



109  
254  
THS

A SUMMER PROGRAM FOR PUPILS  
AND TEACHERS OF  
JACKSON COUNTY, MICHIGAN

Thesis for the Degree of M. A.  
MICHIGAN STATE COLLEGE  
Irene F. Giesen  
1940











A SUMMER PROGRAM FOR PUPILS AND TEACHERS  
OF JACKSON COUNTY, MICHIGAN

by  
IRENE FRANCES GIESEN



A THESIS

Submitted to the Graduate School of Michigan  
State College of Agriculture and Applied  
Science in partial fulfilment of the  
requirements for the degree of

MASTER OF ARTS

Department of Education

1940



THESE



This study was conducted under the  
direction of the following committee

Professor Victor H. Noll, Chairman

Professor Harold M. Byram

Doctor Malcolm J. Williams



## TABLE OF CONTENTS

Chapter	Page
LIST OF TABLES.....	iv
LIST OF FIGURES.....	vii
I INTRODUCTION.....	1
Statement of the Problem.....	1
Delimitation and Definition of Terms.....	2
Related Literature.....	3
Method of Procedure.....	9
II INFORMATION RELATIVE TO JACKSON COUNTY.....	11
General Description.....	11
Juvenile Delinquency.....	17
III ANALYSIS OF SUMMER PROGRAM FOR PUPILS PREVIOUS TO AND INCLUDING SUMMER OF 1938.....	25
Playground and Recreational Program.....	25
Summer Educational Projects.....	32
IV AVAILABILITY OF PUBLIC SCHOOL TEACHERS OF JACKSON COUNTY FOR SUMMER WORK.....	38
General Information Concerning Two Hundred Teachers of Jackson County.....	38
How Teachers of Jackson County Spent Summer Vacations of 1936 and 1937.....	44
Response of Teachers to a Suggested Summer Program.....	56
V SUMMARY, CONCLUSIONS, AND SUGGESTIONS FOR FURTHER STUDY.....	67
Summary.....	67
Conclusions and Suggestions for Further Study.....	70
APPENDIX.....	72
SELECTED BIBLIOGRAPHY.....	81



# LIST OF TABLES

TABLE	PAGE
I POPULATION OF JACKSON COUNTY AS INDICATED BY THE CENSUS OF 1910, 1920 AND 1930.....	13
II PERCENT INCREASE OR DECREASE IN POPULATION OF TOWN- SHIPS OF JACKSON COUNTY OVER PRECEDING CENSUS.....	14
III HOME SITUATIONS OF JUVENILE DELINQUENTS OF JACKSON COUNTY.....	17
IV INTELLIGENCE RECORDS OF JUVENILE DELINQUENTS OF JACK- SON COUNTY BASED ON THE OTIS GROUP INTELLIGENCE SCALE.....	19
V MONTHLY DISTRIBUTION OF JUVENILE DELINQUENCY CASES OF JACKSON COUNTY FOR A THREE-YEAR PERIOD (1935, 1936, 1937).....	21
VI NAME OF SCHOOL AND NUMBER OF STUDENTS ENROLLED IN VOCATIONAL EDUCATION IN JACKSON COUNTY IN 1937- 1938.....	34
VII SELECTED GROUP OF TWO HUNDRED TEACHERS OF JACKSON COUNTY CLASSIFIED ACCORDING TO TYPE OF SCHOOL, APRIL, 1938.....	39
VIII PROFESSIONAL CLASSIFICATION AND SEX OF SELECTED GROUP OF JACKSON COUNTY TEACHERS FOR SCHOOL YEAR 1937- 1938.....	40
IX NUMBER AND PERCENTAGE OF YEARS TEACHING EXPERIENCE OF SELECTED GROUP OF JACKSON COUNTY TEACHERS IN- CLUDING SCHOOL YEAR 1937-1938.....	41
X DEGREE OR CERTIFICATE OF SELECTED GROUP OF JACKSON COUNTY TEACHERS FOR SCHOOL YEAR 1937-1938.....	42



TABLE	PAGE
XI PLAN OF SALARY PAYMENTS FOR SELECTED GROUP OF JACKSON COUNTY TEACHERS FOR SCHOOL YEAR 1937-1938.....	43
XII NAME OF COLLEGE AND NUMBER OF TEACHERS OF JACKSON COUNTY WHO ATTENDED SUMMER SCHOOL IN 1936 AND 1937, AND WHO PLANNED TO ATTEND IN 1938.....	45
XIII NAME OF EDUCATIONAL CONFERENCE AND NUMBER OF TEACHERS OF JACKSON COUNTY WHO ATTENDED DURING SUMMERS OF 1936 AND 1937.....	47
XIV TYPES OF SUMMER ACTIVITIES AND NUMBER OF JACKSON COUNTY TEACHERS WHO ENGAGED IN THEM DURING SUMMERS OF 1936 AND 1937.....	48
XV TYPES OF WORK OTHER THAN TEACHING AND NUMBER OF JACKSON COUNTY TEACHERS WHO WERE EMPLOYED THEREIN DURING SUMMERS OF 1936 AND 1937.....	50
XVI TYPES OF EMPLOYMENT THAT HAD BEEN SECURED BY TEACHERS OF JACKSON COUNTY FOR SUMMER OF 1938 AND PREFERENCES OF ALL TEACHERS IN REGARD TO EMPLOYMENT.....	51
XVII NATURE OF TRAVEL AND NUMBER AND PERCENTAGE OF TEACHERS IN JACKSON COUNTY WHO TRAVELED AT HOME AND ABROAD DURING SUMMERS OF 1936 AND 1937.....	53
XVIII TYPES OF SCHOOL WORK AND NUMBER AND PERCENTAGE OF JACK- SON COUNTY TEACHERS WHO WOULD LIKE TO WORK WITH LOCAL TEACHERS ON SCHOOL PROBLEMS DURING THE SUMMER.....	56
XIX AVERAGE NUMBER OF HOURS EACH WEEK THAT TEACHERS OF JACK- SON COUNTY SPENT ON EXTRA-CLASS ACTIVITIES DURING THE SCHOOL YEAR 1937-1938.....	58
XX TYPES OF ACTIVITIES AND NUMBER AND PERCENTAGE OF JACKSON COUNTY TEACHERS WHO WOULD LIKE TO DIRECT PUPIL ACTIVI- TIES IN THE LOCAL SCHOOL DURING THE SUMMER.....	60



TABLE	PAGE
XXI NUMBER AND PERCENTAGE OF TEACHERS OF JACKSON COUNTY WHO WOULD LIKE TO ATTEND SUMMER SCHOOL.....	61
XXII NUMBER AND PERCENTAGE OF TEACHERS OF JACKSON COUNTY WHO WOULD LIKE TO ENGAGE IN EDUCATIONAL TRAVEL DURING THE SUMMER.....	61
XXIII BASIS FOR PAY DESIRED BY TEACHERS OF JACKSON COUNTY FOR SUMMER WORK.....	63
XXIV LENGTH OF TIME DESIRED BY TEACHERS OF JACKSON COUNTY FOR A SUMMER PERIOD OF PLANNED WORK.....	63

## LIST OF FIGURES

FIGURE	PAGE
1. Location and Types of Schools of Jackson County (1938).....	16
2. The Number of Juvenile Delinquents in Jackson City and County Over a Ten-Year Period.....	18
3. Intelligence Records of a Group of Juvenile Delin- quents in Jackson County (Otis Group Intelligence Scale).....	20
4. Average Monthly Distribution of Juvenile Delinquency Cases of Jackson County for a Three-Year Period (1935-36-37).....	22
5. City of Jackson Recreation Districts and Summer Recreation Centers (1935).....	27
6. Ways in Which Teachers of Jackson County Spent Summer Vacations of 1936 and 1937.....	55
7. Percentage of Teachers of Jackson County Who Indicated a Desire to Participate in the Summer Program.....	64



## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

Economic and social changes have hastened the development of an organized program for the pupils and teachers of our public schools during the summer months. This responsibility may be assumed by the local school districts, by various agencies outside the school, or by the cooperation of schools with local, state, and federal agencies.

Purpose of the study. The purpose of this investigation has been to determine the need for a summer program for the pupils and teachers of Jackson County, and the availability of teachers for summer work. A study was made of the nature and extent of directed summer activities offered for pupils of the city and twelve-grade public schools previous to and including the summer of 1938. Population trends and areas of juvenile delinquency were considered. An investigation was made to determine how public school teachers of Jackson County spent their summer vacations, and their willingness or unwillingness to participate in a planned summer program for pupils and teachers. No attempt was made to estimate the cost to each district nor to formulate a detailed program; these would vary for each district and lie outside the scope of this thesis.

Sub-problems and hypotheses. The number of regular and extra-class

activities in which teachers and pupils participate during the school year has increased rapidly during recent years, and these have been added to the already crowded school day. Could these activities be continued with advantage during the summer months?

Group meetings of teachers have been used effectively in attempting to solve problems of curriculum reconstruction, course of study revision, home room organization, and many other school problems. Should these meetings be held at the end of a school day, on Saturday, or during a period of two or more weeks at the end of the school year by those particularly interested in the problems? In most districts, school closes in June, and these vital problems are left unsolved when school reopens in September.

In rural areas, children help on the farms during the summer, but the children raised in cities, villages, and in congested areas near large cities have few opportunities for work. If recreational facilities are insufficient, the children roam the streets and often become juvenile delinquents.

Valuable school plants and equipment lie idle from June to September. How may these be utilized more effectively than at the present time?

#### Delimitation and Definition of Terms

Jackson County was selected for this study because of the author's familiarity with conditions in that county. The secondary school level, including grades seven through twelve, was emphasized because the tendency toward juvenile delinquency seems to be greater at that age. Public



school districts in the county that maintained twelve grades were of the following types: one special district, one rural agricultural, and eleven graded districts.

The types of school districts are defined thus:

"Any school district containing more than seventy-five children between the ages of five and twenty years and a total population of less than ten thousand, may, by a majority vote of the qualified voters present at any annual or special meeting, organize as a graded school district."<sup>1</sup>

"Three or more rural schools which have been or may hereafter be consolidated and in which the teaching of agriculture, manual training, and home economics shall or may be established as part of the regular courses of study, shall be known as rural agricultural schools and shall be entitled to state aid for the maintenance thereof, if built, equipped, and managed as provided for in this act."<sup>2</sup>

Formerly, by petition, school districts were organized as special districts by a special charter granted by the legislature.

#### Related Literature

The worthwhile use of summer vacations of pupils and teachers has received consideration. However, at the present time few scientific studies are available. This is true particularly in the field of vacation interests of public school teachers. A brief review of literature

---

<sup>1</sup> General School Laws, State of Michigan. Revision of 1936. Lansing, Michigan: Franklin DeKleine Company, 1936. P. 20.

<sup>2</sup> Ibid. Pp. 40-41.

concerning summer programs that have been provided for pupils and teachers will be given. Literature pertaining to the causes of juvenile delinquency, and the relationship of delinquency to the location of recreational centers provides an interesting study. However, due to the limited scope of this thesis, only one study that deals directly with delinquency in Jackson County will be reviewed.

At Ithaca, New York, the Superintendent of Schools, C. L. Kulp, successfully directed a group of elementary teachers who worked together within the school system during an extended summer period after the close of the regular school year in 1934.<sup>3</sup> Forty-one Ithaca teachers met daily for a period of three weeks, studied the activity program, observed a class of Ithaca children taught by an expert teacher employed by the board of education, conferred and discussed their observations, and worked out units of work for use in their individual classrooms the following year. During the summer of 1935 demonstration classes were taught for a period of six weeks and observed by 25 teachers.<sup>4</sup> Kulp stated, "This instruction for teachers during the summer vacation period was very helpful during the regular school year in furnishing our teachers with a background for working out courses of study."<sup>5</sup>

David Sellars, co-ordinator of the curriculum of the Fort Worth public schools, reported that the cost of the curriculum program has

---

<sup>3</sup>Claude L. Kulp, Summer Course in Unit Teaching. Ithaca Public Schools, Bulletin No. 22. June 18, 1934. P. 1.

<sup>4</sup>Claude L. Kulp, Summer Course. Ithaca Public Schools, Bulletin No. 32. May 29, 1935. P. 1.

<sup>5</sup>Personal Correspondence of the Author, letter from C. Louise Stilwell, Secretary to Mr. Kulp, Ithaca Public Schools. August 20, 1937.



averaged less than one half of one percent of the annual budget. All teachers have participated in the work. As the program has advanced and teachers have become experienced in curriculum work, it has become possible to do actual writing during the summer months only. This plan has ended the necessity for replacing a number of the most capable teachers with substitutes during the production work.<sup>6</sup>

Aubrey A. Douglass, Chief of the Division of Secondary Education of the State of California, wrote, "It is our judgment that the most successful work in curriculum revision in California high schools has occurred when teachers and administrators together have attacked one or more problems in their own schools."<sup>7</sup>

The all-year school plan has been attempted in some school districts in order to relieve congested conditions and make greater use of school buildings. Four quarters of three months each were organized in Nashville, Tennessee, in Omaha, Nebraska, in Aliquippa and Ambridge, Pennsylvania, and other places. At Newark, New Jersey, two months were added to a ten-month term. The purpose was to furnish wholesome atmosphere for under-privileged children. Pupils were permitted but not compelled to attend. Warren A. Roe, Principal of the Belmont Avenue school at Newark, made a scientific study of vacation schools at Newark for a thirteen-year period. His study was based on information obtained from the medical inspection department, school graduates, and interested

---

<sup>6</sup>David Sellars, The Curriculum Program of the Fort Worth Public Schools. Mimeographed Report, February, 1939. Pp. 6.

<sup>7</sup>Personal Correspondence of the Author, letter from Aubrey A. Douglass, Division of Secondary Education, Department of Education, California. August 12, 1937.

citizens. He reported " ... there is unmistakable evidence that the wholesome occupation, the hygienic setting, and the continuance of cleanliness and regular habits have genuinely improved the health conditions of the localities where the all-year schools are located. The police and juvenile courts and social workers are hearty witnesses in favor of the moral values of all-year schools."<sup>8</sup>

Summer play schools have been conducted in New York city for 21 years. School sessions were held five days a week, from nine o'clock in the morning to four o'clock in the afternoon, during July and August. Children worked in small groups having similar interests. Clara Lambert, Associate Teacher of Education of New York, reported, "Individual agencies in both country and city, have become concerned about the destructive results of the sudden sag into summer leisure, but they have not made use of one of America's greatest investments--its public school plants. ... The summer still means empty school buildings, unemployed teachers, children with leisure but with no technique for using it, and parents in homes with limited facilities."<sup>9</sup> Dora H. Stockman reported that a similar need exists in Michigan for more efficient use of school buildings during the summer months. She stated that there are nearly a half million young people in Michigan between the ages of 15 and 19 who must have the opportunity to work and play during the summer; yet, more than \$350,000,000 has been invested in school plants that

---

<sup>8</sup> Warren A. Roe, "The All-Year School--Two Views." Elementary School Journal, 27:329, January, 1927.

<sup>9</sup> Clara E. Lambert, "Looking Back on the Long Vacation." Survey, 73:279-80, September, 1937.



mostly stand idle from June to September.<sup>10</sup>

A survey of 420 high school pupils was made under the direction of the University of Wyoming in 1928. This study investigated the reasons why these pupils attended summer school, and revealed the fact that a significant number of pupils desired to make use of their time during the summer even without expecting credit.<sup>11</sup>

A survey of recreation work, conducted by the Works Progress Administration Division of Research, Statistics and Records, in cooperation with the Recreation Division, was carried out on a nationwide basis during the week ending August 28, 1937.<sup>12</sup> All recreational activities were divided into four major classes--physical, social, cultural, and therapeutic. The physical activities included swimming, athletics, sports, playground; the social included games, dancing, picnics, parades; the cultural included arts and crafts, drama, music; the therapeutic included all activities carried on for the disabled or maladjusted. Three age groups were established--persons under 16 years of age, between 16 and 25 years, and over 25 years of age. The youngest group of participants, those under 16 years of age, spent a greater proportion of their time on activities classed as cultural recreation, than did either of the older groups. Persons 16 to 25 years of age showed a greater preference for physical activities, and persons over 25 showed

---

<sup>10</sup>Dora H. Stockman, "Summer Use of Summer Plants." Michigan Education Journal, p. 399. April, 1938.

<sup>11</sup>L. R. Kilzer, "Why High School Pupils Attend Summer School." School Review, 37:132-35, February, 1929.

<sup>12</sup>Leisure-Time Leadership, W.P.A. Recreation Projects. Washington, D. C. March, 1938.

a greater interest in social recreation. The fact that the national summary showed nearly 40 percent of the program composed of non-physical types of recreation during a summer week was noteworthy.<sup>13</sup>

In 1934, William H. Sewell made a study of adult delinquency areas in the city and county of Jackson, Michigan.<sup>14</sup> His study was based on the number of persons committed to the Jackson County jail during the year 1935. He found that (1) the city of Jackson had the highest commitment rate in the county, followed by the townships of Summit, Blackman, Napoleon, and Parma, respectively; (2) with the exception of Parma, the townships which had the lowest rates were located farthest from the city of Jackson and had the highest percentage of rural-farm population; (3) the high rates of delinquency for Summit and Blackman townships were attributed to the facts that socially disorganized suburbs of the city are located in these areas, about 25 percent of the people are of foreign stock, and the lower class of industrial workers live in these suburban areas because of cheaper rents; (4) in the city of Jackson, the concentration of delinquency was greatest at the center of the city and tended to decrease as the distance from the center of the city increased; (5) there were wide variations in delinquency between the different areas of the city--a high rate in regions of railroad tracks, river and mill pond, business and industrial developments, workingmen's homes, and a low rate in purely residential areas, especially in the west and southwest section where many professional and business people live.

---

<sup>13</sup>See Appendix, pp. 76-77 for outline of recreation program.

<sup>14</sup>William H. Sewell, "Delinquency Areas in the City and County of Jackson, Michigan." Unpublished Master's thesis, Department of Sociology, Michigan State College, 1934. Pp. 43-81.

It is apparent from this review of literature, that groups of teachers have worked together successfully during the summer to solve curriculum and other school problems. All-year schools have been useful in relieving over-crowded conditions; the plan eventually adopted at Newark added two months of voluntary attendance to a ten-month term. Surveys of summer play schools and recreation projects have indicated large enrollments of interested pupils in social, cultural, and physical activities. The results of the study made by Sewell concerning adult delinquency areas in Jackson County were similar to the findings of this investigation in regard to juvenile delinquents.

#### Method of Procedure

In this study, a brief analysis was made of the population trends and juvenile delinquency areas in Jackson County to determine in which areas, if any, there was a need for a directed summer program for children. This information was obtained by personal interview with the Jackson Juvenile Officer, and from records at the probation office. By use of reports from the Jackson Board of Commerce, a study was made of the summer recreation program that has been carried on in the city and county previous to and including the summer of 1938. The State Board of Control for Vocational Education at Lansing, and the Boys' and Girls' Club Work Extension Service of Michigan State College supplied data concerning the summer projects carried on in the rural areas of the county in vocational agriculture and home economics, and in 4-H Club work.



Questionnaire forms<sup>15</sup> were sent by the writer in April, 1938, to 250 teachers in the public schools of Jackson city and county. This sampling was taken from a total of 608 teachers for the entire county. The information requested of teachers was (1) how they spent their summer vacations during 1936 and 1937, (2) what their preferences were for the summer of 1938, and (3) what their reactions were toward a planned summer program for teachers. In the city of Jackson, inquiries were sent to the teachers of the East and West Intermediate Schools, which have grades seven through nine; the Technical School, which has vocational training through the twelfth grade; and the Pearl Street School, which has grades one through six and special education. Outside the city, questionnaire forms were sent to each teacher in the county schools that maintained 12 grades. This included 11 graded districts, Brooklyn, Cement City, Concord, East Jackson, Grass Lake, Hanover, Horton, Michigan Center, Parma, Springport, Vandercook Lake, and one rural agricultural district, Napoleon.<sup>16</sup> From both city and county there was a total response of 200 out of 250 inquiries, approximately 80 percent. The reason for the above selection of schools was to get a sampling of the average school situation and of average teaching position. There are limitations in this method of investigation due to the limited number of cases, incomplete replies, and briefness of the questionnaire form; however, the tabulated responses should indicate the vacation interests of this particular group of teachers in certain types of summer activities.

---

<sup>15</sup>See Appendix, pp.73-75 for copy of questionnaire form.

<sup>16</sup>See Fig. 1, p. 16 for location of schools.

## CHAPTER II

### INFORMATION RELATIVE TO JACKSON COUNTY

#### General Description

Jackson County is located in the south central part of the lower peninsula of Michigan, in the second tier of counties north from the Ohio line. Extending through the county are United States Highways Number 127 and Number 12, and five state highways. The New York Central, Michigan Central, Grand Trunk, and Cincinnati Northern railroads converge in the city of Jackson to make it an important transportation center. The city is served also by the Southern Michigan Transportation Company and the American Airways.

The topography of the county is a rolling plain of glacial soil. There are 90 lakes varying in size from 30 to 640 acres.

Occupations. Diversified farming is the occupation of the rural population. The leading agricultural products are beans, potatoes, corn, wheat, oats, alfalfa, and many varieties of vegetables. Apples and berries are the chief fruits. Poultry and live stock production are important.

Jackson is a manufacturing city. Classifications include the metal trades and needle trades; the products are automotive parts, machine tools, rubber tires, radios, electric refrigerators, underwear, and many others. Manufacturers of Jackson, including those employing 15 workers or over, gave employment in January, 1935, to about

8000 people.<sup>17</sup> About 50 percent of the people are home owners, 95 percent are of the white race, and 80 percent are native born.<sup>18</sup>

Population trend. According to the United States census of 1930,<sup>19</sup> the population of the county was 92,304. The city of Jackson had a population of 55,187. Bordering the city on the south and east is a thickly populated area, including Vandercook Lake, East Jackson, and Michigan Center.

There are six incorporated villages in the county--Brooklyn, Concord, Grass Lake, Hanover, Parma, and Springport.

The area of the county is approximately 720 square miles; it is divided into 19 townships.<sup>20</sup> The population of the townships for the years 1910, 1920, and 1930 is given in Table I. From these figures, the percent increase or decrease in population of each census over the preceding census was calculated and is indicated in Table II. From 1910 to 1930, the three townships, Blackman, Leoni, and Summit showed increases of 334.3 percent, 240.5 percent, and 474.8 percent respectively. The city of Jackson showed an increase of 75.6 percent. The greatest losses were in Pulaski and Waterloo. The figures show that many people moved from rural areas to the city and its suburbs from 1910 to 1920. The cause of the fluctuation in each of the townships is an interesting study in itself. The fact noted here is the immense increase in population of the areas surrounding the city of Jackson during the twenty-year period from 1910 to 1930.

---

<sup>17</sup>Jackson County, Michigan. Published by Tourist Bureau of Jackson Board of Commerce, 1937, p. 4.

<sup>18</sup>Jackson, Michigan. Mimeographed Report. Jackson Board of Commerce, 1937, p. 2.

<sup>19</sup>Fifteenth Census of the United States, Vol. 1, 1930, p. 523.

<sup>20</sup>See Fig. 1, p. 16 for location of townships.



TABLE I

POPULATION OF JACKSON COUNTY AS INDICATED BY THE CENSUS OF  
1910, 1920, AND 1930\*

Township	Census Year		
	1910	1920	1930
Blackman.....	1,746	2,825	7,583
Columbia.....	1,577	1,510	1,830
Concord.....	1,307	1,210	1,394
Grass Lake.....	1,710	1,643	1,659
Hanover.....	1,246	1,206	1,242
Henrietta.....	973	859	1,030
Leoni.....	1,408	2,076	4,794
Liberty.....	839	706	785
Napoleon.....	867	849	1,204
Norvell.....	694	619	636
Parma.....	1,119	1,010	1,066
Pulaski.....	845	705	725
Rives.....	1,145	1,062	1,198
Sandstone.....	1,248	1,217	1,251
Spring Arbor.....	923	851	1,073
Springport.....	1,344	1,219	1,212
Summit.....	1,175	2,992	6,754 †
Tompkins.....	875	776	877
Waterloo.....	952	830	804
City.....	31,433	48,374	55,187 †
Total for County.....	53,426	72,539	92,304

\*Figures from Fifteenth Census of the U. S., Vol. 1, 1930, p. 523.

†Part of Summit township was annexed to Jackson city in 1927.

TABLE II

PERCENT INCREASE OR DECREASE IN POPULATION OF TOWNSHIPS OF JACKSON  
COUNTY OVER PRECEDING CENSUS

Township	Percent Increase or Decrease of Census		
	1920 Over 1910 Census	1930 Over 1920 Census	1930 Over 1910 Census
Blackman.....	+61.8*	+168.4	+334.3
Columbia.....	- 4.2	+21.2	+16.0
Concord.....	- 7.4	+15.2	+ 6.7
Grass Lake.....	- 3.9	+ 1.0	+ 2.9
Hanover.....	- 3.2	+ 3.0	- .3
Henrietta.....	-11.7	+19.9	+ 5.9
Leoni.....	+46.7	+130.9	+240.5
Liberty.....	-15.8	+11.2	- 6.4
Napoleon.....	- 2.1	+41.8	+38.8
Norvell.....	-10.8	+ 2.8	- 8.4
Parma.....	- 9.7	+ 5.5	- 4.7
Pulaski.....	-16.6	+ 2.8	-14.2
Rives.....	- 7.2	+12.8	+ 4.6
Sandstone.....	- 2.5	+ 2.8	+ .2
Spring Arbor.....	- 7.8	+26.1	+16.2
Springport.....	- 9.3	- .6	- 9.8
Summit.....	+154.6	+125.7	+474.8
Tompkins.....	-11.3	+13.0	+ .2
Waterloo.....	-12.8	- 3.1	-15.6
City.....	+53.9	+14.1	+75.6
County.....	+35.8	+27.2	+72.8

\*Plus before number indicates an increase, minus indicates a decrease.



Educational facilities. A brief summary of educational facilities for 1937 shows that the city of Jackson maintained a Junior College, one Senior and two Junior high schools, a Technical School, and 16 grade schools. There were three parochial schools and two business colleges in the city. Outside the city there were 11 graded school districts that maintained 12 grades, located at Brooklyn, Cement City, Concord, East Jackson, Grass Lake, Hanover, Horton, Michigan Center, Parma, Springport, and Vandercook Lake.<sup>21</sup> Three graded schools--Munith, Tompkins Center, and the Woodworth, did not have the entire 12 grades. Napoleon was the only rural agricultural school in the county. There were 118 rural primary schools in operation.

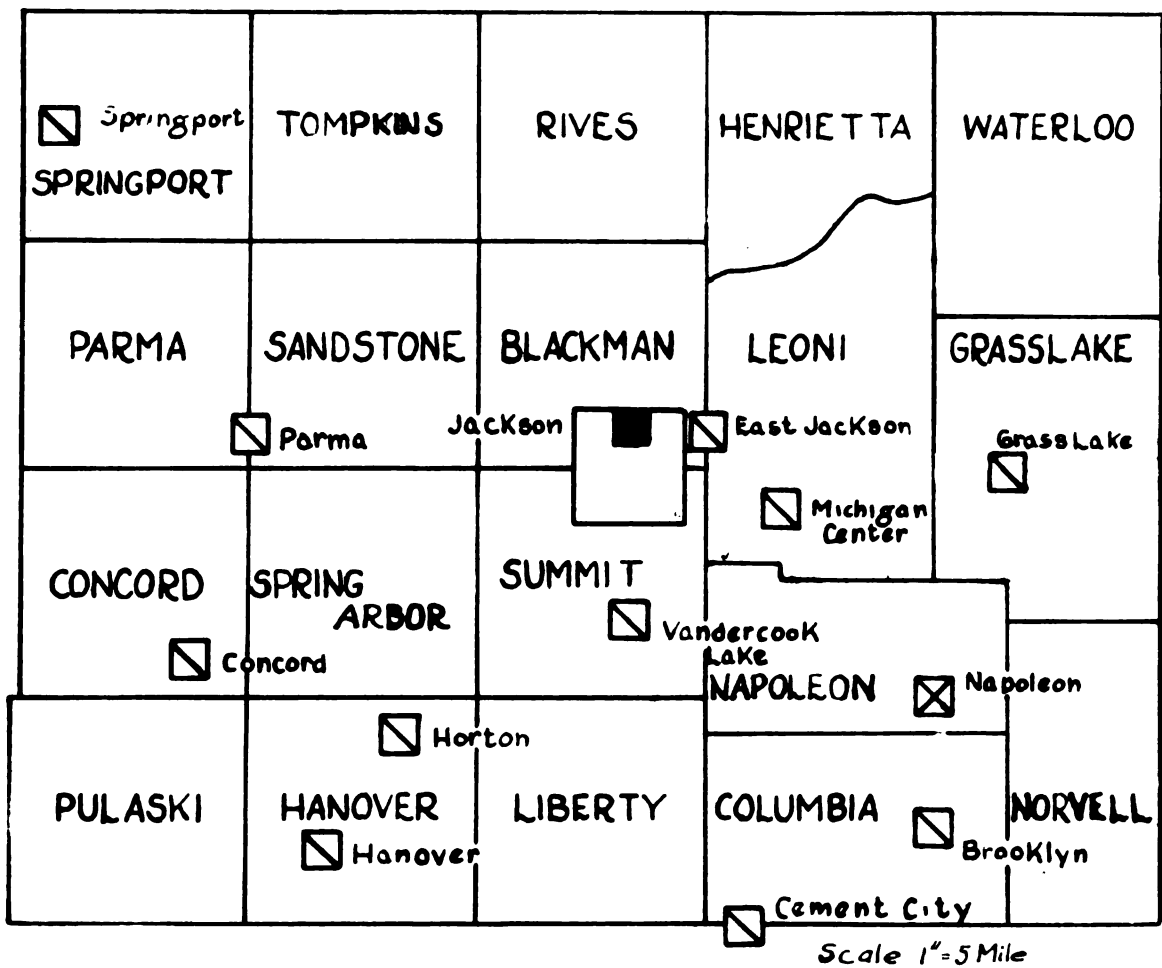
The total enrollment in public and parochial schools of the city and county in 1937 was 19,421 pupils according to a report by County Commissioner of Schools, Lyle A Tarrant.<sup>22</sup> The school census listed 22,577 children between the ages of five and 19 inclusive. Of 17,472 attending public schools, 40.4 percent were enrolled in grades above the seventh. The average cost of all children attending public schools was approximately \$73 per pupil, not including debt or capital outlay. There were about 600 teachers employed, making an average of 25 pupils for every teacher. The average yearly wage of these teachers was slightly over \$1,058. There was an assessed valuation of more than \$70,000,000 for Jackson city schools, more than \$2,000,000 for East Jackson, and more than \$1,000,000 each for Michigan Center, Napoleon, and Vandercook.

---

<sup>21</sup>See Fig. 1, p. 16, for location and types of schools.

<sup>22</sup>Newspaper article, Jackson Citizen Patriot, November 3, 1938.





### Legend

- - Special District
- ▣ - Graded District
- ▣ - Rural Agricultural District

FIGURE 1

LOCATION AND TYPES OF SCHOOLS OF JACKSON COUNTY (1938)

The library facilities available were approximately 62,000 volumes in the Jackson Public Library and 15,000 volumes in the County Library, in addition to the school libraries.

### Juvenile Delinquency

Juvenile delinquency is very high in the city of Jackson and its suburbs.<sup>23</sup> The number of juvenile court charges for a ten-year period from 1928 to 1938, is shown by Figure 2. In 1928 there were 157 cases of delinquency; during the next three years there was a rapid decline in number, reaching an extreme low in 1931. Since 1931 there has been a rapid increase. The highest number of delinquents for the ten-year period was 174 cases in 1937. This high total gave Jackson County a rank of seven among the eight leading counties of the state in number of cases.

Various studies have been made by grouping the information concerning delinquent cases in the county.

TABLE III

#### HOME SITUATIONS OF JUVENILE DELINQUENTS OF JACKSON COUNTY

Type of Home	Number of Cases	Percent of Cases
Parents Separated (divorced, deserted, or away because of sickness).....	66	10.8
Parent Dead (either one).....	56	9.2
Parent Drinks (excessively).....	15	2.5
Mother Works.....	40	6.6
Child Not Living at Home.....	22	3.6
Home Normal in Other Respects.....	411	67.4
Total.....	610	100

<sup>23</sup>The following data were available from the Juvenile Probation Office, Jackson.

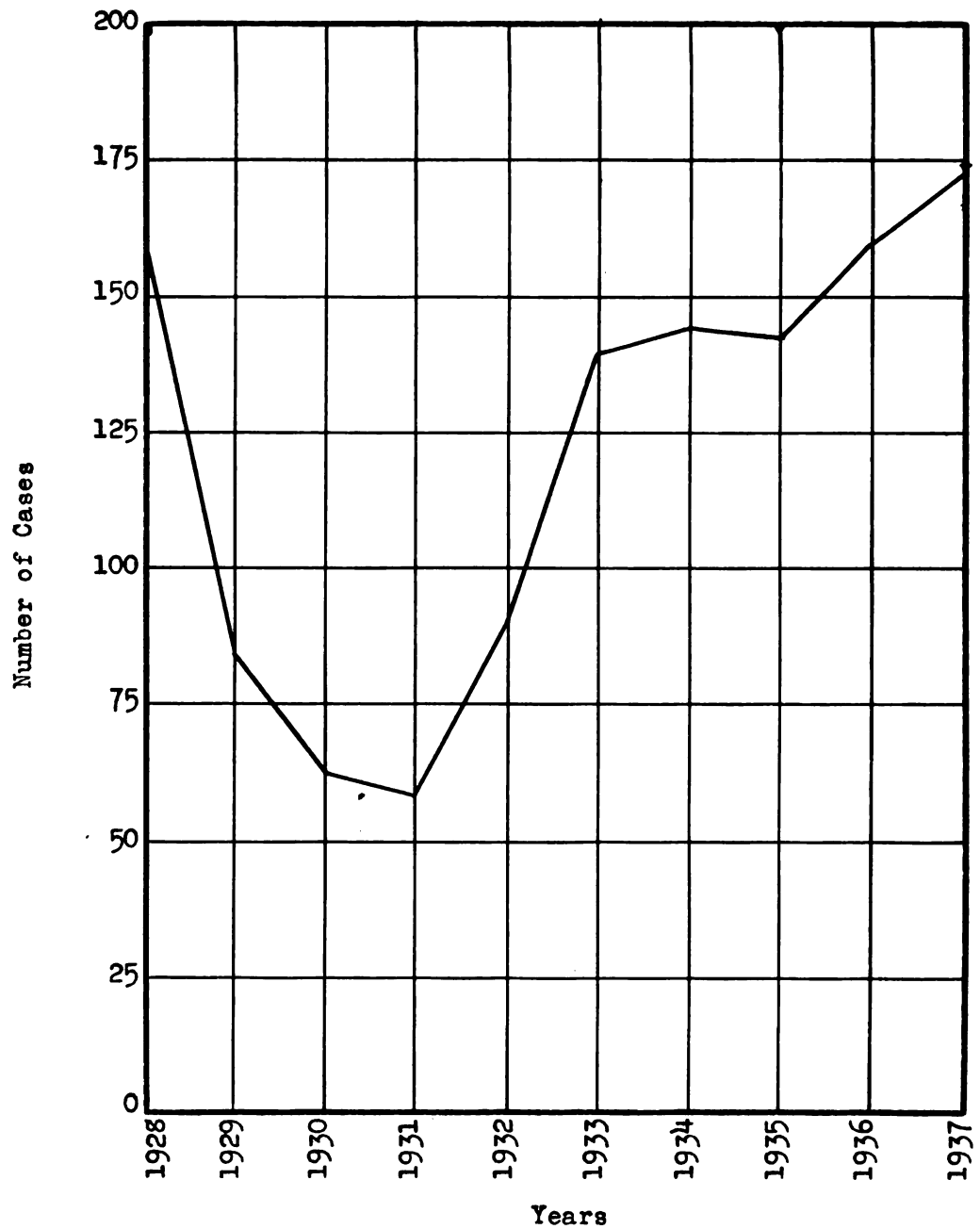


Figure 2. The Number of Juvenile Delinquents in Jackson City and County Over a Ten-Year Period

It may be determined from the facts presented in Table III that about one third of the delinquents came from homes where the conditions were abnormal, although these homes comprised only one sixth of the entire number.

TABLE IV

INTELLIGENCE RECORDS OF JUVENILE DELINQUENTS OF JACKSON COUNTY  
BASED ON THE OTIS GROUP INTELLIGENCE SCALE<sup>24</sup>

Classification	Index of Mental Capacity	Number of Cases	Percent of Cases
Very Superior.....	(120-140)	1	1.0
Superior.....	(110-120)	1	1.0
Normal or Average.....	(90-110)	20	20.2
Dull or Backward.....	(80-90)	13	13.1
Borderline Deficiency.....	(70-80)	37	37.4
Feeble-minded: Moron.....	(50-70)	26	26.3
Imbecile.....	(20-50)	1	1.0
Total.....		99	100.

The grouping of 99 cases of delinquents according to intelligence rating revealed that in the very superior classification of mentality, where the index of capacity ranges from 120 to 140, there was only one case of delinquency. The borderline deficiency classification included about 37 percent of the cases, and the moron about 26 percent. The lowest type, or imbecile, was represented by only one delinquent.

Figure 3 shows the graphic distribution of these cases.

<sup>24</sup> Arthur S. Otis, Otis Group Intelligence Scale. Yonkers-on-Hudson, New York: World Book Company.



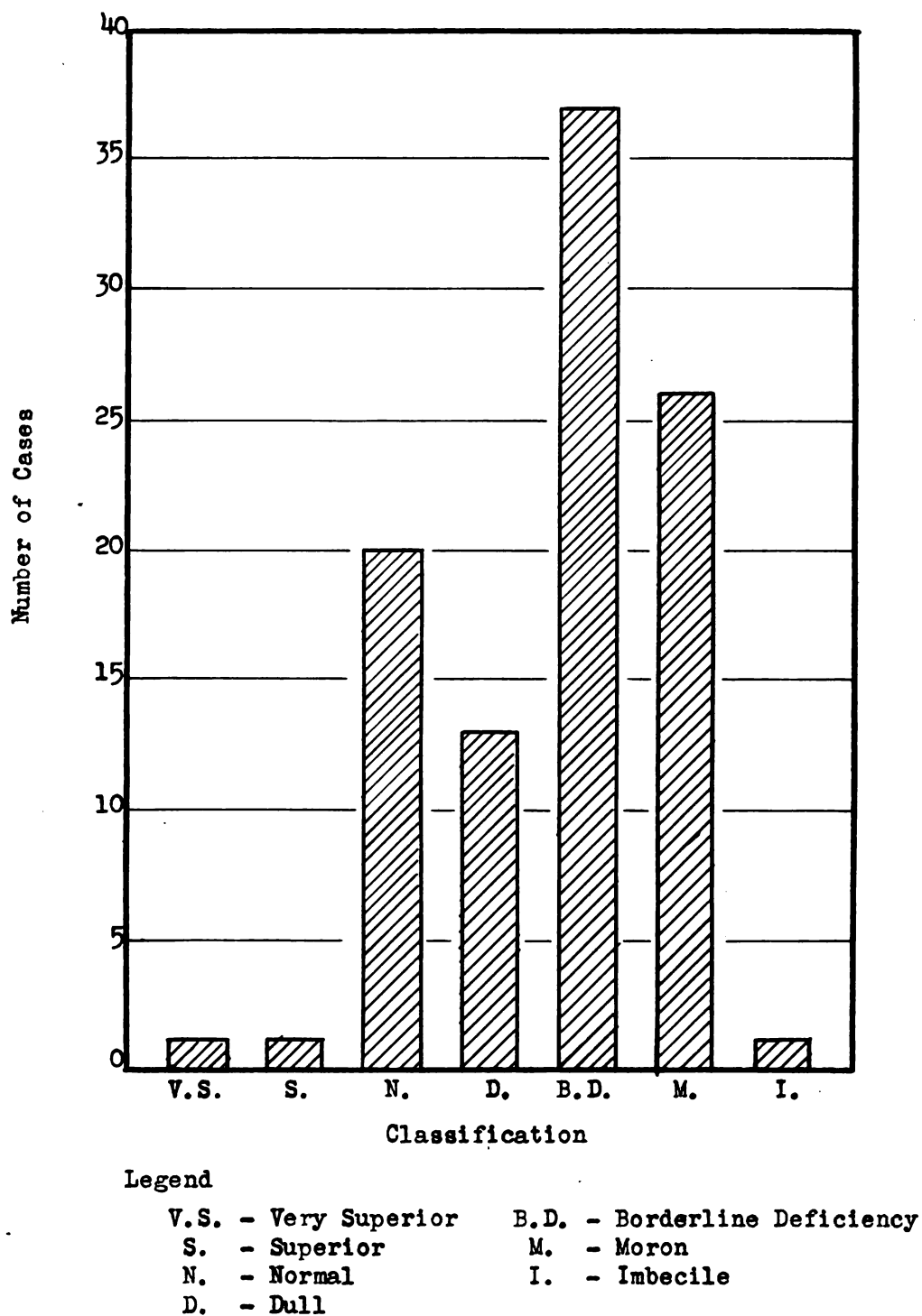


Figure 3. Intelligence Records of a Group of Juvenile Delinquents in Jackson County (Otis Group Intelligence Scale)

TABLE V

MONTHLY DISTRIBUTION OF JUVENILE DELINQUENCY CASES OF JACKSON COUNTY  
FOR A THREE-YEAR PERIOD (1935, 1936, 1937)

Month	1935			1936			1937			Total 3 Yrs.	Average
	Male	Female	Total	Male	Female	Total	Male	Female	Total		
Jan.	10	0	10	8	1	9	11	0	11	30	10.0
Feb.	4	0	4	9	2	11	6	3	9	24	8.0
Mar.	6	0	6	9	1	10	15	2	17	33	11.0
Apr.	11	5	16	13	4	17	22	1	23	56	18.7
May	13	3	16	12	1	13	10	4	14	43	14.3
June	17	1	18	16	1	17	19	3	22	57	19.0
July	12	2	14	14	2	16	12	3	15	45	15.0
Aug.	2	0	2	8	0	8	7	1	8	18	6.0
Sept.	12	2	14	14	0	14	7	0	7	35	11.7
Oct.	12	4	16	12	2	14	14	2	16	46	15.3
Nov.	13	1	14	9	3	12	11	3	14	40	13.3
Dec.	9	3	12	17	2	19	13	5	18	49	16.3
Total	121	21	142	141	19	160	147	27	174	476	158.6

The highest monthly averages were for June and April, followed by December, October, and July. These were school vacation months, except October, the time of Hallowe'en pranks. The low average for August may be accounted for possibly because the young people had made adjustments to the freedom of summer vacation, and many were vacationing at lakes.

Figure 4 shows the graphic distribution of these cases.

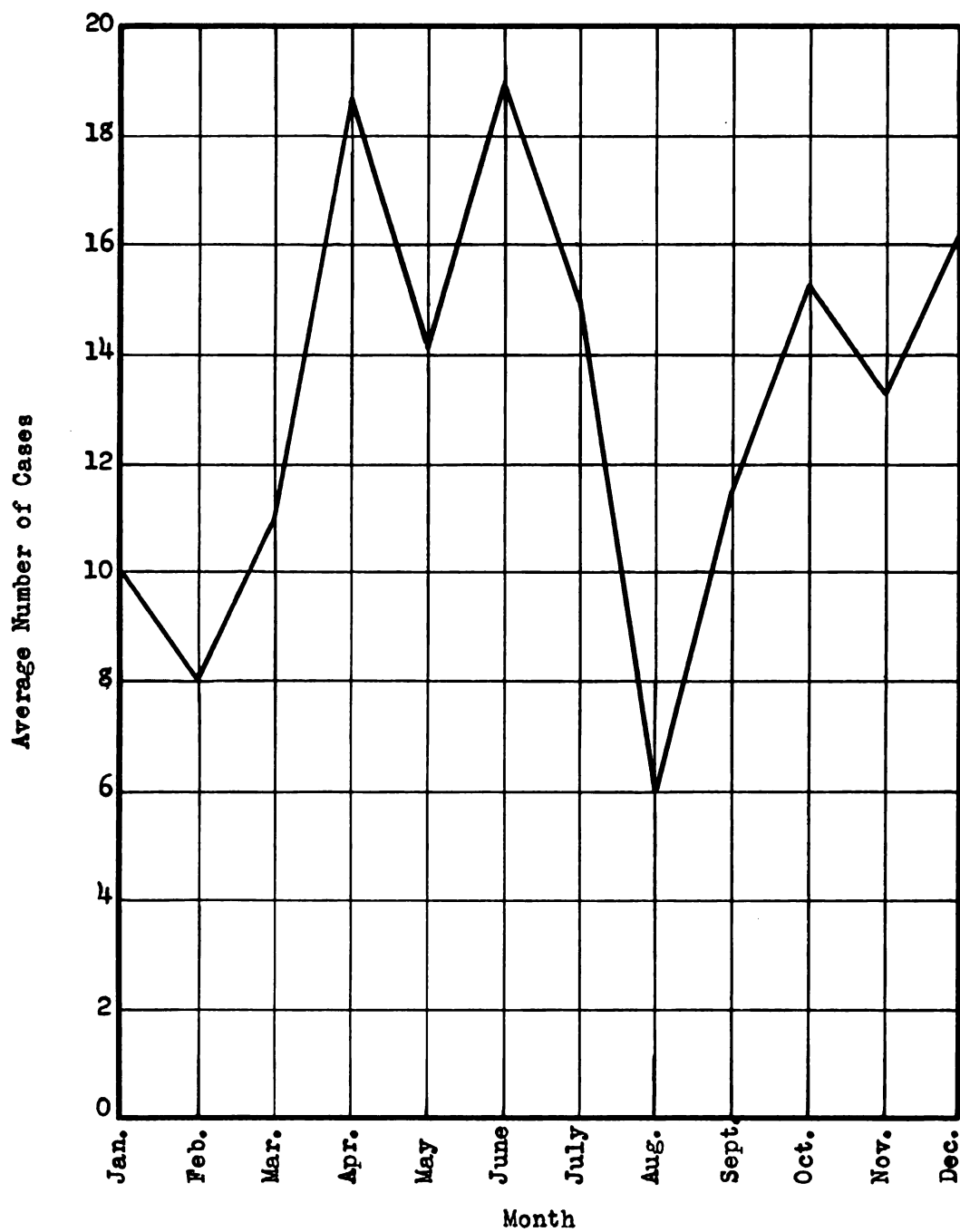


Figure 4. Average Monthly Distribution of Juvenile Delinquents of Jackson County for a Three-Year Period (1935-36-37)

Statistics for the year 1937 showed the classification of 174 court charges of Jackson County according to sex, color, age, type of offense, and locality. The sex classification was 84.5 percent male and 15.5 percent female. The color was 90.2 percent white and 9.8 percent negro. The age distribution was as follows: sixteen years, 29.3 percent; fifteen years, 24.7 percent; fourteen years, 22.4 percent; thirteen years, 7.5 percent; twelve years, 8.6 percent; under twelve years, 7.5 percent. The most common types of offenses were stealing and larceny, traffic violation, truancy, sex, incorrigible, runaway, and others, in the order named. These types of offenses were most common in the areas of the city where the economic and social standards are low, and where population is congested and has a high percent of foreign born. The only exception was in automobile speeding which was high in the wealthier southwest section of the city. One hundred and forty-two cases were from the city of Jackson and its suburbs, 13 were from Vandercook, two from Rives, three from Michigan Center, four from Parma, six from Brooklyn, one from Spring Arbor, two from Horton, and one from Munith. These findings in regard to crime areas are in accord with those of Sewell<sup>25</sup> in his study of adult delinquency areas in the city and county of Jackson.

Delinquents are under the jurisdiction of the Juvenile Court Judge, the Probation Officer, and the city Policewoman. Recently the city built a modern detention home for delinquent boys. The Florence Crittenden Home has been active in its work with delinquent girls.

A summary of facts concerning the juvenile delinquents for Jackson

---

<sup>25</sup>William H. Sewell, op. cit., pp. 43-81.

county shows: (1) the number of probate court charges over a ten-year period reached a high peak for the year 1937; (2) about 33 percent of the cases were from homes where conditions were abnormal; (3) the highest rates were in the congested areas of Jackson and its suburbs; (4) about 37 percent were classified in the borderline deficiency zone of intelligence; (5) the number of cases increased at the beginning of school vacation periods.



### CHAPTER III

#### ANALYSIS OF SUMMER PROGRAM FOR PUPILS PREVIOUS TO AND INCLUDING SUMMER OF 1938

##### Playground and Recreational Program

In the city of Jackson the growth of the recreational program may be traced through five periods: 1890, financed by charity only; 1900, public parks; 1910, small number of playgrounds; 1920, social recreation centers; 1935, planned community leisure-time programs, and the beginning of a scientific attitude toward the relationship of recreation to delinquency and crime.

A recreation survey was sponsored by the Jackson Recreation Council in 1936.<sup>26</sup> The survey was limited to the city of Jackson. At that time the city had no recreation department. There was no budget for recreation except \$7,352 for recreation in the city schools, and approximately \$2,000 furnished by the Community Chest for summer playgrounds. An analysis of the recreation program revealed some interesting information in regard to street play-groups. In 1935, there were 269 street play-groups of five or more children. Some of these could be called gangs as they were well organized and had regular officers elected. Most of these groups did not cause serious trouble; however, 65 groups did cause trouble of a serious nature. Forty-seven of these groups were comprised

---

<sup>26</sup>Recreation Survey of Jackson. 1936. Sponsored and printed by the Jackson Recreation Council.

of both colored and white children; nearly all groups were comprised of both boys and girls, with about 50 percent more boys than girls. Most groups were frequenters of a definite corner or vacant lot, and played after school and evenings until 11 o'clock. In most cases these groups were on the street every night in the week, weather permitting, and the number ranged from five to 50 children in a group.

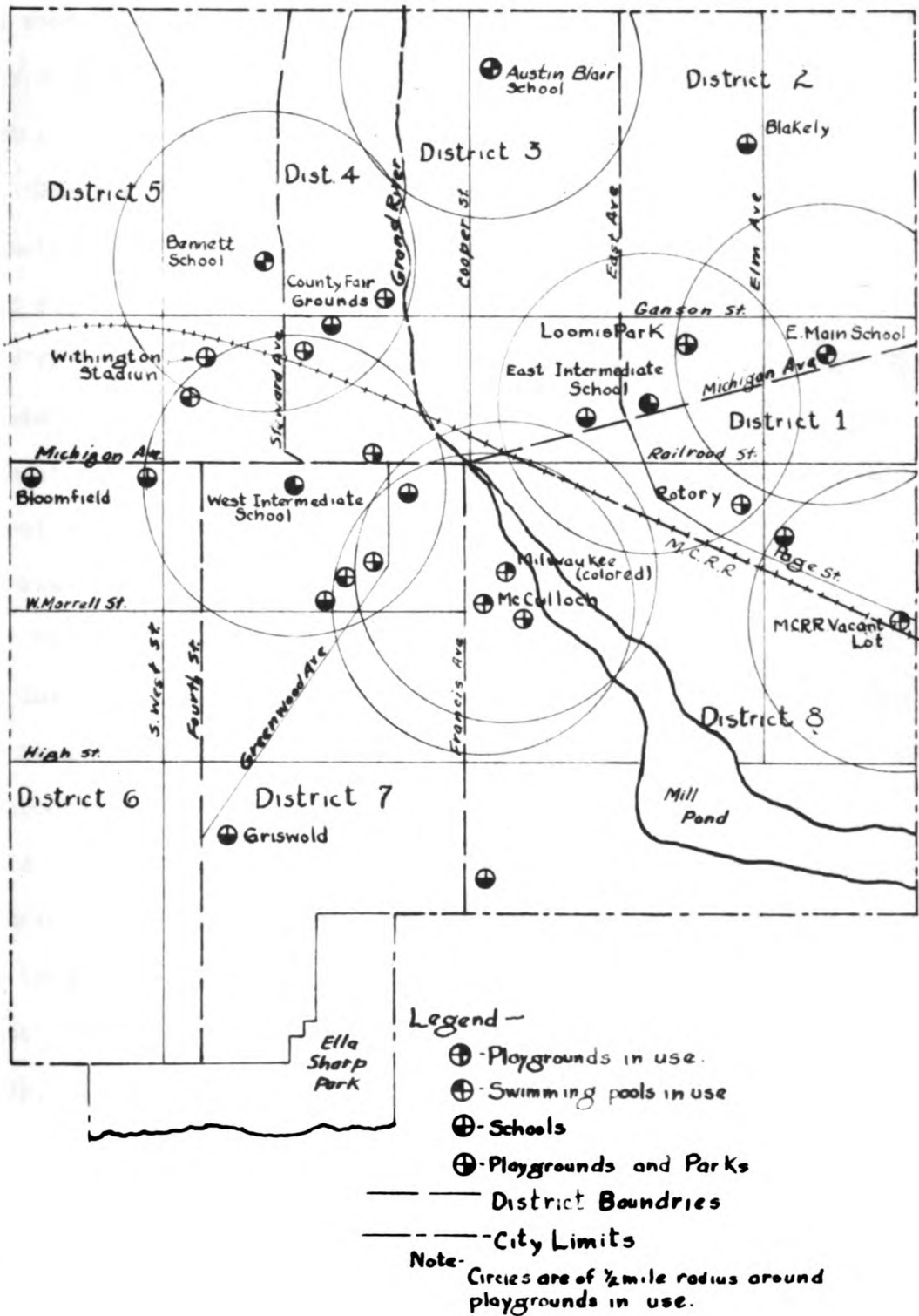
The survey showed sufficient use was not being made of outdoor facilities, and a serious lack of facilities in the downtown area and thickly populated districts. Jackson had 550 acres of park areas of which approximately 200 acres were used for active recreation. Only four of the 17 school playgrounds were used for a period of two months as summer playgrounds. These were located at the Austin Blair, Bennett, McCulloch, and East Main Schools.<sup>27</sup> Two vacant lots, one for colored children and one on the Michigan Central Railroad property had supervised play. Two swimming pools were available at the East and West Intermediate Schools.

The city was divided into eight recreation districts.<sup>28</sup> The study showed that District I in the east section of the city had 43 playgroups and very high delinquency. This area is one of the most thickly populated in the city, chiefly Polish and a small group of colored and mixed races along the railroad. Only two small playgrounds were in use during the summer. District III is a congested area located east of the Grand River and north of Michigan Avenue. There are a great many poor families, chiefly industrial workers, with a variety of nationalities

---

<sup>27</sup>See Fig. 5, p. 27, for location of schools and recreation centers.

<sup>28</sup>Ibid., p. 27.



**FIGURE 5**  
**CITY OF JACKSON RECREATION DISTRICTS AND SUMMER RECREATION CENTERS**  
**(1935)**

and some colored people. The survey showed 48 street play-groups and high delinquency. One playground in this district was in operation during the summer at the Austin Blair School.

District VIII is in the southeast section of the city between Francis Street and the railroad tracks. The population is of low economic status, and is composed largely of negro, Polish, and mixed groups. Many factories, wholesale houses, and other commercial buildings are located in this district. The survey listed 49 play-groups and the highest rate of delinquency in the city. A playground at the McCulloch School and one for colored children were the only ones in use during the summer.

These three districts which have been discussed, I, III, and VIII, had inadequate playground facilities and a very high rate of delinquency. The remaining districts did not show such serious problems. In District IV, recreational facilities were undeveloped; the county Fairgrounds could have been used to better advantage. Economic standards were low in this section, but delinquency was not a serious problem. District II, located in the northeast section, had a playground at the East Main School and good recreational facilities at Loomis Park, which covers 26 acres. The population is made up of the better class of industrial workers and the delinquency rate was low. Districts V, VI, and VII had excellent recreational areas on the High School property, Sparks Foundation, and Ella Sharp Park, respectively. Ella Sharp Park is a beautiful recreational area of 530 acres, located southwest of the city. District VI had the lowest delinquency rate in the city. It is the wealthiest section, and has Sparks Foundation, a wonderful recreational area of

465 acres.

The survey also covered the activities and games of 6,984 school children; many of these children asked for additional playgrounds, skating rinks, swimming pools, indoor activities, recreational instruction and training. The major recommendations made by the Recreation Council as a result of the survey may be summarized as follows: (1) a definite plan should be developed for a complete year around program; (2) arrangements should be made for the use of facilities which were then idle but could be used satisfactorily for recreation, such as school playgrounds after school hours and on Saturdays, gymnasiums, auditoriums, swimming pools, the new County building, Fair grounds, and several pieces of vacant property in the central and eastern section of the city.

During the summer of 1937, the Jackson summer program was financed by the Community Chest and other local organizations, by the Board of Education who paid one full-time director, and by federal aid. Eight men and eight women were employed as supervisors for a period of eight weeks. Attendance was checked twice a day and there were 45,000 who attended.

A study of the recreation program for the summer of 1938 showed a definite organization.<sup>29</sup> It was controlled by the Recreation Advisory Board which coordinated the Jackson Athletic Association, Recreation Council, Greater Jackson Association, county, womens' organizations, Ella Sharp Park Board, Board of Education, and the city administration, all under the leadership of a recreation director.<sup>30</sup> During the summer,

---

<sup>29</sup>Charts and reports were available from George Schumm, WPA recreation director, Jackson Board of Commerce.

<sup>30</sup>See Appendix, p. 78 for organization chart of recreation program of June, 1938.



the Rose City Post, Number 324, of the American Legion installed ten flagpoles at various playgrounds and carried on several projects as a part of the Americanization program. Playground apparatus was checked and repaired by National Youth Administration workers before the opening of the nine playgrounds on June 20. George L. Greenawalt, recreation director employed by the Board of Education, directed the operation of these playgrounds under trained supervisors. The weekly announcements made by the Recreation Council in the Jackson Citizen Patriot showed an increase in the use of playgrounds from 8,000 each week in the early summer to more than 13,000 later in the season. "Approximately 13,000 children attended city playgrounds, tennis courts, pools, and band practice last week, according to George L. Greenawalt, recreation director. Rotary Center, a playground on Railroad Street, led the attendance with 1,863 children. East Main playground was low with 575 children. The weekly attendance follows: Rotary, 1,863; Blakely, 1,140; Biddle and Milwaukee Streets, 1,134; McCulloch, 1,123; Bloomfield, 627; Blair, 609; East Main, 575. Pools at East and West Intermediate Schools were attended by 1,810 children. Three hundred and nineteen used the tennis courts and 192 children turned out for band practice."<sup>31</sup>

At the end of the season a pageant was presented at the Withington Stadium. Seven hundred children gave a twenty-act program in honor of Joseph E. Lee, founder of the playground movement in America, and depicted the work done during the summer. Most of the equipment was made on city playgrounds and costumes were made in play-center sewing classes. The Recreation Council closed the summer activities in August with a

---

<sup>31</sup>Jackson Citizen Patriot, July 31, 1938.

picnic at Ella Sharp Park.

The WPA County Recreation Project maintained lifeguards at eight county lakes. Recreation directors were provided at several county schools, including one man and one woman both at Vandercook Lake and at Michigan Center; one man at Napoleon and one at Brooklyn; a part-time director at Hanover and Horton; and one man to complete the balance of the season following a six-week program sponsored by the Board of Education at East Jackson.

In most of the rural centers of the county, local churches maintained Bible vacation schools for younger children for a short period. Recreation has been fostered by character building organizations such as the Boy Scouts, Girl Scouts, Boytown and Hi-Y Clubs, Girl Reserve Triangles, Young Men and Young Women's Christian Associations, and young people's organizations in the various churches. The Y.M.C.A. has offered annual swimming courses of four weeks each summer for a very small fee. These instructions were available to all children of the city who were interested. There was a total attendance of 974 for the classes conducted in the summer of 1938.

In March, 1939, incorporation of the Jackson Recreation Council was announced. The constitution listed its purposes as follows: to encourage, promote, sponsor, and operate recreational activities in Jackson; to cooperate with local, state, and federal agencies for the furthering of recreational activities for an all-year program for all persons. Membership consists of elected representatives from all of the civic, religious, and educational organizations of the city and any interested citizens whose application is approved by the executive

committee.<sup>32</sup>

### Summer Educational Projects

The State of Michigan, through the local public school systems and the State Board of Control for Vocational Education carries on a statewide program of vocational education.<sup>33</sup> This program is supported by funds from the federal government, state government, and local sources. In 1917 Congress enacted the Smith-Hughes Act for the purpose of appropriating money for vocational education in agriculture, trades and industries, and home economics. Certain regulations are imposed, such as matching funds, a minimum age for persons to be benefited by training, requirements in courses of study, equipment, teacher qualifications and salaries, etc. The George-Deen Act of 1936 provided additional money.

The purpose of the vocational agricultural education program is to provide systematic instruction in agriculture in the public schools. Classes are composed of pupils who do at least six months of directed or supervised practice in agriculture, and who are receiving not less than five 90-minute periods or seven 60-minute periods of actual instruction in agriculture per week. Much of the work is done in the summer, but it is a continuation of the school year rather than a summer enterprise only. The projects may be productive enterprise, carried out

---

<sup>32</sup>Jackson Citizen Patriot, March 9, 1939.

<sup>33</sup>Biennial Report of the State Board of Control for Vocational Education. Bulletin No. 209. Lansing, Michigan: State Board of Control for Vocational Education, 1939. Pp. 6-18.

by the boys for a profit; improvement projects, intended to increase the real estate value of the farm, improve the efficiency of farm business, or the keeping of farm records; supplementary farm practices, which have as their purpose the development of ability in specific types of crop or animal care; and placement for farm experience only. In Jackson County, 1938, the qualifying schools were Parma, Hanover, Grass Lake, Napoleon, Brooklyn, and Jackson.<sup>34</sup> Some of the satisfactory summer projects carried on in the county were garden and home improvement, potato raising, field corn, sweet corn, popcorn, mellons, cucumbers, onions, tomato seed, beef, swine, horses, poultry, and bees. Other successful projects were in keeping farm inventories, corn and wheat test plots carried on in conjunction with Michigan State College, and placement of boys for farm experience. There are five chapters of Future Farmers of America in Jackson County; they are organized at Jackson, Grass Lake, Napoleon, Brooklyn, and Hanover. The members participate throughout the year in various contests such as grain judging, and horse and dairy judging at the Jackson County fair, at Michigan State College, and the Jackson County mid-winter fair held in one of the local schools. Contests in softball form one of the major recreational activities in summer.

The vocational home economics schools in Jackson County in 1938 which had qualified according to state law are located at Parma, Hanover, Grass Lake, Napoleon, Brooklyn, East Jackson, and evening in-

---

<sup>34</sup>See Fig. 1, p. 16, for location of schools.

struction at Jackson Technical School.<sup>35</sup> Summer activities in home-making are carried on for a period of four weeks in Parma, Hanover, Grass Lake, Napoleon, and Brooklyn. Definite improvements have been made in these schools in equipment, reference books, and courses of study. The types of homemaking experience projects completed during the summer are food preservation, family meals and baking, garment construction and repair, child care and development, personality improvement, house arrangement and cleaning, and care of home grounds and gardens. Teachers visit homes to supervise these home experience projects.

The trade and industrial division of vocational education is maintained at the Jackson High School and at the Technical School; this education is not available during the summer time.

TABLE VI

NAME OF SCHOOL AND NUMBER OF STUDENTS ENROLLED IN VOCATIONAL AGRICULTURE AND HOME ECONOMICS IN JACKSON COUNTY IN 1937-1938

Name of School	Voc. Agri.	Voc. Home Econ.			
	All-day	All-day	Part-time	Evening	
	Boys	Girls	Girls	Boys	Girls
Brooklyn.....	27	29			
Grass Lake.....	32	68			
Hanover.....	26	30			
Napoleon.....	24	33			
Parma.....	28	22			
Jackson High.....	50				
Jackson Tech.....			48	9	220

<sup>35</sup>Directory of Vocational Schools in Michigan. Bulletin No. 200. Lansing, Michigan: State Board of Control for Vocational Education, 1938. Pp. 8-11.

The schools outside the city of Jackson showed uniform enrollments except Grass Lake, which had a higher enrollment in home economics. East Jackson qualified in home economics during the school-year 1937-1938, but enrollment figures were not indicated in the biennial report. In the entire county there was a total of 187 boys who were eligible for summer projects in vocational agriculture, and 182 girls in vocational home economics.

Boys' and girls' 4-H club work. The 4-H club work is a part of the nation's agricultural extension system created by the Smith-Lever Act of 1914, and is promoted by the state agricultural colleges, United States Department of Agriculture, county governments, and rural people cooperating. The term 4-H signifies the four things which must be trained by the boy and girl to insure success in club undertakings--head, heart, health, and hands.<sup>36</sup> The work is carried on with boys and girls of ages ten to 20 years inclusive. The size of the group is usually from ten to 20 members. The work is done in the fields, in the home, or wherever the actual working situation exists.

The projects carried on for girls are clothing, home furnishings, food preservation and preparation, and home management. The girls learn to sew, to choose the most suitable styles and colors, to furnish a room, to cook and serve food, to plan menus, to can, and they often prepare lunches for pupils in rural schools. The 4-H summer home economics clubs are organized in May and June. Each member keeps a record

---

<sup>36</sup>George E. Farrell, Boys' and Girls' 4-H Club Work Under the Smith-Lever Act, 1914-1924, Miscellaneous Circular No. 85. Washington, D. C.: United States Department of Agriculture, December, 1926. P. 1.

and makes a report at the close of the project. Exhibits of achievements are made in the fall at local, county, and state fairs.

There were 19 organized home economics groups in Jackson County in 1938. At Vandercook Lake there were four clothing clubs and one home furnishing club which extended through the year, and one food preparation club as a summer project. At Grass Lake there was one clothing club during the year and two canning clubs which preserved fruit during the summer and meat during the winter. At Concord there was a winter clothing club; East Jackson joined Leoni in a canning club; Horton had a clothing club in winter and food preparation in summer; Michigan Center had one summer food group; Napoleon had a winter clothing group; Parma had a large group of 16 members in the summer canning club, and also had a winter clothing group; Springport had a food preparation club in summer. Most groups were organized in small rural centers rather than in larger towns.<sup>37</sup>

The boys have 4-H handicraft clubs during the winter in which they learn wood working and wood identification, the use of carpenters' tools, and the fundamentals of electrical wiring. The winter clubs are quite directly connected with the schools and operate in communities where industrial arts are not taught in the schools. The summer clubs are independent of the schools, but are organized in the rural trade areas and social centers. Summer agricultural projects for boys include conservation of soil and forests, home planting and home beautification, gardening, farm mapping, farm crops, raising of bees, poultry, rabbits,

---

<sup>37</sup>Information from Margaret M. Reed, Home Demonstration Agent, Home Economics Extension Office, Jackson, Michigan.



and farm animals. Sometimes both boys and girls have the same projects, and also several members belong to more than one club.

During the year 1938-1939 there were 52 boys' clubs in Jackson County, and 305 members enrolled. During the summer of 1939 there were 16 large farm clubs which included one or more townships in each club. There was a summer enrollment of 124 boys in these groups. Summer clubs were organized at Napoleon, northwest Parma, north Parma, Hanover, Sandstone, a large organization at Grass Lake which included East Leoni, and in most rural centers of the county.<sup>38</sup> These organizations do not flourish in the suburban areas, due to a lack of interest on the part of the communities and a lack of capable leaders.

The 4-H club enrollment for 1938 for the state of Michigan lists 5,572 clubs, with 20,306 boys and 23,467 girls. From this group 86.4 percent completed their projects.<sup>39</sup>

---

<sup>38</sup>Information from S. J. Culver, County Agricultural Extension Office, Jackson, Michigan.

<sup>39</sup>4-H club bulletins and information available through the Extension Division, Michigan State College, East Lansing.

## CHAPTER IV

### AVAILABILITY OF PUBLIC SCHOOL TEACHERS OF JACKSON COUNTY FOR SUMMER WORK

As shown previously in this thesis, the direction of summer activities has been delegated to WPA leaders, directors from church and charitable organizations, voluntary civic leaders, 4-H leaders, teachers of vocational education, and in a few cases, to directors hired by the boards of education of our public schools. An investigation<sup>40</sup> was made by the writer to determine the availability of public school teachers of Jackson County as leaders of summer activities.

#### General Information Concerning Two Hundred Teachers of Jackson County

A selected group of teachers was chosen for this report. Table VII shows the type of school where these teachers were employed in April, 1938. In the city of Jackson, replies were received from teachers of the East and West Intermediate, Technical, and Pearl Street Schools. Teachers from the city comprised 39 percent of those selected for this report; teachers from the graded and rural agricultural schools made up the remaining 61 percent. Of the 200 teachers who reported, 34 percent were men and 66 percent were women; most of the men were married and the women teachers unmarried.

---

<sup>40</sup>See Chapter I, p. 9, for method of procedure.

TABLE VII

SELECTED GROUP OF TWO HUNDRED TEACHERS OF JACKSON COUNTY CLASSIFIED  
ACCORDING TO TYPE OF SCHOOL, APRIL, 1938

Type of School	Men		Women		Total	Percent
	Married	Unmarried	Married	Unmarried		
City (Special)..... East Intermediate West Intermediate Technical Pearl Street	26	4	9	39	78	39.0
Graded..... Brooklyn Cement City Concord East Jackson Grass Lake Hanover Horton Michigan Center Parma Springport Vandercook Lake	24	11	32	49	116	58.0
Rural Agricultural. Napoleon	2	1	3		6	3.0
Total.....	52	16	44	88	200	100
Percent.....	76.5	23.5	33.3	66.7	100	



TABLE VIII

PROFESSIONAL CLASSIFICATION AND SEX OF SELECTED GROUP OF JACKSON COUNTY  
TEACHERS FOR SCHOOL YEAR 1937-1938

Professional Classification	Men	Women	Total	Percent
Superintendent.....	11		11	5.5
Senior High School Principal...	7	3	10	5.0
Junior High School Principal...	1		1	.5
Technical School Principal.....	1		1	.5
Elementary Principal.....		1	1	.5
Senior High School Teacher.....	21	28	49	24.5
Junior High School Teacher.....	24	42	66	33.0
Elementary (Grades 1-3).....		4	4	2.0
Elementary (Grades 1-6).....		33	33	16.5
Kindergarten.....		9	9	4.5
Special Teacher.....	3	11	14	7.0
Junior High School Librarian...		1	1	.5
Total.....	68	132	200	100
Percent.....	34.0	66.0	100	

Table VIII furnishes the basis of professional classification for the selected group of teachers. Twelve percent of the group were administrative officers; 57.5 percent were senior and junior high school teachers; 30.5 percent were elementary, kindergarten, and others. The above distribution of professional classification appears to be representative for this report.

TABLE IX

NUMBER AND PERCENTAGE OF YEARS TEACHING EXPERIENCE OF SELECTED GROUP  
OF JACKSON COUNTY TEACHERS INCLUDING SCHOOL YEAR  
1937-1938

Number of Years Teaching Experience	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1-5	18	26.5	48	36.4	66	33.0
6-10	15	22.1	22	16.7	37	18.5
11-15	18	26.5	17	12.9	35	17.5
16-20	9	13.2	14	10.6	23	11.5
21-25	3	4.4	10	7.6	13	6.5
26-30	1	1.5	5	3.8	6	3.0
31-35	1	1.5	8	6.1	9	4.5
36-40	1	1.5	1	.8	2	1.0
41-45			1	.8	1	.5
46-50					0	.0
51-55			1	.8	1	.5
Not Indicated	2	2.9	5	3.8	7	3.5
Totals	68	100	132	100	200	100
Median	11 yrs.		9.5 yrs.		10.1 yrs.	

These figures indicate that approximately 26 percent of the men and 36 percent of the women have had from one to five years of experience; therefore, one third of the teachers have had five or less years of experience. About 9 percent of the men and 20 percent of the women have taught more than 20 years. The range or actual difference between the minimum and maximum years was greater for women than men. The standard deviation, or scatter about the mean, was 9.6 years, which indicated that approximately 68 percent of the teachers have taught from 1.8 to 21 years.

TABLE X

DEGREE OR CERTIFICATE OF SELECTED GROUP OF JACKSON COUNTY TEACHERS  
FOR SCHOOL YEAR 1937-1938

Degree or Certificate	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
Master's Degree....					22	11.0
Arts.....	13	19.1	6	4.5		
Science.....	2	2.9	1	.8		
Bachelor's Degree..					117	58.5
Arts.....	21	30.9	47	35.6		
Science.....	20	29.4	24	18.2		
Commerce.....	1	1.5				
Music.....	1	1.5	2	1.5		
Philosophy.....			1	.8		
Life Certificate...	7	10.3	44	33.3	51	25.5
Special Certificate	2	2.9	2	1.5	4	2.0
Limited Certificate			2	1.5	2	1.0
Not Indicated.....	1	1.5	3	2.3	4	2.0
Totals.....	68	100	132	100	200	100

The above classification was based on the highest degree or certificate of the candidate. If the same teacher had a combination of A.B. and B.S., or B.M. and B.S. degrees, only one degree was counted if they were of equal value. In many cases, hours of credit toward an advanced degree were indicated. Of the men, about 22 percent had Masters' degrees and 63 percent had Bachelors' degrees; of the women, about five percent had Masters' degrees, 56 percent had Bachelors' degrees, and 33 percent had life certificates. The qualifications of the men teachers were somewhat higher than the women. About 70 percent of all teachers had college degrees.



TABLE XI

PLAN OF SALARY PAYMENTS FOR SELECTED GROUP OF JACKSON COUNTY TEACHERS  
FOR SCHOOL YEAR 1937-1938

Basis of Pay	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
9 Months.....	22	32.4	61	46.2	83	41.5
9½ Months.....	2	2.9	9	6.8	11	5.5
10 Months.....	32	47.1	59	44.7	91	45.5
12 Months.....	12	17.7	3	2.3	15	7.5
Totals.....	68	100	132	100	200	100

Table XI shows the plan of salary payments for the same group of teachers. Forty-one and five tenths percent of the teachers were paid for nine months of the year, 45.5 percent were paid for ten months, and only 7.5 percent were paid for 12 months. Ten of the graded schools paid on the nine months basis, and one on the ten months basis. There were no schools that paid entirely on the 12 months plan. A few positions, such as superintendents, teachers of vocational education, and playground supervisors, had extended terms of ten or 12 months. The percentage of men paid for nine months was 32.4, that of women was 46.2. The percentage of men paid for 12 months was 17.7, while that of women was 2.3. The average length of school term was 9.7 months.

A summary of general information derived by questionnaire from two hundred teachers of Jackson county shows: (1) the types of schools represented in this report are special, graded, and rural agricultural; (2) the percents of men and women teachers who responded were  $3\frac{1}{4}$  and 66, respectively; (3) the professional classification included superintendents, principals, junior and senior high teachers, elementary and special teachers; (4) approximately one third of the teachers had from one to five years experience; the median years experience for men was 11 years and for women, 9.5 years; (5) in professional training, approximately 11 percent of the teachers had Masters' degrees, 59 percent had Bachelors' degrees, 26 percent had life certificates, two percent had special certificates, and only one percent had limited certificates; (6) about 40 percent of the teachers were paid for nine months of the year, 45 percent were paid for ten months, and the average length of term for all was 9.7 months.

#### How Teachers of Jackson County Spent Summer Vacations of 1936 and 1937

Table XII gives the names of the colleges and the number of teachers who attended summer school in 1936 and 1937, and the number who planned to attend in 1938. Teachers attended ten different colleges in Michigan and seven outside of Michigan, located in six different states. Less than seven percent of teachers who attended summer school enrolled in colleges outside the state. The greatest number of teachers attended the University of Michigan. The next high enrollments were at Michigan State Teachers College at Ypsilanti, and Western State Teachers

TABLE XII

NAME OF COLLEGE AND NUMBER OF TEACHERS OF JACKSON COUNTY  
WHO ATTENDED SUMMER SCHOOL IN 1936 AND 1937,  
AND WHO PLANNED TO ATTEND IN 1938

Name of College	Number of Teachers Attending Summer School			
	1936	1937	Planned to in 1938	Total No. Summers
<b>Colleges in Michigan</b>				
University of Michigan.....	13	14	9	36
Michigan State College.....	5	2	3	10
Wayne University.....		2	3	5
Battle Creek College.....	2			2
Albion College Summer School, Bay View		1		1
Cleary College.....	1			1
Saugatuck Art School.....		1	1	2
Michigan State Teachers College.....	8	8	8	24
Western State Teachers College.....	11	5	6	22
Central State Teachers College.....	2	2	1	5
<b>Colleges Outside of Michigan</b>				
University of Wisconsin.....	1	1		2
University of North Dakota.....	1			1
Northwestern University.....			1	1
Iowa State College.....		1	1	2
Chicago Institute of Music.....			1	1
University of Indiana.....	1			1
Colorado State College of Education...			1	1
Name of College Not Indicated.....			3	3
Uncertain.....			6	6
<b>Totals.....</b>	<b>45</b>	<b>37</b>	<b>44</b>	<b>126</b>
<b>Percent of 200 Teachers for Each Year..</b>	<b>22.5</b>	<b>18.5</b>	<b>22.0</b>	<b>21.0</b>

College at Kalamazoo. Other colleges in Michigan attended by the teachers were Michigan State College, Wayne University, Battle Creek College, Albion College Summer School at Bay View, Cleary College, Saugatuck Art School, and Central State Teachers College. Teachers attended seven

different colleges outside of Michigan. In 1936, the percent of teachers who attended summer school was 22.5; in 1937, the percent was 18.5; in 1938, 22 percent planned to attend. Approximately one fifth of the teachers attended summer school, which indicated that a teacher attended summer school on an average of one year in five.

Table XIII furnishes information concerning the summer conferences attended in 1936 and 1937. The Ann Arbor conferences and the National Education Association conference at Detroit were attended by the greatest numbers. Teachers of vocational agriculture attended the summer conference each year at Michigan State College for a term of two weeks. Other educational conferences were attended in Michigan and five conferences outside the state. The percent who attended was approximately 16.5 for 1936, and 20 percent for 1937. In a few instances, the same teacher attended more than one conference.

The types of summer activities and the number of teachers who engaged in them during the summers of 1936 and 1937 are indicated in Table XIV. There was no one type of teaching or supervising that employed a great number of teachers. The percent of men employed was much higher than that of women; in 1937 it was twice as great. In 1936, 15.5 percent of teachers were employed in teaching and supervising, and in 1937, 17 percent were thus engaged. The similarity in total percents for the two summers indicates that other summers would not be likely to vary to any great extent, and for this report, it appears correct to summarize that one teacher out of six spent the summer in teaching and supervisory duties.

Table XV shows the types of work other than teaching and the number

TABLE XIII

NAME OF EDUCATIONAL CONFERENCE AND NUMBER OF TEACHERS OF JACKSON COUNTY  
WHO ATTENDED DURING SUMMERS OF 1936 AND 1937

Name of Conference	Number of Teachers Attending	
	Summer of 1936	Summer of 1937
Vocational Agriculture M.S.C. (2 weeks)..	4	5
Educational Conference, Lansing.....	5	3
University of Michigan Conferences.....	8	14
N.E.A., Portland, Oregon.....	1	--
N.E.A., Detroit.....	--	11
Curriculum and Social Studies, W.S.T.C....	6	2
Educational Conference, M.S.T.C.....	2	1
Education, Battle Creek College.....	1	1
Jackson County State Teachers Ass'n.....	3	2
Physical Ed. State Convention, Philadelphia	1	--
New York Conference.....	--	1
Indiana Conference.....	1	--
Home Economics, Univ. of North Dakota.....	1	--
Totals.....	33	40
Percent Who Attended.....	16.5	20.0



TABLE XIV

TYPES OF SUMMER ACTIVITIES AND NUMBER OF JACKSON COUNTY TEACHERS  
WHO ENGAGED IN THEM DURING SUMMERS  
OF 1936 AND 1937

Type of Summer Activity Directed or Supervised	Summer of 1936			Summer of 1937		
	Men	Women	Total	Men	Women	Total
Vocational Agriculture.....	6		6	6		6
Vocational Home Economics.....		2	2		4	4
Playground.....	3		3	2		2
Regular School Subjects.....	1		1			
Summer Camps.....	1	2	3	5	2	7
Church of Bible Schools.....		6	6		4	4
Private Tutor, Governess.....		6	6	1	5	6
Girls' Training School.....		1	1		1	1
Teacher in Kellogg Camp.....				1		1
P.W.A. Office.....		1	1		1	1
Band Rehearsals and Concerts...	1		1	1		1
His Own Vacation Camp.....	1		1	1		1
Totals.....	13	18	31	17	17	34
Percent of 200 Teachers.....	6.5	9.0	15.5	8.5	8.5	17.0





of teachers who were employed therein during the summers of 1936 and 1937. The most common type of work for women was office work; for men, it was selling, shop work, and painting. The many other types of work listed indicate a wide variety in summer occupations. In 1936, the percent of men teachers employed was 33.8, and that for women was 9.8; in 1937, the percent of men employed was 44.1, and women 9.1. The total percent of teachers thus employed was 18 for the summer of 1936, and 21 for the summer of 1937. These figures indicate that approximately one fifth of the teachers were employed in gainful occupations during the summer, and that the number of men employed was greater than one out of three, while the number of women was less than one out of ten. Economic conditions would undoubtedly influence these figures considerably. Also, in a few instances, the same teacher held two jobs during the summer.

Table XVI shows the types of employment that had been secured by teachers of Jackson County for the summer of 1938 and the preferences of other teachers in regard to employment, as indicated in the month of April for the following summer. Fifteen percent had already secured employment, and 37 percent wished to have work, which made a total of 52 percent who planned to work. Forty-four and five tenths percent did not desire employment for the summer; however, this number included a large part of the 22 percent who planned to attend summer school. As 78.5 percent of teachers said they wished to travel during the summer of 1938, many not seeking employment would be included in the group who traveled. Previous tables showed an average of about 16 percent who found employment as teachers or supervisors, and 20 percent were gainfully employed in other occupations, which made a total of about 36

TABLE XV

TYPES OF WORK OTHER THAN TEACHING AND NUMBER OF JACKSON COUNTY  
TEACHERS WHO WERE EMPLOYED THEREIN DURING SUMMERS  
OF 1936 AND 1937

Type of Work	Summer of 1936			Summer of 1937		
	Men	Women	Total	Men	Women	Total
Assisted Clin. Psychologist...		1	1			
Barbering.....	1		1	1		1
Caretaker of County Park.....	1		1	1		1
Caretaker "Phi Sigma Kappa"...					1	1
Carpenter Work.....				1		1
Concession in State Park.....				1		1
Construction and Building.....	3		3			
Consumers Ice Company.....				1		1
Driving Truck.....	2		2			
Farming.....	1		1	2		2
Fruit Farming and Picking.....	1		1	2		2
Housekeeping.....					1	1
Industrial--Toolmaking, Shop, Radial Drill Operator.....	3		3	5		5
Manager of Filling Station....	1		1	1		1
Manual Labor--Oil Field.....	1		1	1		1
Mechanical Work.....	1		1	1		1
Michigan Gases, Grand Rapids..				1		1
Office Work.....		6	6		5	5
Painting.....	3		3	5		5
Phone Operator.....					1	1
Restaurant, Waitress, Foods...	1	4	5	1	3	4
Selling and Demonstrator.....	4	2	6	6	1	7
Totals.....	23	13	36	30	12	42
Percent.....	33.8	9.8	18.0	44.1	9.1	21.0

percent who did find work. As 52 percent either had or desired work, this left 16 percent who did not find needed employment.

TABLE XVI

TYPES OF EMPLOYMENT THAT HAD BEEN SECURED BY TEACHERS OF JACKSON COUNTY  
FOR SUMMER OF 1938 AND PREFERENCES OF ALL TEACHERS  
IN REGARD TO EMPLOYMENT\*

Employment for Summer of 1938	Men		Women		Total	Per- cent
	Married	Unmarried	Married	Unmarried		
Secured Employment.....					30	15.0
Resort.....				2		
Selling.....	1	1				
Tourist Escort.....	1					
Playground.....	1			1		
Camp.....	1	1		1		
Farm.....	1	1				
Housekeeping.....			6	3		
Voc. Educ.....	5		1	3		
Wished to Have Employment	27	10	15	22	74	37.0
Did Not Desire Employment	14	3	18	54	89	44.5
Preference Not Indicated.	1		4	2	7	3.5
Totals.....	52	16	44	88	200	100

\*These preferences were indicated in April, 1938.

It may be estimated that approximately 71 percent of the married men planned to work, 81 percent of the unmarried men, 50 percent of the married women, and 36 percent of the unmarried women--the highest percent being the unmarried men and the lowest percent the unmarried women.

Choice for type of summer work was indicated by the men as follows:  
playground or recreational, shop, selling, tutoring or educational,  
painting, outdoor work in agriculture or construction, summer camp,

conservation, and barbering. The first choice in occupation for women was office work, followed by playground supervision, summer camp, selling, personnel management, waitress, journalism, library, sewing, and commercial art. One said 'not teaching'. Reasons offered by the teachers who did not desire employment were: 'plan to attend summer school, illness, needed at home, desire for rest and recreation, and travel'. During the last two summers, four teachers were in hospitals with serious illness, two worked on new courses of study, one gathered materials for a Master's thesis, five spent summers at lake resorts, several helped their parents on farms or worked land of their own; others spent the time resting, reading, visiting friends, and traveling.

The nature of travel is shown in Table XVII. Ninety different teachers, which was 45 percent of the entire group, traveled during the summer of 1936; 109 teachers, or 54.5 percent, traveled during 1937; the average for the two years was 49.8 percent. About one third of the teachers traveled to northern Michigan. In all travel, the women have a much higher percent than men, except to northern Michigan in 1937.

The states near Michigan, including Ohio, Indiana, Illinois, Kentucky, and Wisconsin were visited by about eight percent of the teachers each summer. The Middle Atlantic states were visited by five percent; five teachers specifically mentioned being in Washington, D. C. About five percent traveled through the west; one teacher spent ten weeks in Colorado. The average number who traveled through the south was less than four percent, but nearly all the southern states were visited. The New England states and the Middle West were each visited by about three percent.

TABLE XVII

NATURE OF TRAVEL AND NUMBER OF TEACHERS IN JACKSON COUNTY WHO TRAVELED  
'AT HOME AND ABROAD' DURING SUMMERS OF 1936 AND 1937\*

Traveled in States, Countries	Summer of 1936				Summer of 1937			
	Men	Women	Total	Per- Cent	Men	Women	Total	Per- Cent
In Michigan								
Northern Michigan.....	16	45	61	30.5	23	41	64	32.0
Central Mich. and Resorts.....	3	3	6	3.0	3	6	9	4.5
Most All of State.....	2	1	3	1.5	2	2	4	2.0
Totals.....	21	49	70	35.0	28	49	77	38.5
Percent.....	30.9	37.1	35.0		41.2	37.1	38.5	
In U. S., Outside Michigan								
Middle West--Dakotas, etc.....		3	3	1.5	1	8	9	4.5
West--Col., Cal., etc.....	2	6	8	4.0	1	9	10	5.0
South--Tex., Fla., etc.....	1	3	4	2.0		10	10	5.0
Middle Atlantic--Va., N. Y.....	1	8	9	4.5	4	7	11	5.5
New England.....	1	7	8	4.0	1	3	4	2.0
Near Michigan--Ohio, Ky., Wis...	4	11	15	7.5	4	14	18	9.0
Totals.....	9	38	47	23.5	11	51	62	31.0
Percent.....	13.2	28.8	23.5		16.2	38.6	31.0	
In America, Outside U.S.								
Alaska.....		1	1	.5				
Mexico.....						2	2	1.0
Canada.....								
Western.....		2	2	1.0		1	1	.5
Central and Ontario.....	3	6	9	4.5	4	11	15	7.5
East--Quebec, N. B.....		1	1	.5	1	3	4	2.0
Totals.....	3	10	13	6.5	5	17	22	11.0
Percent.....	4.4	7.6	6.5		7.4	12.9	11.0	
Hawaii.....						1	1	.5
Percent.....						.5	.5	
Out of America--Abroad								
Norway.....		1	1	.5				
Egypt, Asia, Europe.....						1	1	.5
France, England, Germany, Italy, etc.....						1	1	.5
Totals.....		1	1	.5		2	2	1.0
Percent.....		.5	.5			1.0	1.0	

\*Percentage based on group of 200 teachers. The same teacher may have been counted in more than one group.

The foreign travel was chiefly to Canada; a yearly average of about eight percent visited regions from Banff National Park and Lake Louise in the west, to Quebec and New Brunswick in the east. One teacher traveled to Alaska in 1936; another visited Hawaii in 1937. Scarcely one percent a year traveled abroad, outside of America. One teacher went to Norway in the summer of 1936. Two teachers were abroad in 1937; one visited Egypt, Palestine, France, Syria, Turkey, Greece, and Italy; the other traveled in France, Italy, Switzerland, Germany, Holland, England, and Scotland.

A summary of the way in which 200 teachers of Jackson County spent the summer vacations of 1936 and 1937 shows approximately: (1) that one fifth of the teachers attended summer school each year, principally at colleges in Michigan; (2) 18 percent attended summer conferences, mostly within the state; (3) one teacher out of six spent the summer in teaching and supervisory work, such as vocational education, counselor in summer camps, and private tutor; (4) one fifth of the teachers were gainfully employed at office work, selling, shop, painting, etc.; (5) in April, 1938, 15 percent of the teachers had secured employment for the summer of 1938, and 37 percent more desired work, which indicated that more than half of the teachers planned to work during the summer; (6) an average of 49.8 percent of teachers traveled during the summers of 1936 and 1937, and about half of this travel was outside the state of Michigan; less than one percent traveled abroad.

The way in which teachers spent the summers of 1936 and 1937 is summarized in Figure 6.



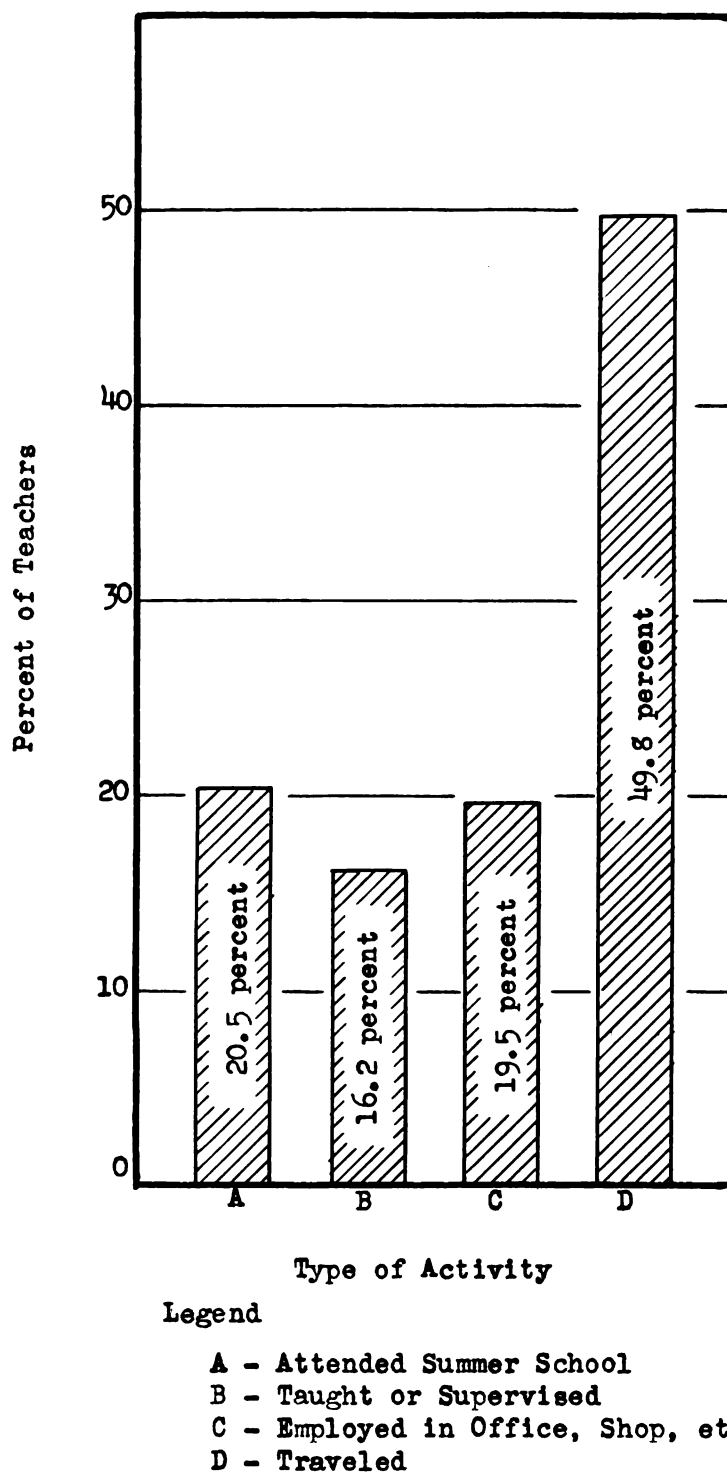


Figure 6. Ways in Which Teachers of Jackson County Spent the Summers of 1936 and 1937 (Average Percent for Two Summers)

### Response of Teachers to a Suggested Summer Program

The proposed plan of summer organization submitted to teachers consisted of four parts: (1) groups of teachers who would work on local school problems; (2) teachers who would direct local school activities for pupils; (3) teachers who attend summer school; (4) teachers who engage in educational travel. The suggestion was submitted also that the program should be optional and include extra pay. The response of Jackson County teachers to the above program and the length of time it should be in operation each summer is presented in the following discussion.<sup>41</sup>

TABLE XVIII

TYPES OF SCHOOL WORK AND NUMBER AND PERCENTAGE OF JACKSON COUNTY  
TEACHERS WHO WOULD LIKE TO WORK WITH LOCAL TEACHERS  
ON SCHOOL PROBLEMS DURING THE SUMMER

Type of School Work	Men		Women		Total	Percent
	No.	Percent	No.	Percent		
Curriculum.....	6	8.8	20	15.6	26	13.0
Courses of Study.....	12	17.6	23	17.4	35	17.5
Activity Program for Following Year.....	9	13.2	23	17.4	32	16.0
Administrative or General School Problems.....	16	23.5	15	11.4	31	15.5

Thirteen percent of the teachers indicated that they would like to work as a group to reconstruct the curriculum of the local school.

<sup>41</sup>In Tables XVIII, XX-XXIII inclusive, the same teacher may have been counted under more than one classification.



The term 'curriculum' is used to indicate an organization of subjects to meet the educational needs of a group of pupils having similar interests and life purposes.<sup>42</sup> Approximately 18 percent of the teachers said they wished to work on their courses of study--the organization of material into units of presentation. About 23 percent of the men and 11 percent of the women teachers were interested in administrative or general school problems. The administrators, working with a group of teachers, might plan the program of studies, daily schedule, guidance program, home rooms, and many school problems that are usually left until school starts in the fall. Sixteen percent indicated that they would like to work on the activity program for the following year, to plan the social calendar, clubs, dramatics, assemblies, and various extra-class functions to which teachers are assigned during the year.

Table XIX shows the average number of hours each week that teachers indicated that they spent on extra-class activities exclusive of athletics during the school year 1937-1938. The figures are not conclusive because, in many cases, it is difficult to estimate the time spent on activities over the period of a year, and also the exact meaning of the term 'extra-class' is disputed. The table does indicate, however, that at least 58 percent of the teachers spent from one half hour to 2<sup>1</sup>/<sub>4</sub> hours per week on extra-class activities. The average number of hours per week was 4.9; the median or middle figure in the series was 3.3 hours. The range was from one half to 2<sup>1</sup>/<sub>4</sub> hours per week. Some of the activities that were listed by this group of teachers were:

---

<sup>42</sup>Thomas H. Briggs, Curriculum Problems. New York: The Macmillan Company, 1927, p. 23.

TABLE XIX

AVERAGE NUMBER OF HOURS EACH WEEK THAT TEACHERS OF JACKSON COUNTY SPENT  
ON EXTRA-CLASS ACTIVITIES DURING THE SCHOOL YEAR 1937-1938

Average Hours Per Week	Number of Teachers	Percent of Teachers
.5	4	2.0
1	11	5.5
2	18	9.0
2.5	3	1.5
3	18	9.0
3.5	3	1.5
4	12	6.0
4.5	1	.5
5	17	8.5
6	2	1.0
7	3	1.5
8	4	2.0
10	5	2.5
12	1	.5
14	1	.5
15	2	1.0
16	1	.5
18	1	.5
20	3	1.5
24	1	.5
Uncertain	4	2.0
Varies	2	1.0
None or Not Indicated	83	41.5
Totals	200	100

parties, banquets, carnivals and money making events, exhibits, music festivals, opperettas, glee club, woman's chorus, band, orchestra, helping pupils with musical instruments, piano accompaniments, dramatics and forensics, directing school plays, programs, assemblies, attending and supervising school functions, parent-teacher associations, school paper and annual, art projects, industrial arts work, 4-H and F.F.A. supervision, class sponsor, student council, boy scouts, girl scouts, girl reserves, teachers lunches, girls' athletic association, style shows and teas, home room, faculty adviser, personal conferences, vocational planning, trips, conventions and conferences, community projects, safety patrol, public recreation, alumni groups, extension courses, political research, faculty meetings, motion pictures, stage properties, productions, printing, sheet metal classes in night school, county music work, and various clubs including Home Economics, Latin, Stamp, Library, Cub Pack, Knitting, Poetry, Archery, Photography, Harmonica, Travel, Sewing, Varsity, Shop, and Commercial clubs. Many of these activities might be carried over into the summer months, in order to relieve teacher load during the year and give more pupils an opportunity to participate.

Table XX shows the number and percentage of teachers who said they would like to direct pupil activities in the local school during the summer. The same teacher may have indicated interest in more than one activity. The greatest numbers were interested in teaching regular school classes and supervising playgrounds. Nine percent were interested in library work, which might include proper use of library index cards, use of dictionary and reference books, and appreciation of literature, as well as reading. The regular school classes should be arranged

to meet the needs of the pupils; they might include shop, typewriting, language, art, handicraft, practical mathematics, speech, citizenship, and others. About one tenth of the teachers were interested in vocational education, in dramatics, in music, and in club leadership.

TABLE XX

TYPES OF ACTIVITIES AND NUMBER AND PERCENTAGE OF JACKSON COUNTY TEACHERS WHO WOULD LIKE TO DIRECT PUPIL ACTIVITIES IN THE LOCAL SCHOOL DURING THE SUMMER

Type of Activity	Men		Women		Total	Percent of 200 Teachers
	Number	Percent	Number	Percent		
Clubs.....	6	3.3	10	7.6	16	8.0
Dramatics.....	5	7.4	15	11.4	20	10.0
Playground.....	19	27.9	16	12.1	35	17.5
Music.....	4	5.9	13	9.8	17	8.5
Library.....	1	1.5	17	12.9	18	9.0
Vocational Home Econ....			18	13.6	18	9.0
Vocational Agri.....	7	10.3			7	3.5
Regular School Classes..	18	26.5	25	18.9	43	21.5
Others						
Administrative Routine	1	1.5			1	.5
Camp Leadership.....	1	1.5	1	.8	2	1.0
Adviser.....	1	1.5			1	.5

Table XXI shows the number and percentage of teachers who said they would like to attend summer school as part of the summer program.

Twenty-two percent of the teachers said they would like to observe and discuss demonstration classes in local or neighboring districts taught by an expert teacher.<sup>43</sup> These classes could be arranged with

<sup>43</sup>See Introduction, p. 4, for similar experiment in the public schools of Ithaca, New York.

TABLE XXI

NUMBER AND PERCENTAGE OF TEACHERS OF JACKSON COUNTY WHO WOULD LIKE TO ATTEND SUMMER SCHOOL

Summer School	Men		Women		Total	Percent of 200 Teachers
	No.	Percent	No.	Percent		
Observe Demonstration Classes in Local or Neighboring District.	9	13.2	35	26.5	44	22.0
Attend College for Advanced Degrees.....	33	48.5	50	37.9	83	41.5

nearby colleges and universities that offer advanced credit. Teachers indicated that pay should be given for this work, and also for attending college for advanced degrees. A higher percent of women teachers than men were interested in demonstration classes, while a higher percent of men wished to attend college. The same teacher may have indicated interest in both plans.

TABLE XXII

NUMBER AND PERCENTAGE OF TEACHERS OF JACKSON COUNTY WHO WOULD LIKE TO ENGAGE IN EDUCATIONAL TRAVEL DURING THE SUMMER

Educational Travel	Men		Women		Total	Percent of 200 Teachers
	No.	Percent	No.	Percent		
In the United States...	36	52.9	95	72.0	131	65.5
In Foreign Countries...	22	32.4	58	43.9	80	40.0

Sixty-five and five tenths percent of the teachers said they would like to travel in the United States; 40 percent wished to travel abroad.

The same teacher may have indicated interest in both domestic and foreign travel. An attempt should be made by teachers qualifying under this part of the summer program to broaden their education, and collect information and materials of interest to pupils. One teacher said he would like to visit the office departments of several of the outstanding corporations to get ideas on requirements and actual set-ups in business.

Seven teachers did not indicate interest in any part of the summer program; 23 classified only under the section of educational travel, and preferred to spend the remaining time in rest, recreation at lakes, fishing trips, summer camps, conservation, office work, and shop work. One indicated a need for vocational experience in other fields to bring home to students. Eighty-five percent classified under one or more of the first three sections of the proposed program: (1) to work with a group of teachers in the local district on school problems; (2) to direct pupil activities; (3) to observe demonstration classes or attend summer school.

Ninety-four teachers wished to work on teacher problems; 116 wished to direct pupil activities; 118 wished to attend summer school; and 157 desired to travel. The percent of teachers who wished to participate in the summer program is shown in Figure 7, page 64.

Table XXIII shows the response of teachers to the question, "Should pay for summer work be on the same monthly basis as during the school year?"

The majority of teachers expressed the desire to have the same basis of pay for summer work as during the school year. The fact that

TABLE XXIII

## BASIS OF PAY DESIRED BY TEACHERS OF JACKSON COUNTY FOR SUMMER WORK

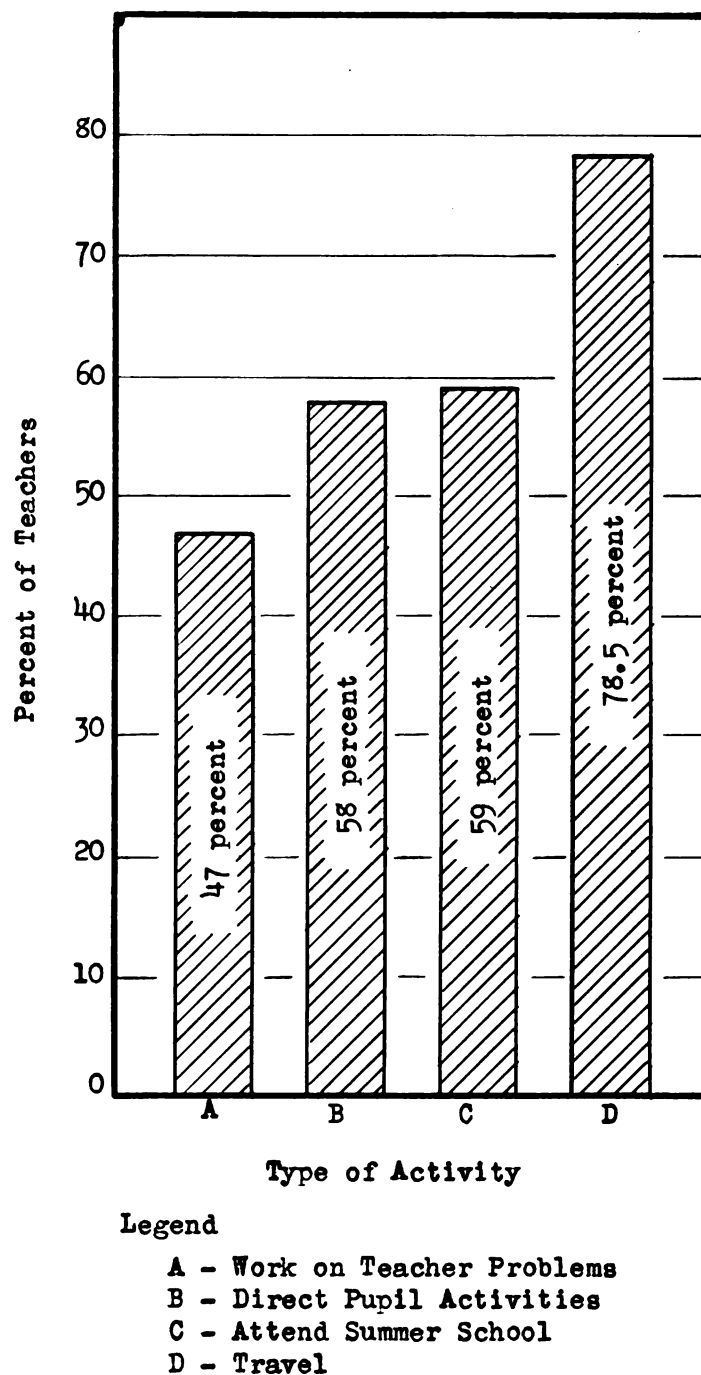
Same Basis of Pay as During School Year	Number of Teachers	Percent of Teachers
Yes.....	133	66.5
No.....	26	13.0
Uncertain.....	1	.5
Not Indicated.....	40	20.0
Total.....	200	100

20 percent did not indicate an answer shows indecision in this regard. One teacher stated that pay should be in proportion to the amount of work involved.

TABLE XXIV

## LENGTH OF TIME DESIRED BY TEACHERS OF JACKSON COUNTY FOR A SUMMER PERIOD OF PLANNED WORK

Length of Summer Period	Number of Teachers	Percent of Teachers
2 weeks	4	2.0
4 weeks	26	13.0
6 weeks	46	23.0
7 weeks	2	1.0
8 weeks	6	3.0
10 weeks	1	.5
12 weeks	2	1.0
No Definite Length	54	27.0
Uncertain	2	1.0
Not Indicated	57	28.5
Total	200	100



**Figure 7. Percentage of Teachers of Jackson County Who Indicated a Desire to Participate in the Suggested Summer Program**



Table XXIV furnishes the basis for determining the length of time for the summer program. From the 70 percent who responded to the most desirable length of time for the summer period of work, 27 percent preferred 'no definite length'. One teacher stated that the length should depend upon whether or not credit would be offered, how much, etc. Another said the length should depend upon the type of work, whether in the local district, college, or travel. Twenty-three percent indicated a period of six weeks, 13 percent a period of four weeks, and others varied from two to twelve weeks. A term of 'no definite length' or else one of six weeks was selected by the greatest number of teachers.

Comments and suggestions offered by teachers were of such a nature as:

"This investigation should lead to the organization of a comprehensive summer program of education and recreation."

"Many teachers need the vacation for a rest period after the strenuous work they carry on with overloaded classes during the year."

"More teachers should go to summer schools to keep up with the times--at least once every third summer."<sup>44</sup>

The findings in regard to a suggested summer program as indicated by teachers may be summarized as follows: (1) 85 percent were interested in working with a group of teachers on local school problems, directing activities for pupils, or attending summer school; 11.5 percent were interested only in educational travel, and 3.5 percent did not indicate

---

<sup>44</sup> See Appendix, p. 79 for other comments of teachers.

a preference; (2) approximately 58 percent of the teachers spent an average of 4.9 hours per week during the school year on extra-class activities; (3) 65 percent favored having pay for summer work on the same basis as during the school year; (4) a summer period of 'no definite length' was indicated by the greatest number of teachers.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND SUGGESTIONS FOR FURTHER STUDY

#### Summary

The purposes of this investigation have been to study (1) the nature and extent of summer activities offered for the pupils of Jackson County; (2) population trends and areas of juvenile delinquency; (3) the way in which public school teachers of Jackson County have spent their summer vacations; and (4) the willingness or unwillingness of teachers to participate in a planned summer program for pupils and teachers.

A recreational survey of Jackson in 1936 showed that sufficient use was not being made of school playgrounds, parks, and available vacant lots. During the summer of 1938, an increase in number of playgrounds and other summer activities in both city and county was reported by the recreation director.

Census reports showed remarkable increases in population from 1910 to 1930 in the townships of Summit, Blackman, and Leon.

Reports from the Jackson Juvenile Probation Office showed: (1) there was a high peak of 174 cases of delinquency in 1937; (2) the number of cases was highest in congested areas where social and economic standards were low; (3) about 78 percent of the cases were below normal intelligence; (4) their average age was about 15 years; (5) the

number of cases increased at the beginning of school vacation periods.

Of the group of teachers selected for this study, 39 percent were from the city and 61 percent from the county; 34 percent were men and 66 percent women; 12 percent were administrators, 24 percent senior high teachers, 34 percent taught in junior high, and 30 percent in elementary schools. Eleven percent of the group had Master's degrees, 59 percent had Bachelor's degrees, 26 percent had life certificates, and about three percent had either special or limited certificates. The median number of years teaching experience for men was 11 years, and for women, 9.5 years. One third of the teachers had five or less years of experience. The average length of school term was 9.7 months.

The findings from the investigation concerning the ways in which teachers spent their summer vacations were as follows: (1) one fifth of the teachers attended summer school each year, principally at colleges in Michigan; (2) 18 percent attended summer conferences, mostly within the state; (3) one teacher out of six spent the summer as a teacher of vocational agriculture or home economics, counselor in summer camp, or private tutor; (4) one fifth of the teachers were gainfully employed at office work, selling, shop, painting, and other types of work; (5) more than one half of the teachers said they desired some type of employment for the summer; (6) an average of 49.8 percent of the teachers traveled during the summer and about half of this travel was outside the state; less than one percent traveled abroad.

The investigation showed the percent of teachers who wished to participate in the suggested summer program was as follows: <sup>45</sup> (1)

---

<sup>45</sup>The same teacher may have been classified in more than one group.

47 percent said they would like to work on teacher problems in the local school; (2) 58 percent said they would like to direct pupil activities in the local district; (3) 59 percent said they wished to attend summer school; (4) approximately 79 percent said they desired to travel. The summary of findings in regard to the suggested program on the basis of 100 percent of the teachers showed: (1) 85 percent said they were interested in working with a group of teachers on local school problems, directing activities for pupils, or attending summer school; (2) 11.5 percent indicated interest only in educational travel; and (3) 3.5 percent did not indicate a preference.

Approximately 58 percent of the teachers indicated that they spent an average of 4.9 hours per week on extra-class activities. Sixty-six percent of teachers favored having pay for summer work on the same basis as during the school year. A summer period of 'no definite length' was preferred by the greatest number of teachers.

### Conclusions and Suggestions for Further Study

As a result of the findings of this study, interpreted in the judgment and philosophy of the investigator, the following conclusions are submitted:

1. The rapid increase in population in the townships of Blackman, Summit, and Leoni during recent years gives added emphasis to the problem of non-adjustment of many young people to leisure time.

2. In regard to juvenile delinquency in Jackson County

- a. There is a serious problem of delinquency in the congested areas of Jackson and its suburbs, wherever social and economic standards are low,

- b. Street play-groups and gangs are often the source of delinquency,

- c. There is an apparent relationship between crime and the location of recreation centers in the city, and

- d. There is a need for a recreational and instructional summer program to be established as a continuation of the school year, to be based upon the interests and abilities of all pupils, to be of sufficient scope to provide for delinquents and which will be appropriate for the average age of 15 years and intelligence of borderline deficiency and moronic levels.

3. An analysis of data concerning the way in which teachers of Jackson County have spent their summer vacations indicates that there has been an unsatisfactory adjustment of teachers to the summer situation.

4. There is a need to engage public school teachers to participate in a planned summer program to:

a. Work together in groups on local school problems, such as curriculum, courses of study, administrative and general school duties,

b. Direct local school activities for pupils, such as clubs, dramatics, music, playground, etc.,

c. Attend summer school for advanced degrees, or observe demonstration classes in local or neighboring districts, and

d. Engage in educational travel.

5. Responses of teachers indicated that:

a. Eighty-five percent were willing to participate in one or more of the first three phases of the program suggested above,

b. Duties might be rotated during successive summers,

c. Pay should be on the same basis as during the school year, and

d. The period of 'no definite length' would be preferred.

6. There is a need for civic, religious, and recreational organizations, with the support of the citizens, to cooperate with the schools in order to promote and operate summer recreational and instructional programs suitable to their particular communities.

This investigation shows a need for further research to determine:

1. Summer interests of public school children,

2. The financial cost of a summer program in each of the various districts,

3. The type of program suitable to the needs of each community, and

4. The adjustment of public school teachers to summer vacation periods in other localities.

## APPENDIX



Jackson, Michigan  
723 Christy Ave.  
April 21, 1938

Dear fellow-teacher:

In order to analyze the way in which teachers of Jackson City and County spend their summer vacations, there is need for some information which is available only by contacting the individual teacher.

I realize that a teacher's time is valuable and that you are requested to fill out many reports. However, I am asking as a special favor, that you answer the enclosed check-list and return it to me on or before May 2.

The identity of your school will not be revealed. All information will be treated in an impersonal manner, and will be used as a study for a Master's thesis. A summary of the findings will be sent to you if you desire it.

Your cooperation will be appreciated, also any suggestions you may have concerning a plan for summer vacations.

Yours very truly,

(Signed) Irene Giesen  
East Jackson School

## HOW DO TEACHERS SPEND THEIR SUMMER VACATIONS?

## I. General information

- (1) Type of school district  
(Check type of district in which you are now teaching /)  
Rural\_\_\_Graded\_\_\_Rural agricultural\_\_\_City\_\_\_Other\_\_\_
- (2) Teaching rank  
(Check rank which best describes your work /)  
Kindergarten..... \_\_\_ Elementary principal.....\_\_\_  
Elementary (grades 1-8)..... \_\_\_ Junior H.S. principal.....\_\_\_  
Elementary (grades 1-6)..... \_\_\_ Senior H.S. principal.....\_\_\_  
Junior H.S. teacher (grades 7-9)... \_\_\_ Superintendent.....\_\_\_  
Senior H.S. teacher (grades 10-12). \_\_\_ Other.....\_\_\_  
Special teacher..... \_\_\_ .....
- (3) Number of years teaching experience including present year.....\_\_\_  
Degree or certificate\_\_\_\_\_
- (4) Male\_\_\_Female\_\_\_Married\_\_\_Unmarried\_\_\_
- (5) Salary payments are on plan of 9-months\_\_\_9 $\frac{1}{2}$ -months\_\_\_  
10-months\_\_\_12-months\_\_\_

**II. How did you spend your summer vacation?**

(Check statement if true on the blank at the right. Example: Did you attend summer school in 1937       )

- (1) Did you attend summer school in .....1936\_\_\_\_1937\_\_\_\_  
Where:.....
- (2) Did you attend any educational conferences in summer of 1936\_\_\_\_1937\_\_\_\_  
Where:.....
- (3) Did you teach or supervise
- (a) Vocational agriculture in summer of.....1936\_\_\_\_1937\_\_\_\_  
(b) Vocational home economics in summer of.....1936\_\_\_\_1937\_\_\_\_  
(c) Playground work in summer of.....1936\_\_\_\_1937\_\_\_\_  
(d) Regular school subjects in summer of.....1936\_\_\_\_1937\_\_\_\_  
(e) Activities in summer camps during summer of.....1936\_\_\_\_1937\_\_\_\_  
(f) Church-schools or Bible-schools in summer of.....1936\_\_\_\_1937\_\_\_\_  
(g) As private tutor during summer of.....1936\_\_\_\_1937\_\_\_\_  
(h) .....1936\_\_\_\_1937\_\_\_\_

- (4) Did you have gainful employment other than school work during summer of..... 1936\_\_1937\_\_

Type of work.....

.....

- (5) Did you travel outside of regular routine  
(a) In Michigan during summer of..... 1936\_\_1937\_\_

Where.....

.....

.....

- (b) In United States outside of Michigan..... 1936\_\_1937\_\_

Where.....

.....

.....

- (c) In foreign countries..... 1936\_\_1937\_\_

Where.....

.....

.....

- (6) Did you spend the last two summers in other ways not listed above?

How.....

.....

.....

- (7) Would you like to have employment during summer of 1938 Yes\_\_No\_\_

What type:.....

.....

- (8) Do you plan to attend summer school during 1938..... Yes\_\_No\_\_

Where.....

### III. Suggested plan for summer program for teachers.

(Program should be optional and include extra pay.)

What would you prefer to do? Check preferences..... ✓

- (1) Work with group of teachers in local or neighboring district on

(a) Curriculum.....

(b) Courses of study.....

(c) Activity program for following year.....

(d) Administrative or general school problems.....

(e) .....

- (2) Direct local school activities

(a) Clubs.....

(b) Dramatics.....

- (c) Music..... \_\_\_\_\_  
 (d) Playground..... \_\_\_\_\_  
 (e) Library..... \_\_\_\_\_  
 (f) Vocational home economics..... \_\_\_\_\_  
 (g) Vocational agriculture..... \_\_\_\_\_  
 (h) Teach regular school classes..... \_\_\_\_\_  
 (i) ..... \_\_\_\_\_
- (3) Attend summer school  
 (a) Observe and discuss demonstration classes in local  
 or neighboring district taught by an expert teacher \_\_\_\_\_  
 (b) Attend college for advanced degrees..... \_\_\_\_\_
- (4) Educational travel  
 (a) In United States..... \_\_\_\_\_  
 (b) In foreign countries..... \_\_\_\_\_
- (5) Other preferences for summer vacation.....  
 .....  
 .....
- (6) Should pay be on the same monthly basis as during the school  
 year.....Yes \_\_\_\_\_  
 No \_\_\_\_\_
- (7) The length of the summer period in your local school should  
 be.....(check one).....two weeks \_\_\_\_\_  
 four weeks \_\_\_\_\_  
 six weeks \_\_\_\_\_  
 no definite length \_\_\_\_\_
- (8) How many hours, on an average, do you spend each week during  
 the school year on extra-class activities, exclusive of  
 athletics..... hours per week \_\_\_\_\_  
 Name these activities..... \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- (9) Comments or suggestions:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please return to \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

If you wish to receive a summary of the results of this inquiry, please sign.

Name \_\_\_\_\_

Address \_\_\_\_\_

Date \_\_\_\_\_

## LEISURE-TIME ACTIVITIES

WPA Recreation Projects, Washington, D.C.: March, 1938

Recreational activities are divided into four major classes-- physical, social, cultural, and therapeutic. The most important kinds of games, events, and recreational pursuits included under each of these main headings are shown below.

## PHYSICAL RECREATION

Swimming--Includes swimming instruction, lifesaving, aquatic games and meets, and wading pool activities.

Athletics and Sports--Includes baseball, volley ball, tennis, badminton, golf, track and gymnasium meets, fencing, boxing, archery, horseshoes, and quoits.

Other--Includes hiking, camping, bicycling, pre-school playground and play-school activities, and other activities not classifiable elsewhere under physical recreation.

## SOCIAL RECREATION

Gameroom Activities--Includes cards, games, checkers, and other activities taking place in gamerooms.

Dancing--Includes ballroom, social, folk, tap, and square dancing.

Special Events--Includes picnics, parties, pet and fashion shows, carnivals, and parades.

Other--Includes club meetings, story hours, and other activities considered primarily social in character but not classifiable elsewhere under recreation.

## CULTURAL RECREATION

Arts and Crafts--Includes painting, sketching, sculpturing, photography, block printing, and the many types of handicrafts.

Drama--Includes plays, marionettes, puppetry, vaudeville, radio broadcasting, and similar activities.

Music--Includes all types of instrumental and choral music.

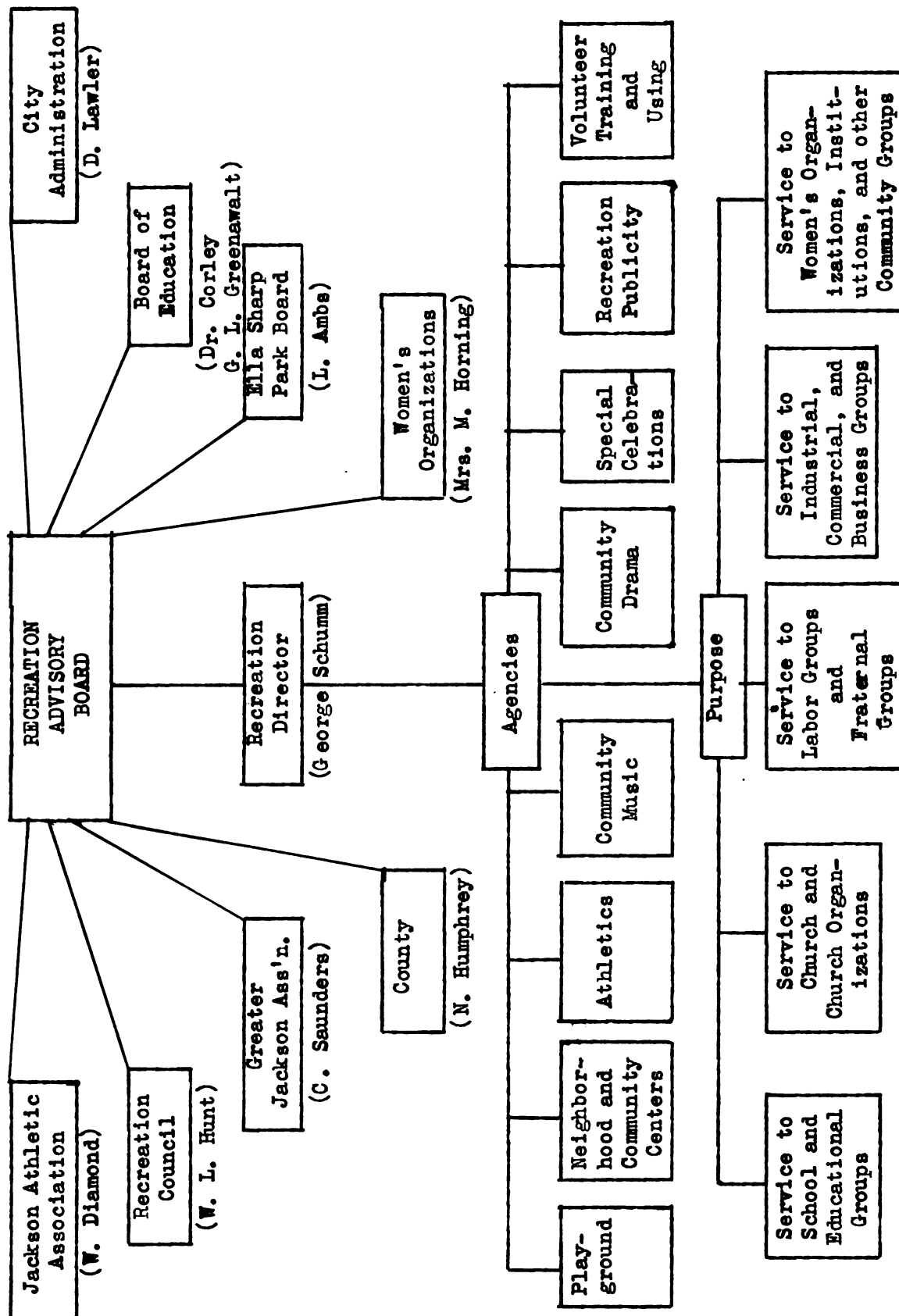
Lectures, Forums, and Discussion Groups--Includes lectures on, and discussions of, public affairs.

Art, Music, and Literature Appreciation--Includes classes in the study of the history of, or standards of merit in, these fields of art.

Other--Includes classes in literary work, nature study, folklore, etc.

## THERAPEUTIC RECREATION

Includes all activities, regardless of type, carried on for the benefit of disabled, maladjusted, or other institutionalized persons.



Organization of Recreation Program, Jackson Board of Commerce. June, 1938.

## COMMENTS AND SUGGESTIONS BY TEACHERS OF JACKSON COUNTY

(From Questionnaire on Summer Vacations, April 1938)

"Teachers need more rest in summer. Summer school once in three years is sufficient. Activity loads ought to be balanced. Teachers who have to be urged to do this type of extra-class work are unprofessional."

"Perhaps such a plan would mean too much of a strain or drain on school budgets, but it seems to me it would pay dividends in better teachers if salaries were maintained through the year and travel or advanced education were made necessary by boards of education."

"I believe a teacher should not be dealing with persons of the same age the year round. Perhaps traveling is the type of vacation that most of us need for this change. However, either a yearly salary or a certain amount paid for trips is necessary."

"Because of ill health, I have not traveled much or gone to school."

"Nearly all our boys work on farms. They need more summer vacation."

"This summer work should give credit on teaching certificate."

"By the time I attend summer school I haven't money to travel far."

"Teachers should be paid a salary so they can be free to do about what they please in the summer."

"We need more attempts to improve administration and solve the problems of small rural schools."



"Summer school should be considered as part of the work of the school year; teachers should receive pay for this and should attend demonstration classes or summer school every third summer."

## SELECTED BIBLIOGRAPHY

## SELECTED BIBLIOGRAPHY

## BOOKS

- Briggs, Thomas H. Curriculum Problems. New York: The Macmillan Company, 1927. Pp. 138.
- Campbell, William G. A Form Book for Thesis Writing. Revised edition. Los Angeles: University of Southern California Press, 1934. Pp. 145.
- Fifteenth Census of the United States. Volume 1, 1930. Washington, D.C.: Government Printing Office, 1931. Pp. 1268.
- General School Laws, State of Michigan. Revision of 1936. Lansing, Michigan: Franklin DeKleine Company, 1936. Pp. 329.
- Good, Carter V., Barr, A. S., and Scates, Douglas E. The Methodology of Educational Research. New York: D. Appleton-Century Company, 1936. Pp. 882.
- Jackson County Michigan. Jackson, Michigan: Tourist Bureau of Jackson Board of Commerce, 1937. Pp. 26.
- Morrow, Paul R., and Mishoff, Willard O. A Guide to Thesis Writing. Athens, Georgia: McGregor Company, 1932. Pp. 16.

## BULLETINS

- Biennial Report of the State Board of Control for Vocational Education. Bulletin No. 209. Lansing, Michigan: State Board of Control for Vocational Education, 1937. Pp. 203.
- Directory of Vocational Schools in Michigan. Bulletin No. 200. Lansing, Michigan: State Board of Control for Vocational Education, 1938. Pp. 12.
- Farrell, George E. Boys' and Girls' 4-H Club Work Under the Smith-Lever Act, 1914-1924. Miscellaneous Circular No. 85. Washington, D. C.: United States Department of Agriculture, December, 1926. Pp. 54.
- Kulp, Claude L. Summer Course. Bulletin No. 32. Ithaca, New York: Ithaca Public Schools, May 29, 1935. P. 1.

Kulp, Claude L. Summer Course in Unit Teaching. Bulletin No. 22. Ithaca, New York: Ithaca Public Schools, June 18, 1934. P. 1.

Webb, Florence S. Bibliography of All-Year and Vacation Schools in the United States. Library Leaflet No. 23. U. S. Bureau of Education Bulletin, November, 1923. Washington, D. C.: Government Printing Office. Pp. 15.

#### PERIODICAL ARTICLES

Kilzer, L. R. "Why High School Pupils Attend Summer School." School Review, 37:132-35, February, 1929.

Lambert, Clara E. "Looking Back on the Long Vacation." Survey, 73: 279-80, September, 1937.

Roe, Warren A. "The All-Year School--Two Views." Elementary School Journal, 27:326-29, January, 1927.

Stockman, Dora H. "Summer Use of School Plants." Michigan Education Journal, April, 1938. P. 399.

#### NEWSPAPER ARTICLES

Jackson Citizen Patriot, Jackson, Michigan. November 3, 1938; July 31, 1938; March 9, 1939.

#### UNPUBLISHED MATERIALS

"Jackson, Michigan." Mimeographed report. Jackson Board of Commerce, 1937. Pp. 9.

"Leisure-time Leadership," Works Progress Administration Recreation Projects, Washington, D. C. March, 1938.

Personal Correspondence of the Author, letter from Aubrey A. Douglass, Division of Secondary Education, Department of Education, California. August 12, 1937.

Personal Correspondence of the Author, letter from C. Louise Stilwell, Secretary to Mr. C. L. Kulp, Ithaca Public Schools, New York. August 20, 1937.

"Recreation Survey of Jackson." Sponsored and printed by Jackson Recreation Council, Jackson, Michigan, 1936.

Sellars, David. "The Curriculum Program of the Fort Worth Public Schools."  
Mimeographed report. February, 1939. Pp. 6.

Sewell, William H. "Delinquency Areas in the City and County of Jackson,  
Michigan." Unpublished Master's thesis, Department of Sociology,  
Michigan State College, 1934. Pp. 84.



ROOM USE ONLY

Nov 29 '41

ROOM USE ONLY

Jun 12 '42  
Jul 20 '42

Mar 2 '43

Jul 29 '46

Jan 8 '48

Jul 20 '48

Aug 3 '48

Jan 6 '49

Jun 6 '50

Jul 24 '50

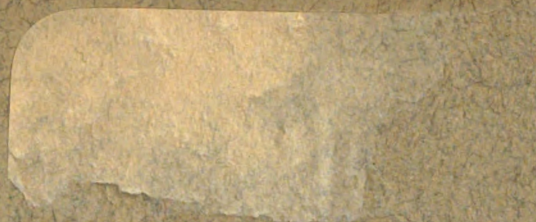
Jul 20 '50

DE 17 '51

MY 28 '54

Aug 1 '56







MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 03061 3644