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School Excursions

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SCHOOL EXCURSIONS

by

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INTRODUCTION

Importance of the Topic

The use of school excursions as a teaching technique has become increasingly widespread in recent years. Parents and professional educators have come to recognize and appreciate the educational possibilities of school trips as they have in the case of other types of visual aids. This interest reflects a desire to capitalize upon all instructional opportunities, materials, and devices available.

Journeys into the world outside the school stimulate and extend children's interests. They provide first-hand experiences which enrich concepts and associations, and give reality to the abstractions encountered in reading and discussion. Excursions help to eliminate the break between in-school and out-of-school experience and increase the continuity of the learning process. School trips provide excellent opportunities for training in citizenship, cooperation, leadership, and followership which must be practiced during a successful journey. Excursions give the children actual practice in purposeful planning and in carrying out plans which they have made.

The use of school excursions is of particular importance to the primary teacher as it is vitally important that a background of experience with rich concepts be provided to give reality to the

abstractions of reading and conversation. The younger child's greatest interest lies in the things to be found in his immediate environment. His natural curiosity and interest are tremendous and it is necessary that the school program capitalize upon these interests if optimum learning is to result. The school excursion is a valuable means of doing so.

This paper has grown from a primary teacher's interest in using the community environment as an aid to instructional enrichment, as a means of capitalizing upon children's interests, to meet their needs for purposeful activity, and to provide opportunities for cooperative planning. This paper will attempt to discuss the wider utilization of the child's community environment by the use of school excursions as an important teaching method.

History of School Excursions

Early History

The movement in American education to develop the school excursion is hardly three decades old, but the basic idea is not new.[1] Before common use was made of written language, an excursion, or hearing an oral report of another's journey, was almost the only method of acquiring information about matters beyond the confines of an individual's own limited environment. The Homeric bards and the

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1. McKown, Harry C. and Roberts, Alvin B., Audio Visual Aids to Instruction. (New York, 1949), p. 246.

wandering minstrels of the Middle Ages may be thought of as excursionists who brought to the peoples among whom they wandered a knowledge of remote places, people, and ideas.[2]

Long before the Age of Pericles, well-to-do Greeks were traveling to secure information. Only by means of extended travels in Egypt and other lands did Herodotus verify hear-say and obtain the information included in his history. Both Aristotle and Socrates took their scholars to the "field" to gain firsthand knowledge. Xenophon traveled abroad to gain knowledge of people and lands. Roman scholars traveled widely in Greece, Egypt, and elsewhere. During the Renaissance period many of the educated traveled to Italy.

In the course of time a journey away from home came to be regarded as essential to the completion of an education. Greek and Roman youths traveled to Athens, Rhodes, Alexandria, and other intellectual centers of the ancient world. Experiences so gained have ever since been regarded highly from an educational standpoint.

Later when a Marco Polo or a Columbus was interested by tales of returned travelers, he could go to no library to read of the wonders of Cathay or of a westward route to the Sprice Islands. He had to set forth to reach the land that stirred his interest.

This regard has not been limited to the purely cultural values of such contacts. Proof of the recognition of the practical value of

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2. Atyeo, Henry C., The Excursion as a Teaching Technique. (New York, 1939), p. 1.

first-hand knowledge is found in a medieval practice among young journeymen. When the workmen had completed their apprenticeships, they set out to follow their calling in several different regions, usually in their own countries. Thus they gained extended experience before settling down to carry on their trades in one particular locality. These tours were common among young workmen in Germany and France.

This practice was the working class equivalent of a "grand tour" of the continent which, especially in Italy during the period of the Renaissance, came to be looked upon as essential to the education of the "gentleman." The continental tour of young patricians and the wandering of young workmen shows a common agreement regarding the worth of first-hand knowledge as a cultural asset or as an important vocational asset.

John Comenius, "Father of Visual Education," whose Orbis Pictus of 1638 was the first illustrated book, recommended the use of school excursions. Jean Jacques Rousseau, author of Emile, considered it the chief technique for the education of Emile. Rousseau's influence was to be felt later in both French and German schools. The Swiss educational reformer of the late eighteenth and early nineteenth centuries, Johann Heinrich Pestalozzi, placed much emphasis on observation and experimentation. Pestalozzi promoted the use of the excursion method in his Institute at Yverdon. These trips, though enjoyable to the pupils, were loosely organized and lacked the

educational value of those taken later at Salzmann's school in Germany.[3]

School Excursions in Germany

It is in Germany that the school excursion has been more frequently used than in any other land. There the excursion technique won recognition as an acceptable method of instruction, and became an established part of the school program.

The earliest excursions in Germany of which definite reports are available are those made by Salzmann's school in Schnepfenthal between 1784 and 1802. The excursions were made to places of personal interest to Salzmann rather than to places of particular educational value. The preparations made for these trips were elaborate. The pupils studied the provinces in which the excursions were to be made, memorized their boundaries, studied the customs of the people, industries found there, and products raised on the farms. Inclement weather was considered an asset as it hardened the pupils physically and "strengthened their moral fiber." The daily schedule was extremely fatiguing as a day's trip might include visits to twelve different places.

The more modern use of excursions is believed to have begun with the growth of the German Youth Movement. This movement originated

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3. McKown, Harry C. and Roberts, Alvin B., op.cit., p. 246.

in the late nineties and was in part an outcome of a reaction against the traditional education with its emphasis upon the training of the intellect and its neglect of the emotional needs and interest of pupils.

Rapid industrialization and concentration of population in large cities had preceded the Youth Movement for several decades. These changes and a rebellion against new restraints, the urge to search for the freedom of a less complex society, the need for first-hand experience and knowledge to supplant the discipline of the classroom, and a desire to set up chosen standards rather than those imposed by authority, played a part in the swift growth of the Youth Movement.

Excursions through the countryside, short trips of a day's length, or longer journeys, gave opportunities for comradeship, conversation, singing, and camping with others of similar age and interests. It gave opportunity for learning something of people and customs of different regions, and for comparing rural with urban life.

It was Karl Fischer, a teacher in the Gymnasium at Steiglitz, near Potsdam, who first organized a group of students to defy tradition and roam through forests and across hills to gratify their desire for a new freedom.

One of the obstacles to the spread of the movement was the lack of suitable quarters in which the groups might spend a night or longer on their trips. About 1900 a number of small hostels were opened. By 1911 seventeen hostels were in operation: by 1933 this number had

increased to 2,000.

The Youth Movement stimulated the use of the excursion as a method of instruction in two ways. First, the popularity of the youth excursions and the number which were led by teachers who were aware of the education opportunities, led to the recognition of the need for more physical exercise and recreation in the schools. The pupils, as they found opportunity to win freedom from the traditional formalism of the school practices, helped to introduce the spirit of the hostel into classroom activities. Educational leaders capitalized the opportunity to give the excursions an educational as well as a recreational purpose. Secondly, the network of hostels made it possible to plan school excursions of greater radius than before. The hostels were not part of the school system but their use was encouraged for school excursions.

The excursion technique probably attained its greatest development in Germany during the days of the Republic - 1918 to 1933. After the establishment of the Republic in 1918 the Ministry of Education encouraged its use. Other innovations adopted included the use of visual aids, project teaching, and a shorter school program. These served to enliven study and to develop students' interests. The excursion lent itself to the furtherance of the policy of cultivating local patriotism or attachment to one's native region. The government encouraged peasant festivals with local costumes, old

dances, regional folk-songs, and keeping alive local customs and pride in handicrafts.

In 1933 all youth organizations were united as the Hitler Youth Association. No particular encouragement was given by the government directly to school excursions though they still remained a part of the school program. Trips were taken on Saturdays by members of the youth groups, however, and stress was placed on physical fitness and national loyalty. Excursions were used to promote an understanding of German history and culture and to develop loyalty to the state.

School Excursions in England

The school excursion in England grew from the initiative of individual teachers, and the first excursions were designed to provide social experience for pupils in the elementary grades. In time they developed into what has been called by the London Education Service "an extramural system of education." Whether class excursions are made or not has depended upon the local school program and upon the attitude of the individual teacher. All types of schools have made use of the excursion.

One of the earliest recorded excursions, made in 1877, grew from a remark made by a Westminster teacher to his class who were studying geology. He said to the group that it would be a great advantage to be able to go to Switzerland to study a real glacier. The boys

eagerly began to make definite plans and to save money toward the cost of such a trip. During the school year plans were made in detail and maps and diagrams were drawn. The following summer about sixty pupils set out with their teacher for the Swiss Alps to see and study a real glacier.

In 1896 a similar journey was made to Malvern under the leadership of a London teacher to study geology and to gather fossils. About the same time a group of Liverpool pupils made an excursion to a mining district in Wales.

The growing recognition of the value of such journeys led, in 1911, to a meeting of teachers who formed a national association to encourage the use of excursions. This organization, whose membership consisted entirely of teachers, was called the "School Journey Association." It attempted to secure financial backing for excursions, to obtain insurance for schools or individuals, and to provide information about routes, fares, and inexpensive lodgings.

From the first London school journey in 1896, the School Journey Association grew so rapidly that by 1935 there were 250 youth hostels under its management throughout England and Wales. They were usually not more than 10 to 20 miles apart. In some cases it was possible for school groups to travel on foot. The common practice was to use one of the hostels as a center and to visit points of interest within a convenient radius of it. Some groups

planned their journeys in such a way that they might stay at a different hostel each night of their tour.

The excursions made by English students can be grouped into four classifications. The "junior school journey" is made by elementary school children who visit municipal buildings, large stores, and other points of interest of beauty. Its purpose is to provide information and to give children an opportunity for social contact. The "walking journey" is similar to the recreational or physical exercise excursions made in Germany, and include walks about the town or to a park for games and recreation. These two kinds of shorter trips must be approved by the school administration and may be taken during school hours. They are referred to as "educational visits."

When these educational visits are of longer duration, often for a week or more, and require overnight accomodations, they are called "school journeys." The type recommended for secondary schools is called the "homeland journey" which is a tour of England, or portions of it, for study of history, geography, and the social life of the people. The fourth type of journey which is open to students of university age, is the excursion to continental Europe or to the British Dominions. These four types of journeys introduce students systematically to town, shire, country and empire.

The handling of the school excursion in England is left to the individual initiative of the instructor so the techniques vary a

good deal from one locality to another. It is usually planned by the teacher and the class to bring further light upon a subject already considered, or to gather more information about a problem as yet unsolved. Pupils are given some freedom in choosing the itinerary, and are often allowed to make railroad and hostel reservations. The teacher acts as supervisor and guide. If the excursion is made during school hours the teacher obtains the necessary authorization from school authorities. It is required that notes be taken during the excursion and that a complete written record of it be made upon return.

In some school systems, as in London, the cost of school excursions is placed in the same category as other school expenditures and is paid by the school. Incidental expenses over those paid by the schools are met by donations from parents. Longer excursions require united planning of school staff, parents, and pupils and becomes, actually, a community enterprise. Such a cooperative undertaking is recognized as in itself of real educational value.

School Excursions in the United States

History

As school innovations have usually taken place in the elementary school, it may be imagined that the earliest school excursions in the United States originated with enthusiastic teachers who wished to introduce their young students to a larger world than that bounded

by classroom walls. These first journeys may have been walks in the woods on Saturdays or after school hours. There may or may not have been definite purposes of acquiring first-hand knowledge of birds, flowers, or animals. Later these groups may have visited farms or stores. We can imagine children of Colonial days marching silently, two by two, to a place chosen by the teacher where objects of interest were called to their attention by the teacher. They probably took notes on the teacher's talk as the trip progressed. The return to school was in all likelihood made in the same orderly, military like fashion. An excursion to a park, or a picnic, would necessarily have been less formal but school theory of the day would not have allowed much freedom even at such times.[4]

Later use of excursions was influenced by teachers who had received training in German or in other European Universities. One such young American, C. C. Van Liew, in 1892, spent a week with a sixth grade class in the Harz Mountains in Germany. Upon his return to the United States in 1894, he published articles about some of his experiences in the hope of encouraging wider use of excursions in this country. He believed that school journeys in America were too often undertaken without careful planning, significant connection to the school program, or carefully selected and well-defined

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4. Atyeo, Henry C., op.cit., p. 42.

purposes in view. He found two deterrents to the use of excursions in this country: points of historical and artistic interest are farther apart, and the expense of journeys is greater here than in European countries.

European education theory made itself felt in the United States and the use of school journeys and interest in them grew steadily in the following decades. One of the first city school systems to give official recognition to the excursion as a method of instruction was Philadelphia. In 1921 a survey committee attempted to evaluate fifty excursions which had been made in connection with extra-curricular programs. The fine results of these excursions led the committee to recommend that they be used in the regular class program and be more effectively organized and planned so they would contribute more directly to the school program.

The committee made four specific recommendations which became one of the earliest guides to excursion planning. The recommendations were:[5]

1. That excursions be carefully planned and closely connected with regular class work.
2. That teachers stimulate and supervise the activity of the pupils in working out excursions but not rob the pupils of educational opportunities by doing the work for them.
3. That teachers check upon the results of excursions carefully but at the same time not destroy the spontaneous fun that is so real a part of the excursion.

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5. Ibid., p. 45.

4. That an approved excursion which for good reasons cannot be scheduled for after-school hours be carried out during school time, when the school program permits.

In 1931 a conference of the Association for Childhood Education gave national recognition to the excursion technique. The primary concern of the meeting was the school journey at the primary level and a series of addresses were given on various aspects of the topic. It was suggested that excursions should be made only when other methods of instruction were believed inadequate, and that they should be quite brief in duration so that the child would feel much of interest had not been seen and would later return to explore for himself. The conference suggested that curriculum committees begin at once to survey their cities and to list excursions which might profitably be made in their area. The conference not only brought the technique to national attention, but also suggested ways and means through which a more detailed study and evaluation might be made.

Obstacles to the growth of the excursion method

Although a great many articles have been published and a great many addresses have been made about school excursions, the method has developed very slowly in America. There are a number of very definite reasons for this tardy development.[6]

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6. McKown, Harry C. and Roberts, Alvin B., op.cit., p. 247-50.

First, American education has been largely school-bound. To many, education has meant a very definite and formal pattern of classes, assignments, recitations, tests, report cards, promotion, perfect attendance, and so on. These elements have been emphasized and the school building has come to be considered the educational institution of the community rather than only a part of the total picture.

Second, American educators did not recognize its instructional possibilities and provide the necessary leadership. This is not too easily understood as the method has long been important in European theory and practice. Many American educators visiting abroad have been surprised at the amount of school instruction that is carried on away from the school building.

Third, system, organization, businesslike methods have been emphasized in education as in other pursuits. Many teachers have felt that time alloted for journeys and field trips upsets or detracts from the school program.

Fourth, school trips have developed slowly because the majority of teachers have had little or no experience with the method, either during their own school years or as part of their professional education. Teachers do not know enough about excursions and lack confidence in their ability to successfully use the method. It is frequently considered simpler to assign a formal lesson in a formally controlled classroom than to initiate, organize, promote,

conduct, correlate, and evaluate a trip with its numerous details. Many teachers, however, realize the potentialities of the method but are handicapped by a heavy schedule of traditional work and by administrative personnel who do not favor newer methods of teaching. Administrators, too, are handicapped by traditional school organization and skeptical teaching personnel.

Fifth, the needs for freedom and activity, which played so large a part in the growth of European use of field trips, has in America been met to some extent by other means. Many opportunities are present in American homes for informal education; these include books, magazines, radios, and family automobiles. Communities offer libraries, clubs, churches, motion picture theaters, and other leisure time activities which enrich children's lives. Summer camps, parks and playgrounds have made a definite contribution.

Sixth, many other teaching methods have come into use in our schools which have vitalized school activities so that excursions have not been given full consideration. The use of such instructional aids as illustrated textbooks, bulletin board displays, models, specimens, slides, and motion pictures has become widespread.

Seventh, the considerable distances which must often be traveled to points of interest and the expense of such travel has deterred many schools or school groups from making use of excursions.

In addition, as many journeys must be made on buses or in private automobiles, many schools and teachers are unwilling to assume responsibility for their pupils' safety.

These obstacles are undergoing considerable change in the present era and it is possible to list many influences which are facilitating the development of the school trip. These are six noteworthy influences:[7]

1. A broadened outlook on the part of parents and professional educators.
2. A sincere desire to capitalize on all of the instructional opportunities, materials, and devices available.
3. A recognition and appreciation of the educational possibilities of the school trip.
4. A knowledge of successful European practice.
5. The ease and low cost of modern transportation.
6. The hearty cooperation of officials of visiting points and destinations.

Purposes of School Excursions

The values of school excursions can be well summarized by listing the purposes served by the journey. There are innumerable purposes for going into the larger environment. There are six outstanding ones:[8]

1. Journeys into the world outside the school stimulate and extend

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7. McKown, Harry C. and Roberts, Alvin B., op.cit., p. 247.

8. Ibid., p. 254.

children's interests.

2. Educational journeys provide first-hand experiences. These enrich concepts and associations, and give reality to abstractions encountered in reading and discussion.
3. Class trips help to eliminate the break between in-school and out-of-school experience and increase the continuity of the learning process.
4. School excursions provide excellent opportunities for training in citizenship, cooperation, leadership, and followership which must be practiced during a successful trip.
5. Journeys give the children actual practice in purposeful planning and in executing the plan.
6. Trips offer fine apportunities for growth of understanding between teacher and pupils.

Definitions and Purpose

In this paper the term school excursion is used to designate any definitely organized trip made by a group of children as a part of the regular school program. The terms excursion, journey, trip, and tour will be regarded as synonymous.

It is the purpose of this paper to discuss the wider utilization of the child's out-of-school environment by means of school excursions as an important teaching method. For the most part this discussion will be confined to the aspects of the topic which concern the lower grades of the elementary school.

Chapter II

USING COMMUNITY RESOURCES

Wider Utilization of the Environment

A basic part of modern educational philosophy is the idea of learning through experience. First-hand contact with the actual things of life has been recommended by educational leaders as the best way to provide genuine education. The actual handling of an object, the observation of a process or event, or experimentation with materials are considered the most realistic experiences an individual may have. Teachers are coming to recognize the advantages of learning through well-selected experiences. Experience is enriched and interest is expanded through direct contact with the community. The concept of the school environment has expanded far beyond the school building itself.[1]

The school is not all of the child's life; he lives in his home, church, and community as well. So the school program must not limit itself to the confines of the school building; it must relate

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1. Hefferman, Helen, "Wider Utilization of the Environment," Newer Instructional Practices of Promise. (Washington, D. C., 1939), p. 57.

to many phases of community life. It must help the child to explore his community.[2]

Thousands of communities have a wealth of resources that are not adequately used by the schools. Sometimes teachers do not seem to be aware of the possibilities for rich and stimulating experiences that can be found and utilized in almost every community. In some cases this is due to lack of organized instructional planning or to administrative practices that fail to recognize, encourage, and facilitate the broader use of community resources.[3]

If the school program is to be closely related to the needs, resources, and activities of the community in which it is situated, the teaching personnel must become familiar with community resources. This can be accomplished in three ways: (1) through circulation of bulletins listing places suitable for school excursions and outlining the school system's practices concerning excursions, (2) through the efforts of individual teachers who wish to provide the enrichment of first-hand experiences for their classes, and (3) through participating in a community survey made by the school staff.

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2. Melby, Ernest O., "Renewed Emphasis on Democratic Social Living," Newer Instructional Practices of Promise. (Washington, D. C., 1939), p. 35.

3. Norberg, K. D., "Using Community Resources," Elementary School Journal. 50 (February, 1950), p. 312.

School Bulletins

In some large school systems bulletins about excursion techniques and suggested places for school journeys are prepared by the audio-visual coordinator, by the curriculum director, or by the elementary education director. One such district has circulated a bulletin prepared by the audio-visual coordinator and his staff. The bulletin summarizes these things:

I. How to Conduct a School Excursion

II. Recommended Transportation

III. Suggested Places for School Journeys

- A. Communication
- B. Transportation
- C. Government and Community Helpers
- D. Utilities
- E. Where People Get Their Necessities for Living
  1. Farms
  2. Bakeries
  3. Business Centers
  4. Dairy
  5. Industrial and Manufacturing Plants
- F. Community Points of Interest

IV. A Check List for Teachers

- A. Preparation
  1. Teacher Preparation

2. Pupil Preparation

B. Actual Observation

C. Follow-Through

1. Group Discussion in Classroom

2. Creative Projects

3. Testing

4. Reports from Pupils

D. Evaluation - Before and After

E. Additional Points for Teacher Evaluation

F. Some Causes of School Journey Failures

The bulletin is not intended to provide an exhaustive list of worthwhile journeys, or to give detailed information about excursion procedures. It does prove to be valuable to teachers, especially to those new to the community and to those who are not well informed about effective excursion techniques. However, it is merely a starting place and the conscientious teacher must add to his knowledge by study of the technique and the resource of the community.

Individual Efforts of Teachers

The teacher, enters a school district where no prepared bulletin or list of resources is available to him, has a considerable task in acquainting himself with the community and its school excursion possibilities. In many cases this problem is solved by attendance at a teacher workshop held before the opening of school. Such workshops

frequently offer an opportunity to plan and make tours of local industries, city utility installations, and local points of interest. In one school system such tours are scheduled for Saturday mornings during the fall months and are an excellent way of acquainting uninformed teachers with the community.

Where none of these opportunities are available and the results of community surveys made earlier are unavailable, the teacher will be left to his own devices. The interested teacher will find out much about the area by observation, from the local newspaper, and from talking with community residents and other teachers during the first weeks of the school year. It is unlikely that he will find the time during these weeks to make visits to many points of interest. Therefore, if a unit of work is being planned in which an excursion seems to be indicated, he can make definite inquiries of his principal, of other teachers, and of local residents about what the community offers which will meet the needs of his class. Then he can proceed to visit the places which might fulfill this need, and choose the journey which most nearly fits those needs. As his acquaintanceship with the area grows he can prepare a card file or folders of information about community resources which have value in the school program.

Community Surveys

A community survey is of much value in acquainting the school staff with the needs, activities, and resources of the area. Such a

survey may be very inclusive or may be limited to certain phases of community living. However, to gain the greatest benefit for all, the entire school staff should constitute the survey group.

In addition to providing material for curriculum enrichment through school excursions, a number of other values may be derived from the survey. Some of these are:

(1) a knowledge of the historical background of the area,

(2) an acquaintance with the natural environment,

(3) a knowledge of the human resources of the community,

(4) an understanding of the communities social structure,

(5) an insight into community needs, problems, and trends,

(6) a knowledge of possibilities for pupil participation in community projects,

(7) a knowledge of what resources may be used to advantage in enrichment of the school curriculum,

(8) an understanding of ways in which the curriculum should be modified to meet the particular needs of the children of this community,

(9) a better understanding of the children who are products of this environment.

The Community Survey

Planning a Survey

Plans for the survey will vary from one community to another and depend upon the resources of the individual community and the number

of persons who are to participate in making it.

The entire group willfirst determine what things are to be considered in the survey. For example, they may decide upon these six areas: (1) communication, (2) transportation, (3) government and community helpers, (4) utilities, (5) where people get their necessities for living, and (6) community points of interest.

In preparing an outline one coastal city might list these things:

Communication

1. Main or branch post offices
2. Pacific Telephone and Telegraph Company
3. Tacoma News Tribune (newspaper)
4. Radio Stations - KMO, KTBI, KTOY, KTNT

Transportation

1. Port of Tacoma and docks
2. Shipyards

   Western Boat Building Company

   J. M. Martinac Shipbuilding Corporation

   Peterson Boatbuilding Corporation
3. Union Depot
4. Train Trips (to Auburn and return)
5. N. P. Shops
6. Tacoma Transit Company
7. Tacoma Narrows Bridge
8. Airports

Tacoma Airport

Oswald Flying Service, Fircrest

Barry's Sky Harbor Airport

Lakewood Airport

Float Haven Seaplane Base

Government and Community Helpers

1. City Hall
2. Pierce County Court House
3. Police Department
4. Fire station or sub-station

Utilities

1. Tacoma Water Department
2. City Light
3. Garbage Department

Where People Get Their Necessities for Living

1. A Farm - Dyslin Boys' Ranch
2. Bakery

   Jordan Baking Company

   Tacoma Bread Company, Incorporated
3. A Business Center, stores at

   No. 26th and Proctor

   So. 38th and Yakima

   McKinley and E. 35th, and others

4. Dairy

   Superior

   Meadowsweet

5. General Mills, Incorporated - Sperry Division

6. Brown and Haley Candy Manufacturers

7. Tacoma Smelter

8. Shingle Mill

   Leybold-Smith Company

   S and S Shingle Company

9. Carstens Packing Company

10. St. Regis Paper Company

11. St. Paul and Tacoma Lumber Company Sawmill

12. Wheeler Osgood Company Plywood Plant and Door Factory

13. Pacific Match Company

14. F. S. Harmon Manufacturing Company, Furniture

15. Tacoma Ice Plant

16. Coca Cola Bottling Plant

17. Atlas Foundry

Community Points of Interest

1. Fort Nisqually

2. Day Island Beach

3. Historical Markers, Old Tacoma

4. Point Defiance Park

   Aquarium

Zoo

Regional Museum of Natural History

Old Post Office

5. Washington State Historical Society (Ferry Museum)

6. Public Library or a branch library

7. Wright Park, Conservatory, Labeled trees

8. Weather Bureau

When the survey outline has been prepared, responsibility for its various parts should be decided upon. Generally these assignments can be made by allowing staff members to choose an area in which they are particularly interested or are especially qualified to participate. A wise choice for a teacher interested in marine life would be to survey the marine life at the Day Island Beach or the Aquarium at Point Defiance Park. A teacher who had worked at a shipyard might survey the Western Boat Building Company.

In a small school group each teacher would be made responsible for one whole area. In larger groups several teachers may serve as a committee to visit and gather materials about one topic. Many teachers would prefer to work with a committee studying an area of importance to their own teaching levels.

After the survey outline has been prepared and staff members have chosen the area in which they wish to work, the group may profitably consider sources for obtaining the data needed. The names of people to interview, agencies and institutions to visit, projects

to observe, reports to read and similar sources of information may be listed by the group. For example, if a group is to survey the Union Depot and the possibilities of short train trips, members of the staff may be able to suggest the name of railroad officials who can give valuable cooperation, will know what pictures, pamphlets and posters are available for school use, and how short train trips may be arranged for school groups. In many areas the city library, newspaper, chamber of commerce, and key personnel in industry and trade will be useful sources.

Making the Survey

In making a survey certain very definite information should be collected about each resource explored. For taking notes the teachers may use small cards, perhaps of the three inch by five inch size. Such cards can easily be rearranged, added to, or subtracted from. In general this information should be recorded with proper adaptations to the particular area:

1. Name of industry or point of interest, address, telephone number.
2. Name of person to be contacted for trip arrangements.
3. Age groups for which trip is suitable.
4. Number of persons that can be accommodated.
5. Need for, and availability of, guides.
6. Suitable visiting days and hours.

7. If seasonal, operations which may be observed.

8. Time required for the trip.

9. Special instructions and cautions necessary for visitors.

10. Location of first aid service.

11. Supplementary materials available, pictures, films.

12. Speakers available for schools.

13. Other pertinent data regarding the excursion.[4]

When information has been secured oral reports may be made to the entire survey group. This would be valuable to the school staff of the current year. However, if the survey results are to have value in following years and in orienting new teachers to the community, it must be recorded in an easily available and more permanent form.

A bulletin should be prepared for distribution to present and future staff members containing the survey results in very brief form. The collected information, pictures, and printed materials can be filed in folders or in loose-leaf notebooks. The information would be most readily available if cards are prepared containing the definite information in abbreviated form, and filed in a card file in the principal's office. More detailed summaries can also be placed on file in the office for the use of those teachers who desire

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4. Hanna, Paul R., "Techniques for Utilizing Community Resources," The Elementary School in the Community. (Sacramento, 1947), p. 86.

additional information.

A card for the file might be prepared much like this:

(1) Place:

Point Defiance Park Zoo, Tacoma.

(2) Contact:

Mr. J. C. Smith, Superintendent.
Ma. 7653.

(3) Ages for which suitable:

Kindergarten on up.

(4) Number of persons accomodated:

Any size group.

(5) Guides:

If desired, not necessary.

(6) Suitable visiting days and hours:

No restrictions.

(7) To be observed:

Bears, Lions, Lion cubs, Deer, Elk, Antelope, Kangaroo, Game Birds, Birds of prey, Song birds, and others.

(8) Time required for trip:

About twenty minutes from downtown Tacoma, about one hour for tour at zoo.

(9) Special instructions:

Most satisfactory to visit during fall or spring and in pleasant weather.

(10) Location of first aid service:

Park Administrative building.

(11) Supplementary materials:

See Visual Aids Catalog.

(12) Speakers available for schools:

None

Implications of the Survey for the Primary Grades

It will be necessary for the primary teacher to select very carefully from the areas surveyed those experiences which are suitable for inclusion in the curriculum of the younger children. Thinking back to the survey outline included in a previous section these places would be found to have interest and value:

Communication: Main or branch Post Office.

Transportation: Union Depot, Train Trips, N. P. Shops, Airports.

Government and Community Helpers: Fire Station, Police Station.

Where People Get Their Necessities for Living: A Farm, Bakery, Business Center, Dairy.

Community Points of Interest: Fort Nisqually, Day Island Beach, Historical Markers, Aquarium, Zoo, Old Post Office, Ferry Museum, Main or branch Library, Wright Park.

A community survey will probably not include many of the excursion experiences which are valuable to the younger children. For them the school and the immediate environment are of great importance, as they make up the primary child's community. Frequently primary

youngsters leave their classroom and school building to observe signs of the autumn season and in spring to discover signs of spring. They go out to hunt materials for a woodland terrarium. They may gather frog eggs to be observed in the classroom. A valuable experience can be derived from a walk to the corner where a school boy patrol member is helping kindergarten children to cross a street safely.

It will be especially necessary for the primary teacher to be keenly aware of valuable walking journeys which can be made near the school location. Reading about, seeing pictures of, and talking about a steam shovel can not be as vital and real an experience as walking to a place where a shovel is moving gravel, watching the actual job, and talking to one of the workmen about it. The uses of a bulldozer may be well understood by the children, but it acquires a new reality when a class observes the clearing and leveling of a plot of ground.

Some of these excursions will be part of a planned unit; others will prove to be the beginning of a new interest. In all cases the journey must have definite purpose, must be well planned, and must be followed by summarizing activities.

Chapter III

CONDUCTING A SCHOOL EXCURSION

Planning the Excursion

A successful excursion is the product of careful planning and organization. A class trip requires the cooperative planning of teachers and pupils. This planning involves: (1) awareness of need and formulation of purpose, (2) planning the mechanical details, (3) arrangements with school authorities and with institutional officials, (4) obtaining parent's written permission, (5) arranging for transportation, (6) planning to meet excursion expenses, (7) teacher planning, (8) pupil planning, (9) planning behavior and safety standards.

Awareness of Need and Formulation of Purpose

Pupils must be made aware of the fact that the excursion will meet some definite need which they have; a need for factual knowledge, need to become acquainted with some manufacturing process, need for securing some kind of personal experience, need for such materials for study as might be collected during a field trip. He may heighten class interest by showing pictures of films, asking a pupil to report on some aspect of the study, or by any one of numerous devices. The imperative need for crystallizing interest must be stressed. It is

essential that the purpose of the proposed excursion be formulated clearly and accurately.[1]

It is easy for the teacher, in striving to create in a class a desire to make an excursion, to stress so large a variety of its interesting aspects as to produce some bewilderment in pupils' minds as to what its primary purpose really is. It is necessary therefore to limit and define the purpose of the excursion very carefully. Other interests may be mentioned but must be kept secondary to the main purpose. This question should be kept in mind: Why should this class make this particular excursion rather than any other at this particular time?[2]

The need for making an excursion at any particular stage in a study will depend largely upon the kind of use which is to be made of it. In a Pennsylvania Education Monograph, C. F. Hoban has made a concise summary of the functions which an excursion at its best may be made to assume. He says it may be used:[3]

1. to serve as a preview of a lesson and for gathering instructional materials.

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1. Hartley, William H., editor, Audio-Visual Materials and Methods in Social Studies. (New York, 1947), p. 35.

2. Ibid., p. 36.

3. Hoban, Charles F., Visual Education and the School Journey. (Harrisburg, Pennsylvania, 1930), p. 16.

2. to create teaching situations for cultivating observation, keenness, discovery - to encourage children to see and know the things about them.
3. to serve as a means of arousing specific interests - as in birds, art production, and historical settings.
4. to supplement classroom instruction; to secure definite information for a specific lesson - as in arithmetic, civics, geography, literature.
5. to verify previous information, class discussion and conclusions, or individual experiments.

If the pupils have never been on school conducted trips, the teacher would do well to begin with a visit to some point of interest in the school building or on the school grounds. As in the case of longer trips there must be a definite reason for going. As a second step, longer trips may be taken to places in the community.[4]

It is the custom of many teachers to allow pupils, whenever it is possible, a share in the decisions and arrangements necessary in preparing for an excursion. Seldom can the pupils assist in all details but as they become acquainted with the use of the excursion they can assume increasing responsibility. The purpose of the excursion is more often decided by the teacher than is any other item involved in planning for it.[5]

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4. Miller, Edith F., "Let's Take a Field Trip," The Instructor. 56(October, 1947), p. 33.

5. Hartley, William H., op.cit., p. 37.

Planning the Mechanical Details

It is often possible for the members of a class to choose what excursion will be made when there are more than one suitable trip which will be of value at a particular time. The children can share in deciding upon the day and hour of the excursion, regulations to be observed enroute and during the visit, and various other details.[6]

Some of the details are of such a nature that they cannot be attended to by pupils: (1) obtaining authorization for an excursion from the school authorities, (2) making suitable arrangements for it with the officials of the organization which it is desired to have the class visit, (3) securing from parents written statement of their willingness to have children participate, (4) arranging for suitable transportation to and from the destination, and (5) seeing that adequate provision has been made to cover the cost. These are largely a matter of administrative routine.

Arrangements with School Authorities and with Institutional Officials

The school authority enpowered to authorize excursions will vary with the individual school system. Many large city systems include a visual aids department from which permission for excursions must be obtained. In other schools the superintendent or principal will give permission and assist in arrangements with institutional

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6. Ibid., p. 37.

officials. In all situations the teacher is expected to inform the school principal of the time his class will be away from the school premises, the means of transportation being used, and the destination of the excursion.

It is absolutely necessary for the teacher to contact institutional officials or business people when the excursion is to be to an industrial plant, farm, museum, airport, grocery store, railroad station, post office or similar places of interest. Many pertinent questions can be answered by these officials and active cooperation can be obtained from them. Some of the questions of importance which can be answered are these: Will guides be furnished? What size groups can be accommodated? What are the most satisfactory days and hours for a visit? Just what will the class see?[7]

Obtaining Parent's Written Permission

Another essential administrative detail which is handled by the teacher is that of communicating with parents to inform them of the proposed excursions and to secure their written permission for pupils to take part in it. This permission must be written; oral permission cannot be accepted. This permission ought to include a release of the school from responsibility in case a child should be injured during the trip.

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7. Kinder, James S., Audio-Visual Materials and Techniques. (New York, 1950), p. 395.

Before even short trips off the school grounds are attempted, mimeographed slips similar to the following one should be sent home.[8]

> During the year the boys and girls of this school will take many trips to study points of interest in the community. We believe such excursions will be extremely valuable from an educational standpoint. To enable each teacher to take her class away from the school building, whenever a trip will answer the class needs, will you please sign and return this blanket statement giving permission for your child to go with his class on walks throughout the community? For longer trips outside the community, special permission slips will be sent to you.
>
> (Enclosure)
>
> _____ may go with his (or her) class whenever they take trips within the community for educational purposes.
>
> _____
> Parent

A waiver used for a single school excursion may be made in a form similar to this one suggested by Hartley:[9]

> Parent's Waiver
>
> _____ _____
> Name of Student Date
>
> To Whom It May Concern:
> This is to certify that my (son, daughter) has my permission to go on an excursion with the _____ class of

8. Miller, Edith F., op.cit., p. 33.

9. Hartley, William H., op. cit., p. 44.

the Lister School. I hereby assume for myself full responsibility for (him, her) in case of accident, and waive any and all claims against authorities, individually and collectively, for any injuries which might be received during the excursion, either at the place visited or in traveling to and from such place.

_____

Parent's Signature

Liability for Injuries

The problem of protecting teachers, principals, and other school authorities from liabilities for injuries which might be incurred by pupils in the course of an excursion is not easily solved. A waiver that releases the school of responsibility in case of accident is commonly required of parents. Most schools carry insurance to provide minimum protection for teachers and other school authorities. Some boards of education insist that all trips be taken in buses obtained through their office.[10]

E. R. Olsen in School and Community[11] says this about liability:

> Teachers are legally liable for their negligent acts...The occurrence of an accident, in itself, is not proof of negligence. The fact of negligence could not be established until it was proved that the teacher exercises less care than he should have done as a reasonable, prudent person in those particular circumstances, and that he should have anticipated the accident, but did not do so -

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10. Hartley, William H., op.cit., p. 42.

11. Olsen, Edward G., School and Community (New York, 1945), p. 314.

> neither of which is easily proved before a court of law. Since the teacher is acting with a parent's responsibility (in locus parent is) he must be more diligent than an ordinary bystander would be, even to the extent of protecting the child from his own acts of negligence. But, having exercised this degree of care, the teacher is not liable for accidents which involve students under his supervision.

Means of Transportation

The best protection for the school lies, not alone in the use of insurance and waivers, but in providing safe means of transportation for the pupils. It is natural that a large number of excursions in the elementary school should be taken within walking distance to and from the places visited, for it is in the lower grades that the immediate environment is to be explored. On these walking trips care must be exercised on busy thoroughfares and at dangerous intersections.

Several other means of transportation are used. They are buses, trains, street-cars, and private cars. When street-cars, buses, and trains are used care must be taken in getting to, in boarding, and in leaving them. In cases where buses are chartered it is the teacher's responsibility to ascertain that sufficient insurance is carried by the carrier and that a skilled driver is assigned to the bus. When private cars are used the teacher must be sure the owner carries adequate insurance and is a careful and skillful driver.

In some school systems the teacher is expected to arrange for all transportation through a central office. This office will arrange for the use of school buses or chartered buses and will provide for

insurance and skilled drivers. In this way some of the problems of providing safe transportation need not be primarily the responsibility of the teacher.

Methods of Meeting Expenses

If the destination of the excursion is within walking distance the expense problem will not arise. In some cases there is no expense factor to be considered when parents and teacher provide transportation in their own automobiles, or when school buses are used. When the need does arise, it is usually met by each child paying his own way or by using a fund raised by the students for that purpose.

In a few communities boards of education permit the use of school buses or set aside a portion of their budgets for transportation costs. This is surely the ideal way to meet excursion expenses. Yet, few boards of education recognize the importance of using the community as a laboratory, and include in school budgets a definite sum to be used for school excursions.[12]

Teacher Planning

Many of the details which have been discussed in previous sections may be regarded as part of the teacher's preparation for an excursion.

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12. Hartley, William H., op.cit., p. 41.

Before planning the excursion with the children, the teacher should whenever possible make a trip to the point of interest. During this preview visit the teacher should talk with institutional officials or business people. He should list the things to be observed, the problems to be solved, possible sources of danger, and determine whether or not the probable outcomes are sufficiently valuable to merit the expenditure of effort and time.[13] If an industrial or municipal building is to be visited it will be desirable for him to cover the trip itinerary with a guide. Factors likely to interfere with the smooth running of an excursion may come to light during such a preliminary visit and plans can be made to minimize them.

No matter how much detail is delegated to others it is the teacher's responsibility to see that everything has been properly arranged. The proper preparation of every small detail is the thing that will in great measure make or mar the excursion. These details must be carefully planned or supervised by the teacher:

(1) The teacher must make sure pupils are aware of the need for and purpose of the excursion.

(2) The teacher must make arrangements with school officials.

(3) The teacher must make arrangements with officials of the place to be visited.

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13. Leman, Grant W. and Robinson, Walter F., Visual Aids in Education. (Trenton, N. J., 1948), p. 29.

(4) The teacher must, when it is possible, visit the destination of the excursion before the class plans for the trip.

(5) The teacher must be aware of learning possibilities and must decide what is worth emphasizing and what may safely be left to undirected observation.

(6) The teacher must make sure that the time chosen for the visit is a suitable one.

(7) The teacher must communicate with parents so they will know the purpose of the excursion and can give their written permission for their children to participate.

(8) The teacher must arrange for suitable, safe transportation for his class.

(9) The teacher must plan how excursion expenses will be met.

(10) The teacher must help the children in their planning for the journey. This planning will include setting up safety and behavior standards for the group.

Teachers will find the use of a group of questions about a proposed excursion of some help in attaining definiteness on some important points. Mary Harden's question list should be helpful:[14]

1. Is this the best choice of a place to visit to develop this particular piece of work?
2. What plans need to be made by the class to make this trip valuable to them?

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14. Harden, Mary, "Going Places and Seeing Things," Educational Method. 14 (1935) p. 324-331.

3. Is reading material on this particular grade level available to help answer questions which grow out of the trip?
4. Is the place too difficult to reach?
5. What is the best means of transportation?
6. How much time will be needed to make the visit worthwhile?
7. How much time will be consumed in reaching the destination?
8. What arrangements will I need to make with people outside the school?
9. What particular connections with other school subjects should be emphasized in this trip?
10. Will the children be emotionally upset by this trip?
11. Would other departments of the school be interested in using this excursion as part of their regular work?
12. What are some of the related activities that may be expected to follow this excursion?

Pupil Planning

The principal purpose of the preparatory study for an excursion is to prepare pupils to observe more keenly and to appreciate more intelligently than would be possible for them to do without having had it.[15]

There are four purposes of primary importance in pupil planning for an excursion. They are (1) building interest, (2) setting purposes, (3) building concepts, and (4) developing vocabulary.

Interest must be built so that it will reach its height at the time of the excursion. There are numerous ways to build high interest; some valuable ones are class discussions, stories, pupil reports, flat pictures, motion pictures, and stimulating talks or demonstrations by an outside resource person. Interest will already

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15. Hartley, William H., op.cit., p. 44.

be crystallized when the excursion grows from a need found while a unit of study is in progress. When the need is felt, interest need not be built, it will already exist.

After the teacher has made his preliminary visit to the excursion destination he should talk about it with the class. The purposes of the trip can best be decided by class discussion of what they will see. A class which is planning to visit a truck farm might list the things which they want to find out. Some will be observed; others can be learned by asking the farmer questions. Some questions they would list might be these:

1. What kinds of vegetables are grown at the farm?
2. When are the different vegetables planted?
3. How are they planted?
4. When and how are they weeded?
5. Is it necessary to water them?
6. Is it necessary to use fertilizer to grow good vegetables?
7. How are vegetables harvested?
8. When are they harvested?
9. Who works to harvest them?
10. How do they get to the stores in town?

Each child or a small group of children may have one or more questions to answer, or the entire class may have a few things to find out. It is usually better to see a few things thoroughly than a great many things too hastily. All children should feel

responsibility for doing whatever the trip is planned for.

The third and fourth elements of pupils planning, building concepts and developing vocabulary, are very closely allied to each other. In the case of planning an excursion to a truck farm there will be many concepts and terms which should be clarified. These will be determined by the maturity and background of experience of the members of the class. Some words which may need clarification are truck farm, vegetables, plant, weed, fertilize, and harvest. Some varieties of vegetables may not be familiar to all. In familiarizing pupils with these terms and in helping them to build concepts of their meanings instructional aids such as pictures and motion pictures would prove helpful. If the excursion is to be valuable to them, the children must have this background in order to profit by their experiences during the visit.

Building Standards

An important detail which should be planned by the children with their teacher's help is that of setting up group standards for behavior and safety during the excursion. They should be suggested by the pupils, and after they are discussed, written upon the blackboard. Generally when children plan their own standards they are more apt to observe them carefully and to be very critical of those who do not do so.

It must be emphasized that a field trip is a cooperative enterprise in which the pupils are the active agents and the teacher

is the guide.[16] Opportunities for pupil-teacher planning are numerous in preparing for a trip, in taking the trip, and in evaluating the trip. If optimum learning is to result from the use of the excursion these opportunities must be recognized and used.

Excursion Equipment

The teacher should make sure that the children of his group are aware of what will be suitable clothing for the trip. They should also be reminded of the date and time of the excursion, financing if it is required, notepaper or any other equipment which will be required.

A very valuable piece of equipment for an excursion in a building is a pocket flashlight. Even in a well lighted room, the guide or teacher can use it to call attention to items of importance.

Photography can add a great deal to the value of a journey. Snapshots can catch and record many scenes that will aid much in later discussion of the excursion experience. They can be used to advantage for blackboard display after the excursion.

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16. McClusky, F. Dean, "Ideal Conditions for Field Trips," The Instructor. 58:15 (June, 1949)

Making the Excursion

Travel to the Destination

The activities engaged in during the trip to and from the destination are perhaps subject to more varying conditions than any other period of an excursion.[17]

On a major trip it is well to invite several mothers to accompany the group. The children should be asked to walk with a partner. Each mother will have charge of a small group of six or eight children. Another of the mothers should walk at the end of the line of children. The teacher will lead the group and be responsible for the entire class.[18]

It would be helpful if one of the mothers was familiar with first aid techniques so she would be able to help in case of an emergency. A first aid kit, which could be carried by one of the students, should be taken along to care for minor scratches, bruises, and stings.[19]

Before the trip begins it would be wise for the teacher to meet briefly with the mothers. The purpose of the trip, group behavior and safety standards, and other pertinent details should be explained

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17. Atyeo, Henry C., The Excursion as a Teaching Technique. (New York, 1939), p. 111.

18. Miller, Edith F., op.cit., p. 86.

19. Ibid., p. 84.

to them. Asking these parents to assist with an excursion may be a fine public relations device and may acquaint them with some of the teacher's plans and problems.

If it is not possible to ask the mothers of some of the class members to accompany the group, it should be possible to obtain help from older boys and girls in the school. In many cases the School Patrol, Girl's Service Club, or other groups of older children will be able to serve as teacher's assistants. Their help should be valuable in making the excursion a success, and the experience will be a fine one for the older students.

The safety standards which have been set up by the class, such as crossing streets cautiously, staying with a partner, and walking facing traffic must be adhered to at all times. The teacher's lifted hand should be the signal for attention so that instructions may be given.[20]

If the route lies through interesting countryside, the teacher may point out things which are worthy of note, and tell something about them. Some teachers make the travel period a sight-seeing tour and maintain much the same discipline as in the classroom. One

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20. Miller, Edith F., op.cit., p. 86.

teacher stated that she aimed to make conduct during the travelling period "orderly, restful, yet enjoyable."[21]

If a chartered bus is used children may be allowed to sing or talk. The same behavior might be out of place in a public conveyance or if private cars were used.

In one case an elementary class which was studying foods traveled by chartered bus to visit a dairy farm. As the route traveled was new to the pupils the teacher made a number of large placards bearing such signs as "The Cowlitz River," "A Waterfall," "A quarry," all based on some interest of the children. These cards were discussed and used as reading material by the class before the trip, and one child was chosen to hold up a card as the bus neared the point of interest. The children were kept alert during the trip and were able to see interesting things that they might otherwise have missed.[22]

It has been noted that students respond to a period of relative freedom during the trip by an increased readiness to settle down when the destination is reached.[23]

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21. Hartley, William H., op.cit., p. 48.

22. Miller, Edith F., op.cit., p. 87.

23. Atyeo, Henry F., op.cit., p. 112.

If it is necessary for pupils to do considerable walking it may be wise to walk first to one of the more distant points in order to give an outlet for some of their superfluous energies.[24]

Arrival at the Destination

It is, of course, necessary that the school group should arrive promptly at their journey's destination. If good planning has preceded the journey, organization will require only a short time as both officials and children will know definitely what the excursion plan is.

It is customary for teachers to use a professional guide whenever one is available. Such guides usually act as lecturer for all visiting groups and are likely to be much better informed about numerous details than the teacher can be. From the standpoint of factual knowledge they are well equipped to give explanations of what is on display.[25]

Some teachers have felt that guides tend to be too technical in talking to children. Often too much is shown during one trip. This indicates that a conference between the teacher and the guide before the time of the excursion is a desirable detail to include in teacher planning. The teacher can, by addressing key questions to the guide, emphasis those things which the class desires to find

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24. Hartley, William H., op.cit., p. 48.

25. Atyeo, Henry F., op.cit., p. 113.

out.[26] In many cases the teacher, possessing a knowledge of the students' backgrounds and needs, would, if sufficiently informed about the excursion site, be a better guide for the class. If the visit is to a manufacturing plant, to a museum exhibit, or to a similar destination, the teacher can not expect to be well enough informed to conduct the tour well.[27]

Students should be encouraged to ask questions during the visit, and these may be of real aid to the alert guide or teacher in revealing the direction of interests and things which need more adequate explanation. Opportunity for free questioning and discussion must be provided. Many questions can be answered while passing from one exhibit to another. Other pupil activities may include note taking, sketching, and taking photographs. It may be possible to obtain pamphlets, posters, or other materials during the excursion. Of course, specimens or samples will not be collected except with permission.[28]

In contrast to this type of excursion experience of a rather passive type is the more active field trip in which the children

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26. Hartley, William H., op.cit., p. 49.

27. Atyeo, Henry F., op. cit., p. 114.

28. Kinder, James S., op.cit., p. 397.

take a more active part. Such trips provide more opportunity for pupil initiative and an opportunity to pursue in some measure their personal interests. Science excursions are of this type and frequently allow pupil's chances to collect specimens. Many interests in collecting plants, flowers, minerals, or butterflies have begun with this sort of excursion.[29]

Before starting the return trip, there should be a brief period for checking. All pupils should be accounted for and any equipment used on the journey should be checked and made ready for the return trip.[30] This is an excellent time for members of the class and the teacher to express appreciation to the officials and to the guide for courtesies shown them and the assistance given them.

The Follow-up and Evaluation

One of the important aspects of the school journey is the follow-up which occurs after the children return to the classroom. The principal purpose of pupil planning was to prepare the children to observe more keenly and to appreciate more intelligently than would have been possible for them had the planning not been done. The follow-up should include class evaluation of how well their plans were carried out.

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29. Hartley, William H., op.cit., p. 50.

30. Kinder, James S., op.cit., p. 398.

If the trip has been a successful one the children will want to talk about their experience. Full opportunity for thorough discussion should be provided. The group should consider this question: Did we see and find out the things we wanted to? If a visit was made to a truck farm, for example, the class should discuss the questions they had prepared for themselves during the planning period. These things would be considered:

1. Did we find out what vegetables are grown at Mr. Brown's truck farm?
2. Did we find out when they are planted?
3. Did we learn how they are planted?
4. What did we discover about weeding and watering the plants?
5. Does the farmer use fertilizer to grow vegetables?
6. When are the different vegetables harvested?
7. How are they harvested?
8. How do the vegetables get to our grocery stores in town?

Another question which should be considered by the group is: Did we act as we had planned to? Did we all walk with out partners as we had planned? Were we all careful when we crossed the streets? Were we good listeners? Did we thank Mr. Brown for showing us his truck farm and telling us about it?

As the evaluation and discussion by the class proceeds the teacher must carefully note if correct concepts about what was seen have been formed and if the special vocabulary is understood by the members of

the group. Any misunderstandings can be cleared up during discussion and by means of the use of illustrative materials.

The follow-up should include three elements: (1) recall, (2) re-teaching, and (3) summarization. Recalling is done when the class considers the question - Did we see and find out the things we wanted? Reteaching is done when misunderstandings are clarified. Summarization may take many forms. In certain situations where factual information was sought, a brief test may be used. The experiences of the excursion should inspire some activities such as dramatization, making group or individual booklets, planting a garden at school, starting plants to be transplanted to home gardents, making a mural, or others. What activities follow the excursion will depend upon the reason for making the trip and its place in the unit of which it is a part.

Specimens, posters, folder and charts collected during a trip may in some cases be shown in a bulletin board display or on a display table in the classroom or in school halls. In some cases a report to another school group will be a valuable activity.

An appreciative note from the class to all who helped make the journey possible, especially to institutional officials, is a necessary courtesy. The note should be a sincere expression of thanks and might include some individual reactions to what was seen. A group or individual composition or picture could be included with the note.

Chapter IV

SUMMARY

The use of school excursions has become widespread in recent years. This is a result of the desire to capitalize on all instructional opportunities and materials, a new appreciation of the educational possibilities of the school trip, and a wider knowledge of the mechanics of the excursion technique.

The excursion offers opportunity to stimulate children's interests and to provide first-hand experiences which enrich concepts and give new reality to the abstractions encountered in reading and discussion. It can aid in eliminating the break between in-school and out-of-school experiences. Trips offer fine opportunities for growth in citizenship, cooperation, leadership, and followership. Actual practice is given in purposeful planning and in carrying out those plans. The values of excursions are very numerous and should not be overlooked in building worthwhile instructional programs in modern schools.

If school trips are to be undertaken it is necessary for the teacher to be aware of the excursion opportunities in the community. Teachers can become acquainted with these opportunities in three ways: (1) through bulletins prepared for that purpose, (2) through their individual efforts to acquaint themselves with the community and (3) through participating in a community survey made by the school staff.

In addition to enriching the school program through the increased use of the resources of the community, the community survey should assist the teaching staff in meeting the needs of the children of the area by providing a deeper understanding of the environment in which they live.

The information and materials collected during a community survey must be recorded and filed in a permanent, easily accessible form so that it may be easily used by the school staff.

Many valuable excursion experiences will not be included in the findings of a community survey. The teacher must be aware of the fine opportunities in the immediate vicinity of the school which constitute the younger children's community.

A successful excursion is the product of very careful planning and organization. This planning involves: (1) formulation of purposes, (2) making arrangements with school authorities, (3) making arrangements with officials at the place to be visited. (4) obtaining parent's written permission, (5) arranging for safe transportation, (6) planning to meet excursion expenses, (7) teacher planning, (8) pupil planning, (9) planning behavior and safety standards.

The follow-up is one of the most important aspects of the school journey and takes place after the group has returned to the classroom. The group should evaluate the experience by answering such questions as these: (1) Did we see and find out the things we planned to? (2) Did we act as we had planned to?

The excursion should provide rich motivation for oral and written language, art activities, dramatization, and other worthwhile summarizing activities.

These recommendations are made to teachers who wish to enrich the school experiences of their pupils by the use of school excursions: (1) become acquainted with excursion opportunities in your community, (2) plan an excursion only when it best meets the needs of your class, (3) plan every detail of the journey most carefully, (4) evaluate the excursion experience thoughtfully, and (5) plan worthwhile follow-up activities.

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