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ABSTRACT

This document presents the case for a new Harlem High School viewed in the larger context of a potential Independent Harlem School System, created as a response to the Harlem Community's sincere desire for quality education and local control of schools. Twenty-one chapters, each further subdivided into several categories, comprise the document as follows: a case for a Harlem High School, preliminary educational programming, objectives of the Harlem High School, an overview of the Harlem High School scheduling, curriculum planning, student program, electives, some sample student programs, all-school events, self development in the curriculum, arts in the curriculum, physical education in the curriculum, occupational education, evaluation of student and school progress, personnel, Harlem High school as a community education and service center, preliminary space requirements, a concept of community participation, chronological report concerning the development of the Harlem High School, and further studies needed in educational programming. Several tables, figures, charts, maps, and illustrations are provided. (AM)

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A REPORT OF PHASE I

COMPREHENSIVE HIGH SCHOOL IN HARLEM

Submitted to:

The Board of Education City of New York

by

James M. Brown,

Project Director

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March 8th, 1972

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I. A CASE FOR A HARLEM HIGH SCHOOL

PREFACE

"Less than half of Central Harlem's youth seem destined to complete high school, and of those that do, most will join the ranks of those with no vocational skills, no developed talents and, consequently little or no future."[1]

".....over three-fourths of the diplomas received by Central Harlem students were general diplomas and only one-seventh were academic diplomas. This stands in sharp contrast to the data for all New York City academic high school pupils in that about half received academic diplomas, and only two in five received general diplomas. Unprepared to continue on to college, and lacking any certified commercial or vocational skill, students with general diplomas enter the labor market in what is but a slightly better position than students who never completed high school."[2]

A. THE PROBLEM

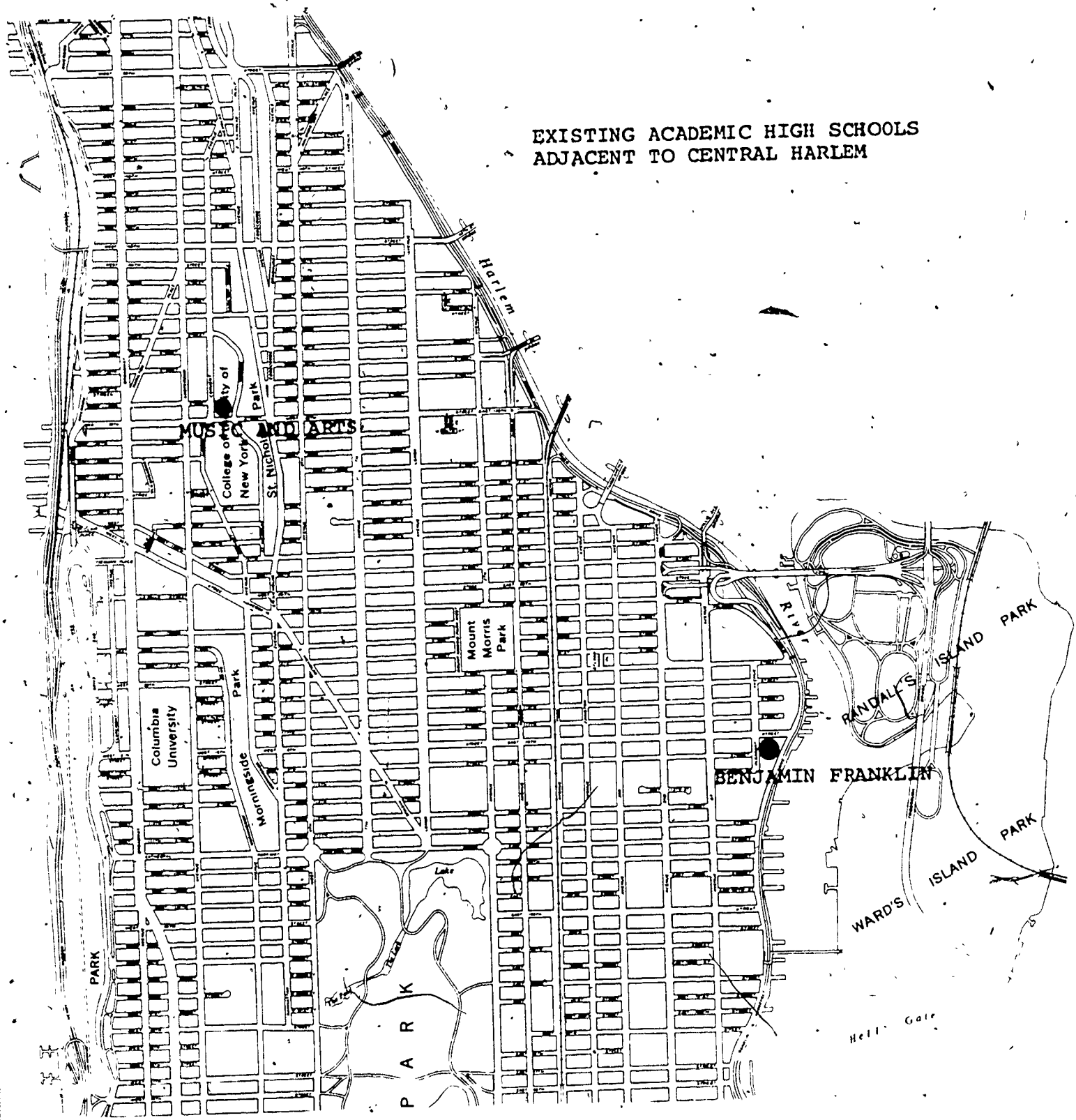
An Act to amend the New York State education law was introduced and passed during the 1969-70 Senate and Assembly sessions which established a Community School District System in New York City.

1. Youth in the Ghetto, Haryou, 1964, p. 188.
2. Ibid., p. 180

One of the provisions of the Act (2590-h, 3a) provided for the establishment of comprehensive high school facilities within each Community District within three years following the effective date of the statute. Harlem, and more specifically, Community District #5, has no public high school. With more than one-quarter of a million people, and about 17,000 potential high school students, Harlem has been forgotten by the City of New York in its high school planning. Presently, these 17,000 (8,000 in District #5 and 9,000 in adjacent districts) students must travel outside of their own community to more than 45 high schools scattered throughout the city; the closest facility being Benjamin Franklin High School located on East River Drive, effectively outside of the community.

The City appropriated funds for high schools for Manhattan based upon Board of Education figures for projected needs through 1973. Three of these schools were planned for the Lincoln Center area (F. H. LaGuardia, Martin Luther King, and Park West); and the fourth (J. F. Kennedy), for the northern most tip of Manhattan or the lower southwest Bronx. Apparently, no thought has been given to Harlem's needs. The proposed 1969-1970 Capital Budget recommended three additional high schools: New Central Commercial, Seward Park Addition, and Park East, all outside of Harlem.

Over the past few years, community sentiment has been growing for a new Harlem High School. Spurred on by the impending construction of the State office building on 125th Street, some 20,000 Harlemites signed a petition demanding a high school on the site of the proposed state buildings. The recent school situation, focused by activity at the I. S. 201 Complex and decentralized community districts, demonstrates


EXISTING ACADEMIC HIGH SCHOOLS
ADJACENT TO CENTRAL HARLEM
Harlem
MUSIC AND ART
College of City of New York
St. Nicholas Park
Columbia University
Morningside Park
Mount Morris Park
Lake
PARK
PARK
BENJAMIN FRANKLIN
River
RANDALL'S ISLAND PARK
WARD'S ISLAND PARK
Hell Gate

the Harlem community's sincere desire for quality education and local control of schools. As a result of current problems, there is a growing demand on Harlem for the creation of an Independent Harlem School System, in which a Harlem High School would play a significant role.

B. BACKGROUND

About fifteen years ago, there were three High Schools in Harlem. The old Wadleigh High School at 114th Street and Seventh Avenue was converted to J.H.S. 88 about fifteen years ago, and the old New York Vocational High School was converted to a Public Elementary School about ten years ago, because both facilities were too old to function efficiently as modern high schools.

The main reason why no new high school has been built in Harlem is The Board of Education's avowed policy of school integration. A memorandum from the Board entitled "Ethnic Distribution of Pupils in the Public Schools of New York City" states that "to eliminate de facto segregation, (the Board) has launched several programs to bring about true integration in the school." "The existence of six high schools (in the city) with more than 85% Negro and Puerto Rican population is not satisfactory, and plans are now being made in the effort to reduce this number."[3] The memorandum goes on to describe the following actions by the Board to encourage integration: changes in high school zoning; changes in school organization allowing ninth grade pupils to enter high school earlier; changes for academic and vocational high schools to comprehensive high schools.

3. Ethnic Distribution of Pupils in the Public Schools of New York City, New York City Public Schools, Central Zoning Unit, June 15, 1966, p. 6

The following table shows that the Board's actions have not been very effective. Three of the eight major academic high schools in Manhattan still have about 85% Black and Puerto Rican registration; and six of these eight high schools are over 70% Black and Puerto Rican.

ETHNIC DISTRIBUTION OF HIGH SCHOOL STUDENTS IN MANHATTAN

Board of Education, October 31st, 1971

School	Negro No.	Negro %	Puerto Rican No.	Puerto Rican %	Other No.	Other %	Total
Benjamin Franklin	2038	42.5	2553	53.2	208	4.3	4799
Charles E. Hughes	1846	62.7	657	22.3	443	15.0	2946
George Washington	1033	31.0	605	18.2	1693	50.8	3331
Haaren	1032	40.3	1017	39.7	511	20.0	2560
Julia Richman	2227	51.6	1481	34.3	606	14.1	4314
Seward Park	1161	25.1	1686	36.4	1783	38.5	4630
Louis Brandeis	3572	60.2	1329	22.4	1029	17.4	5930
Washington Irving	1488	35.6	1549	37.0	1149	27.4	4186
TOTALS	14397		10877		7422		32696

As a result of this misguided policy, no new high schools have been planned for Harlem. When sites were considered for the seven new high schools planned for Manhattan, Harlem was purposefully omitted, since the Board reasoned that a Harlem High School would mean de facto segregation, since no white students would voluntarily come to Harlem. Indeed, in a booklet entitled "Improving Ethnic Distribution of New York City Pupils," the Board states that "for more than 20 years, with the support of community leaders in minority group areas (sic), no high schools had been built within these areas."[4]

By maintaining this policy of integration, the Board of Education has clearly placed itself at odds with community desires. The Harlem community has clearly expressed its desire not for integration or decentralization, but for community control, including a Harlem High School, which will provide for the specific educational needs of residents within the community.

C. IMPACT ON THE COMMUNITY

Underlying all other considerations in the need for a Harlem High School is the primary need to meet community goals for a school system which ensures community control and quality education.

In terms of quality education, a Harlem High School would be more conducive to learning for students living in Harlem than the existing city high schools. Teenagers attending a Harlem High School would have an identity and involvement with the problems of their own community.

4. Landers, Jacob, Improving Ethnic Distribution of New York City Pupils, Board of Education, May, 1966, p. 35.

Educational programs would be specially prepared so as to be relevant to Harlem students. At present, the high drop out rate and low academic achievement of many students from Harlem attests to the fact that the existing city high schools do not presently satisfy the needs of the Black and Puerto Rican students. "...over three-fourths of the diplomas received by Central Harlem students were general diplomas and only one-seventh were academic diplomas. This stands in sharp contrast to the data for all New York City academic high school pupils, in that about half received academic diplomas, and only two in five received general diplomas. Unprepared to continue on to college, and lacking any certified commerical or vocational skill, students with general diplomas enter the labor market in what is but a slightly better position than students who never completed high school."[5]

A high school is to a community what an elementary school is to a neighborhood. In some smaller towns a high school is the focus of the town. With a population of more than one-quarter of a million people, Harlem is larger than Syracuse, New York, and therefore surely merits at least one high school of its own. As a source of civic pride and community involvement, a Harlem High School would be an important asset to the community.

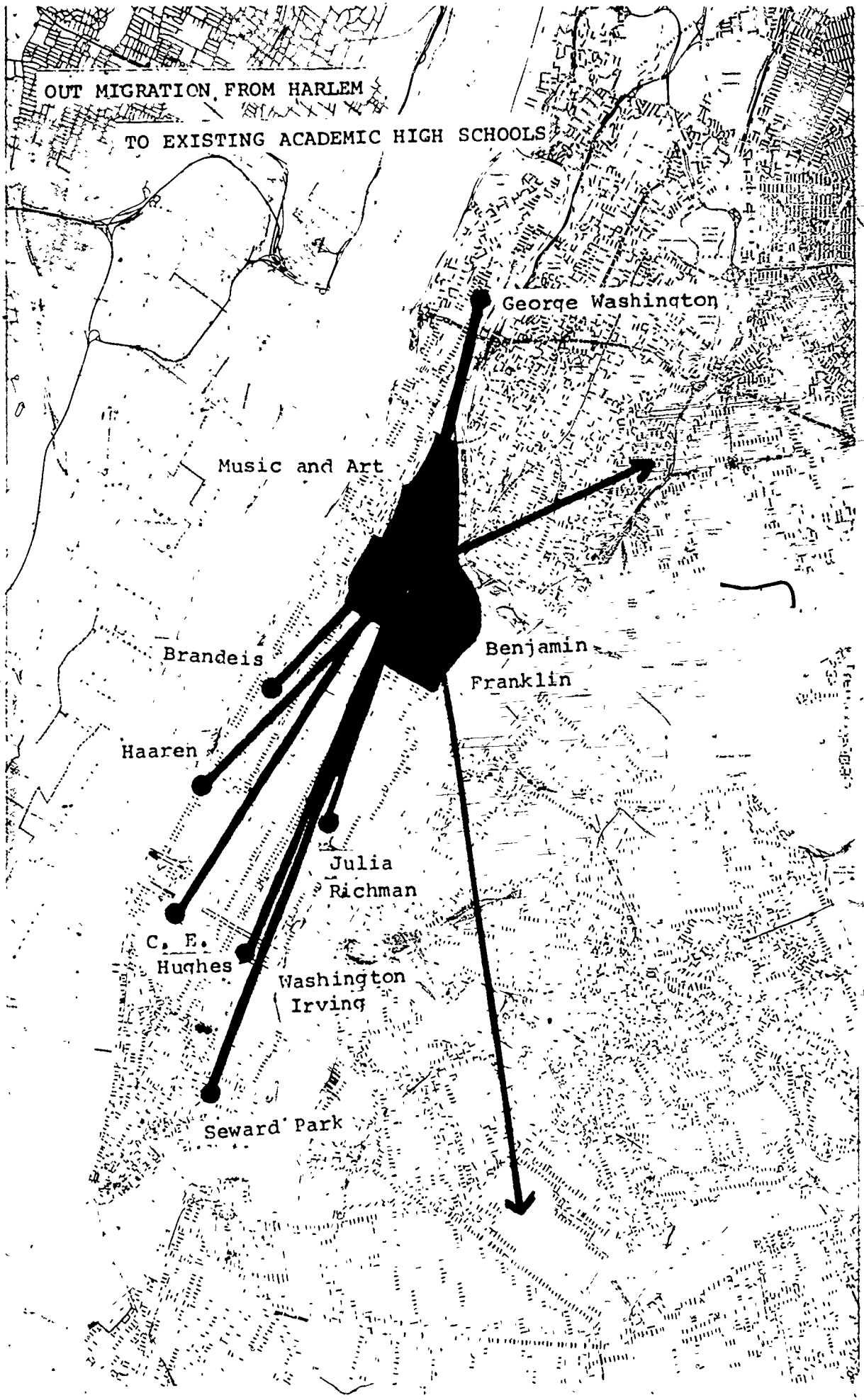
On numerous occasions, Harlem residents have declared their desire for community control of an independent Harlem school system. The Harlem community will have no effective control over the total education of its children unless there is a Harlem High School planned for the community.

5. Youth in the Ghetto, Haryou, 1964, p. 180.

D. CURRENT SITUATION

Currently, Harlem students travel from their own community to more than 45 existing academic and vocational high schools scattered throughout the city. This constitutes an out-migration from Harlem, and supports the city's policy of school integration.

According to data for June, 1968, 85% of the students graduating from Central Harlem Junior High and Intermediate Schools (present District #5) attend academic high schools, and 15% attend vocational high schools. Of all graduates, 91% attend high schools in Manhattan, and 9% travel to other boroughs, predominately the Bronx. Note also the data from the June, 1971 report, which indicates that this status has not been altered in the succeeding three years. In fact, there has been a slight increase in both the student population selecting academic high schools and the student population attending high schools outside the borough of Manhattan. The tables on the following pages show this out-migration from Harlem very clearly. Although the Board of Education professes to have greatly encouraged and increased the number of Black and Puerto Rican students attending the city's special academic high schools, the following figures prove that attendance at these special schools is still extremely low. For example, out of 2,082 students graduating in June, 1971, from Central Harlem Junior High and Intermediate Schools, only 6 were going to attend Stuyvesant High School, and only 29 were going to Music and Art or Performing Arts High Schools, an attendance rate of 1.7%. Furthermore, the attrition rate of Black and Puerto Rican students in these specialized schools is extremely high.


OUT MIGRATION FROM HARLEM
TO EXISTING ACADEMIC HIGH SCHOOLS
George Washington
Music and Art
Brandeis
Benjamin
Franklin
Haaren
Julia
Richman
C. E.
Hughes
Washington
Irving
Seward Park

JUNIOR HIGH SCHOOL AND INTERMEDIATE SCHOOL GRADUATES ATTENDING ACADEMIC HIGH SCHOOLS

(Source: Board of Education, June, 1968 - J. H. S. Form 837)

Junior High School Intermediate School	Benjamin Franklin	Charles E. Hughes	George Washington	Haaren	Julia Richman	Louis D. Brandeis	Seward Park	Stuyvesant	Washington Irving	Music and Art (Performing Arts)	Manhattan	Bronx	Brooklyn	Queens	Total out of Manhattan	Total Academic
43	-	26	17	28	19	136	2	-	37	1	266	19	7	1	27	293
120	39	32	-	16	55	65	44	-	8	1	260	12	2	2	16	276
136	14	59	6	-	23	115	44	-	48	1	310	6	-	1	7	317
201	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
189 (10)	25	95	5	18	38	114	-	-	-	2	297	43	1	-	44	341
Total Harlem Enrollment	78	212	28	62	135	430	90	-	93	5	1133	80	10	4	94	1227

*Not Available

JUNIOR HIGH SCHOOL AND INTERMEDIATE SCHOOL GRADUATES ATTENDING ACADEMIC HIGH SCHOOLS

(Source: Board of Education, June, 1971 - J. H. S. Form 837 A)

Junior High School Intermediate School	Benjamin Franklin	Charles E. Hughes	George Washington	Haaren	Julia Richman	Louis D. Brandeis	Seward Park	Stuyvesant	Washington Irving	Music and Art (Performing Arts)	Park East	Manhattan	Bronx	Brooklyn	Queens	Total out of Manhattan	Total Academic
43	1	91	1	19	2	140	8	3	30	9	-	304	12	1	-	13	317
120	20	18	1	16	31	70	55	-	20	3	-	234	3	6	1	10	244
136	8	38	2	-	37	57	71	-	48	1	-	262	1	-	-	1	263
201	40	49	1	22	85	50	-	1	23	5	1	277	7	8	3	18	295
10 (139)	75	56	14	57	42	234	2	2	72	11	-	565	108	3	-	111	676
Total Harlem Enrollment	149	252	19	114	197	551	136	6	193	29	1	1642	131	18	4	153	1795

JUNIOR HIGH SCHOOL AND INTERMEDIATE SCHOOL GRADUATES ATTENDING VOCATIONAL HIGH SCHOOLS

(Source: Board of Education, June, 1968 - J. H. S. Form 837)

Junior High School Intermediate School	Central Commerical	Chelsea	Food and Maritime	High School of Art and Design	Fashion Industries	Mabel Dean Bacon	Manhattan Vocational and Technical	Metropolitan	New York School of Printing	Manhattan	Bronx	Brooklyn	Queens	Total out of Manhattan	Total Vocational	Total Academic and Vocational
43	21	7	4	5	9	9	5	6	5	71	6	3	7	16	87	380
120	11	2	2	3	3	5	15	2	-	43	13	-	1	14	51	334
136	10	-	-	-	3	5	-	-	-	18	8	-	-	8	26	343
201*																
139 (10)	1	-	-	1	-	-	5	3	5	15	10	2	-	12	27	368
Total Harlem Enrollment	43	9	6	9	15	19	25	11	10	147	37	5	8	50	191	1425

JUNIOR HIGH SCHOOL AND INTERMEDIATE SCHOOL GRADUATES ATTENDING VOCATIONAL HIGH SCHOOLS

(Source: Board of Education, June, 1971 - J. H. S. Form 837 A)

Junior High School Intermediate School	Central Commerical	Chelsea	Food and Maritime	High School of Art and Design	Fashion Industries	Mabel Dean Bacon	Manhattan Vocational and Technical	New York School of Printing	Manhattan	Bronx	Brooklyn	Queens	Total out of Manhattan	Total Vocational	Total Academic and Vocational
43	41	3	4	-	21	1	4	2	76	19	23	8	50	126	443
120	3	-	-	2	3	4	10	3	25	12	4	1	17	42	286
136	2	-	-	-	3	1	-	-	6	7	-	-	7	13	276
201	7	1	1	2	10	5	7	-	33	31	2	1	34	67	362
10 (139)	13	3	5	-	7	-	4	1	33	4	1	1	6	39	715
Total Harlem Enrollment	66	7	10	4	44	11	24	6	173	73	30	11	114	287	2082

E. HIGH SCHOOL BUILDING NEEDS

The Board of Education in December, 1968 prepared its projections of high school building needs through 1973, on the basis of number of births, enrollment, and drop-out rates of students. According to these figures, the Board of Education proposed no new high schools for Manhattan aside from those already on the New York City Capital and proposed Budgets.

HIGH SCHOOL BUILDING NEEDS FOR MANHATTAN

(Board of Education, December, 1968)

1967 High School Crowding	2,100	
9th Grade still in JHS	(6,800)	
1973 projected 9-12 enrollment	51,000	
Current Capacity & net capacity increase from schools in pipeline	51,300	Park West H.S. M. L. King H. S. J. F. Kennedy H. S. F. H. LaGuardia H. S.
Additional Capacity Needed	- 300	
Capacity of Schools Being Replaced	7,000	H. S. of Commerce Haaran H. S. Music & Art Small Vocational H. S.'s
TOTAL NEED IN 1973	6,700	To be taken care of by Proposed 1969-70 Budget for:

1. Park East High School.....4,000
2. Seward Park Addition.....1,200
3. New Central Commerical.....1,500

6,700

Thus, the Board of Education projected an enrollment of 51,000 by 1973, and suggested that current schools in the "pipeline" plus those proposed for the 1969-70 Capital Budget were sufficient to cover this projected enrollment.

We take issue with several points in the Board's analysis and method of projecting high school seating needs. To start with, the Board's calculations do not take into account the in-and out migration of Manhattan students. The Board's projection of 51,000 students by 1973 is based on births in Manhattan; yet birth rates vary greatly in different parts of the borough, as do rates of attendance at private and parochial schools. In addition, many students from Manhattan attend high schools in other boroughs, and a disproportionate number of students from other boroughs attend academic and vocational high schools in Manhattan.

An evaluation of the need for high school seats in Manhattan must take into consideration the changes in birth rates, in-and-out migration figures, numbers of new household sizes, and anticipated housing growth which will affect future needs. Increased enrollment may be necessary due to new housing presently being studied and planned for in Harlem. For example, St. Nicholas (Urban Renewal Authority), East Harlem Triangle, and Riverside are either under study or in the planning stages, with the possibility of at least 13,000 new dwelling units being allocated in these areas.[6] Obviously, this will increase the number of potential high school students.

In addition, assessing the need for high school facilities is

6. Board of Education, City of New York, School Planning and Research Division, Utilization of School Building and Data on Large-scale Housing (October 30th, 1970)

complicated by the enrollment of children in parochial and private schools outside the area. It is not known how many children are so enrolled, or whether this pattern would materially change if quality education in uncrowded schools were being offered in the community.

Other factors which tend to increase the need for high school seats are two decisions by the Board of Education: (1) to transfer ninth graders from junior high schools to high schools, adding thousands of students to the high school registers, city-wide, since 1965, with many others waiting to be transferred as soon as room is available; and (2) to create a system of comprehensive high schools, (although this proposal has recently been abandoned) putting pupils taking both academic and vocational courses in the same schools, which would eventually add 46,000 students city-wide to the high school registers.

The overcrowding problem in Manhattan high schools is so excessive that projected new schools may solve the problem on paper, but construction schedules are not fulfilling needs. According to the Board of Education's "School Profiles, 1970-1971", five of the ten Manhattan academic high schools have registrations 15% to 77% higher than they were built to hold.

PERCENTAGE OF OVER-UTILIZATION (1970-71)

School	% Above Capacity
1. Banjamin Franklin	77%
2. Louis D. Brandeis	65%
3. George Washington	31%
4. Seward Park	30%
5. Julia Richman	15%

Even these figures are deceptive, since the number of seats actually available in a school always is smaller than the Board's records show. While standard classroom's have 35 to 40 seats, the United Federation of Teachers contract limits class size to 34 seats.

The problem continues unresolved as clearly illuminated in the Board of Education's rezoning plan for Manhattan high schools commencing September, 1972, and predicated upon the opening of the new John F. Kennedy High School in the Bronx.

This plan confines prospective Manhattan students, from feeder Intermediate and Junior High Schools, from attending co-educational academic high schools outside their Community District. The only exception to the procedure is Community District #5 whose schools will feed into specific high schools outside the district since there is no secondary facility in Harlem.

Analyzing the data in the following tables, it indicates that there is a projected over-utilization in eight of the ten Manhattan academic high schools and a total, combined over-utilization of 245% if rezoning isn't effected. These figures, when compared with the 1970-1971 statistics, establish the fact that there will be an increase in the number of high schools over-utilized and an increase in the total, combined, over-utilization percentage of all schools in September, 1972. However, if rezoning is executed, the number of high schools above capacity remains at status quo but a decrease (177%) in the total, combined over-utilization percentage transpires in September, 1972.

Although there is a reduction in over-utilization if rezoning is consummated, the grave problem of overcrowding will not be alleviated

by these procedures.

PROJECTED PERCENTAGE OF OVER-UTILIZATION WITHOUT REZONING (Sept., 1972)

School	% Above Capacity
Benjamin Franklin	107%
Louis D. Brandeis	63%
Seward Park	34%
Washington Irving	19%
Stuyvesant	10%
Haaren	5%
Music & Art	4%
Julia Richman	3%

PROJECTED PERCENTAGE OF OVER-UTILIZATION WITH REZONING (Sept., 1972)

School	% Above Capacity
Benjamin Franklin	100%
Louis D. Brandeis	41%
Seward Park	30%
Julia Richman	5%
George Washington	1%
Haaren*	
Washington Irving*	

*Not Available

Despite this overcrowding and the fact that, by far, the largest

the largest majority of Harlem's Intermediate and Junior High School graduates enter academic high schools, the only action the Board planned was (1) to replace Music and Art with F. H. LaGuardia High School, (2) to build an addition to Seward Park and (3) to construct a John F. Kennedy High School in the Bronx.

Recent decisions by the City in regard to the seven proposed high schools have further dispelled any hopes of solving the problem of overcrowding. Only one of the proposed academic high schools, John F. Kennedy, will be prepared for intake by September, 1972, and will only partially service a Manhattan student population; plans for Seward Park Addition, Park East High School, and Fiorello H. LaGuardia have been discarded. The other two high schools on the west side, Martin Luther King, Jr. and Park West, both replacements for Food and Maritime Trades, have an estimated completion date of 1973 and 1974, respectively. Downtown Commerical (not indicated in the December, 1968, Board of Education's building needs projections for Manhattan high schools) and New Central Commerical, both fully funded through the Educational Construction Fund, will not be available until 1974. Therefore, it is highly doubtful that the proposed high schools can advance the Board of Education's projected needs.

Consideration must also be given to the time lapse between putting a school into the building program, and its completion, is now an average of six years. It presently takes about three years to find, buy, and clear a site for a high school; about 14 months to plan it and have the plans approved; and about 18 months to actually build it.

Thus, through the Board of Education professed to have solved the problem of high school seating needs through 1973 on paper, in

reality, many construction plans have been abandoned, others will not actually be built in time to fulfill these professed needs, and still others will not accommodate the largest enrollment - the academic student.

F. GRADUATION, DROP-OUT AND STAY-IN RATES

A major fallacy of the Board of Education's projected enrollment of 51,000 is that it assumes a graduation rate continuing at the same leve as at the present. The figures computed below show that the graduation rate for high school students residing in Central Harle, is a very low 31.8%. We maintain that it is reasonable to assume that with increased educational opportunities and job possibilities, this graduation rate will have the potential to greatly increase, thereby providing enough students to justify at least one new high school in the building program.

Because of lack of sufficient data, it is difficult to calculate the drop-out rates for Harlem students. The best one can do is to analyze recent pupil discharges for the borough of Manhattan. Data obtained from the Board of Education shows that for Manhattan high schools only 20% graduated, and 20% graduates, and only 15% drop-outs. Thus, Manhattan high schools have a considerably higher drop-out rate than other high schools in the city. These statistics, however, do not indicate in the drop-out column those students that are retained on registers but who are truant nor those students who report for attendance taking but disappear for the remainder of the day.

PUPIL DISCHARGES-- ACADEMIC HIGH SCHOOLS

(Source: Bureau of Attendance, 1970-71)

Received Employment	353	-	3,029	-
Over 17 years	4,112	-	22,677	-
TOTAL DROP- OUTS	4,465	20%	25,706	15%
TOTAL GRADUATES	4,380	20%	36,213	20%
Other Discharges	362	-	2,100	-
TOTAL ATTENDANCE	22,279	100%	167,265	100%

More complete figures are computed in a paper on "Education Trends" in the final report of the Harlem Development Project of Columbia University (an OEO Demonstration project).

The Economy of Harlem, Vol. 1, Harlem Development Project, Development Planning workshop, Columbia University, September 15, 1968, pp. 139-161.

This paper estimates the high school graduation rates of residents of Central Harlem, and the tendency of Harlemites to remain in school between the tenth and twelfth grades. To compute the graduation rates, graduates of junior high school located in Central Harlem were traced to the high schools of their choices. These data were then convented into school graduation rates for classes of 1966 and 1967 as follows:

Central Harlem Graduation Percentages

	1966	1967
Total	41.7	31.8
Academic	42.4	31.7
Vocational	38.3	32.5

Source: Figures computed from data obtained from the NYC Board of Education.

Thus, the graduation rate for 1967 is 31.8%. There is a tendency for these rates to decline markedly between 1966 and 1967. "The decline in academic high school graduation rates of residents of Central Harlem between 1966 and 1967 is consistent with the trends in high school graduation in the entire city during the 1960's although it is magnified somewhat."

"The estimated high school graduation rates for residents of Central Harlem can be placed in better perspective by comparing them with the educational data of the 1960 Census. These figures yield, after some manipulation, the graduation rates shown in (the following table) for various age groups in Central Harlem and the non-white population of Manhattan."

Stay-in Rates for Central Harlem (Per Cent)

	High School Class				
	1966	1967	1968	1969	1970
Total	54.6	39.4	41.58	38.6	49.1
Academic	56.8	40.0	40.35	36.8	49.5
Vocational	44.3	34.1	43.92	47.7	47.2

Source: Figure computed from data obtain from NYC Board of Education.

Again, the picture painted by the data is not a pretty one. There was a rather dramatic decline in the tendency of Central Harlemits to remain in high schools of all types between the high schools of all types between the high school classes of 1966 and 1967".

The paper concludes that "the state of high school education for residents of Central Harlem would have to be discouraging."

All of these data point to the same fact: namely, that the graduation rate for students from Harlem has been markedly low over the past few years. It seems apparent that any new high school building in Manhattan should attempt to increase the graduation rate, thereby increasing the number of total students in high school. This naturally results in the need for additional seating. Thus, we emphasize our argument (1) that the Board of Education has not carefully considered changes in the high school graduation rates in projecting its 1973 high school building needs; and (2) that a needed increase in the graduation rate will justify the addition of at least one new high school in the Manhattan building program.

"Not only were graduation rates for residents of Central Harlem below those for the non-white population of Manhattan in the same age group in 1960, but the educational system does not seem to be any more effective, at least in terms of producing high school graduates in Central Harlem, in 1966 and 1967 than it was in 1960."

HIGH SCHOOL GRADUATION RATES FOR CENTRAL HARLEM AND MANHATTAN- 1960

Age Group	Graduation Rate (per cent)
Central Harlem - 25 years old and over	25.1
Manhattan Non-White- 25 years old and over	28.5
Central Harlem- 25-34 uear old	37.9
Manhattan-Non-White- 25-34 years old	41.3

Source: United States Census of Population, 1960

"Finally, we can compare the educational picture for the high school of 1966 and 1967 with that for the class of 1968 in terms of the "stay-in" rates between the tenth and twelfth grades, that is the ratio of twelfth graders in each year to the number of tenth graders present two years earlier. These stay-in rates are presented for residents of Central Harlem in the high school classes of 1966-1970 in (the following table) broken down by type of school".

G. POTENTIAL

The potential impact of a new high school in Harlem could be staggering. As a $20-million project, a high school would provide many new community facilities in addition to the needed educational facilities. Facilities for which the community would otherwise have to fight for individually would be provided in one package: a library, auditorium, indoor recerational facilities, swimming pool, athletic field, workshops, meeting rooms.

A high school planned for community participation would necessarily have to be a very different kind of facility from existing schools, Opportunities for multiple use, shared facilities, and scattered site development must be carefully considered. The development of a single site with all activities concentrated could be less beneficial to the community than a dispersed facility.

For example, the school cafeteria which functions poorly at best could become a leased community restaurent, providing jobs and income to the community; the restaurant could also function after school hours for the general public. The school auditorium could be leased our for evening performances by professional groups.

With proper planning, the investment of $20- million in a high school could encourage additional develcpment in the surrounding area. Low-income housing could be provided in the air-rights over the school, and commercial facilities could be built on theh ground floor. The new New York City Educational Construction Fund is already working on several projects involving air-rights development in the city, and could possibly

be invited to invest seed money in plans for a Harlem High school.

The idea of scattered site development suggests that a central core facility composed of the central administration offices, and auditorium and library could be situated on any important block, with the additional facilities scattered. For example, the site on 125th Street could be developed as the core facility, with other facilities dispersed in adjacent blocks. The development of a high school on a scattered site along Eigth Avenue could provide the impetus for redevelopment along a long stretch of the Avenue, and thereby have a greater impact on the Harlem community that the development of a single site.

II. PRELIMINARY EDUCATIONAL PROGRAMMING

A. DETERMINATION OF NEEDS OR PRIORITIES WHICH IDENTIFIES THE RELATIVE DEGREE OF URGENCY OF THE PROBLEMS FACING HARLEM WHICH RELATES DIRECTLY OR INDIRECTLY TO EDUCATION

The participation of urban Black youth of school age in riots from Watts to New York, confortations between Afro-American parents and white school boards from Oakland to Boston, school boycotts involving children of all ages, north and south, all have served to focus attention upon the problem of the culturally different and the poor as they relate to educational programs in the United States. And concurrent with this evidence of "grass roots" dissatisfaction, the compiling of statistics and research-derived data has tended to center attention upon the "educationally short changed" portions of the population.

Corroboration that indeed something is urgently wrong with education as it embodies racial and cultural minorities and low-income groups has been increasing for years. Scholars and leaders familiar with Afro-Americans have been concerned with their special educational needs for more than a century; and concern with defects in traditional programs have been mounting for years. But it has taken the so-called "Black revolt" of the last decade to force educators to take a new look at old assumptions.

Major periodicals, such as, The New York Times, continually

re-echo the mounting consensus that appears to concur that the pre-eminent current target for educational change consists in upgrading the education of low income and curturally-different youth.

Similar notions were reflected by James E. Allen, Jr., former New York State and National Education Commissioner when he prodded educators from numerous states, convening for a meeting in New York City in 1966, to consider the following topies:

> What kind of schools will turn the tide of hope in the ghettos? What patterns of cooperation involving whites, negroes, business, industry, labor and government can rejuvenate slum-area schools? What can be done to assure parents in slum areas of a more meaningful role in the schools and education of their children?

Similarily, the American Anthropological Association's 1966 meeting condemmed existing practices in the inner city-area schools and called for changes.

Perhaps of greater significance in illustrating the dimensions of the problem of the culturally different is the suggestion that the quality of five to nine years of school to which they are ordinarily exposed is significantly poorer than that experienced by the majority White-American population. In fact, the last few years especially are educationally worthless and psychologically destructive. A symptom of this process is "withdrawal" of "lack of response" of students in the junior high schools and the high schools. This pheonomenon of gradual alienation and withdrawal was stated by James B. Conant in "Slums and Suburbs" when he quotes a teacher as saying, "We do quite well with the children in the lower grades..... But whenthey reach 10, 11 or

12 years of age, we lose them..... In terms of schoolwork, progress ceases; indeed many pupils begin to go backward in their studies!

1. Achievement

Achievement test results also demonstrate that not only are non-White-American groups exposed to fewer years of formal schooling (Black adults average only an eighth grade education[1]), than White-Americans, but the level of achievement involved is much inferior. For example, the Urban League of Greater New York indicated that one-fourth of the youth they serviced left school by reason of academic failure. Indications are however, that academic failures, as a reason for dropping-out is far more prevalent than the study illuminated, when one commences to review the statistics on the levels of attainment in reading and mathematics of drop-outs in Central Harlem. The New York City Board of Education in a 1960-61 report on Central Harlem revealed that 89.5% of the boys and 84.6% of the girls who left high school were two to five or more grades below their grade level in mathematics and 88.1% of the boys and 68.5% of the girls were two to five or more grades below their grade levels in readyng. Comparable figures and results were also available for junior high school drop-outs.

Likewise using data on file in city school offices, HARYOU found 1962 third grade pupils in Central Harlem were fully one

1. Conference on Economic Progress, Proverty and Deprivation in the United States: The Plight of Two Fifths of a Nation (Washington, D.C.: The Conference, 1962)

year behind the mean achievement levels of New York City pupils; by the sixth grade they were nearly two years behind[2]. Furthermore, an analysis of sixth grade reading test scores, obtained from the Board of Education reports of 1963, showed a mean of 5.0 of Black Students, 4.4 of Puerto Ricans, and 7.0 of all others[3].

More recently data from the Coleman Report[4] demonstrated conclusively that non-white youth in the metropolitan area consistently scored lower on achievement tests, than their metropolitan white counterparts - at every grade level and in relation to all basic skills. In the Northeast, the average score student in grades one through twelve scores is 8 points less on a reading examination and 10 points less on a mathematics examination. The Coleman Report substantiates the findings of the HARYOU report in that it indicates that not only are such scores lower, but the gap seems to accelerate over a period of time. The urban Black student tends to fall further behind the white student as they complete successive grades in school. The average Black core student in the Northeast is 5.2 grade levels behind his white suburban counterpart in Mathematics by the twelfth grade and 2.0 grade levels behind in Reading. There is little reason to believe the facts would

2. Harlem Youth Opportunities Unlimited, Youth in the Ghetto: A Study of the Consequences of Powerlessness and a Blueprint for Change (New York: HARYOU, INC., 1964)
3. Teacher's College, Institute of Urban Studies, "The Educationally Disadvantaged Urban Child: A Proposal to Establish an Urban Educational Research Center" (New York: Teachers College, Columbia University, 1963), (Memographed)
4. Coleman, James, etal, Equality of Educational Opportunity, U.S. Office of Education, Washington, D.C., Government Printing Office, 1966

be altogether different in the last five years.

The latest evidence from the Board of Education's "School Profiles" report of 1970-1971 further verifies this pattern. In this statement, the percent of students reading two or more years below grade level in each New York City academic high school was reported along with an overall city-wide percent. Since it is virtually impossible to determine the specific number of students from Central Harlem attending each school, an assessment will be made of the Manhattan high schools in which a majority of the Central Harlem students feed into. Scanning the data, it indicates reading deficits of two or more years ranging from 36.5% of the student population at Charles Evans Hughes High School to 60.9% at Louis D. Brandeis High School. The average for all eight Manhattan academic high schools was 47.5% as compared to a city-wide average of 29.6%. Obviously these statistics mirror the wide gap between Manhattan high schools and the city-wide performance percentage. Manhattan high schools compare inauspiciously with both the city-wide percentage and the other borough percentages for each of which was considerably lower than the Manhattan high schools.

2. School Completion and Income

In 1969, the Bureau of Census in a report entitled Trends in Social and Economic Conditions in Metropolitan Areas revealed some piquant data on the median years of schooling completed for persons 25 to 29 years of age by race and the median income of Black and white males by the years of school completed. The report specifies that the median years of schooling completed by

Blacks were essentially the same as that of whites in the central cities. However; the really depressing fact which emerges is that the income level of the Black make is markedly less than for his white counterpart - regardless of his education. It was clearly illustrated that the median income of male Black high school graduates was about the same as that of white males who had only attended elementary school. A Black college graduate was barely making more annual income than a white high school graduate. This was further confirmed in the 1970 Census Bureau Report entitled: "The Social and Economic Status of Negroes in the United States".

Aside from the fact that ethnic job discrimination pervades as a casual factor, one can also surmise that the quality of the education which whites and non-whites receive are ditinctly different. Obviously, when school performance, preparation, training and achievement for high school graduates are inserted into the overall picture, one can understand the discrepencies in income between whites and non-whites. Most Harlem youth enter the job market only equipped to do menial tasks. This was their preparation. The process of increasing substandard academic performance culminates in failure to achieve what education considers fundamental to effective functioning in an increasingly complex and technologically oriented society. In addition, failure to achieve and subsequent drop-out reflects irrelevant and nonfunctional activities, experiences, and personnel within the educational structure.

Thus we may assert that while Black youth are being

exposed to a year or two more of schooling than were their parents, it is questionable whether the "educational gap", in a qualitative sense, is being narrowed. The result of Selective Service tests, achievement scores, in depth studies of specific schools, employment and drop-out statistics, and other data not necessarily cited here tend to point out the "gap" is as great as ever and may, in fact, be-widening.

3. The "Cultural Deprivation" Response

The reaction of the present educational system to the problem or under-achievement, alienation, and withdrawal as it relates to racial and cultural minority groups has been, largely, to intensify the use of traditional approaches and to focus the blame for failure upon the minority group. Intimations are that the pupil and his culture should be manipulated, while the traditional school which has served majority group pupils well, should not be seriously challenged. Minority groups must adjust, must conform, must change while the schools and their programs are basically sound and need no fundamental revision.

Operation Headstart and other "compensatory" education programs are generally based upon the assumption that increased exposure to any school environment coupled with an intensified remedial approach will solve or at least ameliorate the problems of "culturally deprived". This assumption may, however, be totally erroneous. The National Advisory Council on the Education of Disadvantaged Children reported in 1966 to President Lyndon Johnson on the effectiveness of 2.50 million dollars worth of summer education projects aimed at the poor,

and their study was reported as "gloomy".

> For the most part, projects are piecemeal, fragmented or vaguely directed enrichment. It is extremely rare to find strategically planned, comprehensive programs for change.....

Most of the Programs

> took place in ordinary schoolhouse classrooms and were, at best, mild variations on ordinary classroom work..... the program was as uncreative and unimaginative as I have ever seen. Pupils..... dropped out in large numbers.

Another serious weakness in these programs are that they are basically remedial. An initial assessment is made of the students deficits and they proceed to concentrate on these weaknesses. Superficially this seems reasonable, but the actual effect of concentrating on the past failures of the student is to reinforce an already negative self-image. When one realizes that minority group youth lack of motivation is primarily based on the fact that they believe the myths of inferiority that have been perpetrated about them, it becomes apparent that these remedial programs are doomed to failure.

Successful remedial work can take place only after the students have enjoyed a success experience which raises their self-image and consequently their motivation. After all, if "more and better of the same" is not working, then the obvious alternative is change.

The concept of "cultural deprivation" as utilized in these programmatic approaches simply recognizes the belief that non-white minority groups do not possess a "culture" which can be used or enhanced by the schools. The youth of the minority group are "deprived" because they are not transporters of the white middle-class heritage and the task of the school is to make up for this "deficiency" and mold the United States into a homogeneous nation of multihued white Americans.

Not all educators who seek to force the non-white into a white-middle class model do so because of a conscious desire to exert a superiority complex or because of a compulsive monocultural prejudice. Many have never regarded the United States as a culturally heterogeneous nation and, secondly, assume that minority groups must conform in order to compete in the dominant white society. But the reality of America points into a different direction. For example, the Chinese-American who speaks only English and who lost contact with the Chinese community is not better equipped to "make a living". On the contrary, he is competively inferior to Chinese-American who possesses a dual culture and who can operate successfully either on "Main Street, U. S. A." or in "Chinatown", and this is today nothing of the advantages that a bi-cultural Chinese-American has in the qualitative areas of life (access to a dual heritage in literature, art and theatre, for example) or in securing academic or governmental jobs which require two or more languages.

4. Community-Relevant Schools

It is quite common nowadays for writers to assert, as Conant does, that

> the nature of the community largely determines what goes on in the school. Therefore, the attempt to divorce the school from the community is to engage in unrealistic thinking..... The community and the schools are inseparable.

Likewise, it is fashionable to stress the development of "rapport" between the school and its clients in order to enhance pupil motivation. Frank E. Karelsen, (former) Vice-President of the Public Education Association and member of the National Advisory Council for the Education of Disadvantaged Children, stated to the New York Times that:

> the most important element in the education of a child is the rapport between the child and the teacher. The parent-teacher relationship is vital to the development of the rapport. It is imperative to the educative process that parents and schools establish a close and ongoing working relationship.

The Council of which Karelsen is a member found that the most important single factor which distinguished successful summer "compensatory" programs from those that failed "was the difference inthe quality of the relationship-the rapport-between teacher and child". Therefore, the test of the school is not necessarily what it teaches, but rather the atmosphere that it creates.

Recently unpublished findings of Bernard Spilka have shown a close correlation between degree of alienation and lack of achievement. Similarly, the Coleman Report identified the feelings of "powerlessness" as being closely correlated with negative achievement among Black students.

The recommendations contained in the Bundy Report to the New York City Schools reflected the same philosophy in that.....parents and neighbors shape the child's attitude. If peers and family regard the school as an alien, unresponsive, or ineffective institution in their midst, the child will enter school in a mood of distrust, apprehension, or hostility.....If, on the other hand, the community regards the school as an agency in which they can identify, which acknowledges a responsibility for pupils achievement - in short as their own - children will enter the school with positive expectations.

The ultimate test of a successful school system or educational institution is perhaps not so much the measurement of the progress of individual students along some arbitrarily - conceived curricular path but rather how the communities served by that system or institution have enhanced their lives, individually and collectively, because of the presence of that educational system.

5. Self-Image

Black youth, like others, interpret their environment, largely, in terms of their perceived relationships to it. Quite realistically they appraise possible opportunities for rewards

and success. They develop behavior mechanisms necessary to avoid confrontation of insuperable difficulties or failure. These pervasive efforts to do what appears necessary, possible and satisfactory under perceived circumstances affect their concept of themselves.

Studies indicate that a destructive self-image emerges quite early in the lives of most Black children. Goodman[5] reported facts indicating that by the age of four, ".....color casts a shadow faint or strong over the lives of those children.". They learn early ".....that the world is white and they are black.....that beauty, success and status all wear white skin."[6].

They acquire an awareness of stigma, ...a handicap which disqualified them from full social acceptance."[7].

Deutsch[8] asking intermediate age Black children what they saw when they looked into a mirror, obtained evidence indicating cumulative development of inferior self-images. He concluded that a negative self-image is one of the most important syndromes as associated with being black.

5. Goodman, Mary Ellen, Race Awareness in Young Children (Cambridge: Addison - Wesley Press, 1952).
6. Silberman, Charles E., Crisis in Black and White (New York: Vintage Books, 1964)
7. Pettigrew, Thomas F., "Complexity and Change in American Racial Patterns: A Social Psychological View," Daedalus, 94:996, Fall, 1965.
8. Deutsch, Martin, Minority Group and Class Status as Related to Social and Personality in Scholastic Achievement, (Society for Applied Anthropology, Monograph No. 2, 1960, Ithaca, New York: Cornell University, 1960)

One may generalize that, regardless to race, negative self-concepts develop in part from the child's sensing that larger society views him as inferior and expects inferior performance from him.

Contemplating the probability Black youth are heir not only to the characteristics of lower-class status, but as members of a minority group which has historically been considered inferior, they carry the scars of every kind of discrimination, forced segregation, and limited channels of mobility. Krugman[9] noted such characteristically low self-concepts adversely influence the achievement rates and levels of children of all races.

Together with low self-fulfillment expectations, many Blacks are aware of personal and group powerlessness. This sense of impotence is reflected in many aspects of our youth's development. Gordon[10] has developed two stratification scales for measuring power. One is based on socio-economic and political power; the other, on racial, nationality and neighborhood influence. Urban Black youth usually rates at the lower end of both.

6. Occupations and Unemployment

According to the 1960 Census, a higher proportion (62%) of New York City labor force was engaged in white collar

9. Krugman, Morris, "Educating the Disadvantaged Child, "The Schools and the Urban Crisis, August Kerber and Barbara Bommarito, editors (New York; Holt, Reinhart and Winston, 1965).
10. Gordon, Milton M., Social Class in American Society (Durham, North Carolina: Duke University Press, 1958).

occupations and skilled jobs. Correspondingly, a smaller proportion (38%) helf semi-skilled and unskilled jobs.

For Blacks, in Central Harlem, however, the situation was radically different. In 1960, 68.5% of Blacks in the labor force were employed in occupations that required few if any skills and only 32.5% were employed in white collar or skilled jobs.

On a national level, the 1970 Census Bureau report, which also drew information from other governmental agencies, disclosed that Blacks helf 8% of the total in nine key or high-pay industries. However, Blacks possessed only 1% of the professional and managerial jobs in these industries, 5% of the foreman and craftsmen jobs, and 24% of the lower paid jobs.

A close scrutiny of these factors indicates that the bulk of Central Harlem's wage earners fall into the semi-skilled or unskilled category. Predicated on this information one can assume that the rate of unemployment is much more prevalent among these groups.

Confirmation of this conjecture was firmly established in the 1970 Census Report wihch verified that the unemployment rate for Blacks is almost double that for whites and that the unemployment rate for Black youth rose to 29.1% in 1970. Further analysis revealed that the rate of unemployment for Blacks is higher than whites for every major occupation group.

B. GENERAL PRINCIPLES FOR EDUCATIONAL PROGRAM DEVELOPMENT IN HARLEM

Doubtless, the data just dispensed in the previous section indicates that the contemporary educational sturcture has not met the needs of students in Harlem and have failed to educate thousands of these students.

Our youth have come through the classrooms of that system and have experienced years of unrewarding, unproductive, and frustrating experiences in the school situation and as a result have internalized feelings of low self-esteem, lack of success, and ego-destructive attitudes. They have found school boring, negative, unproductive since most of the content was not relevant, not functional, and not within their frame of reference. They have been conditioned to a low level of aspiration, below average achievement level, not to think and ask questions and inquire, and not to care about their heritage. Consequently, they are unwilling to relate to and to involve themselves in traditionalized and time worn curriculum and curriculum approaches and have psychologically or physically dropped out. Upon abandoning school status, they are totally unprepared to participate in the world of work and consequently end up with low-paying, dead-end jobs and are repeatedly unemployed. On the other hand, if they remain in school until graduation, the quality of their education is such that they are unable to move into the realm of higher education.

School in any society is merely an extension of the child's home in that it perpetuates the values, the goals, the culture, and the aspirations of the society. Based upon this premise, educational institutions in Harlem should function not only as

an educational instrument in a narrow sense, but as the acculturation tool for the community. It must provide an educational and psychological model that reflects the Black cultural and the strengths in Black youth.

The arts and humanities can perform a significant role in strengthening the general education of today's youth. They can create heightened awareness of the human concepts and the importance of the individual to himself and to his culture and his community. His self-development and the values and standards he carries with him into adulthood can be cultivated through his understanding of the creative efforts of his culture.

The education of the senses and the sensibilities of the student will be enhanced by making the arts an integral part of his education. How perceptively he sees and hears the visual and written expressions of the artist, poet, musician, composer, and playwright, particularly, the Black artist, poet, musician, composer and playwright will depend on the depth and quality of his exposure to the arts in his educational experience.

Relating to the past through the vehicle of the arts and the humanities makes the present and the future more relevant to our youth. The progress of civilization is based on man's ability to communicate with understanding and the study of past civilization through man's artistic expressions is an inherent factor in this comprehension.

In recognizing the influence of scientific-technological

environment on our lives, the arts and humanities can afford new insights into the study of mathematics and science, and thus establish relevance and interrelationships among the various disciplines.

The arts and humanities communicate beauty, meaning and truth to our lives. Through increasing self-awareness and self-understanding, we can develop people who will create the society necessary for survival.

The labor force in the United States will have higher educational qualifications in the next 10 years, indeed, the proportion of workers with at least 4 years of high school will rise among all workers. By 1980, only 1 in 16 adult workers (25 years and over) will have less than 8 years of schooling while 7 out of 10 adult workers will have graduated from high school. Contrast these figures to our present population in which 1 in 10 adult workers have completed less than 8 years of schooling and 6 out of 10 adult workers have completed 4 years of high school.

Nearly 1 in 6 workers (25 years and over) will have completed at least 4 years of college in 1980; presently, 1 in 7 workers (25 years and over) have a similar amount of education.

Moreover, the United States, as a whole, will be characterized by a larger and much younger (averaging 35 years of age) work force by 1980.

These projections have dire implications for Black

employment. Despite gains made by Blacks in the acquisition of professional or skilled level jobs during the 1960's, Blacks still remain disproportionately concentrated in unskilled or semi-skilled employment. The prospects for improved Black employment in the future will not only depend upon open employment opportunities but upon continuing improvement in the quality of education.

Since a large number of youhg people will be entering the labor force directly from high school and vocational school, educational development in Harlem must concentrate on improving the preparation for obtaining the technical-vocational-academic skills and work attitudes needed for success in the work world. Young workers, will, also, need better guidance and counseling as they enter the labor force. If we don't upgrade our preparatory educational designs, we will perpetuate the existing condition whereby our young people, who don't complete high school, will find it increasingly harder to obtain employment as they must compete with their peers who have more and better schooling for entry level jobs.

In conclusion, educational development in Harlem must embrace the concept that all those involved in the program at any level and any rold are companions in the educative process. This concept implies that previously unrecognized associations, such as, students, parents, and local community residents, must be included in the decision-making about what is to be learned, and why it should be learned. More specifically the following propositions are fundamental as a

basis for corrective action or what education in Harlem should accomplish:

1. Education must concentrate upon essential learning and dispense with irrelevant attacks upon the cultural values of the community.

2. Education must furnish techniques through which parents can communicate their needs to school personnel.

3. Educational programs must not rely on outmoded attitudes and techniques but must make major departures from the status quo to effect progress in learning.

4. Education must tap the many diverse resources in and outside the community. Although the students live and go to school in a highly developed area, they have few opportunities for direct contact with the world of work and the cultural resources of the community.

5. Education must utilize the assets and skills of minority group persons as a positive educational force.

6. Educational programming must develop around community-relevant curricula and the diversity of American life.

7. A community development approach which emphasizes community people participating in educational or non-educational programs in order to gradually diminish negative non-school factors.

8. All parents must have a voice in overall educational

planning and policy making.

9. The school must (a) accept a home as a home, (b) try to understand and support its particular functions, (c) not try to change the home or undermine it; and (d) seek a union with the home to the point of common concern-the successful progress of youth in school.

10. Creation of an educational atmosphere that will foster a relationship of mutual respect between teachers and pupils.

11. The school must have an Afro-American dimension, from mosaics on the walls to formal instruction. No more identical structures of cement and steel without character, and no more mass production of a single culture under the guidance of educators conforming one to another as two peas in a pod.

12. Education must make the maximum use of techniques which are designed to enhance self-concept.

13. The elimination of the age-segregated, secondary, continuation, and adult schools in order to add to the total educational resources of the community and to improve community-school relations. Secondary facilities must be transformed into multi-purpose "educational centers" for the total community, after the pattern of the junior college. These facilities must:

(a) Open up all evening "adult" classes to older day students who might want to complete high school graduation requirements sooner.

(b) Provide a nursery and a pre-school so that mothers of small children may enroll for classes.

(c) Utilize teenage students as much as possible in working with nursery, pre-school, and other projects, so as to provide opportunities for development of self-confidence and other desirable qualities.

(d) Abolish all age-grading systems, so that each class consists of students capable of doing the work regardless of age.

(e) Allow older teenagers to carry a partial load and still remain involved in the school's program.

(f) Encourage work-experience programs.

(g) Encourage the school personnel, parents, and students to elect a council to develop school policy, curriculum, innovations, and enrichment experiences.

(h) Conduct a series of intensive community-teacher workshops to develop a full awareness of the contributions which both groups can make, and the character and social dynamics of the local community.

III. OBJECTIVES OF THE HARLEM HIGH SCHOOL

(School, Program, Experiential)

One of the functions of an educational program in Harlem is to help its students establish an identity in this society. Each student must not be an imitation but should have a sense of value of self and should develop a responsibility to his community. He must appreciate his own work, have a direction and control his environment and some knowledge of how to go about obtaining what is necessary for him. This includes the ability to make decisions and value judgments.

Overall the Harlem High School must assess the needs, interests, and abilities of its individual students in order to initiate the best possible program for its students. It must encourage, understand, and guarantee the success of its youth.

Mindful of this, the Harlem High School will be designed to involve the resources of the entire Metropolitan community in planning and implementing an innovative and exemplary high school. It is planned that this will be a school which will disseminate and demonstrate to other inner-city schools and teachers the exemplary aspects of the innovative program. In the light of these goals, the objectives of the Harlem High School are:

A. FUNCTIONAL OBJECTIVES (Overall School Objectives)

experimental - resource humanities nucleus	1. Serve as an experimental teaching and resource center involving the humanities as the nucleus of general and vocational-technical education.

community resource development	2.	Serve as a community resource in developing, preparing, and distributing curriculum materials in the arts and humanities, sciences, and vocational-technical areas.
building design and program	3.	Serve as a point of study in relating problems of architectural design to program needs.
area media and resource center	4.	Development of media and resource center to serve school community as well as the community.
constant evaluation	5.	Establish criteria for constant evaluation of the effectiveness of programs employed.
utilize consultants	6.	Utilization of planning and evaluation consultants for assisting in establishing concepts, activities, and criteria for program development and evaluation.
communication	7.	Establishment and maintenance of avenues of communication with those interested in the activities of the school and its students, namely the community.

wide experi-mentation	8.	Undertaking of experimentation in administration, staffing and scheduling; use of artist-teachers, visiting artists, photographer - teachers, lawyer - teachers, independent study, plastic scheduling, museum programs, galleries, satellite library resource centers, multi-media resource centers, film and video-tape as modes of expression, vocational-technical designs, student self-development programs.
involvement	9.	Providing the opportunities for community involvement in decision-making as it relates to school policy
school responsive-ness	10.	Responsiveness to student's progress or to their lack of it.
achievement	11.	Improvement in the scholastic achievement of all students.
emotional climate	12.	Promotion of an emotional climate in the school most conducive to learning.
program design	13.	The establishment of a program fostering cooperative, creative, and productive learning situations.

leadership development	14.	Development of a focal point for experimentation and leadership in program development in the area of arts and humanities, sciences, vocational-technical education.
hub of community	15.	Serve as a catalyst for the development of the school as a place for adults as well as for youth, with all the implications of continuing education, family recreation and town meeting place.

B. CURRICULUM OBJECTIVES (Program Objectives)

values - oriented	1.	Establishment and maintenance of an educational program (general and vocational - technical) dealing basically with values and ideas as embodied in the arts and humanities.
in-depth studies	2.	Establishment of special programs offering in-depth involvement in the humanistic studies, sciences, physical education, media and communication arts, and numerous vocational-technical areas.
arts-sciences - vocational -	3.	Development and establishment of courses of study whereby learning

technical		in the behavioral and social sciences, mathematics and the physical and natural sciences and vocational - technical areas will reflect insights derived from the arts and humanities.
past - present - future	4.	The establishment of a meaningful relationship between the present human condition and a knowledge of Black achievements and traditions (literature, philosophy, history, art, music, dance, drama).
concentrated studies	5.	Opportunities for concentrated study in the Black arts and humanities, and sciences for students of demonstrated abilities and interests.
inquiry environment	6.	Establishment and maintenance of environment centered around inquiry into the arts and humanities, mathematics, sciences, and vocational-technical areas within the total school program.
continued integral evaluation	7.	Interpretation of continued evaluation as an integral part of the school program.
continued	8.	Development, establishment, and

self-evaluation		continued use of abundant self-evaluative means and instruments for purposes of noting progress and achievement.
method and materials	9.	Utilization of non-traditional curricula materials and methods of teaching and development of assessment devices for measuring these materials and procedures.
total community resources	10.	Employment of human and cultural resources of the community as they relate to the individual and group needs of the school community on a voluntary or sub-contractual basis.
self-development	11.	Opportunities for human interaction and activities which will improve the student's intra-personal feelings and self-image and set in motion a process of reconstruction of emotional attitudes and their concomitant behavior tendencies.

C. EXPERIENTIAL OBJECTIVES (Designed to locate functional values within the individual)

1. An understanding of the meaning of the evolution of Man and an appreciation of the place of the individual within

this development.

2. An understanding of the chrononlgy of Man's development and an appreciation of the persistence of themes throughout this chronology.

3. Seeing vocational-technical activities in their cultural setting.

4. An ability to skillfully and effectively apply the human resource to the solving of problems.

5. An ability to integrate knowledge from divergent areas and apply it to search for truth.

6. The understanding that one's chosen life-work isn't only a means of developing personal economic viability but as a channel of making a contribution to one's own community.

7. The establishment of functional values within the individual and this understanding of their relationship to the values of others.

8. A regard for professionalism and artistry, and an appreciation of the role of training in the arts and other fields of human endeavor.

9. Becoming sensitive to and competent in using logical thinking and problem-solving processes.

10. Self-realization through the development of specific

basic skills.

11. The encouragement of a desire for self-expression and self-discipline, and an understanding of their relationship.

12. A regard for the intellect of man, its nature, achievements, and potential.

13. Familiarity with and regard for the cultures of man in both their unique and universal roles.

14. The ability to employ effectively numerous media of expression and communication for the broadening of one's own experience.

15. An understanding of the role of technology in solving human problems.

16. The ability to formulate opinions about proposed solutions to some of the principal problems and issues on a local, national and world level.

17. The understanding of learning as an instrument of social change, and a desire to contribute to the creative, progressive reforming of society.

18. The establishment of a high sense of purpose toward academic, vocational, artistic, professional, and humanistic goals.

19. The development of aesthetic and humanistic

sensitivity and the willingness to encourage their growth in others.

IV. AN OVERVIEW OF THE HARLEM HIGH SCHOOL

A. PUPIL ORGANIZATION

The Harlem High School will consist of four (4) sub-units or self-contained schools. Its two thousand (2,000) students will be enrolled in four (4) separate sub-units, each administered by an Administrative Council. Each unit will enroll five hundred (500) pupils. Each unit will have its own identity in the form of: a name (selected from those who have made a significant contribution to the history of the community), an aphorism, and a banner. While the pupils remain identified with the unit to which they are assigned, they share in over-all facilities, such as special laboratories, the gymnasium, the diagnostic center and the auditorium. However, each unit has its own Administrative, and Guidance facilities, Library-Resource-Center, and activities center (lounge), and teaching spaces. Central administration will be housed in the shared facility.

B. TEACHING TEAM

To further capitalize on smaller group possibilities for individual attention and integration of subject matter, the school will establish teaching teams within the sub-unit. This permits a small group of teachers to concentrate on a more limited number of students than are in attendance in the entire sub-unit.

One teaching team will service one equivalent "grade

level" * comprised of 100 students for a two (2) year period of time.

Four (4) to nine (9) teachers will be assigned solely or partly to the teaching team. Central to the group's success are meetings involving all teachers working with the team. The meetings, as well as the entire organization, will focus upon pupil growth.

C. PHILOSOPHY AND PLANNED PROGRAMS

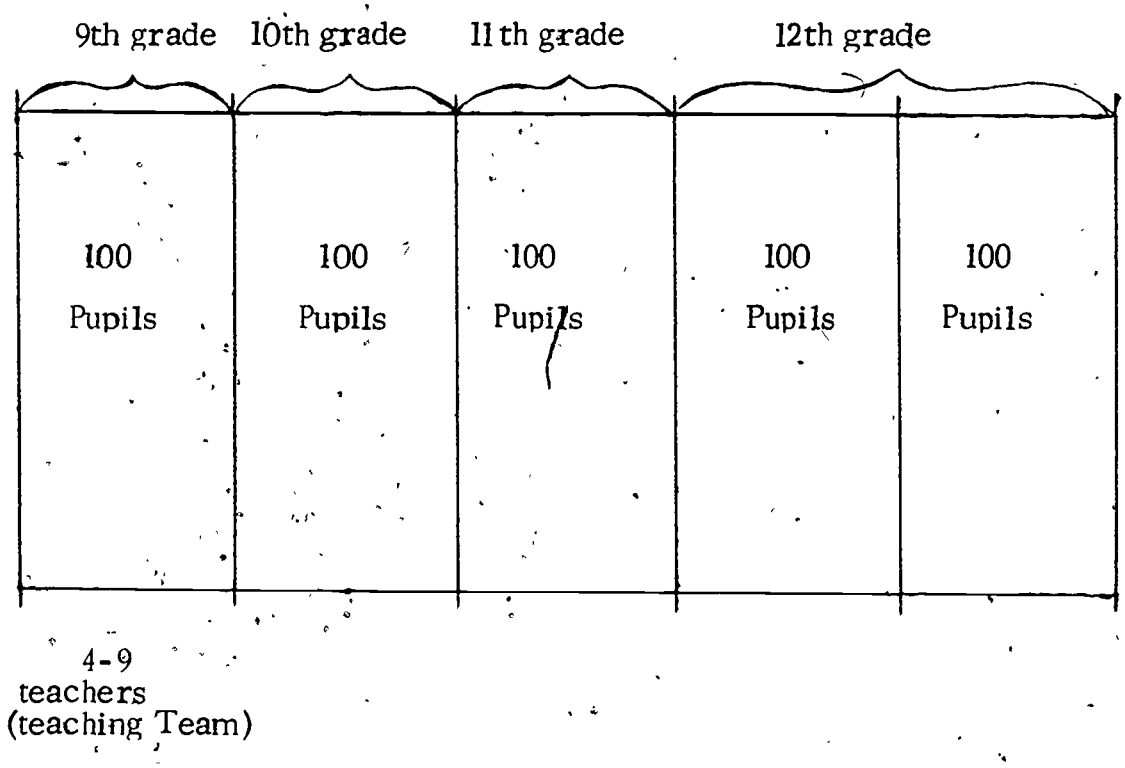
This will be a comprehensive high school. It is a school that will meet the needs of the Harlem community, and will provide opportunities that to not exist elsewhere. Any high school must reflect the wishes and desires of the people it is to serve, and this is no exception.

It will be designed as an exemplary school, a unique general and occupational education program will incorporate innovative ideas and practices with the best and most effective aspects of traditional and contemporary learning. The basis of the curriculum will be the study of the human condition and human values. And the human condition involves all that man says and does - Communication, Sciences, Arts, Humanities, and Work.

*Since each sub-unit will have five (5) divisions of 100 students with an equal representation for each equivalent "grade level" (100 pupils), one of the divisions must overlap equivalent "grade levels". (see Figure 1).

Figure I

DIVISION OF THE SUB-UNIT (PUPILS AND TEACHING TEAM)



The School will offer:

1. A school - industrial skills development arrangement which can include students recruited from this community who are currently attending vocational and technical schools, in addition to, students emerging from junior high schools and intermediate schools.

2. A college preparatory program which is predicated on the concept of individualized student programming providing basic minimum requirements are satisfied.

3. An over-all program that will dispense both academic and vocational-technical skills to all students.

4. A creative Black Arts and Development Program which involves studentswho demonstrate creative or artistic capability.

5. The development of an on-going occupational or job development operation that will be coordinated with a team of in-house school guidance personnel where students can acquire jobs related to some areas of educational interests or acquire work to meet the obligations of financing future educational pursuits.

6. A basic skills development program based upon a more realistic approach to remediation through the specific subject area.

7. A diagnostic center for students with severe learning

learning disabilities that may reflect a neurological, physical or emotional foundation.

D. DUAL-PURPOSE EDUCATION

Since 80% of the students in the United States don't graduate from college and often must enter the labor market unprepared and lacking the skills needed to earn a decent living, the Harlem High School will equip all students with a saleable skill and at the same time prepare them for entry into college. Consequently, an occupational sequence will be required for all students.

Aside from the usual vocational requirements for vocational majors, all students in their freshman or sophomore year are required to take 4 modules (80 minutes) per day day of exploratory work in 5 different occupational skill areas of their choice and college bound students are required to take an occupational skill area of their choice for 9 modules (3 hours) daily for a period of one (1) year.

It is less wastful in time and money for both the community and the student, if the student can be trained in a skill while in attendance at the school, rather than to enter the labor market upon graduation from an academic high school, find no employment, and then have to re-enter school to learn an occupational skill.

Concomitantly, the Harlem High School will accommodate those students seeking vocational training without neglecting

requirements needed for entry into college should they change their minds. In effect, those students could, therefore, move on to higher education after graduation without the additional burden of becoming prepared. The dilemna of having to make a choice between general and occupational programs would be eradicated. Furthermore, a mandatory occupational sequence will tend to discourage drop-outs, and thus prevent them from becoming unemployable or ending in unskilled, dead-end jobs.

Typing and Psychology will also be required for all students. The length of the sequences are still undetermined.

E. THE TIME FACTOR

To provide for the time needed to complete the general and occupational curricula, the standard student day will be 8 hours, including lunch, during each of four years of high school.

Students, however, may complete high school requirements (general and occupational) at their own rates. Through the medium of independent study and an optional summer session, advanced work can be pursued whereby a student could graduate prior to the usual four years. On the other hand, if five or six years are needed for completion of requirements, the student can also be accommodated.

F. SUMMARY

This school is comprehensive in character, including

both general and vocational education programs. It will meet Regents requirements. Sciences and occupational skills will be emphasized, as well as the humanities and arts.

Its organization has marked advantages:

1. Since all equivalent "grade levels" (9 through 12) are assigned to each sub-unit rather than an entire equivalent "grade level" (9 grade only):

   (a) The students remain in the same unit until they graduate.

   (b) It allows students to interact with others of different maturity levels. These patterns of interaction can be diverse, yet personal.

   (c) Teachers may instruct classes on other levels while remaining attached to a "team".

   (d) It is less affected by varying grade enrollments than other forms or organization. For example, a large increase in freshman enrollment can be scattered among several sub-units.

2. The individual students has closer teacher-pupil relationships. He maintains his loyalty with his teaching team while still interacting and identifying with his unit. Furthermore administration and guidance personnel can know each pupil personally.

3. Increased opportunities for participation, socialization,

and leadership because of the small group structure.

4. Subject matter integration and continuity are more feasible in the teaching ream.

5. Individual pupil abilities are more easily recognized and developed along with the early recognition of behavior problems.

6. The student feels he is known. Eradicating anonymity and improving feelings of belonging will usually culminate in better performance.

7. The increased supervision of instructional staff is made possible since the chief school administrator can delegate a number of his responsibilities to other staff (see Administrative Council).

8. Since the views of community, students, and faculty are given considerable attention in policy making, the morale of the school should be excellent.

G. THE DIAGNOSTIC CENTER

A diagnostic service for students with severe reading disabilities will be provided.

A team of specialists in speech, hearing, vision, psychology, social work, as well as reading, will strive to ascertain why the student can't read. They will then prescribe a program to remedy that situation. The pupil will remain in the clinical program until the clinical staff is assured that he has made sufficient

progress.

The pupil will be referred to the diagnostic center by the chief school administrator through recommendations from the unit administrator. He will be given a battery of tests to help diagnose his specific disability and the cause (s) thereof. Based on test information (which may range from an informal reading inventory to standardized Spache Scales), he will be assigned to a clinician working with students with similar disabilities. If a physical, neurological, or emotional basis for his disability is suspected or indicated by the diagnosis, he will, at this point, be referred to one of the clinic's team of specialists in the various disciplines.

For the ensuing two (2) months and longer if necessary, he will continue to come to the clinic each day (during the Specials portion of the school day) in a program custom-designed to meet his needs. In a typical 40 minute period, the first 15 minutes will be devoted to group instruction; the second to independent instruction; and the remaining 10 minutes to individualized reading.

H. BASIC SKILLS DEVELOPMENT PROGRAM

The traditional high school basic reading course has largely failed in its objectives - student progress in reading skills and achievement gains. Generally students who were siphoned out of the classroom to attend special reading classes had the same problems when they returned to the classroom. The existing pattern was a success in the reading laboratory,

but contained failure in classwork. The student was still failing in those subjects most related to reading, such as, English, Mathematics, Science and History. Obviously, we must conclude that a more realistic approach to remediation is through subject matter - remedial reading instruction must be integrated into subject area instruction.

Once this philosophy is effected it becomes necessary to recruit teachers with subject matter majors who have or will be given special training to become reading teachers as well.

Initially students will be identified as candidates for program at the intermediate and junior high school level (feeder schools) by teachers and counselor recommendations. As well as by their cumulative records and their own desire to enter the program.

During the first few weeks of the school term, the entire incoming class of Harlem High School will be given a battery of tests (diagnostic primarily). A print-out of the results detailing specific deficiencies of each student in reading ability goes to each teacher in the program, enabling them to provide specific help in areas of deficiency.

The overall curriculum areas, in terms of people programming will be individually determined as with all students. However, the required academic subjects (English, Social Studies, Mathematics and Science), will encompass the basic skill development program with its dual-purposed teaching

staff. For example, the equivalent 9th year curriculum, for those in the basic skills development program, may consist for English, Social Science and Mathematics for those in the equivalent 10th year, English, Social Science and Science.

The students will report for three hours (9 modules) to a special area, in a row of three adjacent classrooms (each classroom entertains a different subject area). Each hour is divided into one module (20 minutes), for reading skill development with the main portion (2 modules-40 minutes) devoted to subject matter in the specific curriculum area. As the school term proceeds, the correlation between reading instruction and the particular subject under study grows closer and closer until, finally, one blends into the other.

This approach constantly reinforces the student's reading ability. During the course of his regular studies, he gets a "shot" now, comes back next day and gets another "shot". Consequently, reinforcement, is the real key in this methodology.

Moreover, because of the adjacency of the three classrooms and because of the close cooperation among all teachers participating in the program, students can easily be re-grouped on the basic of motivation and ability (note: students not participating in the basic skills development program will also be assigned to these subject area classes but will only be involved in the subject matter portion - 2 modules or 40 minutes). In effect, this setting permits individual deficits to be more accurately attacked.

Instructional materials and equipment will be selected to

provide high-interest content and highly motivating methods of presentation. In addition, to help integrate reading even more deeply into subject area instruction, various reading materials will be cataloged with the end-goal of building a library matched not only to subject but also specific plateaus of learning within the subject area.

I. CHARACTERISTICS OF HUMANITIES EDUCATION AT HARLEM HIGH SCHOOL

The rationale for Humanities education lies in the idea that an individual learns and understands best when he obtains information for himself. Humanities education is based on the guided pursuit of knowledge by the individual rather than on the transfer of fact and opinion from teacher to student. Humanities education attempts to link academic and occupational disciplines in a study of the human condition, rather than treating them as unrelated topics of study. It aims to bring the student to a realization that an interest and feeling for one of these areas implies a regard for the others. Another goal is the encouragement of social skills, such as the capacity to work cooperatively with others.

Humanities education is generally understood to have the following characteristics:

1. Student-centered - the individual is encouraged to work along lines of his interests while teachers direct and channel his talents towards meeting

modern academic and vocational requirements. Emphasis is placed on self-discipline and hard work for the sake of fulfilling one's own potential rather than some arbitrary, non-personal goal.

2. Concerned with values- dealing with values exprossed by humans in various situations and in relation to various recurring problems; encouraging each students to examine his own values and to choose a set of values from his evaluative process.

3. Humanistic in procedure- emphasizing individual growth as a whole person in addition to concern for academic learning; willingness on the part of staff to design courses andunits and carry out procedures that are flexible and meet the needs of different individual students (while keeping in mind the requirements (course, regents, etc.) of the overall state educational system).

4. Interdisciplinary- conventional schooling had approached present day task and problem solving through the context of traditional methods. Because of this, the contemporary public educational system by in large, has been unsuccessful, irrelevant, and wasteful. Evidence of this can be seen in an objective analysis of current curriculum which is largely disorganized in its presentation of information. What

evolved has been:

(a) excessive specialization

(b) breaking the complex reality of world down into sub-systems

(c) Knowledge of these sub-systems had grown enormously

(d) dynamics of extending knowledge seem to press us more and more in the direction of fragmentation

Recognizing the inherent weaknesses in the conventional system; a Harlem High School conceptualizes a new approach which would:

(a) start with a dedication to the quality of individual and social life

(b) start with the belief that fragmentation of the object of investigation, while often necessary and desirable , is not adequate for the basic objective of action or decision.

(c) concern itself more with the whole

(d) concentrate more on understanding the relations between the parts

(e) concern itself with that knowledge which is essential to the great decisions of life, even though the knowledge is less valid from a scientific point of view

(f) establish relevance rather than precision as the criterion.

Assuming this position, curriculum would comb disciplines to study a period, culture, idea or problem as a whole; for examples, a program may combine English, Social Studies, Art, Music, Psychology, Vocational Studies, Anthropology, Geometry, etc. (An area of study may be: A Thousand Years Ago; West African States and Empires.; Planning the Black Community; The Black Identity: Investigation of Philosophical, Social, Ethical and Vocational Concerns). Science and Mathematics are studied in the Perspective of their application to human problems or as expressions of the human imagination, not as isolated subjects in themselves.

5. Concerned with expression- the student's own, and the expression of past and contemporary culture.

6. Flexibility of scheduling, grouping, evaluation, resources- to support the individual's search for knowledge, a great variety of scheduling, grouping evaluation and learning techniques come into play. Emphasis is on activities carried out by the student, not on passive listening to facts. A rich supply of resources and variety of opportunities to learn in different ways (field trips, films, slides, tapes, TV, lecture, research, drama, projects, etc.) are important.

7. Team Taught- to provide a stimulating approach and to combine the talents of different individual teachers, as well as to insure a more unified program for students.

Harlem High School proposes to challenge the process of traditional schooling which invovles itself in excessive emphasis upon objectivity and rationality. Although the Harlem High School will not discount objectivity and rationality as part of student and staff self-development, its approach recognizes that human feeling and sensitivity have their own kind of truth. In other words, it will question the proposition that dispassionate research is the only important truth, and that human feeling must be eleminated from the search for knowledge.

Moreover, this newer approach will be based upon the premise that full understanding of the really important questions confronting the human race requires the full involvement of the student and the teachers. Consequently, there is no full understanding separate from commitment One does not understand poverty unless one has a feeling for the plight of the poor. That feeling is as much a part of the reality as bad housing and ill health. In essence, this approach wishes to compel the students and the staff at Harlem High School to feel honestly as well as think honestly.

The attitude of engagement will seek to start with the problems of the existential world; but if it begins with problems, it will end by seeking knowledge of a better order of things and of the means through which that order can be realized.

It is not enough to say that each individual should be free to "do his own thing." It is true that each individual has to begin his journey from where he is and that we do not all march to the same tune.

One cannot develop a satisfactory individual life without reference to our common life. Behind much of the disatisfaction and unrest stands a hunger and longing for a more meaningful community, for something worthy of sacrific, for social existence which will give meaning and fulfillment to individual existence.

I. SELECTION OF STUDENTS

The student population of the school will consist of a cross section of youth residing in Harlem, representative of the student body. It will be comprised of students in the Harlem community now attending elementary Districts 3, 4, 5, 6. These districts will contribute the following percentage of student of the school : District 5-60%, District 3-15%, District 4-10%, District 6-5%. Therefore, 90% will come from Harlem, the remaining 10% will come from other areas throughout New York City.

During the 8th or 9th year at the feeder schools and prior to entering the high school, outside psychological test agencies will be contracted to give each prospective student a bettery of tests which includes interest, dexterity, and aptitude tests. After considering the student's record, findings of the battery of tests, and the subjective ambitions of the student, and occupational goal would be selected with its options, choices, and requirements. The manpower needs of the immediate and surrounding communities must be major factors in the selection. In the interest of efficiency and economy, it is hoped that these objective and scientific methods will provide guidance so the each student will be better assisted in selecting his or her life's goal and has a reasonable chance of succeeding.

K. FLEXIBLE SCHEDULING AND THE SCHOOL DAY

As a part of our basic philosophy, the school program is extremely pliant, eliminating grade level's and not arbitrarily setting as a basic for all courses of study one period per day, five days a week, for one year. In order to accomplish these purposes, the in-house school day for students and teachers will extend from 8:00 A.M. to 4:00 P.M. or a 40 hour week.

Modular Scheduling - The periods of the school day will be divided into 20 minutes modules of time with a total of 24 modules in the school day. The basic or shortest module will be determined as 20 minutes. Those study areas that need an inordinate amount of time will be scheduled in multiple modules others may not. This kind of schedule recognizes the need for varying time allotments for various study areas.

Block scheduling with flexibility within a block of time- A core group will be scheduled for 6 modules per day. The teachers involved may divide the 6 modules into any type of scheduling arrangement they desire.

Rotating schedules - The number of minutes each study area meets will be extended and the number of class meeting per week will be reduced.

VERTICAL PUPIL ORGANIZATION OF THE HARLEM HIGH SCHOOL

500 Students

Equivalent

9 gr = 100 students
10 gr = 100 students
11 gr = 100 students
12 gr = 200 students

500 Students

Equivalent

9 gr = 100 students
10 gr = 100 students
11 gr = 200 students
12 gr = 100 students

500 Students

Equivalent

9 gr = 100 students
10 gr = 200 students
11 gr = 100 students
12 gr = 100 students

500 Students

Equivalent

9 gr = 200 students
10 gr = 100 students
11 gr = 100 students
12 gr = 100 students

V. SCHEDULING

Traditional forms of block scheduling, lock step programs, and segmented curriculas will be set aside in favor of more functional procedures. Administrative scheduling will allocate a specific number of students to a particular area at a given time. Further scheduling will be done by the teaching teams within these areas.

(Modules of 20 Minutes)

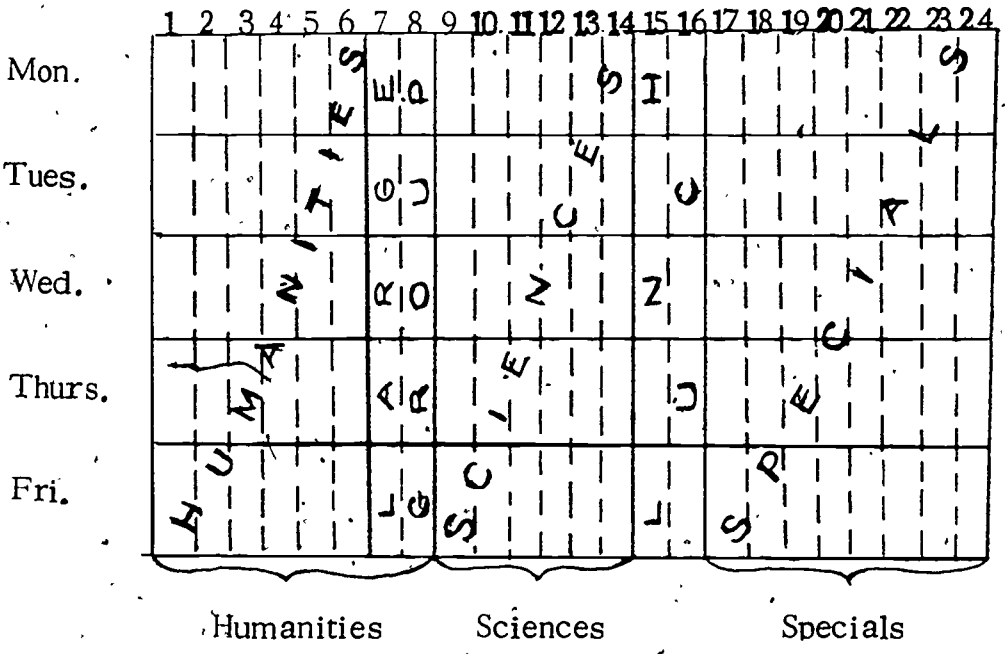


Figure 1

Note: Schedule continues in 10 - day sequence

The above example of an administrative schedule shows that the day is divided into three portions. In this instance, the first portion of the day is Humanities, the second is Sciences, and the third is the "Specials" area. The same sequence continues for ten (10) days. Half of an equivalent grade level or 50 students is scheduled according to the diagram, the remaining half

can be scheduled in exactly the opposite schedule, making modules 7 and 8 a large group period of time and keeping the teaching assignment period - student loads at a reasonable level.

Administrative responsibility for the "Specials" portion of the day is somewhat more complex. Here is where requirements are met for Physical Education, Foreign Languages, Vocational - Technical Education, Typing (required) and electives.

It should be kept in mind that three (3) portions of the day are reversible and interchangeable and can be skewed 8 modules ("Specials") at either end of the schedule to allow for an overlapping school day students.

A lunch period can occur at any period before or after large group instruction or between any "Specials" periods of time, but will not occur

(Modules of 20 Minutes)

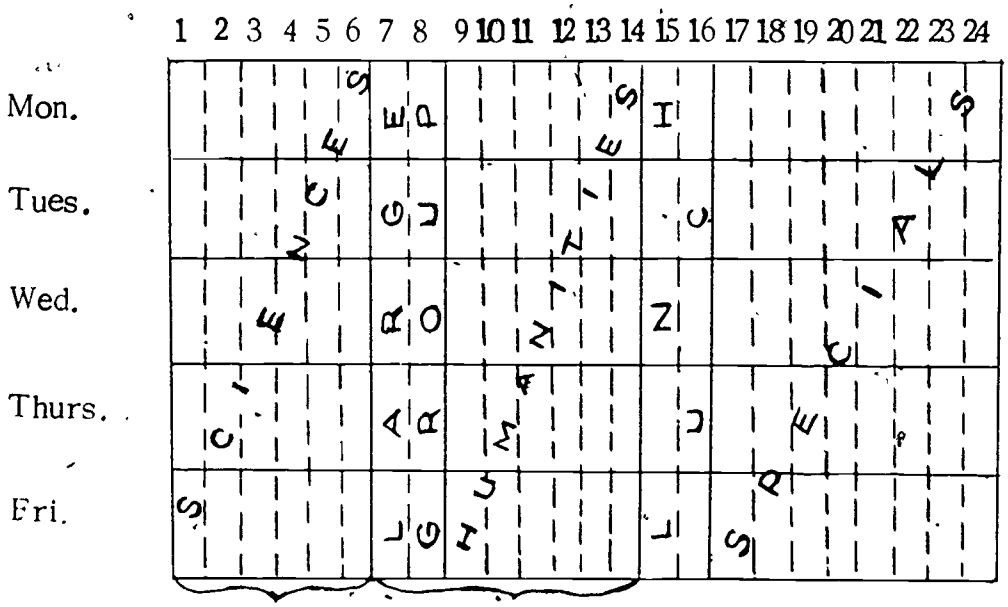


Figure 2

Note: Schedule continues in 10 - day sequence

(Modules of 20 Minutes)

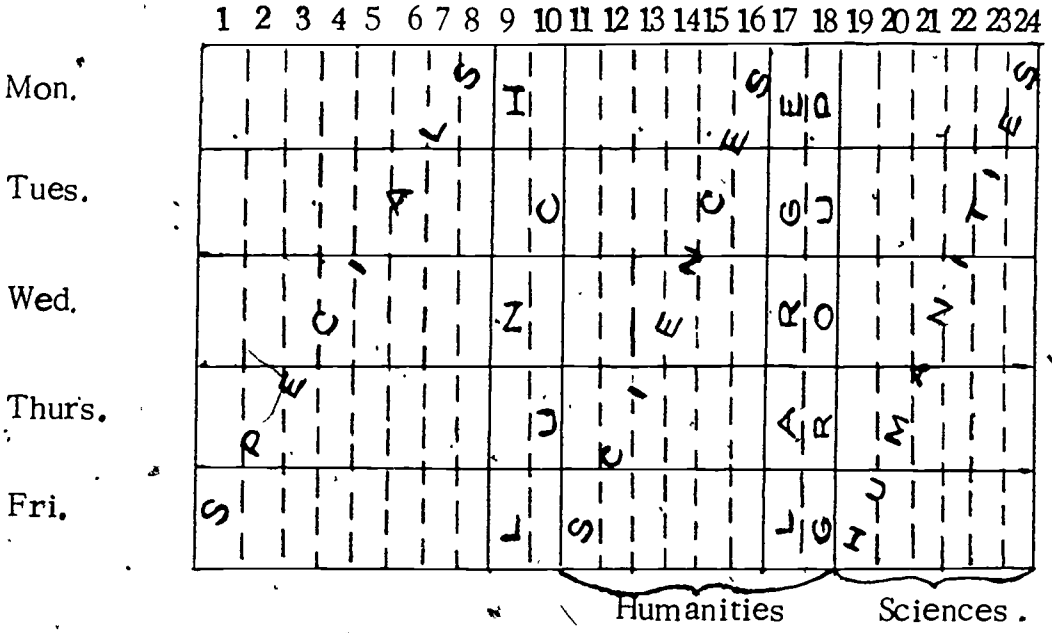


Figure 3

Note: Schedule continues in 10 - day sequence.

between the Humanities or Sciences six (6) modules block assignments. See Figure 2, modules 1 to 6 or 9 to 14; Figure 3, modules 11 to 16 or 19 to 24.

Basically, scheduling would be done as follows. A specific team of teachers, 1 teacher per 100 students per discipline, assigned for 14 modules during which the teacher's main function is the participation in, supervision of, and guidance of the teaching-learning process, will be scheduled together for a specific block of time. There will be 1 teacher for each discipline represented per each 100 students. Hence, 100 students in Science, Mathematics, English and Social Studies would require 4 teachers. Note, that the required amount of class and large group time will not encompass the entire week in the Humanities and Sciences, therefore, Art and Music will also be incorporated into the weekly schedule during the regular Humanities block of time and during the time Humanities and Science classes are not in session. The individual scheduling of students into times of learning would be the responsibility of the teachers in a specific area.

Scheduling within areas would be determined by the overall academic purpose of a specific area at a given time. Scheduling could be modified each time the learning situation warrants modification.

Grouping will also be done within the study areas and will be done by the teaching team. Regrouping will be done as often as the situation warrants. No student is lock-stepped into any pattern of grouping or scheduling for an entire school term.

VI. CURRICULUM PLANNING

Much detailed curriculum (such as day by day lesson plans) is not included since this is the realm of the classroom teacher and the detailed, specific, daily planning is a large part of the professional obligation of the teachers responsible for its success. Such planning must be a team effort (including students, interns, collaborating resources, and aides) and must be the collective work of all members of any team at any level. Inter-team activities and planning should be encouraged wherever feasible or possible. Should general education spark several student's interest in a particular area or subject, a four (4) or six (6) week "mini-course" will be organized.

Each level of the program (the equivalent of grade level) will be characterized by overall objectives. Contributory objectives will be established in a programmed sequence at all levels. (See sample Humanities program - unit on Contemporary Man). It should be kept in mind that objectives listed constitute only one option out of many possible systems for reaching the overall goal. Therefore, substitution of equally appropriate alternative contributory objectives is a possibility at most phases of program.

The attainment of fulfillment of these objectives to the best of a student's ability, and to the satisfaction of the teaching team involved, plus ample indication of the student's capability and desire to attempt the activities of the succeeding level, shall constitute the criteria for promotion. This practice is valid for Humanities and Sciences areas as well as for Special areas.

Supervised Study

Modes of attaining overall objectives may vary from student to student. The practice most nearly resembling the traditional classroom will be supervised study. Here the students pursue activities leading toward objectives as a class, with strong teacher leadership and supervision. Projects will encouraged as much as possible but assignments and direction will be made quite specific by the teacher.

Growing out of supervised study is small group work, where from five (5) to twelve (12) students will pursue a common objective. Much more planning and direction must be exercised by the group which tends under effective guidance to establish and follow its own activities. The opportunity for developing student leadership is immense, especially when grouping reveals different kinds of leadership among interaction. It will provide the opportunity for individual participation and subsequent personal development, for discussing ideas raised in the large- group, for strengthening basic skills, and for establishing close teacher-student relationship and student-student relationships. It is during this portion of the day that the more advanced students shall be relied upon the function as teachers in helping the slower students in small group situations.

Independent Study

Maximum self-discipline is required of the student on inde-

pendent study. Here a student in a particular program has almost sole responsibility for establishing and pursuing his own activities leading toward his attinment of specific objectives independent of other students and in large part independent of immediate teacker direction. Activity areas encompassed in the independent study program include: laboratory ex-experiments, study with local collaborating artists, musicians, health service personnel, lawyers and other community resource people, or with personnel from the local universities, programmed learning laboratory materials, conferences with proctors and/ or with other students who may be jointly working together on a project, working with teachering machine programs or other automatic and special self-study instructional devices (I. P. I.), work experiences, research, club activity, reading (informational, remedial, and advanced skill development), writing, tutorial help, homework, and Field Studies. *

*Field Studies are designed to place students in the actual enviornment they are studying, so they can broaden their experience and bring their firsthand observations to bear on understanding concepts and problems. Opportunities to participate in one or more Field Studies are open to every student. Lasting several days or weeks, Field Studies may involve students in such places as their own communities, coastal New England and the rural South. Using the school's own camping vehicles, students may pack up and leave the school to attend an international exposition, live in a Mexican village, run ecology studies in the Canadian wilderness, or interview Californians. During the summer, extended Field Studies may visit other continents; foreign exchange programs involving a year's stay in another culture are also possible experiences for a small number of students. These are arranged with the cooperation of various international study groups.

Learning laboratories will be erected to provide facilities and opportunities for students to undertake projects and work (advanced and remedial) in individual and independent study. The following facilities and areas will be available for student use during independent study time:

ART

1. Studio with all media

BUSINESS EDUCATION

1. Practice typing area
2. Business Machine Center
3. Commerical Subject Center

ENGLISH

1. Language Arts I.M.C.

FOREIGN LANGUAGE

1. Listen, respond, and record language lavoratory (Audio-Lingual Method)

HOME ECONOMICS

1. Sewing, Child care, consumer education, and food preparation areas.

INDUSTRIAL ARTS

1. General shop area
2. Graphic Arts Center

MATHEMATICS

1. Mathematics I. M. C.
2. Data Processing Laboratory

MUSIC

1. Listening Center
2. Instrumental practice area

PHYSICAL EDUCATION

1. Gym arranged with areas for use in laboratory problems (includes dance studio)

SCIENCE

1. Areas for physical, biological, chemical, and general science

SOCIAL SCIENCE

1. Social Science I. M. C. for reading, writing, viewing and listening

SPECIALIZED AREAS

1. Audio-Visual Center
2. Main Reading and Resource Center
3. Study Centers
4. Publications

Students who are involved in independent and advanced areas will initially agree with their advisors upon what is to be learned and will draft a central objective and contributory objectives. A

pre-test in the study area will then be taken by each student. The results of the test will be kept for reference by the teacher-advisor who will not discuss the response with the student at that time. The examination will be used again as part of the final evaluation of the course. The difference between the pre-test and the terminal test will be used by the teacher-advisor as a measure of evaluating the student. Following the pre-test each student will fill out the "before the study" segment of the self-evaluation report (see the sample of Self-Evaluation Chart For measuring Progress In Reaching Objectives).

Students will be responsible for keeping course material in their personal folders. Among these materials will be a reading list (including all books and publication), experiments, etc., which have a bearing on the course undertaken. Continuous self-evaluation reports will be in the personal folder.

At the completion of the activities in the study area, each student must meet the requirments of the specific area by passing a terminal written or oral examination and devise and carry out some interesting means of sharing[1] specific elements of the study with his team. Final evaluation of student

[1] In sharing information the student is generally expected to make a presentation in any number of a variety of possible forms. For example, a demonstration, an oral report, a audio-visual presentaion (vido tape film, slides, etc), a lecture, a panel discussion, an exhibit, a performance (music or dance), a skit, a play, a picture analysis, and other may decided upon a student.

mastery will be determined by a two (2) dimensional series of evaluations based on judgements by the student and the teacher-advisor considering what has been accomplished in the light of course objectives (the teacher-advisor will formulate a written comment-type of evaluation and the student will complete the "after the study" segment of the self-evaluation report).

If the objectives have been met (through teacher-advisor and student consensus), credit is given for the study or course and the evaluations are retained in the student's personal course folder. If additional strengthening is need, the student proceeds with supplementary activites.

Independent study students in advanced areas must meet regularly with their teacher-advisor. Such meetings will be scheduled by appointment, and an independent study teacher-advisor may meet from one to all students assigned to him at any specific time.

During their non-group teaching part of the day, area teachers will be assigned to Instructional Media Centers and other areas in independent study to answer questions of students in their field, to tutor, and to undertake remediation with slower students.

Students have the freedom to pursue independent study activities in the various facilities and areas at any time during their "specials" period of programming and during all other unassigned periods of time.

The intent independent study is to promote creative though and independence, the capacity for self-development through personal and self-motivated responsibility for learning the opportunity for study under optimum conditions, the opportunity for studying ideas and problems and to encounter experiences beyond the realm of the usual curriculum in order to strengthen cognitive development, the opportunity for students to overcome specific weaknesses, maximum use of instructional resources, and the development of special talents.

Large Group Instruction

All students in any program, however, will meet regulary for large group instruction, which means that all students in any mode of study will meet in a large group for the purpose of sharing in a learning activity germane to all. It assumes that the emphasis is on presenting materials with a minimum of interaction. Such activities may be the introduction of new topics, films-direcly related to the current unit being studied, slide lectures or multi-media presentations, student performance or presentations, or a demonstration and talks by resource persons.

Other large group presentations may consist of a film series (see sample Humanities Cinema Workshop) or other all-school meetings. These, however, constitue another (not necessarily unrelated) dimension of the program.

The most important aspects of large group instruction

is the "mass-Media" nature of its communication patterns, it conserves teacher time, it makes more efficient use of audio-visual equipment and it consitutes maximum use of resource people.

Overall Objectives For All Areas

In considering any facet of curiculum planning; of following overall objectives will be complied:

HUMANITIES:	Activies in pursuit of required and/ elected Arts and Humanities requirements; enrichment in these areas; interdisciplinary association with other areas.
SCIENCES:	Activies in pursuit of required and/ or elected Science and Mathematics; enrichment in these areas; interscisplinary association with other areas.
SPECIALS:	Continuation of study in areas related to Sciences or Humanities projects; exploratory work in new or different fields (general or vocational); intensive work in fields of demonstrated interest and capability (general or vocational); completion of required work or courses.

SELF-EVALUATION CHART

FOR

MEASURING PROGRESS IN REACHING OBJECTIVES

Early in the study, teacher and students should agree upon what is to be learned, and should formulate objectives.

Students may measure their own growth in mastering these objectives by rating themselves on the following scale. Notice that the scale ranges from) (complete lack of experience) to 10 (complete mastery in performance.

As you read the contributory objectives, change the form of the sentences to the interrogative. This can be done by placing before them this phrase. "To what extent do you now have". Thus, every question will be stated in such a way that the answer can be expressed in terms of degrees of perfection as indicated by the scale below.

Compare your rating for each contributory objective before and after the study. Then compare your total score before and after the study. This survey can be valuable to you if you are careful and honest in ranking yourself.

****

STUDENT'S NAME _____

Complete lack of experience			Uncertain Performance						Complete Mastery
0	1	2	3	4	5	6	7	8	9	10

EXAMPLE: Objective 1 - (5)

BEFORE THE STUDY		AFTER THE STUDY	
DATE ___ ___		DATE ___	
OBJECTIVE	RATING	OBJECTIVE	RATING
#1	- ( )	#1	- ( )
#2	- ( )	#2	- ( )
#3	- ( )	#3	- ( )
#4	- ( )	#4	- ( )
#5	- ( )	#5	- ( )

(Use the back of the sheet if you need more space).

SCORE AFTER THE STUDY (Total of all ratings, divided by the number objectivie rate) = ___

SCORE BEFORE THE STUDY (Total of all ratings, divided by the number objectives rate) = ___ ___ 5

DEGRESS PF ! RPGRESS (Score After, minus score before) = ___

SAMPLE

HUMANITIES CINEMA WORKSHOP

Humanities Cinema Workshop consists of a series of major films shown at intervals throughout the year. The purpose of the workshop is to establish an appreciation of the film as a contempotary art form. Films are selected because their content is easily correlated with the themes and concepts of the Humanitites Program,

because they illustrate excellance in cinematography, and because they capture and excite the interest and awareness of the students.

Each film is previewed by the Humanities Team. An overview and discussion of the film with the students precedes the viewing of each film. Worksheets to be completed by students accompany each film. Past discussions in class are designed to increase the students understanding of human values and problems, to deepen their appreciation of the film as an art communication form, and to sharpen their overall perceptive abilities. Related assignments may be written or graphic, and they refer primarily to the films in themselves rather than to the units during which they are shown. However, the film study culminates will all films are discussed and compared in the final Contemporary culture. Some variation is made in the selection of films each year so that student may participate in the workshop without too much repetition. In addition the presentation of student made film will also become an integrate part of this workshop.

Examples of some films that can be used are:

The Learning Tree	Nothing But a Man
Citizen Kane	Requiem for a Heavyweight
The Grapes of Wrath	Johnny Got His Gun
A Raisin in the Sun	The Bridge on the River Kwaii

SAMPLE HUMANITIES UNIT COMTEMPORARY MAN

Man searching for meaning and for answers to problems on a world scale-urbanization, technology (or lack of it), war, proverty, illiteracy, hunger, disease, overpopulation, discrimination, political tyranny, the loss of individual freedom.

Man's place in the world: part of the world community

His understanding of the world: science and technology, industry, and commerce, news media, politics, the arts, religion.

Expression: traditional media (some new forms, such as the novel, shortstory, jazz, rock & roll, soul, college, etc.) as well as photography, television, the film.

Overall Objective

An awareness of contemporary man's concern of himself and for the direction of civilization.

Contributory Objectives

1. An appreciation of the continuation of certain themes in man's development in contemporary times:

   the struggle for survival
   quest to understand the unknown
   the influence of enviornment
   forces which divide and unite
   expression in the arts

2. An awareness of the conflict of values in the contemporary
3. An awareness of contemporary trends in the arts.

4. An awareness of the types and sources of contemporary

5. An awareness of the major political, social, and economic problems of contemporary man.

6. A consideration of the place of the individual in contemporary society.

7. An examination by the student of his own set of values.

Contributory Objective #1. An appreciation of the continuation of certain themes in man's development in contemporary times:

the struggle of survival

quest to understand the unknown

the influence of environment

forces which divide or unite

expression in the arts

Activity #1 View carefully the film "Nothing But A Man". Complete the accompanying work sheet and participate in class discussions regarding the film in relation to the struggle for survival, forces which divide or unite, expression in the art of the film, contrasting personal and group values, influence of the environment and other ideas.

Activity #2 — View the film, "The Tenement" (C. B. S. Reports, documentary) for some of the same purposes as described in Activity #1.

Activity #3 — Choose one of the themes or ideas brought out in the discussion of "Nothing But A Man" or "The Tenement" and collect photographs, drawings and illustrations to display as a classroom visual exhibit.

Activity #4 — Make a study of Harlem as an environment for young people. Re-design certain elements of the community in light of humanistic goals (example: beauty, stimulation of creativity and sensitivity, health, cultural understanding).

Activity #5 — Name five (5) factors in your environment (more if you choose) and tell how they influence you. Are there any you would like to change? Why? Is this change possible even now?

Activity #6 — Using one (1) of the following recurrent themes, trace its expression in literary works from the various time periods covered this year:

the struggle for survival
quest to understand the unknown
the influence of environment
forces which divide or unite

Activity #7 Write a short on some aspect of city life and its problems. Illustrate it with slides, painting, drawings, tapes, or other devices.

Activity #8 Study the effects of war on children. Prepare a report using photographs and illustrations.

Activity #9 Analyze several contemporary novels, short stories, or plays portraying the economic struggle for life among minority groups in this country and elsewhere.

Activity #10 Read "The Hidden Persuaders". Analyze what makes you buy the things you buy. Prepare a report or display with magazine or newspaper illustrations to share your findings.

Contributory Objectives #2 - An awareness of the conflict of values in the contemporary world.

Activity #1 Make a study of contemporary American toys and games for children. Analyze the style purpose, and implications of the example you locate. What attitudes towards war, violence, speed, business, competition, urbanization, science, medicine, and aesthetic do they show? Where does the emphasis seem to lie? Which

games and toys are most popular? Which are most expensive? Share the results of your study.

Activity #2 Based on the insights gained from a study of contemporary toys and games, create one or more toys or games designed to stimulate humanistic tendencies or awareness of children. Give them to children to use and note their reactions.

Activity #3 Design and make your own film or video-tape illustrating conflicts of values which you observe within the community. Choose accompanying music. Share the film woth other students. Keep in mind such examples as the Indian film "Two" and "The People of a City" (E. B. F.) when considering the composition and organization of the film or video-tape.

Activity #4 Read "The Status Seekers": "The Black Bourgeoise": or "The Black Anglo-Saxons" and learn what determines the things people value in their community. Perpare a report of some kind with actual illustrations, photographs, etc. on the status symbols of teen-agers, community residents, or other groups.

Activity #5 Read some plays, novels, or short stories dealing with family life. Visually portrays or dramatize some of the conflicts. Write a paper or a series of short papers dealing with the author's treatment of the conflict.

Contributory Objective #3 Awareness of contemporary trends in the arts.

Activity #1 View slides of contemporary paintings. Participate in a classroom discussion concerning the choice of subject, arrangement, and rendition.

Activity #2 View the filmstrip on Collage. Using variously colored and textured paper, create your own collage.

Activity #3 View the filmstrip on Cartooning. Create your own cartoon and render it complete in ink and pen.

Activity #4 View the filmstrip on Painting techniques. Do a realistic or abstract painting using either water colors, oil, or tempera according to subject matter.

Activity #5 Using the principles of form, line, balance and composition, create a 3-dimensional design out of balsa wood and/or wooden toothpicks.

Activity #6 Design and make mobile, applying the principles of design and using color.

Activity #7 Field work with cultural community organizations or individuals and/ or field studies in other states and countries. Follow-up reports to the class. Reports maybe written, filmed, video-

Activity #8 — Contrast the contemporary art of the United States with that of a nation of radically differing philosophy.

Activity #9 — Learn about the art of photography and its concerns in contemporary society. Create a display illustrating some of your own photography, explaining the elements of good photography which they illustrate.

Activity #10 — Learn about the design and production of a television play. Write a televise your own play based upon a theme drawn from the program and relevant to contemporary affairs.

Activity #11 — Go to see a contemporary play. Attempt to discover its relationship to ideas and questions raised by the study of contemporary man.

Activity #12 — Study the programs available on television for viewing by students. Compile and post a list of recommended programs which you feel would enrich a student's understanding of the arts and humanities.

Activity #13 — Compile a list of current films which you would recommend for humanities students. Post this. Encourage students to review the films and compare their reactions.

Activity #14 — Learn about dance as a form of expression and art. Invite resource persons (may be students)

to talk about this field.

Contributory Objective #4 — An awareness of the types and sources of contemporary music.

Activity #1 — Examine ways in which music expresses the harsh realities and social protests of the age. Examine the character of the music, its form, content, approach to subject, shock elements, sense of audience.

Activity #2 — Do research on the history of jazz. Reach an understanding of the elements of jazz. Listen to examples of the major styles of jazz and learn to distinguish their major characteristics.

Activity #3 — Make a study of show music. Learn about its evolution. Learn the general format of a musical exciting. Compare some of the great "hit" musicals. Choose fellow students to sing some favorite show tunes in a presentation for other students.

Activity #4 — Explore expressionism in modern music. How do artists attempt to explore the world of mind, spirit, and imagination? Do you see any parallels in the graphic arts?

Activity #5 — Invite professional musicians to class to discuss the implications of contemporary music.

Activity #6 — Sing, play and listen to the blues and soul music. Discuss the social implications and how the music and the lyrics express the values and realities of this age and the past. Write and read the lyrics from content. Learn about the form of the music; discover its origins. Try writing an original song.

Activity #7 — Analyze broadcasting techniques of various disc jockeys on the soul stations. Assume the roles of disc jockeys and prepare a program to be recorded for radio production.

Activity #8 — Study the Negro spiritual, its historical meaning and its relevance to modern society's treatments if the Black man.

Activity #9 — Compare and contrast the style, concerns, and value of the music of various current performing groups.

Activity #10 — Field work with community cultural organizations and individuals and/ or field studies in other countries and states. Follow-up-reports to the class. Reports may be written, videotaped, recorded or a combination of the choices.

Contributory Objectives #5 — An awareness of the major political, social, and economic problems of contemporary man.

Activity #1 — View the film "The Decision of Drop the Bomb" (E. B. F.). Discuss and react to the ethical, military, political, social and historical questions raised by the bombing of Hiroshima and Nagasaki. Locate and bring to the discussion other materials relevant to this subject.

Activity #2 — Obtain and view the "21st Century" T. V. series film, "The Mighty Atom" and use it to illustrate and dramatize some of the future possible uses of atomic energy for man's benefit. Discover and learn about an atomic electric plant. Arrange a visit and share your experience.

Activity #3 — Today an atomic bomb, similar to the one dropped on Hiroshima, fall on Manhattan. You survive the blast. Describe your experiences:

Where are You?
What time is it and what are you doing?
What do you see, hear, smell, feel?
How do you explain what has happened?
What happens to you and your family, friends, neighbors, and the people of

the surrounding communities?

What help do you need?

Where do you seek help?

What dangers are there?

How long does it take to establish order?

How is this order established? By whom?

Activity #4 — View the film "Cities of the Future" from the T. V. series "The 21st Century". Explore the area of city planning and learn some of its implications. Utilize the "Planning for Change" program to explore the organization for possible city planning. Develop the activities in this program with others, if possible. Discover what nations other than the United States are doing about this problem. Construct some models of your own design.

Activity #5 — Compare "A Raisin in the Sun" and "Nothing But a Man".

Activity #6 — Study the work of VISTA and similar domestic organizations. Invite resource persons to discuss with students some of the experiences and problems involved in their work.

Activity #7 — How is contemporary man's awareness of major social, political and economic problems

reflected in the arts? Gather and share information and materials on this question. Contrast styles and points of view; also point out areas of agreement.

Activity #8 — Study problems of water and air pollution in New York and other areas. Obtain and examine some water from the Hudson River. Explain your observations. Contact local and national groups for information and project ideas. What is the position of the community in regard to this whole problem? What can students do to help?

Activity #9 — Assess the health problems in the community. Contact Harlem Hospital for information and project ideas. Develop a project and report to the class your results.

Activity #10 — Arrange a visit to a nearby IBM center and learn about the possibilities and capabilities of the computer in terms of the betterment of man and his world.

Activity #11 — Study the background of the development of "Cuba: Bay of Pigs" (E. B. F.) and determine the thinking of the United States authorities in this situation. What conflicts are evident in the direction and handling of people by the United States and Cuban governments? Gather and

read all the materials you can which illuminates the question. Write a paper or present a talk giving your conclusions after a careful study.

Activity #12 Trips to community organizations. Elicit their insights into major problems effecting the community. Report on these.

Activity #13 Poor housing conditions have resulted in rent strikes. Describe the conditions that have led to this type of protest. Find out what the standards of healthful housing should be. Find out the responsibilities city agencies have in seeing that these standards are maintained.

Activity #14 Interview, by tape, residents of the community about their attitudes toward neighborhood problems. Elicit their feelings on how they believe conditions can be improved. Film or video tape some of the most dramatic community problems. Share the results of the study.

Activity #15 Prepare visual compositions (pictures taken from various sources-magazines, paper, etc.) related to problems areas. You can develop these compositions from a theme (for example, poverty, drug addiction, sanitation, etc.).

Activity #16 Visit a court room while it is in session. Report on and discuss what you saw.

Activity #17 Field work within the community with local political, social, or economic organizations and/ or field studies in other states or countries. Follow-up reports to the class. Reports may be written, filmed, video-taped, recorded or a combination of the choices.

Contributory Objectives #6 A consideration of the place of the individual in contemporary society.

Activity #1 View the film "The tenement" (C. B. S. Reports) documentary for the second time. Compare your understanding of the film in September with your current understanding of its meaning and implications. What is its viewpoint on the place of the individual in society? How do you substantiate your answer? Are there unanswered questions regarding this problem which the film illuminates? Or does the film give no insight into the area at all? State your reactions.

Activity #2 Read the autobiographies or biographies of several well known contemporary community figures ("Autobiography of Malcolm X", "Man-

child in the Promised Land", etc.)
Determine for each person described a point of view toward the place of the individual in contemporary society. State this point of view, using material from the sources you read. With which do you agree or disagree.

Activity #3 Create and dramatize a role-playing situation in which you show the place of the various individuals in contemporary societies other than your own. Attempt to describe the experience.

Activity #4 Organize and carry out a survey of members of the student body, faculty, parents, and various others from the community. Determine and express their opinions on the place of the individual in contemporary American society. Ask specific questions related to definite areas of consideration in the Humanities program. Construct a profile chart illustrating your results.

Activity #5 Invent and use a "Game of the 20th Century" (may be your own game) which is concerned with the various roles of the individual in contemporary society. Teach other students to play it. Solicit their opinions and criticisms

as to its validity.

Activity #6 Choose several poems which give insight into the place of the individual or ways in which an individual comes to know his own nature. Contrast and compare these examples in an original and interesting manner.

Contributory Objective #7 An examination by the student of his own set of values.

Activity #1 View the film "People of a City" (E. B. F.). Without discussion state your understanding of the film's purpose, technique, and effect. Which of the characters do you like best? Which do you like least? What aspects of the culture of the people do you observe? Characterize the future in terms of values. When all students have completed their answers, compare and discuss in class the various reactions. View the film again.

Activity #2 Respond to the following questions through the media of tape and film or video-tape: (1) "One carries his culture with him wherever he goes", (2) "Behavior is affected by environment and tradition", (3) "A person's behavior affects the way others feel about him". Share the results with others.

Activity #3 — Select a paper which you wrote during the beginning of the year in which you discuss some of your perosonal values, responsibilities, and aspirations. Re-write the paper or write a commentary on it. How do you account for change or lack of change in your point of view?

Activity #4 — Render in visual terms (painting, film, video-tape, sculpture, et al) an expression of what you consider to be your single most important belief. State briefly the nature of this belief in the til title of your visual creation.

Activity #5 — Find examples of items which portary your own perception of the values America should represent in its reality. Share with others.

Activity #6 — Considering all your knowledge of man and of yourself, answer if five paragraphs the question, "Who am I"?

VII. STUDENT PROGRAM

Overall programs will be determined by student choice, to a considerable degree. Regents requirements will be fully met. These will provide the minimum content for all students. Enrichment additions will be in the Arts and Humanities areas as well as the areas of Sciences. Basic course requirements will be scheduled into the main areas of the Humanities and Sciences. Specialization and enrichment will be included in the comprehensive planning of these areas primarily, and the basic program in each area will suffice to exceed minimum requirements. Therefore, the most simple student schedule would be a simple division of Sciences for about 1/3 of the school day, Humanities for a similar portion, and 1/3 of the day for "special" subjects.

The student day is planned into 3 major portions: Humanities/Arts, Sciences, and Special. While the Sciences portion may be the counterpart of the Humanities/Arts portion of the day, they are neither necessarily separate nor equal. While all 3 portions remain generally set for all students, they are subject to variations and combinations in the following ways:

a. As content changes quarterly
b. As content changes each semester
c. In type of grouping
d. As content changes (mini-courses) four to six weeks

The Humanities/Arts portion of the day will be concerned with the study of overall man/culture-related units, i.e., Man and Beauty, Man and Nature; or Primitive Cultures; or Housing, Public Opinion

and Propaganda; or Social Responsibilities of Government. Activities during this portion of the day will meet and exceed current State and area academic requirements in the areas of English, Social Studies, Art, Music, etc.

A similar portion of the day is devoted to the Sciences. This area includes all mathematics and sciences and will meet all State and area requirements. In an attempt to minimize problems of teaching and grouping, courses will be flexible and groups will be variable.

About a 1/3 portion of the student's day will be spent in special areas not represented in the Humanities or Sciences programs. This "Specials" portion of the school day will be devoted to further interests or meeting Vocational - Technical education requirements. Several combinations of time utilization are possible. Required Typing will be undertaken. Foreign Languages may be studied. Intensive studies in the Arts may be pursued. Also, Physical Education requirements may be met, and co-curricular areas can be provided for. More important, this time can be used as extension or independent study time related to a Sciences or Humanities project or to tutorial aid in various subject areas. Finally, extensions of basic skills development can transpire during this time segment. Since planning is flexible, innumerable options are presented.

As course levels become more complex and the student proceeds through his program, subsequent choices will become available. And as required areas of study are satisfied or as required objectives are fulfilled, i.e., required basic work in Humanities and Sciences,

more flexibility will exist in the student's program, and more electives or more independent projects can be attempted. By the 11th and 12th grade level, equivalents, most students should be working at least a part of their time on independent study. In addition, a student may then select electives from a catalog describing course requirements and outlines. This practice for upper grade levels is similar to college practice. Also, as State Regents requirements are satisfied, more elective programs can be considered.

Student programs will vary according to the method of study as well. One student may concentrate on a program in a particular area of expression - Literature, for example, and pursue only basic requirements in the other Humanities and in the Sciences. Another student may, however, choose a broad background study divided equally in areas of the Humanities and Sciences. Both students may, however, be on an independent study program.

Such programming and a wide offering of many electives requires a great deal of advanced planning by students. High levels of maturity and sophistication will be encouraged. Choices will have to be made between equally attractive subject offerings. While some multi-level electives may be offered every semester, others may be offered only every three or four years. This will, therefore, make careful planning very important. But careful planning need not be flexible.

All grade levels and areas will be comprised of basis programmed units which a student can pursue through the modes of

independent study, group work, or supervised study. Large group instruction, seminar groups, and team teaching will be fully utilized.

VIII. ELECTIVES

Electives consist of several types and several categories:

A. Electives in area of Humanities

B. Electives in area of Sciences

C. Electives in combined areas

D. Exploratory or intensive work in the Black Arts and/or Music

E. Exploratory or intensive work in Physical Education

F. Electives in special area, i.e., Media and Communications, Business Education, Industrial Arts

G. Independent study or individual program in all areas

H. Electives in area of Foreign Language

Electives can vary in duration from four (4) to six (6) weeks, quarterly, or an entire school year. Year selections, once undertaken, cannot be dropped in favor of short term electives. Therefore, careful selection is essential.

Sample ideas for electives:

Values

Film

People and Cultures of Africa

Black Musical Expressions

Communication Arts (T.V. and Radio)

Urban Law (Criminal, Youth, Welfare, Tenant and Landlord, Poverty, Consumer)

Newspaper (Journalism)

Current Problems of Afro-Americans in Urban Areas

Possibilities for leisure - Role of Many Types of Recreation

Non-Standard Black Dialect - Effects on Learning

Introduction to Black Theatre

Design and Function of the Home

Survey of West African Art

The Next Century

Human Life

Science and Emotions

Life Chemistry

Man and Machine - Partnership?

Contemporary Revolutions: Biological, Medical, Religious, Media

Implications of Space Travel and Space Technology

The Contemporary and Future City as a Human Environment

Humanities and Technology

Appreciation of Living Things

Public Opinion

Labor and Industry

Siminar in World Affairs

Politics

IX. SOME SAMPLE STUDENT PROGRAMS

Ed. Not a strong academic student. He is interested in his community and wishes to plan for physical changes in his environment. However he has a problem in assuming responsibilities.

Module	
8 8:20	Supervised study. Ed is working with an advanced student as a partner on basic skills development in Social Studies.
8:20 8:40 9	Supervised study. Ed is making a study of Harlem as an environment for young people. He is redesigning elements of the community in the light of humanistic goals (example, beauty, health, creativity).
9 9:20 9:40 10	Supervised study. Group work with four other students. Ed is helping to design and make a film illustrating the conflict of values which they observe in the community. They will choose accompanying music and share the final product with their team.
10 10:20 10:40	Large group. Ed views a short film whose content is related to theme and concept of his humanities class
10:40 11 11:40	Supervised study. Ed's class is studying evolution and he is working with 2 other students in assembling the skeleton of a bird.

11:40	Supervised study. Ed and two other students are studying the significance of the Hindu-Arabic numbers system used today as opposed to the Roman numeral system.. They will report on its importance because of its relative simplie-
12:40	ity in terms of arithmetic, bookkeeping and algebra.
12:40	Ed goes to LUNCH
1	
1:20	
1:20	Self-development or rap session with his group and directed
1:40	by counselor leader and including his teaching team.
2	
2:20	
2:20	Ed is working in the reading lab where he is getting help
2:40	from a teacher intern. Ed takes the bus to ARCH.
3	
3	Arrives at ARCH for an Urban designing class where he is
3:20	planning and designing the rehabilitation of building for the community which will be carried out by a team of Building
3;40	Trades students and specialists. He also works with a teacher Intern-math instructor to apply what he learns to
4	the practical matter of rehabilitating a house.
	He will work at ARCH until 5:00.

Ann. Better than average student. Talented dancer. Plans a career in the arts.

Module	
8 8:20 8:40 9	Independent study. Ann is studying the significance and importance of TV as a social, political, economic, and educational entity in our society. She will culminate this study with TV production depicting these effects.
9 8:20 8:40 10	Supervised study. Ann is involved with a group of 3 other students. She is working on the influence of black culture on contemporary American music.
10 10:20 10:40	Ann is practicing typing in a large group session.
10:40 11	Supervised study. Ann is tutoring a team member with deficiencies in mathematics.
11 11:20 11:40	In the latter part of the module she is making a study of the Ancient Egyptians on how they dealt with the problems of constructing pyramids before the development of a Pythagorean theorem.
11:40 12 12:20	Interdisplinary seminar. "The Contemporary and Future City as a Human Environment". Here Ann is doing a project involving the effects of housing on other social institutions. As

12:40	part of the project she is interning at Model Cities
12:40 1 1:20	Ann lunches on her way to the Black House of Light (Creative Arts Center)
1:20 1:40 2 2:20	She arrives at the Black House of Light and works with a small group in Advanced Sculpture. Ann travels to the Center of African Culture.
2:20 2:40 3	Supervised study. Ann arrives at Center of African Culture and participates in a course in Swahili.
3 3:20 3:40 4	Also, at the center she is studying Advanced African Dance which satisfies her Physical Education requirement. She is preparing an original dance to be presented as part of the required students report to her team.

Tom. Excellent student. Wants to go to college to study chemistry, possibly for a career in medicine. Special interest in music. Comes from a large family.

Module	
8 8:20	Independent study. Tom goes to the Spanish language laboratory to complete an assignment.
8:20 9 9:20	Tom meets with other student members of the Board of Directors of the student non-profit corportation to discuss budget matters. He is the representative from the Advertising Department of the corporation.
9:20 9:40	Tom takes a bus to Harlem Hospital.
9:40 10 10:20 10:40	Tom is taking a course in Medical Careers, a courses planned and carried out largely by interested students with a teacher advisor and collaborating hospital personnel. The course is held in the school and at Harlem Hospital. They are "picked up" by a doctor, lab technician, and other specialists and divided into small groups to tour and learn.
10:40 11 11:20	He lunches and travels back to the school.

11:20 Interdisciplinary seminar on the Psychology of Black Adolescents
11:40 and adults for the unit on Escape Mechanisms. John is doing
12 independent research on the causes of and attitudes toward
12:20 suicide

12:20 Supervised study. The class is involved in types and sources
of contemporary music. Tom is working with 2 other students
12:40 (all have musical background) listening to work songs, blues,
jazz and soul. They are discussing the social implications
of how the music and words express the realities of this age
1 and the past. They are learning about the form of the music
and are researching its originz. They will jointly write an
1:20 original song.

1:20 Large Group. One of the students in Tom's team is presenting
1:40 a culminating activity to be shared with the team.
2

---

2 Supervised study. Tom is pursuing a program in Advanced
2:20 Chemistry which combines laboratory work with a group
2:40 and independent study time. His current project involves
3 antibiotics.
3:20

3:20 Tom tutors a team member in geometry.
3:40
4

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4 Since Tom doesn't have the necessary privacy and silence at
home for study, he was provided with his own private room
7 in the school for that purpose.

John. Academically capable. He demonstrated good self discipline very creative. Interested in the sciences.

Module	
8 8:20 8:40 9	Supervised study. John's class is working on Hinduism and he is learning to run the Video camera for the class videotaping of the Meaning of Yoga.
9 9:20 9:40 10	John's class is working on the concept values in the contemporary world. He is working independently on a study of contemporary American toys and games for children. He is analyzing the style, purpose, and implications of the examples, he located. In addition, he will assess the attitudes toward war, violence, urbanization, competition, business, science, etc. He will share the results with his class
10 10:20 10:40	John will attend a large group session which will introduce a new topic in the sciences.
10:40 11 11:20 11:40	In supervised study, he is working with a group of four other students on a study of electricity. At the moment, he is completing an individual activity in hydroelectric power, which he will share with the group of 4 students as part of their total work.

11:40 — John takes a bus to the city university.

12

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12 — John is interning with an engineering student at the

12:20 — University (CCNY) in a pre-engineering exploratory

12:40 — program.

12:40 — He lunches on his way to the job site. His entire

1

1:20 — afternoon is spent out of school working under the

1:40

2 — supervision of an electrician and involved in renovat-

2:20

2:40 — ing a building planned for rehabilitation by the stu-

3

3:40 — dent non-profit corporation.

4

He will continue on the job until 5:00.

X. ALL - SCHOOL EVENTS

Performances by professional artists/ performers and by students should be encouraged, so long as they enhance the total educational effort of the school. They must always be related to some portion of the curriculum being studied at that particular time and, although their power to entertain the whole audience should certainly be a consideration, they should primarily be educative in nature. That is, a performance should be accompanied by appropriate explanations and/ or provision for discussion between performers and audience. Follow-up classes are to be planned, and every effort should be made to include the performers in smaller discussion group and curriculum activities in addition to the performance. Student performances may take the form of concerts, dramatizations, demonstrations, revues, broadcasts, or sharing of original projects completed as part of a course of study.

Festivals, Fairs and Exhibitions, organized and carried our largely or wholly by students, can provide as excellent opportunity to feature original student work and to build school community spirit. Community (parents and other community people) as professional works may also be shown in relation to some aspect of curriculum being studied at the time. These events should bring into play as many curriculum-related skills and learnings as possibile, and the experience as a whole should be integrated with the curriculum and purposes of the school. Exhibitions and festivals will also be held in community facilities, such as The Studio Museum, Black House of Light, etal, and will be video

taped by the students for use over Cable Television.

General School Meetings may called by members of the administration, faculty, or student government. Reasonable notice should be given, as advance preparation is quite important. The welfare and educational situation of the entire student body must be kept constantly in mind in the planning and carrying out of such meetings. Generally these meetings would be reserved for significant matters. affecting all or a large part to be student body, and should have been judged the best means available for the purpose in mind.

Student Choice- students should have a major say in determining the selection and scheduling of all-school sevents, either through their own committee or through significant membership in joint committee set up for this purpose.

1. Contemporary Problems Conferences. Everyone gets together for conferences on current significant problems. Organized and carried out by students, teachers, and invited resource people, are held two (2) or three (3) times every school year, whenever such an activity is appropriate. Conferences are a way of working on such things as student rights, urban decay, military and political policies, etc. They draw the whole school together for a week or more at a time for concentrated study of a currently significant problem or issue.

XI. SELF-DEVELOPMENT IN THE CURRICULUM

Since learning is an activity that all humans participate in, ultimately learning becomes a process that involves the interaction of humans in groups. Therefore, the group process is an accepted way to gain a greater understanding of a problem to make comments, to interchange ideas, to confront, to reach an agreement, and to determine an action. The "rap" session, then, provides the staff and the students with an opportunity to "rap" without any pre-determined rules or regulations to limit the "rap" or the direction of the group. Students and staff can speak openly and candidly to anything they wish since no curriculum content will be pre-determined. The understanding is that the "rap" is "off the record". The primary experience to be elicited from the group is the scrutiny of values, attitudes, ideas, and questions.

Each student will spend two(2) hours and forty (40) minutes a week in the Self-Development Group. It is a required area of study. The group will remain a unit throughout the high school program. The group will consist of a skilled counselor-leader, twenty-five (25) students of a specific team, the teaching team* and the possible inclusion of parents, if feasible.

Problems of discussion may center around social or ethical concerns, environmental (school and community) experiences and problems, or the implication of cognitive experiences in his study areas.

*the teaching team will only be involved in a forty (40) minute session per week and without the inclusion of the counselor-leader.

It is hoped that these sessions would be utilized as a medium of helping students discover meaning, developing self-concept, identity, and verbal expression, fostering decision making, developing increased commitment to a set of values, strengthening groups cohesion, involvement and motivation, developing in youth the ability to talk more freely with greater assurance that they would be listened to and that what they said would be respected, examining the conflicts among the many sets of values and frames of reference held by members of society, and setting in motion a process of reconstruction of emotional attitudes and concomitant behavior tendencies. In addition, the sessions would hope to raise to a conscious level among teachers and students, the inter-relationship between instructional content of the school and the life experiences of its participants.

From these sessions, the participants would gain some insight into the source of their attitudes and from this could develop an inner motivation and direction. It provides the mechanism for a general understanding of human behavior and motivations in a very real and functional setting and is the basic element of the educational program.

A. PROCESS

The process is one of conscious intervention into life styles, ideas, beliefs and values of teachers and students involved in the complex. Participating consultants will work with faculty in the development of methods and techniques that are designed to direct the discussion content and interplay toward the educational objectives of the school.

B. TRAINING

Our objectives during the training process would be designed to

train teachers to ask: What is it the students are learning? Where can we best look for answers to some of their social and environmental dilemnas and to develop a process where answers are sought not only in the students, but in the behavior of the instructors; instructional content; classroom relationships; conflicts that develop out of beliefs and values; as well as, the community as a curriculum resource.

The student-teacher relationship is not isolated in the classroom. It takes place within the context of the school and the community. Therefore, administrators, parents, teachers, counselor, etc., represent the determiners of the total life experience of the school. We must avoid duplicating the split between stated educational objectives and experienced life realities in our educational process.

C. RATIONALE

Student protest actions over the years have been aimed toward a concern for a more humanistic education, one that focuses upon self-development; man's inhumanity to his fellow man; values; beliefs; behaviors, including those areas of human involvement where most educators have refused to intervene.

This process will endeavor to experiment with a course, that becomes a prerequisite for all of our students and that primarily concerns itself with the human development of all students in

the complex.

XII. ARTS IN THE CURRICULUM

Study of a sample Humanities program shows how the Arts are incorporated into the content of each unit. (See following Humanities Sequence). The art and music background of an era are content equals with literature and history. As form, style, and content are criteria for anyalysis of writing, so too are they criteria for analysis of painting and music. As events in history indicate the values of a culture, so too does that culture's architecture and music. By this relatively simple means art and music become indigenous to the curriculum.

All student activities should be designed to involve as many disciplines as possible. The nature of sharing activities requires knowledge of the most effective means of communication, and this too involves all the arts. Within the context of the program all students learn about the arts as an expression of their culture, as well as developing skill in analyzing it.

There are four dimensions, not necessarily interrelated, of the arts in the program. Each dimension has several aspects; while some of those overlap, recognizable distinctions do seem to exist. The following outline may serve to indentify these four areas:

A. STUDY OF WORKS OF ART

	Analyzed as:
Painting	1) Expression of an emotion (content)

Sculpture
Music
Dance
Architecture
Literature

2) A work of form and technique (elements)

B. MEDIA-UTILIZATION

Compilation and utilization of arts for expression of a practical nature, i.e., TV communication; skills in writing or other expression; utilization of technical learnings. This area may combine aesthetic, artistic, humanistic, and technical aspects.

C. PERFORMING ARTS

Spectative - appreciation in viewing and enjoying performances in the arts.

Participative - satisfaction from performing in the arts.

D. CREATIVE ENVIRONMENT

Appreciation and awareness of continuous role of the arts in daily human life-building and arthitecture, room planning and decor.

Dimension I encompasses the situation where a work of art serves as a part of the curriculum content, whether approached as an expression of human emotion or an object of study in terms of form and technique. However, studying a work as a representa-

tion of a particular culture gives it enhanced values to the learner.

Dimension II provides for the utilization of an art or the arts as a practical means of expression, ranging from the writing of a simple poem or essay to the construction of a complex film or videotape. In addition to the analysis of a particular type of work, the student must consider the functionality and practicality of types of communication and expression. And these considerations must reflect the practicality of various forms of media, also.

Dimension III emphasizes performance in two dimensions. An important aspect of this dimension is the study of the nature of a worthwhile performance. Here is where the participation in a performance for the sake of expression and discipline is emphasized.

Dimension IV involves the awareness of the role of the arts in human life. Emphasizing perceptive and valuing skills, students can learn the nature and composition of their surroundings, what is responsible for these surroundings, and the effect that one's surroundings have on his total self.

XIII. PHYSICAL EDUCATION IN THE CURRICULUM

As in the Humanities and Sciences, all areas represented in the "Specials" category will consist of overall objectives and activities leadings toward the attainment of these objectives. Physical Education requirements should consist of certain aspects of physical development, some demonstrated ability in the use of one's physical body, and some mastery of content related to the understanding of human values placed upon physical well-being. Additional values of team cooperation for physical dexterity and performance should be stressed.

Students should have the option of a set physical education curriculum, participation in physical activities in conjunction with or in lieu of this set curriculum, or an exploratory or intensive program in the arts which will meet the physical education objectives.

Physical education electives should include as many participant sports as possible and practical. Seasons of the year will affect offerings, but all possible emphasis is to be placed on participation by all students in as many forms of activities as possible.

Strenuous attempts at league team sports and championship team is not considered practical at this time, and attention of the physical education teaching team will be directed toward more universal participation. Spectator sports should not be encouraged for the few at the cost of the many. As in the arts, elective offerings may be exploratory or intensive. Any student should therefore have at least five options to meet physical education requirements each quarter.

A. Regular physical instruction program body development-games.

B. Optional arts involvement, i.e. exploratory or advanced work in dance in conjunction with or in addition to regular curricular program.

C. Exploratory involvement in one of several electives, i.e., gymnastics, wrestling, track and field, tennis, bowling, physical culture, swimming, etc. (the electives offerings are dependent upon qualifications of staff and facilities available, and number of students selecting electives).

D. Intensive involvement in elective program, i.e. advanced gymnastics, tennis, physical culture, track and field, wrestling, etc.

E. Independent study in program proposed by student and/or physical education team and approved by the physical education team. Student will develop potentialities and demonstrate proficiency and knowledge to satisfaction of physical education teachers. Example: gymnastics, tennis, track and field, or personal physical culture programs.

Combinations of the above should be avoided since the program may change each quarter, providing ample opportunity for exploratory work in many areas.

XIV. OCCUPATIONAL EDUCATION

The history of vocational education in New York City had essentially been for those students who the educational system perceives as not possessing the potential to pursue higher education. On the other hand, students who pursue academic programs are generally not encouraged to participate in the vocational-technical areas on the assumption that it will not aid them in entering institutions of higher learning. It appears then that vocational education is either focused upon those students who look upon high school as terminal education in the development of a specific employable skill or those whom the school classifies as being unredeemed failures. The Harlem High School intends to terminate the conventional division between vocational and academic education by requiring participation in both areas by all students. This approach negates the perception, by the students and adults, that vocational pursuits and experiences are degrading. Parenthetically, there develops an awareness that intelligence is a prerequisite to the execution of skilled work. In addition, we envision the vocational processes developing out of the context of the academic processes. No longer will there be a program of related mathematics or related science, but mathematics and science that conforms to the conventional standards. Evolving from these general or liberal education areas will be a variegation of related vocational operations and choices. Consequently, these procedures

reflect a variation in the team teaching concept, whereby students can relate academic learnings to real life vocational skills that they will put into actual operation. Therefore, a drafting class may include a mathematics teaching assistant or intern and an English teaching assistant or intern (obviously, draftsmen must be able to express their ideas), in addition to the area instructor. Students then apply what they learn into actual operation by renovating buildings and apartments or constructing mini-parks. *

Initially, these operations and choices will dwell upon an exploratory involvement in the interest areas of work and familiarizing students with these areas, whereby, in the future, they can make better choices of specialization. More intensive involvement in actual work experiences outside the physical confines of the school will follow. This latter approach is predicated upon not creating a make-believe atmosphere toward the work experience nor perpetuating the existing obsolescence of many contemporary secondary school vocational-technical programs.

A. DEFINITION

Vocational education as defined by the New York State Education Department indicates a training design to prepare

*See Two Sample Programs or Proposals (Development of Student Corporations - Section E in Occupational Education component)

individuals for a lifetime employment specialty as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in advanced technical education programs, but excludes any program to prepare individuals for employment in occupations which generally are considered professional or which require a baccalaureate or higher degree.

Perhaps, it is better to install vocational education in a broader perspective by identifying our proposed programs as occupational education. In this context, it possesses the additional dimension of an awareness of the changing employment needs of individuals along with their immediate needs. Consequently, the concept of occupational education emerging from the New York State Education Department projects a latitude for programs to prepare for employment in jobs from low levels to those with skilled or technical needs. This they indicate, leads to the development of programs of varying lengths for diverse populations conducted when individuals have need at any age or status during their working life.

B. SOME PROGRAM CONSIDERATIONS

Recently a conference was held in which a representative from the United States Department of Labor reported on the pre-work environments and institutional arrangements that enhanced the orderly transition of youth

from the world of school to the world of work in Western European countries, Israel and Japan. Among the findings that resulted fromthis inquiry were:

1. schooling of most students were highly job-oriented.

2. vocational schools tended to be more flexible and effective than ours.

3. apprenticeship and on-the-job training opportunities were more extensive than in the United States.

4. effective vocational guidance and counseling were more extensive - in some countries manpower authorities and schools collaborated in extending these services.

5. industrial arrangements provided for the employment of youth at rates of pay below normal minimun rates, encouraging employers to accept trainees.

We are cognizant of the social and cultural differences in the European, Japanese and Israeli social system and experiences as contrasted to the United States. However, we must earnestly consider the efficacy of these findings to the vocational experiences of inner-city youth. Certainly, such recent secondary school programs as Cooperative Education

(Work-Study Program), Towards Upward Mobility (TUM), School-to-Employment Program (STEP), and the Correlated Curriculum Program within the New York City area have parallel components in the European, Japanese, Israeli design. Notwithstanding these procedures, we must engender new operational forms. As a consequence, occupational education and information in the Harlem High School will be geared to fostering a concept of internship and merger among labor, business, industry, local community organizations, and school toward establishing an occupational design that will operate within the enterprises and will address itself to future needs, desires and interests of its students and economic growth of the community.

It will establish a close relationship with the community college in developing the full potential of its vocational-technical program.

It will empower students to establish and operate their own non-profit corporate occupational structures.

It will plan and utilize existing and heretofore unutilized instructional and human resources.

And it will establish an on-going occupational and job development operation coordinated with a team of in-house school guidance personnel whereby students can acquire jobs related to their areas of educational interest or acquire work to meet the obligations of financing future educational

pursuits. This approach permits students to attend school part-time and work part-time, if necessary.

C. ASSESSING OCCUPATIONAL TRENDS

We have assessed the current occupational trends which will serve as an extended base for career development. Likewise, we have endeavored to analyze and to explore the occupational projections and manpower needs of the coming years in New York City via the information assembled by the United States Department of Labor, Bureau of Labor Statistics, and conversations with its Regional Director. Although occupational vistas repeatedly vary and many impending occupations haven't as yet unfolded, the identification of an area of interest by a student permits planning in this area and closely related areas of occupational choice. It is essential that these areas are characterized as spheres of saleable skills which offer upward mobility in income and status.

An overview of jobs and future trends through 1975 in the New York City area and through 1980 nationwide indicate the demand for new workers is greatest in the white-collar occupations. Within this category, there are clerical, professional, technical, managerial and proprietary, and sales personnel. The largest number of jobs to be filled, according to the data from the

United States Department of Labor report on Occupational Distribution of Jobs To Be Filled in New York City, 1965-1975 are in the first three groups within the white-collar category; clerical, professional and technical.

The blue-collar occupations are the second largest category. Occupational projections in New York City through 1975 show a decrease in employment prospects although nationwide an increase is projected through the 1980's.

Having classified and surveyed the projections for the major occupational categories, the report identifies and classifies individual occupations into related fields. Predicated upon this information the format for developing occupational education in the Harlem High School is formulated.

Professional type areas that has as a prerequisite a baccalaureate or higher degree are obviously omitted since they don't technically fit into the vocational-occupational categories.

The following is a list of viable occupations and their related fields which will be given priority and considered strongly for occupational programmatic development in the high school:

1. Health Services Occupations

a. Registered Nurses

b. Dental Laboratory Technicians

c. Medical Laboratory Workers

d. Radiologic Technicians

e. Licensed Practical Nurses

f. Medical Record Librarians

g. Dental Hygienists

2. Performing Artists Occupations

a. Actors and Actresses

b. Dancers

c. Musicians

d. Singers

3. Technical Workers and Specialists

a. Draftsmen

b. Engineering Technicians

c. Science Technicians

d. Broadcast, Motion Pictures and Recording Studio Specialists

e. Radio Operators and Teletypists

f. Data Processing, Systems Analysis and Programming Specialists

4. Business Administration Occupations

a. Advertising Workers

5. Other Professional and Related Occupations

a. Commerical Artists

b. Photographers

c. Radio and Television Announcers

6. Managerial Occupations

a. Purchasing Agents

b. Proprieters (Small Businesses)

c. Bank Officers

7. Clerical and Related Occupations

a. Bank Clerks and Tellers

b. Office Machine Operators

c. Cashiers

d. Dental Assistants

e. Electronic Computer Operating Personnel

f. Stenographers, Receptionists, Typists and Secretaries

g. Accounting Clerks

8 Building Trades

a. Electricians (Construction)

b. Cement and Concrete Finishers

c. Plumbers

d. Roofers and Slaters

e. Sheet-Metal Workers

f. Glaziers (Construction)

g. Operating Engineers (Cranemen, Derrickmen, Hoistmen)

9. Mechanics and Repairmen

a. Air Conditioning, Refrigeration, and

Heating Mechanics

b. Appliance Mechanics (Servicemen)

c. Office Machine Mechanics

d. Motor Vehicle Mechanics

e. Radio and TV Mechanics

10. Printing Trades (Graphic Arts)

a. Photoengravers

b. Lithographic Occupations

11. Other Craftsmen Occupations

a. Upholsterers

b. Jewelers and Jewelry Repairmen

12. Semiskilled Metalworking Occupations

a. Electroplater Helpers

13. Other Operatives

a. Meat Cutters

b. Attendants, Auto Services

The wide scope of occupational areas suggested by these categories beckons for dramatic expansion and more meaningful vocational-occupational education courses and programs on the high school level.

D. INSTRUCTIONAL AND HUMAN RESOURCES INVOLVED IN OCCUPATIONAL PROGRAMMING IN THE HARLEM HIGH SCHOOL

Plans are for utilizing diverse human potential in the immediate community and in the city-at-large as instructional and human resources. Industry, labor and business

facilities and services, cultural institutions, governmental agencies, and community organizations will be employed to jointly implement, with the school, whole aspects or levels of the occupational program. *

Communications were sent out to fifty-one (51) local businessmen. Many of these proprietors operate businesses of a very small nature, therefore, we were concerned with the assignment of a single or several interested students into these business establishments for practical and paid work experiences.

The following types of enterprises were contacted: advertising agencies, appliance-sales-services, data processing services, banks, hardware and maintenance services, plumbing services, photographic studios, printing services, stationeries, electrical services, publishing companies, television and radio repair services, insurance offices, and home improvement services.

The use of additional resources have been firmly established and committed and they will conform to a wide variety of designs in the form of services, equipment, and space.

The following patterns are briefly illustrative:

1. The utilization of a nearby art studio and gallery

*Formation of a Community Resources Council. See "Community Organization" component in the study.

(Nyumba Ya Sanaa-Black House of Light) for the teaching of various art forms using local artists as instructors and supplemental instructors.

2. The services of a local dance theatre (The Dance Theatre of Harlem and Olatunji's Center of African Culture) to provide space, to provide faculty members to conduct classes, and to provide scholarships for qualified students to enroll in their total program.

3. The development of a training program in health careers at the community hospital (Harlem Hospital). Likewise, the utilization of their services and facilities for independent study projects in the science and health areas.

4. The utilization of community musical and theatrical (drama) facilities and personnel (Olatunji's Center of African Culture) as an occupational training component, as an interest recource for students, and as a component of the required school program in these curriculum areas.

5. The engagement of a community photographic studio (Studio 'B') for career training in photographic skills and technology.

6. Utilizing the facilities and expertise of a local urban planning service (Architect's Renewal Committee in Harlem) as a training component in career development.

7. The establishment of a training program for careers in banking (tellers, clerks, officers, et al) at a community bank (Carver Federal Savings and Loan Association).

E. VOCATIONAL GUIDANCE

Some three (3) years ago, the then Secretary of Labor, W. Willard Wirtz; indicated to the House Committee on Education and Labor that:

"The availability of occupational counseling for youths in schools is extremely slim indeed. During the school years, a student in the United States has very limited access, if any at all, to a person who knows what the employment world is all about. There is seldom anyone to advise him about what kind of employment exists, what employment he would like to try, or how to go about getting that which does exist. The result is that young people are left to their own devises in the employment search.".

In a 1963 study, it was found that only 22.4% of the dropouts, aged 16 to 21, received vocational counseling, while 56.1% of the graduates indicated they received some guidance.

Apparently, these figures establishes the fact that far greater emphasis should be placed upon vocational counseling. Up to now, guidance within traditional school patterns has been academically oriented and aimed at those students who are moving on to college. We perceive guidance personnel in the Harlem High School as being more aware of the role of vocational counseling by working more closely with industry, business, labor, employment services and agencies in the world of work.

Consideration must also be given to another dimension of counseling that would provide "career" officers for young people from the age of 16 through 24.[1] They would provide such services as information and advice regarding placement sources and job opportunities and would help young men and women think constructively about their abilities, limitations and goals. Such a vocational guidance system would provide for quarterly, semi-annual or annual "career check-ups" over the span of eight (8) years. It would perhaps include all young people - even those who go on to college or leave the labor force for understandable reasons.

The function of the system would be to guide young people through the mazes of our extremely complicated society.

1. Herbert Beinstock, The Transition to Work Here and Abroad: Do U.S. Youth Fare Worse?, (New Generation, Vol. 51, No. 1, Winter 1969)

F. TWO SAMPLE PROGRAMS OR PROPOSALS

A MEDIA CENTER IN THE CENTRAL HARLEM COMMUNITY

The question may well be asked as to why Industry, Health , Welfare, or governmental agencies should participate in an educational enterprises which could be upsetting to their present routines and purposes? Our response is that the survival of the city, in which large work area real estate and property investments exist, depends inevitably on how social institutions work cooperatively. Each work area depends primarily upon the schools for potential workers and each has much to teach the schools in this city. Secondly, current efforts by most of our public schools, to renovate the existing teaching-learning arrangements as they relate to many of the systems failures, are foredoomed because they do not come to grips with the unwillingness or inability of most students to grasp the relevancy of acquiring knowledge and skills in the present for utilization in the future. What the schools are saying, in effect, is that it's real out there in the world, but we have no way of putting you into the picture until later on. In order to reckon with this reality, we are seeking to construct an educational experience with relevancy to work, while recognizing that Educational Planners will concern themselves within our proposed school complex with other life requirements such as a vocational and

personal pursuits. As the late educator, John Dewey, once stated in a Havard Commencement, "while there is no guarantee that an education which uses science and employs the controlled process of industry as a regular part of its equipment will succeed, there is every assurance that an educational practice which sets science and industry in opposition to its ideal of culture will fail.".

Occupational Format

A media center will serve as an educational - occupational training component for the students, parents and other community people interested in all forms of media, i.e., photography, cinemotagraphy, film making, narration, creative writing, printing production, videotaping, radio broadcasting, etc.

It will involve a number of media operations and technicians in the New York Metropolitan area who are involved in various forms of communication in working with students, parents and community people in their respective specialties to implement a comprehensive training program in the center. The current planning efforts have enlisted the support, counsel and participation of The Community Film Workshop Council, Inc., W.O.R., T.V., New York Amsterdam News, Chamba Productions, Inc., Black Tempo, Teleprompter Cable

T.V., Open Channel, and prominent individual media specialists to assess and make major determinations about equipment availability, material usage, technical processes, present and future work possibilities, instructional techniques and feasible training-work cycles or sequences, technological trends, curriculum development and organization, product development, and industrial organization and related problems.

Present projections also recognizes that jobs for the hard core unemployed and underemployed must become a national priority; that failures in existing training programs geared for minority involvement have been victimized by shoddy economic planning, limited resources, and token committments from both the private and governmental sectors of our economy. While we recognize that training programs geared to the economic realities of the 70's are to some degree experimental in nature, throughout this operation we'll be engaged in collaborating with other resources involved to build into our operation essential services, i.e., Basic Education, Cultural Enrichment, Planning for Occupational Involvement, Problem Solving, Material Usage, Economic Development, etc.

So that in a broader sense, the Media Center will develop a reservoir of skilled - competent operators in all areas of media who will be capable of responding to urgent communications needs in the minority communities,

but specialists who will be engaged in a vigorous search for new knowledge of urban-minority issues as they affect Harlem, New York City and the Nation.

The Center will formulate an intimate and continuing collaboration with Harlem residents, community organizations, and other urban neighbors through projects and major problems that concern them. The trainees and students would be involved with the staff of the Center as part of their training in this type of product development which might take many forms - slides, film-strips, films, etc.

The Media Center's community resource capability is unlimited and it will constantly strive to lift public understanding of issues in the community to a more sensitive and sophisticated level. Long range, it will hope to cultivate in the community special understandings about major trends in urban change, in order to assist them in the development of required action programs.

Eventually, a team of media specialists upon completion of their training will be able, through the Center's placement operation, to sub-contract their services to existing community organizations and agencies interested in concrete media products for their programs.

Areas of Occupational Capability in Education

It has been emphasized and re-emphasized by various educational experts that visual experiences comprise an extremely important aspect of educational and creative growth among students at all levels.

Contemporary research has demonstrated the efficacy of employing visual materials in the educational process. However, most large urban systems have only used these materials for perceptual conditioning while developing reading skills among students to launch token attacks on reading disabilities or to enable teachers to effectively use new methods and techniques while teaching students to read. As valuable as this may be, attempts will be made to explore the cognitive aspects of education that may emerge from the use of visual materials in the classroom.

1. To assist teachers in the development of lesson plans and study information that will provide them with some sense of how to proceed to change behavior and attitudes formulated and related to a student's response to a given social situation.

2. Lessons designed to help students develop positive attitudes toward the rights and responsibilities of individuals within a societal framework.

3. Attempts to develop among educators, students, and parents a broad concept of educational vitality and relevance through the presentation of

situations and problems which are familiar to the pupils and which serve as microcosmic models of the problems of society.

In essence, teachers and instructors from the high school recruited for participation in the Center's program would be working with experienced media specialists in concerted attempts to monitor and upgrade curriculum, to develop new teaching and training aids; while educating parents groups.

Conclusion

The use and value of any product whether it be social, cultural, or educational when it gets developed will not be restricted to in-school usage only. Such valuable educational products would be made available to the community-at-large.

In addition, any media operation that comes into being in Central Harlem must have some relationship to the economic realities there. The intent is to aim at the development of a local educational television network through whatever franchise arrangement can be created with industries in the business, to promote the type of relevance in educational programming and communications that the community has been demanding.

It will be deeply interested in expanding the context

of existing network coverage while dealing creatively with problems and issues that have a direct bearing upon community change.

DEVELOPMENT OF STUDENT CORPORATIONS

The intent of this cooperative occupational effort is to provide a living, breathing laboratory experience for students. It is designed to provide a highly relevant vehicle for relating academic classroom learning to concrete experiences outside of the classroom.

The planning will be directed toward students acquiring the skills of organizing, managing, negotiating, and implementing their own business enterprises. Therefore, the entire planning process of the program from the outset will be student centered and directed.

Arenas of Participation

Predicated upon the previous assessment of viable occupational areas, there are currently five (5) arenas in which we envision student involvement:

1. Design and Planning

   Students in the Drafting and Urban Design classes held either at school or at local urban planning agency

(Example: Architect's Renewal Committee in Harlem) will be engaged in planning and designing mini-parks and recreational areas in the community. They will also be responsible for designing buildings and apartments for renovation in the neighborhood.

2. Rehabilitation

Building Trades students will be working on the rehabilitation of a building. This would be a total renewal process, conceivably involving gutting the entire building, installing kitchens and bathrooms, refacing the exterior, replacing all windows and frames, et al.

3. Advertising

Students will explore the entire spectrum of advertising, promotion, and public relations. The activities will also include the organization and distribution of a community newsletter.

4. Media

Media students will be involved in product development and distribution in the areas of film, photography, and video-tape.

5. Child-Care

Child-Care facilities will be localized in or near one of the high school sites. The center will be staffed by the Harlem High School students who are studying early childhood development under the direction of a teaching specialist from the school. The children who attend the center will be of pre-headstart age and will come from the neighborhood.

Consideration will also be given to the leasing of a service station by one of the student corporations. American Oil Company, in the past, has leased service station facilities to self-help organizations in order to provide training in service station management and operation, and automobile maintenance and repair. The station would be operated by the students under adult supervision.

Operation of the Program

With the approval of the New York City Board of Education or the Community Board, student and faculty representatives will form non-profit educational corporations (in the five (5) arenas of participation mentioned above - designing and planning, rehabilitation, advertising, media and child-care) under New York State incorporation procedures. Consequently, they will not be legal fictions but will meet all state requirements and are as real as any business enterprise.

The companies will function under boards of directors

composed exclusively of students, aided by faculty representatives, and counseled by technical advisors from the Community Resource Council.

It is expected that these student corporations will negotiate, implement, and complete work on prime contracts in their specific areas. In addition, the contracts might include sub-contracting specialists from the community to implement portions of the contract.

Each of the corporations will maintain a student work crew interested in pursuing the development of these skills. They will be employed by the corporations outside of regular classroom hours, paid at an hourly rate, and receive bonuses upon completion of a contract for outstanding and noteworthy performances. It is anticipated that industrial arts teachers will serve in a dual role of job foreman and classroom teacher. Students involved in these experiences will receive academic credit for their participation.

Funding

Contact and discussion will be made with the Urban Renewal Authority around the corporative areas of advertising, design and planning, and rehabilitation. We will pursue with the Urban Renewal Authority the practicability of funding the costs (student staff salaries, materials, and other operational costs) of these enterprises. In other words, we would explore the

feasibility of these student corporations as recipients of contracts from the Urban Renewal Authority. Furthermore, if we can establish a propitious relationship with the Urban Renewal Authority, we would expect that they would take the initiative in securing the approval of the Department of Housing and Urban Development for maximum participation of the high school in the renewal plans of the community as it relates to the arenas of student corporative involvement. Once established, this could conceivably solidify the granting of funds.

Additional funding sources will be solicited through arrangements with the Neighborhood Youth Corps and the possible funding of the entire program by the Department of Health, Education and Welfare.

XV. EVALUATION OF STUDENT AND SCHOOL PROGRESS

A. PHILOSOPHY OF EVALUATION

The evaluative policy in any school evolves from the specific style of the program. Harlem High School is a school that guarantees success rather than failure. Perhaps, the single most important procedure in the educational system of the United States that propagates the failure of students in numerical or letter grading.

Grades have been used to distinguish the haves from the have nots, the successes from the failures, the good from the bad, and the intelligent from the unintelligent, achievement from nonachievement. Grades have prevented students from entering higher levels of education, provided the justification for cheating, destroyed the thinking process by catering to rote memorization of facts, and discouraged students from undertaking more difficult studies for fear of failure.

Interesting enough research studies have shown that there is almost no relationship between the grades a student receives in school and his competence and achievement in his life's work. In fact, there is ample evidence that those who scholastically achieved at a higher level are most likely to be in the lower professional performance levels.

In the Harlem High School evaluation is more than testing. It will, among their things, demonstrate the learning of some factual material, indicate a degree of achievement in the mastery of subject matter, and indicate changes in attitudes and understanding. Furthermore evaluation will also expose continuing weakness and lags in the areas evaluated.

It was previously indicated in the study segment on Curriculum Planning (Independent Study) that any initiated advance study or course will commence with a pre-test and end with a terminal test as one of the required measure of mastery. The same material used as a pretest will likewise be used as an effective terminal test. Students, as well as competence in subject matter that has occurred.

Other types of evaluation will be available or may be created by the students and teachers cooperatively, so long as they fulfill the aforementioned criteria.

Group or individual examinations will not only take the form of traditional tests but will be intermixed with "take home" examinations. This would help the student realize that the educational experience doesn't begin and end within the classroom.

1. This procedure will also be utilized in all other course or study areas as it relates to final evaluation.
2. See Sample "Self-Evaluation Chart for Measuring Progress in Reaching Objectives" and "Evaluation of Peer Group"

It would also encourage students to elicit solutions from other non-classroom sources.

B. STUDY AND COURSE EVALUATION

In evaluating the student's mastery and progress at the completion of a course or study area, traditional letters and numbers will be dispensed with, in favor or written comments by the teacher and self-evaluation techniques, which so a better job humanely encourageing improvement in a student's work.

Self-development will also be evaluated in terms of written teacher comments.

A student who does not achieve sufficient mastery of the study area objectives is either eligible to repeat the activities or to pursue additional strengthening acttivities. However, if the student isn't able to attain the required degree of mastery; no record of failure is entered into his personal-permanent record. The official record will only indicate an evaluation of the completed subject areas.

C. REPORTING STUDENT PROGRESS AND RECORDING

Reporting to parents will be done in two ways: teacher-parent conferences and by the use of Pupil Progress Reporting forms which will embody (1) the study areas pursued by the student; (2) the segments and activities completed in each study

area; (3) an evaluative commentary of each study area; (4) an evaluative commentary of the student's self-development; (5) attendance and lateness.

Report will be given to parents four (4) time a year.

The Personal Permanent Record Card will incorporate final evaluations of course or study areas and personal folder of completed activities in each course or study area.

D. COMPREHENSIVE SCHOOL AND STUDENT EVALUATION

In light of the objectives for the Harlem High School, it is essential that the effectiveness of program, materials, techniques, methodology, and approaches be appraised at the termination of each semester to determine the processes if the goals have not been adequately achieved. Constant evaluations of completed units of study will occur throughout the school year. Student and teacher will share in the assessments.[3] It is expected that evaluation procedures similar to the following will be utilized:

1. To measure the involvement of the total human resources of the community a tally will be made of:

   a. the number of people from the community who are involved in an activity connected with the Harlem High School.

3. See Sample "Criteria for the Evaluation of Units of Learning"

b. the number of different agencies or community groups represented by the people involved in the Harlem High School.

c. the number of hours spent by individuals and agencies in working on activities related to the Harlem High School.

2. To determine if students are learning via inquiry and are developing interest in learning the following tests and records will be employed:

a. critical thinking tests will be administered at the beginning and end of each year.

b. creativity test will be administered at the beginning and end of each year.

c. a questionnaire will be given to parents at the beginning and end of the year which will elicit their child's interest in learning.

d. a survey will be made of the student's personal permanent record card to assess the learning activities the student has been engaged in.

3. To measure the student's participation in human interaction the following activities will be carried on:

   a. observations and ratings on such social traits as social intercourse, aggressiveness, and cooperation will be made on each student.

   b. sociograms will be constructed at the beginning of the year and periodically throughout the year.

   c. role-playing and socio-drama will be employed to both encourage and evaluate human interaction.

   d. "rap" or self-development session will be taped or video-taped at various times throughout the year. These tapes will be utilized to reveal growth patterns and to perceive changes in a student's attitude and self-image.

4. To measure the improvement in the student's self-image, self-rating scales which will elicit the desired information will be administered at the beginning and end of the year.

5. To measure the achievement gains in reading and mathematics tests will be given at the begining and at the end of the year.

6. To measure the quality and value of the demonstration and dissemination of the exemplary aspects of the program, suitable evaluation forms will be devised which will elicit the pertinent feedback needed to evaluate the different kinds of demonstration and dissemination procedures utilized. These evaluative forms will be completed by each person who is involved. A log will be kept of the number of demonstrations and methods of dissemination along with unsolicited feedback which is received.

7. To determine if a student has been stimulated to greater interest in learning a questionnaire will be sent to parents to elicit their opinions regarding their child's interest in learning.

8. To determine if the students are suceeding in the community resource institutions, a written evaluation will be asked from collaborating personal.

EVALUATION OF PEER GROUP

An Expression Of Opinion

To what extent has each number of the group achieved each of the contibutory objectives and the central objectives:

POORLY		MODERATELY		EXCELLENTLY
1	2	3	4	5

RATING OF LEARNING OUTCOMES
(Contributory Objectives)

NAME OF LEARNERS	#1	#2	#3	#4	#5	Central Objectives
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						

CRITERIA FOR THE EVALUATION OF UNITS OF LEARNING

POORLY		MODERATELY		EXCELLENTLY
1	2	3	4	5

_____ 1. focus on a significant and persistent life situation?

_____ 2. meet the needs, interests, and requirements of modern living?

_____ 3. encourage consideration of current and future trends?

_____ 4. deserve credit for the quality and extent of the pre-test?

_____ 5. deserve credit for the quality and clarity of the overview?

_____ 6. employ suggestions for teacher-pupil planning and cooperative organization which encourages self-direction and self-discipline?

_____ 7. suggest stimulating approaches to the study?

_____ 8. clearly state objectives in terms of changes in behaviors?

_____ 9. provide activites appropriate for achieving each contributory objective?

_____ 10. provide evaluation devices helpful to pupils in mastering objectives?

_____ 11. enable the learner to proceed from the known to the unknown?

_____ 12. provide for differences in interests and ability?

_____ 13. make use of resources and needs in the local community?

_____ 14. cut across subject-matter lines?

_____ 15. include complete and exact reference materials and A-V aids?

_____ 16. use appropriate performance tests and self-evaluation devises?

_____ 17. include effective instruments and plans for terminal evaluation?

_____ 18. provide adequate plans for culminating and follow-up activities?

_____ 19. encourage creativity in the learner?

_____ 20. enable pupils to achieve mastery of the central objective?

NAME OF AUTHOR: _____

TITLE OF UNITS: _____

EVALUATED BY: _____ DATE _____

SCORE: TOTAL OF RATINGS _____ 20 _____

XVI. PERSONNEL

A. ADMINISTRATION AND SUPERVISION OF THE HARLEM HIGH SCHOOL AND ITS SUB-UNITS

While the chief school administrator is ultimately responsible for plant management, student control, community relations, instructional supervision, curriculum development and liaison with the Board of Education, many of these duties will be delegated to sub-unit personnel. Through this struction, he will acquire additional time to give direction and inspiration, to create a climate of inquiry among staff, to open up channels of communication between the community and the school, and to set aside definite hours to visit instructional areas.

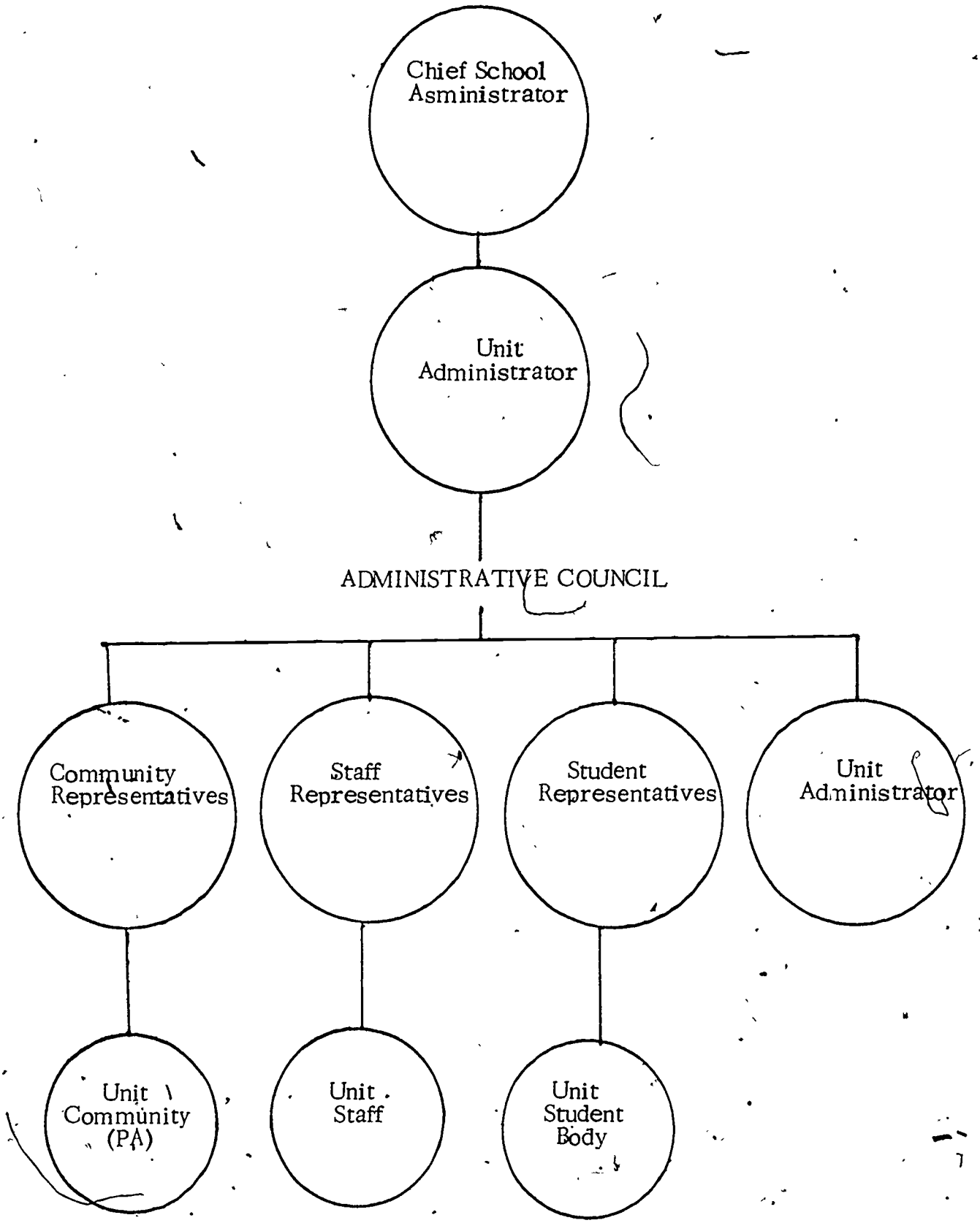
Therefore, each of the 4 sub-units will function upon the guidance of a peremptory organ designated as the Administrative Council. (see Figure 1).

B. NATURE AND FUNCTION OF ADMINISTRATIVE COUNCIL

The administrative Council will consist of 14 members, 6 of whom will have teaching assignments as well as administrative responsibilities. While the teaching assignments will be flexible, they will be nonetheless very real responsibilities.

The major role of the Administrative Council is twofold: First, the administrative functioning of the unit is the joint responsibility of the Council. General unit administration, office supervision, general discipline will be the full-time function of one of the Council members. He may be any member of the Council selected on a rotating basis, (with the excep-

FIGURE 1
Administrative Organization of Harlem High School and Its Sub-Units



tion of student and parent representatives) or he may be a member of the Council who is the Administrator per se. Second, major curriculum decisions, scheduling and programming will be joint function of all Council members, who will be responsible in part for establishing the policy under which the curriculum is enacted.

Under the second part of the Council's responsibility is the corrdination of the various disciplines or areas represented in the unit curricula. All areas must be given adwquate representation in the curriculum and opportunities for interdisciplinary coordination must be utilized, and if necessary, created, to insure to maximum degree of unification of the program around the overall objectives of the school.

This Council will consist of a unit administrator, a guidance supervisor, two curriculum coordinators, two coordinators of student government, two parent representatives and a council representative from each of six, areas of curriculum: Arts, Humanities, Science, Vocational, Foregin Language, Physical Education*.

These council representative (from the six areas of curriculum) will divide their time between council duties and teaching responsibilities, and will be the equivalent of Chairmen for their respective areas of disciplines. While this council consists of 14 bodies, it relresents only 4 full-time administrative posts. It does fullfill the responsibilities of Department Chairman, therefore, the position of Department Chairman does not exist. Since 6 of the council members will have half-time teaching responsibilities, three full-time teaching spots are filled. The overall faculty requirements reflect in inclusion of these 3 positions.

*These positions will be rotated every two (2) years. In addition, this structure provides staff members with guided administrative experience.

Administrative Council

2 Curriculum Coordinators
2 Parent Representatives (Parent's-Teacher's Association)
Unite Administrator
2 Coordinators of Student Government
Humanities
Vocational
Arts
Sciences
Foreign Language
Physical Education
Guidance Supervisor

Representatives from the 11 above areas will comprise the Administrative Council. The unit administrator will be liaison between the Chief School Administrator and the Administrative Council, but the Council must make the basic decisions in their unit regarding content areas, curriculum, ** and scheduling. While they cannot have the final voice in finances, their judgement and recommendations will be highly respected.

Each "area chairman" has responsibility for the functioning of his area plus the responsibility for correlation between his area and all other areas. Decisions must be joint ones and representative of the cooperation and correlation, in fact, interdependence of all areas.

**Within the limitations of over-all school objectives.

Scheduling is not function of the Council since the schedule for the required portion of the day is fixed by the curriculum, in terms of major dicisions, and flexibly worked out by each teaching team involved. Scheduling for the Special portion of the school day is done by the individual student in consultation with teaching teams and counselors. Major decisions about required portions of scheduled time are the prerogative of the Council, and can differ for various programs and various levels, as long as minimal requirements are met. The Council is, however, responsible for content correlation, program interdisciplining, and curricular functions and supervision.

C. PURPOSES OF ADMINISTRATIVE COUNCIL

1. Plan details of curriculum and create intordictory units. Work out initial scheduling and grouping, plan, teaching and scheduling responsibilities. Prepare and / or locate materials needed for opening of school.
2. Conduct intensive workshops with grades 7 and 8 teachers in present system to get movement towards a Harlem High School curriculum-type. Join with teachers in detailed unit planning for as many subject areas as possible; provided released time for teachers to develop units and resources by taking over classes for extended periods of time. Prepare students for Harlem High School orientation.
3. Also engage as much as possible with teachers K-6 in describing the sort of high school education students are to be prepared for. Conduct or plan (and find resource

persons to conduct) workshops for K-6 teachers to orient students towards a Harlem High School curriculum.

D. INDIVIDUAL ADMINISTRATIVE AND SUPERVISORY FUNCTIONS

Chief School Administrator. The principal responsibilities of the chief school administrator are to provide instructional leadership through an awareness of the developments in the content fields, to direct the over-all program to suit the particular school and community objectives and needs, to maintain constant communication with the community, to reshape and restructure the organization for instruction to facilitate the application of progress in all content areas, to be the catalyst for necessary institutional change, to identify problems and to involve staff, community, and students in decision, and to maintain liaison with the Board of Education. His other duties are residual.

Unit Administrator. The four (4) unit administrators are directly responsible to the chief school administrator, who will prescribe their work through regular scheduled meetings within the established framework of school policy. The unit adminsistrators will exercise judgement within the framework; they will be encouraged to be creative in completing their duties.

With respect to the teachers associates of their units, the unit administrators will take the lead:

1. In providing through meetings of their unit staff the opportunity for:

(a) Learning of plans and developments of the 5 teaching teams in their unit.

(b) Learning of plans and developments in the various total-school departments, all of which will be represented on the staff of each sub-unit.

(c) Securing information about and interpretation of school-wide objectives and policies.

With respect to their reationship with the chief school administrator, the unit administrator will:

1. See that school plans and programs considered by central administration and the Board of Education will take into account the characteristics and feelings of pupils and partents in the specific-units.

The unit administrators must know the pupils and the opportunities the total school offers if the system is to succeed. Their functions, additionally, will encompass student control (a student problems committee may assist them with persistent behavior problems) and instructional supervision of their teaching staff.

Curriculum Coordinators. Two curriculum coordinators are assigned to each unit. Each will work with one-half of the unit, possibly, based upon equivalent "grade levels". Since the approach to curriculum is interdisplinary, it is the responsiblity of the curriculum coordinators to develop, write, and coordinate topics, ideas, themes, etc., (that evolved from classroom planning) around various disciplines. Likewise, they will make suggestions and demonstrate to teaching staff, curriculum materials

that might be adaptavle to individual students. In essence, they assume the role of curriculum consultant and developers for their unit.

Secretarial and Clerical Staff. Seretarial and clerical staff are assigned to each unit and to the chief school administrator. The size of this staff should be adequate to secure the effective functioning of the program. Since attendance procedures flow through each unit office, clerical details of attendance are a daily task of each unit secretary. Furthermore, the unit secretary will have numerous encounters with students about attendance and other matters which conceivably could be within the realm of the unit administrator. Her handling of these details may conserve much of the unit administrator's time. Hopefully the unit secretary will become an integral part of the unit team.

School Aides. School aides will relieve the unit administrator of routine tasks and will assist unit teachers. The aide will execute minor administrative procedures, supervise halls, library-resource centers, or do other jobs that the unit administrator deems will improve the organization. Consideration will also be given to specific expertise of various aides as to its use in the program areas.

E. TEACHER'S WEEKLY WORK LOAD

Since the teaching day will bracket the hours of 8:00 A.M. to 4:00 P.M. and encompass of forty (40) hour week, additional compensation for each staff member except the Unit Administrators and Chief School Administator is expected. In addition, each teacher is expected to attend and aid in the supervision of evening events (Parents' Association, social, etc.) at

various times.

The staff loads in Figure #2 are based upon twenty (20) minutes modules of time and are predicated on one-hundred and twenty (120) modules of twnty (20) minutes. This is merely a guideline to view programmatic needs. Eleven (11) catagories of staff responsibility have been defined in Figure 2 and an over-all picture of the same teacher's weekly schedule is illustrated in Figure 3. Note also in Figure 3 that the teacher scheduled with a specific class for five (5) days at the same time for a semester or a year. The patterning possibilities are limitless. At this point in examining Figures 2 and 3, note there are twenty-four (24) modules in the school day, totaling one-hundred and twenty (120) modules of responsibility in a five (5) day school sequence.

1. Supervised instruction. One Monday and Tuesday, this teacher meets with groups (I-IV) for twenty-four (24) periods or eight (8) hours. On Wednesday and Thursday, he meets with the same groups for sixteen (16) periods or five (5) hours and twenty (20) minutes. His involvement is with all one-hundred (100) students in various size groupings. During the week, his total assignments in this area is forty (40) periods (modules) or thirteen (13) hours and twenty (20) minutes.

2. Large group instruction. This teacher has two (2) hours and forty (40) minutes or eight (8) periods of large group instruction per week. The forms that it may take may vary (see Curriculum Planning-Large group instruction).

FIGURE II

COMPOSITE SAMPLE OF HUMANITIES TEACHER' WEEKLY STAFF LOAD*

	Number of Modules per week
S. I. (Supervised or class instruction)	40
L. (Large group instruction)	8
Lunch	15
XX (Unassigned)	15
T (Remedial and/ or tutorial instruction	9
G (I. S.) - (Guidance and supervision of independent study areas)	12
I. G. (Individual guidance)	3
C. P. (Conference with parents)	3
X. C. (Club and extra-class groups)	4
G. G. (Group guidance)	8
T. M. (Team meeting)	3
(I), (II), (III), (IV), - Group differentiation	
TOTALS	120

*All figures in twenty (20) minute-modules of time.

FIGURE # III

SAMPLE HUMANITIES TEACHER'S WEEKLY SCHEDULE

Module	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Module
1	S.I. (I)	S.I. (I)	C.P.	S.I. (I)	G.G. (I)	1
2	S.I. (I)	S.I. (I)	S.I. (I)	S.I. (I)	G.G. (I)	2
3	S.I. (I)	S.I. (I)	S.I. (I)	S.I. (II)	X X	3
4	S.I. (II)	S.I. (II)	X X	S.I. (II)	G.G. (II)	4
5	S.I. (II)	S.I. (II)	S.I. (II)	C.P.	G.G. (II)	5
6	S.I. (II)	S.I. (II)	S.I. (II)	X X	T.M.	6
7	L.G. (I-IV)	L.G. (I-IV)	L.G. (I-IV)	L.G. (I-IV)	T.M.	7
8	L.G. (I-IV)	L.G. (I-IV)	L.G. (I-IV)	L.G. (I-IV)	T.M.	8
9	S.I. (III)	S.I. (III)	S.I. (III)	X X	X X	9
10	S.I. (III)	S.I. (III)	S.I. (III)	S.I. (III)	G.G. (III)	10
11	S.I. (III)	S.I. (III)	S.I. (IV)	S.I. (III)	G.G. (III)	11
12	S.I. (IV)	S.I. (IV)	S.I. (IV)	X X	X X	12
13	S.I. (IV)	S.I. (IV)	X X	S.I. (IV)	G.G. (IV)	13
14	S.I. (IV)	S.I. (IV)	X X	S.I. (IV)	G.G. (IV)	14
15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	15
16	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	16
17	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	17
18	X X	T	G (I.S.)	G (I.S.)	G (I.S.)	18
19	X X	T	G (I.S.)	G (I.S.)	G (I.S.)	19
20	X X	X X	G (I.S.)	G (I.S.)	G (I.S.)	20
21	G (I.S.)	X X	T	T	X.C.	21
22	G (I.S.)	X X	T	T	X.C.	22
23	G (I.S.)	I.G.	T	T	X.C.	23
24	T	C.P.	I.G.	I.G.	X.C.	24

Here he meets with all one-hundred (100) students in his team at one time. It includes groups I through IV.

3. Lunch. The schedule provides one (1) hour each day, periods fifteen (15), sixteen (16), and seventeen (17), for lunch.

4. Unassigned. These periods provide the teacher will the freedom to determine how to best utilize this unscheduled time. Conceivably, it may be used for planning with students and staff, evaluation, helping individual students, etc. In the schedule, the time is evenly distributed each day (three (3) periods or one (1) hour), although the distribution during the day may vary (see Figure 2, Wednesday, Thursday and Friday). This, however, may not always be the case. Weekly distribution of unassigned periods may be arranged unevenly over the days of the week. There are a total of fifteen (15) unassigned periods (modules) or five (5) unassigned hours each week.

5. Remedial and tutorial instruction. This teacher has nine (9) periods or three (3) hours in remedial or tutorial situations with students from his team (Groups I-IV) during the week. This doesn't include the remediation time spent by the teacher with students within the subject area (see An Overview of the Harlem Hig. School--Basic Skills Development Program).

6. Guidance and supervision of independent study. Twelve (12) periods or four (4) hours per week are provide for this function. The teacher is responsible for supervising the independent study area in his field and functioning as an independent study teacher-advisor. This function is only with students from his team.

7. Individual guidance. During this time, the teacher will meet with individual students to get to know them better, to lend support and action to pressing problems, and to acuate programmatic counceling. The results of these meetings will be shared with the counselor for follow-up, if necessary. Individual guidance time was scheduled for period twenty-four (24) on Wednesday and Thursday and period twenty-three (23) on Tuesday. The total of one (1) hour of three (3) periods a week is spent by this teacher in this capacity.

8. Conference with parents. This teacher is available for one (1) hour per week, usually (as is the case for the teacher scheduled in Figure 2), the allotted time is divided into a three (3) day period (Tuesday, period twenty-four (24); Wednesday and Thursday and period twenty-three (23) on Tuesday. The total of one (1) hour or three (3) periods a week is spent by this teacher in this capacity.

9. Clubs and extra-class groups. On Friday, periods twenty-one (21) through twenty-four (24) four (4) periods or an hour and twenty (20) minutes), this teacher can advise extra-class

activities or instruct mini-courses that may evolve from student interest in larger group activity.

10. Group guidance. Eight (8) periods, two (2) hours and forty (40) minutes per week, are reserved for this important function which will be similar in structure to the counseling sessions described in the study component, Psychology in the Curriculum. This teacher meets with the four (4) student groups (the remainder of the teaching team will also be present) on Friday. Group I meets during periods one (1) and two (2), Group II during periods four (4) and five (5), Group III during periods ten (10) and eleven (11), and Group IV during periods thirteen (13) and fourteen (14).

11. Team meetings. Three (3) periods, (6, 7 and 8) weekly or one (1) hour, are reserved for a team meeting on Friday. This time is available for necessary communication and planning with other staff members.

F. SELECTION

The selection of staff will be a critical element in the satisfactory functioning of the school program. Two (2) principal catagories of staff will be needed: regular (licensed and assistant teachers) and supporting (intern and resource or collaborating personnel). All applicants for regularly licensed staff positions shall be volunteers selected jointly by the Chief School Administrator, an executive committee of parents, and the

the personnel committee of the Committee for a Harlem High School (as community representatives). Teachers shall be recruited from any and all possible sources.

Teacher assistants will be largely community residents who have an adequate degree of expertise in a subject area to be of tangible use in the program. They will be employed as full-time staff members any may be college students, licensed para-professionals, parents, or other community people in various vocations or professons. Under the direction of licensed personnel, they assume instructional responsibilities with individual students and small groups. In independent instructional activity, they may assist in compiling and developing topics and projects for student investingation. Teaching assistants will be selected by the Chief School Administrator in conhuncton with the Administrative Council.

Teacher interns are part of the supporting educational staff. Interns are student teachers who will be drawn from local university and independent programs who are required to teach in the high school in conjunction with a university program. Attempts will also be made to solicit prospective teacher interns from outside the local university scene. Such colleges as Northeastern and Antioch permit their students to spend a semester or a year in full-time intership. Essentially, interns will have the responsibility for assisting in curriculum development and performing major instructional duties in independent, supervised, large and small group instruction. In addition, certain class administrative particulars will come under the aegis of these personnel.

In order to enlist the diverse human potential within and outside the community, collaborating teachers will function as key instructional resources within the academic and occupational phases of the educational program. They are paid specialists form the professional and specialized fields who will be working with an individual or groups of students on a part-time basis, generally witnin their own environment. They will be drawn upon to help within a study area, to extend or enlarge a study area, to create new study areas, and to direct and teach whole aspects or levels of the educational program.

Among the attributes expected in teachers are: (1) the ability to work in a cooperative relationship with all staff members in planning and teaching; (2) to have a flexible, creative approach in working with students; (3) to have specialized knowledge and skill in both the subject area (mathematics, science, social studies, language arts, humanities, or vocational-technical) and in remediation; (4) the ability to assume responsibilities for individual and group student planning and guidance; (5) to have skills in diagnosing and evaluating student needs and to utilize this information in planning for each student; (6) the ability to confer with educators, parents, community members and other visitors; (7) superior skill in teaching ; (8) an intimate knowledge and understanding of contemporary governmental agencies, unions, social and professional agencies, and industrial and business complex; (9) a skill in dealing with manmade environment; (10) a prior basic work experience outside the world of education to meet economic needs; (11) an appreciation and knowledge of, and a sensitivity to the "life style" of the students and the community; (12) a willingness to contribute time and energy to serving students and community.

Two additional categories of personnel are essential to the effective functioning of the school - foster teachers and counselor-leaders.

Evidence of the value placed upon education by the urban poor is contradicting. A number of studies have determined that the inner-city place little value on education and educational accomplishment. However, much of what is reported mirrors a specific focus which may be deceiving. Deeper analysis indicates that many parents are simply not informed about the benefits derived from education and have experienced a considerable degree of alienation from the school. How can these problems be eradicated?

One approach suggested by Wilcox[1] is that:

> Local community residents functioning as foster teachers can be employed and trained. These persons should operate outside the school, perhaps in a storefront, and should be available to parents and others during non-school hours. They can train parents to support the education of their children, put them in contact with needed resources, and find ways to relate community activities to the life of the school.
>
> They become "teachers" outside the school and "foster parents"

1. Preston R. Wilcox, "The Community-Centered School," The Schoolhouse in the City, Alvin Toffler, editor, (New York: Frederick A. Praeger, 1968), page 104.

within the school. An important part of their function is to help individual students in their efforts to bridge the gap between school and home. Naturally, they would expand a majority of their efforts on those students or those situations where their roles are not already being fulfilled by an interested parent..... foster teachers carry out community-parent functions, being advocates on behalf of the community, not the school. There should be a minimum of one such person per classroom.....

The Counselor-leader will meet each week with eight (8) groups of twenty-five (25) students for a total of sixteen (16) hours in self-development sessions. His time beyond this will be devoted to counseling individual students and parents and encountering absentee students on the street to get acquainted with their basic problems and needs, to understand them, to find for them as early as possible, a suitable framework or the continuation of studies (in their same unit, in another unit, in a street academy, in work, etc.) and to identify and coordinate the spheres of the ancillary services that mey be needed to alleviate these problems.

G. PRE-SERVICE AND IN-SERVICE TRAINING

During the school year preceding the opening of the permanent Harlem High School facility, selected teachers

shall be scheduled for only 1/2 day in their present school in order to attend orientation and pre-service sessions at the Harlem High School.

Obviously, the questions of having school personnel who are trained especially for interacting with culturally different adults and students is paramount. It is now widely recognized that teachers need special training for work in minority students. Research studies have indicated the apathetic, uninformed teachers have negatively affected the development of poor-inner city youth. On the other hand, their middle class counterpart has been much less affected by this type of personnel. Radical reforms in techniques of instruction and approach, attitudes, teacher preparation, selection, and recruitment must evolve to give some semblance of programmatic success. For example, the Peace Corp., faced with the problem of training personnel for working with culturally different populations, made changes as a result of criticisms indicated by previous volunteers. They moved from what was essentially traditional classroom programs into field programs which attempted over a three (3) to four (4) month period to recreate the conditions that the volunteers would encounter in real-life experiences.

The pre-service training program will seek to develop an intensive training process which will involve the cooperation of community adults; institutions of higher education (possibly the city university), centers privately operated by a profit or

non-profit organization (accredited by the State), interim school staff, and other agencies. This training program will be designed to (1) acquaint the teacher with the theoretical background of working with inner-city youth, (2) acquaint the teacher with the dynamics of social process, acculturation, and cross cultural contacts, (3) make the teacher aware of the cultural and class assumptions and/or prejudices which he or she possesses, (4) thoroughly acquaint the teacher with the general history and culture of a minority group, (5) specifically acquaint the teacher with the particular local population's history, culture, and present situation, and (6) provide direct practical experience at working with minority adults and youth derived from the community population.

It is especially important to stress that the training program will take place in the local community and will be under the overall direction of the community wherever feasible and will, at a minimum, involve at least co-direction by the local community. Furthermore, the community will have a major part in the planning and implementation of the program. With such an approach, the training program should not only serve to bring about close parent-teacher relationships and realistic knowledge on the part of new staff, but it also should serve to provide the community with a concrete role in the exercise of power relative to the educational system.

Another dimension to this program evolves from the

continuous need to maintain and develop a cadre of effective urban teachers. Toward this objective, it is necessary that this program becomes a permanent institute for the development of prospective secondary school inner-city teachers. The interns in this program would be individuals (graduates or undergraduates) who have indicated an interest in a teaching career in an urban area. They would be assigned to the Harlem High School for an entire school year, where they would teach under the supervision of an experienced staff. Part of their time would also be devoted to work with social agencies and community groups active in the community.

There will be a continuing program of in-service training through department meetings, committee meetings, workshops, faculty meetings, et al.

XVII. HARLEM HIGH SCHOOL AS A COMMUNITY EDUCATION AND SERVICE CENTER

A school if it is to function as a complete community education and service center must provide outlets for local community governmental and agency programs. It is essential the their develops a cooperative functioning among institutions in the community toward social urban renewal. This involvement paves the way for a change in community feelings toward the school and, likewise, organizations and agencies will perceive an new relationship or role with the school. Through developing programs and services, community residents, adults and out-of-school youth, would be able to enhance their health (physical and mental), basic and continuing education, occupational skills, economic viability, community participation, et al.

Planning a center that will inculcate such a multifaceted program necessitates both the shared use of facilities with the school and the incorporation of specific space design only for community use. For example, in the latter category might be a satellite health unit, nursery and preschool space, an adult library, a social lounge with kitchen. On the other hand, dual use might include the curricular area space usually associated with the field of adult education, occupational and apprentice training in committed

community resource space, office of legal, welfare, job placement and vocational counseling, casework and personal counseling.

A. COMMUNITY AGENCIES SERVICE PROGRAM

The community school must provide concrete supportive service to families in an effort to mobilize active participation. The family is the primary social group characterized by intimate association of its members. In the planning and implementation of services, not only the child but also the parents must be considered. It is at this secondary level of implementation that most servicing agencies and schools have fallen short. To achieve long lasting objectives, active parental participation is basic and home must be reinforced. Area residents must be provided with family counseling; occupational information; legal counseling; cultural, recreational and social experiences; basic home management services, and any other assistance that may be needed.

In assessing the total picture, the trend of the Harlem High School will be to absorb as many services as compatible into the organizational confines of the school itself, rather than relying on a diversity of arrangements with agencies and organizations outside the physical confines of the school. Therefore, the school will become a recognized community in itself which will dispense the complexity of needed services and specialized aid.

Cooperation and coordination between the school, local government, and various public and private agencies to community residents. The school will be expected to provide this tentative list of agencies with space and regularly scheduled time in Harlem High School facilities:

1. New York Public Library
2. Community Law Offices
3. Harlem Hospital (Mental Health, Medical, and Dental Satellite Unit)
4. City University of New York
5. Manhattan Community College
6. New York City Department of Health
7. New York City Department of Parks, Recreation and Cultural Affairs
8. Foster Teacher Services
9. New York Department of Social Service
10. Manpower and Career Development Agency
11. New York City Department of Rent and Housing Maintenance
12. New York City Department of Personnel
13. New York City Employment Service
14. Youth Opportunity Center
15. Open City-Urban League of Greater New York
16. Addiction Services Agency
17. Tenants Rights Party
18. The Better Business Bureau of Harlem

20. Harlem Alcoholic Neighborhood Development

21. Harlem Assertion of Rights, Inc.

22. Operation Total Family

B. ADULT AND CONTINUING EDUCATION

In order to cope with their economic, political, social and personal needs, the adults and out-of-school youth in the community must turn to various sources for the necessary extra education. Adult and continuing education must assure improved occupational position and income and increasing social and cultural opportunities. It must provide a balanced sphere of skilled, communicative, and technical personnel needed in the community. Many of the adults and the out-of-school youth residing in the area are hampered by low-levels of educational attainment and income, unemployment, and lack of occupational skills necessary for upward mobility.

Adult education at the Harlem High School will provide a program of self-improvement which could included classes in basic education, recreation, cultural development, consumer education, narcotics and alcohol addiction, driver education, and avocations. In addition, the program will train youth to participate in study groups, discussion seminars, forum meetings, and all types of organization meetings. This will prepare a large number of young adults for leadership in organizations and community activites. The school will provide the bridge.

Our responsability also will expand into the occupational training of adults and out-of-school youth. The Community Resource Council would make available to community residents collaborating teaching personnel in the areas of their participation with the day high school (for example: communications, banking, health careers, et al). It is expected that a variety of day, night, and summer courses in these areas will be scheduled.

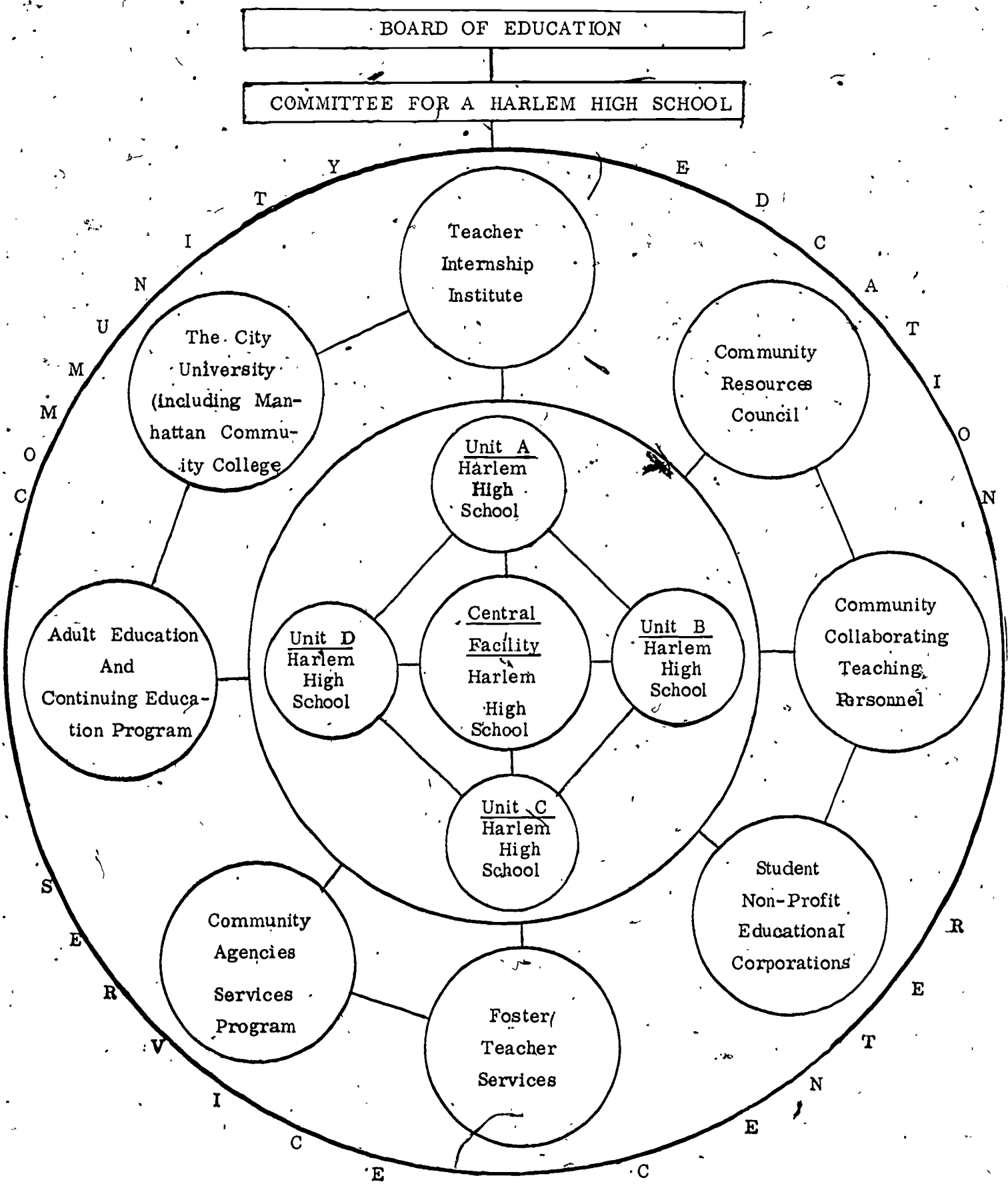
Adult education will also offer a program of high school credit and high school equivalency classes, and tutoring for college preparation, whereby, adults and drop-out youth will be able to complete their requirements for a high school diploma or an equivalency certificate.

Continuing education will provide adults and out-of-school youth with the opportunity to acquire higher education. It is expected that the Harlem High School faculty will be fully utilized by the City College of New York and Manhattan Community College in conducting off-campus under-graduate, graduate, and continuing education courses for area residents and district teaching staff.

Since the adult education program must extend to include the entire adult community, it must encompass the older segment of the community population who have reached or are near retirement. Often they lack something to do, and may seek to enlarge their circle of friends. The program will expand in this

direction with the formation of a senior citizens group.

The diagram on the following page attempts to place into perspective the concept of the Community Education and Service Center.


BOARD OF EDUCATION
COMMITTEE FOR A HARLEM HIGH SCHOOL
COMMUNITY DECISION
Teacher Internship Institute
The City University (including Manhattan Community College
Community Resources Council
Unit A Harlem High School
Unit D Harlem High School
Central Facility Harlem High School
Unit B Harlem High School
Unit C Harlem High School
Adult Education And Continuing Education Program
Community Collaborating Teaching Personnel
Community Agencies Services Program
Foster/ Teacher Services
Student Non-Profit Educational Corporations

XVIII. PRELIMINARY SPACE REQUIREMENTS

Total number of students ---- 2,000
number of students per unit -- 500
number of students per teaching team----100

A. ACADEMIC SPACE

Basic unit of the school is what is known as a "home base school," a sub-unit of 500 students. These units operate in much the same way as the traditional "home room" in that they provide a basic orientation and starting point for the student. This is the unit with which the student would identify and feel involved, thus breaking down the overwhelming feeling of anomie that is often imposed upon the large school.

Each "home base school" is to have the following facilities:

6,000 1. flexible group complexes (2)--to house basic academic courses, i.e. language art, math, science and social studies. Each complex would contain four (4) classrooms of 750 square feet each so arranged that the potential varied groupings of students described below may be easily achieved within minutes without taking students out of the area. The complex would provide adjustment of the following situations:

a. 4 classrooms meeting simultaneously in separate standardsize classroom;
b. the entire group of students in a teaching team--100--meeting for a lecture or demonstration;
c. combinations of 2 or 3 classes meeting together, while the remaining classes meet independently:
d. small groups (5-15 students) meeting at the same time as larger groups separated from each other as well as from the larger groups.

3,000	2.	library-resource center (1)--to house a small library that would serve as an appendage to the much more extensive central library. This center would also provide a facility for conferences, independent study and small group instruction and storage. It will be furnished with carrels, low bookshelves, files and small lounge-like reading areas. It will not be one continuous space but will be functionally divided to provide a series of small, rather intimate spaces.
1,500 10,500	3.	multi-use room (1)--which could be used for club meetings, classrooms, social activities or whatever other activities felt suitable by students and staff. Again, this space should have the potential to be divided into a variety of spaces.

These instructional spaces--10, 500 square feet total--would provide the basic space needed in each home base school. However, because of the highly specialized nature of many high school courses, and therefore the need for rather expensive and immobile equipment, it is not economically feasible, nor would it be socially desirable, to duplicate all courses in every unit. This is particularly true because of the small number of students in each unit.

Therefore, in addition to the "home base schools", specialized resource centers will be provided for such activities as the arts and music, business, home economics and industrial arts, science and mathematics, vocational studies, etc. These centers need not be thought of as completedly separate and autonomous entities, and they are visualized primarly as a means of grouping like-minded courses together, These centers can be located within the various "home base schools", centralized into one one facility, dispersed throughout the community or any combination of the above, depending on space restrictions, security considerations and various other factors.

Most of the resource center will make use of flexible room complexes in which one continuous space equivalent to two or more classrooms is provided. This space is to be designed so that it can be divided into various room sizes that would give the teacher the opportunity to take advantage of various size groupings and would not frezze her into the

traditional box like classroom. This arrangement also provides the opportunity for many types of ecuational experience to take place within a rather small area.

B. INDUSTRIAL ARTS AND HOME ECONOMICS CENTER

6,750 1. flexible industrial shop complex (1)--this space should be planned so that it constitutes one continues space which can be used for a number of different shops or classrooms. This complex would be able to accomodate up to nine different spaces to be created within the overall space. Doors should be placed so that there is independent access to each of the potential nine rooms. Activities that could be housed in this space include metial shop, electronics, graphics, drafting.

3,000 2. flexible home economics complex (1)-- like the industrial shop complex, this complex should be planned as a continuous space subdivided by sound-proof, easily movable partitions. It should be able to accomodate 4 classrooms or laboratory areas within the overall space. Activities that would occur in this complex include food preparation, sewing, knitting and classes relating to consumer education, nutrition or home care.

9,750

C. ARTS AND MUSIC CENTER

(1) art classrooms (2)--this space would provide for lecture and discussion courses as opposed to applied courses. The two classes should be one continuous space that can be divided into two traditionally sized classes, a lecture hall accomodating 50 students, and/or a series of small seminar or small group discussion areas.

3,000	(2)	art studio (1)-- this space would house the applied or practical art courses. Again, this is to be one continuous space that can be divided into up to 4 different activity spaces. Activities that can be housed in this space include drawing, sculpture, ceramics, pottery, etc.
1,500	(3)	orchestral room (1)-- this space would be used as the practice area for the band, orchestra or any smaller instrumental groupings. It would also be used for instrumental instruction.
1,500 7,500	(4)	choral room (1)-- this space would provide for voice instruction. this space, along with the orchestral room, can also be used for classroom instruction in music. The space should be able to be divided into two traditionally sized classes, a lecture hall accomodating 50 students and/ or a series of small semiar or small group discussion area. It should be able also to be divided to accomodate various size choral groupings.

D. BUSINESS STUDIES CENTER

1,125	(1)	business machines room (1)-- this space would provide, for the instruction in the use of various business machines, excluding typewriters. This space could also be used as a practice room for these various machines when not being used as a classroom.
2,250	(2)	Typewriting and transcription room, (2)-- this space would provide for the instruction in the use of the typewriter. It too, would be used for practice rooms when not in classroom use.
1,125 4,500	(3)	business classroom (1)-- this classroom would be used for instruction in bookkeeping, stenography and other business skills.

E. LANGUAGE ARTS

750	(1)	speech workshop (1)-- this area would incorporate various recording and listening devises. It should be provided with a movable wall that would divided the space into two 875 sq. ft. units.
	(2)	language laboratory (1)-- this area would provide for programmed instruction in the languages. It would be outfilled with individual booths equiped with recording equipment.
2,250 3,845	(3)	language arts classrooms (3)--these classrooms would provide space for instruction in foreign language, the humanities and literature. This space is envisioned as a flexible room complex so that it can be subdivided into a variety of spaces.

F. MATH AND SCIENCE CENTER

2,190	(1)	math lab and programmed instruction center (1)-- this area will be used for various teaching machines, desk and console calculators, data processing machines and computers.
9,730	(2)	science suites (2)-- two suites, one physical science, including physics and chemistry, and one for biology. The suite for biology should include a project-preparation room, 2 laboratories and 2 demonstration rooms. The suite for physical science shall include a project-preparation room, 3 laboratories and 3 demonstration rooms.
3,800 15,720	(3)	science and math classrooms (6)--4 of the classrooms are to be a flexible room complex to allow a variety of student groupings. The other 2 classrooms are to have inclined floors and be separated by an operable wall which can be moved to form a science lecture hall.

93,815

XIX. A CONCEPT OF COMMUNITY PARTICIPATION

A. COMMUNITY ORGANIZATION AND ITS APPLICATION

Community organization means different things to different people at different times and in different conditions. In professional literature it is often viewed as a movement, a process, a program, or a method.

When community organization is viewed as a movement, it becomes a basic outlook and cause to which people dedicate themselves for the advancement of those who live in different community settings. This outlook is based on the premise and belief that the community had an inherent ability (potential) to progress in its values, in its ability to meet challenges of progress. This ability will be unfolded only if the people of the community develop relationships of cooperation which result in identity of purpose and the will to promote the solution of common needs.

As a process, community organization may be viewed as the progression of members of the community from non-participation to participation in decisions regarding their common problems, decisions necessitated by their being residents of the same community.

In community organization viewed as a program, the main stress is placed upon many operations required to maintain and promote services in the community. And when community organization is viewed as a method, it is thought mainly in terms of the short range

objectives that are posed for ourselves in the process of solving common problems of the community. All this, of course, has to be seen within the framework, conventions and social and political aims in which our communities exist, develop and function.

When we speak of a community, especially under our special circumstances, we think of a complex social system operating on two planes: the local horizontal plane, composed of sub-systems, community groups and associations in continuous interaction whose jurisdictional and function range is coextensive with the boundaries of the community; and the non-local vertical plane which comprises an intricate system of extra-community factors (such as organs of government, political bodies, etc.), the focal point of who influence and authority is situated outside the local community and who exert considerable, and sometime decisive, influence on the ability of the local community and promote the welfare of its inhabitants.

In speaking of the local plane, we think both of the local political representatives of all the local voluntary groupings and associations through which the citizens can express their needs and channel their joint efforts in the economic, social, cultural, or political areas. Such pooling of efforts results from the realization that the progress and welfare of any individual is closely bound up with the progress of other members of the community; and that there is an ever-growing number of areas in which the individual is forced more and more to have recourse to the help offered by the

group or by the authorities in supplying needs to him, to his family, or to that segment of the geographic community in which the life of a given individual is centered.

If we try to define community development from this point of view, we might say that community organization strives to increase the individual's realization of the interdependence between him and the others, and of his conviction that only through contact and cooperation with other individuals can the supply of certain needs be secured. Community organization aims to develop collaborative attitudes and relations betweeen people whose needs are similar; to make these needs joint (common) needs of individuals of groups of individuals or various functional community groups.

On the local-horizontal plane these collaborative relationships find expression in the organizational structure of committees, councils or such other modes as are adapted to the specific exigencies arising from patterns of social interaction of the community. In this, perhaps, lies the reason why so many people tend to visualize community organization as primarily concerned with establishing and working with committees or with multiplying the number of organizational structures in the community. It is essential to emphasize that such organizational structures as have to be set up in the community are meant to be no more than a means in fostering the central purpose of motivating individuals to develop collaborative relations between themselves, and in doing so move in the direction of solving their needs and problems.

The dependence of the community on outside factors is rather pronounced and invariably leads to two parallel phenomena:

1. increasing expectations of the resident that extra community factors will assume responsibility and render the necessary assistance or provide a ready made solution to problems.

2. an increasing tendency on the part of the extra-community factors to inter fere incommensurately, to direct, and frequently to decide, in local community issues regardless of the aspirations of the local groups or without asking them to join in the decision process.

The pronounced dependence on outside factors and their tendency to dominate the local community throught policy-making, approval or denial of budgetary allocations, etc., are bound to slow down the pace of the process by which community leadership may emerge and form and be ready to initiate community activities and assume responsibility for them; a process which in turn would speed up the process of growth and formation of the collective identity and of a broad functional autonomy of the community.

Community organization implies then a purposeful and concerted effort to strengthen the local factor and to encourage it to be bold, to initiate, to plan, to direct, and to assume growing responsibility for the supply of local needs and to create and develop patterns of cooperation between then horizontal and vertical planes, thus bring-

ing about a reduction of dependence and strengthening the functional autonomy of the community.

Community organization may thus be considered to be a method of deliberately causing more rapid social change and developing more active participation by the groups on the solution of different community problems.

Of the many areas in which community organization should make a major contribution, community commitment is perhaps the single most important aspect.

Many individuals in the community tend to be indifferent to problems around them. Too many community residents are inclined to abstain from community involvement, or to avoid community engagement. There is a tendency on the part of the residents to waive too readily their rights as citizens of the community and turn them over to public officials. In taking this position, they are evading community responsibility, committment, and participation in the development of their community and in the decision making process.

The growth and strengthening of the feeling of community belonging and commitment is therefore one of the central challenges community organization faces. "De-isolation" of the individual in the community is a major task. However, this task refers not only to the individual, but also to the tendency of "self-seclusion" of groups which the community is composed. Inter-group contact, over and above economic and service contacts, considerably increased and spread over all areas of community life, becomes the central task of community organization in

in order to create the basis for successful community integration and development on the local level.

Our activities will be directed toward the development of organizational structures, organization of volunteer activities and creating opportunities for leadership growth and citizen participation as a means to achieve our central purpose. This purpose , is the propagation of a social climate and of economic and educational opportunities in which the various structures and parts of the community will draw closer to each other and facilitate the realization of our central goal-the birth of an educational institution.

B. DESCRIPTION OF PLANNING, METHODS, AND PROCEDURES

Committe for a Harlem High School

The Committee for a Harlem High School is an incorporated body of concerned and recognized citizens and organizations representing a cross-section of the Harlem community. The organization grew out of an urgent need for secondary school facilities in Harlem and therefore, mobilized the community to support a proposal for a Harlem High School as a result, $150,000, was allocated in the 1969 New York City Capital Budget to plan for comprehensive high school facilities in Harlem.

Since June, 1971, the Committee through hired staff, has embarked upon developing a feasibility study designed to analyze atternative sites, educational programming, community organization and participation in the planning process, exploration of sources of private funding, the de-

velopment of capital programs, availability of land, questions of relocation, architectural design, early action programs in the form of interim school development, and other factors related to the establishment of an educational facility.

As components of the study are developed, they are brought before the membership of the Committee for Harlem High School to provide an arena for discussion and debate. Decision making as to its modification, acceptance, or disapproval is rendered within the committee structure.

The following are a list of community organizations involved in the planning process:

1. Architect's Renewal Committee In Harlem
2. Harlem Congress of Racial Equality
3. Harlem Teams for Self-Help
4. Haryou-Act
5. Harlem Organizing Committee
6. We Care Youth Program
7. Presidents' Council
8. Youth Committee for a Harlem High School
9. Harlem Y. M. C. A.
10. Community League of 143rd Street
11. Harlem School Principals
12. New York State Senator's Office
13. New York Urban Coalition
14. Harlem Commonwealth Council

15. Harlem Backstreet Youth
16. James Weldon Johnson Community Center
17. Model Cities
18. Bond, Johnson, & Ryder (Architects)
19. AFRAM Associates, Inc.
20. Morris Park Senior Citizens
21. Harlem Committee for Self-Defense
22. New York Urban League
23. East Harlem Tenant's Council
24. Association of Black Social Workers
25. Community District School Board #5
26. Franklin Improvement Program Committee, Inc.
27. Pathway Enterprises, Inc.
28. Neighborhood Boards
29. Harlem Preparatory School
30. Patient's Advisory Committe of Harlem Hospital
31. Harlem Hospital
32. Board of Education City of New York, Division of High School
33. United Block Association
34. United Federation of Black Community Organizations

COMMUNITY RESOURCES COUNCIL

An effective educational program requires not only the support, but the active participation of all sectors of the community.

To promote the cooperation and involvement of the total commu-

unity for meeting urban educational needs a staff team had taken the responsibility of contacting and soliciting the cooperation of many viable community resources which could be involved with the high school. This is continuous, ongoing process. They have met and will continue to meet with representatives from business and industry, and with professional, cultural and community organizations.

A Community Resources Council will be established to coordinate community participation in the high school program, and significantly, in public education. We anticipate that most of the resources will be functioning in instructional capacities, within the high school and will contribute equipment, materials, guidance, and other services. The use of these external human resources outside the traditional educational framework will increase student interest, motivation, and skills.

It is expected that the participants will put together a Community Resource Workshop, under the aegis of the Committee for a Harlem High School, in which their positions, techniques, innovation, materials and school organization would be presented for discussion and the sharing of ideas to the total community. The execution of such an operation would have implications for planning exemplary programs in the community resource area for the high school and would produce and develop the technologies especially designed for facilitating student's learning.

The following is a partial listing of committment and potential committment by within and outside the community.

*1. Harlem Hospital

* 2. W. O. R. T. V.

* 3. Teleprompter Cable T. V.

* 4. Dance Theater of Harlem, Inc.

*5. Operation: Helping Hand

* 6. Manpower and Career Development Agency (City of New York)

* 7. Human Resources Development Institute (A F of L and C. I. O.)

* 8. Equitable Life Assurance Society of the United States

* 9. Joint Apprenticeship Program

* 10. Chamba Productions, Inc. (Film Center)

* 11. Community Film Workshop Council, Inc.

* 12. New York Amsterdam News

* 13. Manhattan Community College

* 14. City College of New York

* 15. Architects' Renewal Committee in Harlem

* 16. Nyumba Ya Sanaa (Black House of Light-Art Media)

* 17. Black Tempo (Creative Writing)

* 18. Olatunji's Center of African Culture (Dance, Languages, Music and Theatre)

* 19. Haryou-Act, Inc..

* 20. Harlem Commonwealth Council (Data Processing)

* 21. Studio "B", Inc. (Photographic Studio, Graphic Design, Public Relations)

* 22. New York Hardware and Maintenance Co. (Plumbing, Sales and Service of Appliances, Electrical Supples, Refrigeration and Air-Conditioning)

* 23. Community Law Office (Urban, Tenant, and Landlord, Welfare, Consumer, and Juvenile Law)

* 24. Open Channel

* 25. Black Representatives Organization

* 26. (Students of Columbia University) Carver Federal Saving and loan Association

* 27. Public Relations Enterprises, Inc.

* 28. Dennis Flagg Advertising Design and Visual Communications

29. Freedom National Bank of New York

30. B. S. B. Construction Co.

31. Chavis Floor Covering

32. Commonweath Office Furniture and Equipment

33. Parris and Burrowes, Inc. (Home Improvement)

34 Aquaruis Service Systems (Fire and Auto-Insurance, Income Tax Service)

35. United Mutual Life Insurance Co.

36. Continental Stay Glow (Painting, Plastering, Interior Decorating)

37. Able Stationery

38. Harlem Stationery- Printing Co.

39. Crisis Publishing

40. McLaurin Realty Co.

41. Empire Signs

42. Christian's T. V. and Radio Service

COMMUNITY SURVEY

Several strategies have been and will be employed to elicit a community climate which would accept and support quality education. The staff Community-Public Relations Coordinator and several part-time community organizers will organize and coordinate a survey of oponions, attitudes and ideas from all segments of the local population

in order to better ascertain community knowledge, interest and feelings concerning quaility secondary education in Harlem and conversely, to make them aware of the Committee's efforts in this regard. Young people from the Neighborhood Youth Corps and other Harlem based Youth Organizations will conduct the survey under the direction and supervision of the Committee staff.

A sample of the questionnaire and the letter to the residents follows:

Dear Parents,

Your son or daughter will be attending a High School outside of Harlem: The committee for a Harlem High School is now involved in recruiting High School students for its interim High School complex.

We would like to determine at this point whether or not you son or daughter is interested in attending thhis High School complex.

Our school would be accredited by the Board of Education. Harlem High School studnets who attend would receive full credit for their participation in it.

In other words, this would become the kind of quality education experience that we have talked about for so many years in this community.

At this point we need the opinion of parents in the community about their desire to involve their young people in this new educational experience.

Will you please fill out the attached questionnaire and return it. It

is important that we have your opinion because it will aid us in gearing this school to meet unmet needs of your son or daughter.

QUESTIONNAIRE

1. If your son or daughter had an opportunity to attend a quality High School in Harlem would you be interested in registering them for participation?

2. Do you feel that a High School that will concern itself with the kinds of problems that most of the young people who are attending High School outside of this community are faced with is important to this community? Why?

3. It has been documented that most of Harlem's High School students are failures in existing city High School whether they are academic, vocational or specialized. Would you like to see a Harlem high school complex that begins to deal with a more specialized approach to education?

4. The Harlem High School committee is concerned about preparing students not only for college entry, but also preparing them for today's and tomorrow world of work. What are your opinions about this kind of a comprehensive educational operation?

5. The committee is now in search of locations for the High School complex. If you have any suggestions regarding possible sights please indicate.

6. Where is your son or daughter currently attending High School?

7. Are you satisfied with the progress that they are making? Why? Please explain.

8. Please indicate where contact people from the committee can get in touch with you regarding our follow up.

We appreciate your cooperation in this effort.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

OTHER STRATEGIES

The Committee staff has contacted and accepted numerous speaking engagements throughout Central Harlem and its peripheral areas. Initial Contacts have been made with Community School Districts # 3, 4, 5, and 6.

The following procedures were and will continued to be pursued within each district:

1. Conference with either the District Superintendant or the Deputy Superintendant to orient them about the Harlem School Project. At this time, an explanation was dispensed concerning our desire to establish an effective relationship with the district and possible feeder schools in the district. Materials on educational programming along with summaries of these components were left to be studied.

2. A presentation before the Community Board for approval of specific proposals which would list and define the relationship we would want to establish with the district.

3. Meeting with the Principals, Guidance Counselors, and Parent Association Presidents of feeder schools to review and discuss the educational program of the Harlem High School.

4. Presentation and discussion with parents and students to enlist their support along with the objective of formaulating

a list of prospective candidates and involving parents and students in the planning component. This conceivably would take the form of a small cadre of students becoming involved in interim facility development with the Committee and its staff during the Spring 1972 for course credit in their present school and the possible utilization of parents and students during the Summer of 1972 in a Curriculum Development Workshop.

Additional speaking engagements will be solicited throughout the community at educational conferences, church, civic, business, social and various other community groups and organizations.

PLANNING CONFERENCE

As a result of preliminary planning for the establishment of a Harlem High School, a Planning Conference of three days, sponsored by the Committee for a Harlem High School, Architects; Renewal Committee in Harlem, and Educational Facilities Laboratory, will convene during February 1972. The goal of the conference is to develop in more detail the conceptual bases for a Harlem High School as a platform for final and more refined recommendations. More than fifteen participants have been selected who, as representatives have of public, independent schools, educational organizations, and various segments of the community, will serve as resources to other conference members. The other conference members will included parents and parent organizations; junior high school, high school, and university students; Harlem High School

committee members; community superintendants deputies, and board members from the local districts and surrounding districts; local administrators and teachers; and other community residents.

A tentative outline of the major areas and topics for discussion follows:

1. Harlem High School as a Dispersed High School
   - (a) educational options permitted with dispersion
   - (b) educational goals of a Harlem High School
   - (c) Staffing patterns
   - (d) communication among units and facilities requirements
   - (e) a day in the life of ... (a student, a staff person)
2. Harlem High School as a Community Service Center
   - (a) inventory of available resources
   - (b) scope envisioned for community service
   - (c) implications for facilities planning
   - (d) assignment of responsibility for parts and whole
3. Harlem High School Phase I (Interim School)
   - (a) clarify jurisdicition for the physical facility
   - (b) develop education program
   - (c) staffing requirements and patterns
   - (d) desirable physical renovations
   - (e) necessary physical renovations

(f) target schedule

(g) number of students

The following is a trial, sample agenda and schedule:

AGENDA

Conference Theme: "A New Direction in Education- the Harlem High School"

Day	Time	Event
Feb. 22nd	9:00- 9:30	Registration
	9:00-10:15	Keynote Speaker
	10:15-11:45	Presentation by Committee for a Harlem High school and discussion
	12:00-11:00	----------Lunch----------
	1:00- 3:00	Presentation and discussion of various models of high school innovation in N. Y. C.
	3:00- 5:00	Harlem High School as a Dispersed School: Presentation and discussion of various models of dispersed schools.
Feb. 23rd	9:00-10:30	Harlem High School as a Community Center Complex: Presentation and discussion of concept and varoius models.
	10:45- 12:00	Presentation of Phase I-Interim School
	12:00- 1:00	----------Lunch----------
	1:00- 3:00	Presentation of Renovation Possibilities

for Phase I-Interim School

3:30-5:00 Working session focused on four areas of concern relating to Harlem High School:

(1) Harlem High School as a Dispersed School.

(2) Harlem High School as a Community Center Complex

(3) Curriculum Developement

(4) Renovation of I.H.S. 139

9:00-1:00

9:00-1:00 Continuation of Workshops

1:00-2:00 ----------Lunch----------

2:00-5:00 Presentation of Proposals and Recommendations of Workshops.

Closing Remarks

STAFF-PARENT-STUDENT WORKSHOP (CURRICULUM DEVELOPMENT)

In planning and preparing for the opening of the pilot school an eight (8) week Summer workshop involving representatives of the Committee for a Harlem High School, the regular and supporting teaching staff, the administrator, the media director, the student planners, the parents and the curriculum consultants is proposed.

The following describes the steps and means for implementing this goal:

(1) The administrator of the school, consultants in curriculum, and resource people from the Committee will plan and prepare for the Workshop.

(2) Orientation sessions will be carried on by the administrator and the resource people from the Committee to help the pilot school staff, students, and parents become aware of the school's philosophy and activities for a person-oriented curriculum.

(3) Consultants will be called upon to aid the staff, student planners and parents in preparing and developing individual content materials for each subject. Materials to be used with technological equipment will be prepared under the direction of the media director.

(4) Teaching staff and student planners from the workshop will plan, prepare, and carry on a pre-school opening session. Materials produced by the staff, Parent and

Student Workshop participants will be tried and revised during this session.

(5) Parents will be involved with the total school staff during the first four (4) weeks of the workshop in developing resources inits. Students planners will be involved for the entire eight (8) weeks. An optional stipend will be paid to attending parents and students planners. Parents will also participate in an orientation and discussion program which will help them discover ways in which they may become a vital part in the pilot program.

XX. CHORONOLOGICAL REPORT CONCERNING THE DEVELOPMENT OF THE HARLEM HIGH SCHOOL

The following list of dates and events has been prepared to illustrate the amount of time and the type of evolvement that have been incorporated into the planning of the Harlem High School.

Date	Event
6/28/71	- Organization of staff to conduct feasibility. Feasibility study began.
7/8/71	- Visit to John Dewey High School, Brooklyn, N. Y. to observe and assess the program.
7/14/71	- Early Action Sub-Committee meeting.
	- Harlem Preparatory School, New York, N. Y. Discussion with Edward Carpenter, Headmaster, concerning education programming, funding, and organization at Harlem Prep.
	- Committee for a Harlem High School meeting. Initial "Design for a Harlem High School" submitted to the Committee as a skeletal framework to work from.
7/15/71	- Meeting with Paul Cleveland, News Editor WOR. T. V. Discussion on the utilization of the channel as a community resource in the high school program.
7/19/71	- Conference with Carroll Fowler, Vocational Educational Consultant for N. Y. C. Junior High School. Elicited contacts and resources for planning vocational-technical programs.
7/20/71	- Meeting with Joseph Mack, Attorney-at-law. Discussion of utilization as community instructional resource in Urban Law. Commitment indicated.

Date	Event
7/22/71	- WOR-T. V., Channel 9. Discussed with John Murray, Vice-President use of WOR. T. V. facilities as a community instructional resource.
7/23/71	- New York State Council of the Arts. Meeting with Donald Harper, Director, to follow up previously submitted proposal.
7/28/71	- Board of Education, Philadelphia, Pa. Meeting with Dr. Gene Earthman, Director, Division of Planning.
	- Final feasibility study outline developed Submitted at the meeting of the Committee for a Harlem High School.
7/29/71	- Pennsylvania Advancement School, Philadelphia, Pa. (Dr. Thomas Minter). Visit to observe and discuss education program.
7/30/71	- Harlem Hospital (Dr. Jean Smith). Discussion of utilization as community instructional and space resource. Commitment made to develop Health Careers Program.
8/5/71	- Meeting with Abdullah Aziz (Nyumba Ya Sanaa- Black House of Light). Exploration of use as community instructional and space resource in Creative Arts. Commitment made.
8/10/71	- NET Training School (Patricia Carrington, Assistant Director). Commitment made to train advance students.
8/11/71	- Community Film Workshop Council, Meeting with Cilff Frazier, Director, to discuss use as community instructional resource in media.
	- Meeting of Committee for a Harlem High School.
8/12/71	- Letter from John Murray, Vice-President, WOR. T. V. pledging resource in Media.

Date	Event
8/25/71	- Meeting of Committee for a Harlem High School
8/27/71	- Bryant Rollins, Executive Editor, New York Amsterdam News; discussed use as community instructional resource.
	- Cliff Frazier, Director, Community Film Workshop Council; discussed the possibility of a Harlem Media Center.
8/30/71	- WNDT. T. V., Channel 13. Meeting with Ellis Haislip, Producer, "Soul".
	- Meeting with St. Clair Bourne, Director, Chamba Productions to disucss use as a community instructional resource in film making..
8/31/71	- Teleprompter Cable T. V. discussed with Charlotte Schiff, Assistant to President, as a community instructional, equipment, and job placement resource.
	- Meeting with Samuel Williams, Principal, P. S. 136, Manhattan. Established relationship with feeder school.
9/1/71	- Herbert Bienstock, Regional Director, Department of Labor; assessed N. Y. C. employment projections for educational programming component of study.
9/2/71	- Black Tempo. Discussion of use with Charles Gordon, Editor, as a community instructional resource in creative writing. Commitment made.
9/3/71	- Charlotte Schiff, assistant to President, Teleprompter Cable T. V.; discussion on submitting proposal.
9/7/71	- Proposal sent to Teleprompter Cable T. V. for equipment, instructional specialists, and job placement.
9/8/71	- Letter from St. Clair Bourne, Director, Chamba Productions pledging participation as a training resource in the technical, writing, and research aspects film.

Date	Event
9/10/71	- Cliff Frazier, Director, Community Film Workshop Council; further discussion on formulation of Harlem Media Center.
	- Economic Development Corporation. Meeting with Mr. Flom to explore vocational-technical component of the feasibility study.
9/14/71	- Olatunji's Center of African Culture; discussed with Michael Olatunji, Director, use as a community instructional and space resource in area of dance, theater, language, and music. Commitment made.
	- WABC T.V., Channel 7; Meeting with Charles Hobson of "Like It Is".
9/15/71	- Committee for a Harlem High School meeting.
9/16/71	- New York State Department of Education, Albany, N. Y. Visitation:
	(1) Arts and Humanities Division (Dr. Vivian Anderson, Director-Presented a proposal)
	(2) Title III Division
	(3) Urban Education Division
	(4) Communications Division
	(5) Vocational Education Division
	(6) Project Redesign
9/21/71	- Letter from Manpower and Career Development Agency pledging participation.
9/23/71	- Letter from Human Resources Development Institute – (AF of L and CIO) Commitment to participate in project.
	- Letter from Dance Theatre of Harlem committing their use as a community instructional, space, and scholarship resource.
9/29/71	- Interview by Community News Service.

Date	Event
9/23/71	- Committee for a Harlem High School meeting.
9/30/71	- Meeting with William Kerlew, Principal, P. S. 207, Manhattan.
10/4/71	- Meeting with Samuel Williams, Principal, P. S. 136, Manhattan.
	- Dance Theatre of Harlem; discussed with Mrs. Plimpton their letter of commitment.
	- Harlem Teams for Self-Help; discussed with Lillian Nixon, Educational Director, vocational educational component.
10/5/71	- Letter from Joint Apprenticeship Program (Building Trades) pledging participation.
	- Press Conference at I. H. S. 139, 140 West 140 Street.
10/7/71	- Interview by Teleprompter Cable T. V. News Service.
	- WNEW T. V., Channel 5; discussion with Charlotte Morris use as an instructional and space resource.
10/13/71	- Letter from Equitable Life Assurance Society of the U. S. pledging participation.
	- Committee for a Harlem High School meeting.
10/15/71	- Teleprompter Cable T. V. viewed proposal as favorable.
	- Isaiah Robinson, President, Board of Education City of New York; discussed progress of the study.
10/19/71	- Meeting at Automation House with "Open Channel". Commited equipment, instructional staff, and space to a Harlem Media Center.
10/22/71	- Letter from Community Film Workshop Council pledging equipment and instructional staff.

Date	Event
10/27/71	- Committee for a Harlem High School meeting.
11/ 4/ 71	- Meeting with committee for Comprehensive Educational (Park East High School).
11/9/71	- Public Education Assoication. Frances Low pledged curriculum development support.
11/10/71	- Committee for a Harlem High School meeting.
11/11/71	- New York Amsterdam News. Bryant Rollins committed instructional resources in the newspaper media.
11/15/71	- Progress Report submitted to Board of Education City of N. Y., Office of School Buildings, Bureau of Design.
11/17/71	- Visit to Store Front Learning Center, Roxbury, Mass., and Copley Square High School, Boston, Mass, to assess their educational program.
11/19/71	- City College, Dr. Frank Brown, Division of Urban Education; discussed role city college can play in Harlem High School development.
11/23/71	- Board of Education City of N. Y. , High School Division; discussed planned educational programming and policies with James Boffman, Superintendant, Manhattan Academic High schools.
11/24/71	- Meeting with Educational Facilities Laboratory (Alan Green and Ben Graves); Architect's Renewal Committee in Harlem; Committee for a Harlem High School; Bond, Ryder Associates, Architects
12/2/71	- Community Film Workshop Council; discussion continued around establishment of Harlem Media Center. - Early Action Sub-Committee meeting.
12/6/71	- Letters sent out to 51 community business soliciting cooperation in:

Date	Event
12/6/71	(1) developing a part-time on going job development operation wherby students could apprentice with pay. (2) engaging students in a part-time program in their area of interest
12/8/71	- Joint meeting among Bond, Ryder & Associates, (Architects), Architects Renewal Committee in Harlem, and Committee for a Harlem High School. - Community Film Workshop Council. Meeting with Cliff Frazier, Director. - Committee for a Harlem High School meeting.
12/9/71	- Center for Urban Education; discussion with Dr. Sylvester King, Program Director, components of the feasibility study. - Early Action Sub-Committee Meeting.
12/14/71	- Board of Education City of N. Y., High School Division, discussion with James Boffman, Superintendant of Manhattan Academic High School, on planned educational programming and policy.
12/16/71	- Progress Report submitted to Board of Education city of N. Y., Office of School Buildings, Bureau of Design.
12/17/71	- Community District #6; disucssed with James Roberts, Deputy Community Superintendant educational planning components of the feasibility study and the possibility of presentations to the District Board and the administrators, parents, students, and guidance personnel of feeder schools. - Meeting with Lionel McMurren, Principal, P. S. 10, Manhattan to establish feeder school relationship. - Studio "B" representative (photography) pledged space and instruction as community resource in response to our communication of 12/6/71 .
12/20/71	- Community District #3; meeting with Deputy Superintendant Hauze (see reasons established in meeting at Community District # 6 on 12/17/71).

Dates	Event
12/20/71	- Community District 3 4; meeting with Deputy Superintendant Pemberton (see reasons established in meeting at Community District # 6 on 12/17/71.
	- New York Hardware and Maintenance Co. responded to communication of 12/6/71 as community instructional resource and as a source of part-time employment for students.
12/28/71	- Meeting with Community Superintendant Olin McBarnette of District# 5. Discussion of organization plan for involving District # 5 feeder schools.
1/4/72	- Incorporation papers for the Committee for a Harlem High School received.
1/5/72	- Committee for a Harlem High School meeting.
1/10/72	- Joint meeting among Committee for Harlem High School, Architects' Renewal Committee in Harlem, Educational Facilities Laboratory, and Bond, Ryder & Associates (architects) to begin planning for a conference.
1/11/72	- Board of Education City of N. Y., Office of School Buildings, Bureau of Design, discussion with Mr. Paletta (architect) and Mr. Anglum (engineer).
1/21/72	- Board of Education City of N. Y. High School Division;- discussion with James Boffman, Superintendant of Manhattan Academic High Schools, on planning educational programming and policy.
	- Conference Planning Committee meeting.
1/13/72	- Planning for survey of community attitudes and opinions
1/14/72	- Ford Foundation Auditorium. Conference on the use of community resources.
	- Meeting with City College Committee to continue discussing the role the College can play in the Harlem High School.
1/17/72	- Teleprompter Cable T. V., discussion with

Dates	Event
1/17/72	Charlotte Schiff, around resubmitting proposal which would, in addition to previously accepted components, made assessible a channel for production material from the Harlem High School and Media Center. Proposal to be resubmitted.
1/19/72	- Phase I of the feasibility study completed includes: 1. Educational Programming 2. Background Data 3. Prliminary Site Concepts and Alternatives 4. Possible Site Selection Alternatives and area Boundaries. 5. Model of Community Participation 6. Quantitative Space Requirments
1/20/72	- Interview by Bernard Jackson, host for, "New York Urban League Presents", Heard on radio stations WWRL, WLIB and WFUV.
1/25/72	- Community District #6; discussion with Dr. Haas, Community Superintendant of District #6, concerning the planning of the Harlem High School.
1/26/72	- Interview by Teleprompter T. V. News Service. - Meeting with George Manley, Principal, J. H. S. 143, Manhattan. Discussed presentations to be made to parents and students about the Harlem High School concept. - Committee for a Harlem High School meeting.
1/27/72	- Carver Federal Savings Bank; discussion with Richard Green concerning use of bank as an instructional resource. Commitment made.
2/2/ 72	- Meeting with Community Board #6, to dicuss Harlem High School concept and to seek permission for entree into the District schools. Permission granted.

Date	Event
2/3/72	- Discussion with Mr. McCoy, Principal, J. H. S. 120, Manhattan, about procedures of making a presentation to students and parents. Mr. McCoy will make arrangements.
	- Meeting with Educational Facilities Laboratory around Planning Conference. Educational Facilities Laboratory agreed to pay consultants for Planning Conference.
	- Presentation made to Urban League Advisory Board.
2/4/72	- Mr. Bernstein, Principal, J. H. S. 45, Manhattan. Discussed procedures in mading presentations to parents and students.
	- Planning meeting to discuss community survey. Established boundaries and personnel to be enlisted to conduct survey.
2/7/72	- Mr. B. Brown, Principal, PS 201, Manhattan. Discussed procedures for organizing parent support for Harlem High School. Presentations to be made to parents and students.
	- Planning Committee meeting to plan for Planning Conference.
2/8/72	- Meeting with Sam Williams, Principal, and Mrs. Richards, P. A. President, of PS 136, Manhattan. Discussed support by parents. Presentations to be made to parents and students.
	- Meeting with Lionel McMurren, Principal, and P. A. Exective Board Member. Discussed support by parents.
2/9/72	- Mr. Massaria, Principal, J. H. S. 52, Manhattan. Discussed making presentation to parents and students School will make arrangements.
	- Manhattan High School Principals Conference. Presentation and discussion of Harlem High School concept.
	- Committee for a Harlem High School meeting.
2/10-11/72	- Visit to Office of Education, Washington, D. C. to solicit information and funding. Placed on Request

Date	Event

2/10-11/72 - for Proposal list. Contacts made at following offices.

1. Division of Educational Personnel (Teacher and Counselor Institutes).
2. Teacher Corps.
3. Research Analysis and Allocation Staff, Bureau of Research. (Support research on improvement of education at all levels and in all subjects. Support development and demonstration of educational materials, processes, and organizational arrangements at all levels. They suggested we make a presentation to the Bureau in April 1972).
4. Division of Higher Education Research (Support research on educational uses of television, radio, motion pictures and other media.
5. Bureau of Education for the Handicapped (Bureau suggested we submit proposal by September 1972).
6. Bureau of Special Education.
7. Bureau of Experimental Programs.

2/15/72 - Mrs. Sylvia Lawrence, Principal, J. H. S. 143, Manhattan. Discussion on parental support of the project. School will provide the mechanism for making presentations to parents and students. Mr. D. Tippitt, Principal, and Mrs. L. Johnson, P. A. Executive Board, of J. H. S. 164, Manhattan. Established procedure for presentations to parents and students and mechanism for parental support.

2/16/72 - Board of Education City of N. Y., High School Division; discussion with James Boffman, Superintendant of Manhattan Academic High School, on educational programming components.

2/22-24/72 - Planning Conference involving consultants (Dr. S. King, Program Director, Center of Urban Education; Ben Graves, Project Director, Educational Facilities Laboratories; Max Bond, Architect, Bond, Ryder Associates; Robert Mayer, Architect, Mayer and Schiff; Evans Clinchy, Educational Planning Associates; Patrick Mogen, President Human Services Corporation, Inc; community residents; committee members; parents; Community Board members;

Date	Event
2/22-24/72	- community public educators; representatives from Harlem Preparatory School, John Dewey High School, - Park East High School, and Haaren High School; representatives from community organization; students; representatives from N. Y. City High School Division and Planning Commission.

XXI. FURTHER STUDIES NEEDED IN EDUCATIONAL PROGRAMMING

Continued Development of:

A. Basic Skills Development Program

B. Occupational Education:

(1) Student Non-Profit Corporation concept

(2) Media Program

(3) Other possible programs

C. More specific course outlines in subject areas

D. Adult Continuing Education

E. Possible programs with City College of New York, Teacher's College of Columbia University and Manhattan Community College

F. Residential Component of the Harlem High School

G. Graduation Requirements