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UNIVERSITY OF LOUISVILLE

ENRICHING THE FIFTH GRADE UNIT, "THE OHIO VALLEY,"
BY EXCURSIONS IN THE CITY OF LOUISVILLE

A Dissertation

Submitted to the Faculty

Of the Graduate School of the University of Louisville

In Partial Fulfillment of the

Requirements for the Degree

Of Master of Arts

Department of Education

By

Frances P. Moore

Year

1947



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TITLE OF THESIS: ENRICHING THE FIFTH GRADE

UNIT, "THE OHIO VALLEY,"

BY EXCURSIONS IN THE CITY

OF LOUISVILLE

APPROVED BY READING COMMITTEE COMPOSED OF THE
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DATE: AUGUST 27, 1947

ENRICHING THE FIFTH GRADE UNIT, "THE OHIO VALLEY,"
BY EXCURSIONS IN THE CITY OF LOUISVILLE

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CHAPTER I

THE PROBLEM AND MATERIALS AND METHODS USED IN SOLVING IT

THE PROBLEM AND MATERIALS AND METHODS USED IN SOLVING IT

I Introduction

In January, 1947, the social studies unit, "The Ohio Valley (The Middle States)," was distributed to all Louisville Elementary Schools to be accessible to the fifth grade teachers. This unit, prepared and written by the Division of Curriculum and Research under Dr. John Dotson, will be described in greater detail in Chapter IV of this study.

As a teacher in the Louisville Elementary Schools for the last seven years, with experience in the fifth grade the past five, the writer has felt a need for class excursions to clarify the thinking of the fifth grade pupils and to enrich the curriculum by such first-hand experiences.

In teaching, especially with a large class, many ways must be devised and several activities undertaken to stimulate the interest and meet the needs of so many varied personalities. Such was the situation on the writer's part in teaching the unit, "The Ohio Valley," with forty-eight students during the second semester of 1947. In the group's planning for the study of the unit several suggestions and activities were listed. One of which was the suggestion to make class visits to places in their own city as Louisville was a part of the Ohio Valley. Furthered by this interest and in the matter of selection of resources to visit, the writer became interested in the possibilities and the use

of excursions in the teaching of the unit.

II The Problem

Statement of the problem. This study is therefore concerned with the following:

A. What are the available sources of information in Louisville that may be visited by fifth grade students in connection with their study of the unit, "The Ohio Valley?"

B. Which of the places available would the Louisville fifth grade teachers select as giving a better understanding of the unit mentioned above?

C. Of the sources available for visitation what are their instructional values, their limitations, and their requirements or conditions on which they may be visited?

D. What are some of the best methods of procedure in the administration of a class excursion?

Limitation of the problem. This study is limited to short trips, that required the range of a few minutes time but not more than a school day, for fifth grade pupils only.

III Materials and Methods Used in the Study

In an attempt to answer the above, the results and the findings of the following will be analyzed:

(1) A questionnaire sent to thirty-five fifth grade teachers.

(2) Interviews with ten teachers of the fifth grade

who had used excursions in their teaching.

(3) Interviews with Dr. John Dotson, the Director, and with the committee of the Division of Curriculum and Research who wrote the unit.

IV Contents of the Chapters to Follow

As a background for this study, a brief history of the excursion movement will be presented in the chapter to follow. This includes not only the very early beginnings of excursions in some foreign countries, but also a brief history of the excursion movement in the United States.

The review of the literature in Chapter III describes the kinds of excursions, their values and limitations, and a brief description of other studies and investigations made of their use and value.

All of the available sources of information in Louisville for providing a better understanding of the unit, "The Ohio Valley," will be described in Chapter IV. Their requirements or necessary arrangements needed for visiting will also be presented.

From the literature read and from interviews with fifth grade teachers, a method of procedure -- the preparation, the excursion, and the follow-up for an excursion is described in Chapter V. An actual trip taken by a fifth grade class studying the unit, "The Ohio Valley," will be given as an example.

Any conclusions or recommendations as found by the writer will be summarized in the last chapter.

As far as the writer has been able to determine, no study of this type has ever been made in the Louisville Public Schools. Olga Schmutz in her thesis, A Survey of the Audio-Visual Aids Being Used by the Louisville White Fourth, Fifth, and Sixth Grade Teachers, described briefly the advantages and limitations of the school journey and the extent of its use by the intermediate grade teachers. Her thesis did not include a study of what sources were available and their value, nor of the best procedure in administering a class trip as is the purpose of this study.

CHAPTER II

BRIEF HISTORY OF THE EXCURSION MOVEMENT

BRIEF HISTORY OF THE EXCURSION MOVEMENT

Early Beginnings of Excursions

Excursions are not a modern development by any means, as practices akin to them are found in earlier periods.

¹
Kandel states, "Historically the school excursion may be connected with the wandering and begging students of the Middle Ages. The distinct educational value of travel was recognized by most of the writers on education of the sixteenth and seventeenth centuries...." Atyeo gives this interesting account of the early use of excursions.

"Prior to any common use of written language, an excursion was practically the sole method of acquiring information concerning matters beyond the confines of an individual's own limited environment, or, failing that, an opportunity to listen to reports from persons who had made excursions. We may be allowed to think of the Homeric bards and of the wandering minstrels of the Middle Ages as excursionists on the grand scale who brought to the peoples among whom they wandered a knowledge of remote places and men and ideas. 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 eastern lands -- did Herodotus verify hearsay and obtain the mass of information included in his history. And, centuries later, when the imagination of a Marco Polo or a Columbus was captured by tales of returned travelers, such men could go to no library...., but must set forth themselves to try to reach

1

Paul Monroe, (editor), "School Excursions," (I. L. Kandel), A Cyclopedia of Education, New York: The Macmillan Company, 1911, II, 542.

the lands that stirred their interest."²

This period of travel, however, preceded the education of the school and was not intimately connected with it.

In the course of time a sojourn away from home came to be regarded important and almost essential to the completion of an education. We read of Greek and Roman youths traveling to Athens, Alexandria, Rhodes, or other intellectual centers of the ancient world.

The importance of such journeys is explained by Atyeo.

"Experience so obtained have ever since [from the time of the ancient journeys] been highly regarded from an educational standpoint, nor has such regard been limited to the purely cultural values of such diversified contacts. Witness to the recognized practical value of first-hand knowledge is found in the medieval practice common among the young journeymen who, on completion of their apprenticeships, set out to exercise their callings in many different regions -- usually of their own countries -- and thus gain extended experience before settling down to carry on their trades in some particular locality. These years of travel were the Wanderjahre of the German workman. Equally, as a matter of course, the young French workingman made his 'tour de France' before returning to his native locality to establish himself. This practice was in a manner the working class equivalent to the acquisition of a trade skill of the 'Grand Tour' of the continent, and in particular, of Italy, which, especially from the period of the Renaissance, came to be looked upon as an essential to the education of the 'gentleman'. Both the continental tour of the young patricians and the wander years of the young workingmen point to

2

Henry C. Atyeo, The Excursion as a Teaching Technique, New York: Bureau of Publications, Teachers College, Columbia University, 1939, pp. 1-2.

the common agreement regarding the worth of first-hand knowledge -- in the case of the well-to-do as a purely cultural asset, and in the case of the workingman as an important vocational asset."³

Both Aristotle and Socrates used the trip methods in their teachings. The Greek peripatetics furnish a striking example of teacher and pupils going directly to the natural situation for first-hand knowledge. "In that age it was a common sight in Athens and the environs to see the venerable Socrates and his disciples here and there in the practice of observation, discussion, and mediation."⁴

Walks and long journeys of explorations were taken by the pupils in the school of Vittoring da Feltre during the first part of the fifteenth century.

In the seventeenth century Comenius strongly recommended the excursion procedure in his pronouncement that people must be taught to get their knowledge, as far as possible, not from books but from the earth and sky.

The excursion as a type of activity embodying the basic ideas of reality in education is illustrated by Rousseau who considered it as a chief method in Emile's education. "Emile was to learn his place in nature and in

³
Ibid., p. 2.

⁴
Charles F. Hoban, Charles F. Hoban Jr., and Samuel B. Zisman, Visualizing the Curriculum, New York: The Cordon Company, 1937, p. 30.

society by moving from place to place, and engaging in immediate contact with the objects in his environment. The ideas of Rousseau, as is well known, are basic to the contemporary progressive education movement.⁵

On a small scale Pestalozzi, in his celebrated school at Yverdon, used school journeys. These trips were enjoyable but were loosely organized and thus lacked educational value. Froebel also made his contribution to the excursion movement.

Late in the nineteenth century Francis Parker introduced the school journey in his school at Chicago. Mann, Barnard, Sheldon, Parker, and Dewey, who have helped to break down artificiality, isolation, and pretense in education in our country, have paved the way for the use of excursions and their possibilities in the modern elementary school.

"Although there is evidence of spasmodic use of school journey practice from as early as the Greeks, its first systematic organization as an approved school activity is recorded in the present century."⁶

5

David Weaver. "Excursions in a Metropolitan Center," Thirteenth Yearbook of the Department of Elementary Principals, p. 289. Washington, D. C. : National Educational Association, 1934.

6

Charles Hoban, Charles Hoban Jr., and Samuel Zisman, op. cit., p. 30.

An account of the more recent uses of excursions will be reserved for the next two sections of this chapter.

This brief historical sketch of early days is to point out that the idea of first-hand contacts with the real things of life is not new to education. From early times there has been a continuous stream of major and minor prophets of the need for reality and genuine experience in school life.

Origins and Use of the School Excursion in Some Foreign Countries

The causes underlying the development of the excursion method have not been the same in every country, nor are the ends which the excursion serve identical everywhere. Variations in its conduct and use are closely related to the national educational policies and political philosophies. A brief historical study of the influences that have led to the increasing use, and an examination of the present manner of its organization may serve as an indication of the values inherent in the excursion as an instructional method.

Nearly all of the continental European countries and Japan have made their experiments with the educational excursion, but inasmuch as Germany and England lead all the others, both in the extent to which they use it as a teaching method and in the development of means of encouraging it, these two countries will be considered first.

This information for the most part derived from Atyeo's dissertation is about excursions prior to World War II.

The School Excursion in Germany

The beginnings of the excursion. It is in Germany that the school excursion has been more frequently used than in any other land. It has won recognition there as an acceptable method of instruction and has become a definitely established part of the school program. The initial impulse to the employment of the excursion seems to have been received from the German Youth Movement.

"This Youth Movement which originated in the late nineties, was in part the 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 interests of the adolescent pupil. Rebellion against the imposed restraints and conventions, the 'back-to-the-land' urge in search of freedom, the demand for first-hand experience and knowledge to supplement the dry-as-dust discipline of the classroom, and the desire to set up chosen standards rather than blindly accept those imposed by authority all these, and more, played their part in the inception of the Youth Movement and its swift conquest of the country" "The young Wandervögel, as the members of the group called themselves, filled with love of country and of all for which it stood, were stirred by the sense that the village festivals, folk songs, folk dances, or works of native art that they learned to know were a part of their own heritage, and they lent every effort to preserve them."⁷

7

Aty eo, op. cit., pp. 8-10.

This Youth Movement stimulated the use of the excursion as a method of instruction. "Leaders in the educational field joined in the various activities of the youth programs and capitalized the opportunity to give the excursion an educational as well as a recreational purpose."⁸

Under Professor Rein of Jena University excursions had been made a definite part of the German educational program in the nineteenth century, but the founding of the Wandervogel strengthened the movement.

These early excursions consisted of long, elaborate, and strenuous preparation, the journey fatiguing, and the daily itinerary also exhausting. These were directed mainly to character building.

Some of the German leaders of these early times, who were experimenting with an excursion technique, were Salzmann, Bender, and Story.

Bender was interested in excursions in connection with class work as character-building opportunities. Story's excursions were aimed at increasing pupils' knowledge of their surroundings. He also used the excursion as a means of instruction for the teachers training in the Seminary. Atyeo points out the results of this training.

"Not only did the prospective teachers thus have an opportunity to become acquainted with the possibilities of the excursion, but they

were given instruction in developing a technique which spread throughout Germany as these young teachers secured positions. The influences of Story's excursions, however, extended far beyond the boundaries of Germany."⁹

Other German educational leaders and teachers have contributed directly to the development of the excursion method.

Ziller of the University of Leipsic considered the excursion as to its value for comradeship between teacher-pupil, also as a character building agency, and an intellectual exercise.¹⁰

Between 1900 and the end of World War I little change took place in the use of excursions except in the gradual increase and variety.

"The excursion as an instructional method probably attained its greatest development during the Republic...."¹¹

When Hitler took power trips were taken on Saturday by the Hitler Youth groups largely for physical exercise rather than for instruction. Excursions were used to promote an understanding of German history and culture as well as develop loyalty to the state.

9

Ibid. p. 17.

10

Ibid. p. 19.

11

Loc. cit.

Types of excursions. Excursions in Germany may be divided into three classes -- those purely for recreation, those for physical development and exercise, and those for instruction. The first is similar to our school picnics for social and pleasant recreation. The second was so common after World War I when so many children were found physically to be below normal. The class instruction trips, the most important type, was made in connection with the study of some special topic the class was studying. These walks to objects of local interest were known as "teaching walks." On these trips German culture was brought to the attention of the students.

The excursion technique. Excursions usually undertaken by the regular classroom teacher also were conducted by teachers of special subjects. As participation was compulsory, funds were provided to meet necessary costs of transportation. However, most of the excursions objectives are within walking distance. The frequency of excursions in the school program depends upon local conditions and regulations, and the interest of the teachers. The number ranges from weekly trips to a mere three or four in a year. In planning a trip the teacher usually makes the selection and plans the details of the trip. However, pupils make suggestions and sometime much of the preparation is their responsibility.

It has been found preferable for teachers rather than guides to make the explanation of interesting points at the places visited. This necessitates that the teacher must make the trip previously with a well informed guide or take museum instructional courses offered for teachers in many cities.

During the trips notes are taken to be placed in a class notebook on the group's return. Special topics for reports, often assigned to individual pupils or small groups, are presented later in class.

Longer trips are becoming increasingly popular in Germany especially with the development of the network of hostels.

An unexpected outcome of the excursion method has been the development of interest in the establishment of local museums.

As may be summarized the excursion program in Germany has been to promote physical welfare and widen the knowledge and devotion to the Fatherland on the part of the boys and girls.

The School Excursion in England

It was in England that the school journey was first placed on an organized, systematic plane. "In 1905 school journeys received official sanction in England, and in 1908 the London County Council made subsidy provisions for them

in the school code."¹²

The beginnings of the excursion. "The school excursion in England seems to have grown from the initiative of individual teachers. The first excursions were designed to provide social experiences for pupils in the elementary grades, but they have in the course of time developed into what the London Education system has termed 'an extramural system of education'.¹³"

The use of the excursion has never been made obligatory in the school system. Whether trips are made or are not depends upon the local school programs and on the attitude of the teacher, but all types of schools do make use of the excursion.

The School Journey Association was formed in 1911 in recognition of the value of class excursions. It has undertaken to secure financial backing for excursions, to obtain suitable insurance for the schools or individuals responsible for their management, and to provide information. This association has grown rapidly.

Closely allied to the above association the English Secondary School Travel Trust is a voluntary non-profit or-

12

Charles Hoban, Charles Hoban, Jr., and Samuel Zisman, op. cit., p. 30.

13

Atyeo, op. cit., p. 27.

ganization which makes foreign travel possible for schools.

Types of excursions. The English excursions may be grouped under four heads. The first, the "junior school journey," is the usual kind in the elementary schools. This consists of visits to municipal buildings, or other places of local interest or beauty. The object of these excursions is to provide information and to give pupils an opportunity for social contact. The second type, known as the "walking journey," is similar to the recreational or physical exercise excursion of Germany as described above. These shorter trips must be approved by the School Board Inspector and may be made during school hours. The other two types of excursion, of which this study is not concerned, may be mentioned here. They are the "homeland journey" and the "continental journey" for secondary students. For all of these trips to be within the reach of every student is one of the aims of the School Journey Association.

The excursion technique. "It is rather difficult to make any generalizations about the excursion as a method of instruction in England because its handling is left to individual initiative and therefore present many local variations."¹⁴

The planning is usually made by the teacher and class

14

Ibid., pp. 30-31.

to bring further light upon a subject already considered, or to gather information about a problem yet to be solved. Notes are taken during the trip and a complete record is made upon return.

Comparison of the German and English Excursions

The German and English excursions differ in their purpose, organization, and frequency. In Germany the purpose of the excursion is to develop an appreciation of the German people and culture and to make all students loyal to their Fatherland. The English regard the excursion as primarily a social activity or as an opportunity for developing fine characteristics of a "gentleman" rather than as an organized trip with an instructional aim. This is in accord with the British viewpoint that culture is acquired fundamentally through friendly contacts, wide experience, and knowledge.

"In Germany the excursion is a basic method of instruction, the center of a topic; in England the excursion is for the most part employed to supplement the regular work of the class. The English excursion lacks the detailed and regimental character of the German plan, is more of the nature of a social visit to an educationally interesting place."¹⁵

The increase in the use of the excursions has been furthered by such national organizations as the School Journey Association in England and The Youth Hostel Association in Germany. The former was formed after the number of ex-

¹⁵

Ibid., p. 32.

cursions undertaken created a need for such organization. It was organized with the direct aim of encouraging for cultural ends both local and extended journeys. The Hostel Association was formed as a recreational organization prior to the extensive use of the educational excursion and it cooperates with schools by permitting the use of its accommodations.

In both countries the use of the excursion has been approved and encouraged by the ministries of education with significant differences in method.

"In Germany the encouragement has been given by ministerial decrees and suggestions which have made the excursion in certain respects practically compulsory. Wandertage has been definitely recommended and required as a part of the school program. Such is not the case in England, where, except for the coordination achieved through the national organization, the excursion is left to local initiative. Some counties and especially large cities, use it extensively; in other districts it is almost unknown."¹⁶

The Excursion in Other European Countries and Japan

Little information is available regarding the use of the excursion except in England and Germany. However, it may be that in some countries the excursion may be used more frequently than is evident from the literature available. Again from Atyeo a few facts about the character and the ends to which the excursion has been directed in some European countries, prior to World War II, will be briefly presented.

16

Ibid., p. 33.

Austria. Austria has emphasized the use of the excursion as a direct method of teaching through which children may learn from observation. Probably no other European country, with the exception of Germany, has emphasized its value more strongly. The whole Austrian excursion program follows very closely the German plan.¹⁷

France. Little information is available regarding the extent to which the excursion method is used in France. Excursions rarely mentioned in school literature, and there seems to be no national effort to further its use. School excursions organized by individual schools or teachers are usually an extra-curricular activity. Freedom is given to teachers to plan work according to their own ideas. Horn adds this information "In France, and especially in Paris, visits to industrial districts are encouraged."¹⁸

Italy. Excursions are taken as extra-curricular rather than as a method of class instruction.

Russia. "In Russia, The Young Communist Party is the center of the youth movement. Through it excursions to some of the great factories are organized to acquaint the young men and women with the industrial program of

17

Ibid., p. 33.

18

Ernest Horn, Methods of Instruction in the Social Studies, New York: Charles Scribner's Sons, 1937, p. 405.

Russia, and journeys are arranged to visit and study the large cooperative farms. The historical museums are also popular objectives for excursions, in particular the Historical Museum in Moscow.¹⁹

However comparatively few long trips are made and the excursion is not used extensively by the schools.

"The school excursion has made its way in Russia to the extent of winning recognition as an educational method in teacher-training institutions."²⁰

Poland. The government has been interested in excursions essentially in connection with the teaching of civics. From the beginning emphasis has been on the human response and activities in the situation observed as well as upon bare facts of geography or other sciences.

Bulgaria. The Ministry of Education has encouraged excursions for the elementary schools.

The excursion has been used to some extent in other European countries such as Belgium and Holland.

Scandinavian Countries. "Sweden makes participation in a state number of excursions a condition of graduation

19

Atyeo, op. cit., p. 35.

20

Ibid., p. 36.

from the elementary schools."²¹

With approximately sixty thousand Swedish children traveling each year, the Swedish railroads arrange special tours of the mountain regions. Finland has provided a state commission charged with the sole duty of attending²² to school journeys.

Japan. The Japanese oriental reverence for antiquity and tradition is the reason for their use of the excursion to create an interest in the literature and religion of "Old Japan."

"All Japanese school children go on excursions particularly during the last two years of the elementary school and during the high school years. Occasionally, both boys and girls are to be found in the same group, but usually the groups are separate."²³

As might be summarized the excursion in Japan are the means of providing first-hand experiences in order that boys and girls may learn to appreciate and love their country to the utmost.

Summary. Germany and England have been the leaders in the use of the educational excursion. Encouragement of their use has been made by associations and the educational

21

Ibid., p. 175.

22

Horn, op. cit., p. 405.

23

Atyeo, op. cit., p. 39.

ministries.

In most of the European countries and in Japan the excursion method is handled as to fit into the national education pattern and to contribute to the fulfilment of the national aim.

Recent Development and Present Use of the Excursion Method in the United States

Charles and Frank McMurry influenced by the teachings of Herbart, advocated the use of excursions in the teaching of geography as well as of science in the United States at the latter part of the nineteenth century.

Francis Parker introduced the school journey in his school at Chicago in the latter part of the century.

In spite of the theoretical acceptance of the excursion method in the United States, progress in its application has been slow here in comparison with that in some countries. What accounts for the tardy development of the school trip in the United States?

Reasons for the Tardy Development of the Excursion Movement in the United States

Several factors may be singled out to which such relatively slow acceptance is attributable.

In America the schools from pioneer days have placed great emphasis upon literacy, and the learning and mastery

of the "Three R's" through books and other indirect means in the classroom, rather than upon direct experience beyond the walls of the school.

In those early days little time was spent in the schoolroom and there was no time for excursions. The pupils had their direct experience in helping to provide the daily bread and other family essentials.

In spite of the increase urbanization of our country and the complexity of our society, the school, except in very few instances, is still placing greater emphasis upon indirect learning by means of instructional tools provided in the classroom. Few schools are realizing and utilizing the potentialities of direct experience trips to available resources.

"Among the causes retarding the immediate and general acceptance of the excursion among other recognized teaching techniques in the United States were the facts that many of the needs which it meets were already in part provided for through the kind and conditions of life in this country, and through already existing organizations or clubs...."²⁴

Here in the United States the needs for freedom and for activity have been met through means other than the school excursion. The school day is short enough to permit ample time for physical exercise and play. With the multiplicity of interests which appeal during out-of-school

²⁴

Ibid., p. 176.

hours, there is a wealth of experience which fills the pupils' time completely. Some might claim that the day is already so filled that only by substituting a more worthwhile program can any new activity be introduced. It is not a question of adding to, but integrating or weaving the excursion into the present school program. Many American homes hold more varied opportunities of informed education worth than are possessed by homes of corresponding level in other countries. Summer trips are often taken by many American families. Children of less privileged families often find a partial compensation for their insufficient home life in parks and libraries.

Another clue to the slowness of adoption of the excursion method in the United States is to be found in the fact that the majority of teachers have had no personal familiarity with it, either in their own early school experience or in their professional training. Emphasis have been placed upon teaching methods and only in the past few years have excursions been given consideration in the training schools for teachers.

"In European countries opportunity for the theoretical examination and practical application of the excursion technique is provided in the pedagogical seminaries. It is probable that until the educational excursion takes rank with other methods of instruction in American normal school and college education courses, there is likely to be found persisting among the teachers in the United States a tendency to regard it as a somewhat radical and perhaps un-

necessarily troublesome means of instruction."²⁵

Numerous and varied teaching methods employed in our schools include some which are closely allied with the excursion procedure and have done duty in its stead. Visual aids as illustrations in textbooks, pictures on bulletin boards, and motion pictures are illustrative of such substitute service. These various means have brought the outside world into the classroom so much as to make excursions seem less essential.

Frequently, the amount of red tape connected with the arrangements to be made is so great that many teachers, who have been unable to arrange for the excursions easily or to take them during school hours, have felt that they did not repay the effort expended. In connections with this there might be added this reason why excursions have not been further developed. Our mania for organization and system, our worship of "business-like efficiency" of inflexible schedules, recitations, and other formalized routine would suffer if longer and less regular periods necessary for trips were arranged. "After-school, evening, Saturday trips are often scheduled and conducted, but for obvious reasons they are usually not so effective as those taken

²⁵

Ibid., p. 177.

on regular school time."²⁶

Another hindrance encountered by the excursion method lies in the unwillingness of many teachers to assume responsibility for pupils safety. Even when provided with the authorization of the school authorities, with waivers from parents, and with liability insurance, some teachers feel unwilling to risk the possibility of accident. It might be said here that in foreign countries places chosen may be reached easily by afoot and consequently dangers appear to be less. Too few places may be reached by foot in metropolitan areas in our country.

²⁷McKown and Roberts point out that American education has always been "schoolhouse bound." To the average individual "education" has always meant a mosaic of very definite and formal elements such as school buildings and grounds, classes, assignments, recitation, punctuality, and the like making a systematized school day from Monday to Friday. The school came to be considered not one, but "the" educational institution of the community. To the average adult the away-from-the-schoolhouse activities are considered cheaper, less dignified, and less educative,

26

Harry C. McKown and Alvin B. Roberts, Audio-Visual Aids to Instruction, New York: McGraw-Hill Book Co., Inc., 1940, p. 184.

27

Ibid., p. 182.

than those inside it. Even today when such an individual sees a group he usually takes this attitude, "what are these kids doing here, why aren't they in school?" Such restricted conception has handicapped education.

In spite of the many years of experience on the part of European countries, our American educators have been tardy in recognizing the innate instructional possibilities of excursions, and therefore did not provide the leadership necessary to a wholesome development of it. The following explanation has been offered for this delay.²⁸ Perhaps our educators were too busy with other problems, or had relatively few opportunities to learn about excursions, perhaps they too felt that the child is educated in a schoolhouse. However, the American educator is amazed at the extent to which the instruction is carried on outside of the school plant in many foreign countries.

Influences Affecting the Movement in the United States

The adoption of the excursion idea in this country was hastened through the influence of American students who had received their training abroad, such as, Van Liew and a few others who brought back from their continental study a profound enthusiasm for excursions and bent every effort to extend its use here in America.

28

Ibid., p. 183.

Other influences are facilitating the development of the school trip in American schools. McKown and Roberts²⁹ lists the following: a broadened outlook on the part of parents and professional educators, a sincere desire to capitalize all of the instruction materials and devices available, the hearty cooperation of officials of visitation points or objectives, and an appreciation and recognition of possibilities of school trips.

Early Recognition of Excursions

One of the first city school systems to give official recognition to the excursion as a method of instruction was that of Philadelphia. There a committee of fifty studied the excursions made and recommended similar methods of procedures as will be discussed in Chapter V of this study.

The endorsement of the excursion method by the Pennsylvania State Education Department was brought about by the enthusiasm of C. F. Hoban who has done noteworthy pioneer work in visual education. Mr. Hoban, who believes that the school journey is one of the most important and valuable of all visual aids, has written more articles on different aspects of the excursion than any other single writer.

²⁹

Ibid., p. 181.

"National recognition was given to the excursion technique in 1931, at a conference of the Association of Childhood Education." ³⁰ This conference not only brought the excursion into focus of national attention but suggested ways and means which it might be evaluated and studied.

Literature as an Index of the Use of the Excursion

An increase in literature is as an index to an increase in its use. The varying amounts of current literature that appears from one period to another may be considered an index of the trend of increase in interest and use of the school excursion.

Up to 1920 mention of the excursions in educational writings in this country apart from the references of Van Liew and a few others was scanty.

"However, the trend from then [1920] forward is toward a deciding increase in the number of articles appearing. For the five year period, 1920-1924, only four articles appeared; during the interval, 1925-1929, the number rose up to nineteen; while from 1930-1934 the articles reached forty-five; and from the period 1935-1939, one hundred eighty-five

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Atyeo, op., cit., p. 47.

articles appeared." ³¹

Variations in Practice

The school excursion as carried out in the United States at the present time exhibits a wide variation of practice, ranging all the way from the occasional informal trips initiated by the individual teacher to those well organized excursions that constitute a part of a school program. The most elaborate excursion programs are to be found in the progressive and experimental schools. Because of their small classes, their especially equipped teaching personnel, the flexibility of their school program, and their adequate financial resources, these schools are able to experiment with the excursion procedure.

However, the present use of excursions is not confined to experimental and private schools. In the literature many articles refer to individual school or city "excursion programs."

Some of the types of excursions as employed in England and Germany have been adopted with modification here in the United States.

The "teaching walks" in Germany or the "junior-school

31

Ella C. Clark, "An Experimental Evaluation of the School Excursion," Journal of Experimental Education, 12:10, September, 1943.

journey" in England finds its counterpart in the informal extra-curricular excursions of various school clubs. The German "instructional excursion" and the English "educational visit" is the school excursion as discussed in this study.

CHAPTER III

REVIEW OF THE LITERATURE

REVIEW OF THE LITERATURE

I The Importance of Environment

The educative importance of the environment has been under estimated. In the past its influence has been minimized because major emphasis had been placed on passive learning through listening and reading. When it is recognized that learning is fundamentally an active process in which the child explores, manipulates, utilizes, and adjusts himself to the physical and social forces and factors which surround him, the environment assumes an important place. Environment is all-important as it is the only avenue through which we can influence the growth of children. We are unable to reach into their nervous systems and make direct connections as in a telephone exchange. Therefore we are forced to work indirectly by providing conditions which will call out, exercise, and reward the habits, attitudes, skills, and ideals which we wish to develop. It is the environment and their use of it that determines what the children will experience each day and has a part in determining what they will become.¹

Children growing up in a narrow environment are hampered in their physical, social, aesthetic, and even

¹ John A. Hockett and E. W. Jacobsen, Modern Practices in the Elementary School, Boston: Ginn and Company, 1938, p. 124.

intellectual development. They never realize the breadth and richness of experience that might have been theirs.

From the visual exploration and manipulation during infancy, to the varied and varying manifestations of curiosity during the years of childhood and throughout the whole life of the adult, the native interest in new objects and experience persists.

²
Hockett and Jacobsen indicate the importance of the school's role in relation with the environment. Since the school is the institution set up for educative purposes, one would justifiably expect it to provide for children a richer, more varied and stimulating environment than exists in any other place in the community. It should be the very place designed to serve every legitimate need of child nature. Here should be encouraged all of childhood's insatiable demand for activity, for new experience, for investigation and exploration, for all forms of social inter-course, and for aesthetic and emotional enjoyment. No matter how rich the classroom and school might be, they are but a part of the larger environment in which the child lives. Therefore the walls of the school need to expand to include all that is useful and significant in the outside world.

²

Ibid., p. 125.

II Definition of an Excursion as Used in This Study

An excursion may be defined as an educational procedure in which pupils are taken out of the classroom, for educational reasons, to places where the materials of instruction may be observed and studied directly in their functional settings.

Various authors refer to educational visits by other such terms as the following: field trips, school journeys, pilgrimages, school tours, and field studies.

³ Koon refers to the school journey as a long trip lasting several days, an excursion as a visit to some metropolitan area, and an exploration of natural phenomena or simple activities as a field trip.

⁴ McKown considers the short journeys to near by commercial plants or public buildings, etc. as trips; and excursions as longer, less frequent jaunts to more distant points which consume more than one day's time.

⁵ Otto points out that it is difficult to determine

³ Cline Koon, School Use of Visual Aids, Washington: United States Printing Office, 1938, p. 23.

⁴ Harry C. McKown, Extra-Curricular Activities, New York: Macmillan Company, 1937, p. 268.

⁵ Henry J. Otto and Shirley A. Hamrin, Co-Curricular Activities in Elementary Schools, New York: D. Appleton-Century Company, Inc., 1937, p. 12.

whether a visit by a class is a trip or an excursion. If time and distance are the distinguishing factors then in larger cities an event which would be a trip would in a small town turn into an excursion, or vice versa.

The terminology is relatively unimportant, the chief point of interest being the idea back of the excursion that is to study the objective material in its natural setting.

This study, using the terms excursions, school journeys, or trips synonymously, is concerned with those short visits that involve anywhere from a few minutes time but not more than one school day's duration.

III Kinds or Types of School Excursions

Many classifications of excursions are given in literature, but those four divisions as outlined by Olsen⁶ are presented here because of their inclusiveness.

A "Curricular area involved" -- Excursions may relate directly to a conventional academic subject such as history, to the study of social processes such as making a living, or to social problems.

B "Primary purpose sought" -- The excursion may be used as an introduction, during the study, or as a culminating activity of a unit or a problem studied.

6

Edward G. Olsen, School and Community, New York: Prentice-Hall Inc., 1945, p. 150.

School journeys may be undertaken for many specific reasons, among which might be any or several of the following as listed by Hoban:⁷

1. "To serve as a preview of a lesson and to gather instructional materials."
2. "To create teaching situations for cultivating keenness, observation, discovery, and to encourage pupils to see and know things about them."
3. "To serve as a means of arousing specific interests...."
4. "To supplement classroom instruction or to secure definite information for a specific lesson...."
5. "To verify previous information, class discussions and conclusions, or individual experiments."

C "Academic level embraced" -- The purposes, planning arrangements, disciplinary problems, and follow-up activities of the excursion will differ somewhat according to the grade levels.

D "Amount of time required" -- Excursions may occupy these various amounts of time:

1. Those occupying a class period such as going to the school yard for an arithmetic lesson in measurements.

7

Charles F. Hoban, Charles F. Hoban, Jr., and Samuel B. Zisman, Visualizing the Curriculum, New York: The Cordon Company, 1937, p. 45.

2. Those occupying a morning, afternoon, or a day such as a trip to a court house or a museum.

3. Those that may take a longer period than a day.

School excursions, as it appears, are of multiple type, depending upon the inter-relationship of these factors. But the important thing is not a meticulous classification, but a clear awareness of the purpose of the trip, and that a varied organization is needed for the different types of excursions.

IV Values or Advantages of Excursions

Many and varied are the values or advantages that have been claimed for excursions by the writers of educational literature. Excursions that are carefully planned and guided result in a variety of outcomes. Some of these are values that are difficult or impossible to procure through any other type of activity. An excursion may involve any one or several of the following values:

A Excursions present subjects being studied in their natural settings or as they function. In this way they enrich and supplement curricular experience. For example, a visit to a paper mill.

B Excursions offer the concrete evidence necessary to clarify instruction for better pupil understanding. For example, after a visit to a railway station, the subject of transportation becomes more real and a vital part of the

pupils' experiences. They begin to realize the close relationship between what is found in books and life itself. The printed work becomes a living material, meaningful in its connotations, and a symbol for what the pupils have heard or seen.

C School excursions stimulate and extend children's interests. Boys and girls like to go places and see things. A trip may arouse students' interest in new areas of thought and activity, sometimes leading to further individual reading and exploration. Then too school journeys may stimulate thought by raising new problems. These may be used to introduce a group of pupils to a new field of knowledge, to orient them, and to help in building up a background of information and experience for some particular unit of work.

D Trips give education a decidedly practical direction as they involve a study of the realities of life. In this way they eliminate the break between-in-school and out-of-school life, thus increasing the continuity of the learning processes.

School journeys provide experiences out of which school activities become more meaningful. School activities of children for too long have been isolated from the outside

world. Trips help in bringing the outside world into the school and of taking the school into the world.

As a connecting link between the school and community, excursions may arouse public interest in the school. In such manner a community spirit is created as well as a development of training in citizenship.

E Excursions serve as effective means of correlating the subjects of the school curriculum. A single excursion may provide experiences which will be of value in the understanding of a number of other subjects besides the one of which the excursion was a part.

As an example safety first functions in a practical way through the observance of safety rules en route and at the place where the investigation is conducted.

F Excursions offer opportunities for keenness and accuracy of observation. "Observation means more than seeing; it means seeing and interpreting; direct touch with the objects of knowledge; the stimulation that comes from the discussion of the group; the challenge to equal and surpass the one who sees, understands, and gives evidence of alertness and mastery -- all these are an outcome of school journey procedure, and this procedure offers an effective channel through which these powers may be directed."⁹

G Excursions involve the consideration and solution of problems arising from individual and group participation in natural social situations. In making trips there is a real opportunity for choosing, purposing, planning, executing, and evaluating on the pupils' part. Planning the trip, carrying it through, and evaluating it from many angles are not artificial but real experiences. Here is real opportunity for expression of initiative and the development of leadership, cooperation and followership must also be practiced during a well planned trip. Thus class trips are noteworthy opportunities for training in citizenship.

H Trips stimulate narration and discussion. Pupils like to tell or write about things they have heard, seen, handled, or experienced.

I Excursions offer opportunities for the profitable use of leisure time. They arouse interest in further exploration. Children often go on trips with parents, after having discovered the idea through the school excursion. Excursions make the child more alert when the family takes a trip.

J They provide actual source material for study. They make possible a wider range of learning from actual life situations.

K Excursions furnish common experiences for all children.

L Trips provided for the acquisition of accurate definite first-hand information and sensory perceptions which cannot be experienced otherwise. Often trips are essential means of securing first-hand information on topics that teachers cannot treat satisfactorily within the four walls of the building. Seeing a thing first-hand, hearing the noise of the machinery, feeling the heat of the furnace, etc. is different than reading about or seeing pictures of them. By such appreciations and attitudes are built up through direct contacts not attainable in any other way. Children can be guided into seeing the value of information obtained directly through first-hand contact. "First-hand knowledge is realistic and dramatic and therefore results in permanency."¹⁰

M Excursions offer rare opportunities for growth of worthwhile attitudes and better understanding between teacher and pupils. While sharing the pleasures and interests of a trip, the group members are inevitably drawn into more intimate acquaintance. The teacher begins to seem more of a friend, instead of a taskmistress. She appears as a human being enjoying many things students also do. Unexpected interests and possible talents, in the hitherto difficult troublemaker or the shy student, may be discovered. Shy

people often come out of their "shell" during a school journey.

N "Teaches civic, economic, and social inter-dependence and relationships of all people. It helps as much as any single factor to eradicate provincial and social prejudices."¹¹

Q School journeys arouse interest in and sympathetic understanding of the problems and social contributions of the various vocations. Textbook experience only partially succeeds in this, resulting often in an impersonal or detached attitude.

P Excursions provide opportunities for building character through the practical necessity of developing such traits as patience, courtesy, sportsmanship, cooperativeness, and the like.

"The degree to which these and other values result is contingent both upon the soundness of the point of view from which excursions are undertaken and upon the skill with which they are planned, conducted, and utilized."¹²

V Limitations of the Excursion

Despite its evident advantages or valued as listed

¹¹

Ibid., p. 462.

¹²

Ernest Horn, Methods of Instruction in the Social Studies, New York: Charles Scribner's Sons, 1937, p. 410.

above, the school excursion as a technique of community study has several definite limitations. Some of the following merit recognition:

A Excursions may mean a disruption of the school program. In most schools, unless rigid schedules still prevail, excursions are now deemed of sufficient educational value to permit the use of school time. However, other teachers and classes are often interrupted and burdened with the placement of those children who for various reasons cannot take the trip with their own class group.

B Inclement weather often prevents or postpones a trip just when the interest is at its highest peak.

C Excursions require a great deal of careful organization that may involve too much time on both the teacher and student's part. Then too problems of transportation and weather conditions may defeat the purpose and planning for the trip.

D Much time may be wasted in going to and from the objective.

E There must be a restriction or limitation to occasional trips. Despite the many pupils' interests, the class can be allowed to pursue only a few of these through excursions.

F There may be a lack of cooperation on the part of the personnel at the places to visit. The danger of exhausting the patience of the people in charge of places

visited may become a problem. With some sources this would be no problem, while in others it may become one rapidly. There needs to be at the educational headquarters a department through which excursions can be cleared.

G Transportation for a class excursion presents a problem. Three phases of the problem are presented here:

1. Lack of transportation facilities is one of the greatest obstacles to the use of excursions when objectives cannot be reached by foot.

2. If buses or street cars are accessible the element of expense is inevitable. Most school budgets do not provide for class excursions as they do for other learning aids such as books and audio-visual equipment. If pupils must pay their own expense, then the excursion cannot be a required activity.

The ideal way to meet the expense incident to the trip and the problem of transportation difficulties would be to have school buses. Money in the school budget for class trips may be another alternative. The Parent-Teacher Association could have special funds from which car or bus fare might be obtained for those children who are unable to pay their own transportation. With a voluntary permanent motor committee from the Parent-Teacher Association, trips might be made at no cost to the children, also with a minimum of

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time and physical effort. As Olsen points out, private automobiles possess the further advantage that they do not make the group as conspicuous to the general public as does the use of bus transportation.

3. The use of transportation facilities involves dangers. Legal aspects in regard to liability have presented obstacles.

Sometimes these transportation problems are so insurmountable that the teacher is compelled to abandon any plans for trips.

H Too much responsibility is involved in taking excursions. Class trips have more inherent possibilities of danger than does the average classroom. The teacher must be constantly alert to avoid any injury. Definite instruction about the trip must be given to the children. Hodgden¹⁴ recommends that a printed mimeographed copy of the regulations be given to the children and that parents should receive a copy as an indication that everything possible is being done for the benefit of the child during the trip.

Required notes of permission from parents should be obtained. See the sample in the Appendix.

13

Olsen, op. cit., p. 308.

14

Daniel Hodgden, "Liability and the School Trip," Clearing House, 17:434, March-April, 1943.

If private automobiles are used adequate liability insurance should be carried. Otherwise the legal risk for both driver and teacher is too great.

I Children are not always able to see specific items because of too large a number on the trip.

J Sometimes there is so much noise from the machinery at the plant that the guide cannot be heard by the group.

K Guides often are not trained to talk to children in terms that they are able to understand.

Some of these difficulties are not entirely insurmountable. Others may be overcome by the cooperation of the school and the community source.

VI Recent Studies and Investigations

The conclusions as to the values of excursions such as those listed above, are based chiefly upon the critical judgment of persons who have had experience in their use rather than upon statistical advantages.

In searching the literature very few studies were found that have experimented scientifically with the excursion. A few of these surveys and experiments will be briefly described here.

A The R. H. Price Study

R. H. Price conducted a study to determine the extent to which excursions were being made by the public elementary schools, the type of place chosen for those, the time of day

or week devoted to them, and the principals' judgments of their value.

From his study ¹⁵ visits to libraries (86.9%) and museums (84.3%) ranked the highest of places chosen to visit. 53.1% reported trips during school hours, 4.8% reported trips after school hours, and 42.1% reported trips both during and after school hours. As to the values most of the schools in which trips were taken considered excursions as a regular part of the school program and not an extra-curricular activity.

B The F. C. Borgeson Study

In 1930 a survey of extra-curricular activities in five hundred twenty-four elementary schools was taken by F. C. Borgeson of the Department of Education in New York University. He classified the excursion under this category and devoted one section of his questionnaire to it.

In the survey it was noted that trips to the various places were taken in the following order, according to greatest frequency; museum, field trips, parks, fire departments, historic landmarks, factories, zoological gardens, post offices, banks, and greenhouses.

Two experimental studies, one by R. W. Grinstead and

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R. H. Price, "A Study of the Values of Field Trips," National Elementary Principal, 13:302-303, June, 1934.

the other by Henry Atyeo, attempted to measure the contribution of the excursion when used to supplement classroom instruction in the acquiring of information.

C Results of R. W. Grinstead's Experimental Study

Results of Grinstead's experimental study were obtained from Atyeo's ¹⁶ dissertation and not from the original thesis.

The search for a means to gauge the value of the excursion technique other than opinion, led to Grinstead's attack upon the experimental evaluation of the procedure.

Grinstead carried out, under carefully controlled conditions, four experiments with classes in commercial geography in a Pasadena, California junior high school. This was in order to compare the relative increase in information produced by the excursion and by classroom discussion of the same topic supplemented by class demonstration, motion pictures, and other means of vitalizing the study.

Grinstead found an average of sixty-five per cent more gain in knowledge to have resulted from the excursion, also the use of the excursion as an introduction to a topic seemed to produce greater gain than when used as a summary or a review at the close of the study of the topic.

16

Henry Atyeo, op. cit., p. 172, citing R. W. Grinstead, Experimental Evaluation of the School Excursion, [Los Angeles], 1920.

D Henry Atyeo's Experimental Study

Henry Atyeo's study was made in White Plains, New York. This study consisted of two experiments undertaken to determine the increase in factual knowledge, the specific type of knowledge acquired, and the increase in interest resulting from the use of the class discussion method supplemented by the excursion technique in teaching units of ancient history as compared with corresponding results of the class discussion method when used alone.

From the six excursions used measurement of the differences in information acquired under the two methods of instruction showed the superiority of the gain made by the excursion group in both experiments. There was little difference in the particular kind of information acquired by either group. Members of both groups showed interest in doing the things which they had been learning to do.

Aty eo points out that the results of the experiment proved that the excursion used either alone or as a part of the class discussion method possesses value which is in many ways superior to that of the method with which it was compared, but that further experiment is needed to study the other values commonly attributed to excursions.

E James Fraser's Study

James Fraser's study was to measure certain possible outcomes, and to examine the relationships among those out-

comes, in testing the thesis that the study excursion is a valuable technique for implementation of the philosophy of general education.

For the study Fraser used the 1938 Lincoln School Senior Class of twenty boys and twenty-six girls divided into three groups in the American culture course.

Outcomes were measured as growths, losses, or changes by a series of "before" and "after" tests. Measurement was made not only of growth in information but also of change in attitude toward important public issues and growth in ability to identify, to apply principles, and to generalize.

The results of the study justified the conclusion that the study excursion, as an educational enterprise, is capable of producing outcomes other than gain in factual knowledge. However, the results did indicate that gain in information is probably the best single measure of all the outcomes evaluated.

These previous scientific studies had been designed to evaluate the excursion in the secondary school, none in the elementary.

F Ella Clark's Experiment

Ella Clark's experiment was made to determine what contribution the excursion might yield in four sixth grade units, Egypt, Printing, Transportation, and Communication.

Three hundred thirty-five sixth grade children took

part in the experiment in Minneapolis. Control and experimental groups were given the same material content, and the same amount of time on each unit. Schools were rotated being one time the control group and next the experimental group.

The experimental data came from regular classroom situations that were closely planned, but in which a deliberate attempt was made to create no abnormal situations. The purpose of the study was to evaluate as well as possible the excursion when used in a natural school environment.

This study was planned, not only as a device for securing reliable data through collective research, but also as a teacher training technique.

The evidence presented through this study pointed to the definite need of careful preparation in the use of an excursion, also that teachers must constantly evaluate the excursions they use.

G Dwight Curtis' Study

The purpose of the Dwight Curtis study was to measure the contribution of the excursion procedure when used as a summary device to the understanding of content material taught in the classroom by a highly illustrative method.

Thirty-two fifth grade children of the University of Iowa Elementary School divided into two groups took part in

the study. Four experiments were conducted during the study of the unit on erosion and conservation of soil. The problem approach was used in teaching the material in each experiment. The excursion followed a planned three step procedure: preparation, trip, and follow-up. The purpose of the tests after the trips were made was to test the ability to see relationships, to organize in sequence essential relationships in the problem, and to recognize and apply principles in new situations.

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Curtis recommends that excursions not be given just an allotted time in the social studies or other subject periods, but be used as a major instrument of instruction in cases where illustration of subject matter is readily accessible in the community, and especially in cases where the concrete experiences of the pupils have been limited.

Summary -- In all the studies the excursion has been found to be a valuable technique, especially in the gain in factual knowledge. They also indicated the need of careful planning and evaluation for successful excursions.

VII The School and the Community

The school is not a miniature society, as it does not mirror any city, state, or district even in the crudest out-

 17

Dwight Curtis, "Contribution of the Excursion to Understanding," Journal of Educational Research, 38:210, November, 1944.

line. The school is but one part of the local and larger community with the function of preparing children to live
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in that community.

The elementary school has for the most part been the school of the people. Yet, too often its activities have frequently been remote from the day-by-day concerns of the community, and often the community's resources have been little used by the school in the education of children.

Local environment and events offer a wealth of instructional material much of which cannot be unfolded to children except through direct means. The activities of man, in his multifarious ways he uses for earning a living and living a life, can be best presented to a child through direct observation. This is the function of the excursion.

Boys and girls actually are interested in the activities of the community. The school which follows up these interests provides a rich and varied curriculum. From such community study children grow in the habits, attitudes, and knowledge which they need in order to be good citizens, today as boys and girls and tomorrow as men and women.

Within every community, large or small, lie untapped opportunities for valuable educational growth. The school can richly extend its curriculum by utilizing local re-

sources through community experience.

The community is always at hand as a source of information. No matter what sort of problem is being studied, there are sources of information within the community bearing upon some phase of that problem. Similarly there are representative examples of the entire scope of living within the community.

"As opposed to making a deliberate study of what is in the community, it often is more valuable to call upon the resources of the community to help solve problems arising in the schoolwork."¹⁹

Frequent and continued use of the community for observation and participation in various social processes can give children an enriching educational experience. This depends upon the skill in which the school uses the community as a laboratory for developing social understandings.

To withhold the riches of understanding and experience from the child by keeping him in the class entirely is no longer tenable. Too great an emphasis has been placed upon book facts with failure to provide valid impressions, appreciations, and attitudes needed. Children often leave schools really uneducated in spite of factual learnings.

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Clarence Hunnicutt, and George Ormsby, "Utilizing Community Resources," The Instructor, 46:10, January, 1940.

Too many trips may be possible. Enthusiasm over successful trips may be so great that the class wants to solve every problem by "going to see." Too many trips result in dissipation of the pupils' energy, just as too many class activities attempted at once bring about confusion and a waste of valuable opportunities and time. Here a discriminating judgment is needed. A few carefully planned trips is better than many that do not make the most of their possibilities.

Often there are problems to be faced in undertaking an excursion program in the community. There must be developed a fair point of view toward such a program in the community, because a trip concerns its children, its settings, its employees, and its educational expenditures. There may need to be broken down the traditional belief that any education obtained outside of the school building is cheap. There are two possibilities in this connection. One, to plan and conduct a few trips to prove the value of the activity. Another plan is to educate the community, win its support, and then promote the trips. The last seems to be the more desirable. The demand for successful trips will be greater and thus stimulating in teaching. Certainly any procedure to begin a new program requires tact, knowledge, and a wholehearted belief in the soundness

of the enterprise.

Schools or teachers, in planning a program in which excursions are used as a learning activity, will find it valuable to make a complete preliminary survey of the opportunities for them in their community. These may include places, situations, points of interest, or people that will give meaningful content to the curriculum and school activities. If the teacher does not realize the potentialities of the community she cannot succeed in guiding children to take advantage of the resources. Every community has some possibilities in this regard, as has been pointed out.

This inventory will require several exploratory expeditions that would be worthwhile. This survey could be an entire school system project in which principals, teachers, and children could all have a part; or this could be a professional study project for all the teachers of the entire system with representative committees of teachers to compile the inventory information. This might create an "excursion consciousness" throughout the system.

"A committee of teachers in Oakland, for instance, has printed in bulletin form such an inventory of useful

trips made by a group of teachers. This is available to all the city teachers and includes helpful description of actual excursions."²¹

The San Jose school system issued a leaflet entitled "Interesting Places to Visit," which included suggestions on preparing for trips and a list of possible journeys organized around major community activities.²²

From the survey's assembled list a teacher might choose the particular excursion which meets her purpose in bringing the richest experience to the children.

What places might be included in the survey?

²³ Weaver has prepared an outline for making a survey of the community which could be very helpful. Although prepared for metropolitan centers it can give suggestions for other communities. His outline which follows, suggests excursions to be taken as answers to vital questions:

1. How do people on various social and economic levels live?
2. How can housing for the poor be improved?
3. What are the racial and religious groupings of the community?

²¹

John Hockett and E. W. Jacobsen, op. cit., p.138.

²²

Henry Harap, "Scope of An Effective School Program For Utilizing Community Resources," National Elementary Principal, 18:455, July, 1939.

²³

David A. Weaver, "Excursions in a Metropolitan Center," Thirteenth Yearbook of Department of Elementary School Principals, Washington, D. C., 1934, pp. 292-293.

4. How does the city get its power?
5. How do people make a living?
6. How and where do people get their life necessities?
7. How do people travel to places?
8. How do people communicate?
9. How are people informed about events?
10. How do people govern themselves?
11. How are people protected?
12. How do people enrich their lives?
13. How does a particular community exchange products with the outside world?
14. How do people work towards another social order?

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McCallum gives the following list of places for visitation that might be found in every locality:

1. Government buildings
2. Public utility buildings
3. Industrial plants
4. Libraries
5. Museums
6. Transportation facilities
7. Public protective agencies
8. Community centers
9. Gardens
10. Public service agencies
11. Stores
12. Publishing houses
13. Farms
14. Public buildings
15. Construction work
16. Zoos
17. Airports
18. Radio stations
19. Expositions and exhibits
20. Historical monuments, tablets, and statues

Just knowing what places to visit is not enough, but it is necessary to evaluate their suitability and value for

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Jessie McCallum, "All Aboard for Excursions,"
Department of Elementary School Principals, 11:455-456,
 April, 1932.

visitation.

"Every discovered resource center should be approached, through a personal interview if possible, in order to discover whether it is willing to cooperate with a program of school visits, what facilities it has and what provisions may be made for such excursions, and the extent to which student's observations there would probably correlate with their school program."²⁵

It would be a good plan to compile certain facts or pertinent data regarding each one of the places to be visited. This information might be tabulated in some form which would be convenient for reference when arrangements were being made for a visit to a particular place.

Such information as the following should be included:

1. Name of place, person, or thing to be visited
2. Location
3. Reason or purpose for selection
4. Educational values to be sought or stressed
5. Age groups or grade levels which might profit

from the visit

6. Subjects to which it is best suited
7. Transportation needs
8. Time appropriate for visitation

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Olsen, op. cit., p. 151.

9. Name of person to contact
10. Preliminary notification
 - (a) Time necessary
 - (b) Form
11. General attitude of the officials concerned
12. Number of visitors allowed at one time
13. Guide, exhibits, visual aids, etc. available
14. Possible safety hazards
 - (a) Traffic crossings
 - (b) Unguarded machines
 - (c) Dangerous streams, etc.
15. Time necessary for making the trip
16. Suggestions of materials and methods to be used
in preparation for the visit

17. Remarks

26

McCallum suggested that in this space for remarks such accumulated comments such as, "Don't wear your good shoes when you go to zoo," to be added after trips have been made. These would prove unusually valuable for subsequent trips to the same place.

All of this information could be filed, indexed, and accessible to all teachers at the Library or in the Audio-visual Education Department at the Board of Education. Per-

haps, it would be better still for mimeographed copies also to be sent to each school. Then the individual schools might add any information to the survey data pertaining to the relationship of their school and the sources available.

Any list of excursions should be subjected to continual revision as new objectives would be added from time to time, and some may be dropped.

Each school might make a large map and plot various places available for visitation and indicate the best routes and means of transportation for reaching the points of interest.

After obtaining this valuable and pertinent information, the next and obvious step is using these resources by such means as excursions. The administration of an excursion will be discussed later in Chapter V.

CHAPTER IV

SOURCES IN LOUISVILLE FOR EXCURSIONS
IN RELATION TO THE UNIT, "THE OHIO VALLEY"

SOURCES IN LOUISVILLE FOR EXCURSIONS
IN RELATION TO THE UNIT, "THE OHIO VALLEY"

I Brief Description of the Ohio Valley Unit

The social studies unit, "The Ohio Valley (Middle States)," was produced by a committee of the Louisville Board of Education Division of Curriculum and Research under Dr. John Dotson. This unit was distributed in January, 1947, to every elementary school to be accessible to all fifth grade teachers. It was considered a sample unit to be used by any fifth grade teacher so desiring.

The unit is both a historical and a geographical one. Why the two are inter-dependent in teaching this unit is well explained in the introduction.

"The story of how these pioneers found their way through Cumberland Gap and explored, occupied, and settled the vast fertile land of the Ohio Valley is a fascinating one. A knowledge of this historical background is an aid in understanding the development and present status of the Ohio Valley."¹

"To understand and appreciate the contribution of the Ohio Valley to the nation today and in times past, pupils must know the story of the historical background and the influences of climate and natural resources upon the industries and lives of the people."²

1

"The Ohio Valley (Middle States)" p. 1.

2

"The Ohio Valley," citing The Intermediate Manual [Cincinnati], 1945.

It was suggested that because of the historical connections, the unit would include not only a study of West Virginia, Ohio, Kentucky, Illinois and Indiana, but also a study of Michigan and Wisconsin which are often referred to as the Middle States.

Besides the suggestive bibliography of books for both teacher and pupils, audio-visual aids such as the following were suggested to be used in enriching the unit: motion pictures, film strips, globes, maps, recordings, and trips to suggestive historic spots in the region and to historic spots in Louisville pertaining to this unit.

As previously indicated, this study is concerned with the latter, visits to spots in Louisville pertaining to the unit, "The Ohio Valley."

II Information for Visiting Available Sources

When teaching the social studies unit, The Ohio Valley, the class group consisted of forty-eight children -- twenty-eight boys and twenty girls -- for the social studies period only. As the group was large, the writer felt a decided need for many and various activities to maintain an interest in the unit. In the group's planning for the study of the unit several suggestions and activities were listed. One of which was the suggestion to make class visits to places in their own city as Louisville was a part of the Ohio Valley.

What were the best places to visit, as time would not permit many excursions? Which places were available now as during the war emergency many sources had been closed to the public? These were the basis for the undertaking of this study.

In the unit the curriculum committee had suggested only historic spots for visiting. See the list in the Appendix. Other places that might be added to the list not only of historic but of geographic interest were sought.

All the names of the sources that could be found by the writer, suggested places from discussion with several teachers, and others mentioned in the third grade unit, "Louisville Today," were compiled and classified. These were included in a questionnaire sent to fifth grade teachers to be rated, required or optional for a better understanding of the unit, "The Ohio Valley." The questionnaire was also designed to discover what teachers had taken trips in connection with the study of the unit in order that they might be interviewed later. A copy of the questionnaire and the questions used in the interviews will be found in the Appendix.

This questionnaire was sent to fifth grade teachers who had taught the unit and to those who were familiar with the content and make-up of the unit, but who for various reasons had not taught the unit.

The names of the fifth grade teachers were obtained from the Louisville School Directory for 1946-1947. These teachers included not only those who were teaching a straight fifth grade, but also others who had combined grades as 5A-6B.

Before a questionnaire was sent, each of these teachers was directly contacted to see if she were one of the two types mentioned above. All total forty-five questionnaires were sent and returned. The tabulation of these may be found in the Appendix.

The results of the questionnaires will be briefly summarized here.

The Objections to Class Excursions as a Result of
the Questionnaires to Forty-five Teachers

	<u>Actual No.</u>	<u>Percent</u>
1. Too great a responsibility	10	22.2
2. Too much time involved in getting to and from the objective	4	8.8
3. Difficulty of handling large groups	3	6.6
4. Children do not get enough benefit to justify time and effort involved	0	0

Other Objections Added by the Fifth Grade Teachers

1. Excursions disrupt school program
2. Curriculum too crowded
3. Other after-school activities for children interfere

4. Lack of transportation
5. Transportation is inadequate or inconvenient
6. Excursions require too much organization
7. Children are unable to pay for transportation
8. Difficult to get children to bring consent notes from parents
9. Many places won't permit visitors especially children
10. Safety hazards in visiting some sources
11. Too difficult to conduct the entire class on a trip.
If a committee is taken, this means after school hours.
The school day is too strenuous for added trips after school hours. Faculty and supervisor meetings often interfere with planned trips after school.

Some of the teachers did not object to trips, but gave the following reasons on the questionnaire for not making class excursions:

	<u>Actual No.</u>	<u>Percent</u>
1. Schedule too heavy	6	13.3
2. Problem children in the classroom	9	20.0
3. Too much work involved	1	2.2
4. Lack of convenient transportation	15	33.3

Other reasons added:

1. Three divisions (as 6B-5A-5B) and not enough children were doing the same thing that a trip could be taken to be beneficial to all.

2. Time could not be arranged to advantage
3. Would have to disrupt another teacher and classroom to leave behind those children who couldn't go
4. Too few children who could make trip (transportation cost or parents unwilling)
5. Didn't know what places would be most beneficial to visit

As a result of the questionnaires five of the most popular sources as rated by the fifth grade teachers are the following:

1. Bowman Field
2. Louisville Portland Canal
3. Speed Museum
4. Courier-Journal
5. Bakery

For the results of the other sources see the tabulation of the questionnaire in the Appendix.

These five sources cannot be considered "the best" places for visiting because other places not included, due to oversight or lack of knowledge of their existence, on the questionnaire were added by the teachers. These include the following:

1. American Radiator and Standard Sanitary Corporation
2. Armour Creameries

3. General Plywood Corporation
4. Hadley Pottery
5. International Harvester
6. Louisville Soybean Products Corporation
7. Paper Companies
8. Puritan Cordage Mills
9. "The Old Kentucky Home"
10. Tobacco manufactures
11. Tobacco warehouses

Information, as to what way this study might be beneficial to fifth grade teachers, was obtained from the questionnaires, from interviews with ten teachers and with the curriculum committee authors of the unit. One fact that stood out as generally agreed upon was the desire for the following information:

1. What places are available for visiting and their location?
2. How and whom to contact in making arrangements for a visit?
3. What days and hours may the sources be visited?
4. How many children may visit at one time?
5. Is a guide provided?
6. Are there any hazards or dangers involved?

Because of this desired and requested information all the sources, referred to above, will be described briefly

along with the required information for visitation.

I Business District

A Main Street

Main Street is a long old street near the river which runs across town. Blocks of it are made up of wholesale houses.

B The Haymarket

The Haymarket for poultry and produce, between Brook and Floyd and Liberty and Jefferson, presents much activity during the day.

Here is stall after stall of almost every kind of food one would want. The market has been described as a fair where everyone is on the midway. Everywhere people are calling their wares for sale whether it is from the flower stands, vegetable booths, or fruit stands.

The Haymarket originated in the 80's when farmers gathered in an abandoned railroad yard to sell their produce, including hay. When buildings began to crowd the area, the farmers formed a stock company which owns the property today. These one hundred fifty growers who make up the corporation are called The Gardeners and Farmers Market Company. The owners charge only fifty cents a day for a stall, but a dollar on Saturday. The market furnishes electric lights, garbage collection, and provision for changing money.

This was at first a wholesale market only as the retail stalls were not begun until 1931. Now the retailers have about fifty stalls. Three hundred stalls are provided for the growers who sell to the retailers, hotels, restaurants, groceries, truckers, or anyone wanting large quantities.

The truckers, remaining on the south side of Liberty across the market plaza, come from many states such as Michigan, Illinois, Ohio, Florida, Texas, and others. These truckers do not produce anything, but they just buy where products are cheap and plentiful and take to another market where the products are scarce to sell at a profit.

The manager for the Farmers Market, Mr. Grover Howe, sees that the truckers sell only products that home growers do not have so as not to be competing.

Disobeying any of the rules means no more trading at the Haymarket.

Children may come here without permission.

For any information contact Mr. Grover Howe or Mr. Kahlert at the office in the central part of the market.

Other interesting places may be seen on a trip to the Haymarket. At 114 East Jefferson is one of the oldest houses in Louisville. It was built in 1827 for Benjamin Smith, a southern planter, who retired from his plantation and moved to Louisville. The building is of Greek archi-

ecture. The four limestone columns at the front were carved by hand and the original handwrought ironwork and light standards are still in use. Inside there is a spiral stairway extending from the first to the third floor, Italian marble mantel piece, mahogany woodwork, and finely etched glass decorations. This was once the Union Gospel Mission, but now is known as the "Central Baptist Mission."

For visiting with a class make arrangements with Mr. Sherman Towell, the superintendent.

Another house that might be seen on this trip is the Grayson House at 432 South Sixth. As it is a private home it can be seen only from the outside.

This house was built in 1810 on an Indian mound by Mr. Gwathmey of Virginia. The walls are seventeen inches thick and are made of brick that was brought on keelboats down the river. This house stood through many windstorms and two earthquakes. The seventeen rooms and the large hall of the house have been scenes of many elaborate parties.

The house was later sold to Mr. David Ward who gave it as a wedding gift to his daughter, Mrs. Frederick Grayson, for whom the house had been named.

II Civic Buildings

A The City Hall

Location -- 601 West Jefferson

Description -- A trip to the City Hall is both in-

teresting and educational. The personnel is very kind and helpful in explaining the various departments of the city government.

By visiting the entire building, including the Annex, the children will receive some idea of the importance and complexity of our city government. It is not expected that each department can be studied in great detail because that involves time and too much for the children to remember. However, something of the value of each department might be learned.

On the main floor are found the offices of the Mayor and Chief of Police. Other offices on the floor include the Detective Division, Law Library, Public Utilities, Patrol Captain, Auto Theft, Crime Prevention Bureau, Reporters Room, and the Bureau of Records.

On the second floor is located the offices of the Director of Public Works, the City Engineer, the Clerk of Aldermen, and the Welfare Department. The Board of Aldermen's meeting room is also located on this floor. It is equipped with some very interesting old furniture used for years and years. Behind a railing there are some chairs. On one side of this room seats are reserved for citizens who wish to come to the meetings. In the front of the room there is a table and chairs for the chairman of the meeting and his officers to sit.

On the third floor are found offices of the following: Building Inspector, Civil Service Board, Smoke Commission, Cemeteries and Public Baths, Division of Parks, Division of Safety, and Police Educational Bureau.

The Fire Alarm Tower on the third floor of the Annex is interesting and appealing to children. Visitors are gladly welcomed there because the members of the department feel that too few people know that it is there. It is very necessary to the Fire Department. On one side of the large room is a huge instrument board that is connected with every fire alarm box in the city. There are three ways in which this board records every alarm that comes in -- a light flashes, a loud noise is heard, and a ticker punches the box number several times on a strip of paper. In the center of the room, there is a small telephone switchboard through which other alarms are received. Above this, there is a recording apparatus that shows just which fire engines, trucks, and hooks and ladders are in and which ones are out. In the center of the room there is a transmitter which is used to send the alarm to all of the engine houses. Every minute of the day and night, men are on duty to receive and send the alarms. Every fire alarm, whether false or real, is recorded. The record shows the number of the engine answering the call, the cause of the fire, the length of time taken to put it out, the method used, the

damage done, and the name of the property owner.

The man in charge is very cooperative. He will send in an alarm so that the children may see how it is recorded also he will show them a map marking the places where alarm boxes are located.

In a room adjoining this one may be seen the battery-charging room. This is run by means of 1660 batteries. Every day a complete set must be recharged while another set is being used.

Visiting Arrangements -- With an appointment at the Mayor's Office stating the time and the date, a reasonable number of children -- average class of thirty-five -- may visit the City Hall and be provided with a guide.

B The United States Post Office and Customs Building
Location -- On Broadway between Sixth and Seventh Streets.

Description -- This beautiful building, near the heart of Louisville's business district, is a dignified example of Corinthian architecture and is a decided addition to the beauty of the city.

Here the boys and girls may see not only where the stamps are bought but also where packages and letters are mailed. At the canceling machine the children may see the outgoing mail being prepared for its journey. The letters are sorted into two piles according to the size of the en-

velopes. As the letters pass through the machine the stamps are cancelled. Then the letters are taken to a department where they are quickly sorted and placed in large canvas bags, which are locked securely before being sent to the railroad station or airport.

The incoming mail is also sorted according to the zones or sections of the city where the branch post-offices are located. There are ten delivery stations and a truck is used to take the mail to these stations. Here the post-man picks up the mail to deliver.

Another interesting department is where the boxes and bundles are sorted. Each package is examined to be sure it is properly tied and addressed when accepted at the window by the clerk. The baggage is sent on a wide belt run by electricity to the department where it is sorted and made ready for its journey.

Some letters that cannot be delivered, nor returned to the writer because of no return address, go to a Dead Letter Department.

The upper floors of the building house many offices of the United States Government.

Visiting Arrangements -- The entire class may visit if an appointment is made with Mr. H. M. Jessel, Assistant Superintendent of Mails.

C General Hospital

The General Hospital may not be visited by any children under sixteen years of age.

D Jefferson County Armory

Location -- Fifth and Armory Place

Description -- The Armory is of gray stone with five columns across the front of the second and third stories. The tower gives it a picturesque background. The two eagles on the front give it a military atmosphere.

The Armory was built as a convention headquarters in Louisville. Today many of the big events are still held here because it offers ideal accommodations with its ample floor space surrounded by a commodious balcony. There are no pillars to get in the way. You can sit almost anywhere in the building and see what is going on.

Visiting Arrangements -- By making an appointment with Mr. Irvin Wayne an entire class may visit and be provided with a guide.

E Jefferson County Court House

Location -- On Jefferson Street between Fifth and Sixth Streets

Description -- The Jefferson County Court House with its wide steps and white columns is of Greek architecture. It was completed in 1859 and considered to be one of the best examples of American architecture. Here the affairs

of both the county and the city of Louisville are taken care of.

In front of the Court House is the Jefferson Monument given to the city by I. W. and Bernard Bernheim. This monument, one of the costliest ever erected to Jefferson's memory, was made in Rome, Italy by Sir Moses Eziakiel and was cast in bronze in Berlin.

On the outside of the Court House, near the front door, a marker has been placed honoring George Rogers Clark. The marker is inscribed thus:

George Rogers Clark 1752-1818
Soldier, Patriot
Founder of Louisville
Conqueror of Our First Great
West from the Allegheny Mountains
To the Mississippi River
A Son of Virginia
A Gallant Gentleman and
A Great American
A Tribute from the
National Society of Colonial Dames of
America in the Commonwealth
of Kentucky, 1939.

On the ground floor is located the Police Department and Magistrate courts.

In the rotunda of the Court House is a statue of Henry Clay. This white marble statue was sculptured by Joel T. Hart. The people of Louisville by means of public subscriptions gave \$15,000 for the statue. At the ceremony of unveiling the statue in 1811, Mr. Hart came from Florence, Italy to be present.

In the room on the left of the rotunda is the County Clerk's Office where records of property and deeds are kept. This is a large room with many tables, shelves of books along the walls, and in the balcony on the side books are also kept. On this same floor is found the County Judge's Office, and courtrooms.

On the top floor (balcony) is the Circuit Court and where drivers licenses are obtained.

Visiting Arrangements -- A class of around thirty-five can be accomodated if an appointment is made at the County Judge's Office. A guide may be provided if someone is available at the time.

F Louisville Public Library

Location -- At Fourth and York

Description -- On entering the library, which is of French architecture, one sees the beautiful circulation room. Behind the card catalog are the stacks which may be entered only with special permission. On each side of this room are pretty marble stairways. To the right of this room is the reference room where books are kept to be used only in the library. To the left of the circulation room is located the open shelf room.

In the circulation room may be seen a copy of the Declaration of Independence in a case like the original one in the Library of Congress in Washington.

Going upstairs one can see pictures or murals in the main room downstairs. These murals represent commerce, industry, education, science, art, literature, and history.

On the second floor are the original paintings of "Hebe" by Canova and "Morning Glory" and "Venus de Medico" by Joel T. Hart. There are also busts of Abraham Lincoln and Madison Cawein in the corridor.

To the left of the stairway is the library collection of Henry Watterson that he willed to the city. Adjoining this can be found the Kentucky Room with its collection of historical material.

On the opposite end of the corridor is the children's room with its low shelves that children may easily reach.

In the basement there is a museum containing collection of rocks, birds, butterflies, shells and fossils. Here also is found a mummy, one of the two in the city.

Outside the library on one side of the building is a bronze statue of Abraham Lincoln. It is the work of Mr. George G. Barnard, a sculptor of Pennsylvania. Mr. Charles Edward Thomas of Hardin County, who lived near Lincoln's birth place, was the model for the statue. The statue was given to the city on October 26, 1922, by Mr. and Mrs. Issac W. Bernheim.

At the front of the building there is a statute of George D. Prentice. This is the work of Mr. Alex Bouly, a

Belgian sculpter. The figure was commenced in 1874 and completed in 1876. The white marble, out of which the monument was made, was imported from Italy and weighed seventeen thousand pounds. For years the statue stood at the entrance of the Courier-Journal Office Building. In 1914, when George Settle, librarian, learned that it was to be given to one of the parks, he consulted members of the committee and succeeded in having it placed in front of the main library.³

Mr. Prentice was a journalist, poet, and educator of Louisville.

Visiting Arrangements -- For the library to furnish a guide, an appointment may be made with Miss Bernice Bell of the Children's Department.

The Museum -- Hours for Monday, Tuesday, Wednesday, Thursday, Friday and Sunday are 2:00 P.M. to 5:00 P.M. For Saturday they are 10:00 A.M. to 12:00 P.M. and 1:00 P.M. to 5:00 P.M. Guide -- Colonel Beckner. The entire class may visit the museum at these hours.

G Memorial Auditorium⁴

Location -- The Memorial Auditorium occupies the

³ "Louisville Today," Louisville, Public Schools, 1933, p. 22.

⁴ Ibid., pp. 11-12.

northwest corner of Fourth and Kentucky Streets. On the Kentucky Street Side it extends the whole block to Fifth Street.

Description -- The Auditorium was completed in 1929 as a memorial to the Soldiers, Sailors, and Marines who served the Nation in World War I.

The architecture is classic Greek and shows the Egyptian origin from which Greek architecture was derived. The building is gray, massive, and permanent in appearance as should be for a memorial. The copper dome is supported by four arches with four organ openings. There are ten Doric columns at the Fourth Street side and the four outer doors are bronze.

The ground floor of the Auditorium comprises: foyer, and offices, the horseshoe, the auditorium, stage, and dressing rooms, guest room, and stairs to the museum below.

On the second floor The Flag Room, of special interest to the public, runs half the length of the building on the Kentucky Street side.

Visiting Arrangements -- An appointment with Mr. W. H. Camp must be made a week in advance. A class of around thirty-five can be accommodated and a guide is provided.

III Clubs and Museums

A The Filson Club

Location -- 118 West Breckinridge

Description -- The Filson Club is a historical society organized on May 15, 1884, under Colonel Reuben T. Durrett's leadership. The Club was named in honor of John Filson, a pioneer and surveyor, who published an important history of Kentucky.

This Club is housed in a red brick building built in 1929. A large collection of historical books, original pictures of pioneers and old forts, books, diaries, manuscripts, and old records of many early Louisville families are found in the reading room on the main floor.

In the museum are found many relics of early pioneers, a collection of flags, and many old guns.

Visiting Arrangements -- It is necessary to make an appointment with either Miss Evelyn Dale or Miss Luda Kinkead, the guides, as their hours vary. A group of no larger than twenty-five can be conducted through the Club.

B J. B. Speed Memorial Museum

Location -- 2035 South Third Street

Description -- This white stone building was given to Louisville in 1927 by Mrs. James B. Speed as a monument to her husband. Here one may see beautiful English, German, and Austrian porcelain and pottery, pioneer relics, antique musical instruments, permanent and loaned art exhibits, and decorated chests and furniture.

Visiting Arrangements -- It is necessary to make an appointment, which can be done by calling the office (Magnolia 4039). The entire class may come to the museum and a guide is provided.

Hours. Monday -- Closed. Tuesday through Saturday the hours are 10:00 A.M. to 4:00 P.M. Sunday -- 2:00 P.M. to 6:00 P.M.

The Confederate Monument may also be seen on this trip. (See description below).

C Main Library Museum

See Louisville Public Library above.

IV Industries

A Ballard Mills

Location -- 912 East Broadway

Description -- Largest winter wheat flour mill

Visiting Arrangements -- Only high school age students are permitted as too dangerous for younger children with present equipment. Later the mill expects to have safer equipment and then younger children might come to visit.

B Bradford Woolen Mills

(American Woolen Co., Inc.)

Location -- 1034 East Oak Street

Description -- At the mill the children may first see the wool being cleaned of all loose dirt, straw, and

burrs. Then the wool is sent down a chute to the first floor where there are large vats in which the wool is washed and rinsed until white, and then dried by a hot air machine.

By means of forced air, a machine sends the clean wool to the second floor to be combed. Several machines with big cylinders and combs take out all the tangles until the wool is soft and fine.

Several electrical machines spin this soft wool into finer and finer yarn. At last, it is spun into fine thread which is wrapped into skeins. Each skein is tied, marked if to be bleached, and inspected for knots and bad thread.

At the ground floor the skeins, being prepared for shipping, are twisted and then packed into paper bags that are tightly sealed. These are placed in burlap sacks, and properly tagged for shipment.

Visiting Arrangements -- Because of the dangers of the machinery and belts, only five to ten children, accompanied by adults, may visit if an appointment is made with Mr. C. Cornett, who will arrange for a guide.

C Puritan Cordage Mills

Location -- 1205 Washington

Description -- Here one might see the operation of raw cotton from the bales spun into yarn.

Visiting Arrangements -- To visit an appointment

must be made with Mr. R. A. Seger who will see that a guide is provided. Not more than ten children may visit at one time.

D Coca Cola Bottling Company

Location -- 1661 West Hill

Description -- In this beautiful modern building the visitor may see the complete process of bottling the coca cola. From the platform where they are unloaded, the bottles go to the basement to be started in the washer. Still being washed they come to the first floor, and then they are filled with syrup that comes from the second floor syrup room by pipes. After the bottles are filled they are loaded on trucks.

Visiting Arrangements -- An appointment must be made with Miss Mary Brucker. Any size group may visit and a guide will be provided.

E Ford Motor Company

Location -- 1400 Western Parkway

Description -- At the plant the children may see cars completely assembled.

Visiting Arrangements -- A large class may visit as several guides are available. It is necessary to make an appointment. Write to Plant Protection Office giving the day, time, and the number to come.

F Bakeries

5

1. Honey Krust Bakery

Location -- 1455 South Seventh Street

Description -- "Noon is the hour at which the largest number of processes can be seen in operation. The dough is cut into loaves at midnight.

There are two bakings daily. Milk used in the afternoon baking is from that morning's milking. It is fresher when used than the milk that comes to city homes from dairy plants. Noticeable features of the bakery are size and efficiency of the machinery used, the whiteness of the bakers' costumes, caps, gloves; the absence of dust in all parts of the plant. The baking and wrapping rooms are very warm.

The bakery has its own stables, garage, and railway siding.

From 27,000 to 30,000 loaves are baked daily. Each process is cared for by means of machinery.

Three floors are used by the bakery. The first place shown to visitors is a laboratory in which all proposed materials are tested before being accepted for purchase. There is an electrically chilled refrigerator room in which are kept Vitamin D, honey, yeast, cream. Vitamin D is bought at a laboratory and comes in tubes. Yeast comes in blocks the size of a pound of butter. Clover honey is brought from the Honey Krust Farm, but the bakery uses three carloads of honey a year, so sage honey is brought from Kansas and orange blossom honey from California. Honey is used in preference to sugar by this bakery. The milk brought from the Honey Krust Farm is from Jersey cows.

Visitors are welcome at the Honey Krust Farm, Shelby County, Kentucky.

Buckets of salt stand near the mixer ready

 5

Ibid., pp. 17-18.

for use.

The ingredients are poured into the mixers from slides in the third floor. They are scientifically scaled and weighed. There are three huge hoppers from which flour is sifted into the mixers and three large tanks to release the ice water with which all mixing is done.

The enormous blades of the mixer shoot back and forth and knead the dough much as candy cotton is pulled on hooks.

The doors of the mixers open to dump the kneaded mass into steel troughs twelve feet long. The troughs are rolled into the dough room for fermentation.

The dough is cut and the dough balls shaped into loaves by machinery. ('Nests of pans, each filled with a loaf, pass along to the long steel chains in the final proofer which is always moving.') The loaves rise for forty-five minutes in an inclosed room, then conveyors carry the pans of dough to the oven.

A baker stands near the oven. He walks down the line of pans with a sharp knife in his hand. A deft cut puts into each loaf of dough the Honey Krust split.

The oven is a hundred feet long. The pans of loaves travel slowly through it for half an hour. When they emerge, the bread is baked, brown and fragrant. A baker turns the hot loaves into a conveyor which carries them into the next room. When they are cool, they are sliced and wrapped by machinery.

The wrapping has the uncanny precision of a robot at work. The loaf is thrust against the wrapper which folds around it. Then it passes over a hot section which melts the waxed paper and causes it to seal. Later an outer wrapper is put on each loaf.

The loaves are placed in wheeled trucks of nine shelves and are ready for packing and distribution.

In the clangor and crash of machinery, white, costumed bakers are engaged in molding floured dough into many varieties of bread and rolls. They appear to work silently and with deliberate sureness. They are guardians of a machine that feeds a city."

Visiting Arrangements -- A large class may visit the bakery. Make appointment with Mr. Miller who will see that a guide is provided.

2. Donaldson Baking Company

Location -- 1321 West Hill

Description -- The process of bread making may be seen here.

Visiting Arrangements -- Appointment may be made with Mr. H. D. Wilkins. The whole class may visit, but must be accompanied by several adults. A guide is provided.

G Refineries

1. Aetna Oil Company

Location -- Algonquin Parkway

Description -- The visitor may see the various phases of crude oil being refined into gasoline and other products as well as the means of transportation used.

Visiting Arrangements -- Only a very small group may visit the refinery. An appointment must be made with Mr. Van Buren. The services of a guide will be provided.

2. Louisville Refining Company

Location -- 1300 Southwestern Parkway

Description -- Here the children may see the crude oil refined into gasoline and other products.

Visiting Arrangements -- An appointment with Mr. Loudermill, the superintendent, is necessary. Only a small

group may visit as too dangerous for a large group. A guide is available.

3. Stoll Oil Company

Location -- 1815 River Road

Description -- Here crude oil is refined into gasoline and other products.

Visiting Arrangements -- Make an appointment with Mr. J. T. Crowder or Mr. J. W. Kittner to bring only a small group to the refinery.

H Dairies

1. Sealtest Incorporated

Location -- 431 West Oak

Description -- "First, you will be shown the receiving platforms, where the milk which the refrigerated trucks have brought in from the farms is weighed and sampled for laboratory testing. After the milk has been weighed and sampled, the cans are immediately emptied. They are then washed, sterilized, and returned to the trucks which are waiting to take them back to the farmers."

"Your guide will next take you into the room where you will find the big cooler which chills the milk at once to a temperature below forty degrees."

"In imagination you will now follow on its route through the plant the milk which has so lately been sampled, tested and chilled. It flows into insulated, stainless, steel 'holding' tanks where it awaits filtration and pasteurization. Filtration is accomplished by passing the milk through closely woven cotton -- similar to surgeon's cotton. In order to kill all germs, the milk is then pasteurized. This is accomplished by heating it to 142 degrees, holding it there for thirty minutes, or 160 degrees for five minutes, and then cooling

ing it to below forty degrees. The milk is then ready to be bottled. Before being filled, each bottle is soaked in hot alkali, power-brushed, and thoroughly rinsed in the bottle washer - fifteen minutes of modern washing and sterilizing. After washing, the bottles are automatically filled and capped. Vacuum fillers assure accuracy and eliminate the filling of cracked or chipped bottles. The milk is now ready to be delivered to the customers. After showing you the giant freezers in which ice cream is made, your guide will take you into the auditorium where the children may be comfortably seated while he answers the questions which they will be sure to be eager to ask him.

This is a very interesting trip and the children are sure to come away with a clearer and better understanding of the care that is being exercised in order that the people of Louisville may be supplied with pure milk."⁶

Visiting Arrangements -- An entire class may visit.

An appointment must be made with Mr. Vic O'Daniel or Mr. Tom Scott.

2. Fenley's Model Dairy

Location -- 606 West Hill

Description -- A small plant but one may see the milk prepared for the consumer.

Visiting Arrangements -- Only a committee may visit the plant as it is small. The appointment must be made with Mr. Fenley or Mr. F. K. Dickerson.

I Furniture and Plywood

1. Mengel Company

⁶

Ibid., pp. 18-19.

Location -- There are three plants: Furniture Division, 2300 South Fourth Street; Plywood Division, 2300 South Fourth Street; Corrugated Box Division, 1111 Zane Avenue.

Description and Visiting Arrangements -- (1) The Furniture Division Plant of Mengel's may be visited by ten children making an appointment with Mr. H. E. Logsdon. A guide will be provided. Here the students might see the cutting of veneer, plywood, doors, and the cutting of big logs of mahogany. This is the most interesting of the three plants for visiting.

(2) Plywood Division does not permit any children as too dangerous.

(3) Corrugated Box Division -- An appointment must be made with Mr. Albert Ahlers for a class, in accompany with three or four adults, to visit. The best hours are from 8:00 A.M. to 3:00 P.M. Mr. Ahlers indicated that there wasn't too much to see also that too many classes cannot be permitted.

(4) General Plywood Corporation

Location -- 3131 West Walnut Street

Description -- The children may see the plywood being made. Samples are sometimes provided for the group.

An appointment must be made with Mr. Z. O. Price, plant superintendent, giving the age of the group and the

hour desiring to come. The services of a guide are provided. A committee of six to ten children are preferred for safety reasons.

J Farm Machinery

1. International Harvester Company

Location -- Crittenden Drive

Description -- Cultivators, plows, and other farm machinery are made here.

Visiting Arrangements -- At the present time no children under twelve years of age may visit. Appointments are made with Mr. A. B. McGreary.

2. B. F. Avery and Sons Company

Location -- 1721 Seventh Street Road

Description -- Children might see the farm machinery as cultivators, plows, tractors, and others being made. Furnaces present a safety hazard.

Visiting Arrangements -- Ten children may visit at one time. The services of a guide are available. For appointment contact Mr. J. O. Lawrence.

K Louisville Soybean Products Corporation

Location -- 1361 South Fifteen Street

Description -- Here the soybean may be seen ground into meal and oil.

The trip through the plant takes about a half hour to three quarters of an hour. The best time to visit is in

October and November. In September the plant shuts down.

Visiting Arrangements -- A small group may go through the plant. For appointment contact Mr. H. A. Miller.

L Reynolds Metals Company

Location -- 2000 South Ninth Street

Description -- The most interesting plant for children to visit is the Utensil Division, Plant No. 14.

Visiting Arrangements -- For an appointment contact Mr. Beard, Public Relations, at Plant No. 14. Only a small group of ten may visit at one time. The services of a guide are provided.

M Paper Company

Acme Paper Stock Company

Location -- 141 North Second Street

Description -- Just a warehouse where children may only see kinds of paper in stock. All paper companies here in Louisville are just jobbers.

Visiting Arrangements -- About twenty children may visit at one time if an appointment is made with Mr. Resnick.

N American Radiator and Standard

Sanitary Corporation

Location -- 1541 South Seventh Street

Description -- At the factory plumbing fixtures are made.

Visiting Arrangements -- An appointment must be made

a week in advance with Mr. R. A. Vollmer for a small group of children to visit. Sometimes the authorities grant permission for visiting and sometimes, they do not.

Q Armour Creameries

Location -- 333 Byrne

Description -- Here butter may be seen churned, poultry dressed and frozen, and eggs graded.

Visiting Arrangements -- Mr. Charles Williams says that no children may visit as dangerous and too noisy. They do hope to be able to have children come later.

P Meat Packers

1. Armour and Company

Location -- 201 East Main Street

Description -- This company does not do their slaughtering here. The meat comes already dressed. Sausages are made and the children may see meat smoked.

Visiting Arrangements -- For appointment contact Mr. H. K. Nanz, who will see that a guide is provided. Only fifteen children at one time may visit.

2. Esmart Packing Company

Location -- 1202 Story Avenue

Description -- Here the children might see the animals killed, and cut, sausages made, and meat smoked.

Visiting Arrangements -- Fifteen to twenty children may visit if an appointment is made a week in advance with

Mr. L. J. Liebert.

3. Henry Fischer Packing Company

Location -- 1862 Mellwood

Description -- On Tuesdays, Thursdays, and Fridays children may see the killing of the animals. On Mondays, Wednesdays, Thursdays, and Fridays the children may see the cutting process.

Visiting Arrangements -- The visiting hours are 8:00 A.M. to 1:00 P.M. from Monday through Friday. An appointment must be made a week in advance with Mr. John Humphrey. A guide is provided. An entire class may visit at one time.

4. Klarer Provision Company

Location -- 210 Amy Avenue

Visiting Arrangements -- No visiting is permitted as too dangerous.

5. Louisville Provision Company, Inc.

Location -- 914 East Market

Description -- The killing of the animals may be seen and also the slicing of the bacon.

Visiting Arrangements -- Only a couple of days notice must be given. An appointment may be made with Mr. Paul Rose. Twenty children may be accomodated but two or three adults must accompany them. A guide is provided. Around 10:00 A.M. is the best hour to visit. In the afternoon not

much to see.

6. C. F. Vissman and Company

Location -- 117 Bickel

Description -- The killing and cutting may be seen.

Visiting Arrangements -- A class of around thirty children might visit if a week's notice is given. Make appointment with Mr. F. P. Able.

Q Bourbon Stock Yards

Location -- 1048 East Main Street

Description -- The yards received their name from the Bourbon House, a drover's tavern, which stood on this site in the early days. At the stockyards the children may see the animals weighed and sold. This is rather unique as there is no set price on the merchandise when the animal is sent here by the owner to sell.

Visiting Arrangements -- A class of thirty to thirty-five children, ten and eleven years of age, may visit if an appointment is made with Mr. Skeffington. A guide will be provided.

R Hadley Pottery

Location -- 1570 Story

Description -- The children may see the pottery being made.

Visiting Arrangements -- An appointment may be made by just calling the office. Visiting hours are 3:30 P.M. -

4:30 P.M. on Friday. Fifteen to twenty children may visit.

S Tobacco Warehouses

1. Seventh Street Road Warehouse

Location -- Seventh Street Road

Description -- Children may see the tobacco being sold and bought.

Visiting Arrangements -- The whole class may visit if appointment is made with Mr. J. M. Lamkin. A guide is provided. Nothing to see except during the tobacco season.

2. Burley Tobacco Warehouse

Location -- 1520 Durrett Lane

Description -- Here the class may see the buying and selling of tobacco.

Visiting Arrangements -- The entire class may visit if appointment is made with Mr. Henry Bell. A guide is provided.

3. Louisville Loose Leaf Tobacco Warehouse Company

Location -- Seventh Street Road

Description -- During the tobacco season the children may see the buying and selling of tobacco.

Visiting Arrangements -- The whole class may visit if appointment is made with Mr. Batty. A guide is provided.

T Tobacco Manufacturers

1. Brown and Williamson Company

Location -- 1600 West Hill

Description -- The children may see the cigarette being manufactured.

Visiting Arrangements -- No appointment is necessary as the company has a receptionist in the office who may act as a guide for an entire class.

2. American Tobacco Company

No children are permitted against policy. Would have to have a permission from New York.

3. Liggett and Myers Tobacco Company

Location -- 2418 West Main Street

Only storage space, nothing for children to see.

4. P. Lorillard Company

Location -- 3029 Michigan Drive

No visiting permitted.

V Statues and Monuments

A The Castleman Monument

Location -- This monument stands in the big circle made by the intersection of Cherokee Parkway and Cherokee Road.

Description -- "Made of bronze and mounted on a stone base, it shows General John Breckenridge Castleman mounted on his famous saddle mare, Carolina. Funds for this monument, which cost \$15,000, were contributed by Louisville, Kentucky, and the South; and the statue was unveiled on November 8, 1913. General Castleman is thus one of the few men in whose honor a statue was erected during his lifetime. The

monument was designed by R. Hinton Perry, a noted New York sculptor. Mr. Perry came to Louisville and spent two months at General Castleman's home, studying the subject and preparing a plaster-of-Paris model.

General Castleman was a lover of horses and of the many beautiful ones which his stables housed, his favorite was the jet black saddle mare, Carolina, most famed descendant of the great Chester Dare.

General Castleman was born in Fayette County, Kentucky, in 1842. When a boy of nineteen, he joined the Confederate Army under General John H. Morgan and later became major. He was sent north to attempt to rescue some prisoners of the South who were held in northern prisons. While on this mission, he was captured as a spy and, though his life was spared by President Lincoln, he was kept in prison in Indianapolis, Indiana, from September 1864 to July 1865. He was then released upon condition that he would never return to this country. After remaining in Europe as an exile until 1866, he was permitted to return home. At that time, he was 24 years of age. Later he served his country as Adjutant General of the State Militia and Brigadier General in the American Army during the Spanish-American War.

"But it is because of the services rendered by him as a private citizen that General Castleman is best loved by the people of Louisville; and it is as 'Father of the Park System of Louisville' that he is best known here. He was eight times elected as a member of the Park Board and served as its president for nearly twenty years. It is said that he took as much interest in the parks as if he owned them himself.

The extension of Cherokee Park and of Shawnee Park, the enlargement of Jacob's Park to include 600 instead of 300 acres, and the purchase of Shelby Park are due to his efforts and influences; while he personally gave both money and land to improve and enlarge parks and playgrounds. That the people of Louisville have Eastern Parkway as a thoroughfare is due entirely to the efforts of General Castleman. He donated for that

purpose a strip of land through Castleton, his property, and gave \$5,000 toward the building of the road. He also gave ten acres of beautiful woodland as an addition to Tyler Park."

"Mr. Ernest C. Kettig, who for twenty-five years was himself connected with the parks as superintendent, says: 'It was General Castleman's habit to arise every morning at 4 o'clock and mount his famous saddle mare, Carolina, for a tour of inspection. He would ride about and take notice of what was needed and by 7 o'clock he would be familiar with the condition of the places he had visited and would telephone me regularly at that time to discuss the work of the day. He would know to the minutest detail exactly what repairs should be made during the day. Again in the afternoon, he went over the places to see if the work had been done properly.'"

"'Acting upon orders from the General, I went often to the woods near Louisville and brought back thousands of dogwood or redbud shrubs, maple, oak, poplar and gum trees. These we raised in the nurseries in Shawnee Park and later set them out in the parks and along the streets without a penny of cost to the citizens of Louisville. We gathered in this way more than 100,000 trees. On one street, we set out oaks, on another maples, on another gum trees, and still others sycamores. On Southern Parkway, for a stretch of three miles, we set out four rows of trees, thus making twelve miles of trees. We also set out miles of trees on Eastern Parkway. All of this was done under General Castleman's direction and without cost to the people. Many of the magnificent shade trees now in Shawnee Park were raised from nuts planted in the Shawnee nurseries at the suggestion of the General.'

General Castleman died on May 23, 1918, and at the hour of his funeral, children were asked to cease all playing in the parks for five minutes 'Out of respect for him who made public playgrounds possible in Louisville.'"

"How appropriately has the equestrian statue of General Castleman been placed at the entrance to Cherokee Park where it seems to be keeping watch over the General's splendid contribution to the beauty of our city."⁷

B The Confederate Monument

Location -- Third and Shipp Streets

Description -- This handsome shaft was given to the city by the Confederate Monument Association of the United Daughters of the Confederacy. The monument, unveiled on June 29, 1895, was made in Italy under the supervision of the Muldoon Monument Company.

Visiting Arrangements -- None need to be made. The Speed Museum may be visited also on this trip. (See Speed Museum for visiting hours).

C Daniel Boone Monument

Location -- Located on a cliff in Cherokee Park.

Description -- This monument is the work of a Louisville woman, Miss Enid Yandell. The bronze statue was made at the request of Mr. C. C. Bickel who gave it to the park commission. It was formally unveiled and given to the city in 1906. The face was taken from portraits of Boone at the Filson Club, and gun and skin cap were copied from his actual ones. A stone model of the statue is found at Foster School.

It is generally conceded to be the most accurate representation of the Kentucky woodsman that could be depicted.⁸

Visiting Arrangements -- None needed

D Clark's Grave

Location -- Cave Hill Cemetery

Visiting Arrangements -- When visiting stop by the Cave Hill Cemetery office for information. No guide is provided. The whole class may visit.

E Jefferson Monument

Location -- In front of the Court House

Description -- See "Court House" for description of the monument.

F Locust Grove

Location -- Blankenbaker Lane

Description -- The two and one half story brick structure of Georgian style was the home of George R. Clark's sister, Mrs. W. C. Croghan. At her home Clark, an invalid, spent his last remaining days of bitterness of the ingratitude of the nation until he died on February 13, 1818.

Visiting Arrangements -- Can only be seen from the outside.

⁸

Ibid., p. 22.

G Mulberry Hill

(The Home of Clark's Father)

Location -- Beargrass Creek near Poplar Level Road. This is near Fincastle Heights, the government housing project.

Description -- In 1784 George R. Clark's father, John Clark, built a house here. In 1890 the house was abandoned and in 1917 it was torn down. The city received the land as a gift later and it is known as the George Rogers Clark Park.

H Henry Clay Statue

Location -- In the rotunda of the Court House on Jefferson Street between Fifth and Sixth Streets.

Description -- See the description above under the heading "Court House."

I Abraham Lincoln Statue

Location -- On the west lawn of the Main Public Library at Fourth and York.

Description -- See the Library description above.

J Fort Nelson

Location -- Seventh and Main Streets

Description -- On the site of old Fort Nelson a seven foot slab of Georgia granite monument bearing a bronze tablet was erected in 1912 by the Colonial Dames of America in the State of Kentucky. It bears this inscription:

"To commemorate the establishment of the Town of Louisville, 1780. On this site stood Fort Nelson, built in 1782 under the direction of George Rogers Clark after the expedition which gave to the country the great Northwest."⁹

Fort Nelson erected in 1782 extended from Sixth to Eighth Street with fronting on Main Street and reached back toward the river. The stockade was surrounded by a ditch eight foot wide. The fort was named in honor of General Nelson the third governor of Virginia.

Visiting Arrangements -- None necessary.

K President Zachary Taylor's Home and Monument

Location -- A few miles from Louisville by way of Brownsboro Road and Blankenbaker Lane.

Description -- The monument and burial ground of President Taylor, famous American soldier and the twelfth President of the United States, is located on the old home-
stead of the Taylor family. This is now a national shrine.

As a result of Congressional appropriation, the monument was erected in the old burial ground. On top of a thirty-four foot shaft of granite is a statue of General Taylor.

In this national cemetery anyone who has served in the army or navy may be buried.

Visiting Arrangements -- No appointment need to be

made. There is no guide service.

L Seelbach Hotel Paintings

Location -- Seelbach Hotel Fourth and Walnut Streets

Description -- In the lobby of the hotel may be found eight paintings honoring General George Rogers Clark.

Visiting Arrangements -- None necessary.

M Marker on Court House Honoring Clark

Location -- On the right side of the entrance to the Court House.

Description -- See Court House description above.

VI Transportation and Communication

A Bowman Field Airport

Location -- The airport is located in the eastern section of Louisville just outside the city limits. It is about five miles southeast of Louisville on the Taylorsville Road.

Description -- This municipal airport was named for Mr. A. H. Bowman, a citizen of Louisville, who did so much to promote interest in the airport.

The Administration Building at the airport houses the offices of the Commander of the Airport, the United States Weather Bureau, a restaurant, and a waiting room.

The Airport's hangars are fireproof and modern in every way. During the war the Army Air Force built barracks on the edge of the field for men stationed there.

These are now used for homes.

Each airport has its own signal light so that aviators may know what airport they are approaching. The signal for Bowman Field is dot-dash-dot and the color of the light is green. There is also a large search light that sends a beam for several miles in all directions, giving planes a warning of the field quite a distance away from it.

The American, T. W. A., and Eastern Air Lines have planes coming into Louisville from all sections of our country.

Hundreds of people visit the Airport weekly. Commercial pilots are always there to give those who wish it a "bird's eye view" of Louisville.

Visiting Arrangements -- The entire class may visit if an appointment is made with Mr. Henry P. Julliard, Administration Building, Bowman Field. A guide will be provided.

B A Branch Telephone Office

Location -- There are nine branch offices such as the Magnolia, Highland, Shawnee, Jackson and others.

Description -- A branch office is an interesting place to visit as the children see the operator receiving calls and the connections she makes. The operator's head-gear, the switchboard, and the various operations in connecting callers is so fascinating.

Visiting Arrangements -- Only a committee of ten children may visit a branch telephone office. Appointments must be made with Mr. H. W. Herr, Commercial Department, Office Manager. Mr Herr will arrange with the superintendent of the branch for a guide.

C Courier-Journal and Louisville Times

Location -- 300 West Liberty

Description -- This is a very old building and for that reason the encouragement of visitors is not made. When they move to their new headquarters at Sixth and Broadway, the Courier-Journal hopes to have many visitors. This will be an interesting trip for children as they will see the necessary operations for printing the daily paper that comes to their homes.

Visiting Arrangements -- About ten to twelve children may visit if they are accompanied by two or three adults. For appointments contact Miss Alma Fisher of the Personnel Department, who will arrange for a guide.

D Railroad Stations

1. Union Station

Location -- Between Tenth and Eleventh Streets on Broadway

Description -- Inside the gray stone building there is a long waiting room with many benches. In one corner of the room is the Information Bureau. On the east side of

this room are ticket windows, and on the west, are stands where candy and magazines are sold. Above the room is the beautiful stained glass ceiling and a lacy iron railing around the high balcony, which is on three sides of the room. The station also has a nice dining room.

At the back of the station is the huge train shed where trains back into the station. Several trains come into this station such as the Louisville and Nashville Railroad, the Monon, and the Pennsylvania.

Visiting Arrangements -- The children may visit the station at any time, but for a guide to be furnished for an entire class an appointment must be made with Mr. G. U. Yager, General Passenger Agent at L & N Office, Ninth and Broadway.

2. Central Station

Location -- Seventh and River

Description -- This station is older, smaller, and less modern than the Union Station. However, many trains daily enter and depart from its shed, bringing passengers and freight from the North and South. The Baltimore and Ohio trains, the Chesapeake and Ohio Railway, the Big Four System, the Illinois Central, and the Southern Railway System use this station.

On a trip to the station the children might also visit the stone marking the site of old Fort Nelson at

Seventh and Main.

Visiting Arrangements -- For arrangements to visit this station, contact Mr. J. R. Scott of the Chesapeake and Ohio Railroad, Starks Building Office.

E Railroad Yards

Location -- The Highland Park Yards are in south Louisville and the Baxter Station is in east Louisville.

Description -- There the children may see the trains being switched.

Visiting Arrangements -- No appointment is necessary and there will be no guide furnished. The children cannot go into the yards but just look down at them.

F Truck Depots

1. Hancock Truck Lines

Location -- 131 North Tenth Street

Description -- Small depot, not much to see.

Visiting Arrangements -- Call office for appointment.

2. Huber and Huber Motor Express, Inc.

Location -- 970 South Eighth Street

Description -- Large truck line.

Visiting Arrangements -- No children are permitted to visit for safety reasons.

3. Kentucky Indiana Truck Terminal

Location -- 1227 Garland

Description -- The freight coming in and leaving

the depot can be seen.

Visiting Arrangements -- The entire class may visit if an appointment is made with the office. A guide will be provided.

4. Silver Fleet Motor Express, Inc.

Location -- 216 Pearl Street

Description -- A large motor express company with much freight coming in and going out at its dock.

Visiting Arrangements -- Fifteen to twenty children may visit if an appointment is made with Mr. O. L. Doud.

5. Hoover Motor Express Co., Inc.

Location -- 1224 Rowan Avenue

Description -- There isn't much to see as the dock is small.

Visiting Arrangements -- Make an appointment at the office.

G Radio Stations

1. W A V E Inc.

Location -- 334 East Broadway

Description -- Children may see the music library, the studio, the news room through the window, and the control room when empty.

Visiting Arrangements -- The entire class may visit, but it is best to come when a program is on suitable for children. Therefore, it is necessary to make an appoint-

ment with Mr. E. W. Leake.

2. W G R C Radio Broadcasting Station

Location -- Kentucky Home Life Building

Description -- The studio is not so large and not too much to see. Best to come to the station when a program is scheduled for children.

Visiting Arrangements -- Twenty-five children may visit at one time if an appointment is made with the office.

3. W I N N

Location -- Earle Hotel

Description -- The studio is very small, however, they are glad to have children visit.

Visiting Arrangements -- The entire class may visit, but would have to be divided into groups going through. It is best that about fifteen at a time visit the station. As an appointment is needed, contact Mr. E. A. Kallay.

4. W H A S

Location -- 300 West Liberty

Description -- Visitors are welcome. Studio not very large.

Visiting Arrangements -- The entire class may visit but an appointment must be made with Miss Calhoun, Personnel Department, Courier-Journal. A guide will be provided.

H Greyhound Bus Station

Location -- Fifth and Broadway

Description -- This station is a blue modernistic building with a picture of the running greyhound, the mark of this bus line, on its front.

Inside the building is a comfortable waiting room. On one side of this room are the ticket windows and a place to check the baggage. On the opposite side is a restaurant and a magazine stand. Around the room there is a gallery upstairs where the rest rooms and offices are located.

Outside, in the back, is a large shed where buses come to unload or be loaded in the numbered lanes.

In part of the building there are stores such as a barber shop and an army store.

Visiting Arrangements -- The entire class may visit and a guide is provided. For an appointment contact Mr. Porter. Adults must accompany the group.

VII Along the Ohio River

A The Water Front

Description -- Louisville is located on the Ohio River which furnishes her many advantages. As the Ohio is a navigable river and a tributary of the Mississippi, Louisville can trade by water in all directions. For this and other reasons, Louisville has been spoken of as the "Gateway of the South."

Along the water front at Second, Third, and Fourth Streets may be seen the steeper Indiana shore on the op-

posite side. Up the river is the Big Four Bridge and Tow-head Island beyond. This island was named because of the necessity of towing crafts upstream through the rapids prior to the building of the canal.

At the foot of Second Street is the Municipal Bridge recently made toll free. Down at Fourteenth Street is the Pennsylvania Railroad Bridge and farther down at Thirtieth is the Kentucky and Indiana Bridge. These two bridges connect Louisville with New Albany.

The river front from First to Sixth Street is called the wharf, which is mostly paved with stone. Boats are moored to the wharf by cables or chains, which are hooked to big iron rings fastened in the stone paving. On the wharf, the freight is loaded and unloaded on boats.

The river front from Sixth Street west narrows until at Seventh Street it seems that the railroad trestles almost reach the water's edge.

Visiting Arrangements -- None necessary.

B United States Coast Guard Station

Location -- The station is moored to the wharf at Third and River.

Description -- This is the only inland Coast Guard Station in our country. This was necessary because of the nearness of the Falls to the city. Established about seventy years ago, this station cost about \$3,500.

As the station is under the management of the Treasury Department, the Federal Government bears the annual cost of maintaining the station. This includes the cost of keeping the houseboat or station painted and in repair, the cost of the signal lights, the telephone, the power boat used in rescuing, and the salaries and food supplies of the guards.

Day and night, at least eight men are on guard, and a watchman, at all times, looks out from the high tower.

Visiting Arrangements -- A large group may visit but they will be divided into groups to be taken through the station by a guide. An appointment is made by calling the station, Jackson 4635.

C Louisville and Portland Canal

Location -- Foot of Twenty-seventh Street

Description -- The canal is owned and operated by the United States Government and is listed as United States Locks No. 41.

"From Fourth Street to the foot of the locks, there is a thirty-foot fall in the River. On fifty feet of water, boats can go over the Falls, but when there is less water than that, the locks must be used. Thus, it is because of the Ohio Falls that the Canal and Locks are necessary. The Canal begins at Sixth Street and ends at Thirtieth Street, extending a distance of about two and one-half miles and being 200 feet wide."

"There are two locks in the Canal -- one large lock which requires fifteen minutes to fill with water and a smaller one which can be filled in ten minutes. The locks are 110 feet wide. The longer one is 650 feet long and the smaller one is 350 feet in length."

"The large gates closing the locks are operated by a large pressure engine which is in the power house on the edge of the Canal. When a boat coming down the river signals to the lockman, the gauges are turned by him. This releases pressure on the huge iron gates, closing them so that the lock may be filled to the correct depth. A gauge shows when the correct amount of water has been pumped into the lock. The upper gates are opened when the water in the locks has reached the river level and the boat is allowed to go into the first lock. While the boat is in the first lock, water is being pumped into the second lock and out of the first until the water in the two locks is on the same level. The boat is then allowed to go out into the second lock. Then the water is slowly let out of the second lock until it is on a level with the water in the lower river. The boat is then allowed to go out into the river."

"If a boat is coming up the river, it comes into the locks and the gates are closed. Water is then pumped in until the boat is raised thirty feet. If you are on the boat, you can feel yourself gradually being raised up, up, up! When you are on a level with the water in the Canal, the gates are opened and the boat goes on up the river."¹⁰

Over hundred years ago, before the locks were constructed, boats coming up the river landed at the foot of Thirty-fifth Street. Their freight was transferred to wagons to be taken a distance of about three miles up to Fourth Street, where the upper river boats were docked. Freight going down the river was transferred the same way. Stage coaches were used for transferring the passengers.

There is no charge today for locking a boat through

¹⁰

Ibid., pp. 5-6.

the Canal.

Visiting Arrangements -- The entire class may visit if an appointment is made with Mr. P. E. English, the head lockmaster. A guide will be furnished.

11

D The Hydro-Electric Plant

Location -- Twenty-sixth and Canal

Description -- This plant was built at the cost of ten million dollars. Extending from the Kentucky shore, the power house is five hundred eight feet long and forty-seven feet wide. The building is built of steel and concrete to withstand the pressure of water.

In the generator room, which is fifty-eight feet high, there are eight generators, each with a capacity of ten thousand kilowatts. The power house was so built that two additional generators may be installed when additional capacity is needed.

Visitors are taken down in the power house until they are thirty-eight feet under water. The large water wheel runner which is located at a still greater depth is connected with the eight generators by means of eight steel shafts sixty-one feet long and weighing thirty tons.

The theory of the plant's operation is that the river flowing through the base of the plant turns the large water

wheels, thereby turning the shafts which are connected with the generators. This resulting in the generation of electric power. The flow of water through the wheels is controlled by gates. The operation of the plant depends upon the higher stage of the water above than below the plant. During floods the water level rises rapidly below the plant and the Falls are thus wiped out. As this removes the force that turns the water wheels the plant must shut down. The electricity for the city is made at the Waterside Station and the Central Plant on Main Street.

The plant is controlled by means of a big switchboard in the generator room. Although two thousand men were required to construct the plant, less than ten men are needed to operate it because the machinery is so compact. These men work in three shifts of eight hours.

Visiting Arrangements -- The entire class may visit if an appointment is made with Mr. McCraig. The services of a guide are available.

VIII Water Supply

A River Road Pumping Station

Location -- River Road

Description -- At this station water is being pumped from the Ohio River into the pipes which carry it along Pipe Line Lane and into the reservoir on Frankfort Avenue. The electric pump now used is said to be the largest south

of the Ohio River as it pumps forty-two million gallons of water daily.

The water passes through a double screen to take out sticks, leaves, and small fish before leaving the pumping station.

B The Reservoir

Location -- North of Frankfort Avenue

Description -- Here at the reservoir the water may be seen dashing into the two huge basins, each holding fifty-five million gallons of water. The water dashes into the north basin, then passing through pipes into the south basin, and then out into the coagulation basin. The heaviest mud is left deposited in the big basins as it passes through. In the Coagulation Basin alum is added and as the water circulates around the five walls, the dirt and mud coagulate and sink to the bottom. From this basin the water passes into the filter plant. In the big filter the water passes through fine sand and gravel which removes all dirt remaining in the water. After the water goes through the filter, another chemical is added to kill all germs.

At the plant, there is a miniature filter in a glass case. This shows exactly what happens to the water as it passes through, and the children have a clearer idea of the method of filtering the water and thus can make an experiment with miniature filters of their own.

From the filtration plant, the water passes into an immense underground reservoir south of Frankfort Avenue between the Filtration Plant and the Crescent Hill Pumping Station. Its large ventilators may be seen from Frankfort Avenue.

C Crescent Hill Pumping Station

Location -- Frankfort Avenue

Description -- The big pumps at this station pump the water from the underground reservoir into the pipes that lead into our homes. This is done day and night.

Visiting Arrangements -- Arrangements to visit any of the above must be made at the Louisville Water Company, 435 South Third Street, with Mr. William H. Lovejoy.

IX Miscellaneous

A United States Fishery

Location -- Gibson Lane, on the Ohio River, at the rear of the Kentucky Fair Grounds.

Description -- The fishery covers twenty acres of ground and has nine breeding ponds. During April through October there are five species of game and fish there. These fish are sent to different streams, lakes, and ponds so that the fish may be of good species.

Visiting Arrangements -- A large group of children may visit at any time. No appointment is necessary as there is always a guide.

B Southern Baptist Theological Seminary

Location -- Grinstead Drive and Lexington Road

Description -- The Seminary is of Georgian Colonial Style. An assembly hall, classrooms, chapel, gymnasium, library, dormitories, and a museum are located here on the campus.

The museum is small but has some real interesting things from almost every country. Of the only two mummies in the city, one is located here.

Visiting Arrangements -- The entire class may visit and be provided with a guide if an appointment is made with Mr. McDonald.

C "The Old Kentucky Home"

Location -- Kentucky State Fair Grounds

Description -- On these grounds there is a log cabin that is called "The Old Kentucky Home." It looks like a real pioneer cabin with its old furniture.

Visiting Arrangements -- Only during the time of the Kentucky State Fair may visitors see the cabin and its furniture. During the remainder of the year the furniture is stored in a safe place.

CHAPTER V

THE ADMINISTRATION OF A CLASS EXCURSION

THE ADMINISTRATION OF A CLASS EXCURSION

I Preparation for an Excursion

Introduction

Careful planning and preparation are vital to the success of an excursion. It may be a waste of time unless the excursion is made a purposeful activity, preceded by careful planning, and followed by class study. The necessary preparation procedures for an excursion are numerous and important. All excursions must be planned with the view not only as to what is to be accomplished but also as to the manner in which the trip is to be made. Certain definite steps taken by the teacher and the pupils for the evident success of the trip are necessary if its possibilities are to be realized. Some of these will be presented in this chapter.

Advance Planning and Preparation on the Teacher's Part

There are three possibilities in planning for an excursion such as the following: (1) the teacher may do all the planning and executing; (2) the pupils may do the planning; or (3) the teacher and pupils may together plan the excursion. The latter is the best of the three as it capitalizes the interests and experience of all taking part in the trip to make it successful.

Certain amount of personal preparation and planning must be done by the teacher in aiding her to work with the class for a successful trip.

The following are suggestive steps for teacher preparation:

1. The teacher must evaluate the advantages in taking the particular excursion under consideration in order that as many contacts as possible may be utilized profitably. It must be certain that the trip is the best possible means of attaining the desired ends.

2. In advance the teacher must determine the purpose for which the journey is to be conducted or a possible combination of purposes.

3. If survey data is available, it may be examined for materials that will develop correct concepts, and for situations in which activities may be organized to assist pupils in developing desirable attitudes, habits or skills.

4. The teacher should gain as much information as possible through wide reading on the subject of the excursion.

5. The teacher must know and plan how pupil interest may be further stimulated, what materials to use for a good background, and what preparatory activities children might engage in. However stress on too many interesting aspects of the excursion may produce a certain amount of bewilder-

ment in pupils' minds as to what is the fundamental purpose of the excursion. Therefore, other interests must be held strictly subsidiary to the main purposes.

6. The purpose of the trip must be explained to parents. A few helpful mothers invited to accompany the group on the excursion has several advantages. If the group is large their assistance is especially helpful. Otto¹ points out the advantage of mothers present gives the teacher outside protection in case some unfortunate happening should occur. Also, few mothers after making a trip and seeing the enthusiasm of the children are not converted. This becomes an asset for future trips. For the parents to be of assistance they must know what is expected of them. Their presence at the preparatory class sessions is wise.

7. Before children are taken away from the school grounds it is essential that parents are notified and give their consent. This permission should be in written form either a signature to a letter from the parent or a mimeographed form furnished by the school. If the latter is used, it may be made in the form of a waiver releasing the school from responsibility to the pupil's safety in addition to granting the child permission to participate.

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Henry J. Otto and Shirley A. Hamrin, Co-Curricular Activities in Elementary Schools, New York: D. Appleton-Century Co., Inc., 1937, p. 27.

This form may state the purpose of the excursion, the way in which it is to be taken, and the cost. The consent slips dated should be filed in the principal's office.

A sample form of a parent waiver may be found in the Appendix.

If the parents are unfamiliar with an excursion program a form letter might be sent describing the program, explaining the method, giving some idea of approximate cost, and of the need for making the school and personnel exempt from liability to injuries. Of course, it should be emphasized that every possible precaution to insure the child's safety will be made but the school cannot assume further responsibility.

8. The teacher should make the following necessary arrangements:

(a) Secure clearance with the school authorities for the trip.

(b) Secure permission from the owner or representatives (superintendent or manager) of the place to visit.

(c) Contact all persons whom the children are to meet, interview, or hear, and explain the purpose of the trip. Arrange for the routine of the visit such as the time of arrival, meeting place, pictures, exhibits, demonstrations, and other things that best meet the needs of the group. Decide upon the possible or desirable dura-

tion of the visit, but be sure that ample time is allowed and adequate opportunity is given for questions from the group. If the trip is long arrange for rest periods and lunch. Any possible dangerous aspects of the visit must be thoroughly discussed. If there are some risks or hazards only a small group may make the visit. If too many dangers the trip should not be made.

These necessary business arrangements should be made by direct personal contact confirmed subsequently by letters setting down the arrangements. Telephone contacts are not satisfactory at all in arranging a trip the first time.² They are easy to make and equally easy to refuse. After a routine has been developed for a given excursion through a number of repetitions, telephone discussions or letters may be utilized.

Olsen³ suggests sending written reminders to all persons a day or two in advance of the trip.

9. Several days in advance the teacher should take the trip herself for familiarity with the situation, the best route, features, procedures to follow, necessary refer-

² William H. Burton, The Guidance of Learning Activities, New York: D. Appleton-Century Co., Inc., 1944, p. 285.

³ Edward G. Olsen, School and Community, New York: Prentice-Hall, Inc., 1945, p. 158.

ence material, length of time, bus stops, parking facilities, and what activities the excursion would include. If the teacher has made the trip before, it should be recent enough to prepare the children for it. Factors likely to interfere with the smooth running of the children's visit may perhaps come to light during this preliminary trip and measures may be taken to minimize or remove them. The teachers can also determine the best sequency in which various centers may be visited on one trip.

10. After the preliminary trip the teacher can organize the material, plan the route, determine any necessary stops, and prepare for any anticipated development. No one can foresee everything that may develop but careful planning helps the children to get maximum use of the experience.

11. If several places are to be visited a definite time schedule must be planned and adhered to rather closely. A wise precaution is to place last any place or item from which it might be difficult to draw away the children. Otherwise it might be difficult to keep to schedule and include all that has been planned.

12. The teacher must arrange for any safeguards if needed such as special policemen at unusually busy corners.

13. Some arrangement for providing carfare or assistance needed by children who cannot afford the expense

has to be made by the teacher.

14. The teacher may develop a printed guide sheet to give each excursion member. This sheet in an open outline form should list the itinerary, some significant problems for thought, questions to be answered, and observations to be checked. Olsen⁴ suggests that traveling directions and names of speakers with their topics be added to the guide sheet.

15. When it is necessary to leave someone behind because of failure to bring consent slip or any other non-medical reason, the teacher must make arrangements and send him to another room with an assignment. So far as feasible the assignment should be directly related to the class excursion in order that he can maintain some feeling of sharing in the enterprise and can contribute his part in succeeding group discussion. The names of these pupils left behind and their temporary room number should be sent to the principal.

16. It has been suggested that a travel list be prepared for the trip.⁵ Such a list, also done in duplicate, protects the school by enabling the principal to know who went where and when. It may also serve as an at-

⁴ Ibid., p. 158.

⁵ Ibid., p. 158.

tendance sheet on the trip for the teacher.

17. A first-aid kit may be carried on the trip.

18. If for any reason the scheduled excursion cannot be taken, the teacher should formally cancel the trip by notifying all persons concerned as quickly as possible. Explanations may be made then or soon after by a letter.

The procedure followed in developing and using an excursion technique depends upon the teacher's skill in selecting and combining the procedure best adapted to her needs.

As a summary four definite steps as the following are included in the teacher's preparation for an excursion:⁶

(1) Creating in pupils an awareness of the need of the excursion, and aiding in clear, definite formulation of its purposes; (2) planning the mechanical details; (3) equipping oneself to give a maximum of service; and (4) preparing the class to derive a maximum of profit.

Preparation on the Part of the Class

Children have to be enlightened concerning the general ideals, purposes, and practices of the class excursion so that they will take the proper attitude toward the policy and carry support and accurate information to their parents.

Excursions in which students assume a large part of

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Henry C. Atyeo, The Excursion as a Teaching Technique, New York: Teachers College, Press Columbia University, 1939, p. 96.

the responsibility for planning and management are not only more profitable but are much more smoothly carried out than those under the rigid direction of a teacher.⁷

Through their group discussion the children see why the particular trip is important and how it relates to their class work.

The children are also given an opportunity to develop pride in their school through their careful planning.

Plans must not be too complicated but be understood and followed. The teacher will need to help the children to use discrimination in making their plans so that too much ground will not be covered.

The exact procedure will vary with each group and with each trip. Some of the following are necessary for preparation on the part of the children:

1. The children guided by the teacher should have a definite aim or purpose for taking the trip.
2. A committee of children might make the preliminary trip with the teacher to see whether they think the trip will help clarify and solve the class problem.
3. Supplementary books on the subject might be collected by the children. The children can make a bibliogra-

phy of all reading material pertaining to the excursion.

4. Any information gained by individual members may be shared with the class through reports or illustrations.

5. The class members might do as much preliminary reading as possible in preparation for the excursion.

6. Clippings, photographs and pictures may be placed on bulletin boards. Any films, slides, or any other appropriate audio-visual aids may be used both for initial motivation and for general orientation to what will be seen on the trip itself.

While careful advance preparation of this nature is essential, it should not be made in too great detail; room should be left for surprises and for the thrill of personal exploration and discovery.⁸

7. Through the class discussion guided by the teacher the following may be accomplished:

(a) The class may outline points in summarizing their present knowledge of the subject.

(b) In setting up definite goals for the journey, the class may list specific questions to be asked and answered and definite things to be observed. The teacher may add questions or problems covering essential points not suggested by the students. Responsibility for asking these ques-

tions, which are usually grouped around some topic or problem, is delegated to small groups or individuals. The children may choose the questions of interest to them. Any questions left over may need to be distributed by the teacher.

(c) The class may plan the ways and means of any notetaking, photographing or sketching, collecting pamphlets, posters, manufactured products given away, and any other activity that will add to the value of the trip.

(d) The procedures and conduct to be used while crossing streets, riding in vehicles, or at the place visited must be discussed by the group. In standards set up by the group, rather than rules imposed by the teacher, the children see their necessity and are not likely to break them. The children must plan what to do if they can't see or hear, discuss when to ask questions and the care in examining objects and moving about and among them.

(e) Standards of courtesy set up by the group would include good manners such as quiet voices, taking turns, helping one another, and keeping together in an orderly manner.

(f) If the group has been divided into committees, the group on transportation might find the best means. Students may volunteer to ask their parents to take their cars for the transportation of the group. Any method de-

cided upon should be discussed so there is no confusion at the last moment.

(g) The necessity and importance of cleanliness in the appearance of the group as well as the suitable and proper clothing for the trip should be freely discussed.

(h) The group may decide what equipment is necessary, such as notebooks, drawing paper for sketching, camera, or any other for achieving the educational purpose of the trip.

(i) If food is to be bought or lunch is to be taken on the trip, some discussion should be devoted to the subject of a well-balanced menu.

8. A committee of students might obtain the principal's permission to make the excursion.

9. After the time has been decided upon for visiting, the class in a group letter, or a committee of students, might write for permission to visit.

10. The class may assist the teacher in planning a schedule for the visitation. Then the necessity of keeping it will seem more important to the group.

11. If some industrial process is to be observed, carrying out certain parts of the process in a simple way in the classroom will acquaint the children with what they are to see on a larger scale. As an example, the value of a trip to a woollen mill is enormously enhanced for students who, as a part of their classroom work, have actually

carried out in a simple way,⁹ the process of washing, cording, spinning, and weaving.

12. A class committee might invite a few helpful parents.

13. The class should be organized for travel.

"Public relations, as well as physical safety, require that the teacher have some definite procedure for insuring discipline during the trip, and also for making routine check upon the pupil attendance at various points along the way."¹⁰

How can this be done? The children may be formed into groups with leaders. The teacher may determine the number of groups to be used and the approximate number of students for each group. The students should elect their leaders and then choose the groups to which they wish to belong. The teacher can, for the good of the class, make any necessary changes. These groups again would review their responsibilities, the need of discipline, and what safety measures to be observed. The responsibility and detailed planning differ greatly in terms of the level of maturity involved. This grouping provides for leader-

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Horn, op. cit., p. 411.

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Olsen, op. cit., p. 162.

ship, followership, and good citizenship on all those who take part.

As the plan presented by Ade¹¹ seems the best that was found by the writer in the various readings, it will be presented here.

The children form into groups of from five to seven members. Each division chooses a captain who is responsible for checking and reporting for his group. The captain may keep ready for instant checking a card on which is typed the names of those composing his group. The teacher also has a complete list of all captains and their group. When leaving a place where it is necessary to know that all are together, the names of only the captains are called. When that captain answers, "Present," that means that all his division is there. For quick attention of all, the simple device of raising the hand is used. This means that there is something important to be said. Each child seeing a hand raised does the same until everyone's attention has been attracted. Everyone then draws close for a moment to receive instructions, information, or for roll call.

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Lester K. Ade, Expanding the Classroom, Harrisburg: Department of Public Instruction, Commonwealth of Pennsylvania, 1938, pp. 23-24.

12

Rushing suggests that a pupil questioner may be appointed in each group and all questions to go through this question captain. This prevents the many confusing and disrupting questions from individuals.

However, each member can be held responsible for seeing that his question has been answered.

14. Mapping out the trip affords opportunities for reading historical and geographical material.

II Conducting the Excursion

Final Check

Before leaving the school building there are several important details which the teacher should check upon, to make the trip a success as planned. With upper grade children the chosen leaders can assist the teacher in checking on some of the following:

1. The physical condition of pupils may be checked and any child with symptoms of illness may be left behind in care of the principal.

2. The appearance and the dress of the class may be checked. For example, any loose clothing that might become entangled in machinery if the class is visiting an industry should be noticed.

3. Determine if each student has brought his correct carfare, lunch if needed, and any needed equipment.

4. Check again for notes permitting individuals to participate.

5. Send children, who are to remain behind, to other rooms previously arranged for. Check to see that they understand their assignment and have their books, coats, if they are not to return to their room, and anything else needed so as not to be disrupting to the other class.

6. Check again the travel list to see if correct as of the moment and send a copy to the principal.

7. Again summarize and clarify the purpose of the excursion with the class.

8. Ascertain if those students with special assignments understand their responsibilities.

9. Emphasize again the importance of safety first. If there are any special hazards indicate their nature so as to be avoided.

10. Review the standards of conduct and courtesy. Point out that the class will be guests and to act thus.

11. Dismiss the class to get drinks and go to the toilet.

Proceed En Route

As the class files out of the school building, the teacher may go to the head of the line, and if any

parents are assisting they would follow at the end of the line to prevent any straggling or falling behind.

If making the trip on foot and no adults are assisting the teacher, the best plan is to put the most reliable pupils at the head of the line and the next most reliable at the end. The leaders can escort the children across the street at a signal from the teacher or a traffic policeman, and stop some distance up the block so that the entire line, without too much crowding, can stand on the walk. If there is no officer on duty, the teacher may stand in the street and halt traffic. At a signal from the teacher the group may proceed to the next corner and wait for the teacher. ¹³

In walking the teacher must encourage the stragglers to keep up with the group and hold back the more impetuous by appealing to their loyalty to the group.

If going by bus and fares are to be paid, a good plan is to have the group enter the bus in pairs with one child paying both fares for one way and on the return, the other child doing the same.

The activities engaged in during the trip to and from the destination are subject to the varying conditions of distance, time required for the trip, size of the group,

and the means of transportation used. Sometimes the journey is made a period of study and observation, and sometimes it is wholly a period of recreation and leisure.

If the group is on foot or on a private bus, Olsen¹⁴ suggests that marching songs, school songs, or group cheers be encouraged to develop a desired "esprit de corps" and to drain off a certain amount of youthful exuberance.

When the group is traveling together and not in separate cars, interesting items may be pointed out by the teacher who has made advance preparation. On the bus jokes may relieve the tedium of a lengthy ride.

Side interests or stops not directly related to the major purposes of the trip must be avoided so that the children won't be confused nor interest diminished when arriving at the destination.

Watch and stay on schedule. It is best to be just a little ahead of time to allow for unforeseen delays. Do not stay longer than the allotted time in any one place.

Approaching the city destination from the opposite side of the street, enables the children to see their goal to the best advantage before they reach it and also heightens their sense of expectancy.¹⁵

14

Olsen, op. cit., p. 163.

15

Ibid., pp. 163-164.

On arriving at the resource center the group may wait outside while the teacher enters to announce the arrival. After the guide has been found, the children may enter at his invitation. Introductions may be made if the group is small otherwise a general presentation as a class is sufficient.

In the Center

Sometimes the teacher gives the explanations, more often the services of a guide are utilized. The teacher then should have conferred previously with the guide as to the information desired so as to prevent too much being told over the heads of the pupils.

The teacher's vigilance must not be relaxed even if professional guides have taken charge of the group. Some of the teacher's responsibilities that should not be overlooked include some of the following:

1. The teacher must watch and keep the group together. Do not allow aimless wandering about or undue attention to irrelevant exhibits. Children grow fatigued and lose interest if too much is seen on one trip.

2. The teacher should try to see that every child has a chance to see and hear what is occurring for his benefit.

3. The teacher must be alert and sensitive to the background factors such as weather conditions, seating

arrangements, ventilation, traffic movements, and any interests and influences of present or potential significance.

4. The teacher must watch for any disciplinary problem, but if the trip has been carefully planned this will probably not occur. Also if the excursion has the proper background of interest, discipline problems will amount to little.

5. The teacher may need to assist or arrange opportunity for the students to carry out their previously chosen learning activities such as taking notes, sketching, photographing, asking questions, collecting specimens, making maps, and the like. The teacher may need to aid some children in giving information when a point is not clearly brought out by their questions. If the pupils take notes during the trip it will help the questioners to keep clearly in mind the answers to their questions.

6. The time must be watched carefully. If speakers take more time than arranged for, the teacher will need to be tactfully insistent upon moving on at the appointed time.

7. When the group is ready to leave the center, the teacher will thank the guide or host and the children should be encouraged to express their appreciation as they go out. Everyone who served the group should be personally thanked if this can be done without disrupting the schedule.

If more than one center is to be visited, review what has been observed, and summarize it before going to the next destination.

The Return

After the visit has been completed, attend to the physical needs of the children before returning to the school.

If the return trip is after school hours, the children should not be left at their homes even though these are near, but they should be dismissed from the school building. Any parent desiring to take a child home without returning with the group should discuss this in advance with the teacher.¹⁶

Before final dismissal at the school the teacher should check carefully and quickly to see that everyone is present and that everything is all right.

III Appraisal and Follow Up Activities

Completion of the excursion does not terminate it as a project. Much still needs to be done before the trip's full educational value can be realized. "An important part of the learning activity is the evaluation of

16

Emma Feuerstein, "How to Get the Most Out of Educational Visits," Grade Teacher, 58:91, September, 1940.

the trip in the light of the proposed objectives."¹⁷ The evaluation of the trip should strengthen the purposes of the pupils and reinforce the teacher's instruction. The methods to be used in the evaluation will be determined by the objectives of the excursion, but they should not be so rigid or burdensome that the zest or enthusiasm for other excursions will be dulled. The activities that grow out of the excursion must be clearly needed.

Definite follow-up activities form an integral part of any well-managed excursion. Such activities, if properly planned and carried out, will enrich the curriculum and improve the pupil-teacher and pupil-pupil relationship because of the sharing of experiences. Follow-up activities may be those which analyze and appraise the trip itself and those which grow out of the information, appreciation,¹⁸ or interests developed on or as a result of the excursion. The following activities, during the discussion period soon after the trip, appraise and analyze the trip:

- A. Evaluate the excursion in terms of its original purposes or objectives.
- B. Discuss the topics assigned or questions formulated by the students for their observation.
- C. Diagnose mistakes, difficulties, or any other

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Ade, op. cit., p. 14.

¹⁸

Olsen, op. cit., p. 165.

faults from the standpoint of improvement in future excursions.

D. Discuss and evaluate the individual and collective behavior and note any points which need improvement. Satisfaction should be felt by the children for achieving standards set up.

E. Clarify facts not thoroughly understood, correct any wrong impressions, and answer questions that might have arisen in the students' minds.

F. Record the highlights of the trip for future use in some permanent form.

G. Evaluate the sketches or any other creative expression made at the scene of observation.

H. Provide opportunity for additional explanation of matters of special interest and importance.

I. Write letters of thanks for assistance and privileges during the trip.

Every successful excursion may arouse new interests which are of educational significance if properly stimulated. Opportunity must be provided for mental, motor, and emotional activities that may be the outgrowth of the excursion experience. Some of the following follow-up activities are examples of expression of emergent interests:

A. Express the ideas and feelings gained through oral reports, written compositions, booklets, scrapbooks,

photographic exhibits, lantern slides, graphs, maps, charts, diagrams, sketches, murals, drawings, scaled models, dramatizations, puppet shows, a home-made movie, or radio programs.

Many writers suggest that some place in the building should be used for children's exhibits or any other follow-up work to be kept for sharing with others. This would help to develop a growing interest in the community among both teachers and pupils.

B. Discuss the significance of things learned as they relate to the unit or problem.

C. Relate important findings to the other subject fields in order that the children may see the essential unity of all knowledge.

D. Test for increased information or changed attitudes. Opinion is divided among educational writers on the use of tests. Some criticize it as destroying interest. It may be inadequate for discovering certain types of outcomes such as appreciation. Some of the other above activities provide the teacher with ample information about the value of the trip or clinch the points the teacher wishes the pupils to make.

E. Share the experience with others. The group may have arranged, prior to the trip, a program based on the excursion to be presented to the mothers or for another

class. This might include a play, short talks, exhibits, posters, pictures, or slides. Sharing experience might be in the form of reports to the school newspaper. Such activities as these offer the children many opportunities to select and organize their information on the basis of its interest to others. This would be a check in determining the standard of what the group considered most interesting on the trip.

F. Investigate new problems raised by the experience. This might lead to new units. "The value of an excursion is not so much the acquisition of specific information as the raising of new problems."¹⁹

These activities resulting from the excursion break down the artificial lines of formal subject matter, and thus make the class work more interesting and meaningful. These activities interpreted, may aid the teacher in appraising the trip as to its teaching values and its constructive influences on pupils.

Summary

There is no absolute uniformity in the administration of an excursion because of the varieties in their aims, their character, and in the condition under which they are

made. Flexibility of procedure is desirable in the preparation of the class, the plan followed at the center, and in the kind of use made of the excursion in subsequent class work. But it must be emphasized again and again that careful, suitable preparation and retrospective emphasis on the highlights of the excursion are essentials of a successful technique to provide vital educational experiences.

An Excursion to the Louisville
and Portland Canal

The 5A Class of Stephen Foster School was composed of thirty-seven boys and girls, but during their social studies period eleven other 5A students joined the group in the study of "The Ohio Valley." The group, on the whole, was of average intelligence with a few exceptional bright children. As stated before, during their group planning for the study of the unit, the class had listed making trips or visits to places in the city as one of their activities.

The writer has chosen one of their trips, to the Louisville and Portland Canal, to tell how it was planned, conducted, and followed-up.

This trip was an outgrowth of one of their social studies periods when the class was discussing the importance of the Ohio River in the settlement and development of this section of the United States. Let's listen in at this part

of the discussion.

"I think because the Ohio River flowed westward that it helped settle this part of the country," said Tom.

"Will you explain that, Tom?" asked Mary. "I don't understand just why that would be important."

"The people who settled in this section (The Ohio Valley) had trouble in moving westward because of the Appalachian Mountains. Whenever they could they would follow streams and cross at lower places. After they reached the west side of the mountains the pioneers would build flatboats and travel down the Ohio. It flowed westward so it became a favorite route for settlers," he explained.

"These pioneers looking for new homes would float down the river," spoke Harry, "until they came to places that looked good for farming land. Then they would stop and settle there."

"Often families would travel together and build homes near each other. Sometimes they built and lived in forts for protection," added Sue.

"After a settlement began," said Jerry, "others came to join their friends or families."

Martha standing with a puzzled look inquired, "But why did some settlements grow faster than others?"

"I think their location would be the main reason," answered Harry. "Some settlements were in better farming

sections than others or there would be waterfalls to turn their mill wheels."

"Harry, some settlements grew because of a break in transportation," added Tom.

"What do you mean by that, Tom?" asked Martha.

"People traveled on the water until they reached falls or rapids," he explained, "then they were forced to stop. That place would be the break in transportation."

"Louisville is an example of a city that grew that way," added Mary.

"Yes, I remember that Miss Kinhead at the Filson Club told us that long ago the people traveling on boats had to stop above or below the falls and go around by land," related Don.

Jerry hastily added, "While they had to unload their boats they needed shelter for themselves. So inns, livery stables, and stores grew up near the falls to serve the settlers while they were making ready to continue their trip. More people came here to live and trade began to grow between little towns on the river."

"I suppose," explained Dolly, "that is why Louisville was later called the 'Gateway City,' because people and cargo from the North and those from the South passed through here."

"Stagecoaches and wagons were used to carry the

people and cargo from Fourth Street to Thirty-fifth Street," said Don.

Mike, a new boy who had just moved into the city, inquired, "Do they still go around the falls?"

"Oh, no, Mike," answered Harry, "a canal has been built around the falls."

"How does a canal help a boat get from higher to lower water or the other way?" Mike asked very puzzled.

"The water is raised or lowered in the locks for the boats," Harry replied. "I can't explain how it is done, however."

"I'd like to know more about the way that can be done," Mike stated.

"So would I," answered several others.

"Maybe we could find some information in our geography or in our encyclopedias about canals," suggested Martha.

John also suggested, "Or we could take a trip to the canal as we did to the Filson Club."

"That would be nice," agreed many others.

"I think we should do both, read and take the trip," replied Helen.

"Mrs. Moore, may classes visit the canal?" John inquired.

"Yes, several classes have visited the locks. I will contact Mr. E to see if we might come. After you make ar-

rangements and decide when you want to go, the class may send a letter specifying the date and the time," she answered.

Mary suggested, "We could write the letter together in our language lesson and copy it during penmanship."

"I hope mine is chosen as the best to send this time," spoke Sue hopefully.

"Before we do any reading I think we should list things we want to find out," suggested Helen. "If we can't find answers to our questions as we read we may ask Mr. E when we visit the canal."

The following questions were stated by the class and placed on the board for everyone to see and for reference:

1. When was the Louisville and Portland Canal built and by whom?
2. Who owns the canal?
3. Where does the canal begin and end?
4. How much must the boats pay to use the canal?
5. How do the boats use the canal to go downstream? For upstream?
6. Does the rising of the river affect the canal?
7. What signal do the boats give when they want to use the canal?
8. How long does it take a boat to go through the canal?

9. About how many boats pass through the canal in a month?
10. What are some of the things the boats carry?
11. From where do most of the boats come?
12. How many people work at the canal? Do they belong to a union as do the telephone workers? (The Nation wide telephone strike was on at this time.)
13. Are boats ever damaged in the canal?
14. Are the locks the canal gates? How large are they? Of what are they made?
15. Do all canals serve the same purpose as does the Louisville Canal?
16. About how much water is needed to fill the locks?

The remainder of the lesson was used as a study period. Some children crowded about the encyclopedias and the library table, while others were busily thumbing through the index or table of contents in their own textbook. Soon all were busily reading or jotting down notes as they went along.

The social studies class the following day was begun with one question in mind, "May we go to the canal?"

Reassured that the trip might be made, the class began pooling their information found in the hours since the last discussion period.

20 "I found some information about canals in our geography book on page one hundred eighty-one. May I read it to the class?" Bob asked.

"Yes, Bob," replied Mrs. Moore, "we want to hear your information."

Bob stood and read slowly and carefully. "Perhaps you wonder, however, just how the canals help ships get from lower to higher water or from higher to lower water. This is all done by a number of sections of the canal known as locks. At each end of the lock is a gate that holds back the water. When a boat is going upstream and must be lifted, it slowly steams into the lock. The gate back of the ship is closed and the one in front of it is opened. Water from the higher part of the canal then flows into the lock and raises the boat. When a boat is going downstream and must be lowered, it slowly steams into the lock just as before, except that it is going in the opposite direction. This time, when the gate back of the boat is closed and the one in front is opened, the water runs out into the lower part of the canal and lets the boat down."

"Do you think that you could illustrate that on the board for us?" inquired Tom.

Bob hesitated a moment and then as he drew lines and arrows he explained the way the boats use the locks.

"Thank you, Bob, your explanation and information was very clear," complimented the teacher.

Helen stood to add her information, "I found that our canal in Louisville was built in 1830 by a private company and the first boat to use the canal was on December 22, 1830."

"That is different from what I found out," replied Sally. "I found that the canal was completed in 1829."

"We'll ask Mr. E when we go to the canal to see which is correct," replied Helen. "I also found that the canal is owned by the United States Government. It was bought from all the owners by the government because it controlled the traffic going up and down the Ohio River."

Bob inquired, "Did you find the cost for a boat to use the canal?"

"Yes, I did, Bob. It once cost \$.80 per ton. After the government bought the canal they charged too until 1880. After that nothing was charged," she answered.

"Bob has told us that the locks are sections of the canal. Did any one find out how large the locks are?" asked Jerry.

"I did, Jerry," replied Sally. "The locks now are one hundred ten feet wide. The longer one is six hundred

fifty feet long and the smaller one is three hundred feet in length. They were smaller when they were first built but they have been made larger."

"Six hundred fifty feet is long. I wonder if that is longer than our school corridor," said Jack puzzled.

Tom suggested, "We could measure the length of the hall and compare our measurements with those of the locks. May we measure the hall during our arithmetic lesson?"

"Yes, that would be a very good arithmetic lesson, Tom," answered Mrs. Moore.

"My father told me that they use to dredge the canal to take out the mud that had collected," explained Sam. "I'd like to find out if they still dredge the canal and how."

John asked, "When can we go to the canal?"

"Thursday would be a good day," suggested Mary.

"That would give us time to complete our plans."

"How can we go?" inquired Sally.

"When we went to the Filson Club we had so much trouble in getting enough cars for our large group, suppose we go by bus," suggested Mary.

"That would take too long and we would probably have to transfer and walk," Jerry replied.

"My father works for the Louisville Railway Company," said Laura. "I can find out if we could charter a bus and

the cost."

"I suggest that Laura, Jerry, and Sally be our transportation committee. Then tomorrow all the people who can get cars report to them. In the meantime they can find out about the bus, so we can decide how we are to go," suggested Henry.

"That would be fun to go on a chartered bus and pass the people at corners without stopping," said Tom teasingly when the social studies period was finished.

The next day Laura reported, "The cost of the bus will be ten dollars. Sally and Jerry found that only two cars were available but that won't begin to take our large class."

"With two dollars in our class fund we can add the difference of eight dollars," replied John.

"I'd rather pay more so we won't have to transfer. We can go directly there and all be together on a bus," added Jerry.

Some of the others agreed.

"How much will we have to pay?" asked Sue.

"That's a good arithmetic problem. Let me see who can be the first to give us the correct answer," challenged Mrs. Moore.

Pencils were busy, but Harold was the first to raise his hand.

"Harold, you may go to the board and show how you

solved the problem," said Mrs. Moore.

Harold wrote:

\$10.00 Cost of bus
 -2.00 In our fund
 \$ 8.00 Still need

No. of children $\frac{8.00}{.16\frac{1}{2}}$ or about \$.17 a person

48
320
<u>288</u>
32

"That is only two cents more than regular carfare," added Sally.

The teacher knew that four children in the room might be unable to pay their fares. As the school has a fund, the teacher knew that their cooperative principal would see that these fares would be paid if necessary. Therefore, the teacher at a later time discussed individually with these four pupils and a plan was worked out.

"Then I shall have my father to charter the bus for us," replied Laura.

"Since some of our mothers were so nice to take us on other trips in their cars, I think we should invite them to be our guests on this trip," suggested Sue.

"What a nice suggestion, Sue. I would like very much for some mothers to share the trip with us," replied Mrs. Moore.

"We must write to Mr. E," added Martha, "to tell him of our plans."

"Do we need notes giving us permission to go on this trip, Mrs. Moore?" inquired Bob.

"Yes, Bob, it is very important that everyone bring his note signed by a parent. If anyone fails to do so, he won't be permitted to go."

"Since many of our questions are still unanswered, may we choose one to ask in order that we will get all the information we want on our visit?" Mary inquired.

"You may choose a question," answered Mrs. Moore. "Mary will put your initials on the board by your question, so you can copy it later."

After the class members chose their questions, it was decided that notebooks should be taken to record any information that Mr. E would give the group, also for sketching anything of interest.

"I'd like to take my camera to take pictures of the canal," Sue added.

"That would be a nice picture to put in our class booklet," replied Helen.

"May we divide into groups with leaders as we have done before?" inquired John.

"Yes, John, we need about six good leaders for the group," suggested Mrs. Moore. "You may elect them and choose the group to which you wish to belong."

After the class voted, a few changes were made as

some groups were too large. Some of the pupils volunteered to change to a smaller group to make the groups even. Three children were changed to separate groups because they had proven before that they could not work together.

"Shall we use the same standards of courtesy and conduct that we made before?" inquired Bob.

"I think we should add one," suggested Sue. "Stand back and not crowd around any object being pointed out. Everyone can see then, and you can always look later when it isn't so crowded."

"Our trip to the Filson Club was an example of the need of your good standard, Sue," pointed out the teacher. "Suppose we review our standards and see if they are necessary for our trip."

This was the subject of the discussion for the remainder of the period.

For the next social studies lesson the movie, "Flatboatmen of the Frontier," was shown to and discussed by the class.

The Excursion

The day of the trip arrived. Some eager child had already spied the bus, as it drove up ten minutes ahead of time, and had at once reported the fact to the class.

The list of the children's names who were taking the trip had been sent to the office after the notes were check-

ed carefully by the group leaders with the teacher.

Each leader had been given a card with the names of their group. This had been typed by one of the small girls on her toy typewriter.

After each leader checked his group to see if everyone was prepared for the trip, he reported as his name was called.

The mothers had met in the room during these last minutes of checking. They had previously talked with the teacher and were told how they might help to make the trip successful.

The group following the teacher, filed quietly down the hall to the bus waiting on the outside as the mothers walked at the end.

On the short ride the class had been given the opportunity of talking in low tones. A raised hand meant that all were to stop and listen to anything that might be pointed out. This was done as the class passed the Hydro-Electric Plant near the locks.

On arriving at the powerhouse the class remained on the bus with the parents until the teacher located their guide.

"Mr. E, this is the 5A Class of Foster School."

"Hello, boys and girls," he replied. "I want to take you first to the powerhouse where I will explain some of the

controlling instruments."

In the powerhouse several terms were jotted down, not exactly in their right spelling arrangement, but that would be clarified later. No one crowded about as various things were pointed out. Later a few minutes were given for closer observation.

As the children looked down at the locks from the upstairs window of the powerhouse, Mr. E explained how the locks worked.

"Before we go downstairs and walk to the bridge, are there any questions?" he asked.

Kenneth, who had listened intently to see if the answer to his question would be given, was the first to speak up. "Of what are the gates in the locks made?"

"Steel, as they need to be very strong."

"How long does it take a boat to go through the locks?"

"About fifteen to twenty minutes."

"Is the canal still dredged? If so, how?" asked Sam.

"Yes, it is necessary to dredge the rock bottom canal about once a year. If the stream falls to a nine foot stage and there is very much mud, big boats would be unable to use the canal. Water in the canal is known as dead water and if mud is to be removed, the current of the

river being lacking, the dredges must be relied on. Previous dredging have been 'dip dredging' or 'clam-bucket' affairs. This year they are to use a suction dredge."

"How is that done?" asked Sam anxiously.

"Men on a boat cut the mud from the bottom, then it is sucked up by machinery at the bow and pumped through a pipe to the middle of the river where it is easily carried away by the current."

"Thank you, that is very interesting," replied Sam.

"What was the name of the first boat to use the canal?" asked Mary.

"I don't know."

"I know," answered Jack, "I found out that it was called the "Uncas."

"I didn't know that, son," replied Mr. E.

"What are some of the things that are carried by the boats that go through the canal?"

"Cotton, sugar, scrap iron, crude oil, and many other things."

"Where do the boats come from?"

"Many places, but several come and go from Pittsburgh to New Orleans."

"Are boats ever damaged in the locks?"

"Yes, and sometimes the walls of the locks are damaged also," he answered.

"I found that it takes about fourteen million gallons of water to fill the lock. Is that correct?" asked Helen

"I don't know exactly, but that is about correct. Say, I am going to keep you people down here and ask you questions. You know more answers than I do," he jokingly replied.

Everyone laugh or smiled.

"About how many people work here at the canal, and do they belong to a union as do the telephone workers?" John inquired.

"There are about thirty-nine people who work here, but we come under Civil Service."

John jotted down Civil Service and a question mark rather puzzled.

"Any other questions?" (A pause) "If that is all the questions we'll go down and look at the locks from the bridge. After we go to the other side I'll have the men to swing the bridge around so you can see how it works when a big boat comes through."

This was done much to the delight of the children before they were taken to the drydock.

While at the drydock Tom looking at the water suddenly exclaimed, "Oh, look, here comes a boat down the river!"

This remark, like an electric current, excited the whole group.

"We'll go back to the bridge and watch the boat go through the canal," suggested Mr. E.

Very few minutes were lost on the return trip to the bridge.

Slowly the boat floated on the water to the locks. Then the gate opened for the boat to enter.

In a few minutes Mary spoke, "Look the boat is going down! You can't see all of it now."

"When the water is lower," explained Mr. E, "you can barely see the boat."

The gate has opened and the boat is going on down the river," said Jane.

"Gee, I am so glad the boat came so we were able to see it go through the locks," replied Harold.

"Boys and girls, our time is about up so we'll return to the bus now. Thank you, Mr. E, for the interesting visit," said Mrs. Moore.

"You were such nice boys and girls and we've enjoyed having you visit us. Come back again and we'll arrange to take a boat to go "locking through," invited Mr. E.

"Oh! that would be fun!" many voices exclaimed in unison.

Several children as they filed by to go to the bus said, "Thank you, Mr. E for the nice visit. We have learned so much."

Before the bus pulled away, the group was seated comfortably and the group leaders, who had checked to see if everyone was there, reported as their names were called. The driver, instructed to do so, pulled the bus away and the children waved goodbye to Mr. E.

On the return trip to the school all eyes were on the river to see if any boats were on their way to the canal.

As the bus pulled up to the school building the group was chattering as there was so much to talk about.

The Follow-up

During the discussion soon after the trip, each question that had been formulated by the group, was again answered and discussed by the class members.

Only Harold seemed puzzled when he gave his answer, "There are thirty-nine men that work at the canal. They are under Civil Service. I am not sure what Mr. E meant by that."

"I do," explained Sally. "When we read in history about Andrew Jackson and other Presidents giving jobs just to their friends, Mrs. Moore told us that most government jobs today come under Civil Service. A person receives the position who has the most points after taking tests with others."

"Oh, I remember that now," replied Harold.

"We should write soon to Mr. E to thank him for our nice trip," suggested Jane. "May each of us write a letter this time instead of a class group letter?"

"That would be very nice, also a good check on what we have learned about letter writing," answered Mrs. Moore.

"I hope Sue has a nice picture of the canal so we might put one in our class notebook." "Who," continued Polly, "will write the report about our trip for our notebook?"

"Suppose each person write at least a paragraph, or more, and tell something about the trip, for example, what you learned, or what you enjoyed. These may be read later to the class, who may choose several good ones for the class notebook," suggested Mrs. Moore.

"We had such a nice trip. I think we should share our experience with others," Martha suggested.

"We could write a report for our school newspaper, "The Lyric". We can draw pictures about our trip and choose the best ones to put on the art bulletin board in the corridor for all classes to see. We can include a report of our trip in our class assembly at the end of our study of the unit." These were some of the suggestions that were to be carried out by the group in their other class periods.

During some of their art periods pictures describing the trip were made. Descriptions for the pictures were

written during the language periods as well as reports for the class notebook and school paper. In spelling, words were added to the class list as necessary for writing their reports. These included the following: cargo, canal, locks, transportation, downstream, upstream, and dredge. Penmanship became more than just another subject. There was a need for writing as neatly and legibly as possible. In music such river songs as "Moonlight on the Wabash" and "Beautiful Ohio" were learned.

In the social studies period the class also discussed the importance of the river today. Besides the use of the river as a means for boats to travel and for food, it was pointed out that the Ohio furnished Louisville with its electric power. The class had remembered seeing the Hydro-Electric Plant on the way to the canal. The river as a water supply for the city with the necessity of its purification was the basis of the many health lessons that followed.

Besides as a means of motivating and correlating their school work and providing first-hand information, this class excursion had provided opportunity for cooperation in carrying out the plans for the visit.

CHAPTER VI

SUMMARY AND CONCLUSIONS

SUMMARY AND CONCLUSIONS

No educator will deny that an important phase of each teacher's work is the provision of a rich and stimulating environment in which children will have contact with ideas, and with major human achievements.

"Trips and excursions are necessary supplements to the classroom in providing such environment, for they invite investigation, exploration, experimentation, and gaining of knowledge and appreciation by first-hand contact with life, people, occupations, and creative works of man, local environment, and the world at large."¹

According to the old maxim, "Seeing is believing." Through excursions children learn to do more than just look, they really see. Excursions develop skills in studying the environment, recording information, and organizing and interpreting materials.

The values to be derived from excursions will be attained or realized when the excursions are planned as to what is to be accomplished and the manner in which the trip is to be made. Also for the evident success of the trip evaluation and follow up activities as well as preparation are necessary if its possibilities are to be realiz-

¹
F. C. Bergeson, "Excursions in School Life," Elementary School Principal, 11:461, April, 1932.

ed. Of course, the teacher also must be cordial to this phase of school life.

This study has only turned the top soil of the field which has buried in it a wealth of material for excursions for all grades. As this study was limited to one grade and for one social studies unit, only a beginning has been made to unearth these possibilities.

The writer hopes that other surveys of the community will be made for all grades and in connection with the entire curriculum. As suggested in Chapter III this survey might be made by the teachers of the entire school system with a committee to organize the findings in some form which would be convenient for reference when arrangements were being made to visit. This information might be kept at the Board of Education in the Library or in the Audio-Visual Education Department. Each school might have mimeographed copies to study and to add any information pertaining to the relationship of the school and the sources available. Experiences of classes and groups could be added to this flexible file of pertinent information about a community in a constant state of flux.

The writer does not suggest that a separate special department be established for caring for school excursions, as has been done in some cities. However a type of field

service as is provided in Minneapolis for pupils and teachers could be had in the Louisville system. This includes a field worker devoting full time to providing helps for teachers, arranging for transportation, and making contacts with the institutions to be visited. This service then is supplied at the request of the individual teacher. This field worker could be a part of the Audio-Visual Education Department under the Curriculum Division at the Board of Education. Through this worker excursions could be cleared so that no one source is ever used. As an example, if in the study of communication a class wishes to visit a radio station, the field worker would see that too many classes did not visit just WAVE but to use other stations.

Teachers cannot make participation in an excursion obligatory as long as children's expenses are borne by parents.

Provision in the school budget for expenses of transportation, the chief item of excursion costs, is necessary for the full use of the technique. In school budgets today costs of laboratory equipment and instructional material such as books, motion pictures, and others are accepted as a necessary and legitimate expense. If the value of the excursion can be proved to be equal to these, it would seem logical for its cost also to be in-

cluded in the school budget.

Experimental studies in this system might be made to prove the value of excursions and as a basis for their provision in the budget.

This proposed part of the budget for transportation expense might provide the use of school buses or just financial aid to classes for utilizing regular city transportation facilities.

The writer is not offering a solution or one plan, as that is not the purpose of this study, just suggesting possibilities if the technique is to be used extensively.

It is hoped that the findings of this study will help others as well as the fifth grade teachers in their teaching of the social studies unit, "The Ohio Valley."

While it is realized that this study is far from complete and questions remain unanswered, the writer feels that a small contribution has been made in this connection.

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Louisville Public Schools, A Tentative Activity Curriculum in Social Studies for Elementary Schools Grade Three with Special Emphasis upon Louisville Today, Louisville, Louisville Board of Education, 1933.

Louisville Public Schools, "Directory 1946-1947," Louisville, Board of Education.

Schmutz, Olga, A Survey of the Audio-Visual Aids Being Used by the Louisville White Fourth, Fifth, and Sixth Grade Teachers, Louisville, University of Louisville Master's Thesis, 1942.

THE APPENDIX

THE APPENDIX

Questionnaire

1. Have you ever taken a class on an excursion for Social Studies?
2. Has your class (this school year) been taken on an excursion?
3. Was this trip taken in connection with the study of "The Ohio Valley -- Middle States" (a social studies unit)?
4. To what place (or places) was the trip made?
5. Check the following as to the number taking the trip:
 - A. The entire class
 - B. Student Committee
 - C. Individuals
6. When was the trip taken? (Check)
 - A. An introduction to the study
 - B. During the study of the unit
 - C. At the end of the unit
 - D. During school hours
 - E. After school hours
 - F. On Saturday
7. Check reasons for the purpose of the trip.
 - A. To gain definite information from direct contact
 - B. To stimulate and broaden interest
 - C. To verify knowledge gained from other sources
 - D. To develop a critical attitude
 - E. To develop keenness of observation
 - F. To help organize information gained
 - G. Other reasons _____
8. Check the activities used in the preparation for the trip.
 - A. Extensive reading
 - B. Discussion
 - C. Preparation of questions to ask
 - D. Listing things to look for and examine
 - E. Collecting pictures
 - F. Setting up standards of conduct, courtesy, and responsibility

8. (continued)
- G. Letters for permission to visit
 - H. Topics assigned and studied
 - I. Individual pupil projects planned
 - J. Other activities _____
9. Please check the activities used in the follow-up.
- | | |
|-----------------------------|---------------------------|
| A. Written reports | K. Radio program |
| B. Oral reports | L. Graphs |
| C. Booklets for the library | M. Maps |
| D. Exhibits | N. Charts |
| E. Thank-you letters | O. Diagrams |
| F. Discussion | P. Home-made movie |
| G. Dramatizations | Q. Lantern slides |
| H. Art work | R. Description |
| I. Reports for school paper | S. Tests |
| J. Puppet shows | T. Stories |
| | U. Other activities _____ |
10. Please check the reason if no trips were made.
- A. Do you object to excursions? (Check the reason or reasons why)
 - (1) too great responsibility
 - (2) too much time involved in getting to and from the objective
 - (3) difficulty of handling large groups
 - (4) children do not get enough benefit to justify time and effort involved
 - (5) other reasons _____
 - B. Would you have desired to take the children on excursions? (Check reason or reasons why the trip was not made.)
 - (1) schedule too heavy
 - (2) problem children in classroom
 - (3) too much work involved
 - (4) lack of convenient transportation
 - (5) other reasons _____
11. Please check the following sources of information as to their value in providing a better understanding of the unit, "The Ohio Valley."
- Options Required
- I Business District
 - 1. Main Street (wholesale area)
 - 2. Hay Market -- between Brock-Floyd and Liberty-Jefferson
 - II Civic Buildings
 - 1. City Hall -- Sixth and Jefferson

- II (continued) Optional Required
2. Custom House and Post Office
Sixth and Broadway
 3. General Hospital -- 323 East
Chestnut Street
 4. Jefferson County Armory -- Fifth
and Armory Place
 5. Jefferson County Court House --
Jefferson Street between Fifth
and Sixth Streets
 6. Louisville Public Library --
Fourth and York Streets
 7. Memorial Auditorium -- Fourth
and Kentucky Streets
- III Clubs and Museums
1. Filson Club -- Breckenridge be-
tween First and Second Streets
 2. Speed Museum -- Third and Shipp
 3. Public Library Museum -- Fourth
and York Streets
- IV Industries
1. Avery, B. F., and Sons Co. --
1721 Seventh Street Road
 2. Ballard Mills -- 912 East Broad-
way
 3. Bourbon Stock Yards -- 1048
East Main Street
 4. Bradford Woolen Mills -- Oak
Street at Reutlinger
 5. Coco Cola Bottling Co. -- 1661
West Hill
 6. Dairies
 7. Ford Motor Co. -- 1400 Western Fkwy.
 8. Honey Krust Bakery -- 1455 South
Seventh Street
 9. Meat Packers
 10. Mengel Company -- 1111 Zane Ave.
 11. Petroleum Refineries -- West End
 12. Reynolds Metals Co. -- 2000 South
Ninth Street
- V Statues and Monuments
1. Castleman Monument -- Cherokee Rd.
and Cherokee Parkway
 2. Confederate Monument -- Third and
Shipp Streets
 3. Daniel Boone Monument -- Cherokee
Park

V (continued)

Optional Required

4. Clark's grave in Cave Hill Cemetery
5. Jefferson Monument -- front of Court House, Fifth and Jefferson
6. Locust Grove (Clark's last home) Blankenbaker Lane
7. Mulberry Hill -- Beargrass Creek near Poplar Level Road (Clark's father's home)
8. Statue of Henry Clay -- in rotunda of Court House, Fifth and Jefferson
9. Statue of Abraham Lincoln -- in front of Main Public Library -- Fourth and York Streets
10. Site of old Fort Nelson -- Seventh and Main Streets
11. President Zachary Taylor's Home and Monument -- By way of Brownsboro Rd. and Blankenbaker Lane
12. Paintings at Seelbach Hotel -- Fourth and Walnut Streets
13. Marker on Court House -- honoring Clark

VI Transportation and Communication

1. Bowman Field Airport -- Taylorsville Road
2. Branch Telephone Office
3. Courier-Journal and Louisville Times -- 300 W. Liberty
4. Railroad Stations
 - A. Union Station -- Tenth and Broadway
 - B. Central Depot -- Seventh and River
5. Railroad Yards
6. Truck Depots
7. Radio Stations
8. Greyhound Bus Station -- Fifth and Broadway

VII

- A. The Water Front -- on the Ohio River
- B. The U. S. Coast Guard Station Third and River

VII (continued)

Optional Required

- C. Louisville and Portland Canal
Foot of Twenty-seventh St.
- D. Hydro-Electric Plant -- Twenty-sixth and Canal

- VIII Source of Louisville Water Supply
- A. River Road Pumping Station
 - B. The Reservoir -- Frankfort Ave.
 - C. Crescent Hill Pumping Station
Frankfort Avenue

IX Miscellaneous

- A. U. S. Fishery -- Gibson Lane
- B. "The Old Kentucky Home" --
Kentucky State Fairgrounds
- C. Southern Baptist Theological
Seminary Museum -- Grinstead
Drive and Lexington Road

12. Can you suggest any other place in Louisville to visit that is not included in the above list and that would be beneficial in the teaching of the social studies unit, "The Ohio Valley?"
13. Would a detailed list (as above), of available sources of information in Louisville to visit, be helpful and beneficial in the teaching of social studies in the fifth grade? If so, how?
14. Suggestions or Remarks:

Name _____

School _____

Tabulation of Questionnaire

Please check the following sources of information as to their value in providing a better understanding of the unit, "The Ohio Valley."

	<u>Actual No.</u>		<u>Percent</u>	
	Optional	Required	Optional	Required
I Business District				
1. Main Street	35	10	78	22
2. Hay Market	25	20	56	44
II Civic Buildings				
1. City Hall	20	25	44	56
2. Custom House and Post Office	22	23	49	51
3. General Hospital	45	0	100	0
4. Jefferson County Armory	40	5	89	11
5. Jefferson County Court House	18	27	40	60
6. Louisville Public Library	20	25	44	56
7. Memorial Auditorium	30	15	67	33
III Clubs and Museums				
1. Filson Club	18	27	40	60
2. Speed Museum	15	30	33	67
3. Public Library Museum	20	25	44	56
IV Industries				
1. Avery, D. F. and Sons Co.	22	23	49	51
2. Ballard Mills	20	25	44	56
3. Bourbon Stock Yards	19	26	42	58
4. Bradford Woolen Mills	18	27	40	60
5. Coco Cola Bottling Company	20	25	44	56
6. Dairies	20	25	44	56
7. Ford Motor Co.	19	26	42	58
8. Honey Krust Bakery	17	28	38	62
9. Meat Packers	21	24	47	53
10. Mengel Company	20	25	44	56
11. Petroleum Refineries	22	23	49	51
12. Reynolds Metals Company	27	18	60	40

V Statues and Monuments	Actual No.		Percent	
	Optional	Required	Optional	Required
1. Castleman Monument	31	14	69	31
2. Confederate Monument	33	12	73	27
3. Daniel Boone Monument	27	18	60	40
4. Clark's grave	26	19	58	42
5. Jefferson Monument	18	27	40	60
6. Locust Grove	20	25	44	56
7. Mulberry Hill	27	18	60	40
8. Henry Clay Statue	18	27	40	60
9. Abraham Lincoln Statue	20	25	44	56
10. Fort Nelson Site	20	25	44	56
11. President Zachary Taylor's Home-Monument	26	19	58	42
12. Paintings at Seelbach Hotel	33	12	73	27
13. Marker on Court House	18	27	40	60
VI Transportation and Communication				
1. Bowman Field Airport	10	35	22	78
2. Branch Telephone Office	19	26	42	58
3. Courier-Journal and Louisville Times	16	29	36	64
4. Railroad Stations	20	25	44	56
5. Railroad Yards	27	18	60	40
6. Truck Depots	28	17	62	38
7. Radio Stations	19	26	42	58
8. Greyhound Bus Sta.	29	16	64	36
VII				
A. The Water Front	20	25	44	56
B. The U. S. Coast Guard	20	25	44	56
C. Louisville and Portland Canal	12	33	27	73
D. Hydro-Electric Plant	18	27	40	60

VIII	Source of Louisville Water Supply	Actual No.		Percent	
		Optional	Required	Optional	Required
	A. River Road Pumping Station	27	18	60	40
	B. The Reservoir	20	25	44	56
	C. Crescent Hill Pumping Station	20	25	44	56
IX	Miscellaneous				
	A. U. S. Fishery	31	14	69	31
	B. "The Old Kentucky Home"	25	20	56	44
	C. Southern Baptist Theological Seminary Museum	24	21	53	47

Questions Used in Interviewing the Fifth Grade Teachers

1. What trips have you made in connection with the unit, "The Ohio Valley?"
2. How many pupils took the trip?
 - A. The entire class
 - B. Student committee How many?
 - C. Individuals
3. When was the trip taken?
 - A. As an introduction to the unit
 - B. During the study of the unit
 - C. At the end of the unit
 - D. During school hours
 - E. After school hours
 - F. On Saturday
4. What was the purpose of the trip?
 - A. To gain additional information
 - B. To stimulate discussion
 - C. To develop keenness of observation
 - D. To increase voluntary reading
 - E. To lead to further activities
 - F. To illustrate facts already known
 - G. To solve problems previously presented
 - H. To aid in interpreting statistical information
 - I. To develop desirable attitudes
 - J. To develop an appreciation of something
 - K. To answer specific questions
 - L. To introduce a unit or subject
 - M. To summarize or review
 - N. To develop a process
 - O. To present abstract subject matter in a concrete way
 - P. Other reasons _____
5. What was done in preparation for the trip?
 - A. How was the pupil interest in the trip aroused?
 - B. What materials were used to develop a background of knowledge about the place visited?
 - C. What preparatory activities did the children engage in?
 - (1) Collecting pictures
 - (2) Setting up standards -- conduct, courtesy, and responsibility
 - (3) Listing things to look for and examine
 - (4) Discussion
 - (5) Preparation of questions to ask
 - (6) Letters for permission to visit

5. (continued)
- (7) Extensive reading
 - (8) Individual pupil projects
 - (9) Topics assigned and studied
 - (10) Other activities _____
6. The Excursion
- A. What activities did the excursion itself include?
 - B. What type of instruction was given while at the place visited?
 - (1) Explanation by a guide
 - (2) Explanation by the teacher
 - (3) A printed guide sheet of things to be noted
 - (4) Pupils to note anything
 - (5) Other types _____
 - C. How much time was spent on the trip?
 - D. What means of transportation was used?
 - E. What ideas and materials did the pupils obtain for classroom use?
 - F. What problems were involved in making the trip?
7. Evaluation of the trip
- A. What were some of the pupils' reactions as a result of the excursion?
 - B. As a result of the trip did you notice on the part of your class, a definite growth in attitudes, interest, and general morale? Examples.
 - C. Did the trip help in the teaching of the unit? Explain.
 - D. Have you any concrete evidence that the excursion you have directed has been worthwhile?
 - (1) Increase knowledge as indicated from test results
 - (2) Individual projects carried out
 - (3) More books read
 - (4) More interest in class discussion and daily work
 - (5) Individual pupils take additional excursions
 - (6) Other ways _____
8. Where were some of the follow-up activities?
- A. Written reports
 - B. Oral reports
 - C. Booklets for the library
 - D. Exhibits
 - E. Thank you letters
 - F. Discussion
 - G. Dramatizations
 - H. Art work

8. (continued)
- I. Reports for school paper
 - J. Puppet shows
 - K. Radio programs
 - L. Diagrams
 - M. Charts
 - N. Graphs
 - O. Home made movies
 - P. Lantern slides

Name _____

School _____

Grade _____

Five years teaching experience.

Historic Spots in Louisville Pertaining
to this Unit 1

Mulberry Hill, Beargrass Creek near the Poplar Level Road,
home of Clark's father.

Locust Grove, Blankenbaker Lane, Clark's last home.

Clark's grave in Cave Hill Cemetry.

Clark murals in the Seelbach Hotel.

Fort Nelson Monument at the corner of North Seventh Street
and West Main Street.

Statue of Daniel Boone in Cherokee Park.

Marker on the Court House honoring Clark.

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"The Ohio Valley (Middle States)" p. 16.

1
A Sample Travel List
Field Trip Record

Class _____ Teacher _____ Date _____
 Destination _____
 Transportation Used _____
 Time Leave School _____ Arrive Destination _____
 Time Leave Destination _____ Arrive at School _____
 Comments _____

Students Attending

1. _____ 3. _____
 2. _____ etc. _____

Students Not Attending

<u>Names</u>	<u>Reason</u>	<u>Provision Made</u>
1.		
2.		
etc.		

1

Edward G. Olsen, School and Community, New York, Prentice-Hall, Inc., 1946, p. 160.

A Sample of Permission of a Parent for a Trip¹

"I am willing that my child (Name of child) go to the (Give detailed information) located at (Give location) on (Date). I hereby release the Board of Education of (Blank town), the principal and teachers of (Name of school) from any and all responsibility for any accident which may occur at (Destination) or en route to or from that place."

Signature

¹ Daniel R. Hodgdon, "Liability and the School Trip," Clearing House, 17:434, March-April, 1943.

Sample Form of a Parent Waiver

"Before children are taken from the school grounds, it is essential that the parents be notified and that they give consent. The following form has been used in the Lincoln Consolidated School."¹

Dear Patron:

The children of our school can be helped in their school work by having an opportunity to visit places of interest near the school. These trips are made under the direction and supervision of the faculty. When transportation is necessary, all possible care and protection is taken.

It is desirable that the parents know about these trips and give permission for their child to take advantage of the same.

On _____ a trip is planned to _____ to visit the _____.
_____ will be in charge of the group.

(Signature of Supervisor in charge)

About a week before the trip, the top was filled and sent to parents. The lower part filled by parents and returned to school.

Parents Permission

I desire to have _____ go with the group on this trip. It is understood that the supervisor in charge of the group as well as the transportation department will not assume responsibility for accidents or happenings over which they have no control.

(Parents signature)

¹
Sama Feuerstein, "How to Get the Most Out of Educational Trips," Grade Teacher, 58:91, September, 1940.