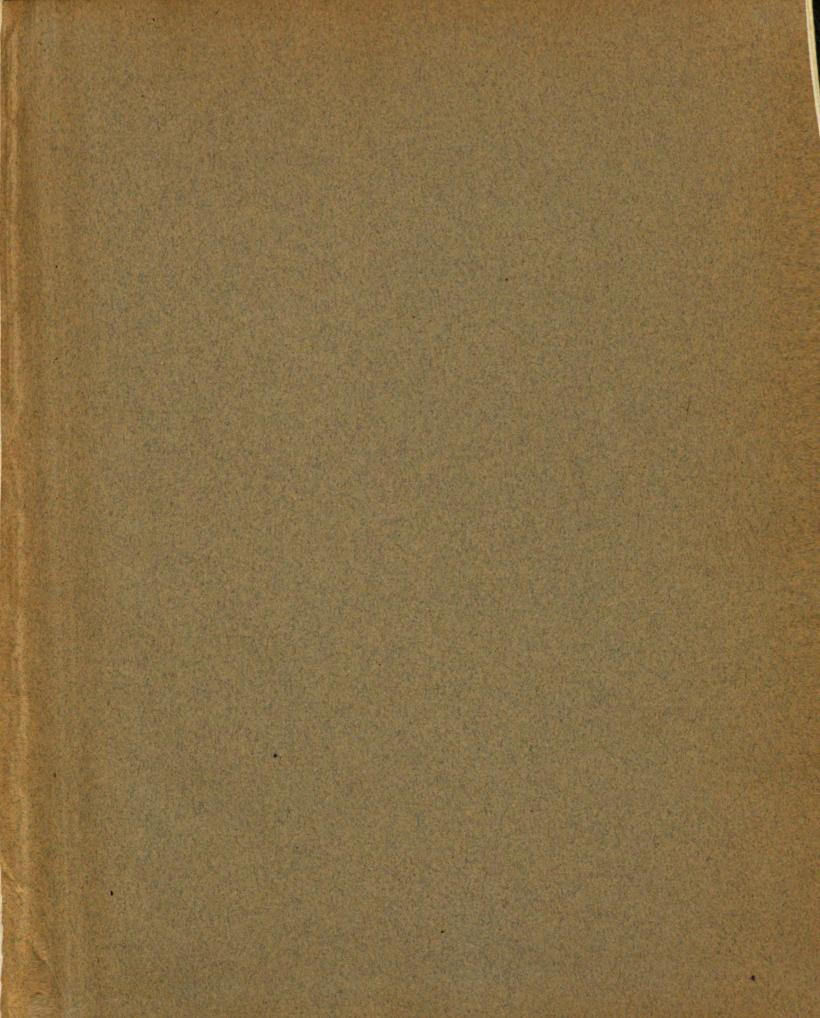
THE RELATION OF HEALTH TO
THE SOCIAL CONDITIONS AND
ACHIEVEMENTS OF MILLER
INTERMEDIATE SCHOOL STUDENTS,
DETROIT, MICH.

THESIS FOR THE DEGREE OF M. A. James B. Wilkinson
1934

THESIS

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# THE RELATION OF HEALTH TO THE SOCIAL CONDITIONS AND ACHIEVEMENTS OF MILLER INTERLEDIATE SCHOOL STUDENTS, DETROIT, MICHIGAN

By
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A Thesis Submitted to the Faculty of Michigan
State College in Partial Fulfillment

For the Degree of

MASTER OF ARTS

Department of Sociology

Mil

Approved

Head of Major Department

Chairman of the Committee on Advanced Degrees

MICHIGAN STATE COLLEGE

THESIS

"If we could have but one generation of properly born, trained, educated, and healthy children, a thousand other problems of government would vanish. We would assure curselves of healthier minds in more vigorous bodies, to direct the energies of our Nation to yet greater heights of achievement."

— Herbert Hoover.

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## THE RELATION OF HEALTH TO THE SOCIAL CONDITIONS AND ACHIEVEMENTS OF MILLER INTERMEDIATE SCHOOL STUDENTS. DETROIT. MICHIGAN

#### CHAPTER I

#### Introduction

During the past few years there has developed an entirely new concept of health and its fundamental importance both as an asset to the individual and as a factor in social welfare. The present day emphasis upon health is the result of an insight gained through experience in various fields of human activity which includes physical, mental and social factors. It has come to express the measure of ones satisfactory adjustment to life. According to the commission on the Re-Organization of Secondary Education, appointed by the National Education Association, health ranks first of the Seven Cardinal Principles of Education. The reason is obvious. No person can be happy in his work who is suffering from some physical ailment, neither can he discharge the duties of every day citizenship most efficiently when handicapped by lack of health. The strength of the nation depends upon the individuals that compose it. Therefore the health of the individual is essential to the vitality of the race and to the defense of the nation. While some gifted persons may possess strong wills in spite of weak bodies, for the most part, physical and moral vigor are connected intimately. Other things being equal, boys and girls will bring to their tasks, minds more alert,

spirits more cheerful, and wills more energetic, if their bodies are sound. Thomas D. Wood, Columbia University, at the N.E.A. Convention 1930 at Atlantic City said:

"Health should be, in practice as well as in theory, in accomplishment as well as in promise, the first objective in education. The optimal health of the child in physical, mental, emotional, social, and character health is indispensable to the highest success of educational effort." (1)

Health as well as Physical Education came in for a share in the interests of Educators and other community leaders because of the great influence it had on the progress of pupils in schools and on the welfare of the community. Studies of childhood and play began to have their effect on curriculum planning and community programs, and gradually it has come about that play is considered a very important part in child development. Health and Physical Education programs everywhere devote more and more time to free play and group games. Playgrounds and recreation centers have been established for young and old. Today, one of the measures of a progressive community is the program of Health Education and Recreation in operation under the auspices of Boards of Education and City Governments. One naturally thinks of play first in connection with physical education since the physical aspect is so obvious, but play is also the basis of much social education. While most of our plays and games require a certain amount of physical strength, endurance, skill and coordination, they are founded on a social basis as well. They develop such social factors as leadership, cooperation, fair play, loyalty, and discipline.

<sup>(1)</sup> Thomas D. Wood, Columbia University, at the N.E. A. Convention 1930.

### Purpose of Study

The present study was undertaken, primarily, to determine the relation of health to the social conditions and achievements of students in our Intermediate Schools. It is also an attempt to find out what possible remedies are available that will lessen the large number of pupils who drop out before completing the prescribed course of study and are forced to meet life, with its complex problems, so poorly equipped. It questions whether teachers of health education realize the bigness of their job or their responsibility in regard to the creating of good health habits and ideals; the formation of character which will result in developing the pupils sense of responsibility for his own health and that of the community; and the obtaining of needed physical corrections for their students.

#### Method and Scope

A group of one hundred boys from the Miller Intermediate School of Detroit was selected for this study. There were available only fifty boys who had completed the prescribed course of study and entered High School in the fall of 1929. From those who failed to complete the course of study, having left school same time during the year, an equal number were selected at random for comparison with the H. S. group. The study takes into consideration factors of health, as determined by the physical examination made by doctors for the Detroit Board Of Health; intelligence rating, as found by group tests given by the Psychological Department of the Board of Education; location of home; age; school marks; extra class activities; athletics; play; and any other activity that migh have a

bearing on their academic achievements and social development, particularly from the physical or health standpoint. The data were obtained from school records, health record cards, a canvass of the district, and personal observation—the writer having been a teacher in the Health Education Department of the Miller Intermediate School for ten years. The method used in this study therefore is a combination of the statistical, historical, and case study methods. Because of the small number of cases and in order to get a more intimate and personal view of the causes involved more emphasis has been placed on the case study method.

#### Related Studies

A careful investigation was made, by the writer, of the literature in this field, both published and unpublished. There was found to be a dearth of available material on the problem of the health of children of Intermediate School age in its relation to their social conditions and achievements in spite of the fact that no phase of educational work is deserving of greater consideration.

The National Medical Association appointed a committee to study the economic aspects of the care and prevention of sickness including the adequacy, availability, and compensation of the persons and agencies concerned. The results of this investigation, which are now available, may have some effect on the amount and kind of medical service furnished indigent patients through the various clinics and hospitals.

Under the auspices of the Elizabeth McCormick Memorial Fund two very interesting studies are being carried on in the public schools of Joliet Illinois. These studies have extended over a four year period and aim to show the effect of intensive health instruction on various

aspects of the physical and mental growth of a group of children, and the effect of improvement in physical condition upon the intelligence and educational achievement of a group of elementary school children.

"The relation between mental and physical status of children in two counties of Illinois" is the title of a study which is a part of the nation wide survey of the U. S. Public Health Service. Approximately five thousand children were examined in connection with this investigation, the great majority being from grades one to six inclusive. The results obtained are interesting and will be discussed later in connection with this study of the group from the Miller Intermediate School; (2)

Lewis M. Terman in his book, "Genetic Studies of Genius", presents an interesting study of the mental and physical traits of a thousand gifted children ranging in age from eight to fifteen and grade three to eight. For comparison a control group was selected at random from the same grades and ages. Health history was obtained from the school health records and from the medical examiners records of both groups. The study extended over a period of several years with very interesting and instructive findings which will be discussed later.

(2) Public Health Reports, Vol. 44 Number 29 - 1929.

#### CHAPTER II

### HISTORICAL BACKGROUND OF PHYSICAL DEVELOPMENT AND HEALTH PRACTICES

PRIMITIVE ERA--Attention of society to physical development is as old as the human race, as life itself. There can be no form of life without activity. Activity or motion is one of the most fundamental processes of life. Little is known of primitive man's activities in relation to problems of physical development except that his life and safety depended upon his ability to defend himself and to forage for game. The tribal feasts and ceremonies of the savage tribes of more recent times demonstrated the necessity of a perfect physical development as only the most fit could survive the ordeal of the ceremony. Their play was of the nature to prepare them for their place in life.

Herbert Spencer refers to the plays of children, nursing dolls, giving tea parties, etc. as a dramatizing of adult activities. The sport of boys, chasing one another, wrestling, making prisoners, obviously gratify, in a partial way, the predatory instincts and if we consider their games of skill we find that, significantly enough, the essential element running through them has the same origin. No matter what the game, the satisfaction is in achieving Victory.

G. Stanley Hall says, "The child revels in savagery and if its tribal, predatory, hunting, fishing, fighting, roving, idle playing proclivities could be indulged in in the country, and under conditions that now seem hopelessly ideal, they could be so organized and directed as to be far more humanistic and liberal than all the best modern school can provide. These inborn and more or less savage instincts should be allowed some scope. The deep and strong cravings in the individual for those primitive

experiences and occupations in which his ancestors became skillful through pressure of necessity, should not be ignored. (1)

A partial understanding of child psychology and recognition of play values are absolutely necessary in the socialization of the child.

Physical educators are recognizing this fact more and more and are modifying their school systems accordingly. They are endeavoring to develop initiative which is as essential today as ever it was in pre-historic times. Then strength of limb and quickness of eye were necessary as wild beasts of all descriptions preyed on mankind. Man had no weapon other than a stone or club to defend himself and his children, or with which to procure food. He gradually developed mentally and physically until we begin to find more than mere traces of his existense. He left a written history of the eventful things in his life, which were the beginning of the Greek Era, these peoples have left such a wonderful history of mental and physical development. (2)

GREEK ERA--Centuries before the time of Christ, when Greek culture had reached its most perfect development, education embraced two subjects of instruction and training; Gymnastics and Music. The first reached, primarily, the body and the will; the latter, which included literary training as well as music, affected the intellect and the emotions.

Greece had two entirely different types of education due, largely, to difference in environment. The earlier was the <u>Doric</u> or Spartan type.

Because the people were surrounded by war-like and unfriendly neighbors,

<sup>(1)</sup> Hall, G. Stanley. "Adolescence" Chapter 3, pp. 209-10

<sup>(2)</sup> Various sources have been consulted in preparation of the historical poitions of this chapter. These references have been given in Bibliography.

weapon of defense. Self preservation required the strict subordination of the individual to the community. Discipline was the key note of education. A citizen warrior was the result. The other type of education which was much broader was known as the Ionic, or Athenian, and it became the dominant one throughout Greece and her colonies. It regarded the individual as of first importance and sought to promote his full and free development. The ideal was symmetry and balance of parts, complete and harmonious manhood. Hence body and mind were trained together.

Turning first to Sparta, we find that the state began its efforts to secure a sound body of citizens by carefully regulating the life of the women and prescribing for them a thorough course of gymnastic exercise. As a further precaution, the new born babe was brought before a council of old men who decided whether it should be reared. Physical condition and promise was the basis of their decision and it was final. The first six years were in the home, but at the age of seven the child was taken from his perents to be placed in public quarters where he was under the discipline of state officials who shaped every detail with reference to his future career as a citizen warrior.

For the gymnastic instruction, which took a great part of their time, the boys were arranged in squads according to age, and these in turn, into companies. Each division had its young leader, chosen on the score of ability and experience, but all under the supervision of special state officers. In his eighteenth year the youth left the common training quarters and took up preparation for actual warfare and with the advent of his thirtieth year the young Spartan became a full fledged citizen with the right to a seat in the public assembly, and to wear the Toga.

Not much is known of the public training of the Spartan girls, but it included both gymnastics and music. Exercises practiced were running, jumping, throwing the spear and discus, dancing and even wrestling. The purpose of this training of the Spartan maiden is expressed by Lycurgus as follows: "Let the maidens exercise to the end that the fruit they conceive may in strong and healthy bodies take firmer root and find better growth." (3) Their training was all in the open so that their physical condition was excellent. It is said the Spartan maidens were handsomer and more attractive than the hot house girls of Athens who enjoyed neither the benefits of a physical or intellectual education.

The education of Athenian boys began at seven years and continued until the age of sixteen, the time being equally divided between intellectual and physical education. The aim of the Athenian education was to produce men, independent but respectful, freedom loving but law abiding, healthy in mind and body, clean in thought, ready in action, devoted to their family, their fatherland, and their gods. The athlete was not so much the ideal at Athens as in Sparta, the object of the physical training being to discipline the body and give it a healthy growth. Schools were private and the gymnasium teacher was not a state official. All this was done while the boy was living at home.

At the age of sixteen the Athenian youth began a course of training which was to fit him for the duties of citizenship and of public life. On the physical side, he took up work in the public gymnasium where he received the severest kind of training for two years. At the age of eighteen he was admitted to citizenship, if of free parentage and up to the moral and

<sup>(3)</sup> Lycurgus. (the law giver of Sparta)

physical standard. The next two years were spent in military training, thus fitting him for service for his country.

The important place accorded to physical training among the Greeks is found in their great national festivals. The very beginnings of recorded history show that in every town there were held religious festivals where sacrifices to some god were followed by feasting, dancing, choral songs, and exhibitions of bodily strength and skill in the form of competitive exercises. These gradually increased in importance until they became national festivals. The foremost of these were held at Olympia. During three centuries, in particular from 600 to 300 B.C., the Olympian festivals rendered service to the Greek people of the greatest value. The first recorded Olympic festival was held in 776 B. C. and it was held at regular four year intervals thereafter. They were finally discontinued in 394 A.D. Great importance was attached to the winning of these games. and the fame of the winners spread throughout their land. The victors wreath of wild olive became the highest honor a Greek could covet. The occasions were also used for social and commercial interchange. Historians, philosophers, poets, painters, and sculptors found listeners and patrons at these great national meets thus doing much to bind together this wonderful people.

The early Roman possessed many traits in common with the Spartan. He was, first of all, a man of affairs, very practical and interested in things whose usefulness was apparent. He had no passion for the beautiful and considered worthless the idea of harmonious development as something desirable for its own sake yet took up the Greek idea because it would make of him a good citizen and a capable soldier. Bodily exercise was held to

be desirable since it gave robust health and prepared one for military service. Music was regarded as unprofitable and anything more than the rudiments of literary training was considered unnecessary.

When the young Roman reached the age of sixteen, he was enrolled as a citizen, assuming a man's obligations, both civil and military. Up to the beginning of the Christian Era he was liable to military service for thirty years after his entrance to man's estate. The camp, therefore, was an important element in the training of the young men. The Latin name for army, exercitus, tells us much as to the severity of the training and the value attached to it. This training continued for several centuries, but during the last century of the republic, military service was largely committed to mercenary troops who gradually became a standing army under the empire. Professionalism was gradually creeping in to all athletic work. The class of professional athletes were of low birth and were looked upon with very little favor. Trickery and falsehood were common, according to Gibbon the historian, and in place of patriotic citizens as competitors there followed a class of disreputable gamesters who were owned and controlled by the idle nobles who gambled on them. It is not surprising that physical prowess fell into disrepute, and there gradually developed a spirit of asceticism in the early Christian Church, along with the decline of the Roman Empire.

THE CHRISTIAN ERA--In the case of the early Christians, living for the most part in cities and being brought in close and daily contact with all the abominations of the decadent pagan society of the Empire, a violent reaction from the prevailing luxury and sensual self indulgence was inevitable. Men of deep religious feeling desired to escape contamination

from such worldliness and it is not strange that they carried their stern self restraint to such extremes as to deny themselves the common physical comforts. They thought that the ideal life should be one of solitude and contemplation and strict abstinance from sensual indulgence in any form. Mortification of the body acquired the dignity of a religious exercise and the thought of pleasure became associated with that of vice.

Another cause that contributed to the increase of asceticism was found in the increase of persecution of the growing christian church. An intense religious enthusiasm was developed that welcomed martyrdom. In the latter half of the third century the Christian Hermits began fleeing to the desert regions of Egypt. A desire to escape from the burdens imposed by the corrupt government of the time, from social disorders, and finally the wretchedness and suffering that followed the invasions of the barbarian hordes from the north helped to swell the ranks of these Christian Hermits.

The physical effects of the ascetic life upon the individual were disastrous as a rule. Leading to broken health and over-wrought emotions that produced a distorted nervous system and made them subject to all sorts of hallucinations. Among the people at large the physical consequences were just as pernicious. Personal and public uncleanliness with the neglect of simple sanitary measures left them fit subjects for the unprecedented succession of plagues which swept over Europe again and again through out the Middle Ages.

THE RENAISSANCE AND REFORMATION -- The inroads of Mohammedan warriors were in part responsible for a substitution of Military Christianity for the ascetic ideal hitherto cherished, and caused war with the infidel to be thought of as a religious duty and the battlefield a direct road to salvation.

The universities of the middle ages made an important contribution to the intellectual advancement of Europe but they could not break the bands of ecclesiastical tyranny that still fettered the human mind. It required the joint action of other and more potent forces to provide an escape from that conception of the world and the flesh which they associated with the devil. Among the chief factors in this process of transition from the Medieval to the Modern World was the Revival of Learning.

The appreciative study of the Greek and Latin classics and all the long neglected records of ancient civilization helped to supply the western nation with a new ideal of life and culture. The Eastern or Greek Empire became extinct when Constantinople was captured by the Turks in 1453, and at the same time the Holy Roman Empire was fast losing whatever authority it once possessed. In the place of these powers a separate group of nationalities began to develop including particularly the English, French, and Spanish nations.

About this time Viltorino da Feltie came on the scene, as an educator, ere the customs of chivalry had ceased to shape the early training of an Italian gentleman and he incorporated some of the features of knightly education in the curriculum. The staff of assistants included teachers of dancing, fencing, riding, swimming, wrestling, running, jumping, archery, ball games, hunting, fishing, and mock battles. All the pupils were required to share in these sports. Viltorino himself often joined them and occasionally went with them on trips into the surrounding country. He insisted on moderation in food and drink and did not allow season or weather to interfere with life in the open sir.

In Germany, Martin Luther (1483-1546) realized the recreative and moral value of bodily exercise, and recommended such sports as fencing and wrestling. The eminent French essayist Michel de Montaigne (1533-1592) in discussing the education of children says little on physical training but that little has been frequently quoted. He said:

"Health and strength are necessary for the soul will be oppressed if not assisted by the body. I know very well how mine groans under the disadvantages of a body so tender and delicate that eternally leans and presses upon her. Our very exercises and recreations, running, wrestling, music, dancing, hunting, riding, and fencing will prove to be a good part of our study. I would have his outward behavior and mein and the disposition of his limbs formed at the same time with his mind. It is not a soul, it is not a body that we are training up, it is a man and we ought not to divide him into two parts but make them draw together like two horses harnessed to a coach." (4)

Standing at the very end of this period is John Milton (1608-1674) whose "Tractate on Education" (1644) is deserving of mention here because it associated a form of bodily exercise with mental and moral training. He would have the young men between the ages of twelve to twenty-one live together in barracks, like the Spartan youth, and outlines a course in physical training to go hand in hand with their mental and moral training.

MODERN ERA--This general discussion of historical background leads up to the Modern Era and to a discussion of the real objectives of physical education. In this study a consideration of the various systems that have been introduced into our country will be omitted. The United States became the battle ground for these different systems early in the Nineteenth Century. Practically all of them were founded upon a militaristic background which tried to fit the child to the system instead of the work to the child.

<sup>(4)</sup> Montaigne, Michel de. "Essays."

The first gymnasiums in connection with schools were established at Yale, Harvard, and Amherst in 1860, but Amherst was the only one that required a daily course in the gymnasium demanding at least forty minutes a day for this work. (Athletic history shows that Amherst led in all branches of athletics for years.)

The puritanic traditions, in regard to play, prevailed to such an extent that the idea of the necessity for physical education to develop the well rounded man was rather slow in being accepted. But a few pertinent statements from men in the field of education shows the trend of the times:

"Physical education is a phase of general education and its objectives should be interpreted in terms of the objectives of education as a whole."
(5)

"Activity is the only source of the development of the latent powers planted in the organism by heredity. Developmental activity is the sole means of education. The question of education is the question of taking hold of the activities of the child: The object of education is to get the child from where he is to where he ought to be." (6)

"Physical Education must aim to afford an opportunity for all to engage in activities that are physically wholesome, mentally stimulating and satisfying, and socially sound." (7)

"Physical Education is for the sake of mental and moral culture and not an end in itself. It is to make the intellect, feelings, and will more vigorous, sane, supple, and resourceful." (8)

"The new physical training will be highly social, placing emphasis upon the group, upon leadership, upon coordinate action, upon participation. It should produce the following type of man: Slender in type, graceful, not heavy muscularly, clear eyed, fair skinned, supple but not tense, alert, erect, easy on his feet, enthusiastic, happy, forceful, imaginative, self controlled, true, clean, with a sense of fair play, who loves the companionship of his fellows, and who has the fear of God in his heart." (9)

- (5) Hetherington, Clark W.
- (6) Leonard, F. E.
- (7) Williams, Jesse F.
- (8) Hall, G. Stanley
- (9) Fisher, George J.

"The Objectives of Physical Education"
American Physical Education Review Nov. 1922
"Pioneers of Modern Physical Training"
American Physical Education Review 1907.
"Organization and Administration of Physical Education" Pp. 212 1929
"Proceedings of National Education Association" 1908 Pp. 1015
"The New Physical Training" American Physical Education Review May 1920 Pp. 218

Modern psychology has proved that muscles are at one and the same time the source and the vehicles of mental training. Man's intelligence has grown step by step with the use to which he has put his muscles. The human hand developed the mind, now the mind must develop the body. Since Physical Education deals with the whole child, i. e. the mental, moral, and social, it must be put in the fore-front of everything man strives for.

In science, literature, and art, we go back into history for parallels and ideas as well as for exact methods and facts. In Physical Education, also, we continually refer to the Ancient Greeks and show how their literature, art, and development of the artistic have come to us over so many centuries, and went hand in hand with an equally splendid development, belief, and vision of the physical, so that now we refer to the ancient Greek Athlete and youth as the physical ideal. Greece was at the height of her power and development when she respected and trained the human body. Today the nations leading in world supremacy are the nations whose people are athletic devotees. Greece has a wonderful athletic history, showing athletes in the height of splendor and also in the mire of decay. Professionalism crept in to undermine the greatness and purity of the Olympic Games of the age of Pericles. Athletic prowess never had a brighter page than when athletes contended for the Laurel Wreath of Victory nor a more despicable one than the shadow of the same event which accompanied Greece in her fall. The attitudes of modern countries vary in their attitude toward games.

Physical Education has been neglected in China for centuries. Bodily development was scorned because it made one resemble the despised Coolie.

Among the people the play instinct had not been developed, there were no

play-grounds in the cities, no combative nor competitive games. In other words no project laboratory for the development of the psychological qualities necessary to progress, democratic citizenship, and an active mind. A partial reason for the stagnation of the Chinese civilization may be found right here, but this is rapidly changing. A great awakening of the Chinese people has come.

Athletics are a means of determining the trend of a nation's life. A mirror of respective national character can be found in the easy going. long drawn out, conservative and individualistic English game on the one hand, or the high strung, tense, changing, and success-seeking American game on the other. Decadent nations find enjoyment in bull fights, cock fights etc. Autocratic nations specialize in disciplinary, machine-like, systematic gymnastics. Democratic nations produce sports. All through history democracy has been closely associated with ameteur sports. Team games and democracy are inseparable, the one goes with the other as a training for free citizenship. It is a well known fact that people who have lived under despotic governments, when freed from any autocratic control, become most unruly and unorganized. This is shown on the play ground. The nationalities that never have had any practice in self discipline or in team play, when given free reign, gang together in destructive moods. To make good and orderly citizens of this material is the big job of Physical Education. The gymnasium, the play ground, and the community social centre are among the greatest factors in helping the individual today to live successfully in the social group in which he finds himself.

For a quarter of a century the frequency and seriousness of physical defects in school children had been common knowledge but there was no great excitement over the discovery until these same defects, only partly outgrown, were again revealed in children who had attained to military age. Strangely enough, war, which destroys life, aroused an interest in the preservation and perfecting of life. Since the world war probably no subject in the school curriculum or department in the school system has had greater growth and recognition than that of physical and health education.

Much has been said and written upon the <u>revelations of the draft</u>.

Our experience was much more enlightening than gratifying, for the physical examination revealed the fact that a large percentage of the defects found might have been corrected in early life. A realization of these conditions has broadened our objective so that now, that branch of education formerly called "Physical Education" is generally known as "Health Education". It has become a very important part of general education. Like general education it is concerned with the growth and development of the whole child. It follows that it cannot be conceived of as subject matter to be presented to the pupil, but must be concerned with all the experiences of the pupil during his school day.

Medical Inspection has become a part of the School Health Program for the City of Detroit, in addition to the regular program of physical training, supervision and instruction in sports, and formal teaching of health habits and knowledge. The division of School Health of the Department of Health cooperates with the Health Education Department of the Board of Education in giving a physical examination annually to the three hundred thousand school children of Detroit. A permanent health

record card goes with each pupil through his public school life. (Health card for Intermediate School is shown on next page.) Parents are notified as to defects found and are urged to have corrections made as soon as possible. A definite attempt is made to follow up these cards and to get corrections made where needed. The problem now is to get the cooperation of parents who, so often, do not realize the danger of delay in getting corrections made. (A more detailed report of the activities of the Department of Health will be given in a later chapter.)

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#### CHAPTER III

#### RECREATION IN DETROIT

Formerly, when everything needed for human consumption was made in the home, the family was a complete economic and social unit. Every home was a manufacturing center in itself, with its spinning wheels, churns, candle molds, and other appliances needed tomake the home as self sustaining as possible. Visitors were few. Communication with the outside world was established by post-riders, always welcome arrivals in the community which they served. The modern specialization in industry, with the consequent growth of our big cities around the factory, has tended to break down the family unit and has resulted in the necessity of social problems being solved by an agency outside the home. Society should be as much interested in the proper use of leisure time as that working time be used profitably. Character is formed during leisure time as well as under the stress of the day's work.

Play is natural and indispensable to human beings, like sleep and food. Recreation is the supplement to work in adolescents and adults, as play is the royal means of securing muscular development and nervous coordination in children. Animals have room to play and seem to make the most of it. Human beings take themselves and their work so seriously that they circumscribe the play of their children and their own recreation. The desire to play is not lacking, but, because of the congested tenement life of the big city, there is little or no opportunity for the natural play impulse to assert itself. The need for promoting healthful recreation is one of the problems being taken up by our large cities.

The play ground movement seeks to make possible recreational facilities

for the young and old, close to their neighborhood, and should not stop with just the small play ground, but extend to ball grounds, skating ponds, tennis courts, etc. The use of leisure time for recreational purposes extends to libraries, museums, theatres, motion pictures, music, etc.

Experience has shown that Juvenile delinquency and poor health are materially lessened by the development of sports and the rational use of leisure time, which is one of the major social problems confronting any city. The perplexities of city life, the congestion of population, and the opportunity for perversion of youthful activities into unwholesome channels, make imperative the establishing of a recreation program whereby the leisure hours of the children and adults may be properly and profitably spent. It has been estimated that the average person spends about one seventh of his time in leisure time activities. In this basis, in Detroit, there would be approximately twenty-five million hours of leisure time in each week. How this time is spent vitally concerns all Detroiters.

A recreation system, properly functioning, should create safe places in which children may play; decrease juvenile delinquency; break down race prejudice; and tend toward the development of a neighborly spirit and civic pride in the community. Euch of the expense of the present correctional institutions, police departments and courts, could be saved by establishing a proper recreational program. But the greatest thing of all is building a citizenship which shall be sound both physically and morally.

Investigations show that few if any crimes are committed by persons who are making proper use of their leisure time. When we stop to realize

that approximately two thirds of the inmates of all State Prisons are under twenty-three years of age and that the average age for all the inmates is only twenty-nine years, it is clear that the proper use of leisure time for young people is vitally important. According to the Federal Census of 1922 there were approximately two hundred thousand prisoners in the United States. When about one sixth of one per cent of our population causes the expenditure of \$1,000,000,000 by the Federal, State, County and Municipal Administrations for Police Departments, courts and jails, and \$500,000,000 to be invested in jails and prisons requiring \$200,000,000 to maintain them and the prisoners yearly, it is clear that improper use of leisure time is costly. (1) Detroit spends over \$10,000,000 each year in her efforts to deal with crime. This includes the budgets of the Police Department, Courts, and House of Correction.

We are living in a progressive and industrial age. Our large cities are growing larger by leaps and bounds and most small cities and villages are enjoying normal growth and prosperity. Even the most progressive dwellers in the rural districts are providing their homes with plumbing and other modern conveniences. Most cities realize the importance of healthful summer recreation for both old and young and are providing parks and bathing places so that ich and poor alike may have the opportunity for normal out-door recreation. The summer months are being fairly well provided for but the big problem now is to provide for the proper use of leisure time during the winter months. (Evidence of this problem as it exists in Detroit may be seen in the following list of Juvenile Offences for the period of November 26 to December 17, 1928.

<sup>(1)</sup> Data collected by The Playground and Recreation Association of America.

Larceny76
Truancy34
Breaking and entering31
Tampering and driving away autos21
Violation of probation18
Investigation13
Destruction of property13
Incorrigible 7
Robbery armed 6
Assault and battery 2
Carrying concealed weapons 2
Contributing to delinquency of a minor 2
Rape1
Forgery 1
Annual Turnilla Official and Alban Cram and manual
Age of Juvenile Offenders as taken from court records
8 years of age 1
9 * * * *9
10 " " "13
11 " " " 15
12 <sup>H</sup> <sup>H</sup> 23
13 <sup>H</sup> <sup>H</sup>
14 " " "45
15 " " " "39
16 " " "56
Average age of Juvenile Offenders13.7

The Playground and Recreation Association of America has collected a large amount of information, from what may be regarded as reliable witnesses, as to the adequacy of the proper use of leisure time in decreasing Juvenile Delinquency.

That the city was slow in recognizing the necessity of play facilities is shown by the following article which appeared in the Detroit News, June 27th, 1926:

"About twenty-seven years ago, on a June day, the writer heard under her window, boys who lived on Ferry and Hendrie Avenues planning an important baseball match, and lamenting the lack of a proper "lot" where the bogery of window-breaking would not spoil it all.

\*A quick survey on a bicycle revealed the rapid contraction of play space in this location of good homes, and within walking distance of most Detroit children this was fast becoming increasingly so. The writer had visited some of the playgrounds of Boston, and had written of them in the Detroit papers and had tried to persuade the Twentieth Century Club to finance and supervise a demonstrating playground.

"But it was difficult to convince people of Detroit that their beautiful city needed playgrounds for its children. Detroit was so tree-shaded, so clean, so wide-streeted, so American. Above all argument Detroit had Belle Isle, and the river:

"It seems incredible now that Detroit's school yards were then such small wastes. Not one had a swing, teeter, or other play-appliance. No child could linger on one either before or after school. No efforts were made to promote games or to organize teams. In vacation time children were rigidly excluded. The rapid spread in other cities of a belief that space and place to play, under supervision, corrected the "gang" spirit did not convince educationalists or many parents in Detroit.

"A group of public minded women met together and the decision was made to do something to overcome this resistance, to conduct a playground in a section of the city most in need of what playgrounds could provide, using the site of the old city reservoir in the Seventh Ward, at Erskine and Riopelle, if permission could be obtained.

"The reservoir site, among a congested population, was a forlorn spot, two city blocks in extent, a mightmare of civic neglect. Goats, geese, dogs and children swarmed over its hummocks, dumps and puddles.

"For twenty-five years the writer has experienced recurring shocks of surprise at the temerity and optimism of the committee's selection of a site. Had it fully realized the mental obstacles which were to be met and overcome it might have faltered before the added burden of the physical difficulties of the reservoir ground. Mrs. Arthur was made chairman, and a few days later the committee, now numbering ten, went to the City Hall to request permission to operate a public playground on this worse than idle city property, or a portion of it.

"The City Hall was unfamiliar, and the committee felt exceedingly de trop. For the Council Chamber was closed to visitors, and the aldermen

were not to be disturbed.

"As school vacation was near and there was much to be done, it was decided to wait, although it was a boiling hot night. After perhaps an hour in the stifling corridor the wilted women accepted the suggestion of the officer to write the substance of the errand and have him send it in.

\*Ten minutes later an alderman in whose ward the reservoir site was located, came from the Council Chamber and asked for details.

"Mrs. Arthur explained that if the use of the land was allowed for one year the Local Council of Women would clear it off, partially level it, erect a shelter pavilion, equip a playground, with vacation school features, supervise it all day and evening, and with no cost to the city.

"Leveling a finger at the speaker, the Alderman exclaimed, "What do you women know about boys" play, NO!" And at once returned to the Council Chamber.

"Two days later, the playground committee asked the use of the large yard, the basement and first-floor corridor of the Russel School on Russel Street, near Benton, not far from the old reservoir site, carefully explaining its plans.

"The committee at once appealed to its friends for funds. The first gift was a check; second, a dozen large, gay rubber balls; the third, a generous assortment of small iron toys.

"The playground was liberally supplied with all the kinds of play apparatus then procurable in the stores. J. L. Hudson donated many small toys, swings, skipping ropes, croquet sets, picture books, blocks and colored chalk.

"Miss Mary Hulburt, very young, very enthusiastic, and beloved by the children, had charge of the playground, assisted by two young men. From two hundred to four hundred children were always on hand, and at first supervision was arduous, but it was soon impressed on the children that to enjoy themselves they must allow others to do so, too.

"Many of the children knew nothing of games or of group play, and fights were at first frequent. A short expulsion soon remedied this, and such manual training as the committee could furnish soon changed simless mischief-makers into eager learners and helpers, proving all claims of playground champions.

\*The playground was open and carefully supervised, from 8 a. m. to 8 p. m. every week-day for nine weeks, and for the first time in Detroit school property was used when its need was greatest.

"As in almost all initial ventures misunderstanding of motives actuating the promoters was almost always apparent, but the joy of the children was incentive enough, and when school re-opened, and the playground closed, the committee devoted its energies toward predisposing public sentiment to incorporate the playground in the school system of the city.

"The Board of Education was asked to include in its budget the small sum of \$1,200 to equip and supervise, during vacation, the Russell and Bishop school yard. This the board did, adding after the item, "By request of women."

"In the Board of Estimates, which then reviewed the Council's work, the appropriation failed, though appeals were made to all the sixty-eight members, and later in the committees and in general sessions. One determined estimator stated, heatedly, that he would vote \$1,200 for work-grounds, but never a cent for idle play.

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"One strong opponent said: "Fublic playgrounds are needed in Detroit about as much as an underground electric railway system is needed to relieve the congested condition of Highland Park."

"That summer the committee again operated the big Russell yard. Once more the playground demonstrated its need, and its benefits, and despite the continuous petty opposition of school janitors, the indifference of civic authorities, frequent hostile press notices and the cry that the school premises were being ruined by turbulent children, the playground went serenely on, the police, shopkeepers and parents of the vicinity uniting in its praise, writing letters which the chairman, even yet, treasurers gratefully.

"The winter of 'C2-03 was a strenuous one for the committee. The Board of Education declined to ask for funds with which to operate playgrounds unless convinced of public approval. How convince the Board? The committee circulated a petition.

"The signatures of members of societies of good repute, of heavy taxpayers, of clergy and of educators were obtained--fourteen thousand names.

"One merchant denounced the petition, clearly seeing 'the resources of the city endangered by the fads of women,' and he predicted that the \$1,200 would have another figure added every year. He was almost right, for this year, 1926, the Recreation Commission is to expend \$673.803.

"The petition of fourteen thousand names was presented to the Board of Education with ceremony, and a request that \$1,200 be inserted in the budget. This, with some hesitation, the Board did, the committee of women promising to stand by through the ordeal at the City Hall.

"Then ensued a few days of false calm. For the sudden failure of the City Bank, in which the Board of Education had deposits, caused a hasty cutting of appropriations, and the playground \$1,200 was the very first to go! However, energetic protests by the committee and a subsidence of anxiety over the Board's finances later restored the item to the budget.

"While the petition was in circulation meetings were arranged in churches, school houses and private homes, urging the playground as a great moral force, a preventative and corrective agency.

\*At the spring sessions of aldermen and estimators that year the \$1,200 item was allowed, and playgrounds became a part of the school board's activities.

"The committee, the following year, mindful of the condition of the children in its first playgrounds, induced the School Board to ask for funds to install shower baths in the Russell School. Another struggle ensued at the City Hall. The idea was preposterous. Though the voluminous argument was conducted largely in February and March, the opponents insisted that "there was always the river." The shower item of \$300.00 was not allowed.

"The committee than collected that sum from friends, and offered it to the school board for demonstrating the showers. But the school board felt that it could not accept a gift for experiments, and the money was returned by the committee to the donors.

\*However, Mr. Martindale rigged up in the basement of the Bishop School a crude and temporary shower, at trifling expense. Its popularity was instantaneous; and that fact, and the persistent coming of the playground committee to the City Hall during the ensuing winter, induced the granting of \$1,000 for showers in the Russell School, in whose vicinity was an acute shortage of bathing facilities. This shower bath was at once immensely popular, and on Saturdays adults were allowed its use.

"The next year the school board was authorized to equip three other schools, and the shower and school pool were soon a matter of course. Simultaneously, the committee, now a part of the Federation of Women's Clubs, urged public baths and laundries, profiting by the erection of one public bath house by the Board of Public Works through the courage of its Commissioner, J. J. Haarer, on the site of the old reservoir, whose use as a playground had been refused seven years before.

"Meanwhile, fostered by the Playground Recreation Association of America, the playground idea grew by leaps and bounds in public esteem, and the City of Detroit has repeatedly sent delegates to represent the City at the Annual Play Congresses.

"In 1913 the Board of Commerce appointed a Public Recreation Committee. This committee was composed of F. H. Holt, D. M. Ferry, Jr., F. D. Forbush, F. M. Butzel, Dr. C. E. Chadsey and Ira W. Jayne, and through the public funds raised for this purpose the Playground Recreation Association of America was asked to make a survey of public playgrounds in Detroit. The result of this survey was the establishment of a Recreation Commission by the Common Council on December 14th, 1914, by Ordinance, which provided a Commission of eleven members. Ira W. Jayne was appointed the first Superintendent of Recreation.

"When the City of Detroit adopted its new charter in 1918, the Recreation Commission was changed from eleven members to four, one of which was a woman. In September, 1920, by an Amendment to the City Charter, The Recreation Commission was abolished and a Department of Recreation with a Commissioner in charge was created."

From this small beginning recreational activities have been developed in school buildings, branch libraries, social settlements, playgrounds, churches, skating rinks, swimming pools, camps, gardens, parks, hospitals, orphanages, and closed streets.

The following is a list of the places open during the year 1930-31:

- 138 Playgrounds
- 69 School Centers
- 10 Libraries
- 125 Skating Rinks
  - 25 Swimming Pools
- 107 Tennis Courts
  - 40 Baseball Diamonds
  - 56 Garden and Canning Centers
  - 15 Football Fields

- 18 Soccer Fields
  - 2 Bowling Greens
- 5 Hockey Fiel'ds
- 3 Cricket Pitches
- 170 Horseshoe Pitches
  - 3 Community Centers
  - 1 Summer Camp (in two divisions)

Three well equipped community centers, Kronk, located at 5555 McGraw, St. Clair, located at 4535 Fairview, and Central, located at 637 Brewster, accessible to the east, west and central sections of the city, give opportunity for the citizens to have clean, wholesome recreation the year around in buildings designed and equipped for community recreation.

The Recreation program extends throughout the year with an intensive season during the summer months. Among the activities offered are: gymnasium, basketball, swimming, baseball, playground ball, football and other games; hand work, dramatics, debating clubs, art classes, community meetings dancing, sketch and painting classes; boys band, orchestra, and choral clubs.

Commercial Recreation comes under the supervision of the Department of Recreation, also, and to get an idea of its extent, we list the following amusement places which were licensed during 1930:

- 225 Dance Halls and Studios
- 640 Billiard and Bowling Alleys
  - 18 Cabarets
  - 10 Carnivals
  - 3 Circuses
  - 5 Exhibitions
  - 1 Amusement Park

On a recent visit to the Detention Home, the writer was greatly impressed by a large map of the city on which were located all Juvenile offenders. Each case was designated by its number, which was put on a small tag, and located at the proper address by a large headed pin. Different colored pins designated groups under the supervision of the several probation officers, and to a limited extent, different race and nationality groups. The most impressive feature about the map, to me, was the location of these delinquent cases with reference to play facilities in connection with playgrounds, community centers, and public gymnasiums. Where the population was congested and business had encroached, and no play facilities were provided, the map was thickly studded with pins.

One may readily see how this situation would be changed could the slogan of the Playground and Recreation Association of America be realized:

"That everybody in America, young or old, shall have the opportunity to find the best and most satisfying use of leisure time."

#### CHAPTER IV

# HEALTH AND WELFARE AGENCIES OF DETROIT

This chapter attempts to discuss, in a very brief manner, the aims and activities of the agencies which have to deal with the health and welfare work of Detroit.

The first of these agencies is the Detroit Department of Health.

The aim of this Department is twofold, to prevent disease, and to encourage those habits of living which tend to develop really good health-something more than the mere absence of disease.

Public Health is divided into two groups of activities: -- First, that group over which the average individual has little or no control, such as water supply, milk supply, the protection of foods and food products, sewage disposal and to a limited extent communicable disease. Second, that group over which the individual has control, individual health. The chief function of the Department, in this group, is to make known as far as possible the facts concerning disease prevention and health promotion.

The Department of Health is divided into eight bureaus, a number of which are composed of several divisions. These bureaus are, Administration, Sanitary Engineering, Vital Statistics, Food Inspection, Laboratories, Medical Service, and the two hospital bureaus, Herman Kiefer Hospital and the William H. Maybury Sanatorium.

The Bureau of Engineering enforces all laws and regulations relative to the sanitation of dwellings and other buildings where persons are employed or assembled. The housing activities include the corrections applying to existing conditions and the approval of plans for all new dwellings. Comparison of the living conditions in districts built up before adoption

of the State Housing Code with those of the newer sections of the city is strikingly evident to even the most casual observer.

The Bureau of Vital Statistics endeavors to make every birth, death, and case of communicable disease in Detroit a matter of official record.

By so doing such control measures as are necessary may be put into immediate effect.

The Eureau of Dairy and Food Inspection is responsible for the inspection and safeguarding of Detroit's supply of milk, meat and other foods. It embraces the inspection of all food handling establishments, as well as an annual physical examination for all food handlers.

The Bureau of Laboratories serves the various activities of the Department of Health by assisting in the diagnosis of tuberculosis, diphtheria, typhoid fever, venereal infections and other diseases, through the analysis of drinking water, milk and other dairy products, and swimming pools, and in detecting carriers of various disease germs. The work of the Pasteur Institute is carried on under this Bureau. Records are kept of all persons bitten by dogs and advice is given regarding the necessity of treatment. Close cooperation is maintained with the Police Department which secures all dogs suspected of rabies. The brains of all dogs dying at the police pound are examined for the Negri bodies characteristic of rabies in animals.

The two hospital units of the Department of Health (The Herman Kiefer Hospital and the Wm. H. Maybury Sanatorium) are intended to take care of communicable disease cases, though each has a large number of tuberculosis cases.

The Bureau of Medical Service coordinates the various medical activities of the Department and includes the Divisions of Social Hygiene, Tuber-

culosis, School Health Service, Communicable Disease, Child Welfare, Health Education, Dentistry, Cancer, Special Investigation, and Public Health Nursing. This Bureau requires a large and well trained force of nurses and doctors who are doing a most commendable work. The Division of School Health Service is the branch which is of greatest interest in this study. A review of their work in the city schools follows:

During the school year, 1929-3C, complete physical examinations were given to one hundred forty-one thousand three hundred sixty-six children.

As a result of the examination and the follow up, which has become a part of the regular Health Program of the schools, there were forty-one thousand three hundred sixty-six conditions either completely errected or, at least, given the medical care indicated. Of the total number of children entering school for the first time who were examined, 69.7 per cent were found to be below standard physically. Defects noted were, diseased tonsils, adenoids, mouth breathing, defective teeth, defective hearing, poor eyesight, under weight, etc. In the Intermediate School this dropped to 46.8 per cent, in High School to 39 per cent. Of the Intermediate School children examined (21,892) 35.9 per cent had had tonsillectomies and 28.8 per cent had received dental corrections. Serious tonsil defects were found in 24.1 per cent of the Intermediate School pupils as compared to 40.1 per cent in the first grade. Other defects decreased in like manner. (1)

The Child Welfare Division of the Detroit Department of Health aims to meet child welfare problems. Fourteen clinics have been established which are located in the poorer sections of the city in order that they may be most convenient for serving that group where the need is greatest. Only the indigent are admitted. Patients are sent to the clinics from

<sup>(1)</sup> Data taken from the annual report of the Department of Health, Jan. 1930

private physicians, nurses, social agencies, and friends. Proper advice as to feeding, general hygiene, corrective measures, immunization, and proper habit formation is given or advised by the physician in charge of the clinic. This is followed up by the nurse in clinic conference with the patient or at a home visit. No attempt is made to take care of seriously ill children except to administer such emergency care as is needed and then refer them directly to the hospital or to the office of the City Physicians.

The Social Hygiene Division was organized for the purpose of controlling and preventing the spread of venereal diseases in so far as preventive medicine is capable of doing so. Treating a patient for a particular ailment affords an opportunity to educate this individual, but treating a disease will not suffice if some effort is not made to teach that patient about himself and his relation to society. With this in mind, every patient is given some instruction upon his first visit to the clinic, and short talks are given to the group at large before beginning the clinic. It is impossible, of course, to estimate results, but it serves to let the patient know that his social conduct does affect others and often brings very definite results. Since venereal diseases are highly communicable, all cases found in schools are sent directly to the division where treatment is given those in need of such care so as to prevent their becoming a menace to society.

The city clinics are primarily for those persons who cannot afford to employ private physicians. Any person reporting to the clinic will be given a diagnosis and all those who are able to pay for medical care are then referred to private physicians. Only the indigent, their social status having been determined by a social worker, are given treatment in the clinic.

The Department of Public Welfare functions through the following divisions: -- The Detroit Receiving Hospital, the Social Service Division, the City Physicians' Division and the Municipal Bureau of Markets.

The Relief and Social Service Division is the agent through which Detroit accepts the responsibility of caring for its dependent and maladjusted families and individuals. Sickness, unemployment, desertion, non-support, divorce and separation, death, illegitimacy, insanity and feeblemindedness, old age, are all serious impediments to the normal functioning of family life. The Bureau cooperates with all other agencies, public and private, in carrying on its work.

A new unit of the Social Service Division is the Minnie E. Jeffries Nursery Schools. The aims of these schools are: (1) to provide care for children below school age so that the mother may become a wage earner. (2) To give these children the benefit of the most recent advances in the field of child education to further their physical and mental development, i. e., Nursery School Education. (3) To give to the parents knowledge that will fit them to deal more wisely with their children, i. e., Parental Education, and (4) To provide a laboratory where high school students may observe and assist in the training of young children, i. e., Pre-Parental Education.

A City Physician makes four calls weekly at the school. A physical examination and vaccination is required of every child upon entrance.

Toxin-antitoxin is given during the first month. All recommendations made at the time of the initial examination are carried out through the Receiving Hospital, City Physicians' Clinic and Board of Health Dental Clinic. A nurse from the Board of Health daily inspects all children and members of the staff, and gives nursing care in the homes where children are excluded

because of illness. Careful records are kert to show changes in physical condition. The Nursery School program by its emphasis on hygienic habits further aids in the establishment of optimal health from childhood.

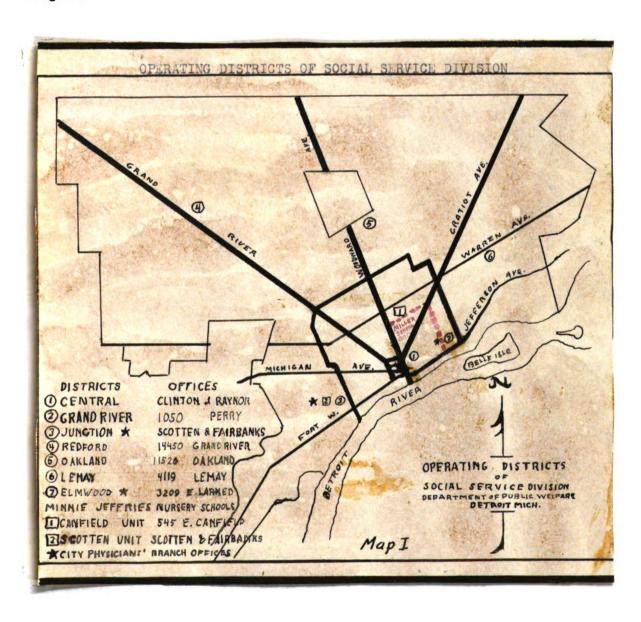
Detroit Receiving Hospital is continually being taxed beyond its capacity in caring for emergency cases brought to its doors. The psychopathic cases of the city are largely cared for here until they can be committed to Eloise or other State Hospitals. The past year has shown a marked increase in the number of patients cared for by the emergency, the hospital, and the out-patient departments of the hospital. The increased demands are due to increasing population and to the serious unemplayment situation which occurred this year. The Social Service Division carefully investigates all cases so that it is quite certain there is no great abuse of medical charity in Receiving Hospital.

The City Physicians' Division of the Welfare Department provides medical aid for sick persons who have become charges of the city or who are temporarily unable to obtain medical treatment. This Division acts not alone as medical adviser, but as counsellor as well, to the numerous poor families who bring all their problems--medical, economic, and social. Aliens and new comers have their first contact with municipal government activities through this division.

The Municipal Eureau of Markets controls the city-owned public markets of Detroit. They are located in different sections of the city and constitute the chief cutlet for thousands of farmers, gardeners and orchardists of this section of the State to dispose of their fruit and vegetable products, poultry, eggs, honey and other "home grown produce". The Eastern Market is located near the Miller School and serves that section of the city as a base of supplies and furnishes jobs for many of our boys mornings,

Saturdays and during vacation time.

The Department of Public Welfare has divided the city into seven
Districts: Central, Lemay, Elmwood, Grand River, Junction, Redford, and
Oakland. Each district has its own office and cares for the work in that
section, thus distributing the work so that it can be handled in a more
economical and satisfactory manner. Central District, which is largely
comprised of the Miller School District, has the largest number of welfare
cases. Location of these district offices is shown on the following
diagram.



#### CHAPTER V

#### THE MILLER SCHOOL DISTRICT

## Early History

The Miller School District is situated in one of the oldest sections of the City of Detroit, the school being located at the corner of Dubuois and Waterloo. Early in the 18th century (July 24th, 1701) a fort and trading post was established by the French under the leadership of Count Antoine Laumet de LaMothe Cadillac on the banks of the Detroit River near what is now Woodward and Jefferson Avenues. Then in turn came the dwellings and barns of the settlers. The original name of this post was Ponchartrain, and in succession it was known as Lernoult and Shelby. The river was called Detroit, which in French means narrow or straight. It first signified merely the geographical location, but when the settlement grew beyond the confines of a military post it became Detroit, a proper name, the city of today.

For military reasons the site chosen by Cadillac was at the narrowest point of the river and on a high bluff, with water protection on three sides. The little Savoyard, which formed two sides of this barrier, has long since disappeared in the progress of growth and civilization, but it played an important part in the early physiography of the city.

Although Detroit started primarily as a military post, it became the center of a large fur trade, for the French were very adept in their trading with the Indians who exchanged their furs for blankets, knives, trinkets, brandy, etc.

In 1704 the French government authorized Cadillac to deed lands to the early French settlers which they might develop into farms. These consisted of narrow strips of land running back from the river approximately one and one half miles. Their homes were built on the banks of the river for con-

venience in travel, fishing, protection, and companionship.

Roads laid out between these narrow farms later became North and South streets and were named after the original French settlers or farm owners of this section. Such names as Beaubien, St. Antoine, Orleans, St. Aubin, Dubois, Chene, Joseph Campau, Rivard, Riopelle, Dequindre and others testify to this fact.

The Clements library of the University of Michigan has some original maps showing the location of Fort Ponchartrain, the early settlement of Detroit, and the plan of the land grant farms with the names of the original settlers. These maps are supposed to be the work of Monsieur de Lery of France in about 1749, and are probably the oldest authentic maps of the city of Detroit.

The treaty between France and England brought to a close the terrible French and Indian wars and gave the English control of this section. Formal occupation by the British took place in 1760.

One of the most vivid portraits of early Detroit is contained in a letter written in 1765 by Major Robert Rogers, the British officer who took over Detroit after the French surrendered it in the Treaty of Utrecht. The Rogers manuscript gives the population of the new settlement and an account of its products as follows:

Able-bodied	men2	43
Women	1	6 <b>4</b>
Children		94

The number of acres under cultivation is given at 404; number of bushels of wheat raised the preceding year, 670; bushels of corn, 1,884.

The writer proceeds:

"The inhabitants being apprehensive that I had some designs upon them, when I questioned them with respect to the quantity of wheat they expected this year, mentioned a less quantity than they had reason to hope for.

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### DETROIT'S FIRST CHURCH



The first walls to be raised in Detroit were the log walls of Ste. Anne's church, put in place on the very day Cadillac and his followers landed. Mass was celebrated within the roofless walls on the morning of the second day. The logs were pointed and set into the ground, a type of architecture which endured at Detroit for a century before being replaced by the familiar type of log construction still in use in remote sections of the state.

The Indian corn would have been in greater abundance had proper care been taken of it; the most part has been devoured by birds.

There are several farms at present cultivated, the proprietors being partly employed in building themselves houses.

The slaves are included in the numbers mentioned, which, in the whole, may amount to sixty men, women and children.

The farms are forty and some four score acres in depth. The French families in the settlement consist of twenty-three men able to bear arms, twenty-four women and forty-one children. There are besides, in the fort, many English merchants, several of whom have bought houses." (1)

Shortly after the Revolutionary War the Northwest Territory was formed. The Ordinance of 1787 designated the type of government and among other things declared against slavery, and in favor of a more liberal educational policy. A clause of this Ordinance states:

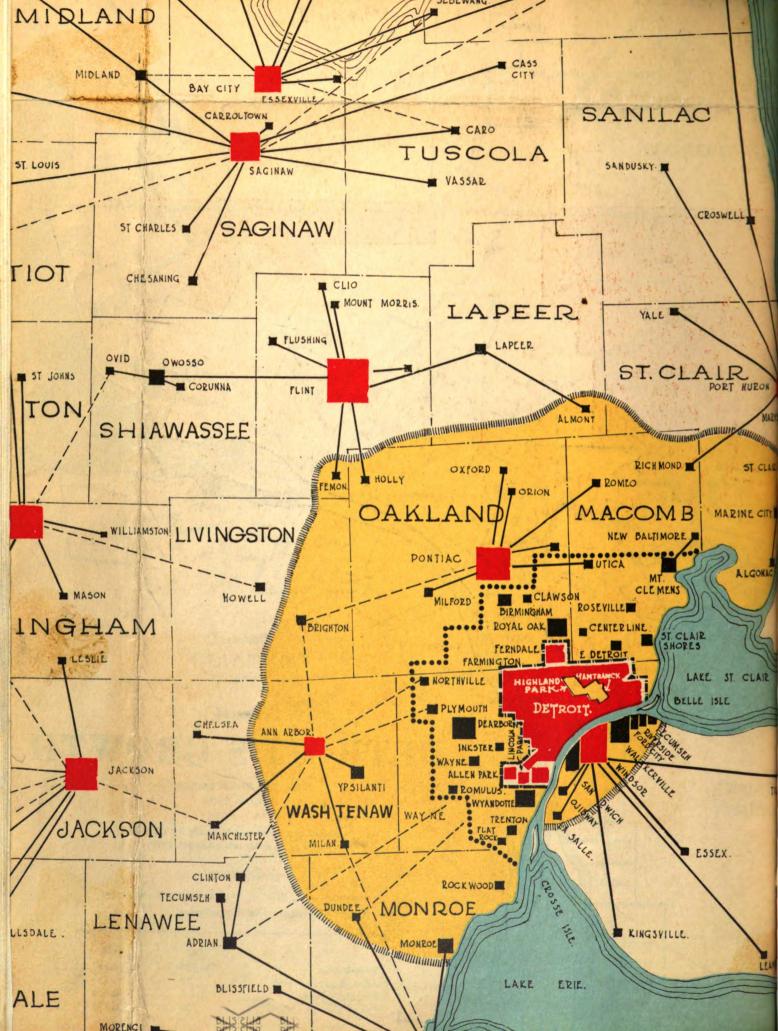
"Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

In 1805 Michigan Territory was formed and the seat of government was located at Detroit. Later in the same year the original City was destroyed by fire. The old lines and landmarks were obliterated. Congress authorized the Governor and Judges to lay out a new town and ten thousand acres additional and to grant each inhabitant a lot of five thousand square feet, using the ten thousand acres to supply deficiencies, and to sell the surplus and use the proceeds to construct a Court House and Jail. Acting on this authority the so called Governor and Judges plat was laid out approximately between Detroit river, Adams avenue, Cass avenue and Randolph street.

The growth and the areas annexed to the City of Detroit since 1806 are clearly shown by Map No. 1. (This map is a re-print taken from a booklet recently published by the Detroit Times). The Miller School District shown by the broken red line, became a part of the city very early in its history.

(1) An article taken from the Anniversary Supplement of the Detroit Free Press, May 10, 1931.





# Development of Industries

The United States census of 1820 numbered the population of Detroit as 1,442. Of these, many were undoubtedly transients, soldiers stationed at the fort, traders and homesteaders who paused here before pushing farther westward. There were in Detroit one hundred and twenty spinning wheels and six looms in private homes. Of factories there were two tanneries, two distilleries, four candle and scap establishments and four gristmills. Land was cheap and agriculture thrived. These figures were largely indicative of the condition of Detroit over a period of almost fifty years. During the five decades to 1820 enterprise languished and the population fluctuated roughly from 1,000 to 1,500.

The first German settlers came to Detroit quite early in the 19th century and gradually acquired land from the French settlers who began moving farther out along Lake St. Claire and Grosse Pointe so that by 1833 the German settlement in the eastern part of Detroit was well established in what is now a part of the Miller School District. They built their churches and schools which became the centers of much of their social life.

In 1830 the newly arrived foreign immigrant from southern Europe found his way to this locality. The opening of the Erie Canal in 1825 facilitated transportation from the east and proveded an easier outlet for local industries. By 1850 the records show that of 21,000 citizens 10,000 were foreignborn.

Industry during this period was confined to the production of flour, grist and saw mills, machine shops and steam engine factories, hat and cap factories, brick and lime, granite and marble yards, carriage and wagon factories, liquor and malt breweries, iron bar and railroad equipment and leather tanneries. The manufacture of tin was also introduced about this

time. But the majority of the settlers in this vicinity depended on agriculture for their support.

The starting of the automobile industry in Detroit was not purely accidental. It was due largely to the activity of the state in industries allied to that of the automobile. Michigan for a long time ranked high in the manufacture of carriages, wagons and wheels. The workers and factories producing these could easily adapt themselves to the manufacture of bodies and wheels. The opportunities offered for boating on the Great Lakes stimulated the manufacture of marine engines. In 1899 Michigan had seventy-nine establishments making internal combustion engines, and their adaption to land vehicles was not difficult. The automobile industry dates from 1894. In 1904 there were built in Michigan 9,125 cars; in 1909 there were manufactured 65,800, valued at \$70,360,000, and of these 50,000 were manufactured at Detroit. The number manufactured here has grown steadily from year to year.

In 1900 the population of Detroit was listed at 285,704, and in 1910 it had grown to 465,766 and the city ranged ninth in the United States. Growth of industry during this period was equally remarkable. As the latter expanded, thousands upon thousands of new residents were attracted to Detroit. Since 1910 an enormous business expansion has been witnessed. The 1930 Census gives Detroit's population as well over a million and a half and that of its metropolitan area over two million. The area within its city limits has increased from 40.79 square miles in 1910 to 139 square miles. It has nearly 2,000 miles of paved streets. Approximately 4,000 manufacturing plants maintain the output of its host of widely diversified industries. In a miraculously short time it has grown to be the fourth largest city in the United States, and its growth each year is keeping pace with that of preceding years.

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View of Detroit in 1831. The road along the top of the ridge is the present Jefferson Avenue and Belle Isle, then Hog Island, may be glimpsed up the river to the right. The twin spires surmount the Church of Ste. Anne, the lineal descendant of Detroit's first church erected in 1701, and the building with the cupola is the first capitol building of Michigan territory. Contrary to their appearance, most of the buildings are made of hewn logs. From this little village of 1,600 persons were administered the affairs of a territory which included the present states of Minnesota, Wisconsin and part of North and South Dakota.



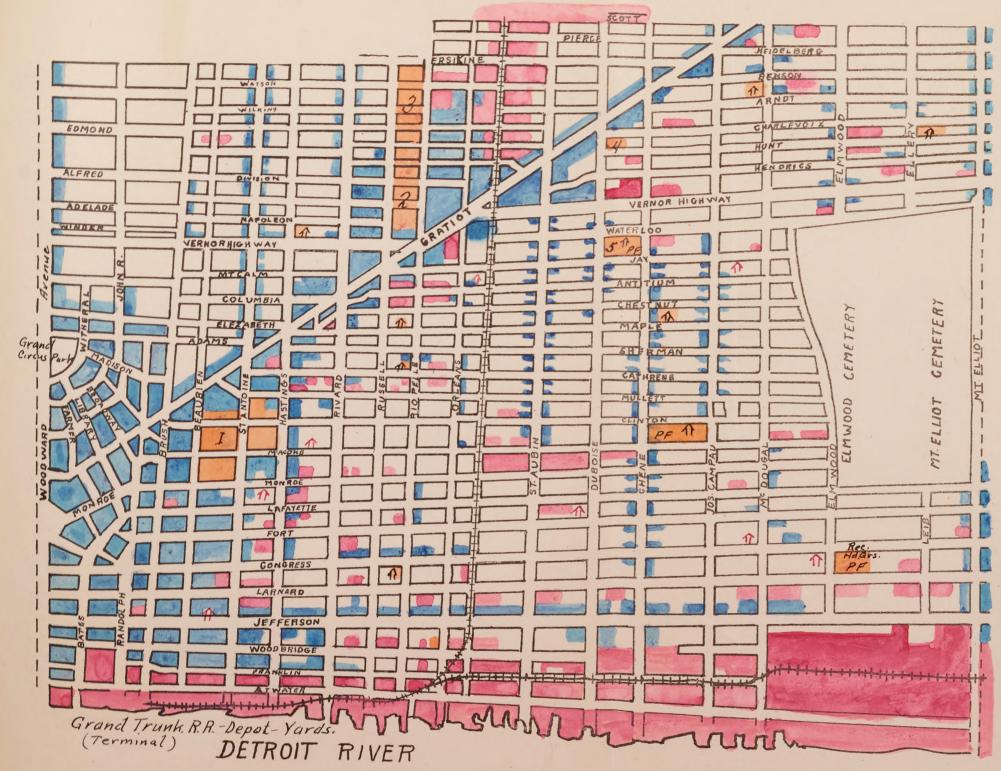
Present sky line of Detroit's down town river front.

### Population Changes

About 1900, Italians and Jews began buying up the old French and German homes and gradually replacing the original population of the Miller School District. The section south of Gratiot between Woodward and Chene became known as Little Italy while through the heart of this running north from the river is Hastings Street which was thickly populated with Jews, particularly north of Gratiot. The Negro invasion of this section followed rapidly, so that today all the old French and most of the old German population have moved out and the colored population has even crowded out most of the Italian and Jewish residents of the district. The colored pupils in the Miller School comprise between sixty-five and seventy per cent of the total enrollment.

These changes in type of population undoubtedly came about because of the encroachment of commercial and industrial business. The Grand Trunk Railroad runs north and south through the center of the district to the river front where passenger depot, freight depot and yards are located. The factory district fronts on the river and extends back along the railroad with many small plants scattered throughout the district. (See Base Map, No. II pp. 47)

Gratiot Avenue is the chief commercial street of the section, running diagonally northeast from the "Campus Martius". The Eastern Market is located near the intersection of Gratiot and the Grand Trunk Railroad, covering quite a large area. It is surrounded by an extensive wholesale and warehouse section. Just north of this is located the Detroit House of Correction. Closely surrounding the Market, the wholesale section and the House of Correction, is one of the most densely populated sections of the city. Scattered through this, indiscriminately, are many small stores of every description. The most of them are merely store fronts built on the original residence with people living in the rear of and over these business places.



Base Map of the Miller School District
Map II

Key to Map

Manufacturing

Business. Wholesale. Retail.

City Property

Residence Property

I Rec. Hospital. Police Hagrs. Welfare Dept. Bd. of Health.

2 Eastern Market

3 Detroit House of Correction

4 Hunt St. Police Station

5 Miller Int. School

P.F. Play Field

1 School - Public.

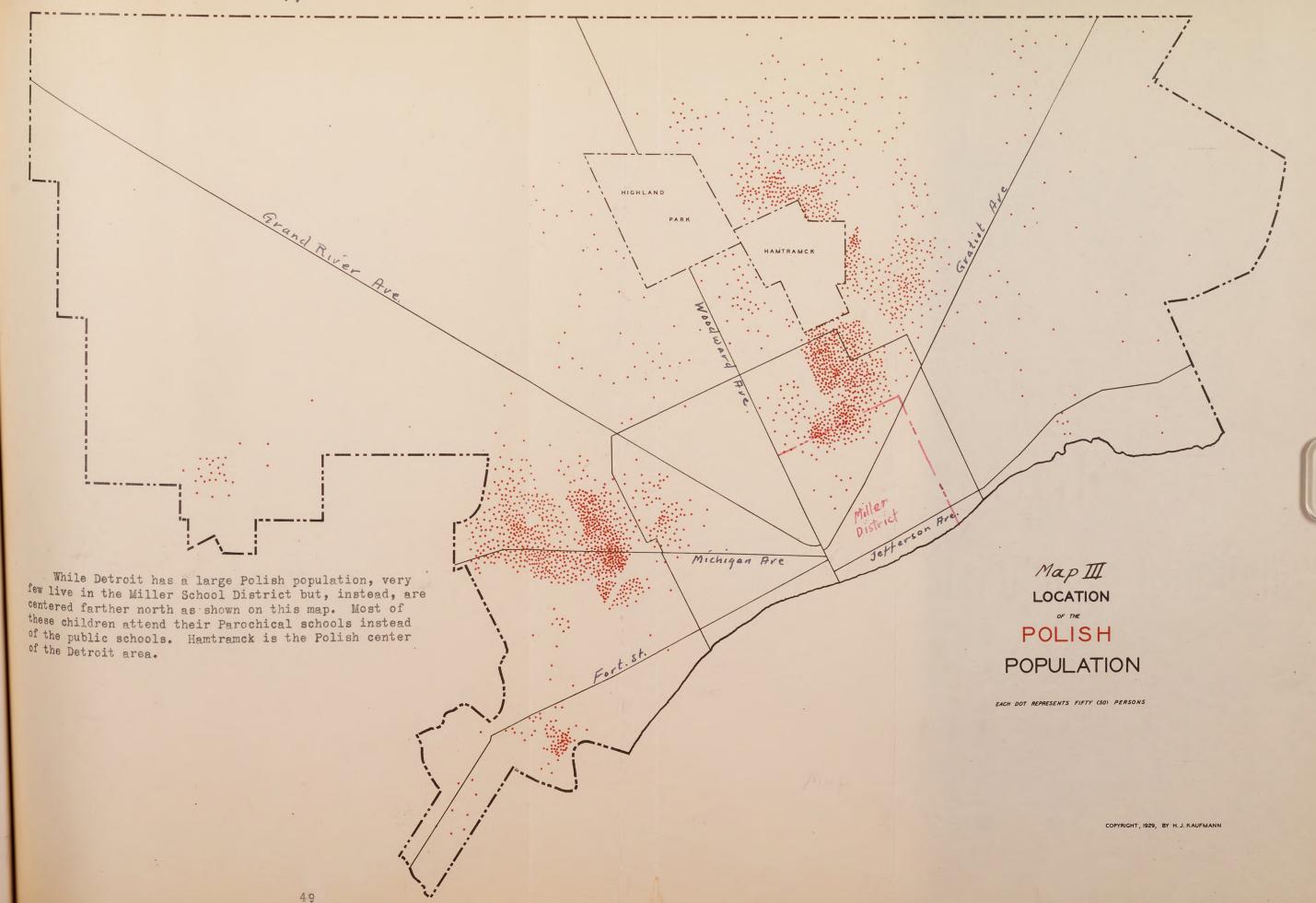
1 School - Parochial



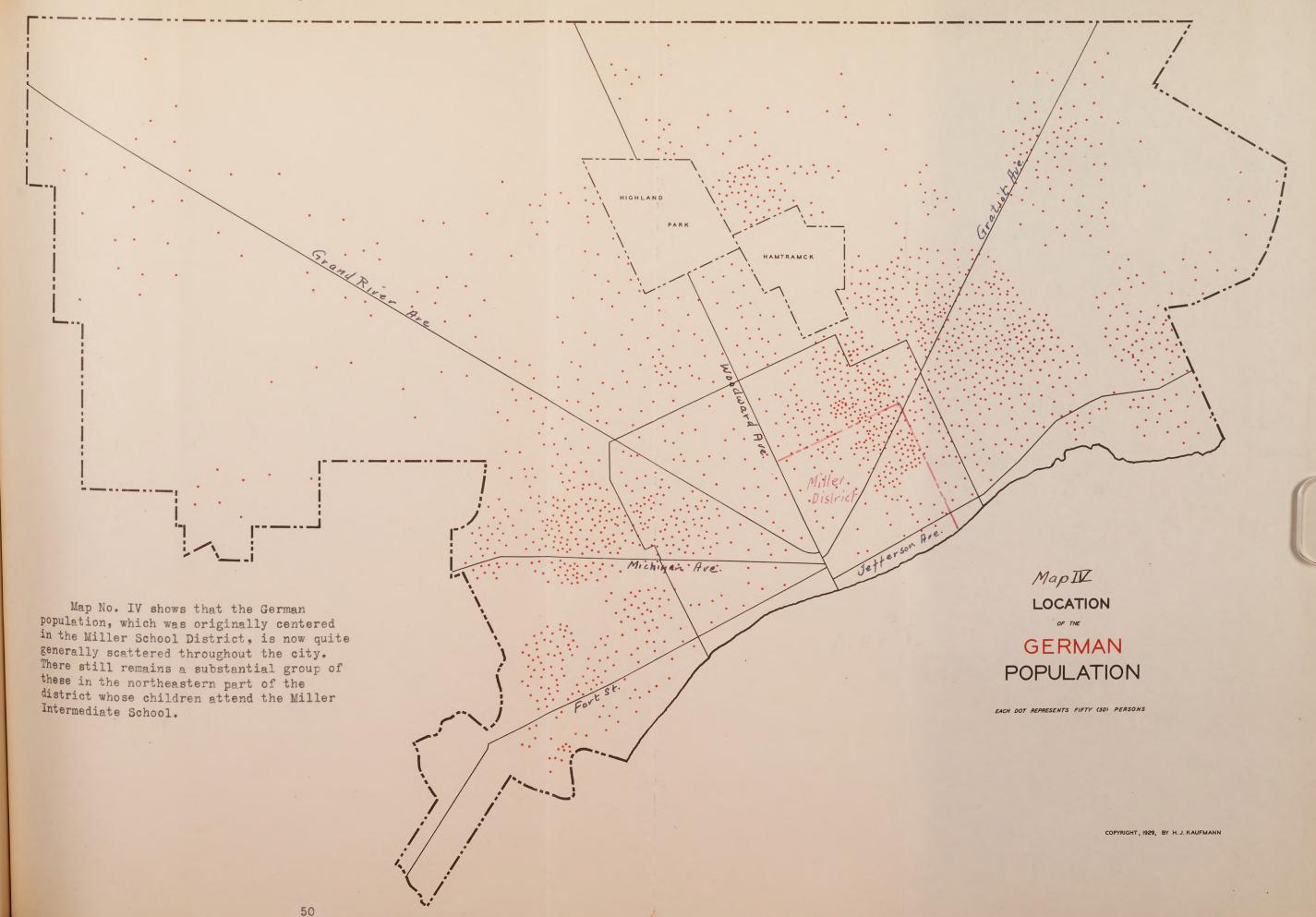
From what has been said regarding the early history of this district, the changes in population and the encroachment of commercial and industrial business, one begins to see or better understand what has transpired within the last few years. From a health and sanitation point of view, conditions under which so many of the children of this section live, it gives one food for very serious thought. Congestion, squalid surroundings, and extreme poverty are environmental factors which largely determine the social status of the majority of the people living in this district.

Originally a section of single homes, built in the early days before there was any building inspection or means of modern sanitation, the district is now filled to overflowing with a population made up largely of the poorer laboring class. Many of these seem content to live crowded together two, three and four families in a house, which was originally built for one family, and very often with several roomers and boarders squeezed in for good measure. Many of the houses are in a very poor state of repair, having been built fifty to seventy-five years ago, and, since the later changes in population, have not been kept up or given the much needed repairs so necessary to an old frame building where tenants are lax and move often.

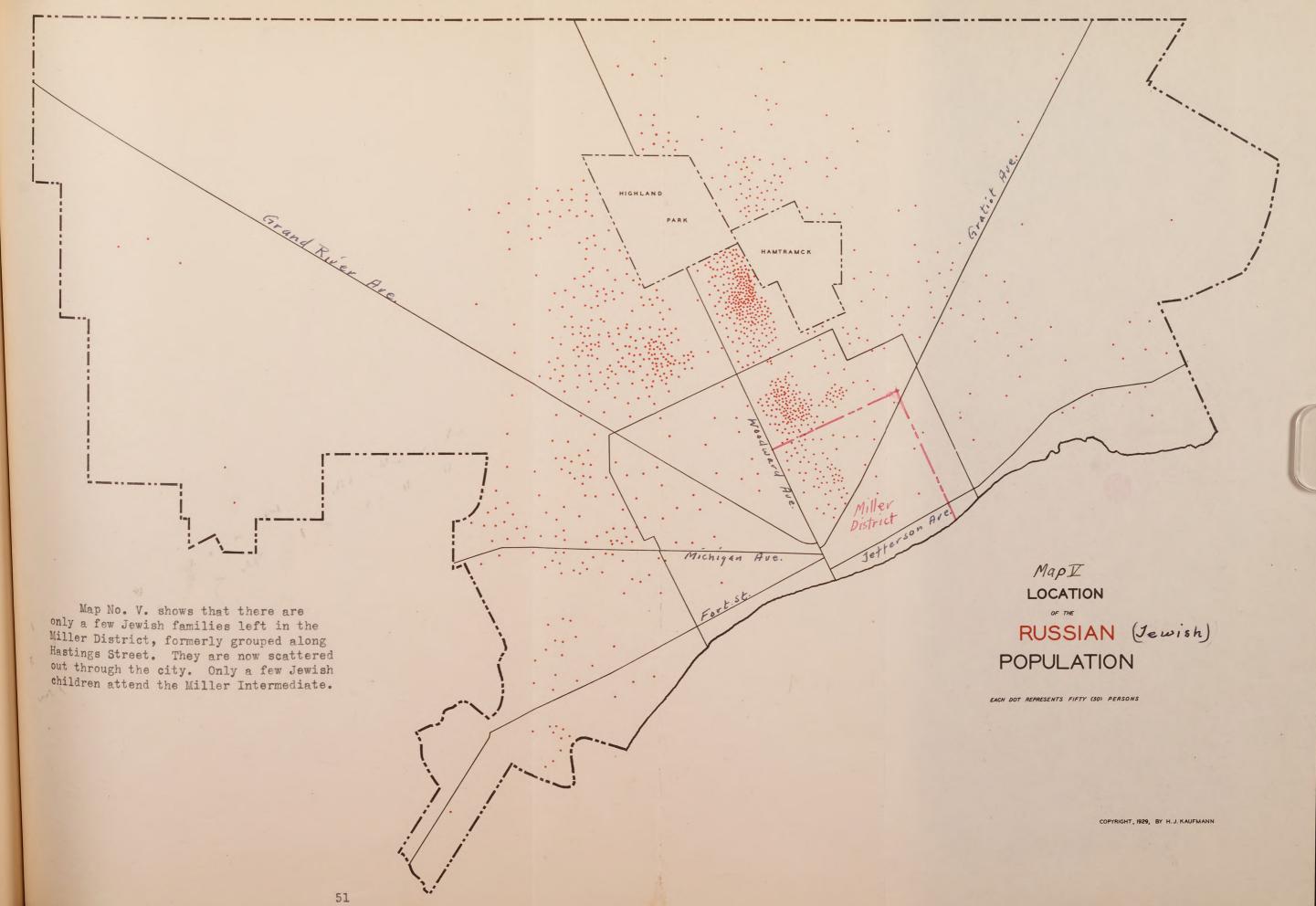
H. J. Kauffman, statistician for the Board of Education, has prepared some very interesting maps which give one a clear race and nationality picture of the city. The Miller School District is indicated by the broken red line. The greatest population changes have taken place in this district within the last twenty years. As indicated on pp. 46, the people formely living in this section were the original settlers and their descendants. The following maps show the present racial distribution.







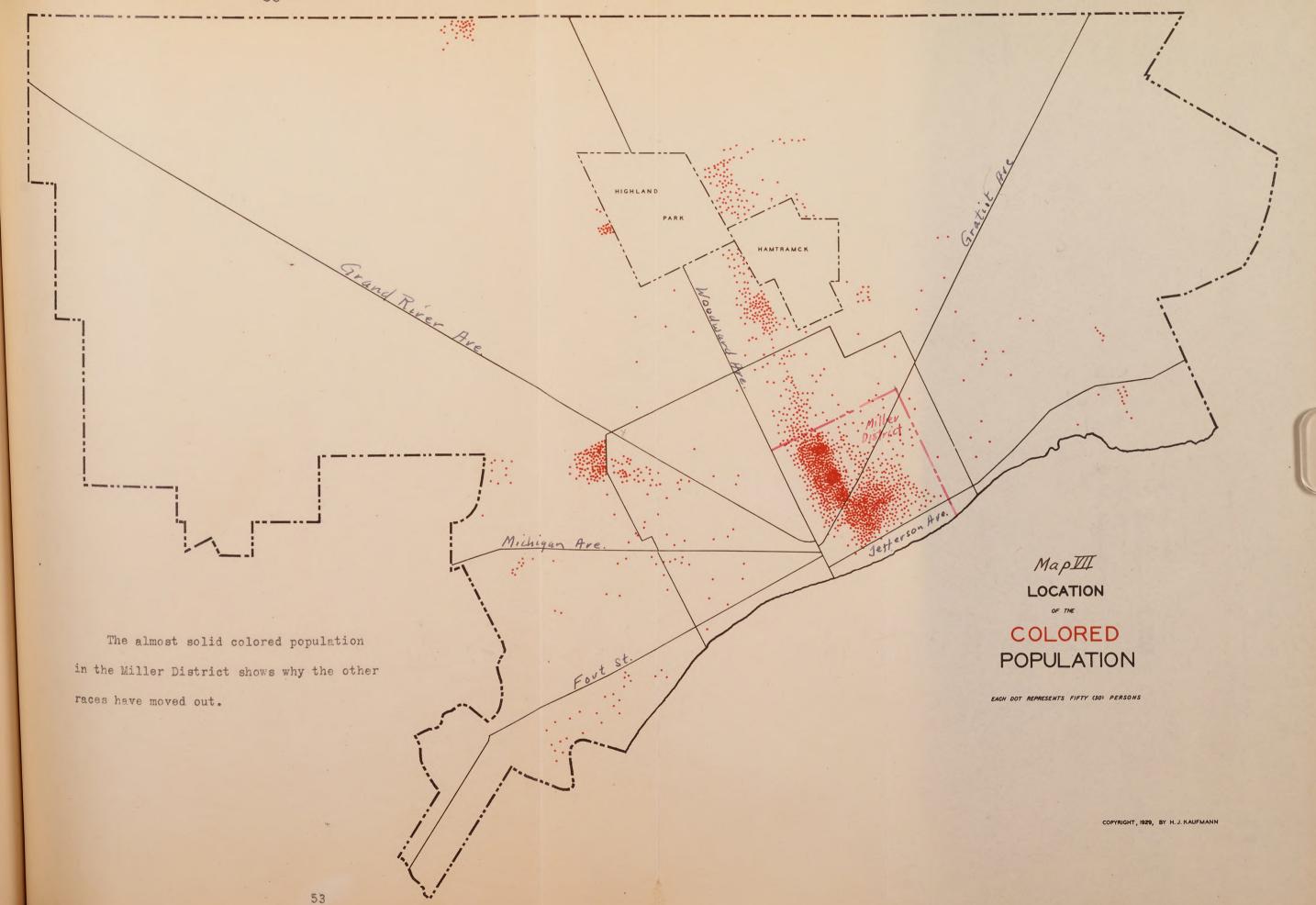






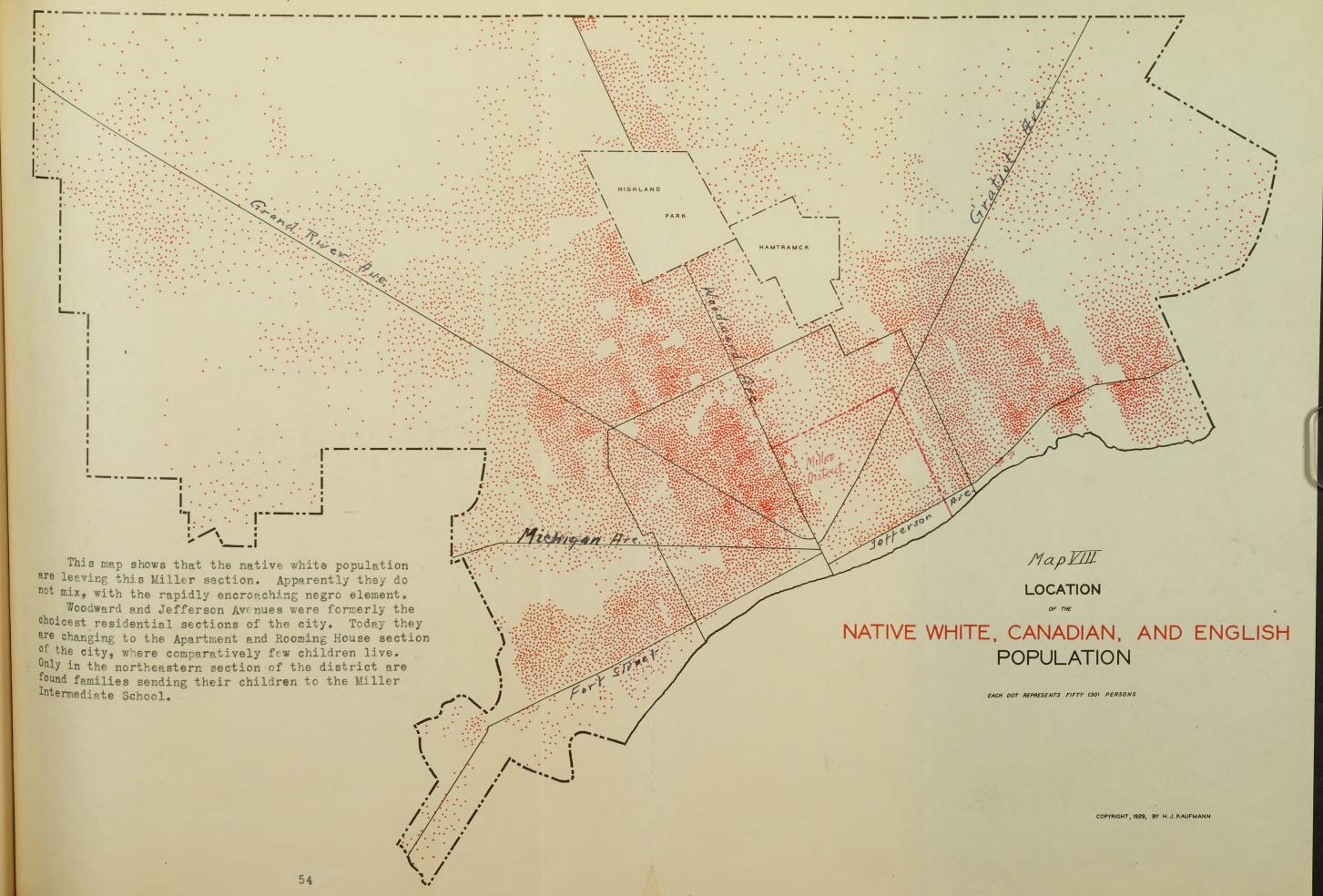
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#### CHAPTER VI

# THE MILLER SCHOOL PROGRAM IN

### RELATION TO HEALTH

A large city school system, as found in Detroit, deals with children of widely varying traits and characteristics; children from all types of homes; children whose fathers represented all walks of life. Some have been carefully reared and their future interests considered by interested, well meaning, and often well educated parents. On the other hand, some have been woefully neglected and forced to shift for themselves with no thought for the future. Between these two extremes are found children of every rank with its accompanying advantages or drawbacks. These are our future citizens, our future legislators, officials, business and professional men. With this situation in mind the Detroit School System has stated the following as objectives in Mcdern Education:

"Education in Detroit is to be conceived as a unitary process having for its goal the development of individuals able to live efficiently and happily in a democratic environment with profit both to themselves and to the society of which they are members." (1)

"Health Education is the sum of experiences in school and elsewhere which favorably influence habits, attitudes, and knowledge relating to individual, community and social health. It is concerned with the positive, vigorous, buoyant aspects of mind and body in their relation to the well-integrated personality. Health Education should be a vital and meaningful goal for all concerned with education. Teachers, administrators, and supervisors must have sincere convictions onthe importance of making health a real objective in education." (2)

"The objectives of Health Education shall be:

- To utilize all the factors, situations, and activities within the school and ommunity for the development of the physical, mental, social, and emotional health of boys and girls;
- (1) Detroit Educational Bulletin, Oct. 1929.
- (2) Detroit Board of Education "Course of Study in Health Instruction" for Intermediate School Grades, Pages 12 and 13.

- 2. To help boys and girls to develop a desire for vigorous health and a conviction about the interrelationship of knowledge and behavior;
- 3. To aid boys and girls to develop and establish habits of wholesome living which will lead to the maintenance of good health and physical fitness;
- 4. To arouse the interest of boys and girls in the improvement of health conditions in the school, the home, and the community;
- 5. To assist boys and girls in acquiring the knowledge necessary to establish habits of wholesome living and to help improve health conditions in school, home and community;
- 6. To help boys and girls achieve emotional stability;
  - 7. To stimulate boys and girls to cooperate in the successful conduct of the health service aspects of the program such as correction of remedial defects, etc." (3)

"The most fundamental and persistent problems of education are the individual and society. The instructional policy in Detroit is based upon the idea that the efficiency of instruction will improve to the degree that the system moves towards more complete adjustment to individual and social needs." (4)

## Health Problems of the Miller School

The Health problems faced at the Miller School are not alone those pertaining to a mixture of races and nationalities with their varying customs and health habits, but to several other factors: An increasing population of the poorer laboring class crowded into a residential district of old single homes whose sanitary facilities were inadequate as such, and which become a menace to health when housing several families; the encroachment of commercial and industrial business which makes for dirty and disorderly streets; ill kept buildings made grimy from the smoke and fumes of the factories; lack of adequate play space and play facilities; and the disorganization

<sup>(3 &</sup>amp; 4) Detroit Board of Education - "Course of Study in Health Instruction" for Intermediate School Grades, Pp. 12 & 13.

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which goes with the transition from a residential district to one in which numerous small factories are coming in throughout the district. (See Base Map No. II Pp. 47) Home conditions, in most instances, are poor and parents do not make the effort to cooperate with the school. Truancy is common and is often the beginning of a more serious type of behavior which leads to the Juvenile Court. Recognizing the unusual difficulties which confront a majority of her pupils, the Miller School is attempting to inculcate in her program factors which tend to counteract the effects of poor environmental conditions and bring these same pupils to a realization of the importance of health and how it may be maintained and built up by right habits of living.

# Physical Examination

The first step in the health program is to give each pupil a physical examination. As early as possible in the school year the health teachers inspect the children for defects of vision, hearing, skin, anemia, thyroid, teeth, tonsils, mouth breathing, palate, cervical glands, feet, etc., and weigh and measure each child. The results of this are recorded on the health record card.

After the health teachers have inspected the children the examining physicians of the School Health Service come and give a more detailed medical examination to the following three groups of children:

- 1. All new children
- 2. All children found to be fifteen per cent or more under weight, based on the health teachers' inspection
- 3. All children who have been checked as having a physical defection by the health education teacher in the preliminary inspection.

The teacher's marking determines whether or not the child is referred to the school physician. Parents are notified of existing physical defects

and urged to have a further examination and corrections made.

The school physician has as his prime object in making a physical examination the pointing out to the parents the presence of defects and indication of defects which might otherwise go undetected until serious damage resulted. It is not the function of the school physician to give remedial treatment or even specific advice as to the type of treatment indicated. This is solely the function of the private medical attendant of the family. In case of financial inability of the parents to have defects corrected, the school nurse visits the home and can generally make arrangements to send the pupil in question to one of the city clinics and have the work cared for by the City Physicians.

## School Procedure in Relation to Health

Duplicate health record cards are made out for the home room teacher who is expected to cooperate with the health department in following up individual cases and urging that corrections be made. The school nurse follows up all heart and under weight cases by making home calls and thus urging the much needed corrective treatment upon parents. Cases of absence, where illness is given as the reason by the attendance officer who has previously visited the home, and where there is no physician caring for the child, are reported to the nurse by the principal of each school. This acts as a very effective check in the control of communicable diseases and is a wonderful opportunity to bring to the parents any particular bit of health education that may be indicated.

For the purposes of this study, all pupils are divided into three groups on the basis of general physical condition as shown on their record card. (1) Those who showed no defect upon examination and were apparently in good health. (2) Those who had had defects corrected. (3) Those who had

one or more defects which had not been corrected. In the last group are the ones who have to be continually checked up.

Regular health instruction is given in special classes so that each pupil may get a general conception of the human machine and its operation, upon which intelligent future health habits can be based. The aim is to give them a general understanding of the food needs of the body; the value of sunshine and fresh air; the benefits of systematic exercise and body cleanliness; and instruction in safety measures and first aid.

In the gymnasium classes each pupil is expected to provide himself with a gymnasium suit and to wear it each gymnasium period. He is instructed in group play, marching, calisthenics, and the uses of the different pieces of apparatus with which the gymnasium is equipped. At the end of the period every boy is expected to take a shower. This part of the work is stressed as a majority of the boys are not used to sanitary conditions and conveniences in the home or the feeling of satisfaction that goes with a clean body. Instruction is given in seasonal athletic games in the gymnasium on the playground as weather permits. These not only aid in the building of sound bodies but in real character training.

It has been truthfully said that more knowledge can be gained of a child's personality by a few hours on the playground than by weeks in the quiet of the class room. It is here that the greatest lessons in fair play, sportsmanship, cooperation, and self control are learned, and social adjustments made. Play, involving the stimulation of many instincts, shows that dull pupils are not as capable of controlling their natural impulses as other pupils. Their actions in play are less restrained, they are more excitable, more selfish, more easily angered, and less able to control their personal feelings. Dull pupils are poor in muscular control and coordination. They are slower and more inaccurate in their actions and prefer simpler games

repeated often. To improve muscular coordination and to provide greater opportunity for social development and leadership, numerous games are fostered. Games that tend to develop the child physically, mentally, and socially.

The Detroit Plan of Mental Rating and Its
Relation to Health Procedure

Whether mental rating is a measure of native ability or total acquired knowledge, or both, it does bring out individual differences and has become an important adjunct to our educational system. The important factor in mental measurement is not that a child with a low I. Q. is dull or backward, or that a letter rating of "A" indicates superior ability. The problem really lies in the kind of education which the dull or bright pupil is able to assimilate. Superior intelligence and inferior intelligence are obviously different from average intelligence. These differences are usually expressed in the vocabulary of intelligence tests as mental age, I. Q., percentile score, or letter rating. The special feature of these tests is their ability to differentiate between the dull, average, and bright pupils.

Under the Detroit plan, pupils are divided into three general groups with respect to intelligence: The dull, the average, and the bright. The dull comprise the fifth or fourth of all pupils in intelligence, exclusive of the truly backward or subnormal, who are educated in special classes for defective children. The dull group range from seventy to ninety in I. Q. or from three years to one year mentally retarded at the age of ten. These pupils are rated as "D" or "E". The bright are the upper fifth or fourth in general intelligence, ranging in mental age from three years to one year

as "B" or "A". The average group ranges in I. Q. from 90 to 110, in group ratings from "C-" to "C". They comprise from fifty to sixty per cent of the average school ropulation. General intelligence is the biggest single factor in basing a rating and is, in reality, an expression of the ability to think or act in a logical way.

The Detroit intelligence scores are expressed by letter symbols instead of figures for purposes of comparison with the uniform marking system used by the Detroit teachers in recording pupils' scholarship. All children are tested before being transferred from the elementary to the intermediate school. The children who come from other sections of the country or from the parochial schools are given the Detroit Intelligence Test during their first semester in the intermediate school. Home room sections are made up of children of similar mental rating and grade.

## Special Coaching Rooms

Special rooms were divised at the Miller School to take care of problem cases and for special coaching. There are always a number of pupils who are compelled by law to stay in school until they are old enough to secure working papers but who have little interest or incentive to carry on their school work and who do not fit in to the regular school program. They are tried out in different courses and lines of work, but often to no avail. Teachers of regular classes have little time to devote to these cases and they become a hindrance to the other pupils, hence the special rooms. Others are sent to the special room, for disciplinary reasons, because of fighting or other unsocial behavior. Still others are sent in for special coaching who, because of absence or for various reasons have gotten behind in their work. These rooms are in charge of special teachers who devote their full time to

helping pupils find themselves and get readjusted so they will not be misfits in the regular program of the school.

Many of these boys in the special rooms are Juvenile Court cases on probation. Each of these is required to carry a special card on which the teacher marks their progress as to effort, deportment and academic work, and must report to his probation officer at stated intervals. Upon looking over the health records of these boys, it was found that most of them had uncorrected physical defects, many in very urgent need of medical attention, but neither the boys nor their parents seemed concerned or even desirous of having these much needed corrections made.

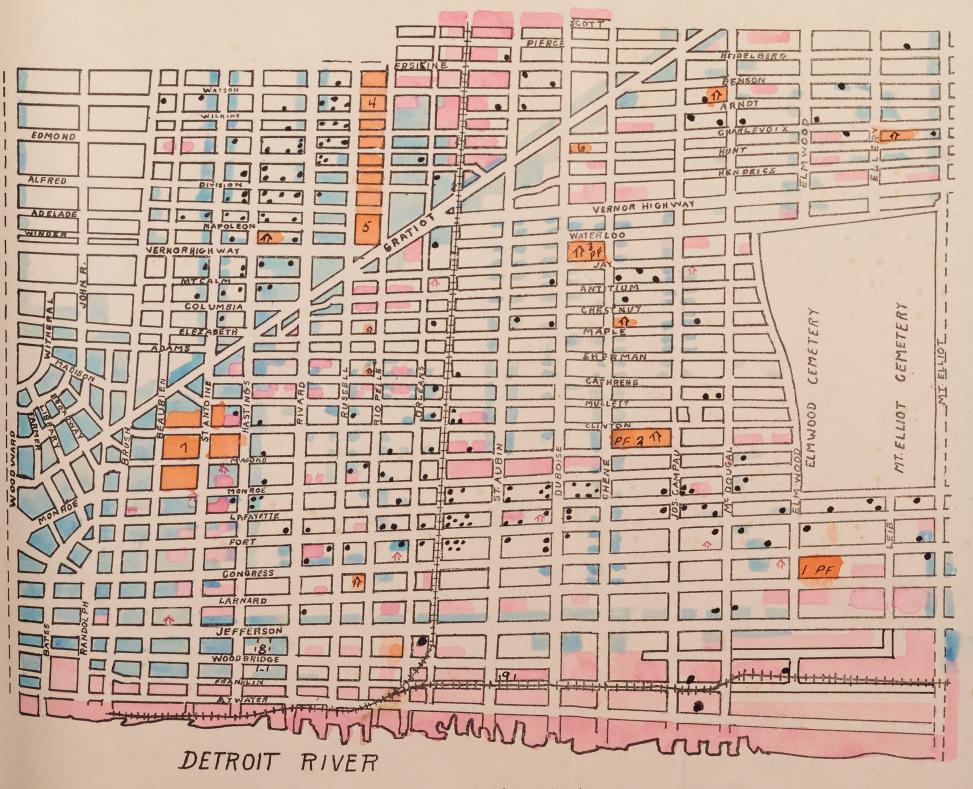
Since so many of the boys in the special rooms are Juvenile Court cases and the majority of these have uncorrected physical defects, it seems logical to assume that there is a strong connection between uncorrected physical defects and unsocial behavior. A special study dealing with the problem child has recently been made by O. R. Dickerson in which he points out this tendency. (5) This tendency is pointed out by John Slawson in his book, "The Delinquent Boy" pp. 436, "Physical defects are present to a much larger degree among delinquents than among non delinquents." He also suggests the possibility that certain environmental factors which determine social status may be intimately associated with delinquency. A study of the base map No. IX of the Miller District which locates the homes of Juvenile Delinquents in this section indicates a tendency for delinquents to be grouped together amid social and other conditions which are far from desirable. (Base Map No. IX pp. 63)

<sup>(5)</sup> Dickerson, O. R. "Masters' Thesis" - Michigan State College, 1934.

Slawson, John - "The Delinquent Boy"

Richard Badger Company, Boston

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Base Map of the Miller School District
Homes of Juvenile Delinquents Located.

Map IX

Manufacturing

Business. Wholesale, Retail.

City Property

- Residence

· Juvenile Delinquent

1 School. Public

A School, Parochial

P.F. Play Field

1. Elmwood Center. Dept. of Rec.

2. Duffield School-Field.

3. Miller School - Field

4 Detroit House of Correction

5 Eastern Market

6 Hunt. St. Police Station

7 Receiving Hospital, Weltare Dept. Police Headquarters.

8 Christ Church, Church House.

9 Franklin St. Settlement

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#### CHAPTER VII

HEALTH IN RELATION TO SCHOOL MARKS,
MENTAL RATING, ATTENDANCE AND PERSISTENCY

In this chapter a detailed analysis of the health records of one hundred boys from the Miller Intermediate School will be considered in relation to school marks, mental rating, attendance and persistency. Fifty of the group completed the prescribed course of study for Intermediate Schools and entered High School. The remaining fifty left school sometime during the year before completing the course of study. Data to be presented is compiled from school records, physical examinations by doctors from the Detroit Board of Health, mental tests given by the Psychological Department of the Board of Education, personal observation and certain other available sources.

For purposes of comparative study and convenience the one hundred boys were first grouped into four divisions according to race and nationality: Colored, American White, Italian, and other Nationalities, (Syrian, Greek, Russian, Jewish and Roumanian) which were grouped together because of the small number of pupils in each. These four groups were then subdivided, according to the findings of the examining physicians from the Board of Health, into three groups: First, those who were found to be in good health and apparently free from any physical defect; second, those who had physical defects which had been corrected; third, those who had physical defects which had not been corrected. Table No. 1 has been prepared to illustrate this grouping.

Note: For convenience in tabulation the term <u>O. K.</u> is used to indicate the group who are apparently in good health. This term is commonly used by physicians in making physical examinations.

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Table I -- Health Rating of the one hundred boys, from the Miller Intermediate School, grouped according to race and nationality.

Race and Nationality	No. of	• <b>:</b> _			Health Rati	ng
Groups	: Cases	:	O. K.	:	: Corrected :	No Correction
Italian	: 16	:	3	:	5 :	8
Colored	: : 53	:	12	:	22 :	19
Other Nationalities	: 15	:	4	:	7 1	4
American White	: : 16	:	6	:	8 :	2
Total	100		25		42 :	3 <b>3</b>

It may be observed from this Table that the children of native born parents have the higher health rating and have had more attention paid to the correction of physical defects than those children of foreign born parents or negroes. The Italian group has the lowest health rating and the fewest corrections.

Using the Detroit plan of letter rating, the boys of different race groups were compared according to the scores received from the examination given by the Psychological Department of the Board of Education to see if there might be any connection between the mental and physical status of these boys. Whether or not mental rating is a measure of native ability or of the total mental equipment from all sources, it is a matter of interest to see whether there is any correlation between the mental and physical status of these children. In other words, we would like to know whether children of low mental rating are also in poor physical condition. The presence or absence of physical defects may be taken as a rough indication of the child's physical condition. The data to show this is presented in Table II.

Table II -- Health and Mental Ratings of the one hundred boys classified according to race and nationality groups.

Race and Nationality	: Health Rating	Mental Rating							
Groups	:	: A	: : B	: : C	. D :	E :			
American White16		2 1	: 4 : 2 :	: 1	4	1			
Italian 16	: 0. K 3 : Corr 5 : No Corr 8	1	: 2 : :	3 2	2 4	2			
Other Nationalities	: 0. K 4 : Corr 7 : No Corr 4		2	1 3 2	1 2 -	2			
Colored ••••• 53	: 0. K 12: Gorr 22: No Corr 19:		1	11 6	3 : 7 : 4 :	3 : 4 : 8 :			
Total 100	100	8	11	34	27	20 :			

While the differences in mental and physical factors between the four race and nationality groups are not great, yet, Table II clearly and consistently shows that the higher mental ratings are found in the O. K. group, regardless of race or nationality, with those having needed corrections made coming ahead of the group having uncorrected physical defects.

For purposes of comparing on the basis of academic marks, the cumulative mark for each subject was taken and all marks averaged for the full time the pupils were in the Miller Intermediate School; so each pupil is rated, scholastically, as A, B, C, D, or E. As to attendance, the boys in these race and nationality groups were divided according to school attendance

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records: Those who were regular in attendance, and those who were frequently absent from school. Table III gives these facts.

Table III -- Attendance, Scholastic Marks and Health Rating of the one hundred boys classified according to race and nationality.

Race	Health Rating	S	chola	stic	Avera	ge :	Atter	ndance
and Nationality Groups	;	3		:	:		Reg.:	
American White 16	0. K 6 Corr 8 No Corr 2	1 :	5 :	1:	3	2 2	6	2 2
Other Nationalities 15	O. K 4 Gorr 7 No Corr 4	_	2 1	1 3	3	3	4 : 6 : 1 :	1 3
	0. K 3 : Gorr 5 : No Corr 8 :		1 2	1 3	1	7	3 5	8
Colored····· 53	0. K 12 Corr 22 No Corr 19			6 15 5	2	: 1 : 10	- 12 20 8	2 11
Total 100	100	: 4	21	35	: 15	25	71	29

These data indicate, regardless of race or nationality, that the average healthy boy gets average to good marks and is regular in attendance, while the boy with uncorrected physical defects gets lower marks and is much more apt to be irregular in attendance.

As explained at the beginning of this chapter in regard to the selection of the one hundred boys for this study, fifty of these boys completed the course of study for Intermediate Schools and entered one of the city High Schools in the fall of 1929, while the remaining fifty boys left the Miller Intermediate School during the year 1928-29 before having completed the required course of study. Table No. 4 groups these boys according to race

and nationality and shows a very interesting comparison of their health and school persistency.

Table IV -- Race and nationality groups compared with reference to health and school persistency.

Race and Nationality	Health Rati	ng	Scho	School Persistency					
Groups			: Entered	H. S.:	Left School				
American White	O.K Corr No Corr	_	•	:	0 7 (2) 2				
Italian 16	O. K Corr No Corr	3 5 8	<b>:</b> 3		0 2 8				
Other Nationalities	O. K Corr No Corr	4 7 4	: 4 : 3 : 0		0 4 4				
Colored 53	O. K Corr No Corr	12 22 19	: 10 : 14 : 6		2 (1) 8 13				
Total 100	• • • • • • • • • • • • • • • • • • • •	100	50		50				

These two colored boys were excluded by the Board of Health during their ninth grade for having contracted a Social Disease. (1)

Four American white boys, from the corrections made group, were placed in the group of <u>lefts</u> at the time the field work for this study was made. Economic conditions making it necessary, temporarily, for them to drop out. A later investigation revealed the fact that all four of these boys had completed their Intermediate School work and entered High School. (2)

This Table along with Tables I, II, III, show that children from native white parents rank considerably higher in Health, Mental Rating and School Persistency than children from foreign born or colored parents. For purposes of this study, we will accept this fact without further discussion, other

References (1) and (2) refer to Table No. IV.

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than to say that this agrees with the studies made by the United States Public Health Service and the Illinois State Department of Public Welfare recently made.

Table No. V. is prepared to show what effect, if any, the number of physical defects has on school persistency.

Table No. V. -- Distribution of the one hundred boys according to the number of Physical Defects and their effect on School Persistency.

Number of Defects	Number of Cases	School Per	sistency Left School	Elimination In Per Cent
0	25	23	2 (1)	8%
1	: 23	: 13	: 10	44%
2	: 31	: : 12	: 19	: 60%
3	: 17	<u>:</u> 2	<u>:</u> 15	<b>:</b> 88%
4	: : 2	: : 0	2	100%
5	2	0	2	100%
	: 100	: : 50	<b>5</b> 0	:

This table indicates that there is a high correlation between the number of physical defects and school persistency. No pupil can do consistently good work in school when laboring under too great a handicap.

Disregarding race and nationality groupings, let us now turn to the two main groups, the fifty boys who entered High School and the fifty who left before completing the Intermediate School grades, to show the effect of Health on Mental Rating, School Marks and Attendance. The data for these factors are given in Tables VI and VII.

<sup>(1)</sup> refers to reference (1) on page 68.

Table VI -- Distribution of the fifty boys from the Miller Intermediate School who entered High School having certain health ratings classified according to mental rating, school marks and regularity of attendance.

Health Rating:	No. of Eoys	Rating	:	No. of Boys Receiving Mental Rating	: : : :	Average School Marks	•	Atteni	ance Irregular
0. K	23	A B C D E	:	6 7 4 3 3	: : : : : : : : : : : : : : : : : : : :	4 12 7 0 0	:	4 12 7 0	0 0 0 0 0
Corr. made	21	: A : B : C : D	:	0 2 12 6	: : : : : : : : : : : : : : : : : : : :	0 5 16 0	:	0 : 5 : 16 : 0 :	0 0 0 0
No Corr. made	6	: A : B : C : D	:	1 0 3 1 1	3	0 0 4 2 0	: : : : : : : : : : : : : : : : : : : :	0 0 4 2 0	C 0 0 0 0 0
Total	50			50		50		50	0

It will be noted that the larger number of boys entering High School come from the O. K. group and those having had corrections made come next while only six per cent of those entering High School come from the group having defects with no corrections made.

The above table indicates that there is a high correlation between the factors of Health, Mental Rating, School Marks and Attendance, but it also reveals the fact that health is a more vital factor in school achievement than mental rating, if our present method of testing is reliable. It seems apparent that, with the aid of good health and corrected physical

defects, a pupil with a low mental rating can overcome this handicap and become at least an average student. This seems to be still further emphasized in Table VII.

Table VII -- Distribution of the fifty boys from the Miller Intermediate School who left before completing the required course of study classified according to their health rating and its relation to mental rating, school marks and regularity of attendance.

Health Rating		Rating Scale		Average School	. Atter	ndance Irregular
O. K.	: : 2 :	: A : B : C : D	: 0 : 0 : 1 : 1	0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	: 0 : 1 : 1 : 0 : : 0 : : 1 : : 0 :	0 0 0 0
Corr. made	: 21	: A : B : C : D	: : 1 : 1 : 6 : 9	0 2 6 8	: 0 : 2 : 5 : 6 : 3	0 0 1 2 2
No Corr. made	: : : 27 :	: A : B : C : D	: 0 : 0 : 8 : 7 : 12	: 0 : 0 : 3 : 4 : 20	: 0 : 0 : 1 : 1 : 0	C C 2 3 3
Total	50		50	50	20	30

This table substantiates the statement made earlier in this chapter regarding the importance of health, for in this group of "lefts" a majority of the pupils have a very low health rating. The two boys in the O. K. group, who were marked as <a href="left-school">left-school</a> before completion of their regular

Intermediate course of study, are the ones referred to in the reference (1), page sixty-eight. Attendance was found to be a real problem. School records show that most of these "lefts" were problem cases from the special rooms and had Juvenile Court records. The correlation between Health, Mental Rating, School Marks and Attendance show up more than in the previous table but it is evident that some other factor enters in. This will be discussed in a later chapter.

These findings agree with the study made by Lewis M. Terman of the mental and physical traits of a thousand gifted children. The test extended over a period of several years. That some of his findings were not as expected is shown by the following statement:

"It was obvious that these children did not as a group possess the traits which had been popularly supposed to characterize intellectually precocious children, such as sickliness, eccentricity, one-sidedness, and lack of social adaptability." (1)

The following is a brief resume of Mr. Terman's study: Data on health history was obtained from the school health records and the medical examiner's case history of both the gifted and the control group. About half as many of the gifted as of the control group, according to school reports, suffer frequent headaches. Symptoms of general weakness were reported, by the school, nearly thirty per cent less frequently than for the control group. There were fifty per cent more tonsillectomies in the gifted group than in the control group. Mouth breathing was reported only one third as frequently in the gifted group as in the control group. Defective hearing was about two and one half times greater in the control group. The results of this investigation show that the gifted group is, as a whole, physically superior to the various groups used for comparison.

(1) Terman, Lewis M. "Genetic Studies of Genius".

Another interesting study has been reported by Leta S. Hollingsworth and Grace A. Taylor on the size and strength of children who test above 135 I. Q. They started out with the popular supposition that extremely bright children, as a group, are morphologically inferior. The comparisons in their tables and graphs reveal a marked morphological superiority of the very intelligent over those of average ability, and a very great superiority of the gifted over the stupid, in terms of medians and of overlapping upon medians. The gifted are not small and weak, as has been popularly believed. On the contrary they tend to be large and strong as appears from the comparison of grips. (2)

These studies tend to corroberate the findings of this chapter which shows: That the higher mental rating is found in the O. K. group regardless of race and nationality. That the average healthy boy gets average to good academic marks, is regular in attendance, and continues into High School.

And that health is a more influential factor in obtaining good academic marks than a high mental rating.

<sup>(2)</sup> Hollingsworth and Taylor "The Size and Strength of Children Who Test Above 135 I. Q." -- Report of The Division of Educational Psychology of the Institute of Educational Research, at Teachers College, Columbia.

#### CHAPTER VIII

# HEALTH IN RELATION TO PARTICIPATION IN

## GAMES AND ATHLETICS

One of the cardinal principles of education is the worthy use of leisure time. For the average boy of the age under consideration, leisure time activities are largely play activities. The average city boy has a large amount of leisure time at his disposal and, unless he has learned to use that time wisely, is apt to become a problem to society. Modern educators and administrators are becoming convinced that wholesome play habits are essential to the proper social development of a child, and generally agree that anything which tends to hamper a child's play may, at the same time, hamper this development.

The value of play is clearly recognized in the following:

"America is on the eve of a great future. The foundations for that future have been laid in the homes, in the schools, in the churches, and on the playfields. The free, creative spirit and self-imposed responsibility which are associated with play are great resources of the schools. Play, therefore, is supremely important in the future of American life. It is one of the things that can help to keep life sweet and worth living amid all the welter, noise, and dirt of cities; amid the meze of merchanized industry and the subordination and rush that seem to go with our increasingly larger units of production, distribution, and management.

"On the playfields, in community drama, in the planning of beautiful cities and countrysides, in the immeasurable resources of noncommercialized recreation, we shall find the motivating power for the nation of tomorrow. Leisure is upon us and our wise use of it will do as much to determine the national character during the next century as the development of the common school has done during the past century.

"It is under the warm motivation of play impulses that the highest creative skills are incubated and born. These skills have a value not only in the play life but carry over into what we customarily consider the more serious and difficult aspects of life -- home life, civic enterprises, industrial activities, and the very foundation of character." (1)

Using the same race and nationality grouping as in the previous chapter the one hundred boys from the Miller Intermediate School were

<sup>(1)</sup> Morgan, Joy Elmer "Journal of the National Education Association", May 1931 Page 147.

divided into three general classes, according to their participation in athletics and games of the school:

- 1. Is a member of school athletic team. (Soccer, Basketball, Baseball or Track.)
- 2. Participates in class athletics, group games, and any other play activity of school.
- 3. Does not take part in any class or other group activity of the school unless urged to do so by the instructor in charge and then unwillingly.

Complying with these classifications, a detailed analysis according to race and nationality is shown in Table VIII.

Table VIII -- Race and Nationality Distribution of the one hundred boys with reference to Health and participation in Physical Activities.

Race	No.	:	: <u>Ph</u>	ysical Activ	ities
and Nationality	of	:Health Rating	:Member o	f:Participate	e: Has
Groups	Cases	1	:Athletic	in	: No
-	<u> </u>	1	: Team	: Games	: Activity
	3	*	:	•	3
American	3	: 0. K 6	<b>:</b> 3	<b>3</b>	: 0
White	: 16	: Corr 8	: 0	<b>:</b> 5	<b>3</b>
		: No Corr 2	: 0	• C	: 2
	<b>.</b>	1	:	•	
		:	:	;	1
	:	: 0. K 3	: 0	<b>3</b>	• 0
Italian	<b>1</b> 6	: 0. K 3 : Corr 5	: 0	3 2	: 1
	3	: No Corr 8	: 1	: 2	<b>:</b> 5
	<u>.                                    </u>	<u>:</u>	1	:	3
	:	8	:	3	:
Other	:	: 0. K 4	: 1	: 3	: 0
Nationalities	: 15	: Corr 7	: 3	: 2	: 2
	:	: No Corr 4	: 0	: 0	<b>:</b> 4
	1	<b>:</b>		<u> </u>	
	:	•		:	:
	:	: 0. K 12	: 8	; 4	: 0
Colored	<b>53</b>	: Corr 22		<b>8</b> 6	2
	<b>.</b>	* No Corr 19		: 6	<b>1</b> 0
	:	1	<u>.</u>	<u>:</u>	
Total					
	100	100	35	<b>3</b> 6	29

From this limited number of cases there appears to be little difference between race and nationality groups regarding participation in physical activities. The Table does, however, clearly show that the normal child who is free from physical defects does engage in play activities if given the opportunity. For example: All of the O. K. group participate in games and athletics, thirty-four of the forty-two having had corrections made and are in the same class; while only six of the thirty-three, having had no corrections, participate in games and athletics. In many instances the physical corrections had but recently been made and the bad effects of the defect had not, as yet, been entirely eradicated but, on comparing the interest shown in physical activities by those having these corrections made with the group having uncorrected physical defects, one may readily see how life becomes increasingly interesting and worth while with the acquisition of good health.

Disregarding Race and Nationality as factors, and grouping the boys according to their health status, gives one an opportunity to observe the correlation between Physical Activities and School Persistency as is shown in Table No. IX

Table IX -- Distribution of the one hundred boys classified with reference to Health in its relation to Physical Activity and School Persistence

Health Rating		Physical Activ	ity	1	School Persistency						
		B		:	Entered H.	S. :	Left Sc	hool			
0. K 25 a	Athletics	12	:	10	:	2	(1)				
	Games	13		13	:	0					
	Inactive	0	:	C		00					
		Athletics	19	8	15	:	4				
Corr	42	Games	13	:	5	:	8	(2)			
		Inactive	10	:	1		. 9				
		Athletics	4	:	1	:	3				
No Corr	33	Games	8	:	5	:	3				
		Inactive	_21	٠.	0		21_				
Total	100		100		50		50				

<sup>(1)</sup> and (2) refer to references (1) and (2) in Table No. IV, page 68.

These data support the fact, conclusively, that participation in school athletics and play activities does encourage school persistency. For the O. K. group entering High School one hundred per cent were active in athletics and games. For the Corrected group entering High School approximately ninety-five per cent were in the active class. The six entering High School, without having corrections made, were all classed in the active group. The data further shows that, of the inactive group, only one goes on to High School, while thirty leave before completing the prescribed course of study for Intermediate Schools. (Twenty-three of the thirty left before completing the seventh grade, and the other seven before completion of the eight grade.)

In the past, there has seemed to be a prevalent impression that participation in athletics constituted a hindrance to scholastic achievement.

A recently reported study by Donald W. Paily indicates that the High School athlete, while possibly somewhat lower in mental rating, exceeds the grade averages of the student body by a considerable amount. (2) Norman I. Reist concluded, from his recent study, that those who participated in athletics had a higher scholastic average as measured by teachers marks than the average for the student body. (3) Modern educators now generally agree that the successful student is the healthy student. The data in Table No. IX is assembled to show the relationship between health, physical activities, and scholastic achievement. The table also shows the effect of these factors on school persistence. It is used to show whether this same group is not also definitely interested in participation in physical activities.

<sup>(2)</sup> Bailey, Donald Ward "A Comparative Study of Intelligence and Scholastic Achievement of Athletes" - Thesis - University of Southern California, 1928.

<sup>(3)</sup> Reist, Norman I. "A Comparative Study in Terms of Teachers Marks of the Scholastic Records Made by Male Participants and Non-Participants in High School Athletics"

Thesis - University of Kansas, 1927.

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Table X -- Distribution of the one hundred boys classified with reference to Health and Physical Activities, and their Relation to Scholastic Marks, and School Persistence.

Health	Physical Activities	·	٤	cho	15	st	<u>i c</u>	Ma	rk	s	:	School Pers	istence
Rating	•	}	:		3		:		:		:	:	
	<b>.</b>	. A	:	В	_1	C	:	D	:	E	:	Ent. H. S.:	Left Sch.
	:	3	3		:	}	:		1		:	:	
0. K.	Athletics 12	2	:	5	:	4	:	1	:	0	:	10 :	2 (1
	. Games 13	2	:	7	:	4	:	0	:	0	:	13 :	O
25	. Inactive C	. 0	:	0	1	0	1	0	:	0	:	0 :	C
	•	<b>.</b>	:		:		:		:		:		
	: :		:		:		:		:		:	:	
Corr.	: Athletics 19 :	. 0	:	5	:	14	:	0	:	0	:	15 :	4
	: Games 13 :	0	1	3	:	6	:	4	ı	0	:	5 :	8 (2
42	: Inactive 10 :	0	:	0	:	1	:	4	:	5	:	1 :	9
	:		:		:		:		:		:		
	: :		:		:		:		:		:	:	
No	: Athletics 4 :	0	:	0	:	2	1	2	:	0	:	1 :	3
Corr.	: Games 8 :	0	:	0	:	4	:	3	:	1	1	5 :	3
33	: Inactive 21 :	0	:	0	:	1	:	1	:	19	:	0 :	21
	<u>:                                    </u>		:		:		:	·	:		:	<u>:</u>	
100	: 100 :	4	:	20	:	36	:	15	:	25	:	50 :	50

It may be seen from this table that interest and participation in physical activities are coincident with health and scholastic achievement.

All of the O. K. group engage in Physical Activities, are above the average in Scholastic Marks, and continue on in school.

To still further illustrate the influence of these factors, the following case studies are given:

Louis\_\_\_\_

Born May 12, 1914, near Rome, Italy.

Family History:

Father is fourty-two year old; born in Italy; steel worker at Ford Motor Company.

Mother is thirty-eight years old; born in Italy; housewife.

Louis is now fifteen years old; attends Eastern High School.

Andy is five years old, an active youngster.

<sup>(1)</sup> and (2) refer to references (1) and (2) in Table No. IV, page 68.

Morio is approximately one year old, a healthy looking kiddle and the pride of the family.

Family live in a neat frame cottage owned by parents.

Louis was born in Italy just outside of Rome, coming to this country with his Mother when about seven years of age. His Father came to this country before the World War, leaving his new wife and unborn child back home, so that he might make a home for them here in the land of his adoption. He served in the United States army nearly two years, during which time he was everseas; received his citizenship papers; has been working steadily and saving so that the family are comfortably located and happy.

When Louis and his Mother came to the United States they came direct to Detroit and soon after located at their present address. This is directly across from the Norvell School and Playground, where Louis has spent much of his leisure time in wholesome play.

Louis' home life is congenial; parents are proud of their family and want them all to get a good education. Father says he had very little education and wants the boys to go to school and get more than he did; does not want Louis to work away from home, but to help his Mother and have plenty of time for study, so as to make good with his school work.

Mr. and Mrs. were very curious and a bit suspicious when I first called at the house; were afraid it might be about something that Louis had done and assured me that he was a good boy at home. When they knew who I was and what I wanted they were very friendly and wanted me to come in and eat with them. They called some of the neighbors over to meet one of the boy's teachers.

Louis is in good physical condition. He had some trouble with his tonsils when about nine or ten years old. The school nurse explained the condition and possible results to his parents and the offending tonsils were soon removed. That this condition was not neglected long enough to become a health menace and interfere with his school work is shown by the fact that he was double promoted the following year. The health record card which shows the result of Louis' physical examination at Miller is clear. His mental rating is "A" and his scholastic marks average "E" for the entire three years in the school. He has been very active in games and sports, though never going out for any of the school teams. He took part in several school plays and was a member of the Commercial Club.

Louis says he likes school and his record shows it. He attended school in Italy for a short time; entered school here in the first grade and has made a good record, being double promoted twice; graduated from the Miller Intermediate School in June 1929; entered Eastern High School in September where he is taking the Commercial Course and is on the Honor Roll. He is quite a leader in school life and very popular.

This case is fairly typical of the normal healthy boy who, in spite of being foreign born, has an opportunity for play and to spend his leisure time under good conditions.

The next case is of the same nationality but does not have the same advantages as to health, play facilities, or leisure time activities.

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Dom	in	i	3

Born February 11, 1912, United States.

Family History:

Father is fifty-six years old; born in Italy; plaster contractor; works hard.

Mother born in Italy; does not speak English; sick a good deal. Brother, Louis, twenty-one years old; employed as a laborer at Ford Motor Company; lives at home.

Sister, Frances, twenty-six years old; married and lives at home; has one child.

Sister, Viola, twenty years old; married and lives at home; has one child. Sister, Rose, eighteen years old; keeps house for the family. Dominic, sixteen years old; in school at Miller up to November 1928. At this time it was arranged that he leave school to help his father in the plastering business, drive the truck, etc.

The family live in a two family flat (upper) of seven rooms which is owned by the father. Building is in fair shape; situated in the heart of the old Italian district, which is rapidly changing to a colored section. The location is not good. There are several small stores in the block with people living in the rear and above; a pool room on the corner where rather a tough gang makes its headquarters; a machine shop and small factory across the street. Home conditions fair, though crowded, there being eleven people in the family. Mother speaks broken English, is very fond of Dominic, her baby, and says, "He good boy".

Dominic's Elementary School record shows that he was absent a great deal. The principal of the school said that the boy was an habitual truant. His scholarship was fair; kept fairly neat and clean; lazy and inclined to be quarrelsome; finally put on probation because of truancy. His health record card showed a bad tonsil condition and defective teeth but his parents thought this would be outgrown and would not have any corrections made.

Mother died December 16, 1924. Dominic entered Miller Intermediate in September 1925. At this time he was released from Probation. Apparently this was a mistake as he scon after got into trouble -- in company of two other boys of his gang, took Ford Sedan but were soon apprehended. Sister said, "Dominic was a good boy while he was on probation, but after being released he got in with the gang and trouble soon followed". He was put on probation October 22, 1925.

School record spetty; irregular in reporting to Probation officer; school marks low; Christmas vacation was brought in on a charge of larceny-offence committed with three other boys; sent to Lansing Industrial School for approximately one year; released to Probation officer (hr. Watkins); did fairly well for a time until he and his gang of six other boys got into trouble for "Stealing and Wilful Destruction of Property". The case came up in court June 14, 1928. Dominic claimed he was not actually responsible for damage done but was with the gang; was sent to Detention Home for a time, but, at the request of the family, was finally released to Probation officer so as to help his father during the summer.

Dominic returned to the Miller School in the fall of 1923 and seemed to be making good; school work was going fairly well; became interested in Soccer and got out for team, at the urgent request of the coach who had taken an interest in him. During a free play period on the school grounds, an older bey accidentally bumped into Dominic, but his temper was short and so was the fight which followed. For disciplinary reasons, Dominic was placed in one of the special rooms with a group of misfits, failures and other disciplinary cases. This made him ineligible for athletics. He became moody, sullen, irregular in attendance, and seemed to lose all interest in his school work.

His school record at the Miller was poor. The physical examination revealed a bad tonsil condition, adenoide and poor teeth. Mental rating was (D). He was finally released from school to work with his father and for some time reports have been fairly good. As long as he is working steadily, he seems to have no trouble. It is very evident that he has not learned how to use his leisure time. He has been paying the court from his spending money and thus gradually making restitution.

Dominic's case shows a very poor health condition, unsatisfactory home conditions, lack of proper play facilities, and unsympathetic handling in school with the result that he has failed in school and is in grave danger of being a social misfit.

It must be remembered that this is purely an urban group, in a very congested district, with few available play facilities except those connected with their school life. If interest can be aroused in clean, wholesome, athletic sports and games, and proper facilities provided for participation in such activities, the problem of school persistency, scholastic achievement, and leisure time will be largely solved.

# CHAPTER IX

# HEALTH IN RELATION TO HOME AND MARGINGORMOOD

The influence of Home and Neighborhood on the development of the individual is now so fully recognized that this study would not be complete without considering these two factors in relation to the cases studied. In a previous chapter, the situation, as found in the Miller School District, was discussed in a general way. It tended to show the general social status of the district and how the business and industrial life, of a rapidly growing city, had crowded in to such an extent as to almost entirely change former environmental factors.

This chapter will discuss the present situation more specifically with reference to the individual cases of this study and the types of homes in which they live. State of repair, sanitary conditions, congestion, location, and immediate surroundings were taken into consideration in studying these homes.

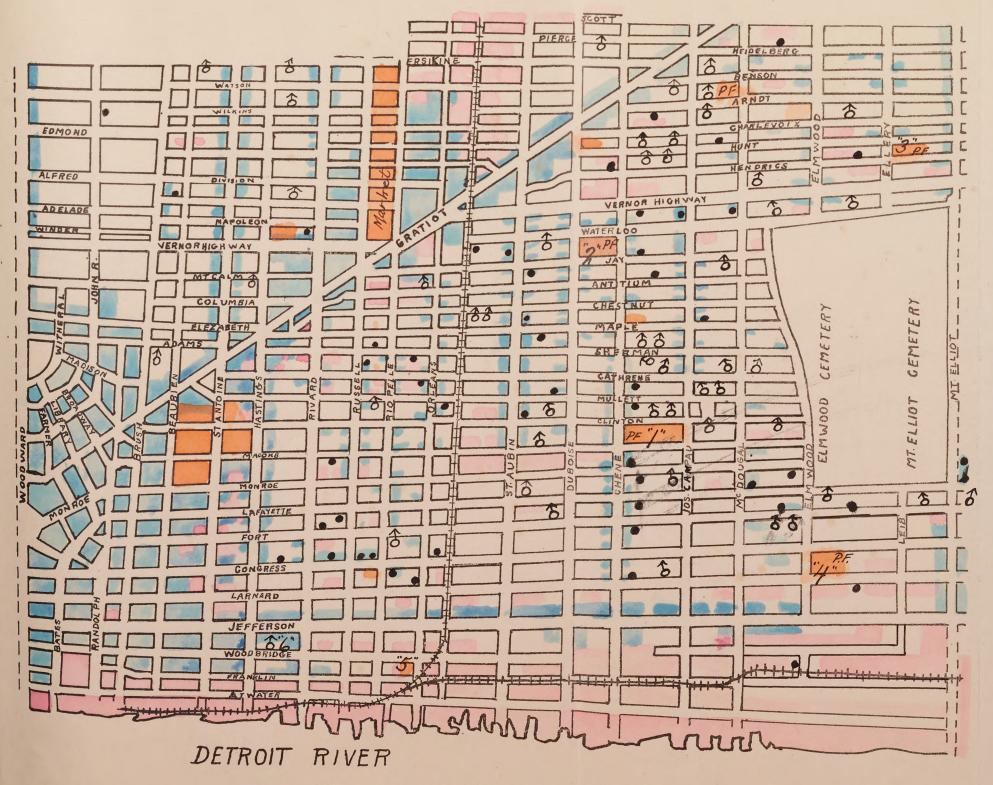
In order to more conveniently study these homes they are classified as good, average, poor, and very poor. It is understood that this classification pertains only to the Miller School District, as a home designated as good or above average in this study might be rated poor (1) in other sections of the city. The writer has visited a majority of the homes of the boys and made a thorough canvass of the district, but home life is not considered except as mentioned. With these classifications in mind Table XI is given to show the Race and Nationality distribution of this soudy with reference to Health and Home surroundings.

<sup>(1)</sup> Each map X show the general environmental conditions existing in this section.

Table XI -- Race and Nationality distribution of the one hundred boys from the Miller Intermediate School with reference to Health and Home and Neighborhood.

Race	: Health Rating :	Home	and	Neighb	orhood Cor	nditions
and Nationality Croups	: :	Good	1		: ;	Very Poor
American White 16	: 0. K 6 : Corr 8 : No Corr 2 :	6 1	:	6	1	1
Italian 16	0. K 3: Corr 5: No Corr 8:	2 3 	:	2 2	1:	 1
Other Nationalities15	0. K 4: Corr 7: No Corr 4:	3 1	:	1 : 4 :	1 : 2 :	1 2
Colored 53 :	0. K 12 : Corr 22 : No Corr 19 :	4	; ; ;	5 : 16 : 5 :	3 : 5 : 8 :	1 6
Total 100:	100 :	20	:	41 :	27 :	12

Table XI shows a strong correlation between the factors of Health on the one hand and Home and Neighborhood on the other regardless of Race and Nationality. The O. K. group are shown, quite consistently, to come from average to good homes, while those who have failed in having needed physical corrections made consistently come from the poorer type of home. The Dase Map, included in this Chapter, page eighty-four, gives the location of the homes of all cases studied, in relation to certain environmental factors, and shows which ones entered High School or left before completing the course of study for Intermediate Schools.



Base Map of the Miller School District

Homes of the Survey Group Located.

Map X

Key to Map

1 Manufacturing

Business. Wholesale, Retail.

- Residence

City Property

& Entered High School

· Left School

P.F. Play Field

1. Duffield School

2. Miller Int. School

3. Smith School

4. Dep't. of. Recreation

5 Franklin St. Settlement

6 Christ Church



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Referring to the base map, it may be noted that the river front is now entirely industrial. The Grand Trunk R.R. has its terminal yards here with tracks leading back through the center of the district. Numerous small manufacturing plants are located along the R.R. and are also rather indiscriminately scattered through the district. Many of the homes have been changed into business places with people living in the reer and over these stores and shops. All this is indicated on the base map so that one may partially visualize the environmental factors which surround a majority of these boys.

Findings of the previous Chapter, regarding the relationship of Health, and School Persistence to Play Activities, wer so striking that it seemed advisable to analyize the relationship of these same factors with reference to home and neighborhood. Tables XII and XIII show this relationship, first with the boys who entered High School, and then with those who left the Miller School before completing the course of study. These tables disregard factors of race and nationality.

Table XII -- Distribution of the fifty boys who entered High School having designated Health Ratings and its relation to Physical Activities and Home and Neighborhood.

Health Rating	Physical Activities			Home and Neighborhood Conditions						
_	:				ı		:		Very	
	:			Good	1	Fair	1	Poor :	Poor	
0. K.	Athletics	10		8	1	1	1	1(4):		
	: Games	13	:	7	:	4	:	2:		
23	: Inactive		:		:		:	:		
Corr.	: Athletics	15	:	3	:	11	:	1		
•	: Games	5		1	1	4		:		
21	: Inactive	1	:		i	1	:			
No	: Athletics	1	:		1			1 :		
Corr.	: Games	5	2		:	3	:	2 · :		
6	: Inactive		:				:	:		
5 <b>C</b>	•	50	:	19	:	24	:	7 :	0	

<sup>(4)</sup> This colored boy lives in a garage in the rear of what was, a few years ago, one of the fine residences of the East Side, but is now a rooming house. The place, though crowded, is kept neat and clean.

Table XIII -- Distribution of the fifty boys, who left the Miller Intermediate School before completing the course of study, with designated health ratings in their relation to Physical Activities and Home and Neighborhood.

Health Rating	Physical Activities	: Home and Neighborhood Conditions					
	<b>:</b>	:	:	: :	Very		
-	<u>:</u>	: Good	: Fair	: Poor :	Poor		
	: Athletics 2	:	: : 1(1)	: : : : : : : : : : : : : : : : : : :			
	: Games	:	:	: :			
2 	: Inactive	: :	:	: :			
Corr.	: Athletics 4	:	: -4	: :			
	: Games 8	: 1(2	6(2)	: 1 :			
21	Inactive 9	:	: 2 :	<b>5 :</b>	2		
No	: Athletics 3	:	:	: 2 :	1		
Corr.	: Games		:	2 :	i		
27	: Inactive 21	-	3	: 10 :	8		
<del></del>	<u> </u>	<u> </u>	<u>:</u> _	<u>:</u>			
50	<b>:</b> 50	: 1	: 16	: 21 :	12		

Tables XII and XIII tend to show that the boy who is healthy and is surrounded by a reasonably good environment, with an opportunity for physical activities, will be spt to complete the course of study for Intermediate Schools and enter High School. In the case of the fifty boys who left school before completing their Intermediate School training, thirty-three are from poor to very poor homes as compared to seven in the High School group. This, in conjunction with physical defects, indicates that poor environment is a serious handicap to a successful school life. Of the twenty-seven boys, with uncorrected physical defects, twenty-four are from poor to very poor homes, most of whom have a record of Juvenile Delinquency or are classed as problem cases in school.

<sup>(1)</sup> and (2) refer to references (1) and (2) in Table No. IV, page 68.

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In Conjunction with these findings it may be interesting to note the conclusions of Edwin H. Sutherland:

"It is not the physical defect itself that produces delinquency, but the social and other conditions surrounding the defective person." (5)

Chapter VII shows a high degree of association between Health, Mental Rating, and Scholastic Marks; Chapter VIII between Health and Physical Activities, while this Chapter shows a similar relationship between Health and Home and Neighborhood. These facts indicate that Health and a reasonably good Environment are indispensable to the successful development of the average boy. A few case studies follow which tend to substantiate this evidence.

George\_\_\_\_

Porn August 5, 1914, United States.

Family History:

Father born in Syria; came to this country with his wife and two children about 1907; was a grocer, operating his own store; died in 1922. Mother about fifty years old; born in Syria; does not speak English. Albert is thirty-two years old; employed at Hudson Motor Car Company as a machinist; now the main support of the family.

Rachael is twenty-eight years old; married and lives at home; has one child eighteen months old.

Thomas is twenty-two years old; lived at home until married about the first of the year; clerk in a United Cigar store.

Minnie is eighteen years old; lives at home; left school during ninth grade; mail clerk at Parke Davis Company.

George is fifteen; a student at Eastern High School.

George graduated from Miller Intermediate School, Commercial Course, at fourteen. He had a clear health record, an "A" mental rating and was an exceptional student. He took an active interest in the affairs of the school and in extra class activities. Although not a member of any of the school athletic teams, he was active in many class games.

George has now completed his second year in Eastern High School, taking the College Preparatory Course. He is on the Honor Roll. The change from the Commercial to College Preparatory Course has necessitated his taking two summer school courses to make up a years' work in Latin and Algebra. He hopes finances will allow him to take a course in engineering.

The family live in a seven room house back of a two family flat on a pleasant street. The home is clean and pleasant, though very simple. The

<sup>(5)</sup> Edwin H. Sutherland -- "Criminology" page 180. J. B. Lippincott Company Philadelphia. 1924

family are members of Christ Church, Episcopal, where they all attend the Syrian services. They all seem to be proud of George and anxious to have him finish High School.

Here again we have the happy combination of good health, good home surroundings and adequate opportunity for wholesome play with the usual good results; a boy who is developing in a most satisfactory manner.

Moses\_\_\_\_

Born January 14, 1914, in Syria.

Family History:

Father is fifty-three years cld; native of Syria; laborer, Hudson Motor Car Company.

Mother is forty-five years old; born in Syria; housewife; does some cleaning away from home.

Sam is eighteen years old, having spent a good share of his time at the Lansing Industrial School; just released because of age; born in Syria. Moses is fourteen years old; born in Syria; came to this country when about five years old; attended school at Duffield Elementary before coming to the Miller Intermediate.

Abraham is ten years old; committed to Wayne County Training School. George is nine years old and is attending the Duffield School. William is five years old; at home ---? Mike is two years old; at home.

Home is an eight room cottage which is owned by parents. Cottage is divided and they rent the four front rooms to a colored family for \$25.00 per month. Family live in the back rooms which are dark and dirty. Home in poor condition and in very undesirable surroundings; located just back of the stores fronting on Chene Street.

School Record:

Absent a great deal: doing unsatisfactory work; put in special section at the Miller Intermediate but finally sent to the Clay School, where he was placed in the ungraded section. Health record is very poor. Physical examination showed a very bad tonsil condition, adenoids, badly decayed teeth and defective vision. Mental rating "E"; very dirty and slovenly in school and in general appearance. Parents were asked to have physical defects cared for but did not seem interested and would do nothing about it.

Detention Home Record:

Father claims that Mose is a habitual truant, is incorrigible, steals money from Mother and Father, stays out late at night, etc. Mother says that Mose is a bad boy. staying away from home for several days and nights at a time. She is unable to hendle him. Mother also complains about Sam who is not working and makes trouble in the home.

Mose admits he does these things but gives no reason for it; not held at the Detention Home because officer thought it meant taking care of the whole bunch most of the time if started. Father does not get along with children and would apparently be glad to shift responsibility. The Probation officer says that home conditions are tad and that Mose should be taken away from this home and committed to the Wayne County Training School. This is awaiting action of the court. It is a low mentality case and should be admitted.

After being sent to the Clay School. Mose continued his poor work, but after the case had been explained to his teacher, things went better. His ambition had been to enter Ford Trade School and he was told that as soon as he had gotten into the eighth grade with a satisfactory mark he would be recommended. With this incentive, Mose tried hard and really did somewhat better work. He was always sleepy in school. Investigation showed that he sold papers on a down town corner nights, often 'til after midnight. If sufficient of this money was turned into the home, things went more smoothly, but this was not always done.

For special report of this case and for futher particulars, see File No. 49814. Detroit Detention Home Records.

This case shows a very poor health condition, poor environment, low mental rating, no play facilities, other than the street or alley; a failure in school with a Juvenile Court record.

The conditions shown seem to agree with the study made by Jasper M.

Mallory who found that defects and achievement were closely related. He also showed that the number of defects in any one case, also type of defect, were influential factors. (6)

If the number of defects in any one case are an influential factor in achievement. As suggested, then, there undoubtedly is a strong correlation between number of defects and Home and Neighborhood conditions. The data to show this is presented in Table XIV.

<sup>(6)</sup> Mallory, Jasper M. "A Study of the Relation of some Physical Defects to Achievement in the Elementary School" - Drs. Thesis George Peabody College for Teachers.

Table XIV -- Distribution of the one hundred boys from the Miller

Intermediate School classified with reference to number of defects and their relation to Home and Neighborhood conditions.

Number of Defects	: :	Number of Cases	:	Environmental Conditions						
			:	Good :	Fair :	Poor	Very Poor			
0	; ;	25	:	15 :	6	4.				
1	: - <u>:</u>	23	:	3 1	14	6				
22	1 1	31	:	2 :	15	10	44			
3	; _;	17	: :	:	5 :	8 1	1 1 <u>4</u>			
4	;	2	:	:		!	2			
5	:	2	:	:	;	: :	3 2			

This table does indicate a strong correlation between number of defects and environment. As the home and neighborhood conditions grow less desirable the number of physical defects are found to increase.

It may be interesting to know that in this study group there are twentyfive boys from broken homes, (death, divorce or desertion). Of this group,
ten completed the course of study for Intermediate Schools and entered High
School, while fifteen left before finishing their Intermediate School work.
All of the High School group were classed in the O. K. or Corrections Made
group, participated in Physical Activities, and came from fair to good homes,
while, of the fifteen who left, four were in the Corrections Made group,
eleven had Physical Defects without corrections, five participated in Physical
Activities, ten were classed as Inactive, four came from fair homes and eleven
from poor to very poor homes.

This tends to show that health, with a reasonably good environment and an opportunity for wholesome play, will overcome even the handicap of a broken home.

Taking the entire group of one hundred boys, regardless of Race and Nationality, only twenty-five were free from any apparent defect. Of these, twenty-three entered High School. The two exceptions were the boys referred to in Chapter VII who were excluded, by the Board of Health, during their ninth grade. Of the seventy-five boys with physical defects, twenty- seven entered High School, twenty-one of the twenty-seven had corrections made and only six boys entered High School without having corrections made. All but seven of the High School group came from homes classed as fair to good. Comparing this with the twenty-seven boys who left with uncorrected physical defects, twenty-four of whom came from homes classed as poor to very poor, gives us a very definite idea as to the important part that Health, Home and Neighborhood surroundings with adequate play facilities has in the educational achievements of our youth.

The churches, schools, settlement houses, community centers and play fields for the entire district are listed, to show the influence they may have on the community life particularly with reference to the boys of this study. The schools having play fields, recreation and community centers are located on Base Map X, page 84. This map also locates the survey group and designates which ones entered High School or left before completing their Intermediate School work.

University of Detroit High School--Catholic--Jefferson at St. Antoine.

Church and school. The college has recently been moved to Livernois at Six Mile Road.

Presbyterean Church and Church House--Jefferson at Rivard.

One of the oldest churches of this denomination. Well established but membership is moving out of the district. Congregation is largely a transient one.

Earstow School--Elementary--Riopelle at Congress.
No playground.

- Catholic Church and School--Congress at Orleans.
  Established in 1921. Congregation largely Italian.
- Orphanage -- St. Vincent de Paul -- McDougall at Congress.
- Orphanage--Protestant--Jefferson at Lieb.
  Children of Intermediate School age attend the Miller School.
- Catholic Church--Our Lady of Help--Elmwood at Congress.

  Parochial School in connection. Elementary Grades.
- Church--Italian Wethodist Episcopal--McDougall at Lafayette.
- Church--Catholic--Built in 1885. Fort at Dubucis.

  Parochial School, Parish House, and Home for Sisters. Congregation was originally French.
- Church--Catholic -- Santa Maria. Fort at Hastings.
- Church and School--Greek--L'acomb between Hastings and St. Antoine.

  Near Receiving Hospital. Largely a Commercial Section.
- Church--St. Mary's--Catholic. Monroe at St. Antoine.
  Church House in connection. Established in 1862. Parochial School is situated directly across the street.
- Church--Colored Baptist -- Monroe at Riopelle.
  Is in an old store building.
- <u>Duffield School</u>--Elementary--Macomb between Chene and Jos. Campau.

  The school and grounds occupy the entire block. Large playground here. In use most of the time. (1)
- Church--Colored--Clinton between Dubuois and Chene.
- Church--Presbyterean--Clinton and Jos. Campau.
- Church--Colored Eaptist--Clinton and Jos. Campau.

  This was formerly a Methodist Church with a white congregation.
- Church-Colored--(Church of God). Mullet at Orleans.
- Hospital -- St. Mary's -- St. Antoine at Mullet.
- Detroit Medical College -- St. Antoine at Mullet.
- Hospital -- Receiving -- St. Antoine at Macomb.
- Board of Health--Clinton at St. Antoine City Physicians' headquarters. Welfare headquarters.
- Police Department Headquarters--Clinton at Beaubien.
  Central Police Garage, Gymnasium, Signal Station, etc.

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- School for Crippled Children -- Catherine at Russell.
- Church--Colored--Baptist. Catherine near the Grand Trunk Railroad.
- Church--St. John's Presbyterean--Colored. Catherine at Dubuois.
- Church--Colored Baptist -- Sherman at Rivard.
- School--Capron Elementary--Maple at Riopelle.
  No playground.
- Church-St. John's German Protestant-Near the Capron School. Church House in connection.
- Church--St. Joseph's Catholic. Jay at Orleans.
  Parochial School and House for the Sisters.
- School--Brownson Elementary--Maple, East of Chene. Small, old building. No playground.
- School--Bishop Elementary--Winder at Hastings. Old Building. No playground.
- Church--German Luthern--Jay at Jos. Campau.

  Parochial School. Church established in 1883.
- Church--Church of God--Colored. Jay at Chene.
- School--Miller Intermediate. Jay between Dubuois and Chene.
  School and playground occupy entire block. (2)
- School--Smith Elementary--Hunt at Ellery.
  Fairly large playground. (3)
- Police Station -- "Hunt Street" -- Hunt Street at Dubuois.
  This station is close to the Miller School.
- Church--Syrian Catholic. Charlevoix at McDougall.
- School--Norvell--Branch of High School of Commerce. Arndt at McDougall.
  Originally an Elementary School, it became the experimental unit for
  the first "Junior High School" in 1911. The entire corps of teachers
  were, later, transferred to the Miller Intermediate upon its completion.
  Small play yard, with swings, slide, and sand box for younger children.
- Church--Syrian Catholic -- Arndt, East of McDougall.
- Church -- St. Natthew's Lutheran -- Benson, East of McDougall.
- Church -- Immanuel M. E. Heidelberg at Jos. Campau.
- Church--Colored--Erskine at St. Antoine.
- Church--Colored--Division at St. Antoine.

  Meetings being held in a vacant store building.

<u>Department</u> of Recreation Headquarters--Elmwood at Larned.

Playfiedl here. Showers and swimming pool. (4)

Franklin Street Settlement--Undenominational--2129 Franklin Street.

A neighborhood center, in the industrial section, with a varying population of Rumanian, Greek, Syrian, Italian, Negro, etc. The activities include social settlement work, day nursery, clinic, night school classes, bath facilities, leundry, day classes in cooking, sewing, home nursing, care and feeding of infants, library and reading room, gymnasium, etc. Parties are given and it has become the center of community life for this section. Their motto is: "Being a neighbor to my neighbors". (5)

Christ Church--Episcopal--Jefferson at Hastings.

Organized in 1845. Do a varied work of far reaching influence. The church membership has moved away but still attend and assist in the work of the parish. The Social Service and Welfare work is carried on in the rear of the church and across Woodbridge. They are doing a most creditable socialization work among the foreign people of this section. There is a small playground where small children may come and play during good weather. A gymnasium which is available to the young men of the district gives them the opportunity to play or work out in basketball, boxing, wrestling, etc. The director, Mr. Stewart, seems to specialize in boxing for this club has turned out some of the best amateur boxers in the city and state. (6)

The best playgrounds in the district are the ones in connection with the schools. The one at the Smith School has swings, slides, etc. Playground ball can be played here. The children are largely white. The Duffield School Playground is in the colored area and is used almost entirely by the colored children. It is a good sized field and playground ball is one of the big features. Of course, the program is varied and adapted to girls and boys of all sizes and ages. The Miller School Playground is used for playground ball, also, and here, again, the colored children predominate. During the summer recreation season, slides and swings are available for young and old. These three school fields and the one at recreation field are the only places where ball playing is allowed (because of room) and that is playground ball only. The other school yards are so small that few, if any, games of a very active nature can be indulged in.

The Department of Recreation, which has charge of these school grounds during the summer, varies the programs at the different fields as may best

suit the needs of the various patrons. During the day, the younger children are the ones who patronize the play spaces, and in the early evening the older children and men, as well, get out and play ball or pitch horse shoes, etc.

That these play facilities do have an influence on the community life of the district is shown by the fact that most of the High School group are located near the schools having reasonably good play facilities. Although there were numerous churches in the district most of them were small and had no facilities, whatsoever, for recreational activities; the one exception is Christ Church which has just been mentioned. While it is probable that these churches do have an influence on the lives of the people living in this community it was apparently so intangible that it was not taken into consideration except in certain case studies.

### CHAPTER X

## SUMMARY

This study was undertaken, primarily, to determine the relation of health to the social conditions and achievements of Intermediate School students and to see what may be done to decrease the number of pupils leaving school before completing their school work. A group of one hundred boys from the Miller Intermediate School was taken for the basis of this study. Fifty of these boys completed the course of study prescribed for Intermediate Schools and entered High School in the fall of 1930 while the remaining fifty boys left before completing the course of study. Physical examinations were given both groups of boys by physicians from the Detroit Board of Health, mental tests by the Psychological Department of the Detroit Board of Education, and academic marks and attendance data were provided by the school records. The other data were secured by personal interviews, from Juvenile Court Records, by observation, and from a study of the social conditions of the district. As a teacher in the Department of Health Education at the time this study was made, the writer had personal contact with these boys in the gymnasium, on the playground, or in health instruction classes. He also visited their homes and became acquainted with the many problems of the district.

The historical background of Physical Development and Health practices is shown in Chapter II. It discusses the gradual development which led up to our present system of Health Education as found in Detroit, and shows why it has become a very important part of general education. Like general education, Health Education is concerned with the growth and development of the whole child.

The beginnings of supervised recreation in Detroit is discussed in Chapter III. It shows the necessity for adequate play facilities for the growing child and the economic changes which have led up to it. Juvenile delinquency, according to Detention Home records, ceases to be a problem when there is ample opportunity for good wholesome play.

Chapter IV gives a brief outline of the Health and Welfare Agencies of Detroit. The Division of School Health Service, which is a part of the Bureau of Medical Service, is the branch which is most closely connected with this study as it has charge of the school nurses and the physical examinations given annually to the school children of the city. The Department of Public Welfare is also very closely connected with this study, there being two of the seven district offices for the city in the Miller School District. Their work is much heavier in this congested area.

The historical background of Detroit is given in Chapter V. It is important to this study as it gives one a clear picture of the changes that have taken place in the Miller School District. Population changes followed the invasion of commercial and industrial business. From a health and sanitation point of view, living conditions have become deplorable. Congestion, squalid surroundings, and extreme poverty are the environmental factors which largely determine the social status of the majority of the people living in this district. These same factors tend to be intimately connected with delinquency.

Capter VI states the general objectives of Health Education and discusses the Miller School Program in relation to Health. The procedure for physical examinations is given and the follow-up program discussed. The importance of the play program is shown as one of the strongest socializing agencies we have. The greatest lessons in fair play, sportsmanship, self

control, and cooperation are learned in the gymnasium and on the play field.

Special rooms were devised at the Miller School to take care of problem cases and for special coaching. Special teachers were placed in charge who devote their full time to helping pupils readjust themselves so that they will not be misfits in the regular program of the school. Many of the boys in the special rooms were Juvenile Court cases who were found to have numerous uncorrected physical defects. This fact was so striking that a special study was made of them resulting in the conclusion that there is a high correlation between uncorrected physical defects and unsocial behavior. It is evident that environmental factors, which determine the social status of a majority of the people in this district are intimately connected with delinquiney.

Chapter VII discusses health in relation to school marks, mental rating, attendance, and persistency. The data presented show that the higher mental rating is found almost always among the boys who are free from all physical defects. This clearly stands out regardless of race or nationality. It is indicated that there is a high correlation between the factors of H alth, Menal Rating, Academic Marks, and Attendance; but the data show that freedom from physical defects is more frequently associated with school achievement than is mental rating. The data also show that the healthy boys, regardless of mental gating, get average to good marks, are regular in attendance, and continue on into High School.

Chapter VIII indicates the relationship of Health to participation in games and athletics, as well as communation in school. The boys who completed the prescribed course of study for Intermediate Schools and entered High School were, as a whole, not only mentally and socially superior to the group who failed to complete the course, but were also de-

cidedly physically superior. The students entering High School have better health and have learned to play. Generally speaking, the group not going to High School was in poor physical condition and did not use leisure time in a wholesome manner.

In Chapter IX Health is discussed in relation to Home and Neig. borhood. The data show that the group who are free from physical defects quite consistently come from average to good homes; while the group who failed to have defects corrected, come from the poorer type of home. It further shows that the boy who is healthy and surrounded by a reasonably good environment with an opportunity for physical activities, will be apt to complete the course of study for Intermediate Schools and enter High School. Poor environment in conjunction with physical defects is a scricus handicap to a successful school life. There is a high correlation between the number of defects and environment; as the home and neighborhood conditions grow less designable the number of physical defects are found to increase. The case studies presented along with the tabulated data tend to establish the fact that Health and a reasonably good environment are indispensable to the successful development of the average boy.

The data of this thesis tend to show that given health the average Intermediate School boy is vitally interested and participates in group activities. It is through these same group activities that he learns his greatest lessons in sportsmanship, fair play, and self discipline, and makes his social adjustments. This all heaps to make him a good, potential citizen who seldom gets into trouble with the authorities because of unsocial behavior. In other words, given health and adequate play facilities, he is more likely to find wholesome use for his leisure time and develops accordently. Given health is regular in school attendance and is more likely to A

High School. Given Health, he more nearly approximates his mental capacity, as indicated by his mental rating, in relation to his school marks.

Since Health is so vital a factor in successful and satisfactory living, the responsibility of City, State and National government in promoting every agency that makes for the health of the individual, is obvious. The following objectives are suggested:

- 1. Correction of all remediable defects for every child.
- 2. Adequately equipped gymnasiums and play fields (with competent supervision) in connection with every school.
- 3. Recreation and community centers within the reach of every individual.
- 4. A readjustment of the social and economic situation so that every child may enjoy his birthright. -- Wholesome living conditions.

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### THE CHILD'S BILL OF RIGHTS

The ideal to which we should stress is, that there shall be no child in America:

That has not been born under proper conditions.

That does not live in hygienic surroundings.

That ever suffers from undernourishment.

That does not have prompt and effecient medical attention and inspection.

That does not receive primary instruction in the elements of hygiene and good health.

That has not the complete birthright of a sound body.

That has not the encouragement to express in fullest measure the spirit within which is the final endowment of every human being.

Herbert Hoover

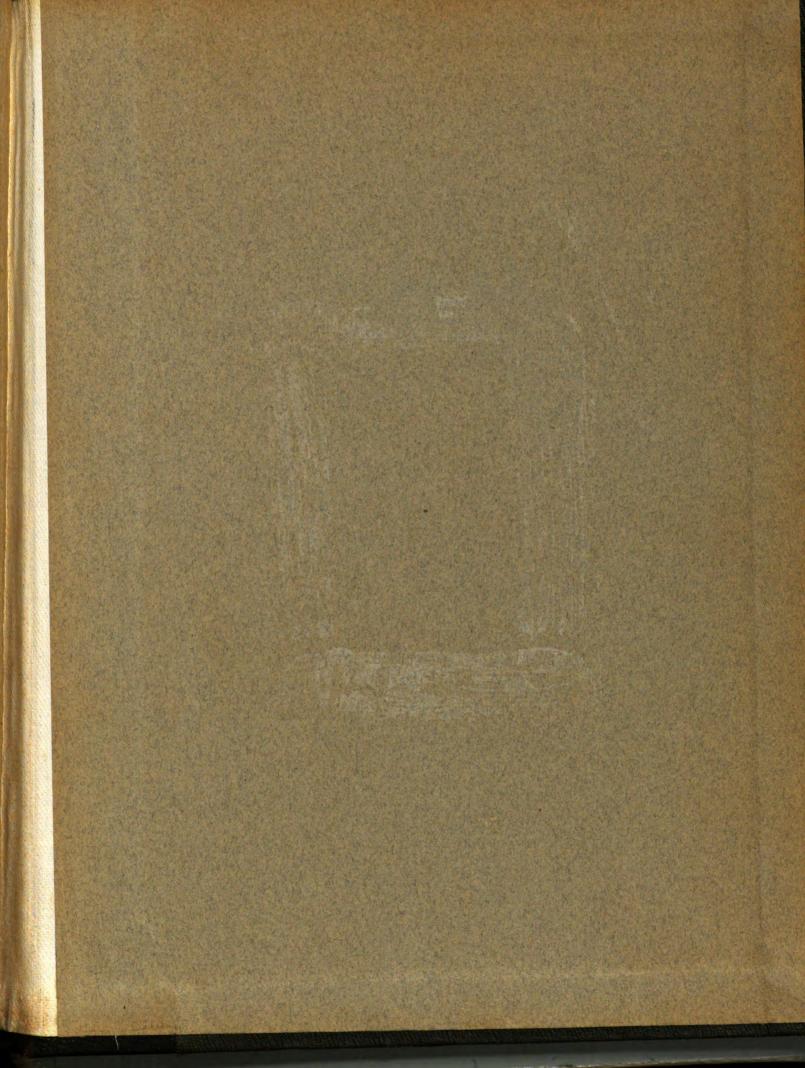
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