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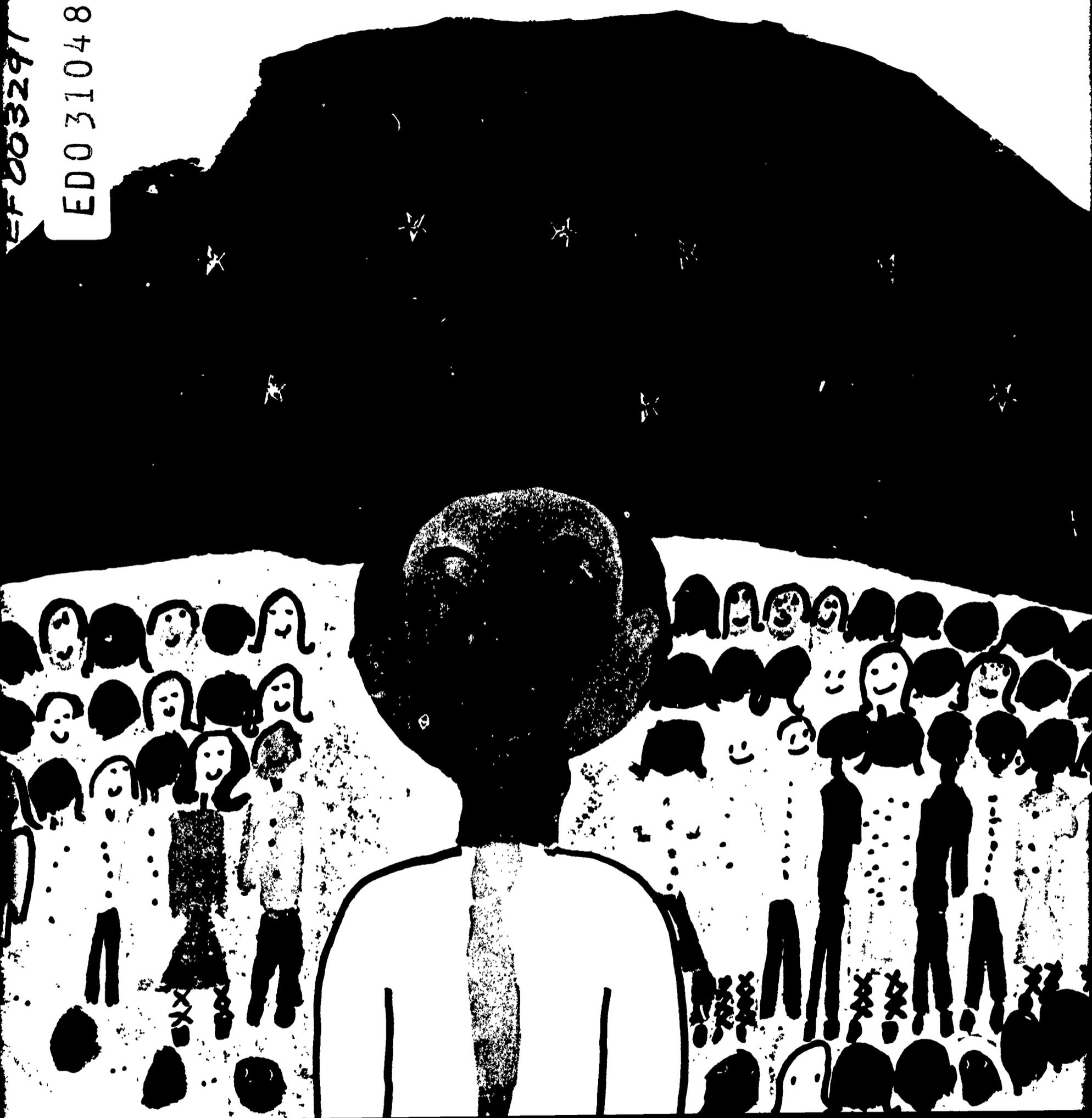
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This brochure describes the development and operations of a supplementary educational center in downtown Cleveland. The facility used had formerly been a warehouse. The center offers the school children of Cleveland new and varied educational experiences not available in the neighborhood school. Objectives and programs are discussed as are floor plans for the history, science, and music sections. (FPO)

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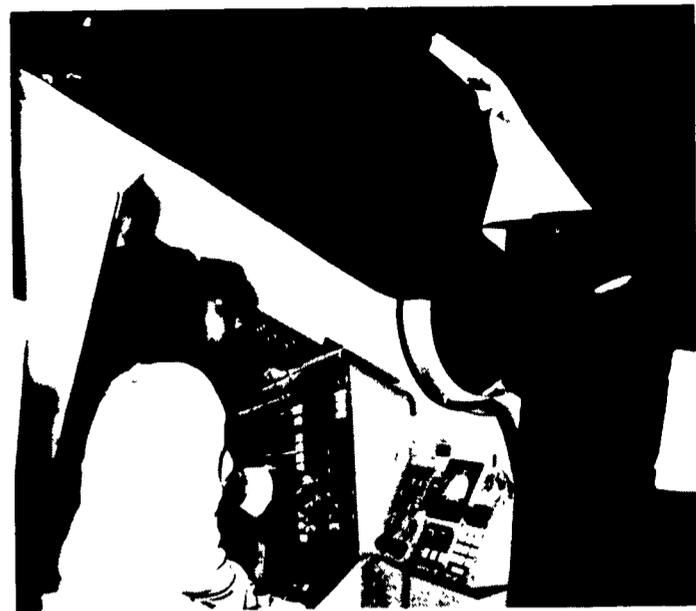
**SUPPLEMENTARY EDUCATIONAL CENTER**

CLEVELAND PUBLIC SCHOOLS / CLEVELAND, OHIO

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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The profound gratitude of the children of Cleveland must be expressed for the co-operation of the Educational Facilities Laboratories, Inc., without whose initial planning grant this Supplementary Educational Center would not have been possible. ■ In addition, our sincere appreciation is expressed to the Office of Education of the United States Department of Health, Education and Welfare, which has provided financial support and continuing co-operation throughout the planning and operational stages of this Center.



Plain Dealer Photo

## **SUPPLEMENTARY EDUCATIONAL CENTER**

A Project of the Cleveland Public Schools Conducted under Title III  
of the Elementary and Secondary Education Act of 1965

1365 East Twelfth Street / Cleveland, Ohio 44114 / Telephone: 216 / 579-1633



**The Many Faces of Cleveland**

## INTRODUCTION

The improvement of school opportunity in the great urban centers of this nation is the most pressing issue facing American education. The national interest requires progressively higher levels of competence and skill, supported and reinforced by the most advanced scientific findings.

The educational demands of this age include new and additional experiences not now or likely soon to be available at the neighborhood level.

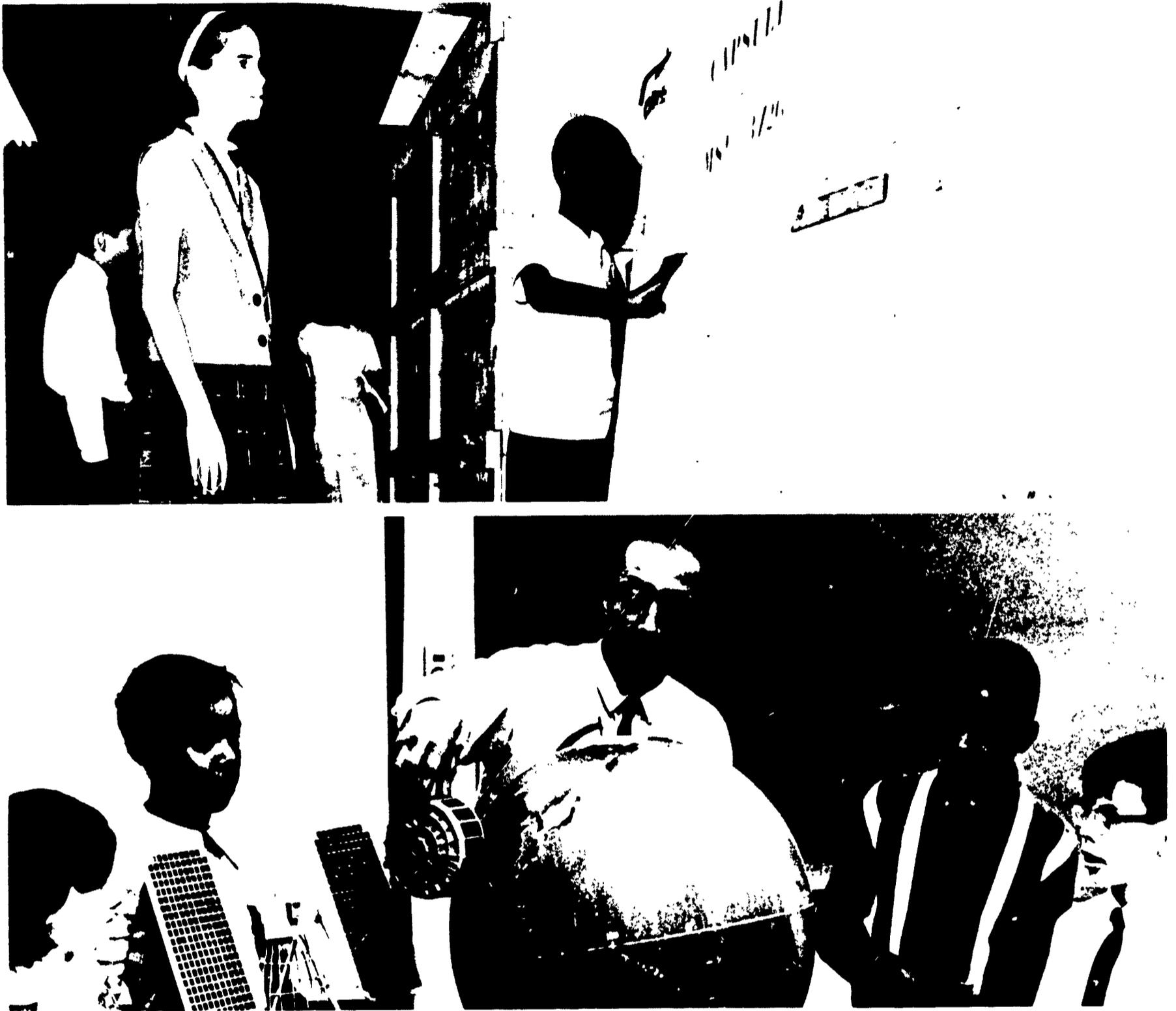
The Cleveland School System is in the fortunate position of having faced up sharply to its problems. In the search for solutions one approach or model that has evolved has been the concept of the Supplementary Educational Center.

A task force of Cleveland educators, representing both public and private schools, and augmented by community leaders, began exploring and developing the supplementary center idea in late 1964.

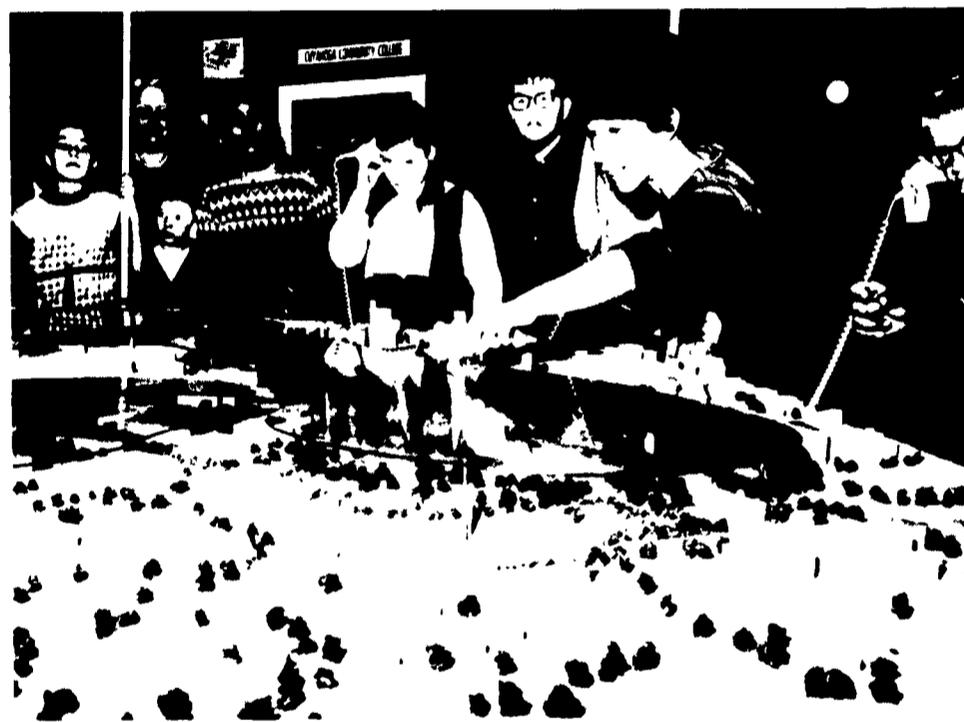
It is the consensus of the task force that such a center can do two important things:

1. Dramatically improve the quality of education.
2. Provide enriched educational experiences which can be shared by the many diverse groups of children who make up the city's population.

In October, 1966, the first Supplementary Educational Center in the United States was opened in a warehouse in downtown Cleveland. Since then, an average of 7,000 children and adults have visited the Center each month.



**THE CONCEPT** – The dramatic improvement in the quality of education available to all urban children. The Supplementary Educational Center seeks to complement and expand existing educational programs rather than duplicate or replace any other program or activity which can be carried out by some other means; e.g. the neighborhood school, museums, radio, and television. In the Supplementary Educational Center, the child has access to scarce equipment, specialized commercial and industrial exhibits and machinery, a variety of educational, technical and cultural displays, and contact with educators who are not found on the staff of the average neighborhood school. ■ Overcoming the problem imposed by geography and housing traditions to bring into meaningful relationships children from all sections of the city.



The Cleveland Public School System has made a basic commitment to a sound program of community schools sensitive to the everchanging demands of neighborhood needs. Repeated exposure to the diverse persons and personalities drawn from a variety of levels and localities helps children realize the full dimensions of their own humanness. These experiences, however, are frequently not available at the neighborhood level. The Supplementary Educational Center enriches local school programs and offers a diverse range of educational experiences to children of varying talents and needs. ■ It is not possible for the Cleveland schools to wait until housing patterns improve before taking action. Youngsters must be assisted in the development of a sense of awareness concerning this age, this place, and this time. Children are drawn deliberately and simultaneously from every group and area which makes up Cleveland's population.



## THE OBJECTIVES

- Expand the range of children's interests.
- Increase their achievement motivation.
- Upgrade basic academic competencies and skills.
- Encourage creative and artistic abilities.
- Deepen social consciousness and a sense of civic responsibility.
- Strengthen teacher's instructional skills and insights.
- Make its experiences available to large numbers of students in a meaningful memorable way, while simultaneously remaining sensitive to the needs of the individual student.

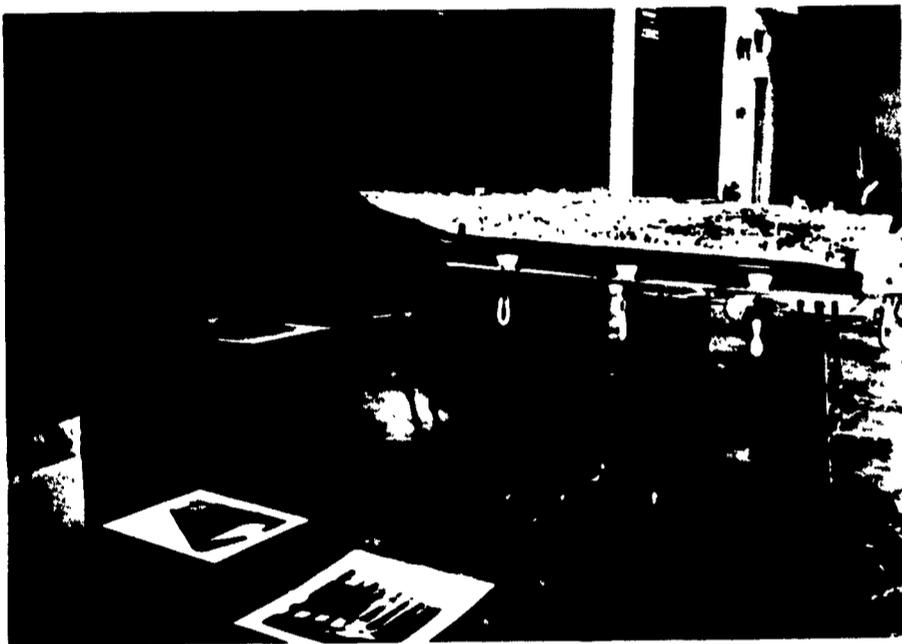
## THE PROGRAM

The prototype center is a warehouse at the corner of East 12th and St. Clair in downtown Cleveland. Part of an urban renewal area, this old building is the site of one of the most exciting educational innovations in America today. It is being used as a laboratory in which a concept and its implementations are being tested.

The Supplementary Educational Center offers Cleveland's public and parochial school children new and varied educational experiences not available in their neighborhood schools. Here, for many youngsters, are born associations and friendships with persons from neighborhoods and backgrounds different from their own. Exciting new instructional techniques are leading students to discover the city in which they live; the sciences of space, flight, and meteorology; and their musical heritage.

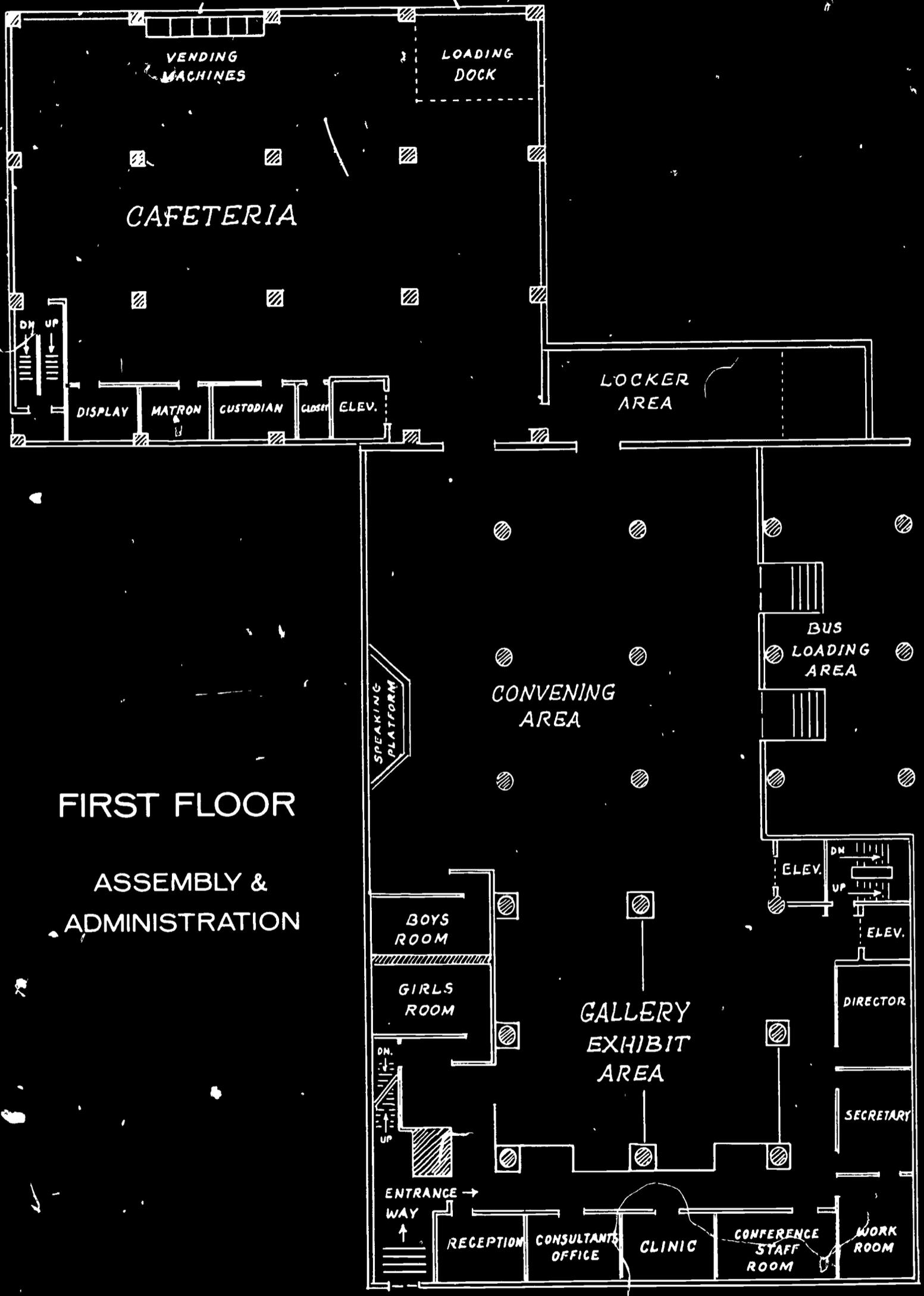
In 1966 and 1967, all sixth grade children from the Cleveland school district – public and parochial – visited the Supplementary Educational

(continued on page 9)



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Approval for use of the COPCO warehouse was effected in March, 1966, and in May, remodeling was begun to convert the warehouse into an educational center. In October, 1966, the Supplementary Educational Center was officially opened for children and visitors.



FIRST FLOOR

ASSEMBLY & ADMINISTRATION

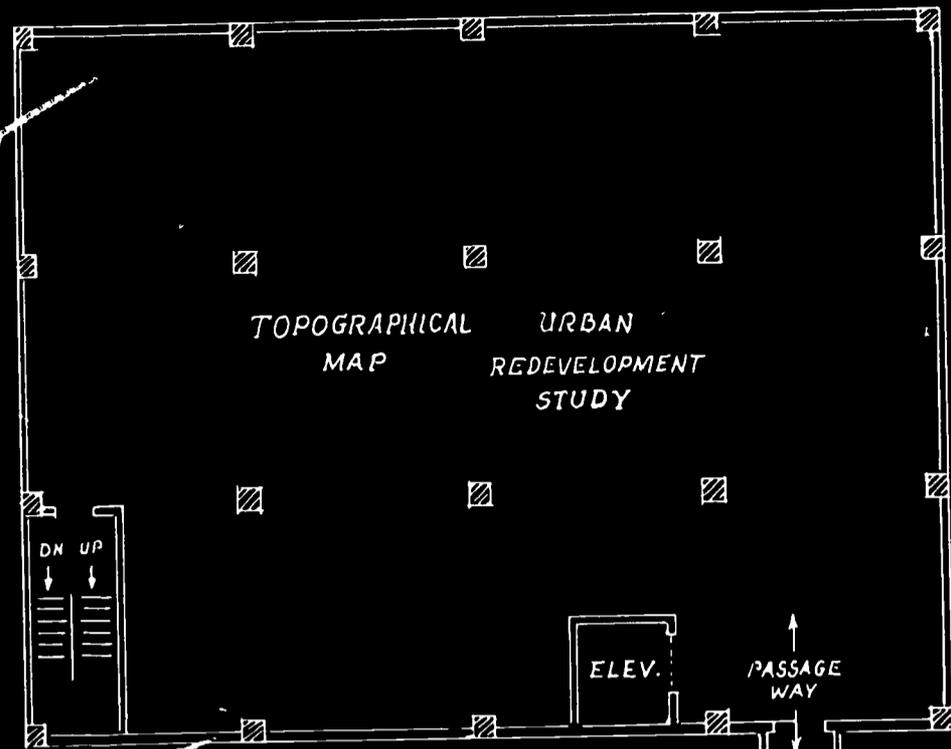


**ELEMENTARY ART EXHIBIT**  
The work displayed has been created by pupils in Cleveland Heights, Shaker Heights, East Side Catholic, and Cleveland Public Schools

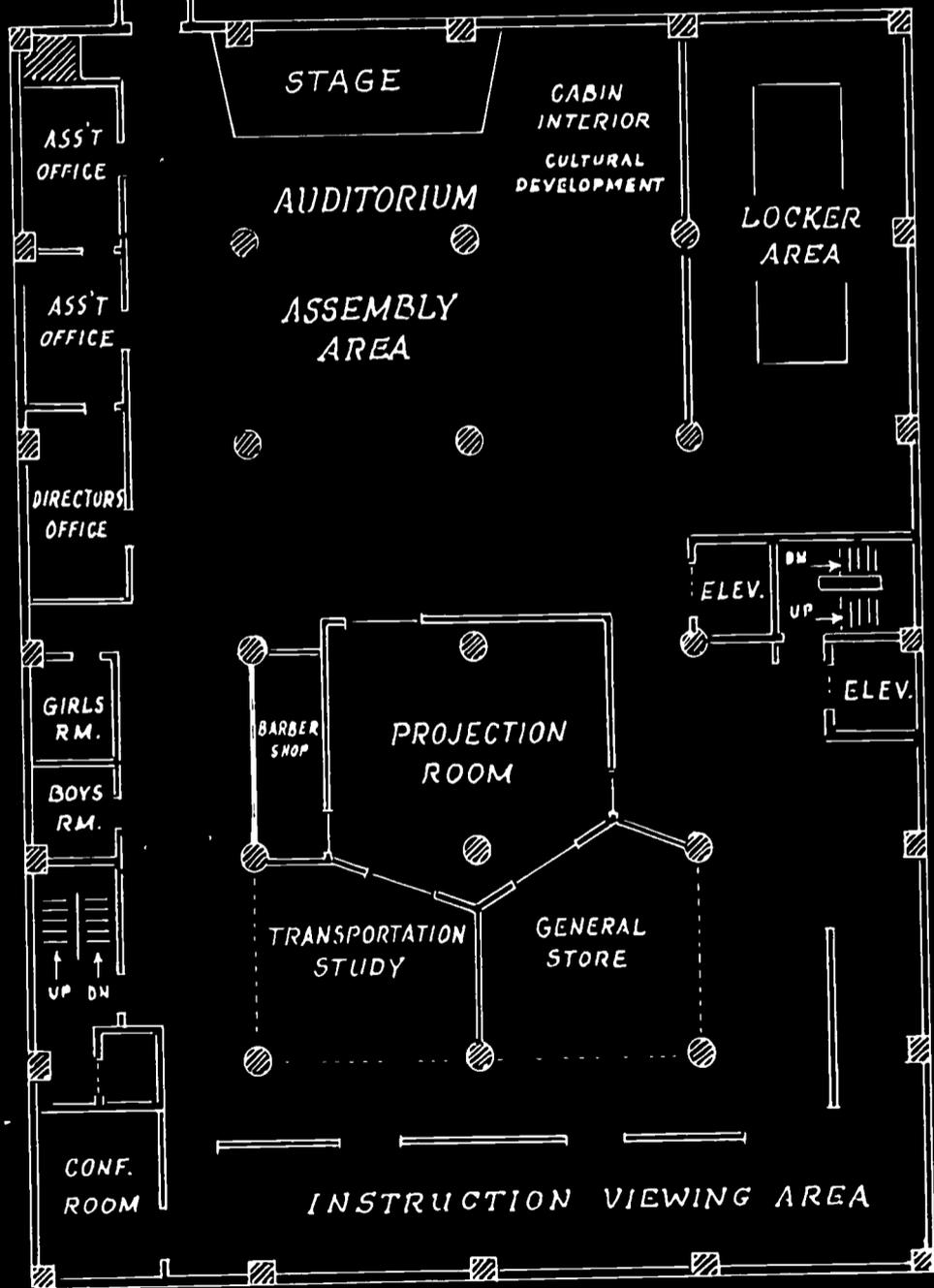
Center twice. In addition, all grade levels were represented in an enrichment program scheduled after school and on Saturdays.

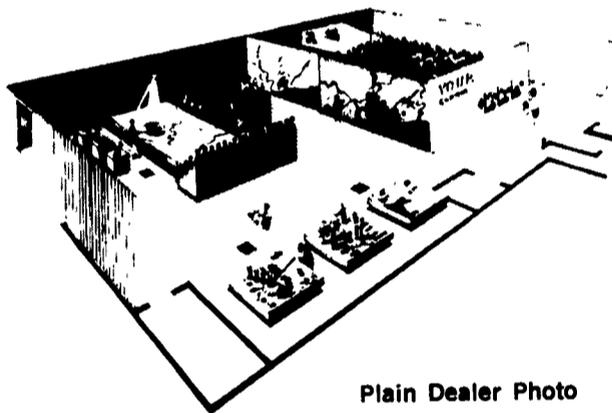
At the present time more than 300 sixth grade children, drawn from different sections of the city, are bused to the Center for a full day. After a brief orientation session, the classes

are divided and subdivided so that each child finds a new group of friends with which to explore the science or heritage studies. On successive visits the pupils alternately interchange the areas of study and explore each area. As new techniques are developed, the number of children will increase.



SECOND FLOOR  
HERITAGE

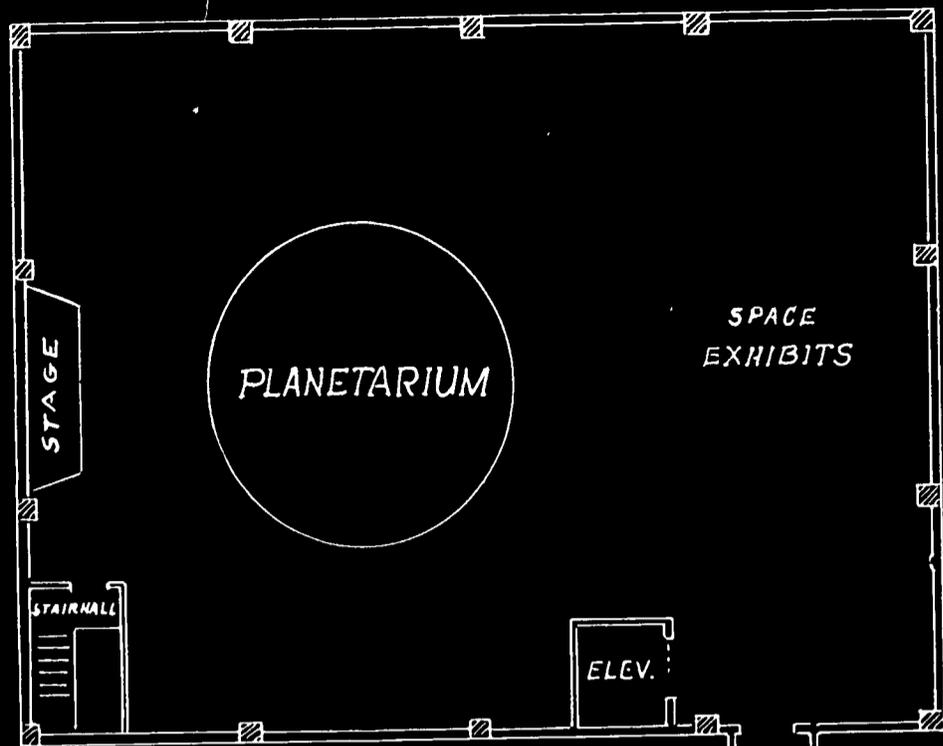




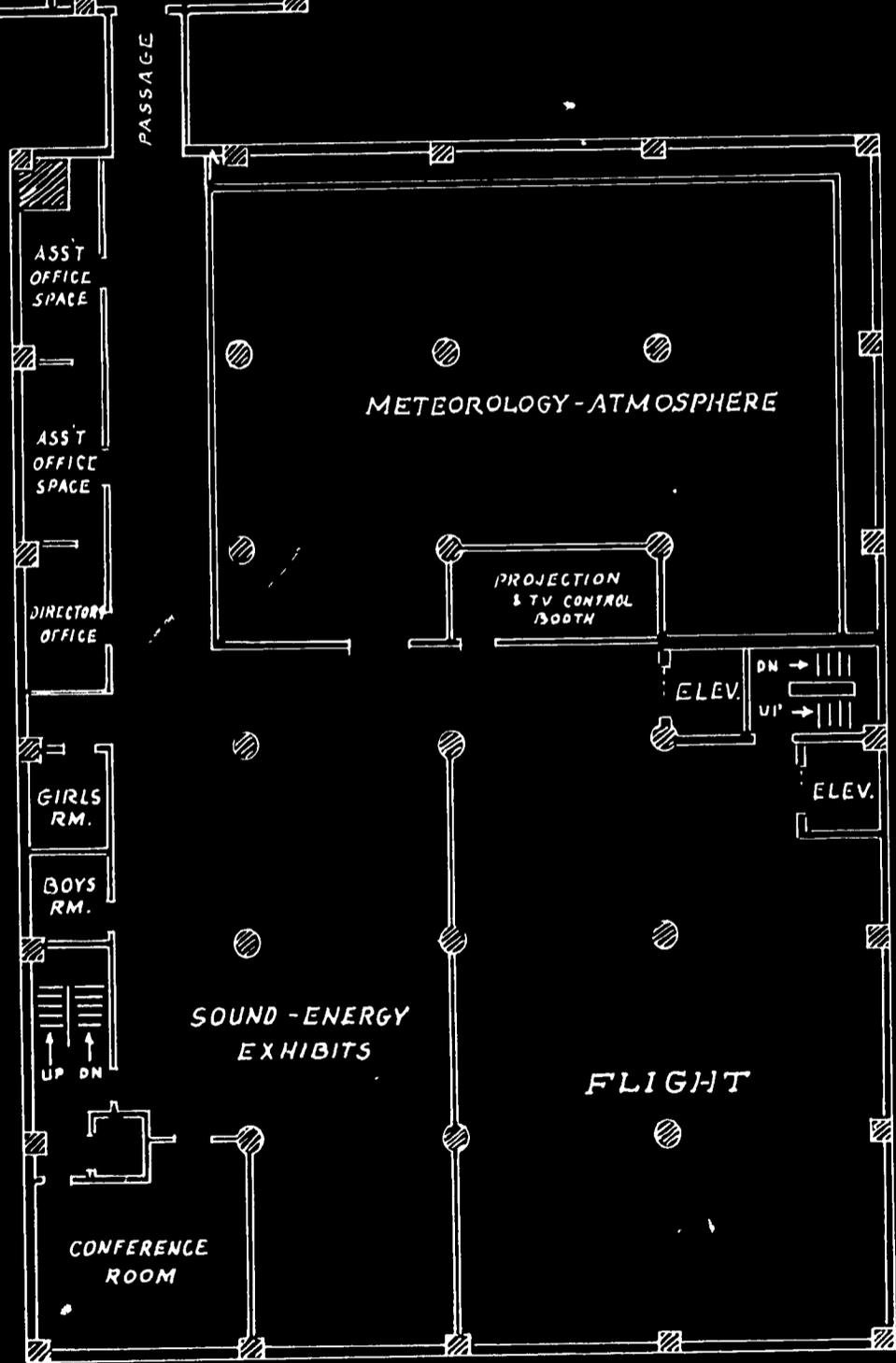
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**HERITAGE** — In the heritage study children visit a model country store where they compare the economic differences of early and present-day Cleveland; view from their flat boat various models, films, and tapes which help them discover the effect of earlier modes of transportation upon Cleveland's growth; participate in the songs, dances, and crafts used by the early Clevelanders; and move about a collection of maps and models of urban renewal projects. ■ Presently under development are both a thirty minute color film of Cleveland today and a thirty foot wide topographical map of the community. These are designed to complete a study emphasizing Cleveland's greatness, both natural and man-made, from its origin and into its future.



THIRD FLOOR  
SCIENCE





**SCIENCE**— The space study in science offers a view of the sky through the use of a Spitz A-3-P projector and a thirty foot dome. Surrounding exhibit area is used to advantage for the inclusion of full scale models of a variety of space craft. ■ In other science studies, children explore the principles and history of flight and the wonders of weather and the atmosphere. The total science study is enhanced by the provision of specialized models and displays from business and industry.



TO THE STUDENTS OF THE  
CLEVELAND SCHOOLS,  
DO YOURSELVES WELL TO  
TAKE PART IN OUR

CLARENCE H. WHITE  
LEVINSON, June 16, 1965



NATIONAL AERONAUTICS AND SPACE ADMINISTRATION  
MANNED SPACECRAFT CENTER  
HOUSTON TEXAS 77058

IN REPLY REFER TO CB

January 18, 1966

Students and Faculty  
Cleveland Public Schools  
Cleveland, Ohio

Dear Friends:

I am happy to have this opportunity of extending to you my best wishes for your new Supplementary Educational Center. I am certainly interested in the educational opportunities available to our young people of today who will soon take their places of leadership in our great Nation.

This fascinating "Space Age" of today is opening up many new and diversified opportunities for young people. As you no doubt know, our Country's space program is very broad, and includes a great deal more than space flight. For each astronaut, for example, there are thousands of others whose jobs are vital to the success of manned space missions. It has been estimated that NASA requires approximately 10,000 professionally trained individuals for every astronaut. These individuals represent almost every field of science and engineering. Medical personnel determine the physical condition necessary to sustain human life during lunar exploration; chemists develop new materials necessary to absorb tremendous heats of reentry; suit designers determine what the space suit should be like not only to sustain life but to perform the tasks required in space; while nutritionists design condensed life-sustaining foods to be carried on extended missions. And so the list grows, aerodynamicists, structural engineers, electrical engineers, physicists, thermodynamicists, metallurgists, data analysts, and so on. Yes, the space program offers a challenge to many types of trained individuals.

One point, however, that I would like to emphasize is that, although we need more engineers and scientists in the space program, it should be remembered that not every boy and girl has his or her talent oriented along engineering lines. Some are better suited for other fields such as accounting, law, teaching, and other professions. We will be doing more harm than good if we try to encourage every student to study in the space science field. However, we should try to give all students at least a background in science so they will know their way in a space-oriented society.

To those students who have the talent for the engineering and scientific fields, we should give the motivation and assistance necessary for them to continue their education and interest in these fields.

Our educational system is one of the best in the world, and, if we continue to apply it properly, our technology will continue to lead among the nations of the world.

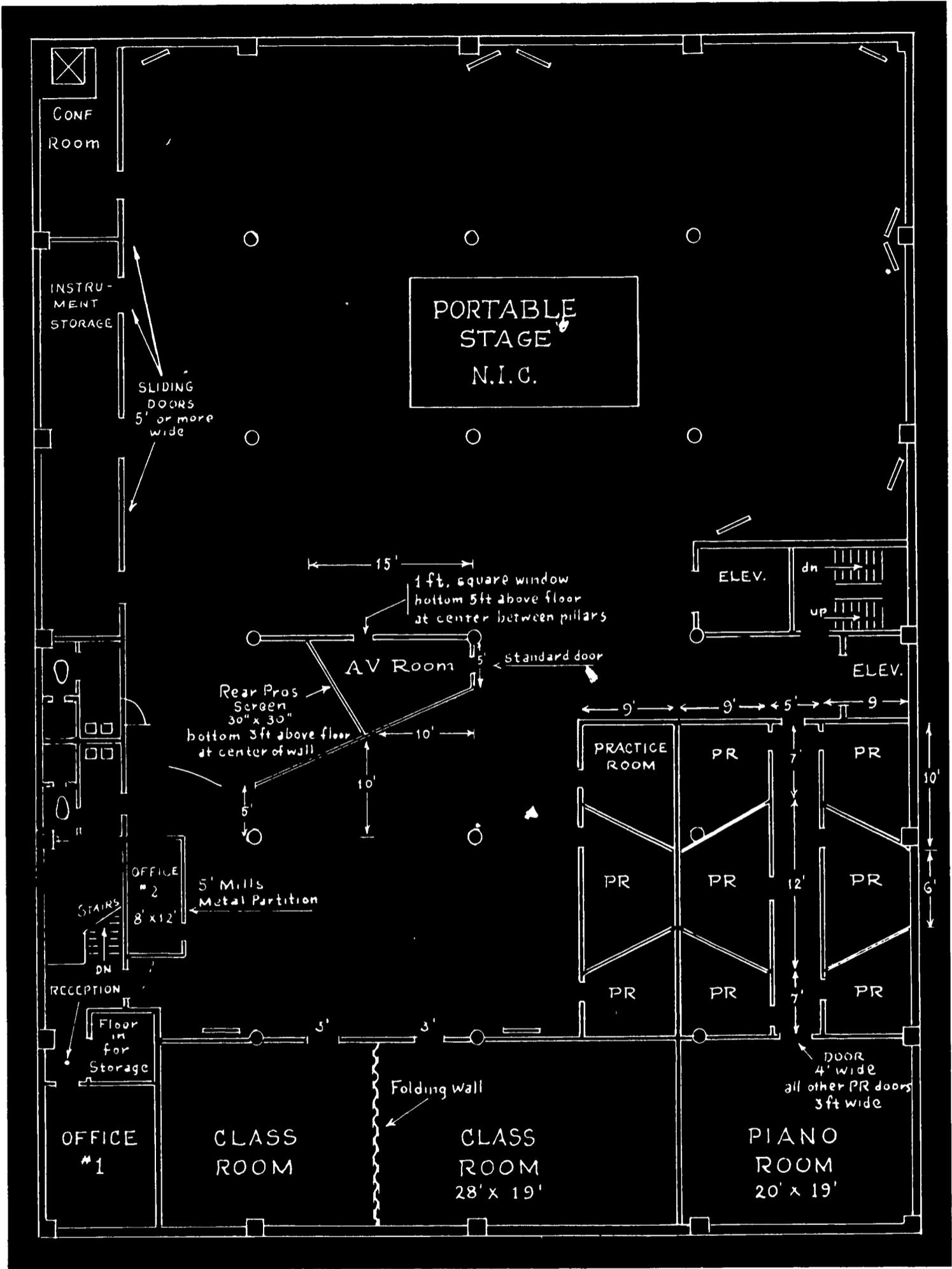
My best regards to each of you as you prepare to face the challenges of the future.

Sincerely,

Edward H. White, II  
Colonel, USAF  
NASA Astronaut



**MUSIC** — The day closes in both the science study and the heritage study with one facet of the music program — a live concert. At the concert the youngsters receive instruction in listening to chamber, opera, or vocal music performed by professional ensembles from the Cleveland Orchestra, Cleveland Chamber Music Society, and various universities and institutions of music. ■ The musical program at the Center seeks to lead the students to discovery of the extensive range of their musical heritage. A summer workshop is planned to offer the program new ideas from music education and research. The program emphasizes three approaches to music as a discipline — listening, creating, and performing. ■ Many talented students are achieving a degree of proficiency through classes in musical improvisation, composition, and jazz arranging. Other pupils are benefiting from weekly private lessons covering a full range of instruments. ■ When remodeling of the fifth floor is completed, the musical program will be centered there. In the meantime the musical activities are conducted in other locations throughout the prototype center.



Projected Layout

5th Floor



A group of student teachers from Ohio University listen to Center Director, Donald Quick, as he describes the development of the Supplementary Educational Center. Plans are being made to establish co-operative programs with colleges and universities using the Center as a laboratory for teacher education courses in urban education.



**COMMUNITY INVOLVEMENT**—One of the strengths of the Supplementary Educational Center is that it was not conceived in an educational vacuum. A widely divergent list of community leaders participated in its design. ■ There are four advisory committees — General, Heritage, Science, and Music — with members of these committees coming from all areas of the community. One result has been a greater awareness by the community of the efforts being made by the educational system beyond the walls of the classroom. School-community rapport has measurably improved. ■ In a typical month more than 1,500 visitors view the Center. Visitors are so numerous that closed circuit television arrangements are being planned providing views of each area.



## **COMMUNITY BUSINESS AND INDUSTRIAL FIRMS AND AGENCIES PRESENTLY INVOLVED WITH CLEVELAND'S SUPPLEMENTARY EDUCATIONAL CENTER**

Addressograph-Multigraph Corp.  
Antioch Baptist Church  
Baldwin-Wallace College  
Battelle Memorial Institute  
B. F. Goodrich Chemical Co.  
Board of Catholic Education  
Businessmen's Interracial Committee  
Case Institute of Technology  
Center of Science and Industry (Columbus)  
Cleveland Chamber of Commerce  
Cleveland Chamber Music Society  
Cleveland Cliffs Iron Company  
Cleveland Clinic  
Cleveland Council of P.T.A.  
Cleveland Electric Illuminating Co.  
Cleveland Health Museum  
Cleveland Institute of Art  
Cleveland Institute of Music  
Cleveland Jr. Chamber of Commerce  
Cleveland Lutheran Schools  
Cleveland Metropolitan Park District  
Cleveland Municipal Court  
Cleveland Museum of Art  
Cleveland Music School Settlement  
Cleveland Orchestra  
Cleveland Playhouse  
Cleveland Press (the)  
Cleveland Public Library  
Cleveland State University  
Cleveland Trust Company  
Cleveland Urban Renewal Department  
Cleveland Zoo  
Dunham Tavern

East Ohio Gas Co.  
E. F. Hauserman Co.  
Garden Center of Greater Cleveland  
General Electric Corporation  
General Motors Corporation  
Glidden Co.  
Halle Brothers Co.  
International Business Machines  
Jones, Day, Cockley & Reavis  
Karamu House  
Kent State University  
Longoria Laboratories  
May Co.  
Museum of Science and Industry (Chicago)  
National Association for the Advancement of Colored People  
National Aeronautics and Space Administration  
National Geographic Society  
Natural Science Museum  
New York Shakespearean Theater  
Oberlin College  
Oglebay Norton Co.  
Ohio Bell Telephone Co.  
Phyllis Wheatley Association  
Plain Dealer (the)  
Republic Steel Corporation  
Standard Oil Company (Ohio)  
Sterling-Lindner  
The Temple  
University Circle Development Foundation  
Western Reserve Historical Society  
Western Reserve University  
Westinghouse Electric Corp.  
Woman's Hospital

## CALENDAR

- August, 1964** A Supplementary Educational Center was proposed to the Cleveland Board of Education by Superintendent Paul W. Briggs.
- September, 1964** A series of work conferences was started to assist in the development of the center concept. Advance planning involved staff, community leaders, and consultants. Dr. C. S. Sargent of the City University of New York was the chief consultant from outside Cleveland.
- January, 1965** Superintendent Briggs offered testimony on the idea of supplementary centers to the House of Representatives' Education-Labor Committee in Washington, which was considering the Elementary and Secondary Education Bill that became Public Law: 89-10.
- March, 1965** Architects were named for design of a permanent center.
- April, 1965** Public Law: 89-10, providing for supplementary educational centers and services under Title III, was passed by Congress and signed into law.
- May, 1965** Announcement of a planning grant to assist in establishing a prototype center was made by Educational Facilities Laboratories, Inc., N. Y.
- June, 1965** The Central Ohio Paper Co. warehouse, abandoned for two years, and located in the downtown "Erievue" urban renewal area, was identified as being an ideal location for opening a prototype center.
- August, 1965** Donald G. Quick began work as Director of Supplementary Educational Centers for the Cleveland Public Schools.
- September, 1965** The Coordinator of Science began work. Dr. Harold Gores, President, Educational Facilities Laboratories, addressed a meeting of the General Advisory Committee.
- October, 1965** Detailed plans were drawn for use of the COPCO warehouse. Local and Chicago Regional Urban Renewal officials were involved in discussion of lease arrangements.
- November, 1965** A proposal for operation of a Supplementary Educational Center and a request for funds were submitted to the U. S. Office of Education.

- January, 1966** Coordinator of Cleveland Heritage Study began work. Announcement of the approval of the project was received from the U. S. Office of Education.
- February, 1966** First grant was made for beginning work and incurring costs. Orientation meeting regarding the Supplementary Educational Center was held for all elementary principals.
- March, 1966** Approval for use of the COPCO warehouse was effected by action of Secretary Weaver, Housing and Urban Development Department, Washington. ■ Coordinator of Music began part-time work. First meeting of Music Advisory Committee was held.
- April, 1966** Bids were submitted for remodeling of warehouse and an authorizing contract was awarded to Panzica Builders. ■ First meeting of Science Advisory Committee was held. ■ Orientation meeting for all elementary assistant principals was held.
- May, 1966** Cleaning, electrical work, plumbing, ventilating and heating, and painting were all begun to convert warehouse to educational center. "Town Toppers" program, providing downtown luncheon at a fine restaurant for 12 children weekly, was begun. ■ A series of Chamber Music Concerts was begun for public and parochial students to supplement music programs. They were held in school buildings and scheduled through the Center. ■ The Cleveland Hall of Science and Industry, an organization formed by the interest of the Junior Chamber of Commerce, pledged its support, contacts, and resources. Cleveland's major industries were represented.
- June, 1966** A summer music program was offered through the summer schools, offering chamber music concerts, private instrumental lessons, and classes in composition. Enrollments came from public and parochial schools. ■ The staff was enlarged to include teachers presently completing school year assignments.
- July, 1966** The first meeting of the Heritage Advisory Committee was held.
- August, 1966** A planetarium dome was installed in the annex on the science floor. Administrative and instructional staff moved into Center for beginning of operation there.
- October, 1966** The Center was officially opened for children and visitors.





## ADVISORY COMMITTEES

### Music

CLIFFORD COOK  
Oberlin College  
DR. JULIUS DROSSIN  
Cleveland State University  
MISS NELL GUINN  
Phyllis Wheatley Association  
DR. RALPH HARTZELL  
Kent State University  
RICHARD KAUFFMAN  
Cleveland Music School Settlement  
WILLIAM KURZBAN  
Cleveland Institute of Music  
NEWTON HILL  
Karamu House  
K. ELMO LOWE  
Cleveland Playhouse  
DR. BENNETT REIMER  
Western Reserve University  
KLAUS ROY  
Cleveland Orchestra  
MISS EVELYN SABOL  
Catholic Schools  
DR. KENNETH SNAPP  
Baldwin-Wallace College  
MRS. MERTON UTTER  
Chamber Music Society

EDWIN TASSLER  
Lutheran Schools  
HOWARD WHITTAKER, Chairman  
Cleveland Music School Settlement

### Heritage

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Municipal Court  
ANTHONY O. CALABRESE, JR.  
Attorney  
NEIL J. CAROTHERS  
University Circle Development Foundation  
BARTON R. CLAUSEN  
Urban Renewal  
DR. CHARLES A. deLEON  
Psychiatrist  
DR. ZELMA GEORGE  
Sociologist  
GEORGE LIVINGSTON  
National Association for the Advancement of Colored People  
DONALD L. PERRIS  
WEWS Television  
AUGUST PRYATEL  
Common Pleas Court  
RABBI JEREMY SILVER  
The Temple  
HAROLD E. WALLIN  
Cleveland Metropolitan Park District

# ADVISORY COMMITTEES

## Science

DR. CHARLES S. BACON  
Western Reserve University

DR. JOHN J. BEESTON  
Cleveland Health Museum

SISTER M. CANISIUS  
Catholic Schools

DAVID DIETZ  
Cleveland Press

DR. THOMAS G. ECK  
Case Institute

CHRIS J. EDMONDS  
General Motors

PAUL GLAWE  
Lutheran Schools

DR. LEONARD J. GOSS  
Cleveland Zoo

CHARLES W. HEMANN  
Republic Steel

ROBERT HERRICK  
Cleveland Electric Illuminating Co.

DR. A. L. JONES  
Standard Oil Co.

WALLY KINNAN  
National Broadcasting Co.

DR. WILLEM KOLFF  
Cleveland Clinic

ALBERT W. LOCUOCO  
City of Cleveland

JOHN LUDWIGSON  
Plain Dealer

DR. WALTER OLSON  
National Aeronautics and Space Administration

JOHN C. PONSTINGL  
Westinghouse

WILLIAM B. REYNOLDS  
Ohio Bell

DR. JOHN SABY  
General Electric

WILLIAM E. SCHEELE  
Natural Science Museum

KENNETH S. SHERMAN  
Cleveland State University

WADE SHURTLEFF  
East Ohio Gas Co.

JOSEPH H. SPAHR  
International Business Machines

DR. ROY H. THOMPSON  
Woman's Hospital

DR. THOMAS J. WALSH  
Glidden Co.

CALVIN W. WEISS  
National Aeronautics and Space Administration

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HON. CHAS. W. WHITE, Chairman  
Ohio Court of Appeals

REV. EMANUEL S. BRANCH, JR.  
Antioch Baptist Church

DR. KENNETH W. CLEMENT  
Physician

MRS. GEORGE B. FULLER  
P.T.A. Council

MR. CHARLES M. GOLDSTEIN  
National Aeronautics and Space Administration

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E. F. Hauserman Co.

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Jones, Day, Cockley & Reavis

VERY REV. MSGR. RICHARD McHALE  
Catholic Schools

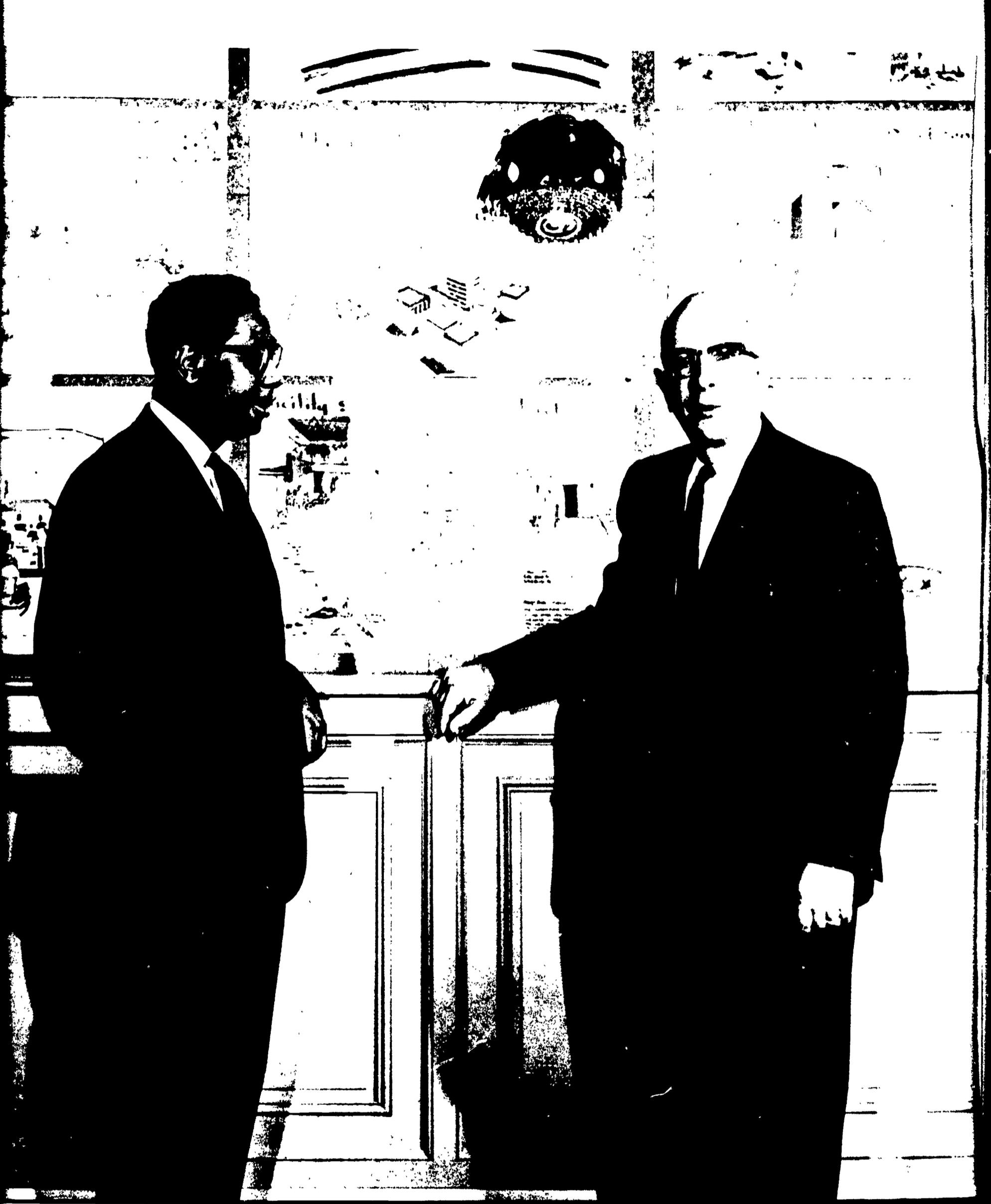
MRS. MELVIN M. ROSE  
Housewife

DR. ERWIN F. SAGEHORN  
Lutheran Schools

EDWARD W. SLOAN, JR.  
Oglebay Norton Co.

SHERMAN TITENS  
Dette/bach, Titens and Viola





## **THE FUTURE**

A major purpose of the prototype Cleveland Supplementary Educational Center is to study the implications – programmatic, logistical, and spatial – of the concept. This study will enable the operational staff, the planners, and the consultants to translate these implications into the preparation of program, space, and cost specifications for a permanent center. ■ Consequently, frequent modifications and additions to the Center's program are to be expected during the prototype stage which, it is anticipated, will cover a period of approximately two years.

### **TEACHER EDUCATION AND THE SUPPLEMENTARY CENTER**

The visits of pupils to the Supplementary Center provide an excellent opportunity for concentrated in-service activities for their teachers. Plans are currently under development for conducting such activities at the Center for the teachers who accompany their children on Center visits. ■ In addition, a great deal of interest has been expressed by colleges and universities in establishing co-operative relationships in pre-service teacher education using the Center as a laboratory in urban education.

**Left: James R. Tanner, Assistant Superintendent for Continuing Education and Special Projects and Paul W. Briggs, Superintendent of Schools, describe an architect's concept for the permanent Supplementary Educational Center.**



## **THE STAFF**

The regular staff of the Center consists of 37 full and part-time employees including teachers, a nurse, artists, secretaries, clerks, custodians, matrons, program assistants, and cleaners. ■ In addition during the current school year, 163 specialists, primarily professional musicians, have been employed for work with special programs.

### **DIRECTOR**

Donald G. Quick

### **COORDINATORS**

Paul W. Kirby – Science  
Vincent Presti – Heritage  
James E. Wallis – Music

### **INSTRUCTORS**

Heritage  
Juanita R. Brandon / Barbara J. Daniel / Clarence I. Miller  
  
Science  
Fred Cousino, Jr. / Dewey Saunders / Victor Svec  
  
Art  
Myron Davidson

### **CLEVELAND BOARD OF EDUCATION**

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Hugh Calkins / Emmett E. Cooper, Jr. / Daniel O. Corrigan /  
John J. Gallagher / Joseph M. Gallagher  
  
Paul W. Briggs, Superintendent  
James R. Tanner, Assistant Superintendent

Tempera paintings on the cover were done by sixth grade pupils in Mrs. Gladys Davies' class at Cleveland's Gracemount Elementary School. Pamela Daves did the painting of the planetarium on the front cover. Wiley Pugh, the view of downtown Cleveland on the back cover.

