materials. The detailed budget is attached.

The requested amount would provide more than half of next year's school budget (projected at \$450,000), thereby freeing key individuals -- specifically Ed Carpenter and Sister Dowd, Vice Principal, previously forced to spend much of their time as fund raisers -- to devote far more of their time and energies to several important tasks. The first of these tasks and perhaps

*Science, media, English, art, mathematics, social studies and African studies.

of highest priority, is giving more attention to the educational and organizational needs of Harlem Prep. Further, Mr. Carpenter and Sister Dowd, along with the school's board, want to begin to implement recommendations made in a financial assessment and projection made by the John Price Jones Company.

In 1969 studies by the John Price Jones Company and Cresap, McCormick and Paget Inc. were made to assess the financial viability of the Prep and analyze school organization and manpower resources respectively. Both studies were financed outside Harlem Prep and were seen as prerequisites to continued and increased support from business and industry. The particular interest of Standard Oil of New Jersey and the New York Urban Coalition generated both broad and substantial support from the business sector for Harlem Prep. The recommendations of the John Price Jones study on future financial viability indicated that Harlem Prep has the potential to raise over 4 million dollars in the next four or five years. Most of the study's recommendations, however, have not been fully implemented because of the costs necessary for the fund-raising project. Currently an education team from the Metropolitan Applied Research Corporation (MARC) is working with Harlem Prep to help it define and develop its educational techniques, methods and style.

Discussion: Foundation staff have watched the development of Harlem Prep for three years. As we have thought about and reviewed our own strategies for support of non-public schools, Harlem Prep has simultaneously become more pressed for adequate and consistent financial support and moved closer to establishing a long-term financial arrangement with a public institution. Such movement parallels our own thinking on how such non-public schools can survive. It has a

precedent in the relationship the Street Academies have developed with the New York City Board of Education. The Street Academies are now partially funded through the New York City Board of Education with federal Elementary and Secondary Education Act (ESEA) Title I funds.

This grant will not meet all of Harlem Prep's financial needs for the coming year. There is, however, every indication that the remainder of its budget will be met and probably surpassed. Several large corporations that have in the past made large grants to Harlem Prep are seriously considering renewing their support at substantial levels, particularly since the Harlem Prep Board recently has taken action to improve and strengthen the school's administrative structure and to relieve Mr. Carpenter from direct responsibility for all of the administrative, fund raising, and educational burdens. This action by the school's board has served to quell virtually all of these corporate anxieties. (For a list of major contributors to Harlem Prep, please see Appendix A.) Moreover, these changes have been made in line with the recommendations of the Cresap, McCormick and Pagat study and with the recognition that as the school grows, it must broaden its base and increase the effectiveness of its administrative and managerial leadership. Foundation support along with the anticipated resources from the private sector will enable Harlem Prep to operate almost comfortably for the next two years.

The fact that Harlem Prep has already had an impact on the way high schools are run both within and outside of New York and that this influence is likely to increase on two vital points: (1) that Harlem Prep works while at present many of the public schools do not, and (2) that it is having an effect on and is seeking to work closer with public schools and colleges.

BUDGET

Teacher Salaries

4 Math teachers per department	2 teachers @ \$9,132 =	\$18,264
4 English teachers per department	3 teachers @ 6,085 =	18,264
2 Science teachers per department	2 teachers @ 9,132 =	18,264
2 Social Studies teachers per department	2 teachers @ 7,500 =	15,000
1 Part-time Music teacher	1 teacher @ 3,264 =	3,264
Fringe benefits @ 13%		<u>9,496</u>
		\$62,552

Curriculum Materials and Equipment

Science Department

Textbooks	\$ 4,100	
Lab Equipment and Supplies	<u>19,900</u>	\$24,000

Math Department

Reference Materials	2,000	
Textbooks	4,100	
Working Equipment and Supplies	<u>3,900</u>	\$10,000

English Department

Library Reference Texts	3,000	
Texts	4,500	
Special Projects	3,500	
Recording Equipment	1,500	
Trips	<u>1,000</u>	\$13,500

Social Studies Department

Social Studies Texts	\$ 4,000	
Reference Texts	900	
Equipment (Globes, Map, etc.)	700	
Special Projects Africa Research	30,000	
Caribbean Studies	12,000	
Professional Organizations	250	
Trips	<u>2,000</u>	\$49,850

Music Department

Instruments	4,000	
Piano	1,400	
Equipment (music and stage equipment)	1,300	
Texts	400	
Special Projects and Programs	<u>900</u>	\$ 8,000

Art Department

Equipment	6,700	
Supplies	11,450	
Texts	2,100	
Special Projects and Exhibits	<u>2,500</u>	\$22,750

Library

Reference Texts	8,000	
General Texts	12,000	
Library Supplies and Equipment	<u>2,500</u>	\$22,500

Media

T. V. Training System	\$ 10,000		
8 Receivers	4,000		
4 Film Strip Projects	400		
6 Tape Recorders	1,000		
2 Mobile Microphones	500		
Supplies	<u>2,000</u>		
		Total	\$ 17,900

Operating Expenses for Students

Student Supplies (notebooks, paper, pencils, rulers, etc.)	\$ 10,000		
Student Aid and Expenses (bus and subway fare, college application fees, visits to colleges; food, lodging, medical and dental care as needed)	18,000		
Student Legal and Defense Fund (legal costs as needed)	<u>5,444</u>		
		Total	\$ 33,444

Teacher Salaries	\$ 82,552		
Curriculum Materials and Equipment Expenses	168,500		
Operating Expenses for Students	<u>33,444</u>		

GRAND TOTAL \$284,496

Appendix AHarlem Preparatory School

Major Contributors	1967/68	1968/69	1969/70
	\$150,000	\$150,000	\$
Carnegie Corporation	100,000		
Sheila Mosler Fund	75,000	50,000	
Astor Fund	50,000	50,000	
Hayden Fund	10,000	10,000	
Arwood Fund		75,000	75,000
Standard Oil Company of New Jersey		55,000	50,000
International Business Machines Corp.		19,000	15,000
Rockefeller Brothers Fund		15,000	15,000
Field Foundation			20,000
Metropolitan Life Insurance Co.			18,000
Union Carbide Company			10,000
Con Edison			7,000
Feigis Gallery			6,000
Industrial Press, Inc.			2,500
Billy Rose Foundation			2,500
Jay Hirschorn Parker			1,000
Lee Brown			1,000
Bertha Koempel			1,000
James and Margaret Foundation			1,000
National Lead Foundation			500
Orisha Foundation			500
Elizabeth E. Ward			500
Totals	<u>\$385,000</u>	<u>\$424,000</u>	<u>\$211,000</u>

Contributors Pledged for 1970/71

New York Urban Coalition	\$ 50,000
International Business Machines Corp.	50,000
Department of Health, Education & Welfare	40,000
Coalition of Community Groups	35,000
Sheila and John Mosler Foundation	35,000
Mt. Sinai School of Medicine	25,000
Con Edison	20,000
New York Telephone Company	5,000
Total	<u>\$250,000</u>