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A STUDY OF THE
SUMMER RECREATION PROGRAMS
IN SMALL MICHIGAN COMMUNITIES

A THESIS
SUBMITTED TO THE GRADUATE
FACULTY OF THE SCHOOL OF EDUCATION
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS

by

Walter A. Gillett

June 1951

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Walter A. Gillett

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CHAPTER I

THE BACKGROUND OF THE PROBLEM

THE NEED FOR RECREATION

The value of recreation in the life of the individual has long been recognised. There has been an increasing awareness of the need for providing some form of activity for the citizen's leisure time. Fitzgerald¹ points out that opportunities for leisure experience are a fundamental part of the pattern of life in any progressive community. Robinson² says that during the war the armed services and munition factories became increasingly aware of the great need for supervised, clean recreation for its members and workers during off-hours. Although war-time tensions may have lessened somewhat and there is less publicity for the necessity of keeping our nation physically and mentally fit, the fact remains that our people need to keep themselves alert through recreation as a means of ensuring their own

¹ G. B. Fitzgerald, Community Organisation for Recreation (New York, A. S. Barnes and Company, 1949) p. 15.

² E. G. Robinson, "Starting Recreation in the Small Community," Recreation, 22:97, October, 1949.

happiness and health. Brady¹ points out that the chronically-tired person who follows a sedentary existence suffers from boredom and monotony as well as from the lack of physical exercise. Many other studies, namely those of Romney², Jones³, and Beumeyer⁴, in essence express the same viewpoint. Their conclusions may be summarized thus: The basic aim of leisure and recreation is enjoyment. If enjoyed they offer the balance and revitalization that is necessary for a happy life. The authors believe that society and democracy can find such leisure and recreation great assets in enabling its citizens to live happy lives.

With the return to comparative peace and security after World War II, with the development of modern methods for production on the farm and in the factory, persons living in the small community as well as in the city, found

¹ W. Brady, Personal Health Editorial in the Kalamazoo Gazette, December 31, 1949.

² G. O. Romney, Off the Job Living (New York, A. S. Barnes and Company, 1948) p. 25.

³ A. R. Jones, Leisure Time Education (New York, Harper and Brothers, 1946) p. 18.

⁴ W. H. and E. S. Beumeyer, Leisure and Recreation (New York, A. S. Barnes and Company, 1956) p. 43.

themselves with more leisure time. It may be assumed that a program of organized recreation would provide activities of value for occupying this leisure time.

The leisure-time activities for the child under high school age, if not supervised adequately, often may result in the development of undesirable traits and habits. With supervision the leisure hours can be used for intelligent playing, reading, or in learning useful handicrafts. Hoover¹ states that the need for sufficient recreational facilities to absorb leisure time has been overlooked to the detriment of youngsters.

With the high school student, leisure-time activities without supervision too often result in the development of "gang-like" activities. These activities may be harmless but many times may lead to serious trouble in the small community as well as in the city. Recently in a small town in Michigan the superintendent of schools referred to the case of five boys who had been arrested during the summer for stealing gasoline from the school buses. He indicated that such undesirable behavior might have been avoided if

¹ J. E. Hoover, Editorial in the Kalamazoo Gazette, January 14, 1949.

a program of summer recreation had offered activities such as swimming, softball, baseball, hobbies, music, or tennis to help occupy their leisure time.

For the adult the increased leisure time in the summer, without a definite community program, too often means boredom and wasted time. A good recreation program could help develop in many adults, additional interests and hobbies. It may provide them with physical and mental activity in sports and hobbies that will help them keep better fit physically and mentally and may even provide additional financial income. Verner¹ writes that recreation, in company with other welfare developments, is an economic asset to the community by providing constructive use of leisure time and the spiritual, mental, and moral growth, and preservation of the individual citizen.

It appears that a summer recreation program for providing adequate and intelligent leisure-time activity is now a necessary part of community living. Many persons can provide their own leisure with individual hobbies and activities. But there seems to be a great number of

¹ C. Verner, Editorial in the University of Virginia News Letter, June 1, 1949.

persons who want and need to participate in community projects. Even those who enjoy personal hobbies need social activities that are provided by a good community program. This view is supported by Schmerl who says that recreational opportunities are needed for all the people. He indicates further the need for activities that provide for intellectual and creative interests, and opportunities to play together as well as to provide entertainment.

THE SUMMER RECREATION PROGRAM

Certain writings, namely those of Jones², Fitzgerald³, and Meyer⁴, indicate that for the past twenty years greater numbers of cities in the United States have realized that a supervised summer program for all ages was an aid in the fight against juvenile and adult delinquency in addition to providing an outlet for

²J. B. Schmerl, Editorial in the University of Virginia News Letter, May 18, 1949.

³A. H. Jones, Leisure Time Education (New York, Harper and Brothers, 1946) preface.

⁴J. B. Fitzgerald, Community Organization for Recreation (New York, A. S. Barnes and Company, 1946) preface.

⁵H. D. Meyer, Community Recreation (Boston, Heath and Company, 1946) preface.

physical and mental activity. It appears that this can best be encouraged in the small community in the summer when the children are not occupied in school, and the adult has long day-light hours after work for some form of recreation or entertainment.

Many cities in Michigan such as Detroit, Grand Rapids, Ann Arbor, and Kalamazoo, spend many dollars on their summer recreation programs. The directors in these cities seem to feel that playgrounds and supervised summer programs are needed in the large cities. It would seem reasonable that smaller communities could benefit also by a similar program. Neumeyer¹ supports this view in stating that the rural communities need become more aware of their responsibilities to the citizens and give more support to public recreation especially during the summer.

Encouragement of adequate programs of recreation in summer and winter for the small community has been made by many states. Virginia for example has aided its rural communities in offering recreational facilities.

¹ E. H. and R. C. Neumeyer, Leisure and Recreation (New York, A. S. Barnes and Company, 1936) p. 62.

Verner¹ points out that the Virginians are showing an increased awareness of the need for a program of recreation and leisure-time activity. Further he states that there have been several agencies set up in that state to promote the growth of small-town recreation. Yet in Michigan there seems to be little evidence to indicate that very many towns attempt to have a supervised program of any kind. Most towns seem to depend for the most part on the energy of some small group that recognises the need for summer recreation and attempts to meet that need. An individual church seems to be the organisation that most often takes the lead in starting a small summer recreation program. Lehmer² feels that this voluntary, independent effort to provide leisure-time opportunities is not adequate for the developing interests and needs of our modern world. Hawley³ writes that there were 419 towns under four thousand

¹ C. Verner, Editorial in the University of Virginia News Letter, June 1, 1949.

² G. D. Lehmer, Editorial in the University of Virginia News Letter, June 1, 1949.

³ A. H. Hawley, The Population of Michigan 1840 to 1960: An Analysis of Trends, Distribution and Composition (Ann Arbor, University of Michigan Press, 1949, pp. 96-111).

population in Michigan in 1940. Of these 419 towns there were about seventy-one¹ in 1949 that reported some type of organized summer recreation program. Other communities may have had some form of recreation for their citizens but such programs have not been reported as organized under trained directors with budgets and definite programs.

THE PROGRAM IN WAYLAND, MICHIGAN

Wayland, Michigan is a community which is in the process of developing such a program. Wayland is a farming community with a population of about two thousand. Its largest industry is a milk processing plant employing about two hundred persons. Many of its citizens work in Grand Rapids or other cities, commuting back and forth. The consolidated school serves the town and the surrounding township and has about seven hundred pupils from grades one to twelve. In addition Wayland has the usual stores, places of amusement, and business establishments that are likely to be found in most communities of comparable size.

¹ Compiled by Recreation, June, 1949, pp. 27-30, and also from the personal files of W. G. Robinson, Assistant Director in Community Organization, University of Michigan.

It is served by the Pennsylvania railroad and lies about equidistant from Grand Rapids and Kalamazoo on U. S. highway 131.

In the spring of 1940, at the urging of the Parent-Teachers Association, the Rotary, and the Orange Bayland began a part-time summer recreation program for all ages. This program was financed jointly by the school board and the town council. An average of two hundred different children and one hundred and fifty adults participated in some phase of the program each week. According to some individuals the program was successful although others thought that it was a waste of the tax-payers money. It would seem, however, that the evaluation of such a program would depend upon its growth over several years. It seems possible that a program would improve as the citizens became better acquainted with it. Robinson¹ reports that the recreation programs that starts with comparatively few activities can grow, with the proper leadership, into a very useful, year-round program.

¹ W. G. Robinson, "Starting Recreation in the Small Community," *Recreation*, 22:97 October 1949.

In a twenty mile radius of Wayland lie eight towns under four thousand population. Three, including Wayland, have a summer program with a paid director and assistants. The churches in two of the other communities try to provide some recreation for the younger children. The other three towns offer no supervised summer recreation. This, in addition to the fact that only seventy-one small communities reported a summer recreation program in 1948, would tend to show that the majority of small communities in Michigan have an inadequate summer program if any program at all.

In view of the facts that support of the program by the citizens of Wayland was not unanimous; that other towns had no programs; and that evaluation of the program at Wayland was desirable; it was decided to search for procedures for administering the program in Wayland most effectively.

PROBLEMS OF THE SUMMER PROGRAM

An athletic director in a town of eighteen hundred in Michigan showed interest in the problems associated with summer recreation programs. He felt that many citizens in that community wanted to have a summer program. He was

considering starting one. However, he did not know the best method to finance such a program or what activities could be offered in a small town that would appeal to a majority of the citizens. These and other problems face every director who is starting a summer program for the first time. Some of these problems are found in the following general statements:

1. The type of activities that should be offered;
2. The problem of an adequate budget;
3. The number of weeks the program should operate;
4. The number of assistants necessary;
5. The number of hours in the recreation day;
6. The necessary equipment.

Butler¹ tells in a general way what he believes is necessary for an adequate program, namely; a good director, a varied program for all ages, trained assistants, and adequate financial support. Hash² discusses activities

¹ G. Butler, The New Play Areas (New York, A. S. Barnes and Company, 1928) pp. 81-97.

² J. R. Hash, Organization and Administration of Playgrounds and Recreation (New York, A. S. Barnes and Company, 1931) pp. 42-78.

that might prove helpful in developing a program in a city. Some of his suggestions are: playground activities, story telling, handcraft, music, dancing, plays, movies, special events, swimming, and ball games for the younger boys and girls. For adults he suggests, softball, baseball, tennis, badminton, horseshoes, hobby classes and others. He assumed that there would be several assistants to the director to help carry out this program.

However, it was found that in setting up a program in a small community, the director had problems that could not be solved by published manuals for recreation programs. The resources, equipment, trained assistants, leaders for specialized activities were more limited than was anticipated by the writers who set up standards for the larger cities. The problems and opportunities of a small town were peculiar only to other small towns. It was felt that there is a need for determining the success of procedures used by other small towns that have existing programs.

THE PROBLEM

It is, therefore, the purpose of this study to determine the organization and administration of summer

CHAPTER II

PREPARING THE QUESTIONNAIRE

THE PROBLEM

The purpose of the chapter, which is devoted to the methods that were used to obtain the necessary information is threefold:

1. The construction of the questionnaire.
2. The selection of the communities to which the questionnaires were to be sent.
3. A copy of the cover letter and the questionnaire.

THE QUESTIONNAIRE THUMBLINER

It seemed at the outset that the questionnaire method could be used satisfactorily for securing the needed information. The questionnaire method is one of the most frequently-used techniques in educational research. Beavie¹ says that questionnaires have constituted the chief source of information regarding current practices in the public school organization and administration. This

¹ W. C. Beavie, "Methods and Techniques of Educational Research," Review of Educational Research, IV February, 1934.

study lent itself readily to the questionnaire. Other methods, such as direct interviewing, would prove impracticable because the communities in Michigan from which information was needed were widely separated. Good, Barr, and Seaton¹ also state that the questionnaire is a useful device for securing educational data from widely scattered sources.

It was also felt that most of the questions on the survey would be factual in nature. This information could be obtained, for the most part, by the use of the check-list. Good, Barr, and Seaton² state further that this form of questionnaire is easier to summarize and easier to answer than are the other forms, and as a result, the percentage of response is greater. For these reasons it was decided to use the questionnaire method.

THE CONSTRUCTION OF THE QUESTIONNAIRE

In constructing the questionnaire, for convenience

¹ C. V. Good, A. S. Barr, D. E. Seaton, The Methodology of Educational Research (New York, D. Appleton-Century Company, 1936) p. 229.

² Ibid., 228-29.

and clarification, it was decided to divide it into five separate areas. Each of these areas was to include questions dealing with some phase of the summer program.

The first of these areas deals with the field of organization of the summer program. The second deals with the use of equipment and facilities. The third area deals with finance. The fourth is concerned with activities offered in each of the communities surveyed. In addition a few questions were added under the heading of miscellaneous. The questions prepared in each of these areas were based partially on the experiences at Wayland together with suggestions from recreational directors from several other small communities. These communities were Plainwell, Otsego, Middleville, and Caledonia.

Once the questions were prepared they were submitted to the following leaders in recreation and education for suggestions and criticism: Mr. Forsythe¹, Mr. Hallinen²,

¹ Mr. Charles Forsythe, Director of Michigan High School Athletic Association, Lansing Michigan.

² Dr. George C. Hallinen, Professor of Education and Psychology, Eastern Michigan College of Education, Ypsilanti Michigan.

Mr. Robinson¹, Mr. Bee², Mr. Otis³, and Mr. Streidl⁴.

Some of their suggestions had been anticipated but the following were used to develop the final draft of the questionnaire:

1. To use the check-list for the reasons stated previously.
2. To keep the questionnaire as brief as possible.
3. To determine which of the activities of the summer program were most popular.
4. To obtain an idea of the total cost of the program.
5. To determine in how many cases school busses were used for the summer program.
6. To investigate the swimming program.

AREA OF ORGANIZATION

In the area of organization it was necessary to

¹ Mr. William Robinson, Assistant in Community Organization and Recreation, University of Michigan, Ann Arbor, Michigan.

² Mr. John Bee, Recreation Director, Grand Rapids Michigan.

³ Mr. Kenneth Otis, Coach and Recreation Director, Allegan, Michigan.

⁴ Mr. Jack Streidl, Coach and Recreation Director, Plainwell, Michigan.

determine the ways in which these small communities initiated their programs and the ways in which the supervision and operation of the programs were organized. In addition the following items in this area were investigated:

1. The number of days and weeks that the program operated.
2. The length of the recreation day.
3. The number of assistants employed.
4. Methods used for informing parents and children of the program and its activities.

In total there were ten questions based on these items in the field of organization. All ten of these questions were adopted for responding by a check or a circle.

AREA OF EQUIPMENT AND FACILITIES

In the area of equipment and facilities four check-list type of questions were used in the questionnaire. They were phrased to obtain information about the following:

1. The types of playground equipment that each community used.
2. The number of athletic fields available for softball and baseball.

5. The lighting facilities for all types of recreational activity.
6. The total number of available playgrounds.

AREA OF FINANCE

Ten questions were prepared for the questionnaire on the subject of financing the summer program. These were based on the following general fields:

1. Total cost of operating the program for one summer.
2. Organization or organizations that aided in supporting the program financially and the amount that each organization subscribed.
3. The summer salary of the recreation director and his paid assistants.
4. A listing of the self-supporting activities in each community.

Night of the questions in the area of finance were of the check-list variety while two of them were constructed in such a manner that the answer could be made by filling the necessary blank with one or two words.

AREA OF ACTIVITIES

This area dealt with information about the type and variety of activities each community offered. This

Information was to be secured through the use of eight questions of the check-list type and two questions with simple blanks to fill.

The following information was desired:

1. The activities considered by the directors to be the most successful and popular.
2. The activities each community offers for children under high school age, of high school age, and for the adults in the community was desired.
3. The average daily participation in the total program.
4. An attempt to secure information on all phases of the swimming program was contained in this area of the questionnaire.

AREA OF MISCELLANEOUS QUESTIONS

Five questions were contained in the questionnaire under the heading of "Miscellaneous". These questions pertained to the summer program but did not seem to fit into the areas of organization, finance, activities, or facilities.

Information sought in this area was:

1. How the director rated the program in his community.
2. Unique features of the program in his community.
3. To find if the program was part of a year-round recreation program.

CONCLUDING STATEMENT ON THE CONSTRUCTION
OF THE QUESTIONNAIRE

The final questionnaire contained four typewritten sheets with a total of thirty-nine questions. It was constructed with thirty-four questions of the "check or encircle" variety so that it could be answered quickly and simply and to secure a maximum of information about the summer recreation programs in communities in Michigan with a population under four thousand. It was constructed under the supervision and with the approval of five, previously mentioned, educators and leaders in recreation in Michigan.

SELECTION OF THE COMMUNITIES

It was originally hoped that the towns selected should be those under 2500 population. The population of 2500 is the official dividing line between town and city that is made by the United States census bureau. It was found upon investigation however, that there were too few towns of this size in Michigan with organized programs to provide enough information to make the survey representative. There were less than twenty-five towns under 2500 population that offered such a program in Michigan in 1949. The

information that they could provide, while helpful, could not provide representative results.

It was found that by taking communities under four thousand population it was possible to obtain more extensive information and also to obtain a representative picture of a comparative small town. A questionnaire was sent to every community of this size in Michigan that had reported a summer program in 1949. There were seventy-one towns under four thousand population that had an organized program at that time. The questionnaire was timed to be sent to the recreation directors of these towns during the summer months of 1949 while their program for that year was in actual operation. Thus all the questionnaires were sent on or before July 1, 1949.

A letter and a self-addressed stamped envelope accompanied each questionnaire. The letter explained the problem and the reasons information was needed. Each director was urged to reply with the understanding that his information would be treated as confidential material. It was suggested that it was not necessary for the director to sign the questionnaire. After three weeks a follow-up letter was sent to those communities that had not replied to the original questionnaire.

THE LETTER

The following letter is a copy of the one that accompanied each questionnaire.

Sayland, Michigan
June 26, 1949

Recreation Director:

Dear Sir;

This is a survey of the summer recreation programs of communities under four thousand population that now have a paid director. Directed summer recreation programs have been growing very rapidly in the small towns since the war. It is my belief that information gained in this questionnaire will be of great benefit to many other small towns that wish to start a program but do not know how to begin. It should also help others in approaching organizations for financial support and aid them in better organizing their own program on the basis of what the rest of Michigan is doing.

In order that this survey can be of the greatest service, will you please complete the questionnaire and return it in the enclosed self-addressed and stamped envelope at your earliest convenience? I assure you that your reply will be kept strictly confidential, and that I will be greatly indebted to you for it.

The information obtained from this survey will be used in the preparation of a Master's thesis. A copy of the results will be mailed to you upon request.

Very truly yours,
Walter A. Gillett

THE QUESTIONNAIRE

A copy of the questionnaire that was sent to the seventy-one small communities in Michigan with an organized summer recreation program follows:

(Answering the first five questions is optional)

1. Name _____

2. Address _____

3. Occupation _____

4. In what town do you direct the summer program?

5. How many years of experience have you had as a summer recreational director?

ORGANIZATION

(In each of the following items encircle the number which is closest to the correct answer.)

1. For how many weeks does your summer program operate?

4 5 6 7 8 9 10 11 12

2. How many mornings a week does the program operate?

2 3 4 5 6 7

3. How many afternoons a week does the program operate?

2 3 4 5 6 7

4. How many evenings a week does the program operate?

2 3 4 5 6 7

5. How many paid assistants do you have?

0 1 2 3 4 5 6

6. How many volunteer assistants do you have?

0 1 2 3 4 5 6 (if more, so state____)

7. How many weeks after the end of the school year
does the program begin?

0 1 2 3 4 5 6

8. For approximately how many years has the summer
program been in operation in your town?

0 1 2 3 4 5 6 (if more, so state____)

9. What group acts as the administrator of the summer
program? (please check)

Town board_____

Board of education_____

Rotary_____

Kiwanis_____

Chamber of Commerce_____

Others (write in)

10. By what methods are the children and parents informed
of the program? (please check)

Form letter_____ Other methods (write in)

Bulletins_____

Local newspapers_____

EQUIPMENT AND FACILITIES

1. Please check in the blank after the facilities that are available for use in the summer program.

baseball field _____ school bus _____

softball field _____ school library _____

tennis courts _____ swimming pool _____

horseshoe courts _____ wading pool _____

handicraft shop _____ lake for swimming _____

band stand _____ other facilities (write in)

school playground _____

school shop _____

school gym _____

2. Do you have a lighted softball field?

(encircle the correct answer)

Yes No

3. Do you have a lighted baseball field?

(encircle the correct answer)

Yes No

4. How many playgrounds do you have available?

(encircle the correct answer)

1 2 3 4 5 (if others, so state _____) -

FINANCIALS

1. What is the total cost each year for operating the summer program? (encircle the correct answer)

\$100 \$200 \$300 \$400 \$500
\$600 \$700 \$800 \$900 \$1000

(if other, so state _____)

2. Indicate which of the following organizations provide finances for the summer program by placing and (x) in the blank before the name of the organization. In the blank after the name of the organization indicate the amount of money contributed. If organizations other than those listed provided finances, enter their names and the amounts of money they contributed in the proper blanks.

<u>Organization</u>	<u>Amount</u>
Town Council	_____
Board of Education	_____
Community Chest	_____
Township Board	_____
Chamber of Commerce	_____
_____	_____
_____	_____

3. Salary of the director, per week.

(Place an (x) after the nearest to correct amount)

\$10-\$20 \$30-\$40 \$50-\$60

\$80-\$90 \$40-\$50 \$60-\$70

4. Pay of assistants, per week.

(Place an (x) after the nearest to correct amount)

\$5 \$15 \$25 \$35 \$45

\$10 \$20 \$30 \$40 \$50

5. Do you charge fees for some activities?

(encircle the correct answer)

Yes No

6. For what activities do you charge fees?

(check the correct answer)

Softball others (write in)

Swimming _____

Handicraft _____

7. Do any activities "pay their own way?"

(encircle the correct answer)

Yes No

8. If answer to #7 is Yes, list the activities which "pay their own way."

9. If you have a softball league, do you pay the umpires? (encircle the correct answer)

Yes No

10. If the answer to #9 is Yes, how much are they usually paid for each game? (encircle the correct answer)

\$1 \$3 \$5
\$2 \$4 \$6

ACTIVITIES

1. Which four of your activities do you consider the most successful?

1. _____ 2. _____

3. _____ 4. _____

2. Please check the activities that you have for children below the high school age.

swimming _____ special events day _____

story telling _____ hikes _____

softball _____ camping _____

horseshoes _____ others (write in) _____

playground games _____

handicraft _____

baseball _____

3. What is the approximate average morning participation?
(check the correct answer)

10 to 20 20 to 40 50 to 60

20 to 30 40 to 50 60 to 70

4. What is the approximate average afternoon participation? (check the correct answer)

10 to 20 50 to 40 50 to 60

20 to 30 40 to 50 60 to 70

5. If you have a swimming program, how many days of the week do you swim? (check the correct answer)

1 2 3 4 5 6

6. If you have a swimming program, what is your average daily attendance? (check the correct answer)

10 to 20 50 to 40 50 to 60

20 to 30 40 to 50 60 to 70

7. Do you use life guards trained by the Red Cross?
(encircle the correct answer)

Yes No

8. How old must children be before they are allowed to swim?

9. Do you require the written consent of the parents in order that the child may swim? (encircle the correct answer)

Yes No

10. Please check the activities that are available for adults.

swimming _____ family games _____

softball _____ adult classes _____

baseball _____ others (write in)

horseshoes _____

family picnics _____

MISCELLANEOUS

1. How do you rate your summer program?

(check your rating)

very good _____ good _____ fair _____ poor _____

2. Are there any unique features in your program which have not been mentioned in this questionnaire? If so, list them below.

3. Does your community have a supervised winter recreation program? (encircle the correct answer)

Yes No

4. If you do have a winter program, do you supervise it? (encircle the correct answer)

Yes No

5. Do you wish a copy of a summary of the answers to this questionnaire? (encircle the correct answer)

Yes No

CHAPTER III

RESPONSES CONCERNING THE ORGANIZATION OF THE SUMMER RECREATION PROGRAM

THE PROGRAM

The purpose of this chapter is to tabulate the replies made to the questions dealing with the organization of summer recreation programs.

DIRECTORS EMPLOYED

It was decided to tabulate the data from the section of the questionnaire dealing with organization of the programs according to the various questions found in that section. The tables containing the information follow:

TABLE I

Question:

For how many weeks does your summer program operate?

Number of weeks	Number of directors reporting	Percentage of replies
6	3	7%
7	5	12%
8	15	36%

TABLE I (continued)

Number of weeks	Number of directors reporting	Percentage of replies
9	6	14%
10	7	17%
11	2	6%
12	5	11%

The median number of weeks that the summer programs operate is 9.

TABLE II

Question:

For how many mornings a week does the program operate?

Number of mornings	Number of directors reporting	Percentage of replies
0	8	19%
3	5	7%
4	2	5%
5	27	68%
6	1	2%

The median number of mornings that the summer programs operate is 5.

TABLE III

Question:

For how many afternoons a week does the program operate?

Number of afternoons	Number of directors reporting	Percentage of replies
0	1	2%
2	1	2%
4	1	2%
5	36	66%
6	3	7%

The median number of afternoons that the summer programs operate is 5.

TABLE IV

Question:

For how many evenings a week does the program operate?

Number of evenings	Number of directors reporting	Percentage of replies
0	11	27%
1	1	2%
2	2	5%
3	4	10%

TABLE IV (continued)

Number of evenings	Number of directors reporting	Percentage of replies
4	4	10%
5	16	39%
6	2	5%
7	1	2%

The median number of evenings that the summer programs operate is 4.

TABLE V

Question:

How many assistants do you employ?

Number of paid assistants	Number of directors reporting	Percentage of replies
0	15	31%
1	7	17%
2	4	20%
3	6	14%
4	4	10%
5	3	7%

TABLE V (continued)

Number of paid assistants	Number of directors reporting	Percentage of replies
6	2	5%
over 6	2	6%

The median number of paid assistants in the summer program was 2.

TABLE VI

Question:

How many volunteer assistants do you have?

Number of volunteers	Number of directors reporting	Percentage of replies
0	22	55%
1	3	7%
2	7	17%
3	2	5%
4	3	7%
6	1	2%
over 6	3	7%

The median number of volunteer assistants in the summer program was 1.

TABLE VII

Question:

How many weeks after school is out does the program begin?

Number of weeks	Number of directors reporting	Percentage of replies
0	8	8%
1	16	48%
2	18	48%
3	1	2%
4	2	8%

The median number of weeks that the summer program began after school was out was 2.

TABLE VIII

Question:

How many years has the summer program been in operation?

Number of years	Number of directors reporting	Percentage of replies
0	1	8%
1	6	14%
2	10	24%

TABLE VIII (continued)

Number of years	Number of directors reporting	Percentage of replies
3	4	10%
4	9	22%
5	4	10%
6	1	2%
8	1	2%
10	3	7%
over 10	2	5%

The median number of years that the summer recreation programs in small communities have been in operation is 4.

TABLE IX

Question:

What group acts as the administrator of the program?

Administrative group	Number of directors reporting	Percentage of replies
Recreation Council	30	49%
Board of Education	16	30%
Town Board	13	31%

TABLE IX (continued)

Administrative group	Number of directors reporting	Percentage of replies
Community Council	5	7%

The majority indicated that a recreation council administrated the program. Membership in this council was made up of individuals from interested organizations in town.

TABLE X

Question:

How is the community informed about the program?

Method used	Number of directors reporting	Percentage of replies
Newspapers	32	78%
Bulletins	26	63%
Form letter	17	41%
Word of Mouth	5	7%
Radio	2	5%
Speeches by director	2	5%

The majority indicated that the newspapers were the most popular way of informing the community of the summer program.

SUMMARY

In this chapter the replies to the questions on the section of the questionnaire dealing with the organization of the summer recreation program were tabulated.

CHAPTER IV

RESPONSES CONCERNING EQUIPMENT AND FACILITIES
USED IN A SUMMER RECREATION PROGRAM

THE PROGRAM

The purpose of this chapter is to tabulate the replies made to the questions dealing with the equipment and facilities used in summer recreation programs.

METHODS EMPLOYED

It was decided to tabulate the data from the section of the questionnaire dealing with equipment and facilities used in the summer program according to the various questions found in that section. The tables containing the information follow:

TABLE XI

Question:

What facilities are available for the summer activities?

Facilities	Number of directors reporting	Percentage of replies
Softball field	36	60%
Baseball field	34	56%
School playground	34	56%
Bereesheen courts	31	50%

TABLE XI (continued)

Facilities	Number of directors reporting	Percentage of responses
School buses	27	60%
Lake for swimming	24	50%
Tennis courts	24	50%
School gym	20	43%
Handicraft equipment	13	31%
Band stand	12	27%
School library	11	27%
Swimming pool	8	19%
Bathing pool	6	14%
Others:		
School shop	3	7%
Basketball court	2	5%
shuffleboard court	2	5%
Archery range	2	5%
Picnic grounds	2	5%

The facilities found to be available in the majority of communities with a summer recreation program were a softball field, a baseball field, and a school playground.

TABLE XII

Question:

Do you have a lighted softball field?

Responses	Number of directors reporting	Percentage of replies
Yes	26	60%
No	18	31%

The majority of communities with a summer program indicated that a lighted softball field is available.

TABLE XIII

Question:

Do you have a lighted baseball field?

Responses	Number of directors reporting	Percentage of replies
Yes	6	14%
No	35	86%

The majority of communities with a summer program indicated that a lighted baseball field is not available.

TABLE XIV

Question:

How many playgrounds are available?

Number available	Number of directors reporting	Percentage of replies
0	5	7%
1	12	29%
2	14	34%
3	8	19%
4	4	10%

The median number of playgrounds available for use in the summer recreation program was 2.

SUMMARY

In this chapter the responses dealing with the equipment and facilities used in the summer recreation programs were tabulated.

CHAPTER V

RESPONSES CONCERNING FINANCING THE
SUMMER RECREATION PROGRAM

THE PROBLEM

The purpose of this chapter is to tabulate the replies made to the questions dealing with financing the summer recreation program.

METHODS EMPLOYED

It was decided to tabulate the data from the section of the questionnaire dealing with the financing of the program according to the various questions found in that section. The tables containing the information follow:

TABLE IV

Question:

What is the total cost of the summer program?

Amount spent	Number of directors reporting	Percentage of replies
No reply	4	7%
\$200-\$500	9	22%
\$600-\$1000	13	31%
\$1100-\$1500	7	17%

TABLE IV (continued)

Amount spent	Number of directors reporting	Percentage of replies
\$1600-\$2000	3	7%
\$2100-\$2500	2	5%
Over \$2500	3	7%

The median cost of the summer program was between \$600 and \$1000.

TABLE XVI

Question:

In some communities one organization financed the entire summer program. What organization paid the entire cost?

Organization	Number of directors reporting	Percentage of replies*
Board of Education	4	40%
Town Council	2	20%
Township Board	2	20%

TABLE XVI (continued)

Organization	Number of directors reporting	Percentage of replies*
Community Chest	1	10%
Direct Tax	1	10%

*Based on the ten communities in which the entire summer program was financed by one organization.

In 20% of all communities surveyed, the entire program was supported by one organization.

TABLE XVII

Question:

If the costs of a summer program are shared, what percent of the total program does each organization pay?

Organization	Number of directors reporting	Average percent of costs paid
Town Council	20	41%
Board of Education	20	42%
Community Chest	6	59%
Township Board	5	34%
Chamber of Commerce	4	43%

TABLE XVII (continued)

Organisation	Number of directors reporting	Average percent of costs paid
Red Cross	2	12%
Rotary	2	12%
Lions	2	16%

In 75% of the communities the cost of the summer recreation program was shared by two or more organizations. In the majority of communities the Teen Council and the Board of Education were the organizations that contributed the greatest amounts toward the costs of the programs. However, in some towns a larger percentage of the cost of the total program was contributed by the Community Chest.

TABLE XVIII

Question I

What is the salary per week of the director?

Salary	Number of directors reporting	Percentage of replies
Not reporting	4	10%
\$10-180	1	2%

TABLE XVIII (continued)

Salary	Number of directors reporting	Percentage of replies
\$20-\$30	1	2%
\$30-\$40	6	12%
\$40-\$50	7	17%
\$50-\$60	9	22%
\$60-\$70	10	24%
\$70-\$100	4	10%

The median salary paid to directors of summer recreation programs was between \$50 and \$60 a week.

TABLE XIX

Question:

What is the salary per week of the assistant directors?

Salary	Number of directors reporting	Percentage of replies
Not reporting	6	14%
No assistants	13	31%
\$0-\$10	8	5%
\$10-\$20	8	5%

TABLE XIII (continued)

Salary	Number of directors reporting	Percentage of replies
\$20-\$30	5	7%
\$30-\$40	10	26%
\$40-\$50	4	10%
\$50-\$60	1	2%

In communities that had assistant directors, the median pay was \$30-\$40 a week.

TABLE XX

Questions:

Do you charge fees for some activities?

Responses	Number of directors reporting	Percentage of replies
Yes	18	81%
No	24	56%
Not reporting	4	10%

The majority of communities with summer programs indicated that they did not charge for activities.

TABLE XXI

Question:

What are the activities for which fees are charged?

Activity	Number of directors reporting	Percentage of replies*
Hobbies	7	41%
Softball	5	30%
Swimming	4	23%
Movies	1	6%

* Based on the seventeen communities charging fees.

In the communities where fees were charged, the majority charged for handicraft materials.

TABLE XXII

Question:

Do some activities pay their own way?

Responses	Number of directors reporting	Percentage of replies
Yes	9	22%
No	24	58%
Not reporting	8	19%

The majority of communities reporting indicated that they do not have activities that pay their own way.

TABLE XXIII

Question:

What activities pay their own way?

Activity	Number of directors reporting	Percentage of replies*
Softball	7	70%
Swimming	1	10%
Hobbies	1	10%
Baseball	1	10%

*Based on ten towns with activities that paid their own way.

In the majority of communities softball was the activity that most often paid its own way.

TABLE XXIV

Question:

If you have a softball league, do you pay your umpires?

Responses	Number of directors reporting	Percentage of replies
Yes	16	37%
No	16	39%
No league	10	24%

Communities with a summer program were about evenly divided on the question of paying the umpire.

TABLE XXV

Question:

If you pay your umpire, how much do you pay per game?

Amount	Number of directors reporting	Percentage of replies*
\$1	1	6%
\$2	8	53%
\$3	1	1%
\$4	2	13%
\$5	2	13%
\$6	1	6%

* Based on fifteen communities that pay the umpires.

Of the communities that paid an umpire the median pay per game was \$2.

SUMMARY

In this chapter the replies to the questions dealing with the financing of the summer recreation program were tabulated.

CHAPTER VI

RESPONSES CONCERNING ACTIVITIES USED IN A SUMMER RECREATION PROGRAM

THE PROBLEM

The purpose of this chapter is to tabulate the replies made to the questions dealing with the participation in the activities of the summer recreation programs.

METHOD EMPLOYED

It was decided to tabulate the data from the section of the questionnaire dealing with the participation in the activities of the summer programs according to the various questions found in that section. The tables containing the information follow:

TABLE XVI

Question:

Which four of your activities do you consider the most successful?

Activity	Rating	NUMBER OF DIRECTORS REPORTING	Percentage of replies
Swimming	1st	16	30%
	2nd	4	10%
	3rd	5	10%
	4th	-	--

TABLE XCVI (continued)

Activity	Rating	Number of directors reporting	Percentage of replies
Softball	1st	9	22%
	2nd	10	24%
	3rd	6	14%
	4th	1	2%
Baseball	1st	6	12%
	2nd	6	14%
	3rd	4	10%
	4th	4	10%
Playground	1st	22	75
	2nd	16	56
	3rd	1	2%
	4th	8	19%
Special events	1st	-	--
	2nd	-	--
	3rd	2	7%
	4th	2	6%

TABLE XXVI (continued)

Activity	Rating	Number of directors reporting	Percentage of replies
Tennis	1st	-	--
	2nd	-	--
	3rd	5	12%
	4th	1	2%
Handicraft	1st	0	--
	2nd	3	7%
	3rd	5	7%
	4th	0	--

Other activities that received one or two third or fourth place ratings were, horseshoes, dances, story telling, picnics, wading pool, movies, clubs, croquet, hikes, shuffleboard, and band.

TABLE XXVII

Using the data from the preceding table and by allotting four points for each first place, three points for each second place, two points for each third place and one point for each fourth place, the following table indicates how each activity ranked in popularity.

TABLE XXVII (continued)

Activity	Total points	Rating
Swimming	86	1st
Softball	79	2nd
Baseball	60	3rd
Playground	26	4th
Handicraft	18	5th
Tennis	11	6th
Special events	8	7th

The three most popular activities in the summer recreation program are swimming, softball and baseball.

TABLE XXVIII

Question:

What activities are available for children below high school age?

Activity	Number of directors reporting	Percentage of replies
Softball	36	85%
Playground activity	32	78%
Swimming	31	76%
Story telling	20	60%

TABLE XXVII (continued)

Activity	Number of directors reporting	Percentage of replies
Horsebackee	20	60%
Baseball	27	68%
Special Events day	27	68%
Rikka	20	42%
Handicraft	19	46%
Camping	6	14%

The three most popular activities for children under high school age seemed to be softball, playground activity, and swimming. Other activities that received mention included, ping pong, basketball, life saving, volleyball, movies, and archery.

TABLE XXIX

Question:

What is the average number of persons participating in the morning in the summer recreation program?

Average participation	Number of directors reporting	Percentage of replies*
0-10	6	17%
10-20	1	3%

TABLE XXX (continued)

Average participation	Number of directors reporting	Percentage of replies*
20-30	5	7%
30-40	8	24%
40-50	4	12%
50-60	4	12%
60-70	8	24%

* Based on thirty four communities that have a morning program.

The median number of persons participating in the morning recreation program was between 50 and 60.

TABLE XXXI

Question:

What is the average number of persons participating in the afternoon in the summer recreation program?

Average participation	Number of directors reporting	Percentage of replies
less than 20	8	19%
20-40	8	19%
40-60	6	14%
60-80	4	10%

TABLE XXX (continued)

Average participation	Number of directors reporting	Percentage of replies
40-70	11	27%
More than 70	4	10%

The median number of persons participating in the afternoon recreation program was between 40-50.

TABLE XXXI

Question:

What is the average daily attendance in the swimming program?

Average attendance	Number of directors reporting	Percentage of replies
No swimming program	8	18%
No reply	4	10%
20-30	2	5%
30-40	4	10%
40-50	2	5%
50-60	3	12%
60-70	4	10%

TABLE XXXI (continued)

Average attendance	Number of directors reporting	Percentage of replies
90-100	6	14%
More than 100	6	14%

In communities with swimming as part of their summer programs the median daily attendance was between 60-70.

TABLE XXXII

Question:

If you have a swimming program, on how many days do you have swimming?

Number of days	Number of directors reporting	Percentage of replies*
1	5	16%
2	7	24%
5	14	48%
6	3	10%

* Based on the twenty nine communities with a swimming program.

The median number of days that the swimming program operated was 5.

TABLE XXIII

Question:

Do you use life guards trained by the Red Cross?

Response	Number of Directors reporting	Percentage of replies*
Yes	24	64%
No	5	13%

* Based on twenty nine communities with a swimming program.

The majority of communities with a summer program indicated that life guards trained by the Red Cross were used.

TABLE XXIV

Question:

How old must the children be before they can go swimming?

Age	Number of Directors reporting	Percentage of replies*
No age limit	5	13%
3	8	21%
4	4	11%
5	4	11%
7	3	7%

TABLE XXXIV (continued)

Age	Number of directors reporting	Percentage of replies*
6	5	16%
9	2	7%
10	2	7%

* Based on twenty nine communities that reported a swimming program.

In communities with a summer recreation program the median age for swimming was 6.

TABLE XXXV

Question:

Is the permission of the parents required before the child can go swimming?

Responses	Number of directors reporting	Percentage of replies*
Yes	17	59%
No	12	41%

* Based on twenty nine communities that reported a swimming program.

The majority of communities required a swimming permit especially for the younger children.

TABLE XXXVI

Question:What activities are available for adults?

Activity	Number of directors reporting	Percentage of replies
Softball	26	68%
Horseshoes	24	56%
Baseball	17	41%
Swimming	13	31%
Picnics	13	31%
Adult games	8	19%
Adult classes	4	10%
Band concerts	3	7%
Tennis	3	7%
shuffleboard	3	7%
No activity	5	12%

It was found that in communities with summer recreation programs the most popular activities were softball, horseshoes, and baseball.

SUMMARY

In this chapter the replies to the questions dealing with the activities in the summer recreation programs were tabulated.

CHAPTER VII

THE OVERALL CONCERNED MISCELLANEOUS QUESTIONS OF THE SUMMER RECREATION PROGRAM

THE PROBLEM

The purpose of this chapter is to tabulate the replies made to the questions of a miscellaneous nature concerning the summer recreation program.

METHODS EMPLOYED

It was decided to tabulate the data from the section of the questionnaire dealing with miscellaneous according to the questions found in that section. The tables containing the information follow:

TABLE XXXVII

question:

How do you rate your summer program?

Rating	Number of directors reporting	Percentage of replies
Poor	-	---
Fair	8	19%
Good	15	37%
Very good	14	34%
No rating	4	10%

The majority of directors rated their program good.

TABLE XXXVIII

Question:

What are some of the unique features of your program?

Unique features	Number of directors reporting	Percentage of replies
No answer	21	51%
Band concerts	4	10%
Picnics	5	7%
Movies	3	7%
Pet shows	2	5%
High school baseball	2	5%
Tennis court dances	2	5%
Recreation fair	2	5%
Civic center	1	2%
Old times softball	1	2%

The majority of directors did not report a unique feature in their summer recreation program. Some directors that did pointed out that these features change from year to year.

TABLE XXXIX

Question:

If there a supervised winter program in the community?

Responses	Number of directors reporting	Percentage of replies
Yes	13	81%
No	38	68%

The majority of the communities surveyed indicated that they did not have a supervised winter recreation program.

TABLE XL

Question:

If there is a winter recreation program does the director of the summer program supervise it?

Responses	Number of directors reporting	Percentage of replies*
Yes	11	86%
No	2	16%

* Based on the thirteen communities that reported a winter recreation program.

In the majority of communities, the director of the summer program also directed the winter program.

SUMMARY

In this chapter the responses to the questions of a miscellaneous nature on the summer recreation programs were tabulated.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

THE PROBLEM

The purpose of this study is to determine the characteristics of, and the activities in, the summer recreation programs of small communities in Michigan.

METHODS EMPLOYED

A search was made to locate all of the towns in Michigan of a population of 4000 or less that sponsored an organized summer recreation program. Much of the information was secured from the National Recreation Association. From the office of Mr. William Robinson of the Extension Service of the University of Michigan was obtained, where possible, the names of the directors of the programs. To the directors was sent a questionnaire concerning the activities of their programs. Of seventy-one questionnaires, a total of fifty-one were returned. Forty-one of these were usable.

The responses were then tabulated in tables according to questions found in each of the five sections of the questionnaire.

CONCLUSIONS

In so far as the techniques used in this study may be valid, the following conclusions seem justified.

With respect to organization of the summer recreation program:

1. Most communities have an eight-week summer program. This program usually starts from one to two weeks after the end of school.
2. The majority of communities surveyed conducted their summer program five mornings, five afternoons, and five evenings each week. Most of the communities had an established program that had been functioning from two to five years. Many indicated that in the beginning their programs operated only in the afternoons or evenings.
3. A large number of directors indicated that no paid assistants were available. However, the median number of paid assistants was two. In many cases, if a paid assistant was not available, several volunteers were used.
4. The problem of administrating and directing the program usually was assigned to the coach of the high school. He was usually responsible to a recreation council. Membership in this council was made up of members from several organizations from the community. Representatives

from the Board of Education, Town Council, Rotary, and Community Chest committee formed a typical board. This council usually provided administrative help in setting up the program and publicizing it, as well as furnishing financial aid.

b. It was found that newspapers, bulletins and form letters were typical methods for informing the public of the program.

With respect to equipment and facilities:

1. Most small communities used the regular school facilities already available. No special equipment was used or seemed necessary. It seemed to add a great deal to the success of the summer program if a lake for swimming was available.

2. Most small communities had lighted softball fields and the trend seemed to be toward more lighted baseball fields.

With respect to financing the summer recreation programs:

1. The average total cost of an established summer program in a small community was between \$600 and \$1000. However, many factors influenced the total cost of a program. Some of these factors are, length of the

recreation day, number of weeks the program is in operation, number of assistants, and the amount of equipment necessary.

2. In 75% of the communities surveyed the costs were shared by several organizations in the community. Usually each group paid a sum to a central committee, or a council, that in turn hired the director, his assistants, and paid other necessary expenses. Organizations that usually contributed funds to the support of the summer program were the Town Council, the Board of Education, and the Community Chest committee.

3. The salary of the director usually was between \$50 and \$60 a week. Assistants received between \$30 and \$40 each week. The pay was usually based on the amount of time the director and assistants had to spend on the program.

4. In communities where fees were charged, softball and handicraft were the activities usually paid for. In a few communities softball was completely self-supporting.

5. In established softball leagues, played under arc-lights, umpires were usually paid between \$2 and \$3 per game.

With respect to activities in the summer recreation program:

1. Of all activities swimming seemed to be the most popular. Softball and baseball rated second and third.
2. In communities with swimming as an activity trained life guards were used. The median age at which children were allowed to swim was six.
3. Attendance for swimming was about 60 to 70 boys and girls each day. Most programs sponsored swimming five days each week.
4. Attendance in other activities rated less than for swimming. Average morning attendance was between 30 and 40, while average afternoon participation was between 40 and 50.

5. Most small communities organized their programs around the interests of the children and youth. However, in the majority of communities some activities were offered for adults. The most popular of these activities for adults were softball, horseshoes and baseball.

The following information was elicited from the miscellaneous question:

1. Most directors rated their program between good and very good. It seemed that the majority of directors

felt that the summer recreation program was a valuable addition to the activities of a small community.

b. Most small communities indicated that they do not have an organized winter recreation program. It seemed that many directors were beginning to experiment with the idea.

It appears that the summer recreation program is becoming more popular in the small town. The small community does not necessarily imitate the activities found in the programs of the larger cities. Rather the director seems to look for activities that he can adapt to his particular situation.

The survey seemed to indicate that most directors started with few or no assistants, operated on small budgets, short programs, and with but a few activities. Then as the citizens began to realize the importance of the program to the welfare of the community, more activities, a larger budget, and more assistants were needed and provided.

Much of the success of the summer recreation programs in the smaller communities seemed to depend on the director. In a large measure his ingenuity, his enthusiasm, and his ability meant the success or the failure of a new recreation program.

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