

## 7.0 Education

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### 7.1 Introduction

Prior to World War II, Cleveland's public schools were focused on the betterment of the school system. Programs such as, "extracurricular activities, psychological testing and tracking of students, and expanded adult and vocational education" were added to the curriculum and administration of the system (Miggins 1986). Playgrounds, gardening programs, and dental care were also among the early school improvements. Although the population dramatically grew after World War II, Cleveland's public schools experienced overcrowding in the early 1900s as well. In 1912, Cleveland Public Schools had 64,409 students enrolled, which was over capacity for the facilities in the district. Urban areas attracted a large demographic of people with the promise of jobs. Within Cleveland, "[t]he black student population grew from 9,066 in 1923 to 13,430 in 1929" (ECH 2017b). Classroom overcrowding meant that not all students were able to obtain proper education depending on the neighborhood in which they lived.

As Cleveland residents relocated to new suburban developments outside of the city, expanded township school districts and new school facilities were established to support the migration.

### 7.2 Mid-Century Education Issues in Cuyahoga County

The school systems in the City of Cleveland and other areas across Cuyahoga County grew between the years 1940 and 1976. This period of growth included a rise in the number of students, a need for new buildings, and civil rights issues. People flocked to suburban neighborhoods in Cuyahoga County as more industry jobs became available and easily accessible, resulting in a shortage of housing and overcrowding in schools. Schools built before the post-World War II boom could not

meet the needs of the rapidly growing population. As a result, many additions were built onto existing school buildings and new buildings were constructed to accommodate the influx of students. Modernist and International styles of architecture were popular choices for the era and their appearance drastically changed the look of school architecture in the area, which typically followed more traditional styles. In Cuyahoga County, schools such as the Glenville High School in eastern Cleveland, St. Peter Chanel School in Bedford, and Cleveland State University in downtown adopted modern school design when expanding their facilities.

The architecture of the Modern Movement complimented the contemporary education philosophy that an open plan and natural light will enhance a child's ability to learn. Modern-era schools were typically one-story buildings or complexes with façades consisting primarily of ribbon windows, glass, metal, brick and concrete, topped with a flat roof (Baker 2012:11). The introduction of new building materials created or improved during the war effort expedited school construction. Furthermore, the modern styles required used more standard and utilitarian materials in the buildings that were more readily available, enabling the quick construction of the new buildings to meet the rapidly growing need for more space.

Between 1952 to 1963, elementary school enrollment grew from 66,798 to 92,395. Most school districts did not foresee this dramatic increase of almost 40 percent in the student body, and therefore, the schools were not equipped with adequate classroom space, school materials, and teachers. Students were separated into classes using auxiliary spaces, such as community buildings, libraries, and churches, even the former stadium of the local Negro League Baseball Team (Moore 2002a:136). The problem was so great that a waiting list was started for kindergarten

enrollment. In 1956, 1,465 children were on a waiting list, and in 1961, the number rose to approximately 1,700 children. In 1957, school officials and the Ohio State Board of Education attempted to solve the overcrowding dilemma by implementing double sessions, meaning half of the students went to classes in the morning and the remaining half in the afternoon. Essentially, teachers tried to cover the same amount of material in half of the time. The prevalence of double sessions declined starting in 1961 as additional classroom spaces were added.

As it had been in urban centers prior to World War II, segregation was the norm in post-War suburban communities throughout Cuyahoga County. The mid-twentieth century was characterized by 'white flight' – large numbers of white families moving from urban areas to the suburbs to escape the constraints of city living as well as the influx of in-migrants who sought work in the city. The homogeneously racial suburbanization was interrupted when the communities became diversified, opening the discussion of segregation in schools and other public spaces. The 1950s saw heightened violence against desegregation. Between 1950 and 1965 Cleveland's black population grew from 147,847 to 279,352. During this same period, the City of Cleveland's total population shrank from 914,808 to 810,858. In 1950, black residents represented 16.2 percent of the population, while increasing to 34.4 percent by 1965.

Almost all black residents lived on the east side of the City (Moore 2002a:135). Racial tensions rose as it became evident that the segregation in schools resulted in lower quality education for African American students. Urban schools experienced severe overcrowding, and therefore, a poor student-to-teacher ratio. Public schools in Cleveland experienced a large enrollment increase as thousands of African Americans families settled in Cleveland after World War II. Between 1950 and 1965, the population of students within Cleveland public schools increased from approximately 98,000

to almost 150,000. Enrollment of African American students increased to just over half of the entire student population. Since students within Cleveland Public School districts were assigned to schools in their neighborhoods, segregation was an issue on the predominantly black east side of the city (Moore 2002a:135). Some African American parents relocated to neighborhoods such as Ludlow, so their children could receive a better education, as it was part of the Shaker Heights City School District, which had a reputation for good schools.

Clearly, inequality was a problem in the urban and predominately African American neighborhoods, since in the 1961-1962 school year, white neighborhoods were 50 percent under capacity with about 165 empty classrooms since new, larger schools were constructed in suburban areas (Moore 2002a:137). Infuriated parents of students whose education needs were not being met formed the 'Relay Parents' (later the Hazeldell Parents Association) in attempt to find an alternative solution, such as busing students to less populated schools. Ignored by school boards, the Relay Parents gained media attention by picketing, which eventually resulted in the busing of students in 1962. Although the Relay Parents had won the battle, the African American students being transported faced racial injustice. They were not allowed to use community spaces within the school, such as the gym, cafeteria, or free use of public restrooms (restroom use was limited to once per day), and they were not permitted to participate in extracurricular activities.

Throughout arguments with the students' parents, the school board did not change their decision to segregate the bussed students, claiming it was for safety purposes. When organizations fighting for equality like the United Freedom Movement (UFM) and Hazeldell Parents Association (HPA) were ignored, they began to protest. Both UFM and HPA originated in Cleveland in response to the segregation of schools. Protestors picketed the

Cleveland School Board for a week and were successful in achieving a minor victory - the school board announced that they would begin the process of integrating the bussed students gradually. As the second semester neared, however, it became apparent that the school board was not going to follow through with their commitment. Instead, "the school board decided to implement a diffusion plan that called for mixing about 20 percent of the bussed students for a brief forty-minute period each day" (Moore 2002a:144). As peaceful demonstrations continued, white spectators became more violent. Picketing turned into sit-in demonstrations that were met with violence and humiliation involving the police making unlawful arrests. Protests at Brett Elementary School in Collinwood resulted in hostility and violence, which were unguarded by police.

Arrests were made during the peaceful protests at Memorial Elementary in Little Italy and the arrested protestors were accused of inciting the violence against them. Similar to the actions at Memorial Elementary, a peaceful sit-in at the Cleveland Board of Education generated brutality and unlawful arrests. Eventually, the school board created a new integration policy in an attempt to satisfy both the white and black parents. The new policy was to integrate a small percentage of students while building a new school in Hazeldell to address the overcrowding, thereafter returning to segregated schools. Hazeldell School was located on 654 East 123<sup>rd</sup> Street, but has since been demolished. This alternative caused concern within the UFM, which raised objections to the limited room for a playground at Hazeldell, and the fact that the cost was greater than busing students. UFM picketed the construction site expressing their displeasure with the school board's avoidance of desegregation. Arrests followed, and violence, culminating in the death of activist Reverend Bruce Klunder, who was killed by a bulldozer while lying on the ground in protest. Despite the demonstrations, construction continued. Since it became clear that the demonstrations and picketing were not going to be successful, UFM

decided to boycott schools and white-owned businesses for a day. The UFM created Freedom Schools as an alternative to the public schools while the boycott was taking place. UFM organized a full curriculum, enlisted teacher volunteers, and found locations to make the Freedom Schools a success. Threats from the school board intended to stop the boycott went unheeded and operation of the Freedom Schools continued with more than eighty Freedom Schools that welcomed 92 percent of all black students and focused on African American history and culture (Moore 2002a:153). When the boycott failed to achieve the desired goals, the UFM took the matter to the courts. A string of legal action did not postpone construction, but school board president Ralph McCallister was replaced with Paul Briggs, who began to make legitimate strides towards desegregation. Briggs hired outside consultants, created a human relations program, and opened libraries in schools that were without (Moore 2002a:154).

Public schools were defined by their neighborhood, and since the neighborhoods were still segregated, student population reflected the overall population make-up of the areas. In the 1970s, implementing of school desegregation accelerated with cross-town busing. As violence escalated, court cases were needed. On December 12, 1973, the *Reed v. Rhodes* case was filed, and the trial began on November 24, 1975. This critical trial followed the 1954 *Brown v. the Board of Education of Topeka, Kansas*, which resulted in the desegregation of public schools. Although the United States Supreme Court ruled that segregation was unconstitutional, the practice of segregation continued. In 1963, 93 percent of Cleveland's elementary school students attended segregated schools (OHC 2017b). In the *Reed v. Rhodes* case, "plaintiffs alleged that the defendants intentionally created and maintained a segregated school system based on race in violation of the 14<sup>th</sup> Amendment to the United States Constitution" (Cleveland Memory Project 2017a). The trial was concluded in 1976 with Judge Frank J. Battisti

finding that the Cleveland Public Schools were violating the 14<sup>th</sup> Amendment by segregating the schools, and “[o]rders requiring Defendants to implement appropriate remedial measures” (Justia Law 1994). The verdict resulted in the integration of students through cross-town busing. Due to Cleveland Public Schools’ history of avoiding segregation, the district was under court supervision until July 1, 2000.

### 7.3 City of Cleveland School District Buildings

The community of Collinwood, to the northeast of Cleveland, was created in the mid-1800s, in part because of the location of the railroad, which attracted residents to the area. In 1889, Collinwood’s population reached 3,237 (Lanese 2017a). The population continued to grow, creating a need for larger schools. In 1910, the schools within Collinwood became part of the Cleveland Public Schools. Between 1930 and 1960, the population skyrocketed, which can be partially attributed to the highly regarded school system. In the 1960s and 1970s, however, Collinwood High School’s reputation was tarnished by racial violence. Collinwood’s population had become more diversified throughout the twentieth century due to the available industrial jobs in the area and the growth of the African American population in Glenville, which is located near Collinwood but closer to the city of Cleveland. During this time the School Board did not report the racial population. In 1975, racial population was documented by a District level, not by individual schools. After several disturbances at the Collinwood High School, the violence peaked on April 6, 1970 when demonstrators against the desegregation of schools formed a violent mob of about 350-400 white people outside the school (Fearing 2017). Demonstrators vandalized the school by breaking windows with rocks and destroying furniture. The 200 black students were escorted into the third-floor cafeteria to escape the violent demonstrators. Eventually buses were provided to bring the black students home to safety. Police formed barricades to protect the black students while

they walked to the buses, however, the violence continued. In September 1974 three black students were stabbed, and a month later a student was shot. Although many of the schools were desegregated by the mid-1980s, Federal court cases against school segregation in Ohio continued until 1986 (OHC 2017c).



Figure 7-1. 1978 anti-busing demonstration (Cleveland Press Collection, Michael Schwartz Library, Cleveland State University)

Like many schools in Cleveland, Glenville High School, on the near east side, began as a small school in 1892. In 1904, the high school was relocated to a new, larger building to accommodate the growing enrollment; and numerous additions were later needed. During its initial growth, Glenville was identified as a Jewish neighborhood. Jobs attracted African American residents to the neighborhood and by 1950, Glenville was 90 percent African American (Gabb 2017). By 1963, the school was beyond over the building’s 1,608-student capacity by about 300 students. The overcrowding resulted in the transfer of some students to John Hay High School. A new Glenville High School was built in 1966 and is still in use today. Like many schools built in the mid-twentieth century, the new building featured elements of the International style as applied to school buildings, including spacious classrooms and a lack of ornamentation. The former 1904 school building was demolished in 1979 (Cleveland Historical 2017a).

Starting as a business training school, the John Hay High School opened its doors in 1929 in University Circle. Due to the nature of the training, the high school attracted female students who wanted to obtain office skills. This changed in the 1950s and 1960s when a larger male population enrolled. The late 1960s brought disruption to the school in the form of protests, lockouts, strikes and vandalism. In 1969, the once highly-regarded school was known for such problems as drug trafficking and intoxicated teachers (Cleveland Historical Team 2017a). Unlike other schools in the Cleveland area, John Hay High School began as an integrated school that transitioned into a primarily African American school as the neighborhood demographics changed during the mid-century.

Located outside of Cleveland to the east along the Erie lakeshore, the Village of Bratenahl was once part of Glenville. Bratenahl attracted prominent industrialists that were seeking a less urban environment. During the 1950s and 1960s turmoil began among the residents of Bratenahl due to the influx of African Americans moving out of downtown Cleveland to Bratenahl. The desegregation of schools in the 1960s greatly affected the outskirts of urban areas where the racial population was mixed. In Bratenahl, which was once predominately wealthy white families, the school district fought for 12 years to keep the district separate from the Cleveland public school system. Eventually the Bratenahl district merged with Cleveland Public Schools in 1980 (Smith 2017). The section of the Cleveland Memorial Shoreway that runs through Bratenahl was completed in 1941 and enhanced racial tensions by creating a visual divider between Glenville, a primarily black neighborhood, and the affluent Bratenahl.

## 7.4 Suburban School Buildings

The growth of suburban areas resulted in the development of new, modern schools to accommodate the dramatic increase of

students. Following World War II, Americans experienced a “Baby-Boom” and between 1958 and 1968 the nationwide student population increased by 2.3 million students (Baker 2012:11). Suburban schools adapted to the large population of new students by building larger facilities. New construction methods, including steel frames and ribbon windows, were different from prior construction of urban schools.



Figure 7-2. 1967 aerial of Rocky River with I-90 on the left and Rocky River High School on the right (Cleveland Press Collection, Michael Schwartz Library, Cleveland State University).

One such area that experienced a large student population growth was the neighborhood of Shaker Heights, a wealthy suburb of Cleveland located east of the city. Although most of the homes were not of new construction in the period following World War II, contrasting the trend of the modern suburban living, it attracted an affluent demographic. The neighborhood residents were primarily Catholic and Jewish, and in the mid-twentieth century more African American residents arrived in the area. Importance was placed on education in Shaker Heights, and by 1960, the district included nine elementary schools, two junior high schools,

two special schools, a high school, and three exclusive private schools (Raponi 2017). Shaker Heights' public-school system was among the best in the country in 1960. Buildings were modern and well equipped, and the district had a low 20-to-1 student-teacher ratio, with 90 percent of the graduating class attending college (Raponi 2017).

Other examples of suburban areas that erected new schools during the mid-twentieth century to accommodate their growing populations include Bedford, Bedford Heights, Garfield Heights, Maple Heights, North Royalton, Olmsted Falls, Parma, Rocky River, Strongsville, and Westlake. Schools in each of these districts were surveyed as part of this report and remain in use. The predominately single-story, modern schools typically consisted of a complex of buildings. Unlike urban schools, the suburban setting allowed for a sprawling campus. Open land surrounding new suburban schools was essential to enabling the schools to expand with the growing population. Landscaping and parking lots also appeared in suburban designs. Much like the residential suburban buildings, educational buildings were uniform in appearance. Architects used standardized plans that incorporated modern building materials that made for inexpensive and quick construction. Modern technology, such as fluorescent lighting, was a cost-saving mechanism (Baker 2012:14). Introduced in the 1940s, the one-story 'finger plan' design consisted of long hallways with classrooms projecting along each side, allowing for maximum natural light.

Inevitably, the popularity of the suburbs declined, and the urban population grew during the twenty-first century. The suburbs solved the housing shortage post-World War II, but also created cultureless communities. People became tired of the isolation during the twentieth century and returned to the urban lifestyle. This in turn affected the student population in the suburbs. Cuyahoga County's student population decreased by 12,000 during the twentieth century, which continued into the

twenty-first century. As a result, suburban schools began to consolidate to make up for the loss of the student population. Research into the Maple Heights School District, where no public schools dating from the mid-century period were identified, found the district replaced all of its public schools after 2008. The replacement was needed because some buildings were becoming too expensive to maintain, and Maple Heights's population had continued to decline since 1970. That year, the area's population peaked at just over 34,000, but as of 2000, it was at just over 26,000; a decrease of almost 25 percent.

Field survey also identified three school buildings that were currently no longer functioning as such (CUY 1120310 – formerly the Clara Tagg Elementary School in the city school district, CUY 1129424 – St. Peter Claver Catholic High School in Bedford, and CUY 1122619 – St. John Lutheran Church and Elementary School in Garfield Heights). The former public school has been utilized for church purposes since the 1980s and the two parochial schools closed after 2000 due to decreasing enrollment and are currently vacant.

## 7.5 Vocational Schools

Vocational schools, defined as career-focused training schools, were beneficial to employment opportunities in Cuyahoga County as students obtained the necessary training to be successful in future job searches. Vocational schools gained popularity in the nineteenth century because of the need for better-trained workers, especially in the agricultural and industrial fields. During the mid-twentieth century, vocational schools provided further opportunities in the skilled labor trades.

The Woodland Job Training Center (CUY 0068906) was significant to the response of urban growth and the poverty that followed. Owned by the Cleveland Metropolitan School District, it was funded by the U.S. Department of Labor and the General Electric Company by request of Superintendent Paul W. Briggs. Prior

to the establishment of the Woodland Job Training Center, 'life adjustment' classes were introduced into Cleveland public schools during the 1950s due to the increase in high school dropouts. In 1963, the Max S. Hayes High School was established. Part of the Cleveland Metropolitan School District, the Max S. Hayes High School was a career-training school that enrolled, "796 high school students, 1,250 apprentices, and 1,493 adult education students" (ECH 2017b).

In the 1950s, The Gladstone neighborhood east of Cleveland was a recognized 'slum.' Cleveland made attempts to revitalize Gladstone and attract industry to the area which in turn would create jobs for locals. The Woodland Job Training Center was created in hopes to reverse negative connotations of the neighborhood. In 1968, the center opened to offer residents, job training, basic education, counseling services, plus personal hygiene and citizenship classes (Morris 2017). In 1968, Mayor Carl Stokes, with help from federal funding, helped turn vacant lots into industrial use. The Woodland Job Training Center was located in a former General Electric Co. Warehouse and provided part-time jobs for students. Special programs were created for young adults to steer them away from adverse high-risk activities. The center showed immediate results, and by late 1968, 100 students had already passed through the center. These students were then employed in various companies in Cleveland. By the mid-1980s, the center continued to produce good results, with 94 percent of students employed after six months from completion of the curriculum. (Morris 2017). Despite the center's success it closed in 1985 due to rising expenses, leaving the impoverished neighborhood without necessary training, education and job sources. Today the former Woodland Job Training Center still stands, and still owned by the Cleveland School District.

Located near the Burke Lakefront Airport is the Aviation High School, also known as the General Benjamin O. Davis, Jr. Aviation High

School (CUY 1127501). Construction of the former school building with control tower and hangar began in 1973. Opening in 1976, the school provided three years of education in aviation training beginning in the student's sophomore year. The school could accommodate up to 400 students in 2, separate 200-student shifts per day. Aviation training occupied four hours per day, while the remaining time was standard high school curriculum. The Aviation High School is no longer in operation and the high school stands vacant. Following its closure in 1996, the building became property of the city and was used as a homeless shelter, which has since closed.



Figure 7-3. Students at Aviation High School in 1980 (Cleveland Press Collection, Michael Schwartz Library, Cleveland State University).

## 7.6 Parochial Schools

Religious beliefs helped shape Cuyahoga County's neighborhoods and towns. Although not deliberately segregated, most neighborhoods were divided religiously and locations in which parochial schools were built reflected its neighborhoods.

The Lillian and Betty Ratner School operates in the former Brith Emeth Temple (CUY 1134126) designed by Edward Durell Stone in Shaker Heights. Home to a large Jewish population, Shaker Heights was the ideal location for the Lillian and Betty Ratner School whose curriculum was a combination of Jewish faith and Maria Montessori's educational beliefs. Lillian Ratner began by converting the Park Nursery School to a Jewish school with Rabbi Armond E. Cohen and Anne Cohen in 1943. In 1963 Lillian Ratner and her sister-in-law Betty, founded the Lillian and Betty Ratner School, which practiced Montessori methods of teaching. In 1969, the school expanded to the third grade, and eventually the eighth grade (Souther 2017). Today, the school has a student population that is diverse and represents a wide variety of northeast and southeast suburbs.

The St. Peter Chanel school (CUY 1129424) opened in Bedford in 1957 as an all-boys school across from the Bedford High School public school that served the area. Designed by the architectural firm Stickle and Associates, the building is four stories at the tallest portion, clad in a limestone veneer with flat roofs. Aluminum and glass block windows line the exterior. Typical of mid-century school architecture, the building has minimal ornamentation, with the exception of the main entrance, which includes a carving of St. Peter Chanel with the coat of arms of the Cleveland Catholic Diocese to the left, the coat of arms of the Marist fathers to the right and a central cross projecting above the parapet. The school has 32 classrooms, as well as fourth floor living quarters for the faculty. During the years 1986-1987, St. Peter Chanel became a coeducational facility (Caldwell 2012:82). Although the school was a success in its early years, it experienced a substantial decline in the twenty first century and was closed in 2013.

Lutheran parochial schools were established early in the Cleveland area. The Lutheran population, primarily German immigrants, founded the German Evangelical Lutheran

Church in 1843, which became the Zion Evangelical Lutheran Church in 1847. In 1851, the church opened the first Lutheran school in Cleveland which operated until 1974. Between 1853 and 1889, four more Lutheran churches established schools. The Cleveland Lutheran High School Association was created in 1946 by eleven congregations that believed Cleveland should have a Lutheran high school. The association was successful and in 1948 the Cleveland Lutheran High School was completed at 2616 Prospect Avenue. Enrollment at the high school exceeded expectations and surrounding buildings were converted for educational purposes. The construction of the Innerbelt Freeway in 1957 resulted in the demolition of the high school. In 1958, the Lutheran High School West was constructed in Rocky River, followed in 1959 by the Lutheran High School East in Cleveland Heights (ECH 2017c).

The twenty-first century saw a significant decline in parochial school enrollment. Former parochial schools adapted to the change and are no longer religious based. The Ratner School is an example of a school that began as a Jewish school, but now follows the Montessori philosophy. Jewish values remain part of the Ratner School, but it is not required to practice the Jewish faith to enroll as a student. The Saint Peter Chanel school was closed in 2013 due to lack of enrollment. Superintendent Margaret Lyons stated that, "enrollment at Chanel had dropped 42 percent since 2000—from 403 to 234—and 25 percent over the last five years" (O'Malley 2012). In many parochial schools, the tuition was forced to increase to support the cost of keeping the schools in operation with the decline in the enrollment. However, the rise in cost made tuition unreasonable.

## 7.7 Colleges/Universities

University Circle is a unique area in Cleveland that combines "major cultural, educational, religious, and social-service institutions in a parklike setting" (ECH 2017d). The 488-acre University Circle was first settled in 1799 at E.

107th St. and Euclid Ave, which at the time was known as Doan's Corners. By the 1880s, institutions were established, and University Circle began to develop. In 1883, Western Reserve University relocated to University Circle, followed by Case School of Applied Science in 1885. Founded in 1826 in Hudson, Ohio, Western Reserve University relocated to Cleveland in 1882. The Case School of Applied Science was Leonard Case Jr.'s gift to the community. Upon his death in 1880, the trust he created to endow a polytechnic school came into effect and The Case School of Applied Science was open for enrollment (ECH 2017e). Western Reserve University and the Case School of Applied Science merged in 1967 to create Case Western Reserve University.

By 1960, funds were available to offer two-year colleges and vocational programs to Ohio residents (ECH 2017f). Cleveland State University (CSU) was established in 1964 in a centralized city location to make its campus accessible to a larger number of students. Legislation signed on December 18, 1964 by Governor Jim Rhodes enacted funds to create the new public state university. CSU merged with the already established Fenn College, which included the 22-story Fenn Tower on the campus. Fenn College had been significant because it attracted students from lower income families by making available a cooperative education program, combining work and education.

Governor Rhodes's emphasis on the importance of a state university was acknowledged with the naming of the James A. Rhodes Tower, the tallest structure on the university's campus, designed in the Brutalist style by architects Rode, Guenther, and Bonebrake. The first year that CSU opened for enrollment, 3,416 full-time students attended. The university was ill-equipped for a student body of this magnitude so easily-assembled surplus Quonset huts were erected for temporary classroom space. In 1966, the campus expanded to accommodate the large student body. In 1969, the Cleveland-Marshall

Law School merged with CSU. CSU was nicknamed the 'Concrete State University' because of its usage of the modern building material in the Brutalist architectural style designs.



Figure 7-4. 1973 aerial view of CSU campus with work underway on new buildings (Cleveland Press Collection, Michael Schwartz Library, Cleveland State University).

Originally established as the Western Reserve School of Design for Women in 1882, the school changed its name to the Cleveland School of Art in 1891. The introduction of the Works Progress Administration (WPA) program was beneficial to the arts and trades, with the Cleveland Institute of Art playing a role in the success of the WPA in Cleveland. It renamed a final time in 1948 to the Cleveland Institute of Art and an International-style building was added to the campus in 1955-56.

John Carroll University began as St. Ignatius College, the first Catholic college in Cleveland, in 1886. In 1923, St. Ignatius College changed its name briefly to Cleveland University, and then to John Carroll University. John Carroll University moved to Idlewood Village east of Cleveland, today known as University Heights. A campaign to collect funds for the construction of a new building began and the first cornerstone was placed on July 5, 1931, but the Great Depression put a temporary halt on

construction. In 1935, construction commenced, and the building was completed within the same year. First as an all-boys school, the university began to admit women at this time. The campus closed to students during World War II, and instead was utilized by the Navy's V-12 program. The school reopened to students in 1945 and began offering a variety of new programs.

During the mid-century John Carroll University continued to expand, and the Military Science Building, Pacelli Hall, Dolan Hall, a new gymnasium, and the Student Activities Building were constructed in the 1950s (John Carroll University 2017). The 1960s saw further expansion in the campus with the construction of the Grasselli Library, Murphy Hall student residence hall, and the Bohannon Science Building. The science building was built thanks to the first million-dollar gift in the university's history by Cleveland industrialist James Bohannon (John Carroll University 2017). Although the campus became co-educational in the 1930s, it was not all-encompassing as the College of Arts and Sciences was co-ed, but women could not live on campus until 1968. The Student Activities Annex was opened in 1969, and a couple of years later in 1971 the Fritzsche Religious Center opened (John Carroll University 2017). John Carroll University North Quad Historic District is listed on the NRHP, which includes the mid-century buildings. The Administration Building, Rodman Hall, Bernet Residence Hall, Boiler House, Pacelli Residence Hall, Dolan Residence Hall, and Murphy Hall are within the district.

Community colleges benefitted individuals who were not able to attend school full-time, or could not afford private school tuition. In 1963, the Cuyahoga Community College opened for enrollment as Ohio's first community college. The Old Brownell School building, among others, were utilized for the campus until the Western Campus in Parma was built in 1975. In 1981 the campus expanded to Warrensville Township as the Eastern Campus (ECH 2017g).

## 7.8 Education Conclusion and Survey Results

### 7.8.1 K–12 Schools

Due to the large population growth in the suburban areas across Cuyahoga County, existing school buildings in these areas were not able to accommodate the influx of students. New elementary, junior, and senior public and parochial school buildings were erected throughout suburban, and later, city school districts. The majority of the modern-era school buildings were constructed in the 1950s when the need for more space was at its peak.

Public elementary schools surveyed as part of this report generally follow the same layout of one-story, sprawling buildings with flat roofs, ribbons of classroom windows, and minimal detailing. These schools typically have central hallways with classroom spaces on either side. Some schools have a taller, one-story section that likely houses a gymnasium, cafeteria, or theater space. Surveyed examples of this building type include Eastwood Elementary School (CUY 1122323), constructed in 1952 in Warrensville Heights, Holly Lane Elementary School (CUY 1156313), constructed in 1960 in Westlake, and Elmwood Elementary School (CUY), constructed in 1952 by the architectural firm Fulton, Krinsky & Dela Motte in Garfield Heights.

Some surveyed parochial elementary schools are two stories tall with central hallways, flat roofs, and minimal detailing. Two-story buildings may have been necessary since these schools often included more grades (first through eighth, rather than first through sixth of public schools). Furthermore, parochial schools are typically located on church parcels, meaning less space was available for the school buildings. A two-story school building would then require a smaller footprint. While parochial elementary schools located on church parcels lacked ornate architectural details, they typically followed the style of the church on the property. This discussion does not include classroom

spaces found within or attached to ecclesiastical buildings as these are not part of the K-12 school system. These buildings are included within the Religion Chapter in Section 12.

Surveyed public and parochial high schools typically are two-story, sizeable buildings with muted architectural details. As a single public high school tended to serve an entire school district these buildings are less prevalent than elementary schools. On the same note, parochial high schools drew from a larger pool of students that would have attended multiple parish elementary schools. High school properties, both public and private, tend to include more facilities such as sports fields, swimming pools, and auditoriums, and therefore, are located on larger lots. High schools also have larger parking lots since students this age may have their own vehicles and spectators attending sporting events need places to park cars and visiting team buses/vans. Surveyed examples of this building type include Normandy High School (CUY 1145617), constructed in 1967 in Parma, Olmsted Falls High School (CUY 1138114), constructed in 1970 in Olmsted Falls, Magnificat High School (CUY 1138912), constructed in 1956 in Rocky River, and Padua High School (CUY 1145217), constructed in 1967 in Parma.

After the post-war baby boom years, many city and suburban school districts witnessed a decrease in school enrollment, thus necessitating the merger and/or closure of public and private schools. The survey inventoried at least three closed schools:

- The Clara Tagg Brewer Elementary School built in 1955 for the Cleveland City School District (CUY 1120310) closed in 1979 and since 1980 has

been used by the Canaan Baptist Church; however, the church plans to build a new sanctuary on the site.

- St. John's Christian Day School (CUY 1122619) was built to replace an existing school on church property in 1952, and closed in 2006. The current use of the building, which is attached to the church, is not known.
- St. Peter Chanel High School (CUY 1129424), which is located directly across the street from Bedford High School, was built in 1957 as an all-boys high school. The school began admitting girls in 1988 as a way to increase enrollment; however, the school closed in 2013 and is currently vacant and for sale.

Two Catholic elementary schools in Maple Heights that were associated with St. Martin of Tours (CUY 1103224) and St. Monica (CUY 1133519) merged in 2012 due to falling enrollment; classes continue to be held in each building. The Case Elementary School (CUY 1135305) within the Cleveland City School District was built in 1975 to replace two nearby elementary schools built in 1875 and 1884, and absorbed another set of elementary school students in 1977 due to declining enrollment.

Therefore, the hardest hit schools tend to be within the Cleveland City School District in the 1970s and parochial schools in the early twenty-first century. As student enrollment in the suburbs continue to decline, however, school districts may decide to close schools and/or replace existing buildings with more efficient, smaller buildings that require less maintenance oversight and cost.



Plate 12. Valley Vista Elementary School (CUY 1141018), constructed in 1961, 4049 Wallings Rd., North Royalton.



Plate 13. St. John Lutheran Church Christian Day School (CUY 1122619), constructed in 1962, 11333 Granger Rd., Garfield Heights.



Plate 14. St. Anthony of Padua Middle School (CUY 1145117), constructed in 1967, 6800 State Rd., Parma.



Plate 15. Normandy High School (CUY 1145617), constructed in 1967, 2500 West Pleasant Valley Rd., Parma.



Plate 16. St. Peter Chanel High School (CUY 1129424), constructed in 1956, 418 Northfield Rd., Bedford.

### 7.8.2 Collegiate Resources

Cuyahoga County includes at least six colleges and universities, most of which are privately operated institutions with undergraduate enrollments under 5,500 students. Cleveland State University is a public school with a current undergraduate enrollment of approximately 12,500 students. Some schools were established in the nineteenth and early twentieth centuries; however, Case Western Reserve University was founded in 1967 through a merger of Western Reserve University and Case Institute of Technology that were both founded in 1826, and Cleveland State University was established in 1964 from Fenn College, founded in 1923. Both schools are located within the city limits to the east of the Cuyahoga River. Many of the buildings on these college campuses date prior to the mid-twentieth century, and therefore, were not surveyed as part of this report. Baldwin-Wallace University

and John Carroll University both include NRHP-listed historic districts, whose periods of significance end at 1974, so much of their mid-century resources were already documented. Baldwin-Wallace University is located in Berea while John Carroll University is in University Heights.

One previously unrecorded resource dating to the mid-century that exhibits features of the modern style of architecture was surveyed on the Baldwin-Wallace University campus. The Kleist Center for Art and Drama (CUY 1138214) is outside of the two campus historic districts and was not constructed to mimic earlier Classical-style buildings already on campus. The building was designed by the architecture firm of Heinie, Crider, & Williamson, who were the architects for the school for 29 years.



Plate 17. Kleist Center for Art and Drama (CUY 1142615), constructed in 1972, Baldwin-Wallace University, 95 East Bagley Rd., Berea.

### 7.8.3 Libraries

As suburban areas grew during the post-war period, new residents placed a greater demand on public library resources. Suburban libraries were established or enlarged during this period to meet the needs of residents.

The four public libraries surveyed for this report each exhibit features of the Modern Movement style to varying degrees. Some use modern materials, such as brick and stone veneers, and

muted detailing. The most stunning example is the Parma Heights Public Library (CUY 1149217) that is a circular building with slanted windows, and a multi-gable roof that is overall reminiscent of the Space Age. The library was designed by John F. Lipaj (1923-2010) to be “in the round,” to provide the greatest amount of useable space possible for the facility. Lipaj, who founded the architectural firm of John Lipaj and Associates in 1954, designed other buildings in Parma and Parma Heights until his retirement in 1997.



Plate 18. Cleveland Public Library, Rockport Branch (CUY 1146308), constructed in 1964, 4421 West 140<sup>th</sup> St., Cleveland.



Plate 19. Parma Heights Public Library (CUY 1149217), constructed in 1963, 6206 Pearl Rd., Parma Heights.