CLEVELAND EDUCATION SURVEY

THE CLEVELAND SCHOOL SURVEY

(SUMMARY VOLUME)

BY LEONARD P. AYRES



THE SURVEY COMMITTEE OF THE CLEVELAND FOUNDATION CLEVELAND • OHIO

26

THE CLEVELAND SCHOOL SURVEY

THE SURVEY COMMITTEE OF THE CLEVELAND FOUNDATION

Charles E. Adams, Chairman Thomas G. Fitzsimons Myrta L. Jones Bascom Little Victor W. Sincere

Arthur D. Baldwin, Secretary James R. Garfield, Counsel Allen T. Burns, Director

THE EDUCATION SURVEY
Leonard P. Ayres, Director

CLEVELAND EDUCATION SURVEY

THE CLEVELAND SCHOOL SURVEY

(SUMMARY VOLUME)

LEONARD P. AYRES



THE SURVEY COMMITTEE OF THE CLEVELAND FOUNDATION CLEVELAND · OHIO

26

Copyright, 1917, by the survey committee of the cleveland foundation

Printed January, 1917, 3153 copies Reprinted March, 1920, 500 copies

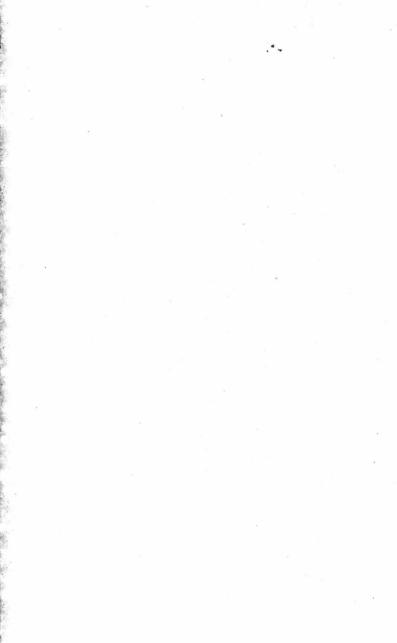
> WM. F. FELL CO. PRINTERS PHILADELPHIA

ij.

此为试读,需要完整PDF请访问: www.erton

FOREWORD

This report on "The Cleveland School Survey" is the last of the 25 sections of the report of the Education Survey of Cleveland conducted by the Survey Committee of the Cleveland Foundation in 1915. Twenty-three of these sections have been published as separate monograph reports. In addition there is a volume entitled "Wage Earning and Education" which gives a summary of the sections relating to industrial education. The present summary volume tells of the conduct of the entire work and the findings and recommendations of the 15 volumes relating to the regular work of the public schools. Copies of all these publications may be obtained from the Cleveland Foundation. They may also be obtained from the Division of Education of the Russell Sage Foundation, New York City. A complete list will be found in the back of this volume, together with prices.



| TABLE OF CONTENTS | |
|---|------------|
| | PAGE 5 |
| Foreword | 17 |
| List of Tables | 18 |
| List of Diagrams | 18 |
| CHAPTER | 10 |
| I. THE SURVEY AND THE CITY | 19 20 |
| The people who live in Cleveland The work that Clevelanders do | 22 |
| How much Cleveland has and what it spends | 24 |
| What Cleveland people buy with their tax money | y 26 |
| People who prefer private schools | 27 29 |
| Summary | |
| II. How the Survey Was Conducted | 31 |
| Permanent staff and specialists | 32 33 |
| Form of report Conferences with the local school people | 33 |
| Carrying the community | 35 |
| Cost of the survey | 39 |
| Distribution of total survey costs among the prin | 39 |
| cipal divisions of the work | |
| Principal purposes for which survey funds were spent | 40 |
| Survey staff | 41 |
| Summary | 47 |
| III. GENERAL CONCLUSIONS | 49 |
| Legal basis of the system | 50 |
| Control by board | 51 n 52 |
| Professional leadership and methods of supervision | 56 |
| Financial support Business management | 56 |
| Organization of system | 57 |
| The teaching staff | 58 s 59 |
| Educational aims, courses of study, and agencies | 61 |
| The school plant and equipment Community standards and aspirations | 62 |
| Summary | 63 |
| Name J | |

| CHAPTER | PAGE |
|---|----------|
| IV. NEW CONTRIBUTIONS TO EDUCATION | 64 |
| | 64 |
| The education of exceptional children | 66 |
| The education of immigrant children | |
| Boys and girls in commercial work | 68 |
| An actuarial basis for industrial education | 69 |
| Expenditures for educational and for business pur | - |
| poses | 71 |
| The platoon plan | 72 |
| Comparative costs of school buildings | 73 |
| The purchase of text books | 74 |
| The pension fund and teachers who enter late | 75 |
| Speed and quality in handwriting and reading | 76 |
| Standardized tests in reading | 77 |
| A spiral test in arithmetic | 77 |
| Analysis of failures in school subjects | 78 |
| Relation of high schools to rest of system | 79 |
| Summary | |
| Summary | 79 |
| SUMMARIES OF SEPARATE MONOGRAPH REPORTS | |
| V. CHILD ACCOUNTING IN THE PUBLIC SCHOOLS | 81 |
| | |
| Accuracy of school census | 82 82 |
| Number of children in public schools | |
| A more accurate and useful census | 83 |
| Ages at which pupils leave school | 84 |
| Grades at which pupils leave school | 87 |
| Regularity of attendance | 89 |
| Children who are misfits | 89 |
| Size of classes | 94 |
| Compulsory attendance | 94 |
| Conclusions and recommendations | 95 |
| VI. THE TEACHING STAFF | 077 |
| | 97 |
| Salary schedule of elementary principals | 97 |
| The salaries actually paid to Cleveland teachers | 99 |
| Number and salaries of supervisory officers | 100 |
| Salaries in Cleveland compared with salaries else | |
| where | 100 |
| Salary increases | 101 |
| Increase in the cost of living | 101 |
| Salaries of teachers as compared with those o | f |
| other workers | 101 |
| School funds and teachers' salaries | 102 |
| Experience of teachers | 103 |
| Experience of principals | 103 |
| | |

Stant Man

| CHAPTER | | PAG |
|---------|--------------------|-----|
| - | Ages of principals | 10 |

| | Education of elementary and high school teach- | |
|-------|--|-----|
| | ers and elementary principals | 104 |
| | The pension fund and teachers who enter late | 106 |
| | Married teachers | 109 |
| | Training in service | 109 |
| | Teachers' meetings | 110 |
| | Promotion for merit and service | 112 |
| | The normal training school | 113 |
| | Health of teachers | 113 |
| | Teachers' certification | 114 |
| | Tenure | 114 |
| | Substitutes | 115 |
| 2 | Appointment of teachers | 116 |
| | Conclusions and recommendations | 116 |
| | Obligations and recommendations | 110 |
| VII. | WHAT THE SCHOOLS TEACH AND MIGHT TEACH | 118 |
| | The point of view | 118 |
| | Reading and literature | 121 |
| | Spelling | 122 |
| | Language, composition, grammar | 123 |
| | Mathematics | 124 |
| | History | 125 |
| | Civics | 127 |
| | Geography | 128 |
| | Drawing and applied art | 129 |
| | Manual training and household arts | 129 |
| | Elementary science | 131 |
| | Physiology and hygiene | 132 |
| | Physical training | 133 |
| | Music | 133 |
| | Foreign languages | 134 |
| | Differentiation of courses | 134 |
| | Conclusions and recommendations | 134 |
| VIII. | MEASURING THE WORK OF THE PUBLIC SCHOOLS | 137 |
| | Aggregate failures in all grades | 138 |
| | Mental incapacity as an explanation | 140 |
| | Failures in subjects | 140 |
| | Failures in reading | 140 |
| | Failures in arithmetic | 141 |
| | Records of individual grades and schools | 142 |
| | The need for scientific supervision | 143 |
| | OBSERVATIONS IN THE SCHOOLS | 143 |
| | Methods of recording visits | 144 |
| | AND DESCRIPTION OF LEGISLATION AND LOSS | 140 |

| | PAGE |
|---|------|
| General conclusions from visits | 145 |
| Emphasis on traditional subjects | 146 |
| Behavior in classes excellent | 146 |
| Fluctuations in quality of teaching and super- | |
| vision | 147 |
| Observations on supervision | 147 |
| Dearth of men in elementary schools | 148 |
| Central supervision | 148 |
| Tests and Statistical Studies | 149 |
| Tests show wide variations in grades | 149 |
| Tests reveal lack of definite aims at many points | 150 |
| Tests as a basis of administration | 151 |
| TESTS OF HANDWRITING | 151 |
| Uniform conditions | 151 |
| Scope of the Cleveland tests | 152 |
| Individual rates of speed | 152 |
| Speed in various grades | 153 |
| Method of rating quality | 153 |
| Variations in quality | 154 |
| Relation of speed and quality | 154 |
| Emphasis in various schools | 155 |
| Comparison of Cleveland with other cities | 157 |
| Recommendations | 157 |
| Tests of Spelling | 158 |
| Words for the tests | 158 |
| Number of returns | 158 |
| Variation in schools and grades | 159 |
| Cleveland has an average record | 159 |
| Recommendations | 160 |
| STUDIES OF ARITHMETIC | 160 |
| Spiral character of the tests | 160 |
| Test of speed | 161 |
| Test A | 162 |
| Test B | 164 |
| Test C | 164 |
| Test D | 164 |
| Test E | 164 |
| Test F | 165 |
| Test G | 165 |
| Test H | 165 |
| Test I | 166 |
| Test J | 166 |
| Test K | 166 |
| Tests L, M, N, and O | 167 |
| Complexity of educational processes | 167 |

| CHAPTER | PAGE |
|--|------------|
| STUDIES OF READING | 168 |
| Conduct of reading tests | 168 |
| Tests of oral reading | 169 |
| Variations in schools | 169 |
| Analysis to show influence of sex, books, an | d |
| nationality | 171 |
| Achievement in Cleveland as compared wit | |
| other cities | 171 |
| Tests in silent reading | 175 |
| Comparison of Cleveland pupils with others | 177 |
| General relation between rate and quality of | |
| silent reading | 177 |
| Explanation of the Cleveland record | 179 |
| Records of various schools | 182 |
| KINDERGARTENS AND PRIMARY GRADES | 182 |
| Recommendations | 183 |
| RELATION BETWEEN ELEMENTARY SCHOOLS AN | |
| High Schools | 183 |
| Differences between individual schools | 184 |
| High Schools | 186 |
| | 186 |
| Ranks of entering students | 187 |
| Ages of students in various schools | 187 |
| Withdrawals and non-promotions | 188 |
| High school grades in the first year | |
| Number of repeaters, students dropped, an | |
| failures | 189 190 |
| Comparisons between successive years | |
| Recommendations | 190 |
| APPENDIX | 191 |
| Conclusions and recommendations | 191 |
| IX. HEALTH WORK IN THE PUBLIC SCHOOLS | 194 |
| The argument for medical inspection | 194 |
| How the work started | 194 |
| The present system | 195 |
| The school nurse | 196 |
| Cleveland's dispensaries | 196 |
| Dental clinics | 196 |
| Eve clinics | 197 |
| The medical inspection staff | 197 |
| The plan of concentrating interests | 198 |
| Speech defects | 198 |
| Vaccination | 199 |
| Future development | 199 |
| Health and education and business | 200 |
| Conclusions and recommendations | 201 |

| HAPTE | IR . | PAGE |
|-------|---|------|
| X | SCHOOLS AND CLASSES FOR EXCEPTIONAL CHILDREN | 203 |
| 21. | Why we have special classes | 203 |
| | Division of exceptional children in two groups | 204 |
| | Classes for the blind | 207 |
| | | 209 |
| | Classes for the deaf | |
| | Classes for crippled children | 210 |
| | Open air classes | 211 |
| | "Steamer" classes | 211 |
| | Speech defects | 212 |
| | Restoration classes | 212 |
| | Classes for incorrigibles | 213 |
| | The socially incompetent | 213 |
| | The selection of feebleminded children | 214 |
| | What should be done for the feebleminded | 215 |
| | The special school for feebleminded | 216 |
| | An institution for the feebleminded | 217 |
| | Conclusions and recommendations | 217 |
| | Conclusions and recommendations | 416 |
| VI | HOUSEHOLD ARTS AND SCHOOL LUNCHES | 219 |
| AI. | Household Arts in Elementary Schools | 219 |
| | | 220 |
| | Household arts training | 220 |
| | Present conditions in Cleveland | 221 |
| | Supervision | |
| | The teaching corps | 221 |
| | Teachers' salaries | 222 |
| | Attitude of principals, parents, and pupils to- | |
| | ward household arts | 222 |
| | Course of study | 223 |
| | Practical suggestions regarding the work | 223 |
| | Model housekeeping apartments | 224 |
| | Relation of household arts to elementary educa- | |
| | tion | 224 |
| | Homemaking versus housekeeping | 225 |
| | Both boys and girls need education for home- | |
| | | 225 |
| | making | 226 |
| | Function of household arts and its two aspects | 226 |
| | Selection of subject matter | |
| | A housekeeping course in the junior high school | 226 |
| | HOUSEHOLD ARTS IN HIGH SCHOOLS | 227 |
| | Space, physical equipment, and costs | 227 |
| | Course of study in technical schools | 228 |
| | West Technical lunchroom used for vocational | |
| | work | 228 |
| | Trade work in foods and sanitation | 229 |
| | Courses of study in academic high schools | 229 |
| | | 230 |
| | Teaching force | -00 |

| HAPTER | PAGE |
|---|-----------|
| Supervision | 230 |
| ELEMENTARY SCHOOL LUNCH SERVICE | 230 |
| Elementary school lunches from two points of | 100000000 |
| view | 231 |
| School meals as supplements or substitutes for | |
| home meals | 231 |
| Kinds of lunches and by whom provided | 232 |
| Food natural need of all children | 232 |
| School lunch or street lunch | 233 |
| Lunch service a big business | 233 |
| Consolidated lunch service recommended | 233 |
| HIGH SCHOOL LUNCH SERVICE | 234 |
| Two distinct policies with regard to school lunch | ı |
| service | 235 |
| Place of lunch service in the school system | 235 |
| High school lunches a big business | 236 |
| Consolidated system recommended | 237 |
| INFANT HYGIENE | 237 |
| Origin of infant hygiene instruction | 238 |
| Arguments for teaching infant hygiene in ele | - |
| mentary schools | 238 |
| Infant hygiene and the work it displaces | 238 |
| Adult responsibility and the adolescent girl | 239 |
| Hygiene for boys and girls alike | 239 |
| Teaching of infant hygiene an emergency | v |
| | 240 |
| measure Conclusions and recommendations | 240 |
| | |
| XII. EDUCATION THROUGH RECREATION | 243 |
| Organization of recesses | 247 |
| Schoolroom and indoor recreation | 248 |
| Kindergartens and lower grades | 249 |
| Playgrounds idle most of the year | 249 |
| Many gymnasiums unequipped | 250 |
| Swimming pools unfinished or unused | 251 |
| Hardy games in the elementary grades | 251 |
| The conduct of school recreation | 252 |
| Recreational influence of schools out of school | ol |
| hours | 254 |
| Play and recreation distinguished | 254 |
| Organization for education through recreation | 255 |
| Conclusions and recommendations | 257 |
| XIII. EDUCATIONAL EXTENSION | 258 |
| By whom schools were used | 260 |
| Groups using school accommodations | 261 |
| | |

| CHAPTER | | |
|---------|--|------|
| CHAFIER | | PAGE |
| | Cleveland's most intensively used school | 262 |
| | Plant well equipped for extension work | 264 |
| | Past administration of extension work | 265 |
| | The new division of school extension | 266 |
| | Internal reasons for this new development | 269 |
| | Conclusions and recommendations | 270 |
| XIV 7 | THE SCHOOL AND THE IMMIGRANT | 272 |
| 2111. 1 | A large proportion cannot speak English | 272 |
| | Fewer become American citizens | 273 |
| | School children from non-English-speaking | 213 |
| | homes | 274 |
| | Foreign language teaching in parochial schools | 274 |
| | Wide variation in different schools | 277 |
| | Efforts of national groups to preserve their lan- | 211 |
| | guages | 277 |
| | Teacher should know characteristics of national | 411 |
| | | 278 |
| | groups The problem of advection for the femior skildness | |
| | The problem of education for the foreign children | |
| | Steamer classes | 279 |
| | English-speaking children from non-English- | |
| | speaking homes | 280 |
| | The adult immigrant and the school | 284 |
| | Citizenship classes | 285 |
| | Quality of instruction in evening schools | 286 |
| | Reorganization essential | 288 |
| | Conclusions and recommendations | 290 |
| XV. T | THE PUBLIC LIBRARY AND THE PUBLIC SCHOOLS | 293 |
| 241. 1 | Library branches in public schools | 293 |
| | Seven elementary school libraries | 293 |
| | Work of school libraries with children | |
| | | 294 |
| | Book supply | 295 |
| | Conditions of borrowing | 295 |
| | Administration of library work | 296 |
| | DESIGN HDESTAGE | 207 |

| XV. | THE PUBLIC LIBRARY AND THE PUBLIC SCHOOLS | 293 |
|-----|---|-----|
| | Library branches in public schools | 293 |
| | Seven elementary school libraries | 294 |
| | Work of school libraries with children | 294 |
| | Book supply | 295 |
| | Conditions of borrowing | 295 |
| | Administration of library work | 296 |
| | Branch libraries | 297 |
| | | |
| | Classroom and home libraries | 297 |
| | High school libraries | 298 |
| | The normal school library | 298 |
| | Future developments | 299 |
| | Reading and education | 300 |
| | School libraries and the platoon plan | 300 |
| | Libraries in junior high schools | 301 |
| | | 301 |
| | Inadequate salaries of school librarians | |
| | Conclusions and recommendations | 302 |

| TAPTER | | PAGE |
|--------|--|------|
| VI. S | CHOOL BUILDINGS AND EQUIPMENT | 304 |
| 1 | Building for education | 304 |
| | Building for economy | 305 |
| | Building for safety | 305 |
| | Building for health | 305 |
| | Building for happiness | 306 |
| 25 | Developments in seven decades | 306 |
| 987 | Location of buildings | 307 |
| | Lighting | 307 |
| | Blackboards | 308 |
| | Furniture | 309 |
| | Special rooms | 309 |
| | Toilet facilities | 310 |
| | Fire protection | 312 |
| | Heating and ventilating | 314 |
| | Costs | 314 |
| | Building problems of the future | 315 |
| | Forecasting future poods | 316 |
| | Forecasting future needs | 317 |
| | The testing of building policies Conclusions and recommendations | 318 |
| | Conclusions and recommendations | 910 |
| XVII. | OVERCROWDED SCHOOLS AND THE PLATOON PLAN | 319 |
| | Part time plans | 319 |
| | The platoon plan | 320 |
| | Length and arrangement of day | 322 |
| | Equipment of special rooms | 323 |
| | Costs | 323 |
| | Equipment of buildings | 324 |
| | Problems of administration | 325 |
| | Building problems in Cleveland | 325 |
| | Teachers for the platoon plan | 326 |
| | Preliminary experimentation essential | 326 |
| | Conclusions and recommendations | 327 |
| | Conclusions and recommendations | 021 |
| XVIII. | FINANCING THE PUBLIC SCHOOLS | 328 |
| | Expenditures for all school purposes | 329 |
| | Distribution of expenditures for the operation | 1 |
| | and maintenance of schools | 330 |
| | Economies in school administration | 336 |
| | Means of increasing school revenues | 336 |
| | Conclusions and recommendations | 341 |
| XIX. | SCHOOL ORGANIZATION AND ADMINISTRATION | 343 |
| | Methods of board determine character of | |
| | school system | 344 |

| | PAT |
|--|-----|
| What the board should do | 6 |
| How the board should be selected | |
| Trow the posta should be selected | |
| Board should delegate details | * |
| School problems require board deliberation | |
| portoor bropiems reduite poster deliberation | č |
| Direct action as a substitute for committee | |
| action | 3! |
| Unit instead of dual organization | |
| Authority and man il ili | 355 |
| Authority and responsibility should be defi- | |
| nitely located | 357 |
| Free toythook gratem about 1 1 | |
| Free textbook system should be adopted | 357 |
| Conclusions and recommendations | 361 |
| | OUT |