

*Committee on Experimentation  
in New High Schools*

April 24, 1964

Dr. Leo Weitz, Principal  
Lafayette High School  
2630 Benson Avenue  
Brooklyn 14, New York

Re: Costs of Implementation of the report on "The New  
High School"

Dear Dr. Weitz:

As a result of the decision of our Committee to consider the "New High School" as a school for 2,500 students rather than the 2,000 for which my cost estimate was developed, at your request I am submitting the following revised figures.

Since the change in size changes only the Capital Outlay portion of my December 11, 1963 report, I would suggest the substitution of the following material for the paragraph headed Capital Outlay in the aforementioned report:

Capital Outlay

Estimates are based upon a building for 2,500 students compared with 3,000 for the new conventional high schools.

- |                                   |   |         |
|-----------------------------------|---|---------|
| 1. operable walls                 | + | 15,000  |
| 2. Instructional Materials Center |   |         |
| a. Library size                   | + | 120,000 |
| b. Individual Study Units         | + | 40,000  |
| c. Stack and Work Area            |   | 15,000  |
| 3. Instructional Areas - 15 units | - | 600,000 |
| 4. Cafeteria - 1/6 size           | - | 16,000  |
| 5. Reduce Locker Room - 1/6/ size | - | 11,000  |

Applying these figures would suggest that the per capita costs of the New School would increase from roughly \$2,230 per pupil to \$2,810 per pupil. In short, the new plant would cost about \$7,025,000 as opposed to the cost of Central Brooklyn High School of \$6,700,000.

I hope this provides you with the information you need.

Sincerely yours,

Seelig Lester  
Assistant Superintendent

SL/cb

BOARD OF EDUCATION OF THE CITY OF NEW YORK  
 110 LIVINGSTON STREET, BROOKLYN, N. Y. 11201  
 HIGH SCHOOL DIVISION

TELEPHONE  
 ULSTER 2-1000

ASSISTANT SUPERINTENDENT  
 SEELIG LESTER

December 11, 1963

Dr. Leo Weitz, Principal  
 Lafayette High School  
 2630 Benson Avenue  
 Brooklyn 14, New York

Re: Costs of Implementation of the report on "The New High School"

In attempting to estimate the cost of the New High School, our proposals were analyzed in relation to our most recently constructed high schools.

Costs must be considered in two general areas: capital outlay and operation and maintenance.

Capital Outlay

Estimates are based upon a building for 2,500 students compared with 3,000 for the new conventional high schools.

- |   |            |          |
|---|------------|----------|
| 1. operable walls                       | ± 15,000   |          |
| 2. Instructional Materials Center       |            |          |
| a. Library size                         | + 120,000  |          |
| b. Individual Study Units               | + 40,000   |          |
| c. Stack and Work Area                  | 15,000     |          |
| 3. Instructional Areas                  |            |          |
| -30 units - 15 units                    | -1,200,000 | -600,000 |
| 4. Cafeteria - 1/3 size <i>5/6 size</i> | - 32,000   | - 16,000 |
| 5. Reduce Locker Room <i>5/6 size</i>   | - 22,000   | - 11,000 |

Applying these figures would suggest that the per capita costs of the New School would increase from roughly \$2,230 per pupil to \$2,810 per pupil. In short, the new plant would cost about \$5,636,000 as opposed to the cost of Central Brooklyn High School of \$6,700,000.

Cost of Operation and Maintenance

1. Maintenance

There is nothing in the report that should indicate any difference between the maintenance costs of the New High School and any existing High School.

2. Operation

A. The principal addition to operating costs grows out of the recommendation that teacher personnel will be assigned to service of 8 hours rather than 6 hours and 20 minutes. Thus,

To: Dr. Leo Weitz, Principal  
Lafayette High School

December 11, 1963

Re: Costs of implementation of the report on "The New High School"

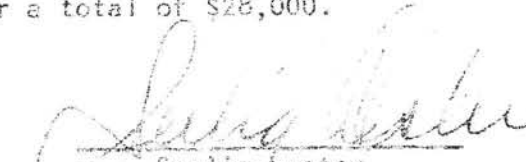
teacher personnel costs will be increased by a multiplying factor of 1.265.

This increase will be offset by the elimination of extra-payment for extra-class activities since these will be included in the 8-hour day. Thus, an annual saving of roughly \$11,000 will be realized.

B. Auxiliary personnel costs

1. Teacher Aides

In addition to the school aides now employed for patrol purposes, the New High School proposes the employment of teacher aides. Since these people will have quasi-professional responsibilities, it is expected that their compensation will be roughly equivalent to the former "teacher-in-training". Their salary was 50% of that of a first year teacher. On that basis we expect a salary of roughly \$14.00 per day. For a school year of 200 days this would amount to \$2800. annually. The school would require ten (10) of these for a total of \$28,000.

  
Seelig Lester  
Assistant Superintendent

Selection of Pupils

"The new school is intended for students of all levels of ability, not for a special group".

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"The school will be operated for a student body representative of a cross-section of the adolescent population of New York City".

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For the implementation of these principles, the following procedures are recommended:

1. The school shall be declared to be an unsexed school.
2. Descriptive material, accompanied by application-for-admission blanks, shall be distributed to all junior high schools in the city in early January of each year.
3. These applications shall be returned about February 15th.
4. In the interval between February 15th and March 30th these applications shall be evaluated by an Admissions Committee.
  - 4.1 The I.Q. range of the students whose applications are accepted shall follow the normal curve of distribution.
  - 4.2 30% of the accepted applications will be taken from junior high schools in non-white communities of the city.
    - 4.2.1 The Admissions Committee will be guided in this by the personnel and resources of the Board's School Zoning Office.
5. The Admissions Committee shall separate the applications into three groups: i.e., accepted, waiting list (for replacements or declination cases), denied, for notification of the feeding schools.
  - 5.1 Accepted students, and their parents, will be asked to advise the Admissions Committee by May 15th of their determination to attend the school upon completion of the junior high school program.
  - 5.2 A meeting of students committed to attendance at the school shall be held in June for purposes of orientation, testing, etc.

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BOARD OF EDUCATION OF THE CITY OF NEW YORK  
110 LIVINGSTON STREET, BROOKLYN, N. Y. 11201  
HIGH SCHOOL DIVISION

TELEPHONE  
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December 20, 1963

Dr. Leo Weitz  
1225 Avenue R  
Brooklyn, New York

Dear Leo:

I was finally able to arrange a committee meeting with our two colleagues, Dr. Lester and Miss Konigsberg. Unfortunately Miss Konigsberg then became ill. Therefore, yesterday, Dr. Lester and I attempted to work on the problem you had posed. Our recommendations follow.

It was our feeling that the original statement on the new high school develops the question of recruitment and selection of staff quite fully. Furthermore, we also discussed the philosophy and the duration of assignment so that the rotation pattern likewise is clearly stated.

The eight-hour day and the U.F.T. represent a problem about which we can only make some suggestions. First, the U.F.T. leadership has been saying recently that it will not put obstacles in the path of experimental programs. Logically, therefore, we can assume that as long as this program is an experimental one there will be no road blocks placed by that organization. We would recommend to Dr. King that the superintendent's negotiation committee explain the basis and the purpose of our recommendation.

Should this program become the model for secondary education, then the whole matter would have to be negotiated and regularized as is any other matter which the Superintendent regards as subject to negotiation.

Our analysis of auxiliary personnel falls into several categories. The first is that we would want various types of visiting experts. We would want selected representatives from industry, government, and other areas of our society to be made available. We would also expect college and university personnel, especially those who are within reasonable distance, geographically, to be included. There is a question as to whether or not there should be an honorarium or expenses paid. We would recommend that whichever will give us a better situation for recruitment should be the one adopted. These people might require temporary certification by the Board of Examiners so that we would be relieved of the need to have teachers present when they work with students.


Another category would be auxiliary teachers. We use this title to draw a sharp distinction between them and school aides who are some times misnamed teachers' aides. In this category we would place readers, teachers who would work with students individually, assistants for project rooms in science and individual lab work, including language labs, and finally research assistants to students engaged in research activities.

The question of special training of the initial staff once again we find to be satisfactorily spelled out in our statement. We would expect teachers who would be going to this school to be relieved for a full semester prior to the opening of the school and to that would be added the summer of that year. The training program would involve exposure to the fundamental philosophy, the requirements of the areas of specialization, methodology, and all the other aspects of the program as spelled out in the introduction and as it may involve while we continue thinking about it.

Although your outline does not go on to request action about supplementary staff, we gave that problem some thought. We recommend that as soon as the school opens plans be made to develop in-service courses on a continuing basis for any teachers who may be interested. One year before a planned rotation we would solicit applications. Based upon the reactions of the people who have taken the in-service courses we would give preference through a selection process which would try to find people suited by attitude, temperament, and interest. For the ones finally selected, we would set up a concentrated summer institute after they have been assigned and before their assumption of duties the following September.

This was the nature of our thinking and I hope it will be helpful to you.

Cordially yours,



Jacob B. Zack

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