

It is more difficult to estimate, in terms such as classrooms or square feet, the facilities needed to insure a better balanced and richer educational program, and the opening of more equal opportunities for disadvantaged children. In some cases, much can be accomplished by using more carefully selected—and frequently more expensive—sites for new schools. In other cases, progress may be sought through the development of a network of supplementary education perhaps accompanied by changes in the attendance areas of schools served by those centers. In many situations, however, even in the large cities, the achievement of educational goals will require more substantial departures from traditional patterns of school organization. In many instances it will probably require acquisition of large amounts of city land and development of educational parks—a solution now being seriously studied by several cities. Estimates of required expenditure are difficult because solutions vary so greatly from community to community. It is known, however, that only large outlays will provide satisfactory conditions in most situations. Available evidence tends to indicate that the estimates included here are definitely conservative.

Capital outlay requirements for the decade are estimated as shown

|                                                                                                       | <i>Millions</i> |
|-------------------------------------------------------------------------------------------------------|-----------------|
| Replacement of outmoded and unsafe facilities and reduction of overcrowding (400,000 classrooms)..... | \$20.6          |
| Replacement of new enrollment, including an allowance for migration (350,000 rooms).....              | 16.2            |
| Extension of education programs and extension of opportunities for disadvantaged pupils.....          | 5.0             |
| <b>Total.....</b>                                                                                     | <b>41.8</b>     |

In the above summary, facility needs have been translated into dollar expenditures, by assuming an average cost of \$49,000 per classroom. It is necessary to allow for a higher cost:

- (i) If there is further increase in construction costs beyond the rate of about 3 percent per year; or
- (ii) If the construction of a substantial proportion of the needed facilities must be postponed to the latter part of the decade. For various reasons, including the long planning time required for effective replacement of urban systems, it seems likely that some postponement will occur, but no precise year-by-year estimates of future building can be made.

#### *Distribution of Capital Outlays by Size of Community*

Only the roughest estimates of this distribution are possible. On the one hand, the urban fringe areas are expected to grow most rapidly. On the other hand, needs for replacement of facilities are generally greatest in the central cities and, to a lesser extent, in communities within standard metropolitan statistical areas. In fact, it appears that one of these three sectors should account for about one-third of total building activity during the decade.

#### *Spending Agencies for Capital Outlays*

The overwhelming majority of projected capital outlays will be expended by cities, counties, towns, and other local districts, responsible for operation of public schools. A small proportion—perhaps as little as 6 percent—will be expended by school building authorities.