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ABSTRACT

This study assesses the effectiveness of a book which designates places of interest in Michigan and Indiana. Developed by students at the University of Indiana, the book increases the local cultural awareness of both adults and children in the two state area. A questionnaire was sent to 336 families to determine the number of families who had used the booklet as a guide for family tours, the number of sites they visited, and an evaluation of each one. The results indicate that the majority of respondents who had received the book used it as a source of information. Length of residence in the area has a positive influence on the number of sites visited. In general the book is a valuable tool to introduce places of interest to those who had previously been unaware of them. Included in the appendix are the questionnaire, summary of comments, percentage tables, letters of respondents, and a copy of the "Family Tours of Michiana" booklet. (Author/DE)

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A STUDY OF THE EFFECTIVENESS OF
THE BOOKLET ENTITLED
FAMILY TOURS OF MICHIANA

by
the following
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November, 1974

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INTRODUCTION

Never before in the history of the United States has interest in visiting historic places of interest been higher than it is today. Nor has there ever been a period in history before when families could travel as easily as they do now. Along with this the result of research has shown that "children who come to school with an appreciation of their cultural heritage and a sense of belonging to their own family have a better chance of achieving scholastic success". (DuVall, 1973, 14). With these ideas in mind, a group of graduate students in 1972, under the guidance of Charles R. DuVall, Ph. D. and Donald Truex, developed Making A Memory, a paper designating places of interest in the Michiana area.

As members of the community showed an increasing interest in visiting these various places, a second graduate class under the direction of Dr. DuVall expanded Making A Memory, which was subsequently printed in 1972 as Family Tours of Michiana. These booklets were distributed by The National Bank and Trust Co. and IUSB.

Approximately one year after the booklet was first printed, interest was shown in determining its effectiveness. This paper was the result of that interest.

The major purpose of this project was to determine the number of families who had used the booklet as a guide for family tours, the number of sites they visited, and an evaluation of each one. The respondents were also asked for their



opinion of the booklet and suggestions of any other sites that might be included in another project of this type.

The results were tabulated and appear in tables in this study and can be found in Appendix C. The evaluative responses and suggestions of other sites can be found in Appendix B.

The graduate classes that developed Family Tours of Michiana and the class that conducted the research worked toward a common goal--that of providing information that would get families in the Michiana area in contact with their cultural heritage and provide meaningful family experiences.

Educators realize the importance of first hand experiences, "that curricula are most effective when closely related to the community they serve, and that boys and girls learn best when dealing with direct, concrete experiences." This adds further support to the Chinese adage: "We hear and we forget, we see and we remember, we do and we understand."

Collings, Miller R., How To Utilize Common Resources, National Council for the Social Studies, How To Do It Series No. 13, National Council for the Social Studies, Washington, D.C., 1960, p. 1.

CHAPTER I

THE DESIGN OF THE STUDY AND STATEMENT OF THE PROBLEM

THE DESIGN OF THE STUDY

Six graduate students were presented with the problem of evaluating the pamphlet, Family Tours of Michiana, edited by Charles R. DuVall, Ph.D.

In writing the paper the steps were to define the problem and to do research on other pamphlets of this type and related articles. The historical background of the research was divided into four areas: (1) using communities as a resource, (2) the value of free and inexpensive materials, (3) the compilation of Making A Memory and Family Tours of Michiana, and (4) compiling an instrument for questioning. This included reviews of books, abstracts, magazines, ERIC, related research papers, and interviews. Since the booklet was presented to the public as a free pamphlet, it was thought necessary to research the value of free and inexpensive materials. It was also felt important that the interviews involve people associated with the project such as Arthur Eastman of the National Bank and Trust Co. of South Bend, Dr. DuVall of Indiana University, South Bend, and graduate students who compiled Making A Memory and Family Tours of Michiana. The key to the whole project was constructing and evaluating an effective instrument to determine the success of the pamphlet. Because of this, time was spent researching ways of constructing questionnaires.

The next step was writing the questionnaire and accompanying cover letter (see Appendix A). It was felt that the cover letter and follow-up letter should be written in such a way that the public would want to respond. Decisions had to be made as to what would go into the questionnaire such as, background information about the respondents and how their free time and vacations were spent. Since it was impossible to include all of the places listed in the Family Tours of Michiana booklet a sampling had to be chosen. It was also decided that open-ended questions should be included to enable recipients to express their opinions. The questionnaire was then key-numbered and mailed to three groups: (1) the request list from Making A Memory, (2) the people who requested it from The National Bank and Trust Co., and (3) the Newcomers list. This was followed up by a re-mailing later to the non-respondents. A return of better than 60 percent was received after the second mailing. The process of tabulating the results of the questions was undertaken. Graphs and charts were compiled and the results were examined. After this, conclusions and recommendations were made.

THE PROBLEM

Underlying assumptions. For purposes of this study certain assumptions have been made as being true:

1. That we were talking to families consisting of husband, wife and one or more children.
2. That these families lived in the Michiana area, and

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because of this, were interested in the booklet.

3. That people did use Family Tours of Michiana as a means for further understanding their community.

4. That these people, when given this pamphlet, did take their families and made a subjective judgment of both the sites visited and the pamphlet itself.

5. That these users did communicate their decisions as to each sites' value, by use of a questionnaire which most expeditiously collected the data necessary for determining this guide's usefulness.

Specific problems. The specific problems of this project were to study personal assessments made by those people using the pamphlet provided by Dr. DuVall and The National Bank and Trust Co.

These problems were:

1. An assessment of the use made of the pamphlet by those receiving the material.

2. An assessment of frequency of visitation of each site by those using the pamphlet as a guide.

3. The effectiveness of the material content of the pamphlet.

4. The personal assessments of individual sites.

5. To assess the need for similar literature on this topic, as well as additional listings of suggested sites by those using the material.

6. To evaluate the educational value to students who visited the sites.

Importance of the study. Two graduate classes, one in a Community Resource Workshop and the other in Introduction to Research have spent a considerable amount of time gathering and compiling information into a booklet now called Family Tours of Michiana. Because of the number of requests that were made for this kind of information, when it was no more than mimeograph sheets of paper, it was felt that there must be a demand. So the work began and the booklet was written and printed, to be distributed as a free piece of material.

Though the Michiana area is rich in historic and scenic places of interest, many of these places are not visited because the residents are not aware of them. It was hoped that this booklet would provide this information and fill this void. It was developed as an instrument of public service, to be used as a guide by families, schools and other groups interested in exploring their community.

Since the booklet was distributed publicly, it became necessary to evaluate and discover if the underlying assumptions were true. There was a need to know if the public was using the pamphlet and what the various strengths and weaknesses of the materials were. It could go, "almost without saying," that these materials were being utilized by the public and

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therefore, were having a direct effect on that portion of the public associated with school curriculum.

It was assumed that most of the people who utilized the booklet were people with children of school age. Attention was brought to a particular case of a child who was new to this area. This child was from another state and because he felt out of place, did not adjust well to his new surroundings. He was given the booklet and became more familiar with "Michigan". This, accompanied with other positive experiences, caused his attitude to change for the better.

DEFINITION OF TERMS

Closed Form Questions. Responses made to a set of provided answers. The information that is desired may be more easily counted, tabulated, and analyzed. (Best:144)

Field Trip. An activity which provides people with the opportunity to see things first hand. (Dekeiffer:27)

Free and Inexpensive Materials. Material supplied by business firms and companies, in the forms of pamphlets, films, filmstrips, and field trips, to enrich the child's knowledge of his heritage and community.

Instrument. A blank, such as a questionnaire rating scale, etc., used by the research worker to record information, opinions, or ratings from others. (Good:510)

Non-respondent. Any recipient of a questionnaire who does not reply. (DuVall:4)

Questionnaire. A list of planned, written, questions related to a particular topic, with space provided for indicating the response to each question, intended for submission to a number of persons for reply; commonly used in normative-survey studies and in the measurement of attitudes and opinions. (Good:435)

Questions, Open-end. A semistructured technique for probing associations connected with a specific area;

a sentence-completion test used in a clinical setting; after a suggestive start, the subject is expected to finish the sentence; for example, "Because success..." "A thing to ponder is..." (Good:436)

Respondent. Any recipient of a questionnaire who actually replies to the questionnaire. (Good:466)

Structured Interviews. A term applied to interviews indicating that they are set up or handled so that the variety of responses which the subject can make is limited. (Good:471)

LIMITATIONS OF THE STUDY

One limiting factor which must be considered for any study which uses a questionnaire is that of non-response. Although successful in obtaining 64 per cent response to the questionnaire, the feelings of the remaining 36 per cent was unknown.

There is seemingly no way to discover whether these visits were the direct result of the booklet; neither is there any way of knowing whether these sites have actually been visited. Also, no criteria was used to evaluate the open-ended questions submitted.

In dealing with the pamphlet, the implication was made that academic achievement may increase in proportion to sites visited. No effective evaluation can be made in this limited study. Judgments made on educational stimulation of the child's mind is severely limited by the lack of a buyable criterion for evaluating this abstract thought.

INSTRUMENTATION

Questions 1 and 2 were geared to find out a very general background of the families. They were used to put the respon-

dents at ease while filling out the remainder of the questionnaire. They were also used later to interpret the data collected from the instrument.

Questions 3 - 6 were included to find out how free time was used by the families. Several areas of interest were listed with a category "other" which could be filled in by the respondent for inclusion of personal preferences. It was hoped to find out how wide a variance of interests would be found among those responding.

Since TV has become such a dominant force in contemporary society, one question dealt with the role of TV as a family activity and approximately how much time was spent in viewing it.

Another question gave the respondents the opportunity to list activities they enjoyed doing together.

Since vacations often show a correlation with choice of free-time activities, it was decided to gather information on this area. The respondents were limited to including specific sites visited in 1972 and 1973.

Question 7 was included so as to note how people gathered their ideas on places to go. Specific interests in the role the booklet has played in the families' choices of places to visit was of primary importance to the research team.

Due to limited space a judgment as to which places should be included for a cross sampling of sites had to be made.

The two conclusionary questions were placed on our questionnaire so as to discern whether the booklet met the needs of those using the literature, and note if there is a need of justification for further printings, revisions of the material or total abandonment of the same.

After the findings were examined conclusions and recommendations were made.

METHODOLOGY

Identification of the materials and the population. The Associate Professor of Education (Dr. Charles R. DuVall), Indiana University of South Bend identified the material to be analyzed in this study as being the booklet, Family Tours of Michiana.

The professor gave to the research team a stack of return addresses saved from the original mailing list of people asking for the booklet from the South Bend Tribune. A second list of names was supplied through the handouts given by The National Bank and Trust Co. A third list of names was supplied by Dr. DuVall from a lecture given on community sites to a Newcomers Club.

The three separate lists were compiled into the three group lists used in this study. A total number of three hundred and seventy-four families were sent the questionnaire. The complete lists were employed without the use of replacement for unaccepted changes of addresses by the sample public. Of

the total, eight were not accepted at the address listed. These eight will not be noted in our statistics, as they are of little apparent significance.

Mailing the questionnaire. A total of 366 letters was sent and received by those using the booklet. Enclosed in the envelopes mailed from Indiana University on February 18, 1974, was the material under study. Each questionnaire was coded either 1000 to indicate the newspaper list, 2000 for the bank list, or 3000 for the Newcomers list. Also enclosed with the instrument was a cover letter, a return self-addressed envelope, and a tag for those wishing the tabulated results of the questionnaire as it pertains to the sites visited and ratings of each site. (See Appendix A).

Follow-up technique. A follow-up letter was sent on March 8, 1974. This mailing was done in order to procure a favorable percentage of return. Those mailed to, had not at the time of mailing, returned the results asked for on February 18, 1974. Each envelope was given the same materials included in the first mailing.

The method of mailing the questionnaire was the result of information gained from the review of literature on questionnaires.

CHAPTER II

REVIEW OF HISTORICAL BACKGROUND

The material dealt with in this review was concerned with using the Community as a resource, the value of free and inexpensive materials, interviews on the paper "Making A Memory" and "Family Tours of Michiana", and the compiling of an instrument for questioning.

Using the community as a resource.

Schools need to be kept close to life and the communities in which they operate. (Collings:225) Many experts have conducted studies which indicate that outside school activities help children in school. Children who come to school with an appreciation of their cultural heritage and a sense of belonging to their own family have a better chance of academic achievement. (DuVall:1, 1973) The aim of education should not merely be to increase the knowledge of a person but rather to increase his desire for knowledge. A trip which includes not only working together but playing and living together, contributes a great deal more than mere knowledge to the subject matter. (Ruth:32) Collings reported in the Journal of Education Research, that:

School curricula are most effective when they are closely related to the communities they serve. Boys and girls learn best when they are dealing with direct, concrete experience. Isolation from direct experience is a real danger facing our schools. In large cities, especially, talk about things increasingly takes the place of real experience. This is one of the great hindrances to effective education in urban areas. (Collings:225)

Children from families that travel and do things together have more success in school. With a few plans and some preparation beforehand, parents can make family tours a classroom experience superior to any formal one. The parents can become both teachers and pupils and have the joy of both teaching and learning. (Pearse:16)

The children of course, have picked up some information in school. The parents can help them make the connection between what they see and what they already know. "Every child", says Jerome Bruner, Harvard psychologist, "must have an opportunity to benefit from what he learns, not necessarily to put it to use but to discover the 'connectedness' of all knowledge." The parent can help the child develop what Alfred North Whitehead called "an eye for the whole chess-board", the ability to see how one idea fits with another. A parent can help children understand their community and the men and women who built it. The important thing is that children can be taught to find beauty in nature, in art, and in the lives of men and women. (Pearce:16) Also, they learn that the present is a product of the past and their geographical features often determines the locations of towns and the style of life of their inhabitants. (DuVall:1, 1973) By visiting places in the community, the child can explore and study in a firsthand way, how his community came to be.

Some of the richest instructional resources for the school curriculum can be found in the local community.

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Howard J. Waters reported in the N.E.A. Journal, that his fourth grade students became so involved in a school field trip that they wanted to go back on Saturdays so they could spend more time. (Waters:44-45) Visiting some of our local heritage places in the community outside of school hours, gives the children a better chance to explore and investigate. They also have the advantage of having a better chance to ask questions and take more time than could be allowed on a school field trip. Many times children tell their teachers after a field trip, "I could have stayed all day!", or "I'm going to visit the museum again some morning during vacation." (Ryan:99)

In Europe, travel has long been regarded as one of the "best teachers", yet here in the United States it is only during the present generation that trips have become recognized as one of the finest means of enriching civic education.

(Cronholm:88) Socrates, although he did not refer to the technique as a field trip, took his students into the country where they observed nature. Such observations were used as the basis for philosophical discussion. Pestalozzi, Froebel, and other creative teachers of the eighteenth century placed renewed emphasis upon the activities of children and stressed the importance of the sense impressions gained through such activity. (DeKeiffer:27) Helliwell found that trips were significantly more effective than filmstrips. (Helliwell:129-31)

Also John Dewey believed that history should not be taught for its own sake but for its functional value in helping the

child to understand the world in which he lives. On this point he said:

A knowledge of the past and its heritage is of great significance when it enters into the present, but not otherwise. The mistake of making the records and the remains of the past the main material of education is that it cuts the vital connection of present and past, and tends to make the past a rival of the present and the present a more or less futile imitation of the past. (Alilunas:52)

Through travel there are experiences which offer not only effective but unique contributions to the attainment of educational objectives, learning situations which are not and cannot be included in the formal classroom. (Cabrilsen and Holtzer:40)

One could easily hypothesize about the many kinds of learning that could occur from travel. Many sources such as, Ayars, Michaelis, and Sorrentino and Bell, list educational aims which trips satisfy. Some of these aims are to:

1. Enrich and extend the school curricula.
2. Motivate and supplement classroom activities.
3. Develop the ability of families to plan and work together.
4. Satisfy such urges as the migratory instinct.
5. Create a better understanding between the child and his fellow man.
6. Develop a better understanding of the community.
7. Practice good citizenship.
8. Provide for acquisition of accurate first hand information.

9. Provide social training.
10. Develop a love of travel.
11. Create interest and enthusiasm for knowledge.
12. Form a connecting link between school and community.
13. Improve attitudes as children come face to face with persons and objects encountered on an excursion.
14. Develop growth in skills of observing, recording, questioning, and interviewing.
15. Sharpen critical thinking as children check data gleaned from excursions, with materials presented in texts and pamphlets.
16. Provide meaning to learning and the inter-relationships of subject matter.
17. Improve observation and perceptual skills.
18. Develop the individual's responsibility, cooperation, leadership, or social recognition.
19. Provide a channel for community-school relationships by students, parents, or industry.
20. Provide an experience for discovery, inquiry or investigation.
21. Provide an opportunity for growth of attitudes.
22. Provide an opportunity to develop an interest in a hobby or pastime activity.
23. Assist in developing an interest in a vocation.
24. Improve the retention of knowledge.
25. Provide the opportunity to learn the use of certain techniques.

26. Provide physical exercise.
27. Give the opportunity to gain an understanding of and appreciation for the contributions of other citizens to life in the community.
28. Provide sensory perception which cannot otherwise be experienced.
29. Arouse interest in specific skills that were performed in the community.
30. Develop a sense of pride and satisfaction from their heritage.
31. Become more aware of the community they live in and the reality of historical facts.

There is no hope of being able to specify in advance what every person will gain from a trip. (McDiarmid:4) The responses of students themselves reveal the extent of their development of insight. The following is a sample of students comments:

"Never have I known how much I have been missing."
 "Conservation is much more than just a good word now."
 "Our vacation trips will have more meaning."
 "I always thought the desert was just a sandy waste."
 "Imagine! All this in our city parks!"
 "Why, the beach is not just sand dunes - - it's alive!"
 "Our classroom discussion means much more to me now that I have seen the real thing." (Ruth:32)

It is important to recognize that the adult citizen of tomorrow is actually the child citizen of today plus whatever growth he achieves is a result of his experiences in home, school, and community. The school which would contribute most of this development cannot be contained within four walls. (Ayars and DeBernardia:114)

The parents and the school must work hand in hand making the child's education meaningful. One way of accomplishing this end is by acquainting the child with his community and cultural heritage.

Review of Free and Inexpensive Materials.

An important responsibility of parents and teachers is to give a child a better understanding of how the events of yesterday and today relate to him or how he relates to the events of yesterday and today. (Kinney:3) One way of fulfilling this obligation is through free and inexpensive materials.

What do we mean when we say free and inexpensive materials? For many the meaning is not always the same. For one it may mean a richer way of teaching the child about his community and environment. For another it may just be a lot of "junk" to fill the "round file". (Burk:56) For the purpose of this study it is material supplied by business firms and companies, in the forms of pamphlets, films, filmstrips, and field trips to enrich the child's knowledge of his heritage and community. In current materials, there are rich resources for carrying out this responsibility.

In past years much of the commercially prepared free and inexpensive material was of questionable value because of offensive advertising and biased presentations. Companies have

recognized that if the material is to meet the needs of classroom teachers, the advertising aspects have to be kept to a minimum and the presentation kept objective and honest.

(Jarolimek:127)

Attitudes towards free and inexpensive materials have changed greatly. The public felt, forty years ago, that most materials sent out by companies were often motivated by self interest. In 1932, a booklet entitled "Propaganda and Education" was published by Columbia University. When Irwin Addecott submitted his dissertation in 1939, it was headed "A Study of the Nature of Elementary School Use of Free Printed Matter Prepared As Advertising Media". By 1952, the terminology had evolved into, "The Use of Industry Aids in Schools", in a study by Lanore A. Netzee. The more favorable terminology is only one of the more obvious indicators of this change in attitude. The bulk of the material available is another indicator.

(Burk:55) The status of free and inexpensive materials was later explained in a report published by the Joint Committee on Cooperation of Business and Industry of the NCSS, in 1963. They stated:

Sponsored instructional materials and services can add substantially to the variety, timeliness, and depth of teaching. They can motivate, interest, and serve as a reservoir of information, present points of view forcefully and meaningfully, and extend the range of direct experience

As a supplement to the textbook and other commercially produced learning materials, sponsored resources have certain advantages. They can be more up-to-date ... and dramatize their subjects effectively. (Joint Committee:2)

Many private organizations now offer units of study completely tailored to classroom use with a minimum of advertising. (Cooney:33)

In two studies involving all cities in the United States of 100,000 or more population, it was determined that over 90 percent of the school districts permitted the use of free and inexpensive materials and less than 3 percent specifically prohibited their use. The principal, curriculum coordinator, and the individual teacher shared in the responsibility for determining the acceptability of these materials. (DuVall,1972: 21-33)

Over 97 percent of the teachers, interviewed for a study by Donald D. Burk, used free materials and over 70 percent of these teachers had access to a file containing free materials. Teachers agree that through the use of current materials students become more interested, that they learn and retain many more things than are usually learned by traditional methods, and that teaching, itself, while certainly no easier, becomes a highly rewarding and satisfying experience. (Burk:57)

The use of pamphlets in the classroom not only brings the class together in enthusiastic participation in classroom projects, but also stimulated field trips, the preparation of displays, and the carrying out of classroom discussions about their community into the homes of pupils. (Kinney:10)

— This is one means of the school becoming more closely integrated with the community. The home also benefits. Parents

become alive to their children's new enthusiasm for learning. In some cases parents thoughtfully read current materials brought home by their children and with them, were on the way to becoming more intelligent and better informed citizens. (Kinney:18)

Interviews of Making a Memory and
Family Tours of Michiana.

The development of Family Tours of Michiana can be traced back to 1970 when the first form of the booklet was compiled by three graduate students, Reta Robertson, Marcia Abernathy, and Martha Conrad, then enrolled in the Community Resource Workshop taught by Charles R. DuVall and Donald W. Truex. Their paper was entitled "Making A Memory". The group of students, all of whom were teachers in the Michiana area, felt there was a need to expose children to local historical sites and information. They also wanted to enlarge the children's vocabularies and their background of experience. There had been many requests from parents as to where they could take their families, especially on weekends. The parents asked for suggestions as to places they could visit economically as a family. In addition to these reasons, Martha Abernathy had a more personal interest, her husband is a descendant of Michiana pioneers.

The group researched the types of homes and tours available and compiled a directory from which parents could choose.

"Making A Memory" which evolved from this project was passed out to members of the Community Resource class and was also used in conjunction with P.T.A. work. A letter from Dr. DuVall to Action Line in response to a request from a member of the community triggered the making of the Family Tours of Michiana booklet. In his letter, Dr. DuVall informed them that interested persons could obtain a copy of "Making A Memory" by sending money for postage to Indiana University South Bend. Because of the Action Line letter, Dr. DuVall and Marcia Conrad were invited to appear on Homemakers Time to give a slide presentation. This was also picked up in the Elkhart Truth. As a result, Indiana University received over three hundred requests for the paper. At this point, Dr. DuVall thought information of this type in the form of a booklet would be of benefit to the community. He discussed this with Walt Collins, public relations administrator of I.U.S.B. and they decided to contact Arthur Eastman, Director of the Marketing Division of the National Bank and Trust Company of South Bend. The bank was interested in the project and agreed to fund it, feeling that it was a good project of cooperation between "town and gown".

A group of seven graduate students, enrolled in Introduction to Research in the fall semester of 1972, accepted the challenge of expanding the list of sites included in "Making A Memory." Each member of the group took a separate section of the Michiana area and gathered information about sites for

possible inclusion in the booklet. Under the guidance of Dr. DuVall, the material was edited and subsequently printed as Family Tours of Michiana.

Upon printing, the primary aim was to get as wide a dissemination as possible. It was hoped that this would lead to a family type activity where they could learn together more about their cultural heritage and get better educated youngsters in the schools. Several methods of promoting the booklet were used, including an advertisement in the South Bend Tribune sponsored by the bank, copies were placed in the branch banks, and copies were sent free of charge to all who requested them. In addition, copies were sent to the directors of some of the sites listed in the booklet.

Action Line was again contacted by a community member requesting a source of information about the Michiana area. They referred him to the book. As a result of Action Line response, a list of names and addresses was made available to the public.

Questionnaires. When involved in a research project it soon became evident that one of the most difficult jobs was finding ways to gather data and evaluate the results. In the book Methods of Research, it states that the questionnaire is a major instrument in gathering data. According to the same source, the questionnaire is most often used when there are too many people to interview personally. This was the case faced in the project.

Kephart and Bressler in their article "Increasing the Responses to Mail Questionnaires - A Research Study", said that the "questionnaire has come to be favored by many social scientists for reasons of expediency; cases can be procured more quickly, more abundantly, and more cheaply, than when the personal interview is employed", (Kephart:123) It was also pointed out that organizations such as the N.E.A. (National Education Association) have come to use the questionnaire extensively in gathering data for their research bulletin. (Research:607)

After deciding to use the questionnaire the next problem is the development of the instrument. In Methods of Research there is a list of nine recommendations to be used as criteria for constructing questionnaires: (Methods:615-616)

1. Should be short enough not to take too much time and interfere with the job.
2. Should have enough interest and appeal to provoke an answer.
3. Should have depth enough so as to avoid superficial replies.
4. Should have a middle point between being too "suggestive" and being too "unstimulating".
5. Should elicit responses that are definite but not forced.
6. Should avoid being too personal.
7. Should not make the individual respond positively.
8. Should not be "too narrow, restrictive, or limited in its scope or philosophy".
9. Should cause responses to be valid.

It is also important that the purpose of the questionnaire can be easily read and understood and most important that the co-operation of the people receiving the questionnaire be encouraged to respond. (Methods:617-620) In the Journal

of Education Research, Nixon says in his article that the consideration of the respondent is of utmost importance. (Nixon: 486-487) Also, in "Increasing Responses to Questionnaires and Structured Interviews" Slocum states that the role of the individual, even though he be a hard core non-respondent, should be emphasized as to his importance. (Slocum:222)

Asking irrelevant questions or questions that could be answered somewhere else should be avoided. There are two kinds of questions to be used, the "closed-form" and the "open-end" questions. (Webb:190) The "closed-form" are used for definite classification, where as the "open-end" question is used to find out attitudes, report details and events without restrictions. (Webb:190) It was decided, because of the purpose of this study that both forms of questions should be used. However, the "closed-form" will be in the majority and only two or three of the "open-ended" questions were used. The questionnaires should be as short as possible. A rule of thumb to follow is that "questionnaires should be only long enough to allow collection of all necessary information". (Leslie:347)

After several revisions of the questions, the final copy was printed. The next step was to determine how the instrument should be distributed so that the maximum return could be expected. As stated previously, the respondent should have a feeling of importance and be aware of the seriousness of the questionnaire which encourages his response. (Waisaned:212) It has been found that "preview" letters did little to encourage

responses, but a cover letter sent with the questionnaire did prove of value. (Kephart:126) Because of this, a cover letter was sent with the questionnaire in this study. It was found that follow-ups, such as special delivery stamps or stamped return envelopes did provide effective inducements. (Kephart:124) Therefore, all agreed that a self-addressed envelope should be included. In Kephart and Bressler's study, they tested sending coins of varying sizes to try to encourage respondents. They found that cash inducements did not change the results and the chance of insulting the respondents was too great, as well as the cost factor; therefore, the usual methods were the most effective. (Kephart:128-129)

The personal touch was important to insure returns, such as the use of a post-script which looks written by hand or the personal signature of the sender. (Levine:575) This idea was verified by Snelling who claimed that making the questionnaire look as though it had been prepared by that person alone was most affective. Because of this one signature rather than a group of signatures should be used. (Snellings:129) The respondents were assured that all data would be treated confidentially, and a summary of results sent to those making a request.

It was discovered that a post-card reminder to send in replies was of no value. (Ferriss:248) Ferriss went on to state several successful methods to use to encourage an increase in the number of respondents. It was found that most responses are mailed back to the sender on Thursday and Friday, which would indicate mailing early in the week as people tend

to clear their desks for the weekend. (Ferriss:247) Prodding in the form of a second cover letter and another questionnaire, along with a deadline date seemed to stimulate responses.

In still another study it was found that the cooperation of a sizeable organization be enlisted as a test group. (Leslie:348) When this was done an additional obligation was felt by the respondent. It was also important to have the cooperation of a University, club, or fraternal organization as it gave a legitimate use of their letter-head stationary, and therefore, a feeling of more importance to the questionnaire. (Leslie:349)

Emphasis was put on the importance of telephone calls and even personal visits to the respondents. (Waisanen:211) When a phone call preceded the mailing of the questionnaire, the number of respondents did increase. Although this method could only be used if all the people were local and the number to be contacted were not too great, but where feasible there were three reasons why it was useful:

1. provided personal contact.
 2. elicits a personal promise to cooperate.
 3. gives an opportunity to emphasize the brevity of the questionnaire and it is easy to complete.
- (Waisanen:212)

SUMMARY

This chapter has been devoted to a review of historical background. It was done in order to provide background information and rationale for the study.

In general the research showed that tours were beneficial to all members of a family. These tours provided a co-operative family experience with growth felt not only by the children, but also by the adults.

One way of getting information about tours into the hands of parents is through free and inexpensive materials. In reviewing this literature, it was found that the attitude toward these materials was favorable and that they were used.

According to the interviews of the people directly involved in "Making a Memory" and "Family Tours of Michiana", the consensus was that the information was of value. It encouraged family activities and improved knowledge of cultural heritage.

A great deal of information has been written about the composition and importance of the questionnaires. The majority of the articles emphasized the necessity of the responses. Making the respondents feel important and realize that their answers were vital to the results was one of the most effective ways of receiving a good return.

CHAPTER III

FINDINGS OF THE STUDY

This chapter deals with an analysis of the materials received from the return of the questionnaire. A breakdown of each question will be presented accompanied by tables and appendix B, a record of all comments made to the two open-ended questions.

Mail returns. Of the 366 questionnaires mailed, a pleasing 64% were returned. The population sampling of the 169 questionnaires sent to group 1 gave a 66% return. Although only 57 questionnaires were sent to Group 3, the return approximated 63%. The poorest response was from Group 2 with a return of 62%. For a complete analysis, refer to Table 1.

TABLE 1. NUMBER AND PER CENT OF RESPONSE OF QUESTIONNAIRE FROM EACH GROUP

Group	f sent	f returned	% response
1	169	112	66
2	145	90	62
3	52	33	63
Totals	366	235	64

Analysis of Questions. The make-up of the questionnaire can be divided into sections---the first section is questions 1 and 2 dealing with residency and family size. The general information learned from these questions was four fold. First, the questions allowed the respondent to ease into the study. Secondly, they gave a clue to the needs of the three groups examined. Group 1 and 2 disclosed a need of different types of places to visit due to their years of residency, and family size, while Group 3 appeared to choose sights that were less expensive, possibly due to the number of members in their family. Third, the portion of life spent in residence in this area provided a clue as to the respondents general knowledge of the Michiana area. It was the supposition that those with longer habitation here would use the booklet as a more thorough guide of places of interest, or entertainment. Last, it was also concluded that in the case of Group 3, there was a need for becoming acquainted with their new environment.

An interesting observation should be noted in regard to the residency of Groups 1 and 2, as 70% and 76% respectively have resided eleven or more years in this area. No such comparison can be made for Group 3 because it should be realized as newcomers to the area, that they have not had time to establish an eleven year residency, as only 12% of the population had in fact reached that plateau. This does not, however, take into consideration those newcomers who might have lived here

previously and have now returned to the area and can total eleven years plus.

Family size, though of small importance in the mind of the respondent, was of significance to the study. Similarity can be seen in comparing number of 63% for Group 1, responding as having 2 to 4 member families, and Group 2 with 65%. Since family size does inhibit, in our time, those things available to do monetarily, it was imagined that those with smaller families would be able to visit the more distant and expensive listings. Again Group 3 was different as they displayed an 86% return showing from 3 to 6 members. As before, it might be assumed that Group 3 would visit the greater variety of places on the basis of expense, due to their family size. For specifics and all percentages refer to Tables 2 and 3.

TABLE 2. NUMBER AND PER CENT OF RESPONSES INDICATING NUMBER OF YEARS LIVED IN THE MICHIANA AREA

Years	Group 1		Group 2		Group 3	
	f	%	f	%	f	%
0 - 1	0	0	2	2	11	33
1 - 5	12	11	8	9	17	52
6 - 10	10	9	7	8	1	3
11+	85	76	63	70	4	12
N/R	5	4	10	11	0	0
Totals	112	100	90	100	33	100

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TABLE 3. NUMBER AND PER CENT OF RESPONSES INDICATING SIZE OF FAMILY

No. In Family	Group 1		Group 2		Group 3	
	f	%	f	%	f	%
1	4	4	3	3	1	3
2	33	29	26	29	2	6
3 - 4	40	36	31	34	22	67
5 - 6	22	20	17	19	7	21
7+	8	7	5	6	1	3
N/R	5	4	8	9	0	0
Totals	112	100	90	100	33	100

Although in our previous chapters, questions 3 through 6 were discussed together, it would seem more relevant to point out correlations and discrepancies individually by question for analysis.

Question 3 was used to denote what the respondents hobbies and interests are at the present. In looking at this question along with Table 4, some general summations can be ascertained. First, sightseeing ranks in high order with all three groups, rating first with group 2, second with group 1, and third with group 3. Second, Table 4 shows that group 3 is more of a socializing group, involved in activities and interests which cause them to do more fraternizing with others; probably outside



TABLE 4. NUMBER AND PER CENT OF RESPONSES INDICATING
HOBBIES AND INTERESTS

Hobby or Interest	Group 1		Group 2		Group 3	
	f	%	f	%	f	%
Sightseeing	81	72	68	76	22	67
Reading	90	80	65	72	28	85
Travel	78	70	63	70	19	58
Movies	38	34	22	24	19	58
Sewing	54	48	43	48	20	61
Playing cards	35	31	27	30	29	88
Golf	20	18	12	13	16	48
Fishing	33	29	20	22	8	24
Tennis	12	11	9	10	11	33
Camping	7	6	7	8	1	3
Crafts	8	7	8	9	5	15
Bowling	3	3	5	6	6	18
Gardening	4	4	10	11	5	15
Swimming	4	4	3	3	4	12
Others*	58	52	40	44	7	21

No Totals : Multiple responses received

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the family. Key points for this are the percentages of those interested in sightseeing, sewing, movies, travel, card playing, and golf. These are all activities which can create new friendships when done in classes or where others of said interests gather. Third, a striking variance can be seen between the groups percentage-wise, on card playing. Note that Groups 1 and 2 show moderate interest in this area of 31% and 30% respectively, while Group 3 has an 88% response. The contrast in percentages here may be due to the fact that Group 3, which is the newcomers, has organized card groups for their people to join. Also the golf percentage may be higher due to the fact that the newcomers also have organized golf leagues.

Last, it was interesting to note the variation of interests of the respondents. Table 5 was included in the study, under the category of others to show these varieties. Groups 1 and 2 seemed to have the greatest number of interests. This may be due to their longer establishment in the community whereas Group 3 had not had this opportunity. This Table can be found in Appendix C.

In regards to question 4, and the watching of television, an overwhelming number of those surveys tallied showed a definite response toward family time around the set, as can be seen in Table 6. There were 213 responses saying they watched as a family while only 6 did not, with 16 not responding. The percentages were interesting to note due to the fact that they show Group 1 watching 93%, Group 2, 84% and Group 3, 100%, thus showing that the families in this study do spend leisure time watching television.

TABLE 6. NUMBER AND PER CENT OF RESPONSES INDICATING WHETHER OR NOT TELEVISION WAS WATCHED TOGETHER AS A FAMILY

Watch T.V.	Group 1		Group 2		Group 3	
	f	%	f	%	f	%
Yes	104	93	76	84	33	100
No	1	1	5	6	0	0
N/R	7	6	9	10	0	0
Totals	112	100	90	100	33	100

Table 7 reveals that the greatest bulk of television viewing time in all the groups was between 3 and 5 hours per day. The figures may be misleading however, because of the interpretation of the question. If the respondent answered it as viewing time together as a family, 3 - 5 hours would cover the evening hours, but if the question was answered as an individual the viewing time could change depending upon the respondents like or dislike for television.

TABLE 7. NUMBER AND PER CENT OF RESPONSES INDICATING
NUMBER OF HOURS OF TELEVISION WATCHED PER DAY

Hours	Group 1		Group 2		Group 3	
	f	%	f	%	f	%
0	0	0	1	1	0	0
1	15	13	8	9	3	9
2	31	28	24	27	6	18
3 - 5	42	38	39	43	20	61
6 - 10	8	7	3	3	3	9
11+	2	2	0	0	0	0
N/R	14	12	15	17	1	3
Totals	112	100	90	100	33	100

Question 5 asked for a listing of family likes and activities. When examining Table 8, we find in the case of all the groups that the majority of family activities are outside the home. - Traveling and sports received the highest percentages with all three groups. Group 3 seemed to be the most energetic and family conscious group in relation to outdoor activities. Most of their choices seemed to involve participation in such things as sports and picnics. In making correlations with Table 4, listing the individual's choice of hobbies and interests, it was found that in both tables travel and sightseeing rated high. When comparing Tables 4 and 8 further, it seems apparent that all three groups seemingly have fewer activities which they enjoy together.

TABLE 8. NUMBER AND PER CENT OF RESPONSES INDICATING TYPES OF ACTIVITIES ENJOYED BY THE ENTIRE FAMILY

Activity	Group 1		Group 2		Group 3	
	f	%	f	%	f	%
Travel	32	29	25	28	11	33
Sports	23	21	22	24	14	42
Camping	21	19	14	16	1	3
Picnics	13	12	11	12	8	24
Gardening	10	9	5	6	3	9
Visiting	9	8	3	3	2	6
Sightseeing	21	19	17	19	8	24
Hiking	8	7	10	11	3	9
Swimming	9	8	4	4	8	24
Bicycling	11	10	6	7	6	18
Fishing	12	11	8	9	0	0
Others *	83	74	48	53	17	52

No Totals : Multiple responses received

* For complete list refer to Table 9 in Appendix C.

Again it was interesting to note the variety of activities the family enjoyed doing together. Therefore Table 9 has been included in Appendix C to show the breakdown of the category listed as others in the questionnaire. In this table, a large contrast can be seen between Group 1, 2, and 3, in that Group 1 has 83 total responses as listing other interests while Group 2 has 48, and Group 3 has only 17 listings of other activities. The variances may be due to the fact that Group 1 and 2 has had more time to become involved in various activities.

Question 6 refers to how the respondents spent their vacations as a family. Table 10 reveals that traveling was rated high in all three groups. It was also indicated from this question that Group 3 showed a higher percentage of vacation time spent visiting relatives. With the addition of Part 2 to Question 6, in reference to visits made by the groups in 1972 and 1973, Table 11 show little travel experience for Group 3 outside of the Midwestern states. This correlation indicates that when traveling, much of this group's time, in fact, was apparently spent visiting families. This might be explained by the group's recent arrival in the area. It would seem logical, therefore, that they would have ties in other areas and would be interested in exploring and visiting local sites.

Much of the traveling done by Group 1 in the past two years has been confined to three geographic areas in the

TABLE 10. NUMBER AND PER CENT OF RESPONSES INDICATING HOW FAMILIES SPEND VACATIONS

Vacation Activity	Group 1		Group 2		Group 3	
	f	%	f	%	f	%
At home	31	28	22	24	8	24
Cottage	16	14	16	18	4	12
Vacation Separately	5	4	1	1	1	3
Visiting Relatives	52	46	40	44	21	64
Camping	32	29	20	22	6	18
Traveling	64	57	52	58	16	48
Other	7	6	4	4	1	3

No Totals : Multiple responses received

TABLE 11. NUMBER AND PER CENT OF RESPONSES INDICATING LOCATIONS VISITED ON VACATIONS IN 1972 AND 1973

Location	Group 1		Group 2		Group 3	
	f	%	f	%	f	%
New England States	14	13	6	7	2	6
Northeastern States	19	17	10	9	3	9
Southern States	74	66	52	46	9	18
Midwestern States	78	70	66	59	30	91
Rocky Mtn. States	14	13	8	9	3	9
Southwestern States	11	10	12	13	1	3
Pacific Coast States	4	4	12	13	1	3
Alaska	1	1	0	0	1	3
Hawaii	1	1	2	2	2	6
Washington D.C.	7	6	6	7	1	3
Canada	8	7	7	8	1	3
Mexico	4	4	1	1	1	3
Europe	15	13	0	0	1	3
Other	4	4	2	2	1	3
No Totals : Multiple responses received						

United States; the Midwestern states, Southern states, and Northeastern states. Group 2, like Group 1, traveled mostly in the Midwestern states and Southern states, but they also traveled more to the Southwestern states than Groups 1 or 3. For clarification of the geographic areas in the United States, Figure 1 has been added to show the division of these regions.

Upon examining Table 12, it was interesting to note that the state most visited outside of Indiana and Michigan was Florida. This could be because of the opening of Disney World in 1972. Tennessee was the second most visited state, possibly because of the Smokey Mountains. In looking at Table 12 further it can be seen that Group 1 has far outdistanced the other two groups in travel to exotic lands such as Europe, Mexico, Haiti, West Indies, and Guam.

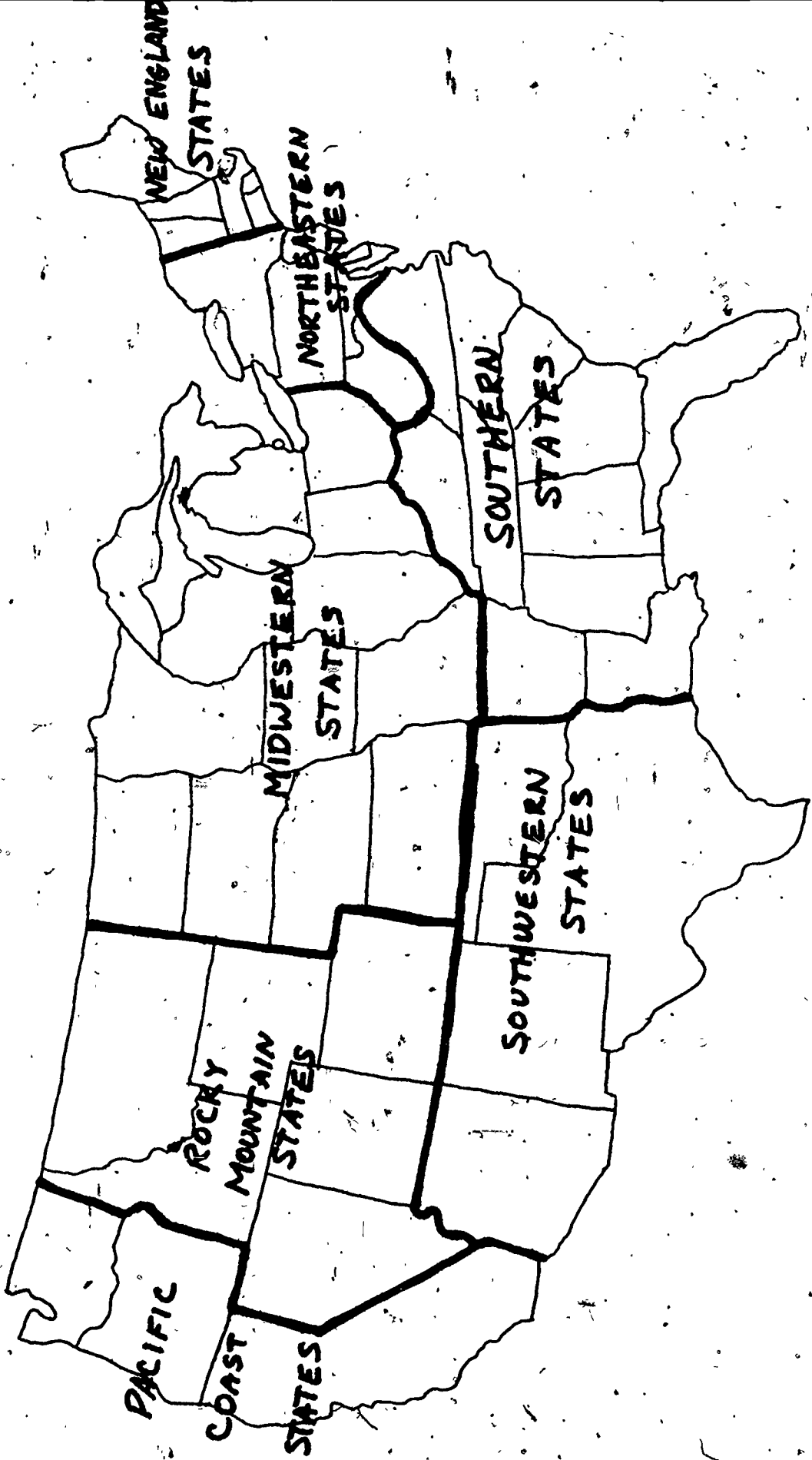


Figure 1. Map of United States Divided Into Regions

TABLE 12. NUMBER OF RESPONSES INDICATING LOCATIONS VISITED DURING VACATIONS OF 1972 AND 1973

Location	Group 1 f	Group 2 f	Group 3 f
Alabama	1	1	1
Alaska	1	0	1
Arizona	2	7	1
Arkansas	2	1	1
California	2	9	1
Colorado	4	4	1
Connecticut	1	1	1
Delaware	2	0	1
Florida	27	17	2
Georgia	2	2	1
Hawaii	1	2	2
Idaho	1	0	1
Illinois	10	5	4
Indiana	18	12	6
Iowa	2	3	1
Kansas	2	1	1
Kentucky	7	8	2
Louisiana	6	0	0
Maine	2	0	0
Maryland	2	0	1
Massachusetts	5	2	1

TABLE 12. CONTINUED

Location	Group 1 f	Group-2 f	Group 3 f
Michigan	25	20	7
Minnesota	4	3	0
Mississippi	4	2	0
Missouri	2	4	0
Montana	2	1	0
Nebraska	1	0	1
Nevada	1	1	1
New Hampshire	2	1	0
New Jersey	2	0	1
New Mexico	1	1	0
New York	6	5	0
North Carolina	3	2	1
North Dakota	2	3	1
Ohio	4	6	2
Oklahoma	1	2	0
Oregon	2	1	0
Pennsylvania	6	4	0
Rhode Island	2	1	0
South Carolina	1	1	0
South Dakota	4	3	2
Tennessee	8	14	1
Texas	7	1	0
Utah	2	1	0

TABLE 12. CONTINUED

Location	Group 1 f	Group 2 f	Group 3 f
Vermont	2	1	0
Virginia	7	4	0
Washington	0	2	0
West Virginia	1	1	0
Wisconsin	4	6	5
Wyoming	4	2	0
Washington D.C.	7	6	1
Europe	15	0	1
Canada	8	7	1
Mexico	4	1	1
Haiti	1	0	0
West Indies	1	0	0
Guam	2	0	0
Israel	0	1	0
Bahamas	0	1	1

No Totals : Multiple responses received

After the examination of the general information, Question 7 began to reveal the interest in the booklet, Family Tours of Michiana. Table 13 shows that between 81% and 85% responded favorably to Question 7 about visiting various places in the Michiana area.

TABLE 13. NUMBER AND PER CENT OF RESPONSES INDICATING WHETHER OR NOT FAMILIES VISITED PLACES OF INTEREST IN THE MICHIANA AREA

Visited Area	Group 1		Group 2		Group 3	
	f	%	f	%	f	%
Yes	95	85	73	81	27	82
No	8	7	5	6	6	18
N/R	9	8	12	13	0	0
Totals	112	100	90	100	33	100

After the affirmative reply to the first statement, the instrument asked from what sources did the respondent learn of the sights. Table 14 reveals that three sources provided the bulk of the respondents' information. The greatest percentage in all the groups said friends had influenced them most in those sites they choose to observe. Reasoning for this would be logical because close friends would probably be likely to give personal accounts of places they have visited creating enthusiasm for others to experience the visit for themselves.

The second most influencing source was the newspapers. Here again, several reasons may explain this high percentage. Many people rely on a paper for a great deal of their information on community related happenings and social reviews. Also many newspapers in the Michiana area have a detailed Sunday supplement which has several pages explaining places of interest.

The booklet, Family Tours of Michiana, had the third highest percentage from each of the groups. After totalling all three of the groups' "yes" responses, 46% stated that they had learned of sites because of the Michiana Tours booklet. Although the percentage was favorable, it was felt that the responses might have been higher if the booklet could have included more information about the sights and still remain a source of free material.

TABLE 14. NUMBER AND PER CENT OF RESPONSES INDICATING HOW THOSE FAMILIES WHO VISITED THE MICHIANA AREA LEARNED ABOUT THOSE PLACES

Source	Group 1		Group 2		Group 3	
	f	%	f	%	f	%
Family	28	29	19	26	3	11
Travel folders	25	26	18	25	0	0
Friends	67	71	51	70	21	78
Historic Markers	23	24	10	14	2	7
<u>Family Tours of Michiana</u>	58	61	34	47	8	30
Newspaper	65	68	46	63	17	63
Others	9	9	12	16	3	11
No Totals : Multiple responses received						

When examining the section of the questionnaire denoting the places to visit, 23% of the 11,650 possible positive responses were marked yes. In looking at Tables in Appendix D, variations can be noted in the percentages of each of the three groups replying. Group one showed the greatest tendency towards sightseeing with 26% affirmative answers. This group, it should be noted, had the greatest number of respondents, but also had the book for a longer period of time. The second group visited a little over 26% of the sites listed. Group 3, the smallest and most recent to receive the booklet, showed they had visited 16% of the sites. For further amplification of the facts pertaining to this and the remaining conclusions use Appendix D.

Of those sites listed by the study it is interesting to note that the great majority of visits were made by all groups in an area we can refer to as South Bend, Mishawaka. Only two exceptions can be noted, those being Amish Acres and Cook Nuclear Center. A statistic which bears out this assumption is seen in the five most popular places to visit. Notre Dame ranked first with 75% of those responding having visited the campus. Although there is no way to know why it was so popular there are two major proposals to be examined. First -- the site is of great traditional importance and known throughout the United States. A second possibility is its attraction in the sports realm. As of recent years Notre Dame has maintained a high athletic rank.

The four remaining sites can be divided into excursions and tours. Potawatomi Zoo and Storyland Zoo rated second and third with 73% and 67% visitation. Children might influence their parents to visit these sites, thus broadening the children's experiences. It might also be that these locales were visited because of lack of expense and the picnic grounds were conducive to family fun. The sites rating fourth and fifth were The 100 Center with a 60% acknowledgment, and Amish Acres with 57%. There is seemingly no pronounced group visiting any of the sites except 87% of Group 3 that visited The 100 Center.

A look at the opposite end of the spectrum showed five sites with less than ten families visiting out of 235 visits. The location with the least visitors was the Ambrose Bierce Home showing only two families making special note of it. Second was the First Shot Marker with five, next was the Mossberg House with seven, followed by St. John's Episcopal Church having eight, and last is the Site of Old Fort Beane showing nine families visiting. There is little correlation between location and reasons for so few visitors. Since no question was asked as to why they chose these sites, little assumption can be made. An interesting point might be that of these five sites listed, no place received better than a 50% reply as to willingness to return.

When rated by those sampled, four sites received a 60% or better excellent rating -- listing them from highest to lowest. Cook Nuclear Center had 72%, Audubon Sanctuary had 70%, Morris Conservatory 68%, and the Beiger Home 60%. Here again no

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correlation can be seen as to why they were highly rated, because these locations are not related geographically, culturally or monetarily. In the cases of the Audubon Sanctuary and the Beiger Home the visitor is limited to the time each site is open. When looking at the excellent ratings these received we must also consider the opposites rated poor. The site receiving the poorest rating was the Powell House.

In compiling data such as this, it is always interesting to note the willingness of the respondent to return to a site. Of the 50 places listed, a little more than 26% of these places showed that 80% of the respondents were willing to return at a future time. The location receiving the highest rating was the South Bend Art Center with 88% of the 66 respondents saying yes. There were three significant sites that families did not wish to revisit. The poorest area was the Site of Old Fort Beane, which lacked visitation in the first place and had only 22% of the responding population willing to return. Next was the Powell House -- this site had shown the poorest rating by those visiting, but there was 27% who would return. The highest of the three was the Mossberg House with 29%; it also had a low number of visitors.

When examining the sites listed to find a trend in places visited by each group, we find there is none. This may indicate that the groups examined represented a general cross-section of the touring families interested in their local area.

Appendix A has been included so that the reader may look at the materials sent out to the respondents. This appendix includes the questionnaire, the cover letter, follow-up letter and the letter from the National Bank & Trust Company of South Bend.

At the end of the questionnaire two open-ended questions were included. One dealing with the respondent's opinion of the Family Tours of Michiana Booklet and the other asking for the respondent's suggestions of sites that might be included in a future booklet of this type. These responses have been included in this study in the original form and can be found in Appendix B.

Appendix C contains Table 5, which deals with the number of responses designated as the category of "others" in Question 3 on hobbies and interests. Also Table 9 has been included here to show the responses of other activities in Question 5.

Table 15 has been included in Appendix D, to show the number and percent of responses of Group 1 indicating sites visited. Table 16 shows the responses of Group 2 and Table 17, the responses of Group 3. Table 18 gives the percentages of all three groups.

Appendix E includes the letter sent to respondents giving them information as to the results of the findings of this study.

The Family Tours of Michiana booklet can be found in Appendix F.

CHAPTER IV

SUMMARY, FINDINGS AND CONCLUSIONS

The final chapter of this study is divided into three parts. The first section deals with background information including the problem, historical background, review of related literature and methodology. The next section deals with the findings of the study. The third and final section includes conclusions and recommendation for further study.

Summary. The problem of this study was to assess the effectiveness of the booklet, Family Tours of Michiana. This booklet was compiled by a group of graduate students of Indiana University of South Bend and edited by Charles R. DuVall, associate professor of Education. The main purpose of this study was to determine the number of sites visited as listed in the booklet. Another purpose was to gather information on the importance of the various places listed.

Historical Background. It was felt necessary to find the steps taken by the two previous classes who had gathered pertinent material that had subsequently evolved as Family Tours of Michiana. Members of both graduate classes were interviewed. Other individuals were also interviewed because it was felt that their knowledge was important to the development of the study.

Related Literature. A review of related literature revealed that other studies of this kind had not been conducted. Therefore this study included information on field trips and family tours. Information was found concerning family trips

and tours, but nothing could be found relating to a survey on this type of study. However it was found that trips and traveling were conducive to learning.

A review of free and inexpensive materials was undertaken because the booklet was distributed as such. The potential of free and inexpensive materials was not realized by most people who received them; but it was found that these materials are used today to a much greater extent than in the past.

Some review of literature was done on the development of a questionnaire as it was the instrument to be used to evaluate this booklet.

Methodology. An instrument was designed by using both open-ended and closed questions. A total of 366 questionnaires were sent out. These were divided into three groups. Group one included those who received the booklet from IUSB; Group two received it from The First National Bank; and Group three received through the Newcomer's Club. The replies were analyzed in percentages to determine the length of time the respondents were residents in the area, and frequency of visits made by respondents.

Findings. An analysis of the findings showed the following results:

1. There was a total of 64% response. From this, certain generalizations were made.
2. 46% of the respondents used the booklets as a source of information.

3. A majority of the respondents indicated a willingness to revisit some of the sites.
4. A wide variety of interests is enjoyed by all those who responded.
5. Approximately 83% of all respondents visited places of interest in Michiana.
6. Some comparisons were made between the three groups.
7. No attempt was made to evaluate the responses to open-ended questions (included in Appendix B in total).

Conclusions. Based upon the data collected, the following statement can be made:

1. A majority of the people who received Family Tours of Michiana used it as a source of information.
2. It was found to be a valuable tool to introduce them to places of interest, of which they were unaware.
3. Although not one of the prime purposes of this paper, it was found that length of residence had a positive influence on the number of sites visited.
4. Finally, there is no known way that any educational value can be measured as a result of having visited these sites.

Recommendations for Further Study. A favorable recommendation was given by the respondents asking for updating of material. If the booklet is updated periodically, it would be advantageous to increase the scope of the sampling public. It is also recommended that all sites listed should be evaluated.

Additional refinement of the questionnaire may help in the clarification of ambiguous factors such as; revisitation, use made by respondents of the booklet, and listing of all sites.

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APPENDIX A

Opinionnaire Number _____
(office use only)

1. How many years have you lived in the Michiana (Northern Indiana-Michigan) area?

____ Just moved here ____ 1-5 years ____ 6-10 years
____ 11 years

2. How many members are in your family (include yourself)?

____ 1 only ____ 2 ____ 3-4 ____ 5-6 ____ 7 or more

3. What are your hobbies or interests? (Check all appropriate interests)

____ Movies	____ Fishing	____ Sightseeing	Other (specify)
____ Reading	____ Golf	____ Sewing	_____
____ Travel	____ Tennis	____ Playing cards	_____

4. Do you and your family watch television together? ____ Yes ____ No

Approximately how many hours per day? _____ (hours per day)

5. What type of activities does your family enjoy doing together?

6. How do you and your family spend your vacations?

____ At home	____ Visiting relative	Other (specify)
____ Cottage or resort	____ Traveling (please specify)	_____
____ We vacation separately	____ Camping	_____
	In 1972 we visited _____ (site)	
	In 1973 we visited _____ (site)	

7. Have you and your family visited places of interest in the Michiana area?

____ Yes ____ No

If your answer was "yes", how did you learn of these places?

____ Family	____ Friends	____ Family Tours of Michiana
____ Travel folders	____ Historic Markers	____ Newspaper articles

Other (please specify) _____

Please answer the following - check where applicable:

SITE	I have visited this site.		How would you rate this experience?				Would you visit this site again?	
	Yes	No	Excl	Good	Fair	Poor	Yes	No
Mishawaka:								
Mishawaka Children's Museum								
First Shot Marker.....								
Battell Park.....								
St. Joseph Catholic Church.....								
Beiger Home.....								
Audubon Society Bird Sanctuary.....								
Eberhart-Kamm Home.....								
100 Center Complex.....								
South Bend:								
Studebaker Historical Collection.....								
County-City Building...								
St. Joseph County Courthouse.....								
Schuyler Colfax Home...								
Tippecanoe Place.....								
South Bend Art Center..								
Navarre Cabin.....								
Horatio Chapin Home....								
Bartlett House.....								
City Cemetery.....								
N. Ind. Historical Soc. Museum.....								
Powell House.....								
Ind. Univ. at So. Bend.								
Univ. of Notre Dame....								
Saint Mary's College...								

SITE

I have visited this site. How would you rate this experience? Would you visit this site again?

Yes No Excl Good Fair Poor Yes No

South Bend (cont'd)								
South Bend Symphony....								
LaSalle Landing Site....								
Council Oak Tree.....								
LaSalle Monument.....								
Avalon Grotto.....								
Mossberg House.....								
Storyland Zoo.....								
Potawatomi Park Zoo:...								
Lorris Conservatory....								
Hamilton Methodist Church.....								
Elkhart County:								
Ambrose Pierce House...								
Bonneville Mill.....								
Grave of William Tuffs.								
Site of Old Fort Beane.								
Goshen Mill Race and Dam.....								
Ox Bow Park.....								
Krider's Friendship Garden.....								
Amish Acres.....								
Dr. Havilah Beardsley Home.....								
Beardsley Statue.....								
Bristol Opera House....								
Rush Memorial Museum...								
St. John's Episcopal Church, Bristol.....								
Berrien County, Michigan								
Ft. St. Joseph Museum, Niles.....								
Berrien Springs Court-house.....								
Cook Nuclear Center....								
Ft. Miami Park, St. Joseph.....								

.....
 What was your opinion of the booklet Family Tours of Michiana?

Can you suggest sites we might include in another booklet of this type?

Return to: C. R. DuVall, Indiana University at South Bend
 00070 1825 Northside Blvd., South Bend, Indiana 46615



INDIANA UNIVERSITY at SOUTH BEND

1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

DIVISION OF EDUCATION

February 18, 1974

TEL. NO. 219-282-2341

Dear Michiana friend:

You have received, within the last two years, a booklet entitled Family Tours of Michiana from Indiana University at South Bend and the National Bank and Trust Company of South Bend.

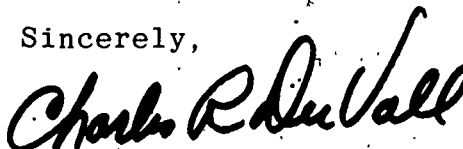
Will you please take a few minutes of your time to complete the enclosed opinionnaire concerning this booklet? We are attempting to evaluate the use which you and your family made of this booklet.

The results of this survey will aid us in the preparation of future publications of this type. Your cooperation is needed and will be deeply appreciated. We have enclosed a self-addressed, stamped envelope for your convenience in replying.

We will be happy to share a summary of the results of this study with you. If you want a copy of this summary please complete the enclosed mailing label and return it with your completed opinionnaire.

Thank you for your cooperation - and I do hope you enjoyed touring Michiana with your family.

Sincerely,



Charles R. DuVall,
Editor
Family Tours of Michiana

1825 Northside Boulevard
South Bend, Indiana 46615

March 7, 1974

(Dear Michiana friend:

On February 18, we mailed you an opinionaire dealing with your reaction to one of the booklets entitled, Family Tours of Michiana from Indiana University at South Bend. To date we have not received all of the replies. If you have already responded, please accept my sincere gratitude.

If you have not yet responded, please consider that the successful completion of this study has great potential value to educators. The results will have an effect in the production of future materials of this type, thus we are particularly anxious to receive replies from a representative sample of classroom teachers and other users of these materials. If you are able to complete and return the opinionaire it will be of great value to us.

In the event you misplaced the first questionnaire, I have enclosed another copy as well as a self-addressed postage paid envelope.

We will be happy to share a summary of the results of this study with you if you will indicate this on the opinionaire when you return it.

Thank you for your cooperation in this study.

Sincerely,

Charles R. DuVall
Editor
Family Tours of Michiana



The **NATIONAL BANK** and Trust Company of South Bend

112 W. JEFFERSON BLVD., SOUTH BEND, INDIANA 46601 • TELEPHONE (219) 234-1171

ARTHUR A. EASTMAN, JR., Vice President

October 25, 1973

Dr. Charles R. DuVall
Associate Professor of Education
Indiana University of South Bend
1825 Northside Boulevard
South Bend, Indiana 46615

Dear Bob:

Now that some time has elapsed since the original offering of our co-sponsored "Family Tours of Michigan," it may be that you will be planning ahead for some sort of follow-up of people who requested this publication when advertised and publicized.

Unfortunately, the early responses to the newspaper ad were not tabulated and a later group of names and addresses were also destroyed in error.

Once we got organized, however, a number of those who requested the book were recorded, and I am pleased to submit a list of approximately 150 of these with this letter.

I'd be interested to hear of any results you have from your follow-up research.

We still have a number of books on hand and will be happy to make them available to individuals and/or groups, singly or in larger quantities.

Cordially yours,

Arthur A. Eastman, Jr.
Vice President - Marketing

AAE:mp

Enclosure

00073

APPENDIX B

APPENDIX B

Written comments received in response to the question "What was your opinion of the booklet Family Tours of Michiana?"

"Informative and well written." (3007)

"Enjoyed it and plan to use it when and if gas is available." (3010)

"Helpful and interesting but I never seem to have time to use it." (3013)

"It is very good and we hope to visit (the places mentioned when we can find the time - and gas." (3033)

"Excellent as a guide book for places of interest around Michiana. Brought to my attention many intriguing places I never knew existed. Unfortunately, my husband travels all week and prefers to stay home on weekends." (3037)

"The booklet is helpful and informative. We plan to use it further this summer." (3041)

"Very informative." (3050)

"Very good." (3024)

"An informative booklet that enables newcomers to the Michiana area know what points of interest there are available to them. We received the booklet too late this past fall to use it much, but we do plan to utilize it this coming summer." (3003)

"Really haven't used it much but it was helpful for the little use I've given it so far." (3030)

"Haven't had chance to consult - waiting for spring." (3029)

"Very informative." (3002)

"Good. Plan to make more use of it." (3026)

"Interesting and informative." (3014)

"I thought the booklet was informative, and plan to visit some of the places. I received the booklet in October, so haven't had time to visit many places this winter." (3015)

"Good." (3043)

"Very nice." (3009)

"Interesting. If we ever have nay free time I hope to visit some of your places." (3054)

"Very good and interesting." (3051)

"Very informative." (3049)

"Informative." (3046)

"Informative, good but too brief." (3011)

"I have found the booklet very informative but have not visited any of the places because of the time of year." (3020)

"Very helpful!" (3025)

"I think the booklet was excellent. Am sorry I haven't taken advantage of more things to see." (3045)

"Very good, useful and helpful." (3048)

"Marvelous idea. We really appreciate having this handy reference to interesting sites and we are looking forward to visiting the ones we haven't been to yet. Thank you!" (3042)

"I liked it very much." (3028)

"Good. I gave it away. They liked it too." (1101)

"Interesting and good to have on hand for telling others of our area." (1016)

"Very helpful - not only for my family but also my Girls Scout troop. Thank you!" (1173)

"Fine." (1130)

"Helpful - interesting - good idea. Great guide for elementary teachers, I would think - (I am not one)." (1165)

"I wanted more information on the historical background of each place." (1017)

"Excellent." (1050)

"I think it has been a great help. Many places I hadn't heard of until I received the booklet. I enjoyed just reading it. I've saved it and expect to visit new places as well as some I've already visited. Thanks for making it available." (1114)

"Very useful." (1126)

"Good." (1092)

"It is really great and a mind*stretcher. We will be visiting more and more places. We are almost of retirement age and will have more time. We would have found this booklet of great help when our children were growing up, too." (1023)

"A nice aid to newcomers in the area." (1027)

"Very informative." (1029)

"Great help in planning short trips. Plan to visit more places listed." (1051)

"Very informative." (1056)

"An excellent source and reference booklet." (1077)

"Informative and inviting to go to the places mentioned." (1099)

"We found it helpful." (1127)

"Very informative of places of interest in our area." (2040)

"Great." (2052)

"It was a very informative booklet." (2092)

"Very good." (2013)

"Found it very interesting. Disappointed that there were no maps with locations. We take a car to Morris Conservatory every year but no one could direct us on our first trip." (2017)

"We think the booklet is great but due to illness we haven't been able to see these places. We are hoping to see some of them this coming summer." (2033)

"Very informative." (2042)

"Appreciated it very much. Plan to use it more. Haven't had too much opportunity as yet." (2043)

"Good - we got it late in the fall, so haven't had much chance to use it yet." (2049)

"Interesting and informative." (2055)

"Very informative - hope to visit more of these places when time permits. Have learned of several places we never knew existed." (2058)

"Helpful. Looking forward to using it come spring. Good to know what's here especially with gas problem." (2064)

"I think it is a good book. My home was South Bend, however, we have not been back there long enough to visit any of the places described in the book." (2065)

"Very good. Received but too busy this summer to use it." (2073)

"Very nice and helpful." (2075)

"I liked it very much and wish we could take better advantage of it." (2092)

"Well done for a first effort. Can the printing be slightly larger in any later editions?" (2101)

"Since our children are very young, it was not of great value to us now; it should be in the future." (2100)

"Good. NOTE: Our lack of visits was due to gasoline problem." (2112)

"I thought it is very helpful. I did not realize there were so many things we could see in this area and I do plan on visiting some of these when I have more time." (2116)

"Very good." (2041)

"Good - brings out many interesting, little known points of interest." (2080)

"Very helpful." (2086)

"Extremely interesting to read and to have at hand. Our children are grown, so I felt it good to have around to suggest places for them to." (2145)

"Very informative." (2038)

"Excellent." (2126)

"In view of the above, this will sound inconsistent, but I liked it. Our problem is that our moving here was recent, we've been busy adjusting to new and busy schedules, and our money is too scarce for travel now. But we hope soon to follow up some of the booklets' suggestions." (2090)

"Good, but I still can't find the "First Shot Monument." (2115)

"I have enjoyed the booklet and there are places to visit that I never knew about. Hope to visit them this summer." (2082)

"A good compact reference book." (2046)

"Very interesting and we intend to see quite a few more places listed in it." (2124)

"Interesting and succinct; useful 'tool' for the glove compartment! Thank you. (Went to visit all the sites mentioned.) (2063)

"Excellent." (2105)

"We have read through it and plan to visit some of the places this summer. We think the booklet is excellent." (2106)

"Excellent, especially now with the energy crisis and our traveling must be confined to sites close to home. We're also new in the area. So very helpful." (2143)

"Has been good to remind of places of interests to guests." (2083)

"We liked it but we haven't had a chance to take advantage of it yet." (2056)

"Very nice." (2048)

"It was a little disappointing to us as lifetime residents, but think it would be very fine to newcomers in the area." (2087)

"Excellent." (2028)

"I think it is a very fine booklet and informative. I keep it for future plans." (2016)

"It is very helpful." (2144)

"It was a good reference guide and this spring and summer we plan to visit many of the points of interest in this booklet." (2069)

"Fine." (2032)

"Very informative. Having lived in the Michiana area all my life, I never was aware that there were so many places near-by that would be interesting to visit." (2070)

"Very good. Would like to visit more places you have listed in your book." (2132)

"Thought the book was very interesting - last year we were busy building our new home so didn't use it but intend to use it this summer because of more free week ends and gas shortage may prevent a long trip." (2129)

"We received it late in 1973 and hope to visit more of the sites this year. We were very pleased with it. Thank you." (2094)

"Very informative." (2072)

"Very helpful." (2067)

"Helpful guide for local attractions." (2071)

"I thought it was very interesting." (2061)

"I enjoyed reading the brief history of each site. The booklet is handy for house guests to allow us to share South Bend as well as to obtain ideas of places to visit." (2060)

"Good." (2059)

"Well done and an excellent service rendered." (2037)

"Informative and well done." (2029)

"Interesting." (2025)

"Good for someone not familiar with this area." (2024)

"Very informative." (2022)

"Very informative and interesting." (2018)

"Very good." (2009)

"We have not used it too much as yet, but hope to this summer."
(2007)

"Very good." (2117)

"I enjoyed it and hope to visit at least some of the places
this spring and summer." (2035)

"Fair." (2111)

"We were in Michigan just one year and I didn't get your
booklet till the last month before we left. But we plan to
visit other sites when we go back to visit our son." (2095)

"It was excellent and I enjoy it very much. Will refer to
it again and again." (2098)

"Could be enlarged and made more colorful." (2136)

"This booklet is very helpful and I hope we can use it more
in the future." (2104)

"Very good booklet. I'm sure if gas allows us to do any
driving, we'll see more of the places." (2074)

"Didn't have time to take advantage of all the suggestions
last year but expect to use it more this year." (2014)

"Informative and interesting." (2021)

"Very helpful." (2133)

"Gave a good listing of sites to see in area. Would like
to see more of Michigan sites." (2030)

"I enjoyed it but felt it was not extensive enough. It
could have been enlarged to cover more points of interest."
(1145)

"Very helpful - places we never knew existed - will visit
many places this coming spring and summer." (1070)

"Very good and very informative." (1171)

"A very good and thoughtful booklet. I like the directions
that go along with the different places on how to get to
the places. I wish to thank you and your staff for making
this information possible." (1098)

"Very good." (1086)

"A little too routine. Most of the places we (as newcomers even) familiar with." (1168)

"Very interesting and very helpful." (1037)

"Good." (1106)

"Very good and informative." (1044)

"Very good - descriptions of place, locations and visiting hours and necessary information given clearly. Very helpful to den mothers or other youth group leaders." (1035)

"Good. Short yet informative." (1011)

"I enjoyed it very much." (1088)

"Excellent and if you have a revised edition I would appreciate receiving it. As this is how we usually spend our vacations - daily trips or 2 or 3 days at a time." (1149)

"Very interesting and informative." (1160)

"A valuable guide to local spots of interest. In light of present day driving restrictions, you should publicize this booklet again (if copies are still available). Probably even more families could discover nearby places they will appreciate." (1153)

"Excellent." (1071)

"Interesting and informative." (1175)

"Very good." (1006)

"Excellent - interesting and informational." (1028)

"Good. We tried to find two places listed in the booklet, but were unable to. Fort in Niles and Fernwood in Niles. List places in alphabetical order." (1133)

"The reason I contacted IUSB for information regarding various activities and interest in this area - we are from California and were having two youngsters 10 and 12 visiting here for 2 weeks and I wanted to keep them interested and busy. The booklet was helpful. The Studebaker Collection was closed, which was a disappointment - otherwise your places of interest were greatly enjoyed." (1057)

"A worthwhile booklet. A brief excursion is generally more available to many more people than an extended one. You gain a better understanding of the area in which you spend most of your time. I'm sure this booklet has encouraged many more people to go and visit one of the sites because all the necessary information was available." (1040)

"Loved it." (1125)

"Excellent." (1138)

"I appreciated the book so much. I didn't realize there were so many interesting places around here and hope to visit them this year." (1132)

"I found it most helpful in locating places and planning visits." (1128)

"Good." (1143)

"It was a very good and valuable booklet for me. I would love to see another such one. I recently compiled a similar one (only larger) for the local Girl Scout Council. I used your booklet as a reference. I might have some ideas you could use in another issue. If you want, feel free to call me." (1158)

"It was very good and thought it had a lot of ideas for mini vacations." (1174)

"Very good." (1033)

"I am a lifetime resident of this area. I had knowledge of these places. I was unfamiliar with Elkhart. My father-in-law was in a nursing there - we would take him for a ride and visit these places. We like to explore and learn the history of this area. We thought it was useful." (1064)

"Very nice." (1163)

"Excellent." (1148)

"I thought it was very thorough and complete." (1137)

"Very informative and useful guide to places of interest that I wasn't aware of so close to home." (1129)

"Very good." (1108)

"Very good and informative." (1107)

"The booklet is good." (1100)

"They are nice but as a retired widow it's out of the question alone." (1097)

"Excellent. We just have not had time to see many of the sites." (1083)

"It was informative and useful." (1081)

"Very, very good, and should be republished this spring to aid Energy Conservation." (1078)

"It was very nice." (1067)

"Excellent!" (1061)

"Excellent." (1058)

"Helpful. I plan outings and trips for a group of Senior Citizens at Elkhart YWCA and use many sources of information." (1053)

"Excellent." (1055)

"We liked the book - read it and gave it to our married children." (1030)

"I enjoyed the booklet. I keep it on file. I teach Indiana History so your information was useful." (1034)

"Very worthwhile." (1022)

"Good." (1021)

"Very informational; nicely done." (1015)

"Good." (1007)

"Very fine." (1045)

"We enjoyed reading the booklet and found it most enlightening to know the different sites one can visit and where they are located despite the fact we have not been to all of them yet." (1169)

"I never received it. I would have liked to - there was none in this mailing either." (1065)

"I like it. Thought it would be useful." (1110)

"Very informative. Having small children we hope to use it more in the future." (1003)

"Good - our family didn't visit many sites due to a small baby. We plan to visit some this summer. Thank you for your effort on behalf of family togetherness." (1043)

"Very good. Could use more description and information of places." (1134)

"I was very interested in the booklet. Was surprised to know of so many interesting sites - but was unable to do anything as I'd been ill and had surgery. I will see some this year. I'm a Sr. Citizen - would like to hear of short trips of sightseeing that we all can enjoy. Also sites where there are refreshments for these 'youngsters'." (1047)

"The booklet was very good. I would like another." (1148)

"Very helpful and interesting." (1113)

"Been helpful and interesting." (1156)

"I was most pleased to receive it as we were newcomers to the area with two small children. Unfortunately, my husband's company transferred us again shortly after receipt of booklet. I plan to give my booklet to my sister who still lives in South Bend." (1141)

"Congratulations on it and Kudos to you!" (1024)

"Helpful." (1079)

"Very helpful, however, we had visited most of the places before we saw it." (1150)

"Good." (1073)

"Excellent." (1123)

"Thought it was very informative." (1144)

"Enjoyed it and showed to married children." (1167)

"It was some time ago we received the booklet and I felt it gave a lot of places to visit, but we just never got to see them and we hope to at a later time." (1119)

Written comments received in response to the question "Can you suggest sites we might include in another booklet of this type?"

"There are many things we didn't see yet, but hope to see. We always watch for new ideas. Thank you so much." (1163)

"Large tree site at Newton's Woods, Volina, Michigan." (1148)

"Bendix Woods. Potato Creek. Wakarusa Syrup Festival in late March." (1135)

"Josephine Marton Home, Benton Harbor. Lew Sarrett Nature Center, Benton Harbor." (1083)

"Scottsdale Mall, River Bend, when completed. Warren Dunes State Park. Andrews University, Bethel College. Indiana University, South Bend. 'Ivy Tech'." (2078)

"Elkhart Area Career Center. Ruthmece Museum, 302 E. Beardley, Elkhart. Eby's Pines, Bristol, Indiana." (1053)

"Due to my husband's retirement and energy crisis we have not planned many vacations or trips away from home." (1030)

"Bicycle tours. Chief Menomenee's marker, Plymouth." (1022)

"The three local High Schools are more than representative. I find it interesting to stroll through the corridors and compare the newer facilities to what was available when I was attending school." (1025)

"Bear Cave. Warren Dunes Park. Livestock Auction at Shipshewanna, Indiana. Fernwood Nature Center at Buchanan, Michigan. Gene Stratton Porter Home in Noble Co." (1145)

"I don't know of any new sites, but what about making a map for walking to see some of the old houses in South Bend on Washington Street and around Park Avenue District. For example like # so was Mr. and Mrs. House?" (1098)

"Metamora on the White Water Canal on R#52 just south of Brookville, Indiana. This is a little farther south but very worth seeing." (1086)

"Would prefer one to include LaPorte County points of interest. We don't seem to get over to South Bend area." (1154)

"Warren Woods - climax forest. Warren Dunes. Chain of Lakes State park." (1168)

"Bendix Park." (1106)

"A little range might help - such as far north as Grand Rapids and south to Indianapolis." (1044)

"Rock marking burial site of Princess Mishawaka on riverbank in Lincoln Park, Mishawaka. Planetarium in Mishawaka." (1035)

"Merrifield pool and skating, Merrifield Park, Mishawaka. Wine making places in southern Michigan, Bronte' etc. in Jones, Michigan." (1011)

"My husband is a part-time farmer and last year he bought more land so there was no time available to visit these sites, but I am keeping the booklet for future use. Thank you." (1111)

"Things where there is a little more activity. Flea Market near Notre Dame - (year around). Flea Market at Cedar Lake, (summer). Zoo in Michigan City. Light House in Michigan City. Friendship Garden in Michigan City. Museum in LaPorte." (1149)

"Shipshewana Auction. Bendix Woods Park, (winter and summer). (1160)

"Sorry, no. We did visit the Gene Stratton Porter home which is not too far away, but were not particularly impressed. You have done a good job of covering nearby sites." (1153)

"Wineries in Michigan. Tower Hill. Valparaiso University and Church. Can't think of any others off hand." (1071)

"Restoration of Jones, Michigan. Furniture manufacturing - Andrews University, Berrien Springs. Tours thru local industries would be interesting if they could be arranged." (1175)

"Places in Marshall Co." (1130)

"Goshen College Church?" (1165)

"Marina in South Haven, Michigan." (1050)

"Bike and hiking trails." (1062)

"I like to see things 100 miles radius of South Bend (or one day trip) like some things I have read in Michiana. The Railroad collection at Bremen. Old steam engines in LaPorte. Culver Academy shows." (1092)

"Michigan City - International Friendship Gardens, Lighthouse Museum." (1043)

"Emphasize the nature trails at Bendix Woods (black forest, etc.) and at Rum Village Park (marvelous hardwood trees and wildflowers). Tour Miles Laboratory, Elkhart. Tour Vincent Bach musical instrument company. 500 Industrial Parkway, Elkhart." (1023)

"Deer Forest, Coloma, Michigan. Bear Cave, Buchanan, Michigan. Warren Dunes, Sawyer, Michigan." (1027)

"Put in Bay, Ohio - can be done in one day with early start." (1051)

"Chief Menominee statue close to Twin Lakes. Ancilla College at Donaldson." (1056)

"Public beaches. Large hiking areas. Anyplace for canoe trips? Bear Cave, Buchanan." (1133)

"You can add places where swimming can be enjoyed. I know the boy and girl visiting me enjoyed the pool. I believe called Merrifield, off Dragoon Trail. The Thieves Market at Edison Road can be added for those interested in antiques, etc. The 4-H Fair in August is also great." (1057)

"Bendix Woods." (1128)

"Bertrand, Michigan. Old St. Mary's Cemetery. Cedar Grove Cemetery, Notre Dame. Burial place of Joseph Bertrand and Pierre Navarre. Notre Dame burial place - common grave of Potawatomie Indians. Old Chicago Road west of Niles - very scenic. Fernwood. Rangeline Road, Niles, Michigan. The Dunes, Lake Michigan. Some places within cycling distances or bicycle routes to sites would be useful." (1064)

"Thieves Market, Ironwood and Edison, South Bend. Art Festival, Nappanee, Indiana. Might be interesting to travelers and sight-seers to visit some of the other historic counties such as Marion State House, Soldiers Monument, Switzerland, Brown, Adams, Morgan, Orange Counties in Indiana. Indiana is a great state to live and visit." (1169)

"Deer Forest, Coloma, Michigan." (1134)

"Rum Village." (1113)

"The Dunes - just to see them was, for us, a memorable experience. Various theaters near Sister Lakes and directions. We often wanted to go, but didn't know the way." (1141)

"Warsaw Glass Factory (Mr. Dobbins is an exceptional artisan, one of a rare breed still practicing his craft)." (1024)

"We are not accustomed to winter weather here and did not sight-see as usual in summer due to sickness of mother." (1079)

"We didn't have the opportunity to visit the places listed. We do belong to a Camping Club and are interested in campsites." (1119)

"Chicago Trail, U.S. 12. Convent south of Mishawaka. Popcorn factory in Bremen. Claeys Candy Co. What about setting up a map which would include routes for Sunday drives." (2115)

"Spring Mill State Park, Mitchell, Indiana. Indianapolis has many things and Nashville, Indiana. At Kentucky parks, you can visit with a family at no charge. This is good." (2082)

"Lake Michigan beaches. Factory tours. Yearly shows and festivals." (2046)

"Treat Rum Village as an interesting and valuable place in itself - not just the site of Storyland Zoo." (2063)

"Bird's Eye Museum in Wakarusa, Indiana. Lightning Dude Ranch at Bass Lake. Old Indian Trail and statue south of Plymouth. Annual events and celebrations and their approximate times." (2106)

"I'm not now familiar with any others." (2143)

"More scenic nature sights. Warren Dunes State Park (perhaps out of your area but still close to South Bend). With nostalgia so prevalent, more historical and 'old' things." (2083)

"Studebaker Park and Museum. More sites in Michigan which are near South Bend. The new "Light House" Museum in Michigan City. Museum in LaPorte. Places that are open to the public for tours such as - factories, bakeries, breweries." (2048)

"Call attention to watch for Southhold Tours and the annual tour of homes in Mishawaka and South Bend. Mention the Christmas Eve "luminaries" in Mishawaka School and town of Middlebury, we find, is a most interesting little area close enough for a Saturday's drive. I believe with gasoline being a problem, that a section in good family weekend vacation areas and camping close to South Bend would be a fine addition. There are several in the Bristol and Middlebury area. Arrowhead near Jones - and I believe Jones, Michigan's efforts are extremely interesting and wonder how much is known about it. How about calling attention to more annual activities to watch for newcomers. The Living Pictures Concert at Mishawaka High School and such!" (2087)

"It's OK as is." (2144)

"Not at this time." (2069)

"In view of the energy crunch, you might consider putting emphasis on walking tours, hiking and bicycling trips, and canoe trips, and canoe jaunts. Re the last, we dropped a canoe in St. Joe River at Three Rivers, years ago, and had an experience we still talk about!" (2131)

"We just hope we will be able to visit more of these places this summer." (2132)

"Planned tours?" (2072)

"Farmer's Market (Eddy and River). Thieves Market (Edison and Ironwood). LaPorte County Locomotive Steam Engine Society (grounds are north of LaPorte)." (2060)

"LaPorte County." (2059)

"Merrifield Park, Mishawaka. Leeper Park, South Bend. Bendix Woods County Park. Thieves Market, Edison Road." (2040)

"More about Bendix Park, a wonderful place to visit and many sports, fly fishing, skiing, trail walks, movies, picnic grounds, gift store, etc. In fact I see nothing in the book about it. More about the Michigan Dunes information in book "Doing the Dunes"." (2013)

"Warren Dunes State Park at Sawyer." (2017)

"Bendix Park. Thieves Market. Farmers Market." (2055)

"Fern Wood, Buchanan. Some park on Lake Michigan." (2064)

"You might like to take the trip from Glenwood (near Dowagiac) down the West Valley Road to Lawton, especially in the autumn. The colors are lovely and the SMELL of the grapes ripening can drive you mad. You might want to include a trip to some of the wineries at Lawton, Paw Paw, Keeler, etc. I think Stevensville has a winery. Thank you for the booklet. Marvellous view from top of Fifield Hill near Decatur, Michigan." (2033)

"Fernwood in Niles, Michigan. Burger Dairy and other places which families might tour." (2073)

"A listing of craft exhibits and craft fairs." (2075)

"Not really, perhaps a little more background for the places and sites already in the book would be helpful. Some of them I never heard of and would like to know more about them." (2092)

"Expanded coverage of Berrien County - perhaps Cass and St. Joseph Counties in Michigan - would be appreciated." (2101)

"State Parks. Lakes." (2041)

"Studebaker estate in northern Indiana, now a park." (2090)

"Not at this time." (2117)

"Lake Maxincuckee and Culver Military Academy." (2035)

"Catarac Fall in Indiana." (2141)

"Lighthouse Museum at Michigan City, Indiana. Bailey Homestead just off Highway 20 near Chesterton, Indiana (First Fur Trading post). Antique Engine place at Heston, Indiana." (2104)

"We enjoyed visiting Frankenmuth, Michigan very much. Jones, Michigan is another nice visit for a Sat. or Sun. afternoon." (2021)

"St. Joseph sites." (3043)

"We are moving to Iowa in June. Cannot make any other suggestions." (3009)

"LaPorte Steam Show." (3041)

"Bendix Woods Park." (3014)

"Nearby campsites and public beaches (so far we've located only one beach - Berrien Lake, lousy). Also possible places of interest further away (Greenfield Village, etc.) listed by cities; in the Indianapolis area can be found 1)...2)... 3)...St. Mary's Academy Erskine House. Michigan Vineyards and wineries." (3037)

"Wineries. Mention lakes or streams. Tell how to get information on state and other parks and recreation areas." (3026)

"Town of Bertrand, Michigan and Indian Cemetery, Vandalia, Centerville Covered Bridge, Jones. Site of Fort St. Joseph and Pierre Marquette Memorial. The lighted Mausoleum of little girl located on Bond St. in Niles. Studebaker Proving ground. Old Niles - Three Rivers Railroad.

APPENDIX C

TABLE 5. NUMBER OF RESPONSES BREAKING DOWN THE CATEGORY
"OTHERS" IN TABLE 4

Other Hobbies or Interests	Group 1 f	Group 2 f	Group 3 f
Television	1	0	0
Stamps	2	1	0
Jogging	1	0	0
Hiking	6	3	0
Volleyball	1	0	0
Art	3	5	1
Music	6	6	1
Drama	4	0	0
Community Activities	2	0	0
Other Sports	3	3	0
Conservation	1	0	0
Antiques	6	3	0
Fissions	1	0	0
Boating	1	0	0
Hunting	2	0	0
Bicycling	1	1	1
Dancing	3	0	0
Genealogy	1	1	0
Writing	1	0	0
Rock polishing	1	0	0
Shelling	1	0	0

TABLE 5. Continued

Other Hobbies or Interests	Group 1 f	Group 2 f	Group 3 f
Photography	3	3	0
Skiing	1	1	0
Flying	1	1	0
Fees	2	0	0
Athletic & Convocation Center	3	0	0
Guns	0	1	0
Motorcycling	0	1	0
Cooking	0	3	0
Multi-media	0	1	0
Horses	0	2	1
Scouting	0	1	0
Puppetry	0	1	0
Nature	0	1	0
Pets	0	1	0
Decorating	0	0	1
Hockey	0	0	1
Skating	0	0	1
Totals	58	40	7

TABLE 9. NUMBER OF RESPONSES BREAKING DOWN THE CATEGORY
"OTHERS" IN TABLE 8 PAGE

Other Activities	Group 1 f	Group 2 f	Group 3 f
Church	5	3	0
Games	7	9	5
Movies	6	1	3
Music	5	2	0
Eating Out	5	2	1
Working	2	0	0
Window Shopping	8	4	1
Reading	5	2	1
Cards	8	1	0
Boating	4	2	2
Television	4	3	0
Drama	1	1	0
School interests	1	0	0
Zoos	1	2	0
Rock hunting	1	0	0
Shelling	1	1	0
Art	1	0	0
Flying	1	0	0
Jogging	3	1	0
Horses	1	2	0
Fee Keeping	1	0	0
Antiquing	2	0	0

TABLE 9. CONTINUED

Others	Group 1 f	Group 2 f	Group 3 f
Dog training	1	1	0
Radio	1	0	0
Carpentering	2	0	0
Bird watching	1	0	0
Parole participation	1	0	0
Historical tours	2	0	0
Athletic and Convocation Center	2	0	0
Spectator sports	0	2	0
Puzzles	0	1	0
Motorcycling	0	1	0
Scouting	0	1	0
Museums	0	1	0
Cooking	0	1	0
Puppetry	0	1	0
Fruit picking	0	1	0
Crafts	0	1	1
Lodges	0	1	0
Dancing	0	0	1
Outdoors	0	0	1
Auto Rides	0	0	1
Totals	83	48	17

APPENDIX D

TABLE 15. NUMBER AND PERCENT OF RESPONSES OF GROUP ONE INDICATING SITES VISITED, A RATING OF THE SITES, AND IF SITES WOULD BE REVISITED

Site	Yes Visited		Rating												Revisit			
	f	%	E		G		F		P		N/R		Yes		No		N/R	
			f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Mish. Child. Museum	27	24	8	30	13	48	5	19	0	0	1	4	18	67	3	11	6	22
First Shot Marker	2	2	0	0	2	100	0	0	0	0	0	0	2	100	0	0	0	0
Battell Park	36	32	7	19	22	61	3	8	2	3	2	3	27	75	4	11	5	14
St. Jobe Cath. Church	21	19	12	57	7	33	1	5	1	5	0	0	17	81	2	10	2	10
Belger Home	16	14	10	63	6	37	0	0	0	0	0	0	14	88	1	6	1	6
Audubon Soc. Bird Sanc	13	12	10	77	3	23	0	0	0	0	0	0	11	85	0	0	2	15
Eberhart-Kamm Home	10	9	3	30	3	30	1	10	0	0	3	30	6	60	0	0	4	40
100 Center Complex	68	61	34	50	28	41	4	6	0	0	2	3	58	85	1	1	9	14
Studebaker Hist. Soc.	28	25	14	50	14	50	0	0	0	0	0	0	23	82	2	7	3	11
County-City Bldg.	52	46	9	17	28	54	12	23	2	4	1	2	34	65	7	13	11	21
St. Joe County Court-house	45	40	7	16	24	53	11	24	2	4	1	2	29	64	3	7	13	29
Schuyler Colfax Home	12	11	5	42	16	50	1	8	0	0	0	0	9	75	0	0	3	25



TABLE 15 CONTINUED

Site	Yes Visited		Rating												Revisit					
	f	%	E		G		F		P		N/R		Yes		No		N/R			
			f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
Tippecanoe Place	40	36	22	55	14	35	3	8	0	0	0	1	2	33	83	2	5	5	12	
So. Bend Art-Center	38	34	13	34	18	47	4	11	0	0	3	8	34	89	1	3	3	8		
Navarre Cabin	37	33	3	8	21	57	11	30	0	0	2	5	20	54	11	30	6	16		
Horatio Chapin Home	7	6	0	0	4	57	0	0	1	14	2	29	4	57	1	14	2	29		
Bartlett House	14	13	4	29	8	57	1	7	0	0	1	7	11	79	2	14	1	7		
City Cemetery	26	23	3	12	13	50	6	23	0	0	4	15	18	69	15	15	4	15		
N. Ind. Hist. Soc. Museum	49	44	23	47	19	39	2	4	0	0	5	10	40	82	0	0	9	18		
Powell House	5	43	1	7	0	0	5	33	6	40	3	20	5	33	9	60	1	17		
I. U. S. B.	60	54	28	47	27	45	1	2	0	0	4	7	46	77	5	8	9	15		
University of N. D.	87	78	50	57	25	29	2	2	0	0	10	11	72	83	1	1	14	16		
St. Mary's College	54	48	32	59	17	31	1	2	0	0	4	8	47	87	1	2	6	11		
So. Bend Symphony	17	15	10	59	3	18	1	6	0	0	3	18	10	59	4	24	3	18		

TABLE 15 CONTINUED

Site	Yes Visited f %	Rating							Revisit		
		E	G	F	P	N/R	Yes	No	N/R		
LaSalle Landing Site	27 24	7 26	15 56	0 0	0 0	5 18	19 70	1 4	7 26		
Council Oak Tree	46 41	12 26	25 54	3 7	0 0	6 13	34 74	7 15	5 11		
LaSalle Monument	10 9	3 30	7 79	0 0	0 0	0 0	6 60	1 10	3 30		
Avalon Grotto	11 10	1 9	3 27	4 36	1 9	2 18	5 45	3 27	3 27		
Mossberg House	3 3	1 33	1 33	0 0	0 0	1 33	1 33	0 0	2 67		
Storyland Zoo	77 69	22 29	42 55	7 9	2 3	4 5	62 81	4 5	11 14		
Potawatomi Park Zoo	87 78	28 32	47 54	7 8	2 2	3 3	73 84	5 6	9 10		
Morris Conservatory	51 46	37 73	10 20	0 0	0 0	4 8	44 86	0 0	7 14		
Hamilton Meth. Church	5 4	3 60	1 20	1 20	0 0	0 0	4 80	0 0	1 20		
Ambrose Bierce House	1 1	1 100	0 0	0 0	0 0	0 0	0 0	0 0	1 100		
Bonneville Mill	34 30	16 47	12 35	3 9	1 3	2 6	28 82	1 3	5 15		
Grave of Wm. Tufts	17 15	8 47	5 29	2 12	0 0	2 12	14 82	2 12	1 16		

TABLE 15 CONTINUED

Site	Yes Visited		Rating						Revisit									
	f	%	E	G	F	P	N/R	Yes	No	N/R	f	%	f	%				
Site of Old Ft. Beane	6	5	0	0	3	50	2	33	1	12	0	0	1	12	4	67	1	12
Goshen Mill Race-Dam	19	17	4	21	9	47	3	16	0	0	3	16	13	68	2	11	4	21
Ox Bow Park	37	33	20	54	13	35	3	8	0	0	1	3	31	84	2	5	4	11
Kriders Friend. Garden	15	13	4	27	8	53	1	6	0	0	2	13	13	87	0	0	2	13
Amish Acres	70	63	19	27	28	40	15	21	1	1	7	10	46	66	11	16	13	18
Dr.H.Beardsley Home	10	9	4	40	4	40	1	10	0	0	1	10	6	60	1	10	3	30
Beardsley Statue	16	14	3	19	5	31	6	38	0	0	2	12	8	50	5	31	3	19
Bristol Opera House	24	21	11	46	8	33	0	0	0	0	5	21	19	79	0	0	5	21
Rush Memorial Museum	21	19	11	52	9	43	0	0	0	0	1	5	17	81	1	5	3	14
St.John's Epis.Ch.Br.	7	6	2	29	3	43	1	14	0	0	1	14	4	57	1	14	2	29
Ft.St.Joe Mus-Niles	20	18	7	35	10	50	0	0	0	0	3	15	14	70	2	10	4	20
Berrien Spr. Ct. House	4	4	1	25	2	50	0	0	0	0	1	25	3	75	1	25	0	0

TABLE 15 CONTINUED

Site	Yes Visited		Rating										Revisit					
	f	%	E	G	F	P	N/R	Yes	No	N/R	f	%	f	%				
Cook Nuclear Center	48	43	35	73	10	21	2	4	0	0	1	2	37	77	6	13	5	10
Ft. Miami Pk. St. Joe	8	7	5	63	3	37	0	0	0	0	0	0	7	88	0	0	1	12

00103

TABLE 16. NUMBER AND PERCENT OF RESPONSES OF GROUP TWO INDICATING SITES VISITED, A RATING OF THE SITES, AND IF SITES WOULD BE REVISITED

Sites	Yes ^a Visited		Rating												Revisit							
	f	%	E			G			F			P			N/R			Yes	No	N/R		
			f	%	f	%	f	%	f	%	f	%	f	%	f	%	f				%	f
Mish. Child. Museum	12	13	6	50	5	42	1	8	0	0	0	0	0	0	0	0	9	75	2	17	1	8
First Shot Marker	3	3	0	0	1	33	1	33	0	0	0	1	33	0	0	0	0	0	1	33	2	67
Battell Park	24	27	3	13	12	50	8	33	0	0	0	1	4	0	0	0	14	58	3	13	7	29
St. Joe Catholic Chur.	14	16	5	36	6	43	1	7	0	0	0	2	14	0	0	0	7	50	2	14	5	36
Beiger Home	12	13	8	67	3	25	0	0	0	0	0	1	9	0	0	0	10	83	0	0	2	17
Audubon Soc. Bird Sand.	7	8	4	57	3	43	0	0	0	0	0	0	0	0	0	0	6	86	1	14	0	0
Eberhart Kamm Home	9	10	2	22	7	78	0	0	0	0	0	0	0	0	0	0	5	56	2	22	2	22
100 Center Complex	46	51	26	57	15	33	3	6	0	0	0	2	4	0	0	0	35	76	1	2	10	22
Studebaker Hist. Soc.	19	21	8	42	11	58	0	0	0	0	0	0	0	0	0	0	14	74	3	16	2	10
County-City Bldg.	33	38	7	21	16	47	6	17	0	0	0	5	15	0	0	0	17	50	5	15	11	35
St. Joe Ct. Courthouse	30	33	5	17	19	63	3	10	1	3	2	7	0	0	0	0	17	57	5	17	8	26
Schuyler Colfax Home	7	8	3	43	3	43	0	0	0	0	0	1	14	0	0	0	5	71	2	29	0	0

00104



TABLE 16 CONTINUED

Sites	Yes Visited		Rating												Revisited							
	f	%	E				G				F				P				N/R			
			f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Tippecanoe Place	19	21	11	58	4	21	1	5	0	0	0	0	3	16	15	79	3	16	1	5		
So. Bend Art Center	23	26	6	26	9	39	3	13	1	4	4	18	19	83	2	9	2	9	2	9		
Navarré Cabin	30	27	3	10	18	60	9	30	0	0	0	0	16	53	10	33	4	14				
Horatio Chapin Home	8	9	1	13	5	62	0	0	0	0	0	2	25	2	25	3	38	3	38			
Bartlett House	9	10	0	0	6	67	1	11	1	11	1	11	2	22	4	44	3	33				
City Cemetery	20	22	1	5	11	55	4	20	0	0	4	20	15	75	4	20	1	5				
N. Ind. Hist. Soc. Museum	30	33	11	36	15	50	2	7	0	0	2	7	21	80	1	3	5	17				
Powell House	12	13	1	8	3	25	5	42	2	17	1	8	3	25	5	42	4	33				
I. U. S. B.	32	36	9	28	20	63	1	3	0	0	2	6	26	81	1	3	5	16				
University of N. D.	64	71	34	53	21	33	3	5	0	0	6	9	52	81	1	2	11	17				
St. Mary's College	35	39	15	43	12	34	2	6	0	0	6	17	24	69	2	6	9	25				
S. B. Symphony	13	14	5	38	6	46	0	0	0	0	2	16	8	62	1	8	4	30				



TABLE 16 CONTINUED

Site	Yes Visited		Rating						Revisit									
	f %		E		G		F		P		N/R		Yes		No		N/R	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
La Salle Landing Site	20	22	3	15	8	40	6	30	1	5	2	10	9	45	6	30	5	25
Council Oak Tree	35	39	11	31	15	43	6	17	1	3	2	6	23	66	5	14	7	20
LaSalle Monument	14	16	0	0	8	57	3	21	1	7	2	14	8	57	4	29	2	14
Avalon Grotto	9	10	0	0	5	56	2	22	1	11	1	11	5	56	2	22	2	22
Mossberg House	4	4	2	50	2	50	0	0	0	0	0	0	1	25	2	50	1	25
Storyland Zoo	60	67	20	33	30	50	6	10	0	0	4	7	42	70	5	8	13	22
Potawatomi Park Zoo	58	64	17	29	31	53	6	10	1	2	3	5	48	83	1	2	9	15
Morris Conservatory	29	32	20	69	5	17	1	3	0	0	3	11	23	79	0	0	6	21
Hamilton Meth. Church	5	6	2	40	0	0	1	20	1	20	1	20	4	80	1	20	0	0
Ambrose Bierce House	1	0	0	0	1	100	0	0	0	0	0	0	1	100	0	0	0	0
Bonneville Mill	12	13	3	25	7	58	0	0	0	0	2	17	8	67	1	8	3	25
Grave of Wm. Tuffs	4	4	1	25	3	75	0	0	0	0	0	0	3	75	1	25	0	0

TABLE 16 CONTINUED

Site	Yes Visited		Rating												Revisit			
	f	%	E		G		F		P		N/R		Yes	No.				
			f	%	f	%	f	%	f	%	f	%		f	%	f	%	
Site of Old Ft. Beane	3	3	0	0	3	100	0	0	0	0	0	0	0	0	1	33	1	33
Gosh. Mill Race & Dam	8	9	2	25	3	38	2	25	0	0	1	12	3	38	3	38	2	25
Ox Bow Park	11	12	2	18	4	36	3	27	0	0	2	18	7	64	2	18	2	18
Krider's Friend. Gard.	15	17	3	20	7	47	3	20	1	7	1	7	11	73	3	20	1	7
Amish Acres	46	51	16	35	15	33	5	11	4	9	6	13	30	65	8	17	8	17
Dr. H. Beardsley Home	2	2	0	0	1	50	1	50	0	0	0	0	0	0	2	100	0	0
Beardsley Statue	1	1	0	0	1	100	0	0	0	0	0	0	0	0	1	100	0	0
Bristol Opera House	9	10	2	22	4	44	3	33	0	0	0	0	6	67	2	22	1	11
Rush Memorial Museum	1	1	0	0	1	100	0	0	0	0	0	0	1	100	0	0	0	0
St. John's Epis. Ch. Br.	1	1	0	0	0	0	0	0	0	0	1	100	0	0	0	0	1	100
Ft. St. Joe Mus. Niles	22	24	9	41	10	45	0	0	2	9	1	5	16	73	2	9	4	18
Berrien Spr. Ct. House	8	9	1	12	5	63	1	12	1	12	0	0	5	63	3	37	0	0

00107



TABLE 16 CONTINUED

Site	Yes Visited		Rating										Revisit					
	f	%	E	G	F	P	N/R	f	%	f	%	f	%	Yes	No	N/R		
Cook Nuclear Center	32	36	24	75	4	13	2	6	0	0	2	6	24	75	3	9	5	16
Ft. Miami Pk. St. Joe.	6	7	1	17	2	33	2	33	0	0	1	17	4	67	2	33	0	0

00108

TABLE 17. NUMBER AND PERCENT OF RESPONSES OF GROUP THREE INDICATING SITES VISITED, A RATING OF THE SITES, AND IF SITES WOULD BE REVISITED

Sites	Yes Visited		Rating												Revisit										
	f	%	E				G				F				P		N/R		Yes		No		N/R		
			f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
Mish. Child. Museum	3	9	1	33	1	33	1	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
First Shot Marker	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Battell Park	6	18	2	33	1	67	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Joe Catholic Church	3	9	3	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wager Home	2	6	0	0	1	50	1	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Audubon Soc. Bird Sanc.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eberhart Kamm Home	2	6	0	0	2	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
100 Center Complex	27	82	16	59	7	26	3	11	0	0	0	0	1	4											
Studebaker Hist. Soc.	4	12	1	25	1	25	1	25	0	0	0	0	1	25											
County-City Building	14	42	3	21	2	14	5	36	0	0	0	0	4	29											
St. Joe Ct. Courthouse	8	24	1	12	3	38	1	12	0	0	0	0	3	38											
Schuyler Colfax Home	1	3	0	0	1	100	0	0	0	0	0	0	0	0											

TABLE 17 CONTINUED

Sites	Yes Visited f %	Rating						Revisit					
		E	G	F	P	N/R	f	%	f	%	f	%	f
Tippecanoe Place	9 27	3 33	3 33	0 0	0 0	3 33	5 56	1 11	3 33				
So. Bend Art Center	5 15	1 20	3 60	0 0	1 20	0 0	5 100	0 0	0 0				
Navarre Cabin	4 12	0 0	3 75	1 25	0 0	0 0	1 25	2 50	1 25				
Horatio Chapin House	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0				
Bartlett House	2 6	0 0	2 100	0 0	0 0	0 0	0 0	1 50	1 50				
City Cemetery	2 6	1 50	1 50	0 0	0 0	0 0	1 50	0 0	1 50				
N. Ind. Hist. Soc. Museum	6 18	1 17	3 50	1 17	0 0	1 17	5 83	0 0	1 17				
Powell House	3 9	0 0	1 33	1 33	1 33	0 0	0 0	2 67	1 33				
I. U. S. B.	15 45	2 13	10 67	2 13	0 0	1 7	12 80	1 7	2 13				
University of N.D.	26 79	9 35	14 54	1 4	0 0	2 8	22 85	0 0	4 15				
St. Mary's College	15 45	5 33	7 47	1 7	1 7	1 7	12 80	1 7	2 13				
S. B. Symphony	5 15	2 40	2 40	0 0	0 0	1 20	4 80	0 0	1 20				

TABLS 17 CONTINUED

Site	Yes Visited		Rating						Revisit										
	f	%	A	E	G	F	P	N/R	Yes	No	N/R								
LaSalle Landing Site	3	9	0	0	2	67	1	33	0	0	0	0	0	1	33	2	67	0	0
Council Oak Tree	4	12	2	50	1	25	1	25	0	0	0	0	0	2	50	2	50	0	0
LaSalle Monument	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Avalon Grotto	5	15	1	20	3	60	0	0	1	20	0	0	0	2	40	2	40	0	0
Mossberg House	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Storyland Zoo	21	64	3	14	14	67	3	14	1	5	0	0	0	19	90	1	5	1	5
Potawatomi Park Zoo	26	79	8	31	12	46	5	19	1	4	0	0	0	23	88	0	0	3	12
Morris Conservatory	12	36	6	50	5	42	0	0	0	0	1	8	0	0	0	0	0	0	0
Hamilton Meth. Church	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ambrose Bierce House	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ronneville Mill	2	6	0	0	1	50	1	50	0	0	0	0	0	0	0	1	50	1	50
Grave of Wm. Tufts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE 17 CONTINUED

Site	Yes Visited		Rating										Revisit		N/R				
	f	%	E	O	F	P	N/R	Yes	No	f	%	f	%	f	%				
Site of Old Ft. Beane	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Gosh. Mill Race & Dam	2	6	0	0	2	100	0	0	0	0	0	0	0	0	2	100	0	0	
Ox Bow Park	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Krider's Friend. Gard.	1	3	1	100	0	0	0	0	0	0	0	0	0	1	100	0	0	0	
Amish Acres	17	52	3	18	8	47	5	29	1	6	0	0	0	11	65	5	29	1	6
Dr. H. Beardsley Home	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Beardsley Statue	1	3	0	0	0	0	1	100	0	0	0	0	0	0	0	1	100	0	0
Bristol Opera House	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rush Memorial Museum	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. John's Epis. Ch. Br.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ft. St. Joe Museum, Niles	2	6	0	0	2	100	0	0	0	0	0	0	0	2	100	0	0	0	0
Berrien Spr. Ct. House	1	3	0	0	0	0	1	100	0	0	0	0	0	0	0	1	100	0	0



TABLE 17 CONTINUED

Site	Yes Visited		Rating										Revisit						
	f	%	E	0	f	%	f	%	f	%	P	f	%	f	%	Yes	No	N/R	
Cook Nuclear Center	8	24	4	50	2	25	0	12	0	0	0	1	12	7	87	1	12	0	0
Ft. Miami Pk. St. Joe.	1	3	0	0	0	0	0	0	0	0	0	1	100	0	0	0	0	1	100



TABLE 18 NUMBER AND PERCENT OF RESPONSES OF ALL THREE GROUPS INDICATING SITES VISITED, A RATING OF THE SITES, AND IF SITES WOULD BE REVISITED

Sites	Yes Visited		Rating						Revisit									
	f	%	E		G		F		No		N/R							
			f	%	f	%	f	%	f	%								
Mish. Child. Museum	42	18	15	36	19	45	7	17	0	0	1	2	30	71	5	12	7	17
First Shot Marker	5	2	0	0	3	60	1	20	0	0	1	20	2	40	1	20	2	40
Battell Park	66	28	12	18	38	58	11	17	2	3	3	5	47	71	7	11	12	18
St. Joe Catholic Church	38	16	20	53	13	34	2	5	1	3	2	5	26	68	5	13	7	19
Beiger Home	30	13	18	60	10	33	1	3	0	0	1	3	25	83	2	7	3	10
Audubon Soc. Bird Sanc.	20	9	14	70	6	30	0	0	0	0	0	0	17	85	1	5	2	10
Eberhart Kamm Home	21	9	5	24	12	57	1	5	0	0	3	14	12	57	3	14	6	29
100 Center Complex	141	60	76	54	50	35	10	7	0	0	5	4	113	80	3	2	25	18
Studebaker Hist. Soc.	51	21	23	45	26	51	1	2	0	0	1	2	39	76	5	10	7	14
County City Bldg.	99	42	19	19	46	46	23	23	2	2	10	10	59	60	14	14	26	26
St. Joe Ct. Courthouse	83	35	13	16	46	55	15	18	3	4	6	7	48	59	9	11	25	30
Schuyler Colfax Home	20	9	8	40	10	50	1	5	0	0	1	5	15	75	2	10	3	15

00114



TABLE 18. CONTINUED

Site	Yes Visited		Rating						P		N/R		Revisit		N/R			
	f	%	E	O	1	2	3	4	5	f	%	f	%	Yes	No	f	%	
Tippecanoe Place	68	29	36	53	21	31	4	6	0	0	7	10	53	78	6	9	9	13
So. Bend Art Center	66	28	20	30	30	45	7	11	2	3	7	11	58	88	3	5	5	7
Navarre Cabin	71	30	6	8	42	59	21	30	0	0	2	3	37	52	23	32	5	16
Horatio Chapin House	15	6	1	7	9	60	0	0	1	7	4	27	6	40	4	27	5	33
Bartlett House	25	11	4	16	16	64	2	8	1	4	2	8	13	52	7	28	5	20
City Cemetery	48	20	5	10	25	52	10	21	0	0	8	17	34	71	8	17	6	12
N. Ind. Hist. Soc. Museum	85	36	35	41	37	44	5	6	0	0	8	9	69	81	1	1	15	18
Powell House	30	13	2	7	4	13	11	37	9	30	4	13	8	27	16	53	6	20
I. U. S. B.	107	46	39	36	57	53	4	4	0	0	7	7	84	78	7	7	16	15
University of N. D.	177	75	93	53	60	34	6	3	0	0	18	10	116	82	2	1	29	17
St. Mary's College	104	44	52	50	36	35	4	4	1	1	11	10	83	80	4	4	17	16
S. B. Symphony	35	15	17	49	11	31	1	3	0	0	6	17	22	63	5	14	8	23

TABLE 18. CONTINUED

Site	Yes Visited		Rating						Revisit									
	f	%	E	G	F	P	N/R	Yes	No	N/R								
LaSalle Landing Site	50	21	10	20	25	50	7	14	1	2	7	14	29	58	9	18	12	24
Council Oak Tree	85	36	25	29	41	48	10	12	1	1	8	9	59	69	14	16	12	14
LaSalle Monument	24	10	3	12	15	63	3	12	1	4	2	8	14	58	5	21	5	21
Avalon Grotto	25	11	2	8	11	44	6	24	3	12	3	12	12	48	7	28	6	24
Mossberg House	7	3	3	43	3	43	0	0	0	0	1	14	2	29	2	29	3	43
Storyland Zoo	158	67	45	28	86	54	16	10	3	2	8	5	123	78	10	6	25	16
Potawatomi Park Zoo	171	73	53	31	90	53	18	11	4	2	6	3	144	84	6	4	21	12
Morris Conservatory	92	39	63	68	20	22	1	1	0	0	8	9	79	86	0	0	13	14
Hamilton Meth. Church	10	4	5	50	1	10	2	20	1	10	1	10	8	80	1	10	1	10
Ambrose Bierce House	2	1	1	50	1	50	0	0	0	0	0	0	1	50	0	0	1	50
Bonneville Mill	48	20	19	40	20	42	4	8	1	2	4	8	36	75	3	6	9	19
Grave of Wm. Tuffs	21	9	9	43	8	38	2	10	0	0	2	10	17	81	3	14	1	5

00116



TABLE 18 CONTINUED

Site	Yes Visited		Rating										Revisit					
	f	%	E	O	F	P	N/R	f	%	Yes	No	f	%	N/R				
Site of Old Ft. Beane	9	4	0	0	6	67	2	22	1	11	0	0	2	22	5	56	2	22
Gosh. Mill Race & Dam	29	12	6	21	12	41	7	24	0	0	4	14	16	55	7	24	6	21
Ox Bow Park	48	20	22	46	17	35	6	13	0	0	3	6	38	79	4	8	6	13
Krider's Friend Garden	31	13	8	26	15	48	4	13	1	3	3	10	25	81	3	10	3	10
Amish Acres	133	57	38	29	51	38	25	19	6	4	13	10	87	65	24	18	22	17
Dr. H. Beardsley Home	12	5	4	33	5	42	2	17	0	0	1	8	6	50	3	25	3	25
Beardsley Status	18	8	3	17	6	33	7	39	0	0	2	11	8	44	7	39	3	17
Bristol Opera House	33	14	13	39	12	36	3	9	0	0	5	15	25	76	2	6	6	18
Rush Memorial Museum	22	9	11	50	10	45	0	0	0	0	1	5	18	22	1	5	3	14
St. John's Epis. Ch. Br.	8	3	2	25	3	38	1	12	0	0	2	25	4	50	1	12	3	38
Ft. St. Joe Museum, Niles	44	19	16	36	22	50	0	0	2	5	4	9	32	73	4	9	8	18
Berrien Spr. Ct. House	13	6	2	15	7	54	2	15	1	8	1	8	8	62	5	38	0	0

00112

TABLE 18 CONTINUED

Site	Yes Visited		Rating										Revisit					
	f	%	E	0	1	2	3	4	5	6	7	8	9	10	11	12	13	Yes
Cook Nuclear Center	88	37	63	72	16	18	5	6	0	0	4	4	68	77	10	11	10	11
Ft. Miami, Pk. St. Joe.	15	6	6	40	5	33	2	13	0	0	2	13	11	73	2	13	2	13

00118

APPENDIX E

00119

INDIANA UNIVERSITY at SOUTH BEND

113.

1823 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

DIVISION OF EDUCATION

TEL. NO. 219--282-2341

Dear Friend:

Earlier this year you were mailed a questionnaire dealing with your use of and reaction to the booklet Family Tours of Michiana. Having received your questionnaire we believe you would be interested in knowing the results of the study.

Over 150 of the respondents indicated that they had visited places of interest in the Michiana area. Nearly two-thirds of them listed Family Tours of Michiana as their source of information. It is hoped that this booklet will continue to play an important role in helping members of the Michiana community gain a better understanding and appreciation of the area in which we live.

Now - for a few facts that were learned in response to the questions:

About 15 percent of the respondents had lived in this area between one and five years while over 65 per cent of them had lived here 11 or more years.

A majority of the respondents (60 percent) had between three and six members in their family. Their chief interests (hobbies) were reading, sightseeing, travel and sewing. In addition over 90 percent reported that they enjoyed watching T.V. together as a family.

When asked how they spent their vacations a majority responded that they traveled, a large number reporting that they visited with relatives. Many reported that they went camping while others said that they spent their vacations at home.

When asked how they learned of places of interest to visit in the Michiana area they responded that they learned of sites of interest from friends (59 per cent), from the newspaper (54 percent) and from the booklet (43 per cent). Many persons said that they learned of these places of interest from many different sources.

It is hoped that the booklet Family Tours of Michiana will continue to play a role in helping you and the members of your family gain a better understanding of the area in which you live.

Thank you for your cooperation.

Sincerely,

Charles R. DuVall
Associate Professor

00120

APPENDIX F

*Family Tours
of
Michiana*

Edited by
Charles R. DuVall, Ph. D.



A Public Service
of
Indiana University at South Bend
and
The National Bank and Trust Company
of South Bend

00122

From the Chancellor's Desk

The mission of Indiana University at South Bend is twofold: to educate and to serve the community. Seldom do those goals blend so neatly as in this booklet.

In gathering the raw material for the book, IUSB graduate students learned the methodology of research. In using the book, families will have an opportunity to learn much about the heritage of the region they inhabit. And we believe the book will be a true service to every family interested in doing things together.

History is not only the vast, global panorama of great and crucial events. It is also a myriad of small, familiar things: a house, a meeting place, a cemetery.

History is all about us. This booklet tells where to look.

*Lester M. Wolfson
Chancellor
Indiana University at South Bend*

Family Tours of Michiana

This book has been compiled in the hope that you will use it to take short tours of your own Michiana area with your family. Educators know that children who come to school with an appreciation of their cultural heritage and a sense of belonging to their own family have a better chance of achieving scholastic success.

Children in grades 4, 5, and 6 begin the study of history. The first two important ideas which are presented are (1) the present is a product of the past, and (2) geographical features often determined the locations of towns and the style of life of their inhabitants.

This booklet is a sampling of places to visit in the Michiana area for families. The sections of the booklet are divided into towns and counties. In addition to locating places of interest, some recreation and picnic facilities have also been noted. We urge you and your family to take several weekend vacations in your own Michiana area.

The information in this booklet was checked as carefully as possible in the late winter of 1973. Some features and details will change with time and season. If you have suggestions about the booklet, I would be happy to hear from you.

—Charles R. DuVall, Ph.D.
Associate Professor of Education
Indiana University at South Bend

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MISHAWAKA**MISHAWAKA CHILDREN'S MUSEUM**

MISHAWAKA CHILDREN'S MUSEUM. This museum contains five exhibit rooms of pioneer, Indian, foreign, and science displays. Hours: Monday through Friday, 1 - 5 p.m.; Saturday, 2 - 4 p.m. after Labor Day to Memorial Day. Location: 410 Lincoln Way East, Mishawaka. Parking is behind the YMCA, which is located next door to the museum.

FIRST SHOT MARKER. This marker honors Sgt. Alex Arch, a native of South Bend, who was in charge of Battery C, 6th Field Artillery, U. S. Army, when that battery fired the first shot discharged by American forces (AEF) in France during World War I. The shot was fired at 6:05 a.m. on Oct. 23, 1917. Located at 615 Lincoln Way East, Mishawaka.

BATTELL PARK. This park features a beautiful rock garden centered around steps which lead to the banks of the St. Joseph River. Located on Mishawaka Ave., four blocks west of Main St. in Mishawaka.

ST. JOSEPH CATHOLIC CHURCH. This edifice, completed in 1893, houses the oldest Roman Catholic congregation in Mishawaka. The stained glass window of the Last Supper was exhibited in 1893 at the Columbian Exposition in Chicago, then moved to its present location. The butternut communion rail was hand-carved by local craftsmen. Located at the corner of 3rd and Mill Sts. in Mishawaka.

MISHAWAKA



J. BEIGER HOME

BEIGER HOME. This is the home of the Beiger family, who were involved with the industrial growth of Ball Band in Mishawaka. The 22 room mansion was erected about 1909, of limestone. It is opened periodically during the Southhold Tour of Homes. Located at 517 Lincoln Way East, Mishawaka.

AUDUBON SOCIETY BIRD SANCTUARY. Open Sundays, 1 to 5 p.m., June 1 to Sept. 7. For guided tours, call Elmer Kozak, President, 291-2830. No picnics. Located on Clover Trail, one-half mile south of Dragoon Trail, Mishawaka.

EBERHART-KAMM HOME. Built about 1903 by E. G. Eberhart, who was closely identified with the Mishawaka Woolen Mills, it is now used as a professional office building. Can be viewed from the street, but is not open for visitation. Located at 402 Lincoln Way East, Mishawaka.

100 CENTER COMPLEX. A unique setting for quaint shops is the old Kamm's Brewery. Browse through the Leather, Banana, Brewer's Art, Peddler's Wagon, Earth Designs, Ken's Den, Gallery 100, Primrose Antiques, Ms. Eve's Boutique, Candy Barrel, Toy Soldier, Pier 1 Imports, and the Stable. Eat at the Ice House Restaurant or the Feed Bag Snack Bar, and see movies at the Boiler House Flix Twin Theaters. Located in the 700-block of Lincoln Way West, Mishawaka.

SOUTH BEND**STUDEBAKER HISTORICAL SOUTH BEND COLLECTION.**

When the Studebaker, Corp. moved its main offices from South Bend, it left to the city the administration building and the vehicles in the old Studebaker Museum. Then Mayor Lloyd Allen turned over the responsibility of the collection to Lloyd Taylor. Enlisting the aid of the Studebaker Driver's Club, Mr. Taylor began to work on the restoration and display of the collection. The collection is divided into three general categories: horse-drawn vehicles, military vehicles, and automobiles. A few of the many exhibits are the Lafayette Carriage, the Lincoln Carriage, Conestoga Wagon, the Weasel, Studebaker Electric (1902), and the 1939 Champion. The Museum, which is located at the corner of Lafayette and Bronson Sts. (rear part of the School Administration Building), is open to the public, free of charge, on the first Sunday of each month, from 12:30 to 5:30 p.m. Special tours for groups may be scheduled by writing: Lloyd S. Taylor, Suite 1012, St. Joseph Bank Building, South Bend.

COUNTY-CITY BUILDING. This is an opportunity to see government in action. Group tours of 25 persons desired. Tours may be arranged, usually conducted between 9 a.m. and 2:30 p.m., Monday through Friday. For further information and arrangements, call D. W. Germann at 284-9234. Tour includes St. Joseph County Courthouse. Located at the corner of Jefferson and Lafayette Blvds. in downtown South Bend.

ST. JOSEPH COUNTY COURTHOUSE. Erected in 1898, this building recently was completely renovated. It contains the Superior Court, the Circuit Court, and the Juvenile Probate Court. While visiting, be sure to see the LaSalle murals and the painting of the Indiana Seal. For tour information, call D. W. Germann at 284-9234. Tour includes County-City Building. Located in the 100 block of So. Main St.

SITE OF SCHUYLER COLFAX HOME. Schuyler Colfax was born in New York City in 1823. His family settled in New Carlisle before making South Bend their permanent home. Colfax studied law and became editor of the St. Joseph Valley Register, an early newspaper. In 1850 he was a member of the state convention which wrote the present Indiana constitution. He served as a member of Congress, Speaker of the U.S. House of Representatives, confidential advisor to President Lincoln, and Vice-President of the United States during Grant's first term. The site where his residence was located is at 601 West Colfax Ave., at the corner of Taylor St., where the Progress Club now stands.

SOUTH BEND



E. M. MORRIS (TIPPECANOE)

SOUTHOLD RESTORATIONS, INC. This organization conducts periodic tours of historic or architecturally fine homes in the South Bend—Mishawaka area. For details and advance notice of tours, send a stamped, self-addressed, business-size envelope to Mrs. Ruth Price, Southold Restorations, Inc., 228 West Colfax Ave., South Bend, IN 46601.

THE E.M. MORRIS SCHOOL FOR CRIPPLED CHILDREN (TIPPECANOE PLACE). Built in the 1880's by Clement Studebaker as a residence for his family, Tippecanoe Place appears much the same today as when it served as a home. The materials used in the construction of this "showplace" came not only from the local area but from all over the world. Since being vacated by the last Studebaker in the 1930's, the structure has served as headquarters for the local chapter of the American Red Cross and as the site for the E.M. Morris School for Crippled Children. An informative history of the historic residence was compiled and written by Joan Romine. For copies of history and tour details, see Southold Restorations, Inc. Located at 620 W. Washington Ave.

SOUTH BEND ART CENTER. The Center contains permanent collections as well as periodic displays. Located at 121 N. Lafayette Blvd., it is open to the public Tuesday through Saturday, 9 a.m. to 5 p.m., and on Sunday from 2 to 5 p.m. There is no charge for a tour of the gallery. Art classes are held for adults and children. For details and a schedule of the coming displays, write the Director, enclosing a self-addressed, stamped, business-size envelope.

SOUTH BEND

NAVARRE CABIN. Pierre Navarre, considered to be the first white man to settle in South Bend, arrived in 1820 as an agent of the American Fur Co. He married Angelique Kechoueckoway, a Potawatomi Indian. The cabin is probably the second one he built. It was originally located across the river and across Michigan St. on North Shore Dr. It is authentic in construction, with notched logs and clapboard shingles. No nails were used in the construction. The chinking, or filling between the logs, was of mud. The floor, door, windows, and furniture were made of puncheon (boards two to three inches thick, split from straight grained oak or ash). The fireplace is of modern design and construction. Located in Leeper Park, 900 block of N. Michigan St. (U.S. 31); beyond pumping station on east side of highway. For tour details, see Southhold Restorations, Inc.

HORATIO CHAPIN HOUSE. The architecture of this house, built by Horatio Chapin, an early community leader, is described as "Gothic Revival," and it is said that there are only 50 examples of the style in the United States. The home contains 20 rooms, five baths, five fireplaces, and woodwork of sycamore. Built of brick on another location, it was moved to this site and the wood siding added. There are secret passages which, it is said, could be used in case of an Indiana attack. The house is painted a bright pink and is located at 407 W. Navarre St. Not open to visitors.

BARTLETT HOUSE. This house was built by pioneer baker J. G. Bartlett, in 1850, in the Federal style, patterned after the houses in his native New Hampshire. It is one of the oldest remaining brick houses in South Bend. The house has four fireplaces, and most of the windows still contain the original glass. The walk was built of oven bricks and marble pediment taken from Bartlett's bakery. It is thought that Mr. Bartlett assisted runaway slaves. Located at 720 W. Washington Ave. Not open for tours—drive by only.

CITY CEMETERY. The original land for this cemetery was a gift of Lathrop Taylor and Alexis Coquillard. It is South Bend's oldest burial ground and is the final resting place of many of the city's original settlers. The graves of Schuyler Colfax (see earlier entry, pg. 4) and the grandparents of William McKinley, 25th President of the United States, are here. Other famous people buried here are Lathrop Taylor, Norman Eddy, and John Auten, the first soldier from this area to be killed in the Civil War. Veterans of all wars fought by the United States are buried here. Located at LaPorte and W. Colfax Aves.



NORTHERN INDIANA HISTORICAL SOCIETY

NORTHERN INDIANA HISTORICAL SOCIETY. The building which houses the museum was erected in 1855 and served as the second St. Joseph County Courthouse. When the present Courthouse was built in 1898, this building was moved from the corner of Main and Washington Sts. to its present location. The museum contains thousands of Indiana and pioneer relics. The Pioneer Room on the second floor is of particular interest. One-hour tours are available Tuesday through Saturday, 9:15-11:30 a.m. and 1:30-4:30 p.m. For information, call 284-9664. Located 112 So. Lafayette Blvd., immediately north of the County-City Building.

POWELL HOUSE. Presently located in the 400 block of So. Main St., the Powell House is believed to be the oldest structure in South Bend built by a black person. It is to be relocated in Leeper Park, not far from Pierre Navarre's Cabin. This relocation was made possible by a community-wide effort.

SOUTH BEND

INDIANA UNIVERSITY AT SOUTH BEND. IUSB is the third largest of the eight campuses that make up the statewide Indiana University system of higher education. With a student body of more than 5,000, it is among the 10 largest college campuses in the state. A commuter campus, IUSB has a broad undergraduate curriculum and selected graduate programs. The campus site, at 1825 Northside Blvd., is a short drive from downtown South Bend eastward along the St. Joseph River. IUSB is a community center for the performing arts. At least four major theatre productions are presented annually, plus dozens of musical programs. Lectures, art exhibitions and symposiums are offered periodically and are open to the public, many without charge. Campus visits may be arranged through the University Relations office; call 282-2341, extension 345.

UNIVERSITY OF NOTRE DAME. Founded in 1842, the University has grown from three log buildings to a 1,295-acre campus with 95 buildings. Noteworthy buildings are: the Administration Building, surmounted by the famous "Golden Dome" and statue of Our Lady; the Memorial Library, largest collegiate library building in the world; Stepan Center, one of the earliest geodesic domes constructed in the United States; Notre Dame Stadium, seating 59,000 fans for football games; Center for Continuing Education, a national center for major conferences on important issues; Athletic and Convocation Center, more land under the twin roofs than the Houston Astrodome. Summer campus tours start at the main entrance to the campus between 9 a.m. and 5 p.m. Monday through Saturday, 1 and 4 p.m. Sunday. Athletic and Convocation Center tours from Gate 1 at 11:15 a.m. and 3:15 p.m., seven days a week. Non-summer tours may be arranged through the Department of Information Services, Notre Dame, IN 46556.

SAINT MARY'S COLLEGE. Founded in 1844, this school was the first legally authorized Catholic College for women in the United States. Sites of interest are the Church of Loretto, O'Laughlin Auditorium, Moreau Hall, Science Hall, and the Alumnae Centennial Library. Located on U. S. 31 north of South Bend.

SOUTH BEND SYMPHONY. Symphony orchestra presents five regular concerts each year. Tickets are available at the box office or on a season basis. Schedule of performances and additional information may be obtained by writing Mrs. B. D. Cullity, 215 West North Shore Dr., South Bend, IN 46617. Include a self-addressed, stamped, business-size envelope.

SOUTH BEND

LA SALLE LANDING SITE. Approximately 30 French explorers led by Robert de La Salle arrived in December, 1679, looking for the portage from the St. Joseph River to the Kankakee River. Father Louis Hennepin, who kept the records of the expedition, made a cross-shaped blaze mark on a red cedar tree to indicate the location of the portage. Shortly before the turn of this century, a tree bearing a similar mark was discovered at this spot. A portion of the trunk of that tree is on display at the St. Joseph County Historical Museum. A marker designating the spot is located in Riverview Cemetery, east side of Portage Ave. at Lathrop.

COUNCIL OAK TREE. In 1681 LaSalle returned to this area and convinced the Miami and Illinois Indians to form an alliance against the Iroquois. The Council Oak Tree is the legendary location of the signing of this alliance. The tree is estimated to be between 400 and 500 years old. Its branches are supported by a steel framework as a result of a bad storm in July, 1934. Located in Highland Cemetery on west side of Portage Avenue at Lathrop.

LASALLE MONUMENT. A granite marker approximately six feet in height, 18 inches thick, and four feet wide, was erected in memory of LaSalle by the South Bend Park Board. Located on the east side of Portage Ave., just beyond the north boundary of Riverview Cemetery.

HOMES DESIGNED BY FRANK LLOYD WRIGHT. Frank Lloyd Wright was one of the most influential and imaginative architects in the United States. His career of almost 70 years contributed a striking variety of architectural forms. Wright's designs ranged from traditional buildings, typical of the late 1800's, to ultra-modern designs such as his plan for a mile-high skyscraper. Of the three buildings in Indiana designed by this famous architect, two are located in South Bend. The Avalon Grotto (1906), at 705 W. Washington Ave., is characteristic of his Prairie School style. The Herman T. Mossberg House (1951), 1404 Ridgedale Rd., is representative of the final period of Wright's work. While the Avalon Grotto represents an earlier period in his career, the homes designed by Mr. Wright during the last 10 years of his life were one-story homes. The Mossberg House is essentially a one-story home, although one section does contain two stories. Only the exteriors of these two buildings can be viewed. Tours of the interiors are not available. Please respect the privacy of the occupants.

SOUTH BEND

STORYLAND ZOO. A delightful children's zoo located in Rum Village Park. Area also contains a very small amusement park. Open Memorial Day through Labor Day, noon to 7:30 p.m. Open weekends only from Mother's Day to Memorial Day. Located at 1304 Ewing St. Admission is charged.

POTAWATOMI PARK ZOO. Combination of domestic and wild animals. Summer hours: 8:30 a.m. to 8:30 p.m.; barn, 10 a.m. to 6 p.m. Winter hours: 8:30 a.m. to 6:30 p.m.; barn, 10 a.m. to 5 p.m. Located at 1900 Wall St. (east of John Adams High School).

MORRIS CONSERVATORY AND MUESSEL-ELLISON TROPICAL GARDENS. The conservatory and greenhouses are open daily, 10 a.m. to 5 p.m. Special shows are: Spring Show, two weeks before Easter; Mum Show, last of October; Christmas Show, two weeks before Christmas. For details send stamped, self-addressed, business envelope to Horticulturist, Morris Conservatory, 2105 Mishawaka Avenue, South Bend, IN 46615.

FREE BAND CONCERTS. The South Bend Park Department offers free band concerts in the local parks during the summer. Schedules are published in The South Bend Tribune each week, or call the Park Department, 284-9401. The Elkhart Band presents band concerts in the Elkhart parks. These appearances are publicized in The Elkhart Truth.

DATE BOOK. A regular feature of "Michiana," the Sunday Magazine of The South Bend Tribune, "Date Book" is a weekly calendar of things to do and see and places and events of interest in the area. Weekly concerts, art exhibits, special library programs, and local theatre productions are featured.

HAMILTON METHODIST CHURCH. Pioneer preacher Nehemiah B. Griffith (1798-1834), founder of Methodism in Northern Indiana, founded and established this church in 1829. A monument in memory of Mr. Griffith is located in the little churchyard cemetery. The lumber used in the construction of the church was sawed in the mill of Samuel Sutherland and hauled by teams of oxen over the old Chicago Road. The church is reputed to be the oldest Methodist Church north of the Wabash River. Directions: Take U.S. 20 approximately eight miles west of South Bend, turn north on Walnut Rd. approximately two miles; church is on the corner of Walnut Rd. and Chicago Tr.

ELKHART COUNTY



PIIONEER MUSEUM

PIIONEER MUSEUM. This museum is housed in an old school. Rooms are divided into sections depicting harnessmaking, blacksmithing, and butchershop. More than 5,000 items are on display. Kitchens and toolrooms are also featured. Farm machinery, such as a thrasher and one-row corn planter, is in the basement. Located on County Highway 6, one mile east of junction of County 6 and 15. Hours: June to Sept. 13, Monday—Saturday, 10 a.m. to 6 p.m., Sunday, 1 to 6 p.m. For other hours, call Mr. or Mrs. Robert Konkle 219-491-2865.

AMBROSE BIERCE HOUSE. This house has been reconstructed as a modern, two-story, frame residence. In the original house, Ambrose Bierce, noted journalist and short-story author, spent his boyhood. It is said that he hated Elkhart with as much fervor as he later hated other things, to the extent that his pen earned him the nickname "Bitter Bierce." He worked around Elkhart, and in 1861 enlisted in the Union Army and served throughout the war. He wrote about his experiences in the conflict. His life and writing centered on the West. Bierce disappeared into Mexico in 1913 and no trace was found of him. This home stands at 518 W. Franklin St., Elkhart, and is a private residence. Not open to visitors.

ELKHART COUNTY



Bonneyville Mill

BONNEYVILLE MILL. The oldest existing grist mill in Elkhart County was built on the Little Elkhart River in 1837. It is now an Elkhart County Park, with picnic facilities, a large shelter, charcoal grills, and restrooms. Trout fishing is allowed with a valid Indiana license and Trout Stamp, and is free of charge. Park open until 11 p.m. year-round. Directions: Proceed east from Bristol on IN 120 approximately two miles; turn south on County Road 31.

GRAVE OF WILLIAM TUFFS. William Tuffs is the only member of the Boston Tea Party buried in Indiana. He participated in the battle of Trenton and several other Revolutionary War engagements. He was present at Valley Forge with Gen. Washington, and was taken prisoner at Ticonderoga. At 72, he enlisted in the army for the War of 1812 and took part in the battle of Lundy's Lane. He died in 1848, at 108. Take east fork out of Bonneyville Mill to County Road 8. Turn east and go approximately one-tenth mile.

SITE OF OLD FORT BEANE. A refuge for white settlers at time of Indian troubles during the Black Hawk War, the plans of the fort were coordinated by Henry Beane. A two-ton boulder today marks the fort site. A plaque was dedicated on May 23, 1932, a century after the fort was built. Located on IN 33, approximately one-fourth mile southeast of Goshen High School.

ELKHART COUNTY

GOSHEN MILL RACE AND DAM. This park is a favorite spot for the people of Goshen and the surrounding area to spend leisure time in fishing or walking along the many paths. The Mill Race was built as a "spill-off" for the dam. Directions: Follow IN 15 to the sign for Goshen Hospital, turn west at hospital sign and proceed to stop sign.

OX BOW PARK. Park offers beautiful scenery. It is a year-round recreational facility. Facilities include areas for hiking, sledding, skating, picnicking, archery, boating, and camping (but no electrical hookups). Park closes at 11 p.m. Directions: Take IN 33 northwest from Goshen to Dunlap and turn east at Tom Naquin Chevrolet; proceed about one-half mile to County Road 45 and turn south. Park entrance is about one mile down this road.

KRIDER'S FRIENDSHIP GARDEN. One of the exhibits of the Chicago World's Fair was brought back to Middlebury and reconstructed in its original form. Open spring through fall. Nurserymen will conduct tours. Featured are a windmill and a giant, nine-foot, concrete mushroom. Located across the road from Krider's Nursery, west side of Middlebury on County Road 8.

AMISH ACRES. A working farm. Tours include the house and barns, gardens, demonstrations of baking, dyeing, harvesting, and cider press. Also family-style restaurant, horse-drawn rides, picnic area and market. Open daily, 9 a.m. to 5 p.m., busy-season to dusk. Sunday 1 to 6 p.m. Admission is charged. West of Nappanee on U.S. 6.

DR. HAVILAH BEARDSLEY HOME. Dr. Beardsley purchased section 5 from Pierre Moran, the Indian to whom it belonged. This is the original Beardsley home, located at the corner of N. Main and Beardsley Ave. in city of Elkhart.

BEARDSLEY STATUE. Located at the intersection of Beardsley Ave. and Riverside Dr. in city of Elkhart, the plaques at the base of the statue tell Dr. Beardsley's story. Other plaques are bas relief pictures of Mrs. Rachel Calhoun Beardsley, first cousin of John C. Calhoun; and the first sawmill and the first grist mill built by Dr. Beardsley.

BRISTOL OPERA HOUSE. Built in 1897, this opera house was one of two theatres built in Bristol. It is now the home of the Elkhart Civic Theatre, Inc. Musical and dramatic offerings are presented year-round. For information, write Elkhart Civic Theatre, Inc., P.O. Box 252, Bristol, IN 46507, or call 219-848-4116. Admission is charged for all performances.

ELKHART COUNTY

- RUSH MEMORIAL MUSEUM AND CATHCART CEMETERY. Museum contains artifacts of early settlers of area. Replica of general store, one-room school, 1890 cottage, craft shops and farm-tool display, 1920 home. Behind museum, Cathcart Cemetery contains graves of John and James Cathcart, father and son; John fought in Revolutionary War. James joined Daniel Boone on his trip to Kentucky and married Boone's first cousin. Museum tours arranged by Mrs. Robert Cosbey, 219-848-4786 or 848-4322. Located in old Bristol High School, west of junction on IN 120.

SAINT JOHN'S EPISCOPAL CHURCH, BRISTOL. The first Episcopal church erected in Elkhart County was consecrated May 8, 1851. Today this small white church nestles in a grove of evergreens which have grown around it over the years. The church was constructed of ash wood held together with wooden pegs. The walnut pews, window frames, and paneling were made by the parishoners. The church interior remains much the same today as when first constructed. The graveyard behind the church contains graves that pre-date the beginning of the parish. Located on E. Main St., Bristol (IN 120).

LAGRANGE COUNTY

BUGGY FACTORY. This is a family-run Amish buggy factory, operated by the Hochstetler family, who are old-order Amish. They are willing to have visitors but no pictures of the Amish, please. Located in Emma, IN. Take U.S. 20 east of Elkhart approximately 25 miles; turn right on County Road 500W for approximately four miles.



AMISH BUGGY

KOSCIUSKO COUNTY

WINONA LAKE. Home of Billy Sunday, former professional baseball player who became a great evangelist. The Billy Sunday Tabernacle stands on the northeast shore of Winona Lake. The Sunday Home is open 1-5 p.m., from mid-June to Labor Day. Contact Winona Lake Christian Assembly for information. The Winona Hotel houses some of Sunday's trophies. Picnic area adjacent to Prayer Chapel. Boat trips on Winona Queen available during season. Directions: from U.S. 30 outside of Warsaw, turn south on Argonne Rd. to Park Ave. All of the above are located on Park Ave. in Winona Lake.

SYRACUSE CITY PARK. This park has a marker which states: "The last tract of land owned by the Miami Indians turned over to the government. 1837-1937." Park has swings and slides and a picnic area for the family. It is located two and one-half blocks off IN 13 on E. Main St.

INDIAN HILL MARKER. This hill was a former burial ground for the Indians of the area, who would wrap their dead and place them in the trees on this hill. The marker is found one-half mile east of Syracuse. From IN 13, take E. Main St. to North Shore Dr. The marker stands in front of a brown house.

MILFORD LAKESIDE PARK. Located on shores of Lake Waubee, this park has a picnic and swimming area. Located one-half mile south of Milford on IN 15. Turn east on 1150 North, proceed one mile to Mack Road; turn south on Mack Road to park.

KOSCIUSKO COUNTY HISTORICAL MUSEUM: JOHN POUND STORE. The John Pound Store was the oldest commercial building in Kosciusko County and was given to the Kosciusko County Historical Society. In addition to being a grocery store, it was also the post office. Some of the points of interest in the Museum are: a period bedroom 1860-1880; household items and farm equipment; an embalming table used in the early 1900's; many other period items. The Museum is open Sunday afternoons 1-5 p.m., May 1 to October 1. For other times, contact Mrs. Cary Groninger, Kosciusko Historical Society, Warsaw, IN 46580. Directions: Take IN 15 to Leesburg; turn east on Summy St.; cross railroad tracks to old State Rd.; turn south on old State Rd. and proceed to Armstrong Rd.; turn east on Armstrong Rd. and proceed two miles to Oswego. Museum is located on north side of Armstrong Rd. in Oswego.

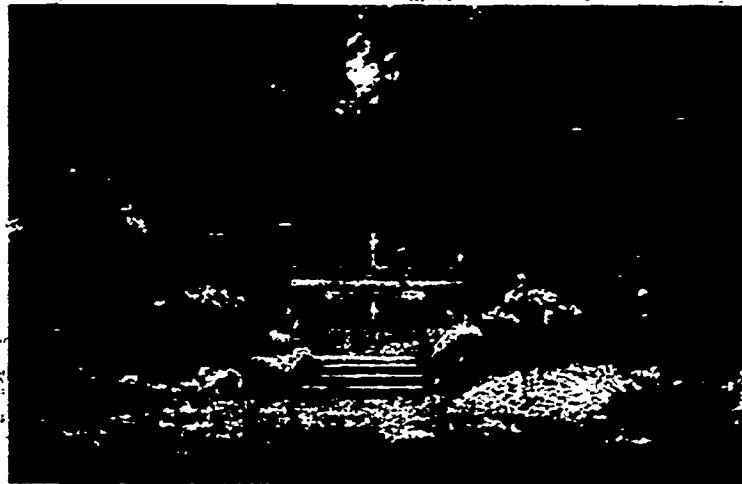
KOSCIUSKO COUNTY

LEESBURG CEMETERY. Burial place of Dominique Rousseau, French fur trader and reportedly the first white man to settle in Kosciusko County area. The cemetery is located in Leesburg, approximately one-tenth of a mile west from IN 15 and Summy Rd. Grave site is southwest of the tool shed.

BELL MEMORIAL PUBLIC LIBRARY—MENTONE. Built in 1960 by the city of Mentone with funds provided by the will of Lawrence Bell, founder of Bell Aircraft Corp., to establish in his hometown an appropriate memorial to his parents. A portion of the library is devoted to a display of model airplanes and other personal mementoes of this pioneer in the field of aircraft and aerial-delivered weapons and weapons systems. Two blocks north of IN 25 on Broadway St. in Mentone. Hours: Winter - Monday—Friday, 11:30 a.m. - 5:30 p.m., Saturday 1 - 5 p.m.; Summer - Monday—Saturday, 1 - 5 p.m. Closed Sundays.

LAPORTE COUNTY

INTERNATIONAL FRIENDSHIP GARDENS—MICHIGAN CITY. This spot contains nearly 100 acres of beautiful gardens, typical of many nations. Special musical productions are performed June through August on the Theatre of the Nations. Open: Mother's Day to late fall, 9 a.m. to 6 p.m. For details and schedule, send stamped, self-addressed envelope to Clarence Stauffer, International Friendship Gardens, Michigan City, IN 46360. Directions: Take U.S. 12 east from Michigan City about one and one-half miles (to coal tower on Penn Central RR), turn right on Liberty Rd., follow signs. Admission charged.

**INTERNATIONAL FRIENDSHIP GARDENS**

LAPORTE COUNTY

LAPORTE COUNTY HISTORICAL MUSEUM, LAPORTE. This museum includes four exhibit rooms: Pioneer Room; Gun Room, which contains over 800 pieces from the W. A. Jones collection; Handicraft; and Natural History. Hours, 10 a.m. to 4:30 p.m., Monday through Friday. Located in the basement of the County Courthouse. Entrance to the Museum is from the west side. Directions: take IN 2 (Lincoln Way) to Indiana Ave. The entrance faces Indiana Ave.

BELL SHELTER, LAPORTE. The bell, hanging in the shelter, hung in the tower of the second County Courthouse, which was erected in 1848. When it was rung the residents of the town would gather in front of the courthouse to hear the news—especially during the Civil War. Located on Indiana Ave. next to the fire station and across from the courthouse in the downtown LaPorte area.

WASHINGTON PARK ZOOLOGICAL GARDENS, MICHIGAN CITY. Houses over 350 specimens of animal, bird, and marine life. Hours: May—September, 10 a.m. to 8 p.m.; October—April, 10 a.m. to 4 p.m., Saturday and Sunday, 1 p.m. to 4 p.m. Closed all holidays in winter. Directions: Michigan Street (U.S. 20) to Franklin (U.S. 35), turn right. Admission is charged.

MICHIGAN CITY PIER AND LIGHTHOUSE. Located on Lake Michigan, the pier offers a beautiful view of the lake. The entrance to the parking lot has a monument dedicated to the memory of those who fought in the Civil War. Michigan St. to Franklin, turn right to the parking lot.

MARSHALL COUNTY

HOOPLE'S TAVERN, BREMEN. This tavern, opened in 1882; the Hoople home which previously stood in front of the tavern; and Charles Hoople, founder of the business, served as a background for the no-longer-published cartoon strip "Hoople's Boarding House." Gene Aherne, originator of the cartoon strip, visited with the Hooples as a young man and used this site as his inspiration. The Tavern which now stands did not have the Hoople home in front. The home Aherne visited was located on the north corner of E. Plymouth St., where the Muffley Service Station now stands.

UPSIDE DOWN TREE. This elm was reported in Ripley's "Believe It or Not" column. One elm was cut off at the trunk and another was grafted upside down on the trunk. During the winter it looks like the root system of the tree, while in the late spring and summer it grows leaves. Located on the Mark Faulstich farm two miles west of Plymouth on IN 17 on the north side of the road.

MARSHALL COUNTY

CULVER MILITARY ACADEMY. Founded in 1894, the Academy occupies a 1,500-acre campus on the northwest shore of Lake Maxinkuckee. Most Saturday nights during the summer months (late June to mid-August), members of the Woodcraft Camp perform authentic Indian dances at the Council Fires. The entire summer school is in parade early Sunday evenings. During the fall and spring, the Winter School conducts parades on Wednesday evenings and at noon on Sundays. The Sunday parades are often conducted with the Artillery Battalion in vehicles towing artillery pieces and the Cavalry Squadron mounted. Special weekends during the Winter School often include performances by three precision drill teams. For information and arrangements for group tours, contact: Public Relations, Culver Educational Foundation, Culver, IN 46511 or phone 219-842-3311 Ext. 213.

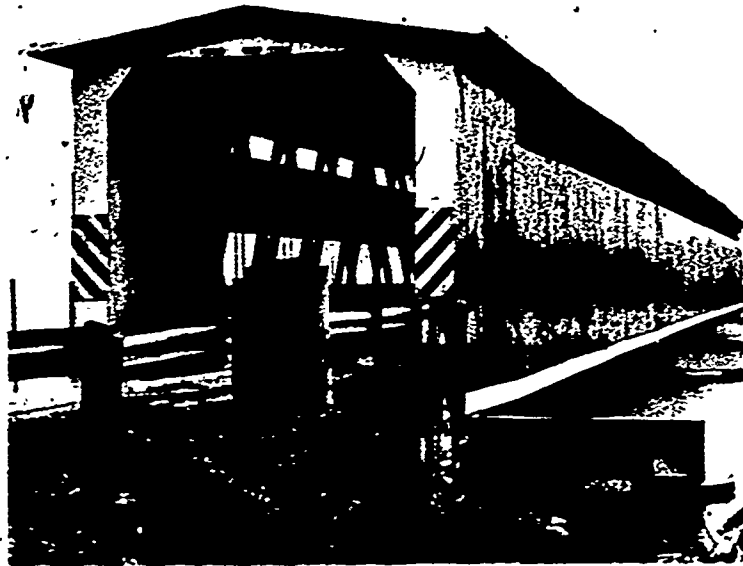
"THE FOWLER," CULVER. A 54-foot, 20-ton scale model of a three-masted square-rigger sailing vessel similar in design to the huge clipper ships used for cargo transport during the 1800's. This ship may be seen, frequently under full sail, on Lake Maxinkuckee during the summer months. The ship is owned and operated as a part of the Culver Summer Naval School program.

"THE YARNELL," CULVER. A 60-foot, 23-ton scale model of a navy destroyer, built at Culver in 1957-58, the Yarnell serves as the flagship of the Culver Summer Naval School fleet. Ship may be viewed on Lake Maxinkuckee during the summer months.

INDIAN LORE AND NATURE STUDY MUSEUM, CULVER. Open late June to mid-August, this museum maintains a collection of authentic Indian artifacts and replicas of Indian artifacts, as well as an interesting insect and butterfly collection. Located just south of the parking lot at the Culver Woodcraft Camp. Take IN 10 east from junction of IN 10 and 17 approximately one and one-half miles. Parking lot entrance is on right-hand side of the road.

MARSHALL COUNTY HISTORICAL SOCIETY AND MUSEUM, PLYMOUTH. Contains artifacts used by persons in Marshall County: Indian relics, early fashions, grist mill stones, dolls, guns, rifles, sabres, kitchen utensils, needlework and fabrics. The museum also owns a pair of silver buckles from the shoes of James Wilson, one of the signers of the Declaration of Independence. Located at 317 W. Monroe St. (watch for signs indicating Museum location, posted on both Michigan and Jefferson Sts.). Hours: 9 a.m. - 5 p.m. Monday through Friday; 1 - 5 p.m. Sunday. Closed Saturday and holidays.

ST. JOSEPH COUNTY, MICH.



LANGLEY COVERED BRIDGE

LANGLEY COVERED BRIDGE. The Langley Covered Bridge is the longest of Michigan's few remaining covered bridges. It is 232 feet long with three 94 foot spans. It was built of pine by Pierce Bender in 1887. The bridge is in use today and is a popular fishing spot. Parking is available. Location: Take Covered Bridge Road north from bank in Centerville, for approximately three miles.

BARRY MEMORIAL HOUSE, CONSTANTINE. Home of Michigan's third governor, John S. Barry, (1802-1870), a member and president pro-tempore of the first State Senate. He helped write Michigan's first Constitution. The house was built in 1835-36 and was occupied by Gov. Barry until 1849. There are a great many artifacts and antiques used in everyday life between 1835 and the First World War on display here. Many other houses of historic interest, including the second house occupied by Barry and a house once occupied by Billy Sunday, are also located in Constantine. For information and tours, contact Mrs. James Barnhart, President of the Governor Barry Historical Society, 340 Florence Road, Constantine, MI 49042, Phone 616-435-9473. House stands at 230 N. Washington St., Constantine.

BERRIEN COUNTY, MICH.

FORT ST. JOSEPH MUSEUM, NILES. The major exhibits in this museum are a Sioux (Plains) Indian collection which includes 12 drawings done by Chief Sitting Bull between 1881 and 1885; Fort St. Joseph artifacts; photographs of early Niles; and many other interesting artifacts. Some of the items predate 1790. Hours: Tuesday—Sunday, 1-5p.m. For tours by appointment, call 683-4706. Located at Fifth and Main Sts., Niles.

BERRIEN SPRINGS COURTHOUSE. This structure was erected in 1839. Its massive white fluted pillars and well-preserved exterior give it a dignity seen in few buildings. It is one of the oldest public buildings in Michigan, and was the County Courthouse until 1894. It will be open to the public during the summer of 1973. Located two blocks north of the intersection of Cass and Ferry Sts. in Berrien Springs.

COOK NUCLEAR CENTER. The site of Indiana and Michigan Electric Company's Nuclear Center is situated on a high bluff overlooking Lake Michigan. There are opportunities to expand one's knowledge of nuclear energy, watch the plant construction, and view Lake Michigan. Rest rooms and a pleasant patio area. Tuesday through Saturday, 10 a.m. to 5 p.m. Sunday noon until 6 p.m. Take U.S. 31-33 to I-94 west to Stevensville or Bridgman exits, then follow the signs. Free parking.

FORT MIAMI, ST. JOSEPH. Long, narrow park in St. Joseph contains the site of Fort Miami. Included in the park are a bandstand, naval cannon and a monument dedicated to five firemen who lost their lives in a fire in 1896. The park offers a beautiful view of the harbor. Located in St. Joseph, two blocks east of Main St. on Ship St. and Lake Blvd.

CASS COUNTY, MICH.

UNDERGROUND RAILROAD MEMORIAL, CASSOPOLIS. This large boulder commemorates a station in the underground railroad. It marks the site of the home of Stephen Bogue, who aided runaway slaves on their flight to Canada. Further east of this site is a memorial park dedicated to the Quakers and others in the Vandalia area who gave shelter to slaves fleeing north. Directions: Turn east on M-60 in Cassopolis at Court House; travel approximately two and one-half miles to Crooked Creek Rd. Marker is on the south side of M-60.

EPILOG

This booklet is the result of the efforts of several graduate classes conducted at Indiana University at South Bend. The first edition was compiled by Martha Avernethy, Reta Robertson, and Marcia Conrad as a part of the Community Resources Workshop taught by Donald W. Truex and Charles R. DuVall during the summer of 1970.

This, the second edition of the booklet, was compiled by the following graduate students, enrolled in the course "Introduction to Research," during the Fall semester, 1972: Naomi Bayer, Joyce Faulstich, John Kirkpatrick, Raymond Parker, Jack Schroeder, and Rebecca and William Tichenor. The course was taught by Charles R. DuVall.

I am extremely grateful to all of those students and to my colleagues for their help and encouragement during the basic research and revision of this booklet. Particular thanks are extended to Walton R. Collins, assistant to the chancellor for university relations, for his help and encouragement during the time this work was being compiled and edited. Additional thanks are extended to Arthur A. Eastman, Jr., vice-president for marketing, National Bank and Trust Co. of South Bend for his encouragement and for making the printing and distribution of this work possible.

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Associate Professor of Education
Indiana University at South Bend

PHOTOGRAPHS BY ROBERT VERHOESTRA, JR., AND WAYNE ZWIERZYNSKI



Off on a Carefree Vacation!

*Now that
these items
are checked*

- Give forwarding address to Post Office.
- Plan costs—get Vacation Loan.*
- Cancel newspaper, milk, other deliveries.
- Get safety check on car. If risky for travel, investigate Auto Loan on better one.*
- Advise police dates of absence.
- Protect valuables in Safe Deposit Box.*
- Leave blinds open; alert neighbors.
- Put estate in order with Trust Dept.*
- Unplug washer, TV. Double-check appliances.
- Convert cash to Travelers Checks.*

* For all these services,
you can depend on



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