

Q: For “*Whom*” Does The Public School Exists?

1892: **First School Survey--Dr. John Rice's Report:**

I was thus enabled to observe more than twelve hundred teachers at their work. In all, the schools of thirty-six cities, and some twenty institutions for the training of teachers, were visited.

It is to be hoped, however, that the reader will bear in mind one thing, which, though frequently forgotten, I never forget, as it is the foundation upon which this work rests,—namely, that the school exists for the benefit of the child, and not for the benefit of boards of education, superintendents, or teachers.

In this work the child's side will be presented, and the spirit in which it is written is the same as that in which an advocate pleads for his client. And, having assumed the responsibility of pleading for justice to the child, I deem it my duty to present his case fairly and squarely, frankly and freely, and without fear or favor, just as it appears to me.

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As the characteristic feature of the American school system lies in the fact that each city, each county, and in some States each country district has practically the privilege of conducting its schools in accordance with any whim upon which it may decide, it is but natural that the schools of different cities should vary considerably in their standing.

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Besides, this analysis will be the means of showing clearly why the schools of different localities vary so much, and where the roots of all educational evils must be sought.

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First. The public at large.—As to the attitude of the public toward the schools, it must unfortunately be said that in the large majority of instances the people take absolutely no active interest in their schools.