

This backlog has several components. To reduce classroom overcrowding and achieve the median size of 27.4 students per elementary class and 27.5 students per secondary class would require the construction of about 100,000 new classrooms. Using average cost of \$50,000 per new classroom in 1968, the construction bill to achieve median classroom size for overcrowded units would come to \$5 billion.

To eliminate makeshift classrooms, which over 1 million students now attend, would require the construction of 40,000 new classrooms at an estimated cost of \$2 billion. To replace classrooms with four or more defects¹ would require the construction of 194,000 new rooms at an estimated cost of \$9.7 billion.

Education professional have argued that for far more effective school experiences, the median class size should be 25 students per elementary school class and 20 students per secondary school class. An additional 187,000 new classrooms would be needed to achieve this goal—at an estimated cost of \$9.4 billion.

In sum, construction costs to eliminate these various school shortages would require \$26 billion—over a \$5 billion outlay per year for the next 5 years or over \$2½ billion a year for 10 years. (It should be noted that these projections and estimates are conservative ones. They do not take into account the likelihood of appreciably higher construction costs in the coming years.)

Far from catching up on this backlog, we are adding to it. For the period of 1967–68, the projected classroom need to take care of growth and to improve some of the unsatisfactory facilities amounted to 77,000 classrooms. However, estimated construction for the calendar year 1968 is only 66,700 (*School Management*, July 1968).

Adjustments in teachers' salaries must also be added to any cost projections for improvements in urban education. Recently released statistics show that teachers' salaries in all public elementary and secondary schools average slightly above \$7,000 per year. Salaries in the teaching profession must be made more competitive with salaries in other occupations to encourage recruitment of new teachers. Aggregate compensation for teachers will continue to rise as more teachers are hired to staff newly constructed classrooms.

The magnitude of our financial needs in education underlines the necessity for the Federal Government to allocate billions of dollars so that we can provide quality education for the pupils in our public elementary and secondary schools. State and local governments cannot support the necessary school expenditures without such aid.

Schools in States with low per capita income and schools in our city slums and impoverished rural areas are already hard pressed to acquire enough funds to maintain the present educational system. Nationally, nearly 34 percent of the 1,600 school bond issues proposed in 1967 were defeated, totaling more than \$945 million. And, the record for the first 3 months in 1968 indicates that more than four out of every 10 bond issues proposed were turned down. It is obvious that homeowners are reacting to the fact that they are carrying a disproportionate share of the increasing tax burden.

In addition to the difficulties in obtaining necessary financial support locally, school districts in low-income urban centers receive a

¹ "School defects" include such conditions as building partially or totally nonfire resistant, inadequate plumbing, nonpermanent facilities (e.g., quonset huts), and insufficient acreage for playing area, etc.