

STATEMENT OF PAUL W. BRIGGS

SUPERINTENDENT OF SCHOOLS

CLEVELAND, OHIO

TO THE UNITED STATES COMMISSION ON CIVIL RIGHTS

APRIL 5, 1966

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## I INTRODUCTION

Dr. Hannah, Members of the Civil Rights Commission:

May I add my welcome to each of you. I'm particularly pleased to meet with you on the subject of education. Whatever I or the Board of Education can do to help you have a pleasant and productive visit, please give us the opportunity. I'm sure your staff has my phone number.

Probably more important to you is our complete cooperation. To this end I offer my time and experience and that of our staff. I shall cover my subject as comprehensively as possible so that you might gain a general understanding of civil rights implementation in Cleveland education as it is seen from my vantage point.

I am also prepared to answer questions to the best of my ability, and we will gladly supply what follow-up information you may request. Appended to this statement are graphs, charts and other data which document more fully the Cleveland picture.

It is my judgment as I appear before you that the Civil Rights Commission and the Cleveland Public Schools have many mutual objectives. The primary one is the encouragement of every individual, regardless of race, color or religion, to develop himself fully through educational opportunities to meet his own and the nation's needs for knowledge, productivity, security and citizenship.

Beyond inspiring motivation, it is our objective to see that fair play is exercised by providing equal opportunity to all students so that each has an equal right fruitfully to develop. We further are committed to providing compensatory experiences for those who have the greatest need.

This brings me to the substance of my statement. To bring the subject into focus I'd first like to discuss some pertinent background. Then, I would like to review the status of civil rights in the Cleveland Schools here today; where we want to be in the future and how we plan to get there.

Civil rights, generally, is a very complex matter. It is economic, political, social, and psychological. In recent years only international warfare has struck our nation, community after community, more forcefully than the impact of the civil rights struggle. The consciences of good men have been aroused by the determination of minority groups to obtain the rights guaranteed them in the Constitution and more recent civil rights legislation. But the awakening has been sudden after a century of neglect and the action sought has been immediate, almost revolutionary in some aspects as the impact has struck locality after locality.

The mental, physical and financial reflexes of the established social order were too slow in responding. Demands for extreme action were countered by extreme reaction.

This was the climate in Cleveland in 1964. I was appointed Superintendent of Schools at the height of this crisis.

## II CRISIS

When I entered office, civil rights issues were Cleveland's Number One topic of public concern. The school system was a focal point in the civil rights battle. Morale of students, parents, staff and school board was at a low ebb. The Board itself was divided and members had been issuing conflicting public statements which fed the fires of controversy.



A minister had been accidentally killed on school property. Violent street fights and rock throwing had been followed by demonstrations and sit-ins in the halls of the Board building. A school was being constructed under court-ordered 24-hour-a-day armed guard and behind barbed wire fencing. Stupendous demands for action and counteraction from the public, the press and all segments of the community were being addressed to the Board and the Superintendent.

Probably the most significant impact of the civil rights struggle on education at that time was the attention focused on the schools and their qualitative deficiencies. Clearly, the total program of education had suffered great neglect. This neglect and its results were spread widely and generally.

- Kindergarten waiting lists were long
- Elementary schools were without libraries
- 12 high schools were without a single vocational education class
- The Federal hot lunch program was not being used
- Two hundred staff positions were unfilled

Tremendous problems calling for innovative solutions were ever present but dealing with them forthrightly was difficult due to an impossible administrative structure.

I was the first outsider in nearly one-half century to assume a major administrative assignment in the Cleveland Public Schools. I found the administration of the Cleveland Schools equally shared by three officials, each reporting directly and separately to the Board of Education.

Such problems resulted from 25 years of neglect by civic leaders. The Cleveland leaders of yesterday moved to suburbia....new homes, more room to play. There they built new schools, paid big salaries and oriented their programs for college preparation. As suburbia has prospered so inversely has the inner-city suffered. As populations migrated outward, rateables and income for city services inward went downward. And I regret to say that the service needed the most has suffered the most-education. Old school buildings became older. Teachers' salaries lagged. Equipment maintenance and replacement also grew poor. And, while the population of Cleveland decreased 100,000 since 1950, the school enrollment increased from 98 to over 152 thousand students. The flight of the upper and middle class families outward is reflected in the degree of poverty found among our students. Of 183 schools, there are 101 with 9% or more of the students coming from homes identified as poverty stricken. In two schools over 80% come from poverty homes....ill fed and ill clothed.

Today, half the children in Cleveland attend school in buildings that are 50 years old or older. In fact, 31 of our schools, enrolling 23,000 pupils, are over 75 years old.

A result of using these over-aged facilities is that Cleveland must put a disproportionate share of its funds into operation and maintenance, decreasing the amount available for instructional services to children.

We are also confronted with the high cost of vandalism. During 1965, for example, the total cost resulting from vandalism was \$184,702.

We are occupying inadequate temporary space for about 4,500 students, and will need new space for additional enrollment of 8,200 by 1970.

In State financial support Cleveland ranks last among the 12 largest cities in the nation. Buffalo gets 53% from New York State; Detroit gets 39% from Michigan; while Cleveland gets less than 20% from Ohio.

\$883 is spent in Shaker Heights per student annually, while only \$417 is available in Cleveland. Yet the total tax rate in the 2 school districts is almost identical.

If only one yardstick could be used to measure quality of educational offerings, it might well be the number of professional staff members per thousand students. Dr. Conant urges fifty professionals per 1,000 pupils for urban schools. Cleveland has only 37, last among the large cities in Ohio. It is last also in the same category compared with the 31 other school districts in the Greater Cleveland area.

These conditions and their results are evident throughout the city.

At this point let us clearly recognize that pupil populations of Cleveland Schools reflect the composition of the area they serve with reference to race, nationality background, socio-economic status, and, presumably, religious membership or preference.

Consequently, in large measure, the pupil populations of Cleveland schools can be characterized as racially segregated. It is clear, however, that no effort of the Board of Education has been made to "gerrymander" school attendance boundaries. The erection of schools and the determination of boundaries have been in response to changing numbers of pupils to be served and the convenience and safety of children attending a particular school.

The schools have been built where the children were found. This policy has been followed in all sections of the city.

We believe it desirable and The Board of Education has as a matter of policy stated that "The schools must provide for the maximum feasible sharing of educational experiences by all children".

Cleveland's geography and its massive concentration of racial groups, together with its out-migration and its economic stress make virtually impossible the effective implementation of any of the various devices that have been suggested as ways to promote desegregation of pupils. We are continuing to explore the matter. At a later point in this statement reference is made to various steps which we are taking or proposing to overcome the effects of racial isolation. However, let us recognize that there exists no panacea for this problem.

### III ACTION

It is our considered judgment that the first work of the Cleveland Schools in attacking these complex problems is the development of an academic program of unquestionable excellence for all the children of this city. The Board of Education has pledged its best efforts and resources to the development of such a program.

The Cleveland Public Schools have embarked upon the development and implementation of a design for progress. Advancing the quality of education in Cleveland's schools involves:

1. organizing for increased efficiency
2. improving communication
3. expanding and enriching instructional programs,  
and
4. increasing involvement of citizens in the  
affairs of education

Throughout these early stages of our dramatic movement toward excellence there has been a concern for making the Cleveland Public Schools more inclusive and more representative of all people in the city. Our efforts shall continue to be characterized by human relations based upon the dignity and importance of each individual.

1. ORGANIZING FOR INCREASED EFFICIENCY:

The administrative decision-making process has been streamlined and made more effective. A single line of administrative responsibility has replaced the cumbersome three-headed pattern formerly in operation.

2. IMPROVING COMMUNICATIONS:

Recognizing that effective communication calls for a two-way flow, the Cleveland Public Schools have initiated many activities involving several levels and dimensions of communication -- between the schools and the community, within the school system itself, and between the Cleveland schools and the rest of the educational enterprise, locally, statewide and nationally.

This has included staff and board members participating in community meetings, conferring with representatives of community groups, issuing reports and answering citizens' inquiries.

Increased staff involvement in decision making, staff workshops, extensive school visits by top administrators, regular meetings between the administrative staff and representatives of teacher and other employee groups -- such morale boosting activities as these have resulted in improved understanding of the total school program by staff members at all levels.

In a number of ways there has been a marked increase in communication between the Cleveland schools and the rest of the educational field --

- staff visitations to other school systems
- attendance at workshops and state, regional, and national conferences
- consultation with outstanding educational authorities
- cooperative arrangements with colleges and universities, including several jointly sponsored projects

In addition, several members of the Cleveland staff have served as consultants to colleges and universities, to the State Department of Education and to the U. S. Office of Education.

Improved communication has also been facilitated by our relationship with local and national news media, to whom we have extended a special welcome.

### 3. EXPANDING AND ENRICHING INSTRUCTIONAL PROGRAMS:

For many years Cleveland enjoyed an enviable position of leadership in the forefront of educational innovation. However, in these times, when the nation's progress demands massive improvement in both the content and process of education, none of us can afford merely to be custodians of the past. Particularly in a great urban center like Cleveland, with its many thousands of children needing the best in educational opportunity, it is not just imprudent; it is unconscionable to devote major attention to defense of the status quo and fail to respond with vigor and determination to the pressing needs for expanded and enriched instructional programs.

Recognizing the urgency of the situation, The Cleveland Public Schools are focusing their best effort on programs to improve instructional opportunities for all the children in all 183 Cleveland schools.

Among the more outstanding programs now underway are the following:

Elementary School Libraries

By the end of April, 1966, 39 libraries will have been opened in elementary schools serving 32,113 children.

Kindergarten Expansion

During last school year the kindergarten waiting list was eliminated for the first time in nearly 20 years.

Vocational Education

In our comprehensive high schools we have added during these last two school years 28 vocational education courses in eight different fields, enrolling 25,795 students throughout the city. This is in addition to the excellent vocational education programs offered at Max S. Hayes and Jane Addams Trade Schools.

To insure the practicability of these new courses, technical advisory committees have been formed with a total membership of 537 interested citizens with expert knowledge in the various fields represented in our expanded programs. Since the beginning of the 1964-65 school year nearly \$2,000,000 has been expended on new equipment for vocational education shops and laboratories.

In-Service Teacher Education

During the current school term 750 teachers in our schools are enrolled in 40 courses conducted by the Bureau of Personnel as a means of strengthening the competence of the teaching staff.

Currently, a special teacher training and placement program involving a group of former Peace Corpsmen is being conducted cooperatively with Western Reserve University. This program is the largest of its kind in the nation. In addition, a group of VISTA volunteers are providing a variety of supportive services in schools throughout the city.

New staffing patterns are taking advantage of a wide variety of experts to complement and support Cleveland's educational program. This staff development will also involve increased use of volunteers.

#### Curriculum Improvement

Special attention is being devoted to the improvement of the content of our curriculum as well as to instructional materials and procedures. During the past year \$ 600,000 was spent for the purchase of new textbooks and other instructional materials.

In addition, more than 500 teachers have served on textbook selection and curriculum revision committees during the past two years.

#### Educational Television

The Cleveland Public Schools have been an active partner in the development and utilization of Educational Television as an additional teaching tool. Station WVIZ, whose studios are housed in one of our schools, recently completed its first year of service to the Greater Cleveland Community. Each of our schools is supplied with television receiving equipment so that the programs presented by Station WVIZ as well as educational presentations of local commercial stations can be used as instructional materials in our classes.



### Summer School Activities

The 1965 elementary summer school enrollment was increased by nearly 300% over previous summers, with pupils participating in special remedial and enrichment programs in reading, arithmetic, foreign languages, science, art, and music.

Nearly 10,000 students were enrolled in the ten secondary school centers. Not only were the usual summer schools opportunities provided, but in addition special classes in music and art were organized for interested students.

In addition over 18,000 pupils took part in the summer garden project.

Many special projects were conducted in cooperation with other schools and organizations. Among these were Hawken and University Schools in the Greater Cleveland area, and Phillips Exeter Academy and the Chautauqua Institution. Colleges and universities offering special opportunities for Cleveland pupils included Western Reserve, Case, Cleveland State and Oberlin. Several hundred Cleveland children and youth participated in these programs.

### Scholars-in-Residence Program

During the current semester five distinguished scholars are spending several days each in Cleveland, lecturing to faculty groups, visiting schools, holding student seminars, consulting with supervisory personnel and meeting with citizen groups.

This program, supported by a grant from the Martha Holden Jennings Foundation, is opening up to staff, students and the community unique opportunities for close intellectual association with some of America's most outstanding scholars.

### Nutritional Services

This school system has for a long time been a leader in the field of school health services. During the 1964-65 school year we expanded this area of vital concern to include nutrition, as we began participating in The Federal Food Subsidy Program of approved hot lunches in all our junior and senior high schools. Special consideration has been given students whose families are recipients of public assistance, so that free meals are provided to them. Also elementary school children in similar circumstances are provided free milk.

### New and Improved Buildings

As a first step in attempting to recover from the accumulated results of neglect of school building needs, the people of Cleveland approved a 55 million dollar bond issue in 1962. New schools are being opened as rapidly as possible and more are under design.

In addition the erection of satellite buildings in certain locations rather than building additions to old buildings reflects a new concept of community use of schools for additional programs. Moreover it has resulted in considerable savings as we have taken advantage of the best available technical skill and "know how".

### Utilization of Federal Funds

The infusion of federal funds has enabled the Cleveland Public Schools to develop a comprehensive array of special school programs for children and adults which could not have been provided otherwise. Under provisions of the National Defense Education Act, The Vocational Education Act of 1963, The Manpower Development and Training Act, The Economic Opportunity Act of 1964, The Elementary and Secondary Education Act of 1965 and the laws pertaining to the Federal School Lunch Program, The Cleveland Public Schools have received since late 1964 approximately \$13,000,000.

The following list is representative of the types of programs being conducted and their extensiveness:

--Work Training	3,500 adults
--Pre-School and Operation Head Start	10,000 young children
--Adult Basic Education	3,700 adults
--Schools Neighborhood Youth Corps	2,000 high school students
--Reading Improvement Project	25,000 elementary projects
--Extended School Services	20,000 pupils and parents
--Work-Study	210 school drop-outs
--Experience Enrichment	25,000 elementary pupils

#### 4. INCREASING INVOLVEMENT OF CITIZENS IN THE AFFAIRS OF EDUCATION:

The people of Cleveland are demonstrating increasing willingness to become involved in the affairs of education.

Thousands of citizens from throughout the Cleveland community are making valuable contributions of time and energy and money to support the programs of the Cleveland Public Schools.

Both as individuals and as members of organizations and groups, the people of Cleveland have stepped forward to be counted.

Notable have been such organizations as PACE, the "Reavis" committee (The Businessmen's Interracial Committee on Community Affairs), The Growth Board of Greater Cleveland, The P.T.A., The Greater Cleveland Plans for Progress Council, and various neighborhood groups.

There is probably not another large city in America whose citizens are responding in such an encouraging manner by deep personal commitment and involvement in the affairs of the city's schools.

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In all these and in other ways The Cleveland Schools are on the move toward recovery. The benefits of this forward surge are being felt by all segments of the community.

Consistent with the aim of achieving maximum inclusiveness in the benefits of high quality education, we have examined the current status of many facets of our operations.

We have considered our organized human relations program, pupil access to special instructional programs, inclusiveness of instructional materials, integration of transported pupils and equality of opportunity in employment.

What we find is encouraging.

#### HUMAN RELATIONS PROGRAM

Pursuant to a policy adopted by The Board of Education in April, 1965, a special unit on Human Relations was established in the Office of the Superintendent, headed by an assistant to the Superintendent.

The staff of this unit have sought opportunities to expand inter-group activities among pupil and faculty and to develop additional procedures for the promotion of democratic human relations in the Cleveland Schools.

#### Pupil Contacts

Thousands of Cleveland pupils -- elementary, junior high and senior high have been engaged in planned regularly scheduled activities involving relationships between schools with different racial compositions.

Examples include:

- Student government for junior and senior high school students
- Exchange assembly programs
- Joint field trips
- Inter-school visitations
- "Pen Pal" arrangements
- Exchanging school newspapers

None of these is a "one shot" program but they are designed to provide for continuing relationships between groups of pupils having similar interests.

All these are, of course, in addition to our city-wide music groups composed of the most talented students in all of our secondary schools.

#### Adult Activities

Contacts -- many on a continuing basis, have been established among several thousand school staff members and other adults in Cleveland and the Greater Cleveland area.

- Human Relations committee organized in each school
- Workshops conducted for building committee chairman
- Institute conducted for central office staff, principals and building chairmen
- Presentations to individual and combined school faculties
- Presentations to PTA and other civic and community groups
- Discussions and consultation with inter-group relations specialists

- Participation in discussions with neighborhood leaders to resolve tensions
- Recruitment and orientation of volunteers for school services
- Reviewing books and other instructional materials to determine their appropriateness for use in Cleveland Schools
- Presentations to teachers in training
- Development of in-service course in human relations for teachers

#### PUPIL ACCESS TO SPECIAL INSTRUCTIONAL PROGRAMS

Cleveland pioneered the development of programs for the gifted and for children with various physical handicaps. All such programs include enrollment from all sections of the city.

Presently, of 2,904 elementary and junior high pupils in major work and enrichment classes slightly more than half are Negro.

The current total enrollment in classes for the blind, the partially sighted, the deaf, the hard of hearing, the crippled, and the home bound is 821 of whom 403 are Negro.

Max S. Hayes and Jane Addams Trade Schools have excellent records for placement of their graduates, frequently 100% of their totals. The present enrollment in those two schools is 1,434. The number of Negro students is 582.

#### INCLUSIVENESS OF INSTRUCTIONAL MATERIALS

It is important that illustrations and the text of instructional materials be representative of the diverse cultural elements encompassed in American society.

The committees selecting textbooks and preparing courses of study include teachers from all sections of the city. As a result of their careful scrutiny, any textbook to be recommended for adoption must meet the criteria of accuracy and comprehensiveness in the treatment of various cultures.

In collaboration with the Human Relations staff various supplementary bibliographies and other materials dealing with Negroes and other minority groups have been made available by supervisors. Their use assists teachers in dealing adequately with areas still frequently not sufficiently covered in available textbooks.

Of the three Cleveland teachers used as "television teachers" in programs presented by station WVIZ (ETV) all are Negro. Also groups of Cleveland children who participate as pupils in television programs are integrated.

An outstanding example of pupil inclusiveness was a music festival held at Public Auditorium on January 29, 1966 in which over 4000 pupils from throughout the city participated. The grouping of children for this program was on a city-wide basis for all features of the event.

#### INTEGRATION OF TRANSPORTED PUPILS

Due to overcrowding in certain school neighborhoods, it is necessary to transport a limited number of pupils to other schools. Where this is done, the transported pupils are assigned to classes in the receiving school on the same basis as other children attending that school.

EQUALITY OF OPPORTUNITY IN EMPLOYMENT

The staff of this school system represents an outstanding example of equal employment opportunity. The employees of the Cleveland Public Schools are drawn from all sections of the city.

Of the 5,900 teachers and administrators in our schools 2,259 are Negroes. Since August 1964 there have been 113 persons promoted to administrative positions in our elementary and secondary schools. 40 of these are Negroes.

I think it is accurate to state that The Cleveland Public Schools employ more Negroes in administrative and supervisory positions than all the other school systems of Ohio combined.

A relatively new post of in-service teacher has been established to provide additional leadership within our schools. There are 39 such posts with 25 filled presently by Negroes.

In the Pupil Personnel Services, Negroes are also well represented in the Health Services, the Psychological Services, and in the Bureau of Attendance.

Data previously supplied the commission staff show that in the federally supported programs, the staff includes a significant number of Negroes at all levels.

As indicated previously, the residential patterns of Cleveland have resulted in a relatively high degree of racial segregation in the pupil populations of Cleveland's schools.

On the west side of Cleveland, where the population is predominantly white, the schools reflect this same pattern.



The placement of Negro teachers in west-side schools has been in smaller numbers than is desirable. Some progress, however, has recently been made. It is significant to note that more than 3,000 west-side children, mostly white, have a teacher who is Negro. This does not include the four Negro administrators placed this year in west-side schools.

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#### IV FUTURE

The present state of progress toward educational excellence for all Cleveland children affords us much hope and we face the future with enthusiasm.

There is today an atmosphere for sound planning and programming. We must, however, continue to run to catch up, for we have a long way to go.

In response to the urgency of today's educational needs, there must be provided new and different programs and approaches which will

--dramatically improve the quality of education, and

--provide enriched experiences which can be widely shared by the many diverse groups of children in Cleveland.

I should like now to discuss eight steps which will significantly advance these goals.

1. Securing additional operating revenue through local effort.

The Board of Education has indicated its intention to submit to the people of Cleveland in November, 1966 a proposal for increased tax millage.

2. Meeting urgent building needs. At the fall election, also, the citizens will be asked to approve a bond issue to provide funds for meeting our most urgent building needs.

3. Seeking new patterns of state support. The Cleveland Board of Education has requested the state legislature to adopt new programs of school support which will more adequately reflect the needs of Ohio's large urban school district.

4. Using all available federal funds. The Cleveland Public Schools shall pursue diligently our effort to seek and use every dollar in federal funds that is available for expanded educational opportunities for Cleveland children.

5. Establishing supplementary educational centers. Our plans for supplementary educational centers for elementary school children have caught the attention of the nation's foremost educational experts. Within a few weeks we shall open a prototype supplementary center in a leased warehouse in Cleveland's Erieview.

Activities are being planned in this center for elementary school pupils from throughout the city. The program of the center will broaden cultural horizons, increase academic appetites, and sharpen the understanding of new social and scientific concepts far beyond what is possible with teaching methods now available in classrooms or other present facilities.

6. Opening a new Jane Addams Vocational High School. Jane Addams Trade School for Girls has had a distinguished record of service. However, expanding of its program is limited by an obsolete building complex. We have acquired a site in the St. Vincent Urban Renewal area and intend to construct there the most modern girls' vocational high school in the United States.

Within a few weeks, ground will be broken for this exciting new school. This ultra-modern facility will make possible greatly expanded vocational training opportunities for the girls of Cleveland. Its additional capacity will enable the new school to serve more students better. The new Jane Addams is scheduled for completion in September, 1967.

7. Establishing a comprehensive city-wide high school.

The Cleveland Public Schools propose to develop a comprehensive city-wide high school which will serve as a center for experimentation, demonstration, and teacher-training.

This school will provide an exemplary comprehensive senior high school program for boys and girls drawn from all the high schools of Cleveland.

It is envisioned that this school will be operated by the Cleveland Public Schools in cooperation with Cleveland State University. Hopefully, it will be located downtown near the new campus of the university.

To enable the implementation of this plan, state legislation will be sought to provide:

- funds for construction
- supplemental grants for operating revenue
- extension of contractual rights so that students of other area school districts might be enrolled.

8. Urging reconsideration of federally assisted housing programs in the Cleveland area.

The operation of such programs presently entails the replacement of segregated slum housing with segregated low rent housing. This, in effect, is federal subsidizing of segregation. We observe further that through federally assisted financing there is being constructed a ring of middle class and luxury apartments around, but mostly outside, the city.

The continuation of these practices in the Cleveland area puts the federal government in the position of not only subsidizing segregation but perpetuating the encapsulation of poverty.

Moreover, under the present procedure of making payments in lieu of taxes, the revenue from public housing projects provides only one-tenth of the cost of schooling for children who live in such projects.

As the face of Cleveland is being changed with the construction of massive new federally assisted projects, we propose the cooperative development of a large scale demonstration in community planning and rebuilding. Through the combined resources and efforts of the FHA and other agencies of the Department of Urban Affairs, the local housing authority and other city agencies, and the Cleveland Public Schools, this city has the opportunity of pioneering in developing models for integrated living in a large urban center.

The Dike Park project and other anticipated renewal projects constitute challenge to this city's ingenuity and its conscience. I have confidence in the ability of Cleveland to meet this challenge with success.

This total community is on the threshold of a bright new future. The Cleveland Public Schools will continue to be a full and active partner in this enterprise. The dedication of our competent staff, together with the interest and support of a dynamic community, assure our continued progress.

Frequently, during the twenty months since I became Superintendent of Schools, I have expressed optimism for the future of education in Cleveland. On this occasion, let me reaffirm that optimism once again.

The Cleveland Public Schools must and will become so good that not only will no one wish to leave this city seeking better schools, but many will return to the city and others will be attracted by the high quality of our programs.

V A P P E N D I X

CLEVELAND PUBLIC SCHOOLS  
Kindergarten Waiting List  
1947 - 1965

<u>Year</u>	<u>No. of Pupils</u>	<u>No. of Schools</u>
1947	233	Not Given
1948	275	"
1949	95	"
1950	53	"
1951	87	"
1952	784	"
1953	433	12
1954	658	18
1955	1122	35
1956	1465	49
1957	1314	50
1958	1371	39
1959	1699	55
1960	1676	58
1961	1195	44
1962	721	40
1963	495	32
1964	519	32
1965	None	

Figure 1

CLEVELAND PUBLIC SCHOOLS  
ENROLLMENT AND POPULATION TREND  
1950 -- 1965

<u>Year</u>	<u>Enrollment</u>	<u>City Population</u>
1950	98,672 . . . . .	914,808
1951	100,392	
1952	104,418	
1953	108,402	
1954	112,682	
1955	115,980	
1956	119,405	
1957	123,218	
1958	126,740	
1959	130,289	
1960	133,942 . . . . .	876,050
1961	138,898	
1962	144,584	
1963	148,772	
1964	150,913	
1965	152,852 . . . . .	810,858

11-2852  
133942  
18,910

FIGURE 2

CLEVELAND PUBLIC SCHOOLS  
EXTENT OF POVERTY AMONG PUPILS

Percent of Enrollment Economically Impoverished	Number of Schools	Enrollment
80 - 89%	2	2,440
70 - 79%	0	0
60 - 69%	16	16,940
50 - 59%	0	0
40 - 49%	10	8,232
30 - 39%	28	32,265
20 - 29%	6	6,710
10 - 19%	22	14,062
9%	17	11,651
TOTAL	101	92,300

FIGURE 3



CLEVELAND PUBLIC SCHOOLS

Project Headstart - Summer 1965

Physical Examination Results

2800 children were examined

<u>Defects</u>	<u>Number of Children</u>
Enlarged Tonsils	210
Umbilical Hernia	139
Vitamin Deficiency	117
Ear Disorders	113
Skin Disease	82
Uncorrected vision problems	74
Positive Reaction, Tuberculin Test	25

An auditory and speech analysis indicated that 2,203 children of the total of 3,300 are in need of speech correction or speech improvement.

Figure 4

CLEVELAND PUBLIC SCHOOLS

OBSOLETE BUILDINGS

	Number	Enrollment
Buildings Over 50 Years Old Including	96	76,153
Buildings Over 75 Years Old	31	22,504

CURRENT HOUSING SHORTAGES

	Enrollment
Children in Demountable Temporary Rooms	2,625
In Basement or Other Makeshift Rooms	632
In Rented Space	1,350
Anticipated Enrollment Increase to 1970	8,200
	<hr/>
TOTAL	12,807

FIGURE 5

STATE SUPPORT OF PUBLIC SCHOOLS  
TWELVE MAJOR SCHOOL SYSTEMS - UNITED STATES

	Total Revenue	State Support
1. Buffalo	\$ 37,700,000	53.8%
2. Houston	85,057,358	46.0%
3. Detroit	147,374,704	39.9%
4. Philadelphia	148,833,300	34.4%
5. New York City	1,005,726,727	32.6%
6. Baltimore	100,850,780	32.3%
7. Los Angeles	440,771,479	29.3%
8. St. Louis	48,645,052	26.1%
9. Pittsburgh	38,577,000	24.1%
10. Chicago	315,679,528	24.0%
11. San Francisco	66,847,423	23.2%
12. Cleveland	71,307,196	17.1%

Source: Research Council, Great Cities Program for School Improvement, October 1965

FIGURE 6

# PER PUPIL EXPENDITURE

## School Systems In Cuyahoga County

1	Cuyahoga Heights	\$1200
2	Bratenahl	\$1096
3	Shaker Heights	\$ 883
4	Orange	\$ 778
5	Solon	\$ 773
6	Beachwood	\$ 768
7	Independence	\$ 747
8	Oakwood	\$ 726
9	Warrensville Heights	\$ 723
10	Rocky River	\$ 710
11	Brooklyn	\$ 653
12	Cleveland Heights	\$ 650
13	Lakewood	\$ 633
14	Euclid	\$ 626
15	Bedford	\$ 582
16	Mayfield	\$ 581
17	Richmond Heights	\$ 578
18	Chagrin Falls	\$ 575
19	Brecksville	\$ 570
20	S. Euclid-Lyndhurst	\$ 537
21	Fairview Park	\$ 528
22	Westlake	\$ 526
23	Strongsville	\$ 499
24	Maple Heights	\$ 496
25	Berea	\$ 495
26	Olmstead Falls	\$ 495
27	Bay Village	\$ 495
28	East Cleveland	\$ 493
29	North Olmsted	\$ 479
30	North Royalton	\$ 478
31	Parma	\$ 469
32	Garfield Heights	\$ 460
33	CLEVELAND	\$ 418

FIGURE 7

RATIO OF PROFESSIONAL STAFF PER 1,000 PUPILS

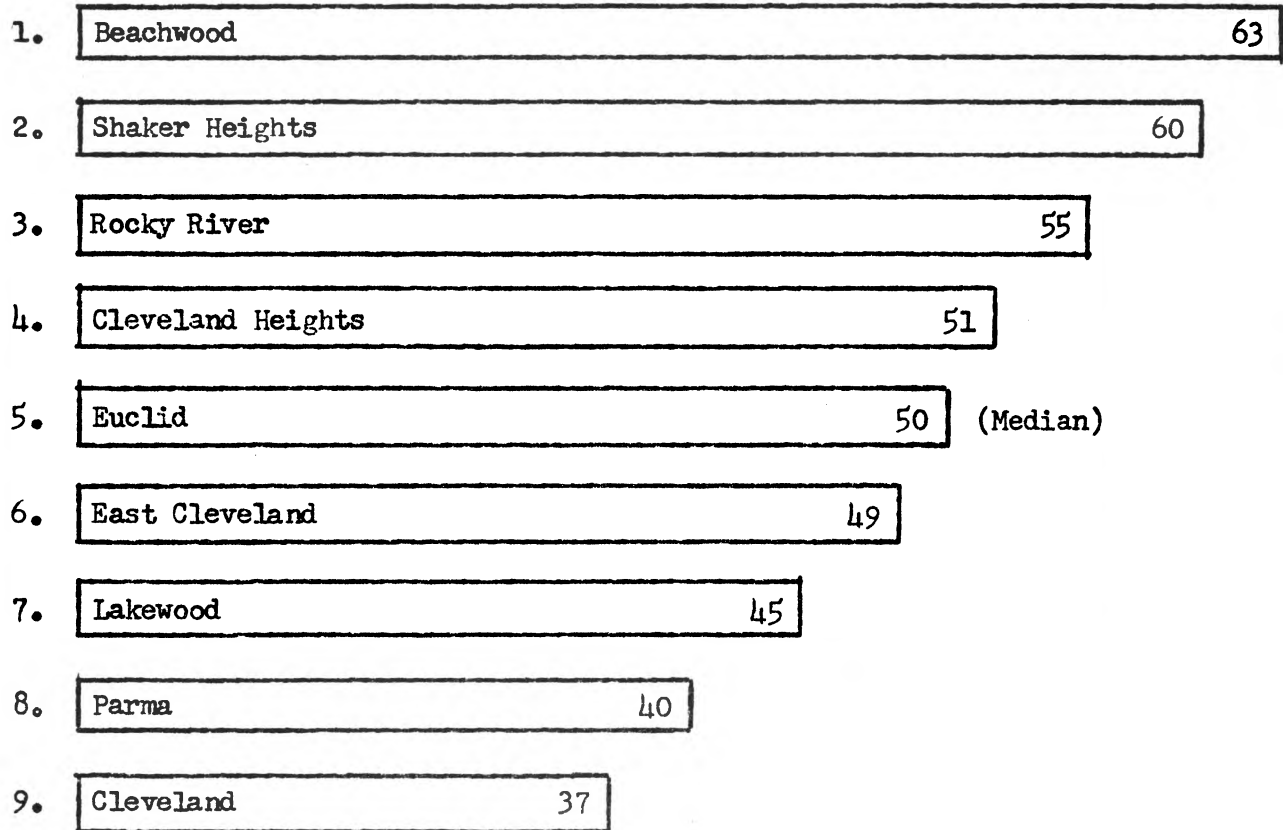
Large Cities in Ohio

1.	Canton	44
2.	Youngstown	43
3.	Columbus	42
4.	Springfield	42
5.	Toledo	42
6.	Dayton	42
7.	Akron	41
8.	Cincinnati	40
9.	Cleveland	37

FIGURE 8

RATIO OF PROFESSIONAL STAFF PER 1,000 STUDENTS

SCHOOLS OF GREATER CLEVELAND AREA



To bring Cleveland to the median of the county would cost over 12 Million (\$12,000,000)

FIGURE 9

CLEVELAND PUBLIC SCHOOLS  
PROFESSIONAL STAFF - SPECIAL SERVICES

<u>Number</u>	<u>Staff</u>
39	Attendance Officers
26	Doctors
68	Nurses
7	Dentists
14	Dental Hygienists
16	Psychologists
2	Psychiatrists (Part Time)
46	Speech Therapists
8	Home Visitors
<hr/>	
224	

The complex problems of an urban school require such services as these to a greater extent than do smaller school systems.

In the Cleveland schools each of these categories should have additional staff in order to supplement properly the instructional program.

Figure 10

CLEVELAND PUBLIC SCHOOLS  
PROFESSIONAL STAFF ASSIGNED TO INSTITUTIONS

<u>Number</u>	<u>Institutions</u>
6	Juvenile Detention Home
7	Blossom Hill - Girls
12	Harry L. Eastman - Boys
3	Health Hill
3	Receiving Home
2	Sunny Acres - T.B.
3	Children's Aid
4	Courts - Juvenile and Probate
<hr/> 40	

Figure 11



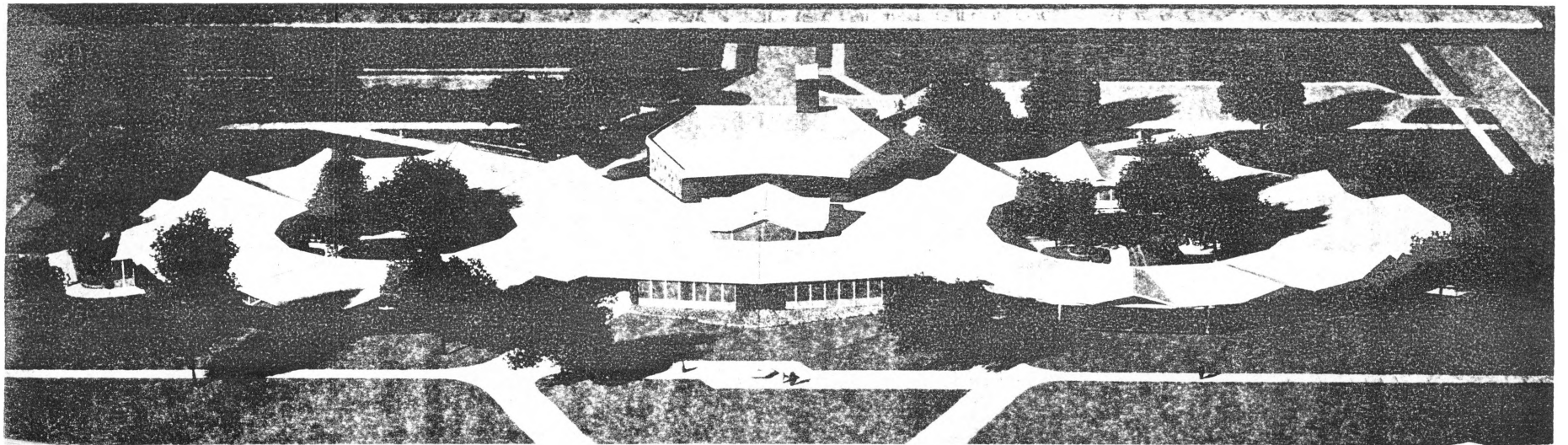
## THE NEW LOOK IN CLEVELAND SCHOOLS

### Examples of Schools Under Design or Construction

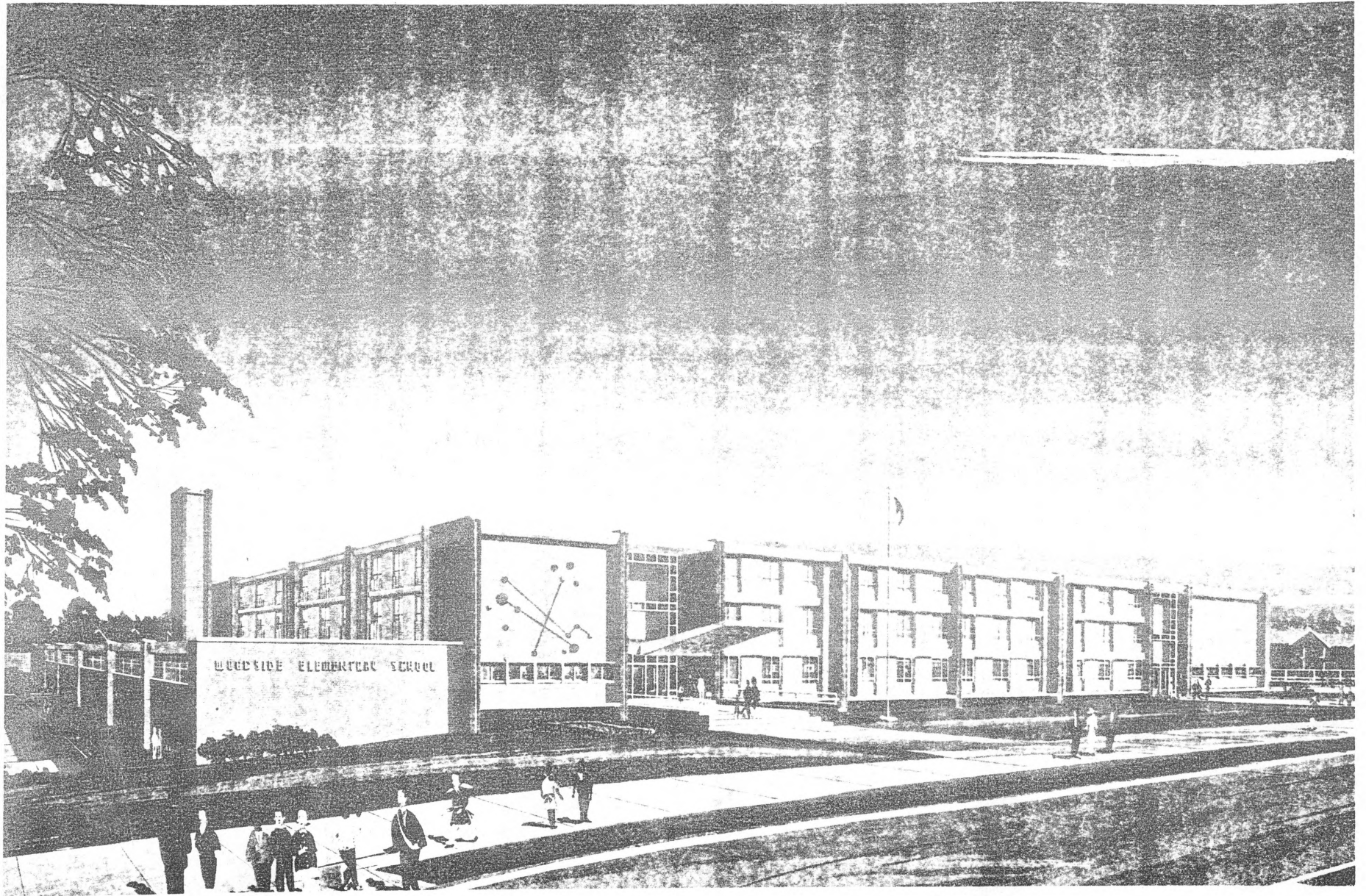
- (a) Adlai E. Stevenson Elementary School
- (b) Captain Arthur Roth Elementary School \*
- (c) Douglas A. MacArthur Elementary School
- (d) Robert H. Jamison Junior High School
- (e) Clara E. Westropp Junior High School
- (f) West Side Senior High School
- (g) Jane Addams Vocational High School
- (h) Fruitland Elementary School Satellite Building

\* Completed and opened in Fall, 1965

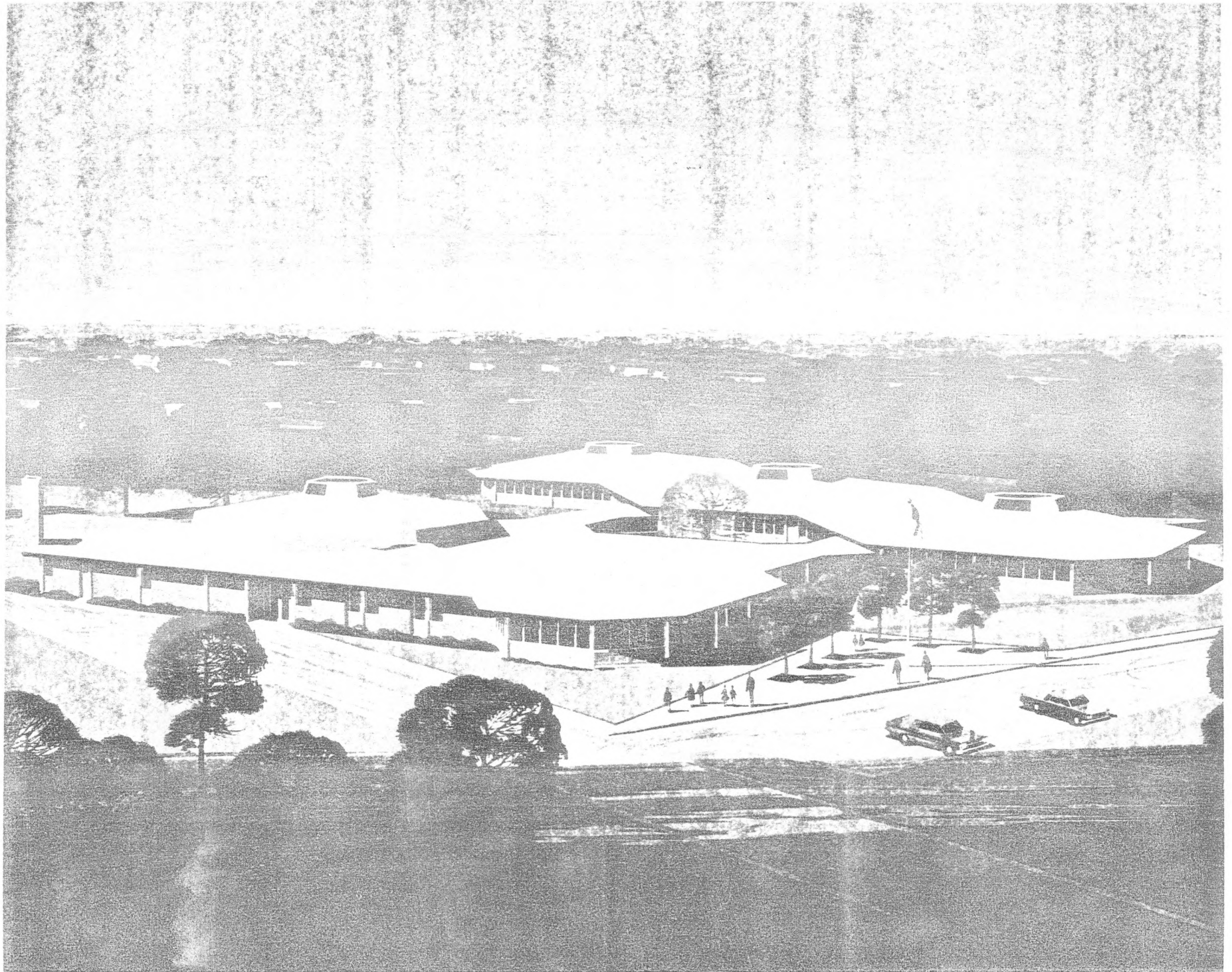
Figure 12



12 (a)

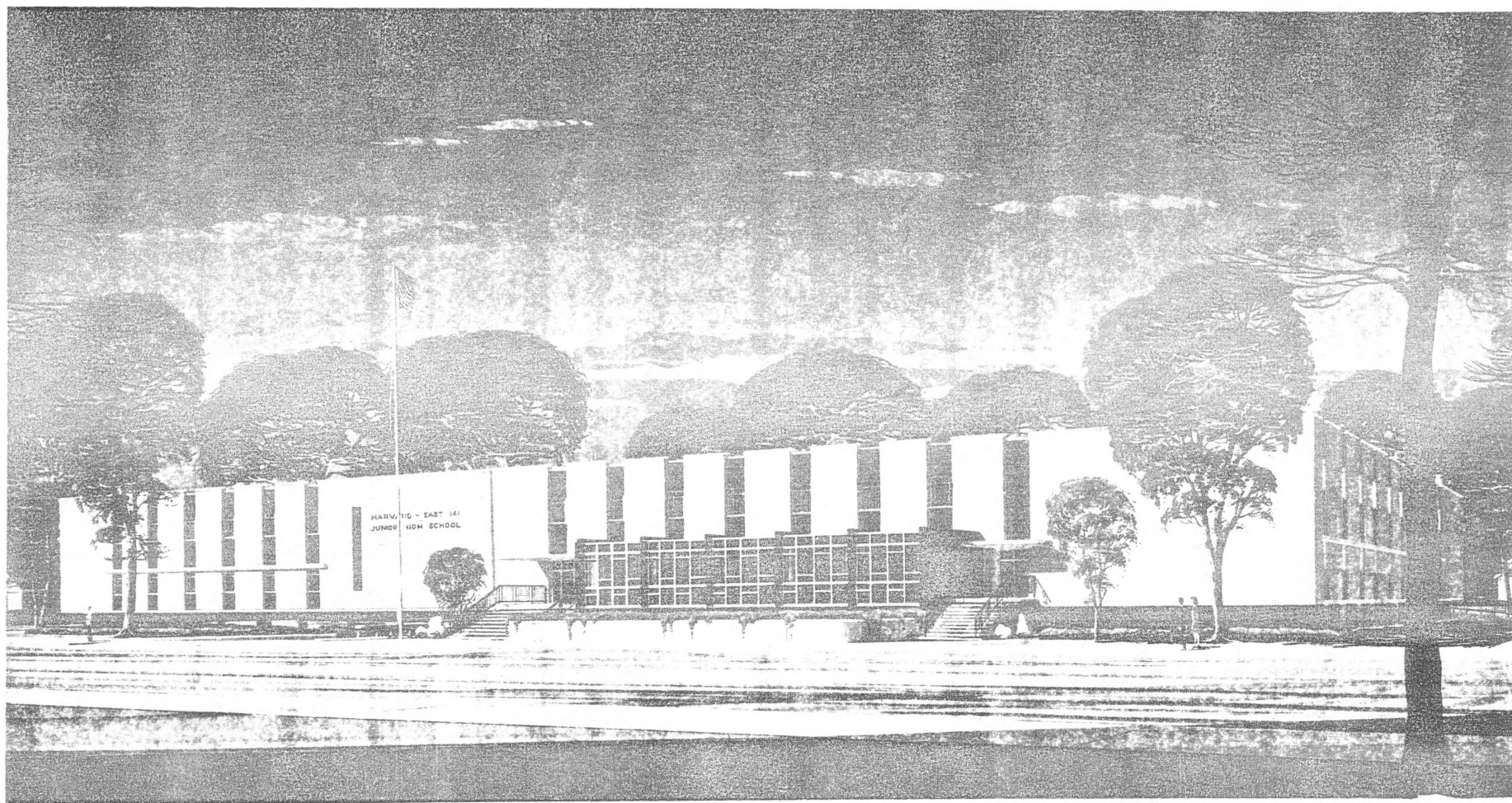


12(6)

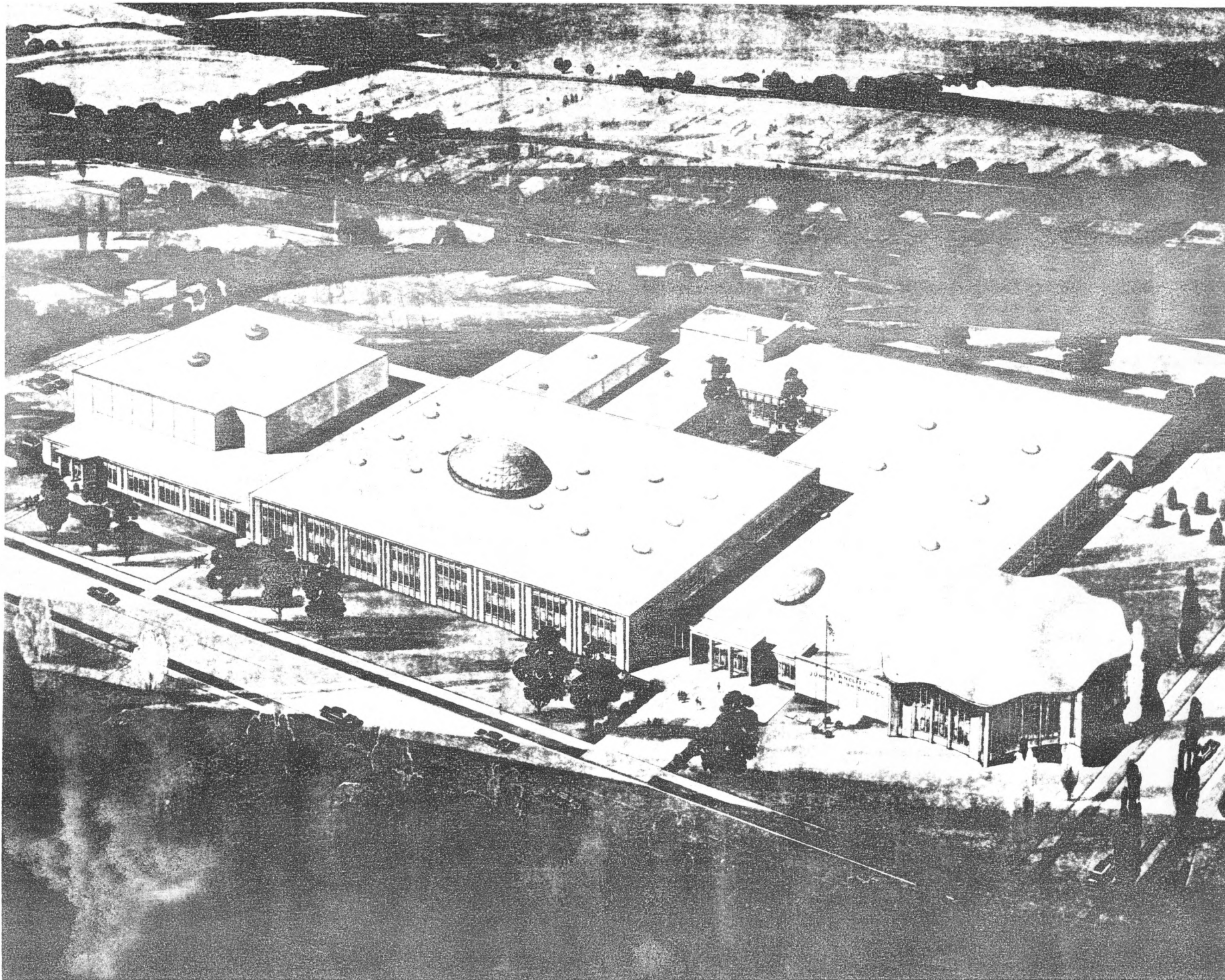


12(c)

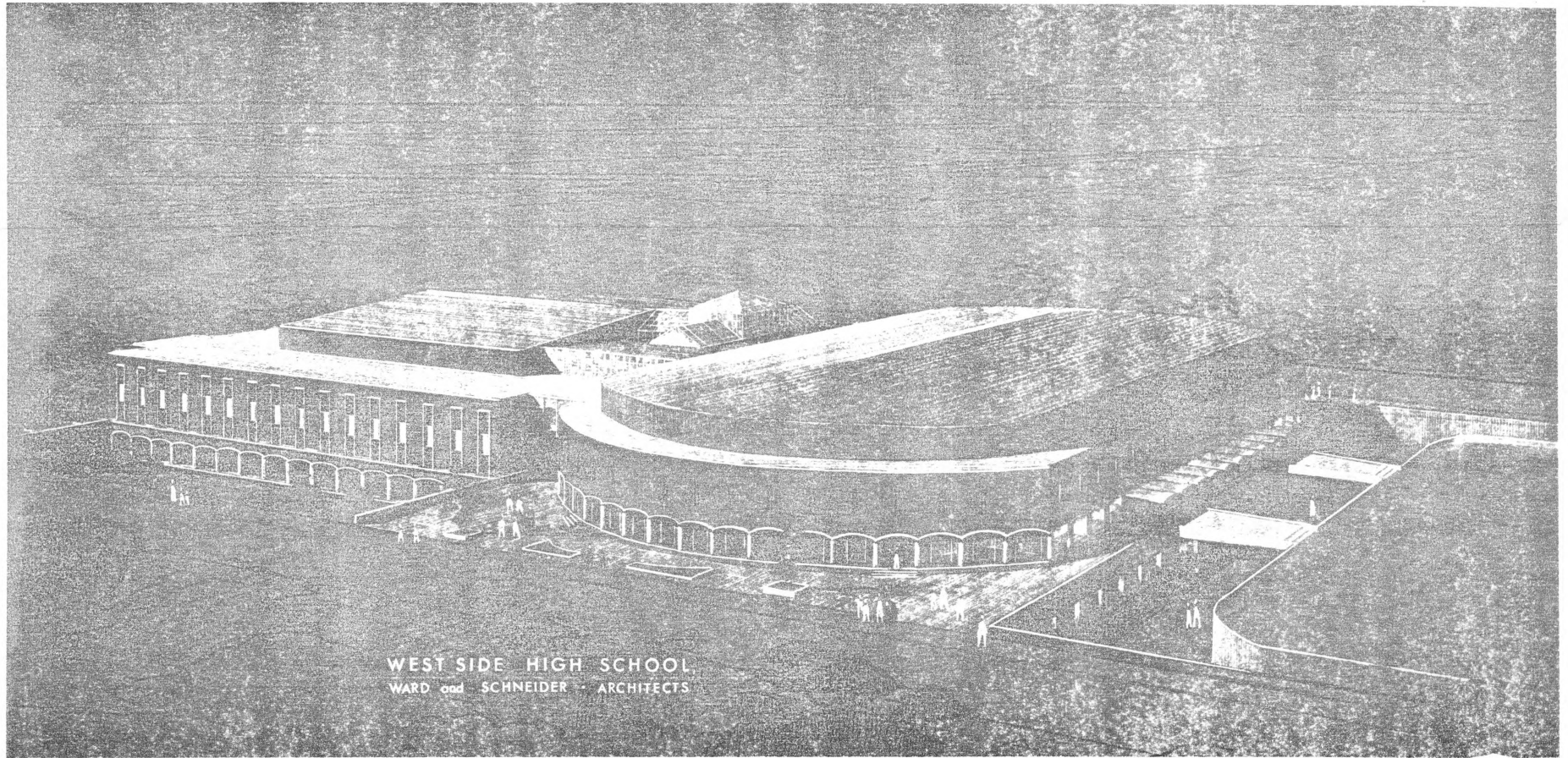




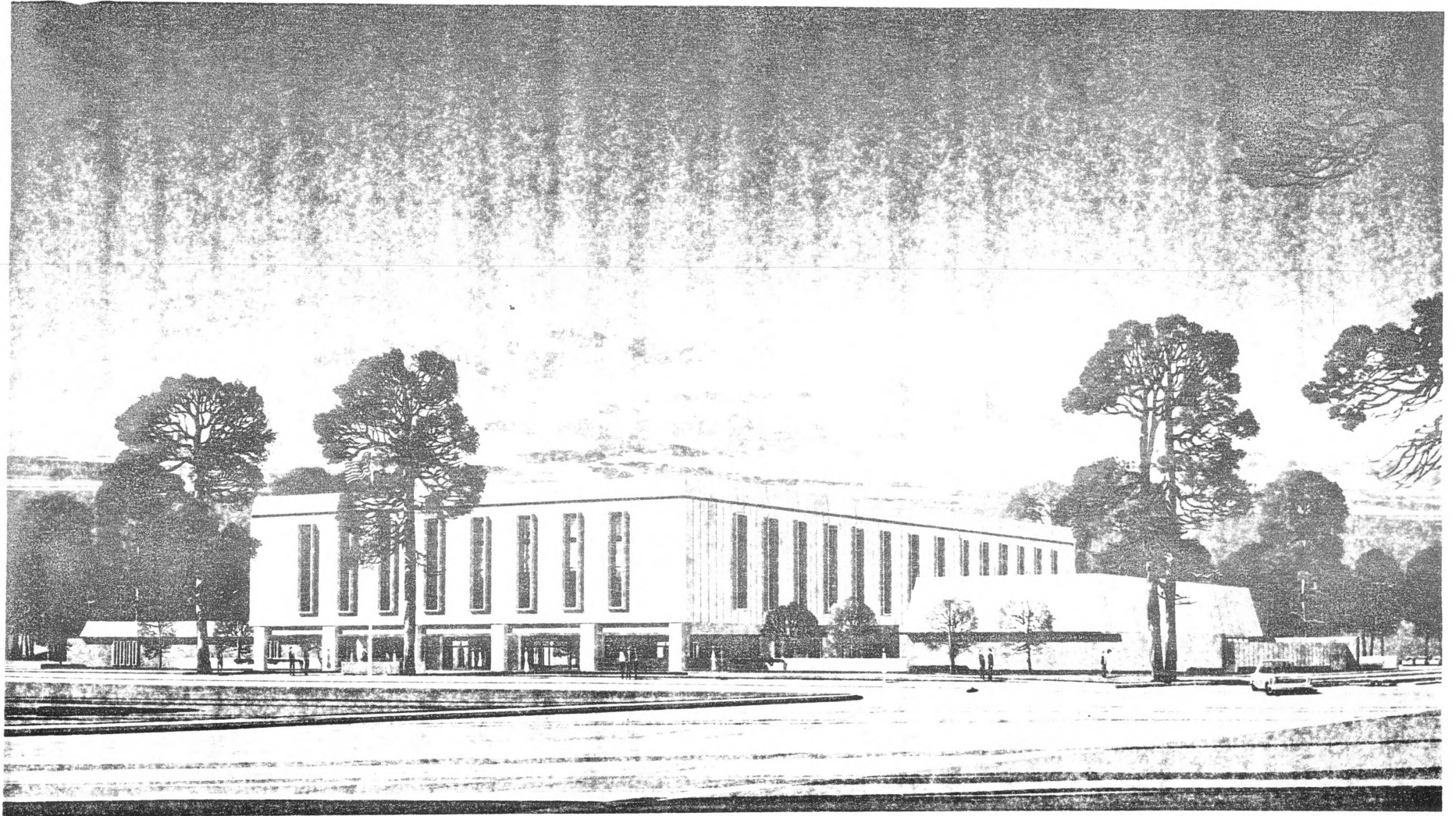
12(d)







12(2)



12 (a)





12 (K)

**SCHEDULE OF  
ELEMENTARY SCHOOL LIBRARY OPENINGS**

	<u>SCHOOL</u>	<u>ENROLLMENT</u>	<u>DONOR</u>
<u>1964-65</u>	Clara Tagg Brewer	679	The Junior League of Cleveland
	Longmead	709	Tax Funds
	Rutherford B. Hayes	805	Tax Funds
(4)	Stanard	<u>567</u> 2,760	Tax Funds
<u>January 1966</u>	Paul Revere	1,250	The East Ohio Gas Company
	Hodge	770	The May Company
	John Burroughs	712	The Saltzman Foundation
	Longwood	458	Nathan L. Dauby Charity Fund
	Margaret A. Ireland	907	The Family of Margaret A. Ireland
	Moses Cleaveland	1,146	Pick-N-Pay Super Markets
	William H. Brett	546	Clevite Corporation
	Charles H. Lake	1,141	The Kulas Foundation
	Willard	872	Campus Sweater & Sportswear Co.
(10)	Wooldridge	<u>561</u> 8,363	The Leonard C. Hanna Jr. Fund
<u>February 1966</u>	Paul L. Dunbar	526	Tax Funds
	Parkwood	877	Tax Funds
	Mary B. Martin	969	Eugene & Blanche R. Halle Memorial Fund
	Crispus Attucks	892	Thomas H. White Charitable Fund
	Orchard	1,228	The Leonard C. Hanna Jr. Fund
	George W. Carver	586	George W. Chisholm Fund
	Henry W. Longfellow	391	Eaton Manufacturing Co. (Axle Div.)
	Daniel E. Morgan	1,085	The Leonard C. Hanna Jr. Fund
	Tremont	1,459	The Louis D. Beaumont Foundation
	Fruitland	280	Tax Funds
(11)	Sowinski	<u>968</u> 9,261	Tax Funds

	<u>SCHOOL</u>	<u>ENROLLMENT</u>	<u>DONOR</u>
<u>MARCH</u> <u>1966</u>	Benjamin Franklin	1,028	The Leonard C. Hanna Jr. Fund
	Alfred A. Benesch	638	Friends of Music - The Kulas Foundation - Tax Funds
	Willow	406	Tax Funds
	Mount Pleasant	995	Tax Funds
	Riverside	537	Tax Funds
	John W. Raper	1,023	The Leonard C. Hanna Jr. Fund
	John D. Rockefeller	922	The Leonard C. Hanna Jr. Fund
	Louis Agassiz	591	Harry K. Fox and Emma R. Fox Charitable Foundation
	Captain Arthur Roth	1,329	Tax Funds
(10)	Hazeldell	<u>1,500</u> 8,969	Tax Funds Various Citizens Contributions (PACE)
<u>APRIL</u> <u>1966</u>	Almira	706	Tax Funds
	Anton Grdina	838	Tax Funds
	Case	376	Tax Funds
	Dike	509	The Leonard C. Hanna Jr. Fund
	Dunham	1,451	The Leonard C. Hanna Jr. Fund
	East Clark	963	Towmotor Corporation
	Lafayette	993	Tax Funds
	Milford	767	The Leonard C. Hanna Jr. Fund
	Oliver W. Holmes	1,354	Clevite Corporation
	Robert Fulton	1,012	Tax Funds
	Stephen E. Howe	766	Tax Funds
(12)	Washington Irving	<u>1,015</u> 3,359	Tax Funds

Figure 13a

	SCHOOL	<u>ENROLLMENT</u>		<u>DONOR</u>
<u>MAY</u> <u>1966</u>	Andrew J. Rickoff	1,191		Tax Funds
	Artemus Ward	554		" "
	Barkwill	510		" "
	Charles Dickens	1,086		Dr. & Mrs. Wm. C. Weir In Honor of Mrs. Wm. H. Weir
	East Denison	438		Tax Funds
	Euclid Park	514		" "
	Garfield	480		" "
	Giddings	934		The Louis D. Beaumont Foundation
	Harvard	389		Tax Funds
	Kinsman	676		The Leonard C. Hanna Jr. Fund
	Landon	523		Tax Funds
	Louis Pasteur	849		" "
	Puritas	953		" "
	Robinson G. Jones	679		" "
	Tod	219		" "
	Union	422		" "
(17)	Wade Park	<u>1,369</u>	11,786	The Standard Oil Company
<u>JUNE</u> <u>1966</u>	Nathaniel Hawthorne	676		The Leonard C. Hanna Jr. Fund
	Anthony Wayne	441		Tax Funds
	Beehive	1,059		" "
	Boulevard	624		" "
	Doan	637		" "
	East Madison	579		" "
	Fullerton	385		" "
	Gilbert	614		" "
	Hicks	463		" "
	Mound	414		" "

Continued

Figure 13b

	<u>SCHOOL</u>	<u>ENROLLMENT</u>	<u>DONOR</u>
JUNE 1966 <u>Continued</u>	Mount Auburn	321	Tax Funds
	Sterling	407	" "
(13)	Washington Park	<u>227</u> 6,847	" "
JULY 1966	Charles W. Chesnutt	722	Tax Funds
	Clark	543	" "
	George Washington	381	" "
	Hough	1,061	" "
	Joseph F. Landis	1,140	" "
	Marion	355	" "
	Memorial	529	" "
	Memphis	660	" "
	Murray Hill	308	" "
	Oliver Hazard Perry	267	" "
	Waring	497	" "
	Warner	552	" "
	William Cullen Bryant	453	" "
(14)	Woodland Hills	<u>673</u> 8,141	" "
AUGUST 1966	Bolton	1,149	" "
	Columbia	919	" "
	Gordon	685	" "
	Gracemount	1,091	" "
	Harvey Rice	501	" "
	McKinley	593	" "
	Miles Park	524	" "
	Miles Standish	1,157	" "
	Observation	488	" "
	Paul Bellamy	157	" "
	Quincy	778	" "
	Rosedale	1,185	" "
	Continued		

	<u>SCHOOL</u>	<u>ENROLLMENT</u>	<u>DONOR</u>
AUGUST			
1966	Sunbeam	204	Tax Funds
<u>Continued</u>	William Rainey Harper	398	" "
(15)	Woodland	<u>673</u> 10,502	" "
SEPTMBER			
<u>1966</u>	Charles Orr	439	" "
	Dawning	342	" "
	Denison	725	" "
	Lawn	647	" "
	Mark Twain	265	" "
	Mary McLeod Bethune	759	" "
	Sackett	832	" "
	Scranton	498	" "
	Walton	573	" "
	William Holmes McGuffey	330	" "
(11)	Valley View	<u>511</u> 5,921	" "

Number of Schools Opened as of September 30, 1966 117

Total Enrollment 75,909

# ADMINISTRATIVE POSITIONS

	<u>In Rank, March 1966</u>		<u>Promoted - August 1964 - February 1966</u>	
	<u>Total</u>	<u>Negro</u>	<u>Total</u>	<u>Negro</u>
<u>Principals</u>				
Elementary	114	18	23	7
Secondary	39	7	16	5
<u>Assistant Principal</u>				
Elementary	42	17	33	16
Secondary	80	15	41	12
<u>In-Service Training Teacher</u>				
Elementary	31	23	40	16
Secondary	8	3	8	3
	—	—	—	—
Totals	314	83	161	59

FIGURE 14

## CLEVELAND PUBLIC SCHOOLS

### Approximate Distribution of Volunteers

LIBRARY	600
PRE-SCHOOL	150
OTHER	125
TOTAL VOLUNTEERS WORKING	875
PROJECTED 6-15-66	(1300-1500)
10-1-66	(2000-2500)

(TUTORIAL PROJECTS NOT INCLUDED)

### GEOGRAPHICAL DISTRIBUTION

NEIGHBORHOOD	<u>60%</u>	SUBURBAN	<u>40%</u>
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