

1382 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

estimate of additional costs for the first step

Budgetary appropriations have been far below the minimum needs of our school systems year after year. In order to make up the backlog and make a new start in our blighted urban education areas, we must recognize that tremendously increased efforts and expenditures will be necessary.

The budget must make adequate provision for teachers, classrooms, books, supplies, and the continuing development of know-how.

Additional classrooms, demountable units, temporary housing, structural changes in the buildings selected for the program, costs of bussing children to underutilized schools, all of which measures may be necessary to reduce the populations of the selected schools to feasible proportions, would have to be provided for from the capital budget or other sources.

There are too many variables to permit an estimate. It is possible that in some schools no additional costs for these purposes would arise.

concluding statement

This design for Effective Schools should be considered tentative and minimal. There are important areas left out: early childhood education, emphasizing the new developments in pre-kindergarten and kindergarten education; teacher training for urban education; an on-going staff retraining program; orientation of staff; recruitment; use of staff, evaluation, financing, et cetera.

It is the hope of the committee, some of whose members helped to design the basic New York City Plan, that each school system may find the proposed AFT design of some value in developing its own program to fit its specific local needs.

One fact must be recognized by all concerned with the plight of American urban education: the time for carefully planned and asserted action to improve our urban schools is now. We cannot and dare not wait.

The tentative summary report is based largely on the plan drawn up by the United Federation of Teachers and which was the prototype for the More Effective Schools program now in operation in New York City in 21 elementary schools. Additional elementary schools will use this program in future years.

The New York City program for More Effective Schools was drawn up by a joint committee consisting of an equal number of representatives from the Office of the Superintendent of Schools, the United Federation of Teachers (AFT), and the Council of Supervisory Associations. This committee was officially appointed by the school superintendent to study the proposals made by the UFT. All changes, improvements, and the inclusion of many significant specifics had to be acceptable to all three cooperating groups. The committee consulted with and sought advice from many organizations and leaders in the areas under consideration.